44

INNOVATIONS IN THE FIELD OF EDUCATION IN MODERN AZERBAIJAN, PROBLEMS OF THE COVID 19 PERIOD, USE OF EDUCATIONAL TECHNOLOGIES

INNOVACIONES EN EL CAMPO DE LA EDUCACIÓN EN EL AZERBAIYÁN MODERNO, PROBLEMAS DEL PERÍODO COVID 19, USO DE TECNOLOGÍAS EDUCATIVAS

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ABSTRACT

After Azerbaijan gained independence, serious changes were made in all spheres of society, both in form and content, in accordance with the requirements of the time. Appropriate steps have been taken to define the content, purpose and structure of education, and the foundations of a modern national education system based on the experience of advanced countries have been laid.

The content of educational resources cannot remain indifferent to innovations in society, economic changes, improvement of information and communication technologies. From this point of view, the creation of a modern information and communication technology-based infrastructure that meets the requirements of the global era and the renewal of the content of educational resources is an important issue in the education system.

The main purpose of the article is to draw attention to the pedagogical activities aimed at the sustainable development of modern technological equipment and resources in the educational process in secondary schools and to systematically educate teachers. The article presents general pedagogical issues, main directions, shortcomings and their solutions in order to prepare the content of modern educational resources used in the educational process in accordance with modern requirements, taking into account the best international practices.

Keywords:

Information society, Covid 19, modern education, content of education, social sciences subjects, teaching resources

RESUMEN

Después de que Azerbaiyán obtuviera la independencia, se realizaron cambios serios en todas las esferas de la sociedad, tanto en la forma como en el contenido, de acuerdo con los requisitos de la época. Se han tomado las medidas adecuadas para definir el contenido, el propósito y la estructura de la educación, y se han sentado las bases de un sistema educativo nacional moderno basado en la experiencia de los países avanzados.

El contenido de los recursos educativos no puede permanecer indiferente a las innovaciones en la sociedad, los cambios económicos, la mejora de las tecnologías de la información y la comunicación. Desde este punto de vista, la creación de una infraestructura moderna basada en tecnologías de la información y la comunicación que cumpla con los requisitos de la era global y la renovación del contenido de los recursos educativos es un tema importante en el sistema educativo.

El objetivo principal del artículo es llamar la atención sobre las actividades pedagógicas dirigidas al desarrollo sostenible de equipos y recursos tecnológicos modernos en el proceso educativo en las escuelas secundarias y educar sistemáticamente a los maestros. El artículo presenta cuestiones pedagógicas generales, direcciones principales, deficiencias y sus soluciones para preparar el contenido de los recursos educativos modernos utilizados en el proceso educativo de acuerdo con los requisitos modernos, teniendo en cuenta las mejores prácticas internacionales.

Palabras clave:

Sociedad de la información, Covid 19, educación moderna, contenidos de la educación, asignaturas de ciencias sociales, recursos didácticos

INTRODUCTION

Since the end of the last century, the world has undergone rapid development and radical change in all spheres of public life. These developments and changes are directly related to innovations in science and technology. The concepts of "globalization", "information society", "and knowledge age" are widely used for change and development in the XXI century.

The concept of globalization is characterized by the shrinking of the world in political, social and economic terms, rapid change and development throughout the world. One of the features that come up with globalization is the concept of information society.

The information society is a society in which science and technology dominate the development of all fields. In other words, science and technology are characterized as the most determining factor in the social structure of modern times.

Another concept that has come to the fore in the 21st century, which we call the information age, is the global corona virus (Covid-19) epidemic. The corona virus (COVID-19) disease, which started in China in December 2019, was declared a pandemic in January 2020. With the transformation of the corona virus (Covid-19) into a global epidemic, the global information space of virtual media has increased and continues to increase its role in all spheres of society, including the education system.

The connection of all educational institutions in the world, as well as in our country, to the compulsory distance education system contributes to the further expansion of the information field in the education system (E-mail, Website, Facebook, Twitter, Whatsapp, instagram, etc.), the Internet-virtual global information space led to rapid spread.

Today, it is difficult to imagine our world without new information and communication technologies, such as video-cassettes, video text, fiber-optic technologies, communication satellites, cable television, video conferencing, e-mail and www (internet) technology, and so on.

