Introduction

Professor Doctor Ajdar Abdulhuseyn oghlu Agayev is the author of the investigations on theory and history of pedagogy. He has written the following works:


In the book offered to reader, the historical and theoretical aspects of the dynamic pedagogical process have been analyzed. For author, education, instruction and education was pressing in all periods of the educational process and has been accompanied with gradual renovation. This renovation has been primarily occurred as a result of the developing of science and technology.

The learners mastering of science, their increasing of the comprehension activities, possessing of independence, free thinking and occupational training starting in the early middle ages was the leading direction.

East as well Azerbaijani thinkers have achieved the developing, teaching and educational results of the training methods. Prominent scientist N. Tusi considered possibility comparison of the methods of interview, discussion and conflict, and has underlined finding of truth in this way.

Such an idea is posted in the book that, traditional teaching (axiological) values can not be successful without considering the educational experience obtained up to now which is aspiring to be modernized. Every development goes on the specific foundation, therefore the new matters and technology should be based on national traditional base. Giving up tradition, to start new matters and technology might be cause to the breaking of information and knowledge inheritance existed between generations and all these can be cause of oppositions in views.

In the book, together with traditional educational experience, modern training methods and technology is being introduced in the inheritance connection.

This book surrounds a little part from the authors’ educational philosophy. Therefore incomprehensible approach might be there.

Beforehand, we thank to people who will attitude his relation to the book.

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The theoretical and practical issues of the usage of new teaching methods and technique (Historical-theoretical aspects)

I ARTICLE

Teaching is a historical dialectical process consisting of learning and teaching, obtaining knowledge, skills and habits for thousands years. Enlightenment was implemented in all periods of pedagogical process of educational system; and it led to a progress which insured the active role of humankind.

From ancient times up to now various ideas and thoughts were expressed about aims, duties, themes, principles, methods of teaching and ways of getting educated, instructive and educational practice in these areas were generalized and distributed. The development of the society, socio-political and cultural demands, scientific and technical progress, the new economic relations between world countries, the progress strategy of the country and other factors of paramount importance resulted in changes in the areas such as the aim and duty of the education, the theme, especially method and technique of the trainings. This renovation became an inseparable unit of the new society building. At the beginning of each century we can observe changes in this process periodically which is very interesting. Those - who had created the new teaching theory and practice of the new century, firstly learned attentively the practice of the passed historical development, derived benefit from it. By adding something new and by omitting some unnecessary things they created new instructive and educational methods which met all the needs of the new century.

The prominent scholars of the world N. Tusi (XII century) in his book “Axlagi Nasiri”, Y.A.Komenski (XVII century) in his book “Great Didactics” generalized the progress line of it and showed its achievements. Afterwards they presented their own theory of instructive and educational process which opened a new phase in this field.

XII century is considered to be the pick of the development of a human’s conscious, and it made the intellectual level of a person the most urgent issue. The domination of wisdom, restoring of justice, democracy and civil society became the main issues of education. The reason for this was scientific technical progress which led to very important achievements but at the same time to various misfortunes which affected mankind. In order to prevent these misfortunes the civil missions such as strengthening human mind, self estimation, the evaluation of the activities and relations became inevitable. To fulfill these duties many methods and forms have been created. The progress of the values like critic mind, freedom of thoughts and actions took the first spot which play an outstanding role in creation of the news teaching methods and technique.

Meanwhile, in Azerbaijan just like in other developed countries the usage of the new teaching methods and technique is widened, is more spoken and talked about. This is a positive thing. But in these innovations we can see the attempt to imitate the experience of the western countries. Not any significant idea is being expressed about socio-philosophical or pedagogical basis of the new teaching methods and technique, in other words about its methodology. It means the aim and results of the training is not clearly explained. The only information that is given is the explanation of pedagogical terminology which includes some expressions and information about
new teaching methods gathered from foreign literature. However this information is not understandable or acceptable by everyone in the same level. Because this information is filled with western thinking and spirit. This western man has never felt the rays of the eastern sun, has never been to Mugan, Mil, Shirvan, has felt only 3 -or 4 from 11 weather probe instead of 9, has never got a chance to get educated using Eastern science and wisdom generally, etc. We should mix interesting and profitable western experience with our national and modern experience in order to make it understandable and acceptable by whole society. That’s why learning Azerbaijan’s educational history especially the history of its new teaching methods and technique becomes necessary. Therefore we think it would be relevant to clarify some issues from our national educational history which are still important in our days. Because without taking into consideration history, modernity and legacy we cannot clearly define today’s problems and duties.

The methodological basis of the Azerbaijan classic pedagogy is the natural-dialectical approach to the instructive and pedagogical process. The elements of evil and good are always in human’s gene as a natural need. The struggle of good against evil is considered to be the struggle of moral values which provides the progress of the mankind socially. Teacher or the person who trains is responsible for the integrity, moral and ethic values of the human in this process.

The human’s is characterized by his/her nice (good) speech, nice (good) thinking, and nice (good) actions. As a result of thinking new ideas and thought are born, by talking we express these ideas and we put them into reality by our actions. In old times in Near East also in Azerbaijan the instructive and pedagogical process of the youngsters was based on this methodology. This is also called new teaching methods and technique nowadays. So, the mankind is directed to think, behave and act harmlessly. But the man has to have an ability to express this both written and verbally. Ideas and thoughts being expressed has to have a result in reality otherwise they would be considered unnecessary.

In result conscious activity the human being rises to the high top of its importance and gains active and good position. Getting education is considered to be one of the main demands of the classic Azerbaijan pedagogy because it is beneficial for the human and society.

Nowadays one of the main duties of the instructive and pedagogical process is to direct people to have great mind and thoughts, to have free thinking, to obey the rules of unity in their words and actions. In order to achieve enumerated values various methods and technique is being used.

So it means we have to form logical, creative thinking, speaking skills in today’s youth, prepare them for real actions by using new teaching methods and technique which should be based on our classic pedagogical legacy.

One thing is very interesting that new pedagogical thoughts and ideas which are very modern for nowadays were used in our education system in the mid centuries. The authors of these pedagogical ideas were Ahmed-Harun oglu Bardayi (IX-X century), Makky Ahmad oglu Bardayi (Xcentury), Jafar Mahammad oglu Maragey (X century), Abdulaziz Hasan oglu Bardayi (IX-X century), Musa Imran oglu Salmasi (X century), Abdulhasan Bahmanyar (XI century), Eynalguzat Miyanchi (XII century), Shihabaddin Suhraverdy (XII century), Syrajeeddin Urmavy (XIII century), Nasraddin Tusy (XIII century).
century), Maragali Ahvady (XIV century), Nasimi (XIX-XV century), Yusif Garabagi (XVI-XVII century), Saib Tabrizi (XVII century), Haji Zeynalabdin Shirvani (XVIII-XIX century) and the dozen of others expressed valuable ideas and also were engaged in teaching as teachers and scholars.

Their investigative pieces show that the main distinction between human and other creations is their ability to speak and being conscious. The mankind is given a chance to think and to act. The teacher is responsible to form human’s wisdom and thinking, to teach them good speaking abilities, to help them to realize their abilities by using new teaching methods and technique.

Of course the genetic values of the human and social influences should be taken into consideration in this problem. Such kind of teaching - behavior methods had been used so that in result the human being can achieve self-confidence, self-perfection. We think such kind of methodological issue is very popular nowadays, and in each country the highest level of training activity is aimed to reach these values. Just like in our times in the past the best trainings and instructive methods were used to obtain them. In the middle centuries by taking into the consideration the human’s biological, spiritual, psychological condition, and by learning his/her moral world they were educated and instructed. As a smallest but integral unit of the big world the human being is considered to be a micro world. In XIV century Azerbaijani scholars reached some results in the field of new teaching methods and technique by taking into consideration the influence of the relation between the Earth and Space on human’s creation, learning the progress of the fetus in the mother’s womb, etc. For these reasons they mentioned unique natural and genetic sides of the human being, and the role of heredity in educational and instructive process. Even Maragali Ahvadi advised not to give education to a person with defective personality. He thought that people who are born to make harm to people will do even more harm after getting education.