Socio-economic changes in the world as a result of globalization and integration, a new approach to facts, processes and events, reforms in the content of education create the need to rework the content of modern national educational resources. Requires new, more efficient content and form.

Understanding of quantitative and qualitative changes in modern times, respect for historical facts, events and processes, universal humanist values, national mentality, traditions, regardless of the political situation in the countries, in the communication and building of relations between states. Social sciences have great potential in creating the values they contain.

Providing students with quality educational resources in accordance with the requirements of our time is one of the main issues on the agenda in our country. In particular, not only the creation of new teaching methods in social sciences, but also radical changes in the content of teaching, the revision of methodological principles is a task ahead (American Histirocal Association (AHA) 2011).

The initiative to rewrite social sciences, especially history, in the independent state of Azerbaijan was put forward by national leader Heydar Aliyev in the late 1990s. "... Children and young people studying now must read on the basis of our new textbooks ..." (from a speech at a meeting on September 1, 1997 at school No. 18 in the Yasamal district of Baku).

Many problems of the country's history were deliberately falsified and distorted during the Soviet empire. Unlike textbooks written during the Soviet era, national textbooks written during independence provide world history, especially the history and culture of the peoples of the Turkish-Islamic world, in accordance with the principles of national statehood.

Many normative-legal acts that have an important place in the history of education in Azerbaijan, including Azerbaijan 2020: Vision for the Future, Development Concept, Azerbaijan 2030: National Priorities for Socio-Economic Development and others. the documents reflect the main principles of the state policy on the creation of the infrastructure of modern educational resources and basic training methodology in general education institutions (Bas, 2016).

METHODOLOGY

Relevant projects and measures are being implemented through the Ministry of Education to develop modern teaching resources for students and educators in order to improve the quality of education and bring it in line with international best practices.

Electronic resources: video lessons, electronic textbooks, e-tests, electronic assignments, foreign electronic resources and other means are collected in one source on the educational portal (www.e-resurs.edu.az ,, www.e-derslik.edu.az electronic textbook, video.edu.az, Tehsil.tv, etc.), "Internet use-web design", "office use", "Power-point use" and "excel, smart board use" for teachers in connection with the use of modern computer-based technology Appropriate steps have been taken to implement

in-service training courses on issues such as. Changes and developments in society have a greater impact on the social sciences. Especially democratic, humanist, respect for human rights and freedoms, etc. Educational resources on social sciences have a great role in the formation of moral and ethical values such as from this point of view, a new aspect of the content of teaching resources on social sciences arises, and there is a need to rework their content (Mammadova, 2020).

As seen from the picture, there is a tablet in front of each pupil, and each room has a projector and an electronic board. The lesson begins, pupils open a tablet, laptop instead of a book, and the excuse "I forgot my notebook at home" was replaced by "my tablet has no charge". But this excuse does not last long, the teacher turns on the "charger" and the task is sent to the teacher's computer.

The results show that in our country there is a focused work on the application of information technology in educational institutions in accordance with modern requirements. Within the framework of the "E-school" project, some of the accepted programs related to the widespread use of modern educational equipment and resources (ICT) in the education system were implemented, and appropriate measures are being taken to realize some of them.

- A study conducted to determine the level of use of modern educational equipment and resources by subject teachers found answers to the following questions:

1. For what purposes and at what level are computer technologies used?

2. What is the level of use of modern educational equipment and resources by subject teachers in schools?

3. What problems do teachers face when using technologies in the classroom?

4. What is the level of knowledge and skills of subject teachers in schools regarding to the use of modern educational equipment and resources?

5. Are there any problems with the physical conditions in the classroom when it comes to the use of teaching equipment and resources?

6. What are the differences in the use of teaching equipment and resources regarding to subjects?

- Method: 1. Study model. An analysis model was used in this study. We can also say that the model used determines the current situation.

- The study examined the level of use of modern teaching equipment and resources during teaching process by subject teachers. Information in the study is limited with answers to relevant questions of subject teachers working in secondary schools.

7. Pedagogical experiment. The study was conducted in 2015 in the schools of Ganja and Lankaran, covering the western and southern regions of Azerbaijan, where the pilot project "E-school" was implemented.