The scholar who mentioned the importance of knowing the physical basis of the growth of human being says that the as the fetus in the mother’s womb stars growing each month it will be under one planet and these planets affects its biological progress. In the forth month the soul joins the baby’s body, in the sixth month his tongue is formed in his mouth, and all of his body parts are in their places, in the ninth month the strength joins baby’s body. The connection between planets and human-being is shown in the following sketch:

M.Ahvadi mentions that the type of human’s personality depends on in which condition this person was created. Also according to him systematic education plays a significant role in his/her intellectual development. As he mentions, intellectual level of a student is an indicator of teacher’s quality. Generally spoken, in
the mid centuries in order to make the instructive and educational process more profitable Azerbaijani pedagogues made great contributions into this field and affirmed their thoughts with practical results. For example, Shihabeddin Suhreverdi considered 5 senses-sense of hearing, sense of taste, sense of smell, sense of sight and sense of touch-the main indication of consciousness. But he was not guided by only sense, but also by wisdom. According to him, each sense is formed as a result of particular material needs. For that, sense of smell is formed as a result of smelly things, sense of taste is formed as a result of tasty things, and sense of touch is formed as a result of touchable things.

5 centuries later in Chez Republic Y.A.Komenski called this “golden rule” in his system.

According to Siraccadin Urmavi to prevent a child from being a dishonorable man he/she should be fed with food eared honestly.

But Eynalguzzat Abdulla Miyanachi talks about independent reading and self-education widely. He considered self-education one of the best methods of self improvement.

But I. Nasimi considers both self-education and getting education with the help of tutor usefull for a person’s development.

Saib Tabrizi highly appreciated the role of the experience in the way of understanding the life and the world besides education.

H.Z.Shirvani considered travels and visits to various places very useful, because for him visual understanding helps more than any other things.

Azerbaijani pedagogues defined the role of social life in people’s relations and its influence on the instructive and teaching process.

This is shown in the following sketch:

![Diagram showing the role of different subjects in education.](image)

The middle century’s pedagouges included these subjects as the most important subjects which each teacher should know in order to reach a good result in the process of instruction and education:

1. The empiric - practical knowledge which a teacher gets at the result of observations of the nature and society;
2. The Natural Sciences (biology, physiology, genetics, medicine and etc);
3. Psychology;
4. Philosophy (dialectics, ethics, aesthetics and etc);
5. Astronomy, astrology;
6. Dialectics (teaching theory, method);
7. Education of the virtues (for better virtues).

Pedagogues also considered the sense of logic-intuition as one of the qualities teachers should possess besides knowledge, ability to teach, good speaking skills, etc.
One of the most significant indications that draw attention in Azerbaijani classic history is the fact that advises to use new teaching and instructive methods at schools in order to make the classes more useful.

According to Ali Hasanzadeh’s researches there is a document called “About the educational system of Nakhchivan religious schools” which is being kept in one of the state archive of Turkey. This document is a state decree. This order is “very valuable from point of view of learning the history of education and science in Azerbaijan. In this document we can find valuable information about how interactive methods were used at religious schools in Nakhichevan which were built during the reign of Atabeks (1136-1225)”. In the decree it says the dedicated and hard-working students should be treated very well as if they were the sons of confessors. Some of the classes are very boring and can distract the students. That’s why the teacher is responsible to make the classes more interesting for them.

Every student has different characters, talents and perception level. A good teacher always takes these facts into consideration and chooses suitable classes for each student. In order to make students perceive the given material clearly teacher should explain it in the way that they would understand. In the decree there is also an article about debating. It is said debating or discussion helps memorizing the material learned. This article is discussed in the decree widely.

There is also a statement that says, a teacher should create quizzes for students every month in order to check their perception level. (Look at: Q.Huseynzade. A unique decree history of education "Baku" newspaper, 1973, 20 October).

We can also see the duties settled for students in the decree. The ones that are still important in our days are “To ask questions if they don’t understand something”, “to review more”, “not only improve their knowledge by studying also improve their personality by behaving properly” etc.

According to researchers the author of that decree is Shamsaddin Muhammed Cuveyni who was a first vizir during the reign of Elkhans (1263-1284). But we think that S.M.Cuveyni only signed the decree. But the content is written by N.Tusi. the reason for that is first of all, Cuveyni does not have other pedagogical work or writing besides this. Secondly, N.Tusi also was a vizir at the Elkan’s palace during that time and he did researches on pedagogy. He has several books dedicated to pedagogy and education. And the third reason is decree’s context is very similar with Tusi’s book called “Abadul-mutallim”. In this book Tusi explains the meaning of teaching and its essentials, lays out both teachers’ and students’ duties. The most interesting fact is that these duties are the same with what we now call interactive methods.

For Tusi teacher is a person “who has knowledge at each sphere of education”, “who never runs after money and gold, who wants to work for his nation’s future”, “who possesses high virtues, pride, and speaking skills”, “who knows his students, their personality and mood very well”, “who is far from negative thoughts and actions” etc. (Look at: Q.G.Rzayev N.Tusi. Life, science world outlook. Baku, 1996, on page 126-127)

For Tusi deeply understanding each detail of a subject provides right understanding of that subject. He states that in order to improve your wisdom and imagination and understanding of subject discussions, debating and other methods like these are of paramount importance during the training and education process. To get
full information, to find our relations between reasons and consequences we should not forget to use inter-
scientific relations when needed.

As we see, teaching methods and technique what we now call “new” was applied at Azerbaijani schools in XIII and XIV centuries.

The best way of education for Tusi was to insure students’ free thinking, to give them more space and not to limit them to particular borders, not to set restrictions. He states that particular classes should be chosen by taking into consideration student’s aim, wish, interest and ability. Also in his teaching methodology a lot of attention is paid to reviewing. But by stating “scientific facts are discovered during scientific debates, that’s why debating and discussion is more important than reviewing” he appreciates the role of discussions in learning and getting education.

N. Tusi also considers independent self-improvement one of the best ways to get deep knowledge. “Learning should base on researches and observation, it should challenge the learner to discover something new and unique” he states. He challenges the students to pay more attention to time management, and to study the facts about health as well. He writes that a learner should have particular time for working, settled time for learning, for resting, and for free reading. Overeating, oversleeping and speaking more than necessary are harmful habits. But at the same time he does not recommend to work too hard and cause your health damage.

N. Tusi’s advices about socials aspects of the teaching process, and relations between teachers and students are also used nowadays. It is very interesting that he lays out responsibilities for both teachers and students by considering their relations subject versus subject.

The demands laid out for students like how to learn, how to improve their knowledge, how to review, how to build their future career help to build self-confidence in students. Because by following these rules they become more responsible, know their jobs and duties and become stronger psychologically. The bad side of contemporary teaching methods is only teachers have some responsibilities and students depend on them. By using our classic pedagogical experience we could create methods which could help students to improve themselves and to build self-confidence. This would bring lots of benefits to our society.

In a brief explanation introduced you can understand that new teaching method and technique what we call “interactive methods” were created and implemented in middle centuries in Near East and also in Azerbaijan.

One can see integration, inter-subject relations, proving the theory by practice, research, improvement of independent mind and thinking, use of visual aids, observation, discussion and debating, discussing different points of views and lots of other methods used in these trainings and all these methods were created to satisfy students’ need.

Classic pedagogical experience comes from particular methodology basis and is aims to challenge the students to be the best at anything they do, to benefit the society they live with their actions. The relations between students and teachers were valued on the basis of subject versus subject but teacher’s methods were highly appreciated.

As we can see, there are some details of teaching process which are expressed more clearly in classic pedagogical experience.
Naturally, in the XIX and XX centuries education, teaching process was organized considering to the new progress standards of the society, scientific-technical development and in all over the world, especially in the West new theories and practice. In the XXI century concerning to the demand of the globosity the advanced practice was learned by the other countries of the world.

Such tendency is observed in Azerbaijan, too. We decided to give the results of the observation of this aspect in the second article.

The usage of the theoretical and practical questions of the new teaching methods and technique

II ARTICLE

The instructive and educational process is considered to be one of the most ancient civilized activities. The people of the primitive communal system obtained education through instructive methods. Thus, traditions and habits, games, the rules of communal life were passed from one generation to another; people formed their instructive virtues by improving their practical skills, and reached primitive culture. Education and enlightenment, instructive methods became inevitable unit of the society from time to time.

As time passed primitive people improved their living conditions by finding new ways to meet their need and demands, also by improving their communal life. They were always seeking new and better ways to live.