- The more reliable data in the schools, where the research was conducted were obtained with the help of teachers of Azerbaijani language (Mother language) and literature, social studies and mathematics, as well as technical subjects and foreign languages. 40 subject teachers from the mentioned schools were involved in the research.

- Totally, six questions were used in the study. The study results were analyzed using the SPSS program, then the results were interpreted using tables and graphs, compared, and the level of full use of training equipment and resources in the learning process was determined.

Special attention is paid to the above-mentioned factors in the content of teaching resources on social sciences in American and Western European countries. When researching modern resources in the social sciences, it is clear that these resources are of particular importance to learners in order to distinguish between necessary and unnecessary information that individuals need to have in the information society, and to develop research skills. Provides learning opportunities by living both in the classroom and in other areas of activity (Kang, 2007).

As mentioned above, another important aspect of the modern age is the rapid development of technological processes. Especially in the field of the Internet, people have the opportunity to know each other better. Information is obtained about the problems in the world, and opinions on this information are shared with each other. In this regard, one of the main goals of educational institutions should be the formation of students' skills, such as the use of modern technological equipment (ICT-based) and modern resources-at a high level Council under the President of the Russian Federation for the Development of Civil Society and Human Rights (2012).

The impact of developments in the concept of democracy and human rights on teaching resources in the social sciences is also a key factor. The technological and economic point of view, in the last fifty years, significant developments and changes in the life of the whole society, socio-political system, democracy, human rights have affected educational institutions, the content of education is focused in this direction Education in the spirit of mutual understanding, friendship and cooperation has come to the fore. From the technological and economic point of view, in the last fifty years in the world, in the life of the whole society, in the socio-political system, in the direction

of democracy, human rights. In other words, democratization in the information society must take place in the content of the resources of moral values, such as humanistic values (Molina, Giler, & Viteri, 2021).

One of the important factors is to take into account the fact that the content of their resources does not include issues that give rise to hatred.

The basic structure of all fields of science is facts. Facts are measurable scientific data that do not change from person to person. In this regard, attention should be paid to the scientific validity and accuracy of the information provided in educational resources. In other words, the information provided in the resources must be based on non-controversial, non-distorted, non-contradictory scientific information.

One of the issues to be considered in the content of educational resources is the presentation of facts, processes and events in chronological order. The facts, events and processes given in the teaching resources must come in chronological order. The presentation of events should emphasize the similarities and differences between facts, events and processes that took place at the same time.

The focus should be on highlighting important concepts in the presentation of facts, events and manifestations in the content of educational resources, and teaching topics as a focus.

Another feature of facts, processes and manifestations is that they are not permanent. It changes and updates over time. One of the changing facts is the Second Karabakh War, which began on September 27, 2020 and lasted for 44 days, resulted in a complete victory for Azerbaijan. The policy of aggression in the Nagorno-Karabakh region and 7 surrounding regions of Armenia (20% of the internationally recognized territory of Azerbaijan), which lasted for almost thirty years, has come to an end. Azerbaijan's historical Nagorno-Karabakh region was liberated from Armenian occupation and the country's territorial integrity was restored. In terms of the radical change in the geopolitical and geo economical situation in the South Caucasus, teaching resources in the social sciences must be updated against the background of new facts, processes and manifestations.

Despite all the significant developments in the information society, terrorism, war, economic crisis, natural disasters, the refugee problem, including the Coronavirus (Covid-19) pandemic, etc. We also face similar problems. In order to cope with these problems, educational institutions have the responsibility to develop qualities such as decision-making mechanisms and problem-solving skills

in students. First of all, the above-mentioned problems and their solutions should be reflected in the content of curricula and teaching resources.

Concepts such as similarity, difference, cause and effect, and development should be at the heart of teaching resources.

One of the points to pay attention to when preparing the content is to pay more attention to cultural, socio-economic and modern lifestyle issues.

Consideration of the gender factor in the content of resources is of great importance in terms of modern times. Since the middle of the last century, democratization and the importance of human rights in advanced countries have brought the gender factor to the forefront in public life and education. Especially in recent decades, this direction has been in the spotlight as an important issue. In the teaching of social sciences, women's and children's topics are and should be given more prominence in both curricula and resource content (Soltanova, 2021).