According to scholars, the first Cultural Revolution in the progress of civilization was the invention of writing. After the invention of the alphabet people could easily pass their knowledge to the next generation. Also new education methods were formed. The aim of the instructive and educational process was just to teach. It also included behaving process. This writing revolution being the basis of science and teaching process took place at the most ancient civilized nations of the world - Shummers and Egyptians. The historians think that shummers were ancient Turks because there too many similar words in both languages.
First pictogram and ideogram was created 3 thousand years before Christ and it is considered to be the primary beginning of instructive and educational process. By creating an alphabet where sound effects were clearer in the second millennium, and by creating syllabic writing in the first millennium Syrians and Lebanon people bring more contribution to this process. These were the ancestors of the European alphabet. According to investigations, in Egypt and Shummer the people who could write and read held official posts.

Thus, both East and West always strived to be ever developing and systemized, contemporary, always meet the demands and needs of the society, to benefits from the successes of scientific and technical progress.

Since the beginning of our era education and instruction, behavior was considered to be the basis of the evolution and progress, and it was true. In the passed times building schools, pedagogical – philosophical ideas, poli-spaced methodology were based on different views but hey all had one aim-to reach the development of the society through education. In the XIX century education gained even more importance, because by its help people reached successes in the field of industry. In XX century different educational models and mainstreams were observed. Education was considered the main criteria in people’s career and professional life. In every year of this century educational methods were improved and advanced. Socio-economic growth of the society, political and scientific-technical progress made a need for better educational methods. That’s why in industrialized developed countries reforms in education became more inevitable year by year, quality and efficiency of education was of paramount importance.

In XX century capability, high professionalism intellectual standards were the top basis of national wealth. German and Japanese gave more attention to the achieving solid professionalism in learners.

In order to provide the good condition for talented students in the USA different methods were used. When kids were 3 or 44 years old their abilities were invented through test system, they were given a chance to choose any subject they wanted. In higher grades these student were given more time to study the subject they chose individually.

In 1970s in the USA 400 million dollars allocations was distributed for programs for innate students.

In Japan there are even more schools for innate students and the question of “at the new phase of scientific and technical progress how should a school be?” is discussed even more. Some advanced the professionalism and differentiation; but the others had demanded to improve the learning of fundamental basic of the nature sciences; and the others had taken part as the unilateral of the humanitarian circle subjects. But how should the information stream be passed? The West chose the way of intensification of the education. In the 80-s years of the last century in the USA did the important works in the building new educational system’s aspect.

The program called “the nation is in danger” was announced for the newly reformed American education. The reforms encircled all steps of education-starting from kindergarten to collages. The essential part of reform was for trade and technical schools. Here the main issue was that ht students understand everything about complex computer system and knows how to use it. Also the quality, quantity and description of knowledge
was very important. It was compulsory to learn the contemporary technique for everyone. For that reason the compulsory subject was defined. The technical teaching was using starting from kindergarten till the XII grade of the high school.

The reform was considered for the high step of masters (or achieves) of education, the middle step of workers and the teacher, too. The nobility in the high steps was changed with the young and well-prepared scientists. The new educational prime minister had made cutting down of the staff in his bureaucratic apparatus. Especially, the functionary who didn't have the direct connection towards instructive and educational process was fired.

The teacher's problem were drawn more attention. The staff of teachers was improved qualitatively, their creative opportunities were spread widely and their wages was increased. In 1987 it reached approximately to the 27 million dollars. In 1990 the teachers' wages increased for 30 percent.

This kind of reform took part in the Great Britain's educational system too. It must be taken into consideration fact that in the West every learner is in interested in the quality of that education and tries to become a highly qualified professional. Formalism, fictitious nature in education is considered as besiege to the nation's development.

In 70-80-s years of the previous century The USA (high or schools) institutions joined the best national and international brains in its institutions by inviting them to each without any age limit. The head of the institutions and the professors were selected by voting of the stuff.

Despite all these Western education system also had problems. As a result of not everybody attending schools the average level of educated people was lower than the amount of population. But it wasn't the same in the Soviet Union.

In the 80s years of the previous century every single person was enlisted in education. There existed a strong educational system based on science. The teaching methods and technique relevant for that period of time was used and reforms were also carried out. But formalism, bureaucratic, false information, not to do one's best for work were so widely spreaded, not only in the education system, but also in the society deformation started.

Beginning from 90s years of the previous century Soviet Union started to collapse, and as a result of this socio-economic relations renewed, new independent countries established in post-soviet area. The USA, European countries and other international organizations started to integrate the life of these countries to the world. The World Bank and other world organizations like Open Society Institute Assistance Foundation- SOROS started to help Azerbaijan in various projects concerning Azerbaijan’s problems in education, new teaching methods and technique. Thus, new terms like training, monitoring, brain attack, curriculum and others entered the list of our pedagogical expressions.

It is true that, there is specific educational system, educational policy, educational and development cooperation of every country. But beginning from the 90-s years of the previous century the industrial – commercial connections and work local points
strengthened more so that in educational system, especially in the using of the method and technique, the integration in the means of the education, the process of marking and its mechanism; being its newly usage of credit and other systems in high education, and in other aspects had begun the realization of the using advanced American and European educational experience.

When can the realization be useful?

Only when either the chief, the commanding personnel, or well-known personnel knows the national theoretical and practical educational tradition; but also can learn the world advanced practice and ideas in high standard and can use them; they must not give the way to the formalism in their work. The problems in Azerbaijan education prejudice more the development qualitatively.

As it was in the 80-s years of the previous century in the USA, today in Azerbaijan the educational reform are inevitable and should be carried out. First of all, those who have no intention and capability or passion to teach, who couldn’t find work with his engineer, agronomist etc diploma goes to 10-month course to change his profession should be fired form schools. Among them there are those who have got a fake diploma from Russia’s high institutions too.

Secondly, in some high and secondary pedagogical schools the ones who get the diploma as "teacher", must be admitted after passing through the high past control and getting the certificate as in Turkey and other countries. And this control must be passed correctly and objectively. On the third hand, the school directors, educational head - masters of department, inspectors and methodologists must be passed through the national control (attestation), only the bests must be chosen and must be directed to the work.

Either using traditional advanced active method and technique, or using contemporary teaching method and technique is only being widely or gives important result, when this work will do capable teacher with the directors who know the work, who values it and who gives opportunity to it; besides that it must be prepared widely opportune, normal building, basic school. There must be a good worker; productive teacher pupil's marking must be truly, objectively, professional. On the contrary it will not be any productive result. To- day the head-masters must get out of mistakes which formalism that in education system in teaching behavior process, in selection of personnel, in the basic school, in the teachers' formalism, on the depending attitude of more parents with head masters, with teachers. The preparation of the teachers' personalis must be newly organized concerning to theme of education, methodology, and concerning to their moral qualities. In the secondary schools teaching- behavior work must be so strong. So that 16-17 years old every graduate must be achieved a deep knowledge, a fight quality, an independent creative thought, reality emotion. He (she) must be chosen with capability of involving his (or her) problems. The parents must try for it, too. The other problem is based on the serious mistakes with changing professions which is the quick from of his (or her) preparation, in new profession aspect. In the country the selection of personnel is being taken part not only in pedagogical institutes, but also in the secondary schools, too. There are professional qualitative courses in Republic in every distinct, either in the secondary too. More of them give the diploma as a teacher from history, literature, language, primary and
etc. to the agronomist, engineer, and veterinary (surgeon) technician and to the other people’s different professions for ten months. The miracle is happened: the persons who study for some years in the pedagogical institution, they can get work for some years; but who have passed the course for 10 months become as such "a teacher", that they find work in the schools they want.

III

The other problem is connected with not considering scientific - theoretical bases necessary in the development of the education. Pedagogical science has got itself education, its terms of the pedagogical process learning knowledge, rules and lawfulness, methodology, duties, functions, etc. By not taking these into consideration, by not learning them, any written article or book about education is only consisting of not understandable word combinations. It is strange that, there are the persons who have not got pedagogical education, have not known the pedagogical theory and history give triumphantly to the Azerbaijan reader a foreign article about one or the other problem of education using from the literature which he (she) had read. Naturally, as they don't know pedagogical science, they can't see their mistakes (or non - information) in their pedagogical observations. They don't feel what they have written. The national pedagogy is based on the national practice, commons from the reality; if there is no the national practice it can't be possible to come into true and important results.