Social studies resources can play an important role in overcoming societal violence against people of different religions and languages. The content of teaching resources should include topics about how people of different religions and languages lived together in the past, how they solved problems equally, and how many conditions of kindness were created (Sandra, 2019).

No matter how perfect a teaching resource is, if the content is poorly designed, it will not achieve its intended purpose. It is of no use in learning. It will not be effective if the content is not well-organized, effective and in the right form.

RESULTS AND DISCUSSION

In addition to the above, the following suggestions can be made, taking into account the new approaches to the development and evaluation of modern teaching resources in the social sciences in developed countries: The content of modern educational resources should not contain: opinions that contradict the Constitution, laws of the Republic of Azerbaijan, international legal acts to which the country is a party; Ideas aimed at educating the people of Azerbaijan in the spirit of national, spiritual and cultural values, their love for their family, people, homeland, respect for human rights and human values should be taken as a basis; Changes in society and the innovations aimed at them, modern achievements of science, technology and culture should be included; Original mental maps, archival documents, letters, diaries, pictures of historical objects should be included; Topics such as democracy, human rights, and benevolence should be included; Opinions

that promote national, religious, racial, sexual and political discrimination must not contain information that is scientifically controversial; must stay away from extremism; A sense of mutual respect and cooperation should be instilled; Special attention should be paid to gender issues.

The content of the resources should include training activities that allow students to develop creative, logical, critical and creative thinking, as well as skills to solve problems in non-standard, alternative ways and make decisions; There should be learning activities that will encourage students to form research skills, conduct research and develop research skills, and learn by doing and living in accordance with the content of the subject; The content of the subject should include brief information; only the main points should be emphasized; written text and visual-audio elements used in it must be in accordance with the pedagogical, psychological and physiological characteristics of the student; Must be related to real life; It should be durable and should not become unusable once; It should be of easy quality to be developed and updated when needed. Taking into account the above-mentioned issues is important in terms of improving the quality of education (Aliev, 2022).

The Republic of Azerbaijan has made great strides in the content and teaching of education compared to previous periods, and comprehensive work is being carried out in this direction. However, the problems in this area have not yet been fully resolved. Identifying shortcomings in the content of modern educational resources and finding solutions to them has become a requirement of the day. Therefore, there is a serious need to develop special programs for these shortcomings in the near and distant future.

International experience and experience gained from the e-school pilot project, which successfully implemented reforms in the content of education in our country, a new methodological approach to teaching resources; interpretation of processes and events in accordance with the principles of new pedagogical thinking requires improvement in terms of requirements, freedom from defects.

Issues related to the improvement of educational resources in accordance with the requirements of modern information and communication technologies should always be in the center of attention. This in itself will increase the quality of education.

Providing e-schools with modern educational equipment and resources, financial conditions,

teacher training, special methodological and technical support is due to the fact that this is a pilot project.

Therefore, the high level of use and supply of modern educational equipment and resources

in "e-schools" should be considered normally.

The study showed that in addition to the benefits of using modern teaching resources in

Schools, there are a number of serious problems in this area.

CONCLUSION

For the systematic use of modern teaching resources in schools, it is important to consider

the following suggestions to solve existing problems.

Suggestions.

Eliminate the lack of time arising from the teachers; large number of curricula;

Development of national electronic resources covering the content of all subjects, especially the Azerbaijani language and literature, foreign languages, including social sciences, and their free use by teachers;

Application of "cloud" technologies to ensure reliable storage and easy access to electronic resources;

Taking into account international experience in the development of pedagogical resources in accordance with the psychophysical, cognitive and emotional characteristics of children's development and age characteristics in the development of educational resources;

Modernization of library activities and increasing the number of electronic libraries;

Upgrading teaching equipment and resources with rapidly evolving modern technologies, and bringing them up to date;

To study the experience of the world's leading countries in order to ensure the process of filtering to protect pupils from harmful information and ensure their safety when connecting schools to the Internet, and to take measures to establish rules for using the Internet in schools;

To overcome the limited use of modern educational equipment (including a smart board) and resources by teachers, first of all, it is necessary to organize a wide range of teacher training courses for free and to continue this process systematically.

Ensuring its sustainability by introducing the necessary innovations in continuing education courses every year;

Continuous organization of television programs on innovations in modern educational equipment and resources, especially national electronic resources.

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