Copping paper the international drafts, foreign ideas, systems, their work forms making they documented and assumed the right is only formalism. Sometimes the authors who wrote widely getting information from abroad, as though they don't know what is on the Motherland science concerning this problem, they put their writings in depending, position. As if they can't give the national practice, they can't nationalize their writings. For example, continuously busy with education two scientists' articles when I read I felt sorry about them not knowing about national practice. Continuously education had been more active in the East than the West. Because, the Islamic religion, saint "Qurani-Karim" is considered the continuously education the methodology of the human - beings refining, being cleverness, be mindful of himself and The God and surroundings. Because of that He considered more important during his (or her) active life till to the grave reading, learning. In the 1980-s years during USSR continuously education idea was active newly and working out of the corporation of thoughts of continuously education discovered Azerbaijan scholars reported. The author of this these lines (23rd of November) the newspaper "Azerbaijan teacher" - there - "Continuously education: problems, duties or to learn all life" and then with the other articles of that aspect he reported; he explained the importance of the continuously education, it's problems and duties. At the end of the 1980-s years then working as the director of the SPONI under his heading Z.Qaralov's big volume document as a book calling "In Azerbaijan Socialist Republic the corporation of continuously education"; it is main principle and directions had been published in the newspaper "Azerbaijan teacher". In that document the author of these lines had working shown the importance of the education and principles - its methodology? In 1990-s years in Moscow the USSR of PSA - of it's scientific session of the Scientific problems bureau reporting with his article "The principles of continuously education corporation in Azerbaijan" — it belonged to
that author too. The Azerbaijan Socialist Republic continuously education conception was written and edited by Z.Qaralov a book had been published in few numerals. People who have never seen or read this book, talk about western education which has no benefit.

The national education - contemporary comprehensive foreign practice on the basis of the national practicing analyzing and developing can do itself. Then social, political, economical, psychological, archeological, sinecure and other approaches must be taken into consideration. The prominent Azerbaijan pedagogs and educational scholars as Ahmad Seyidov, Mehdi Meh dizadeh, Mardan Muradxanov, Hüseyin Ahmedov, Usif Talibov, Zahid Qaralov, Bashir Ahmadov, Azhdar Aghayev's pedagogical works not knowing can't give scientific observation to the Azerbaijan national education. Because of that in XX century Azerbaijan educational practice and theoretical sights, practical methodical realities, determination of the national - pedagogical problems in these or their ancestral other national pedagogy scientists workings, observations had shown and it had been conferred an the thousands practical teachers, in result had been formed a rich national educational practice and pedagogical sciences.

An approach to the organized national pedagogical ancestor gives an opportunity to its contemporary development, correctly understanding of the renovation tendency. Because, that being of education a separate branch of life is based on the concrete national social, economical, moral values. The strength and circle of influence of education are in its using by knowing those professional personals.

IV

The other side of the question is connected with the creating the pedagogical terms and knowing their formulating which influence the development of the pedagogical science and education. For example, from the end of the XIX century the term "the pedagogical process" appeared in the pedagogical science in Russia. The expression "the pedagogical process" created by P.F. Shapteryev was used then. Approaching to separate aspects of the teaching and education process "the educational-instructive-process" - was active. From the 70-80 years of the XX century the connection problem of educational-instructive process worked out and raised the problem of the pedagogical process. The person, who doesn't know the theory and history of the pedagogy would have many explanations about curriculum, knowing the importance of development of the terms, can't be conscious about it. So, in order to master correctly contemporary national and foreign ideas, one must know the scientific - theoretical and practical idea. And so, the term "the pedagogical system" is. It is true, that the pedagogical system - is the connection the structural components which had taken place in the pedagogical process and the person's education, behavior, development of many contrary connected.

So that, the terms "the educational system", "the whole pedagogical process" -accede the whole problem, the systematic approach and becomes the source of today's curriculum term.

From the abovementioned it is true that, in order to master the modernity, innovation in the educational work correctly, scientifically, one must learn the pedagogical science (its terms) gradually. In that case it will
be more useful and benefit the society more. If it will not be so, how much writings will be nonsense only? It must be taken into consideration two directions in the pedagogical process and in the pedagogical articles and other writings (or works). The first, the guidance to the pedagogical process, truly, is to became the master of this practice in a high level; the secondly, to have got the scientific - theoretical thoughts, ideas, to master pedagogical science deeply. These only are the sides which are seen. In pedagogical work feeling with intuition, demanding crystallization in nobility and morality, teacher - pupil or head - master- worker (teacher) - the cooperation between them from which can give so relation that with pedagogical feeling, ethics, tactic-fully approach - either both sides resolve it in personal capability and culture level. Because of those people who can say a word which is been acquainted with all the details of the line.

Pedagogy - encircles very rich, much lined, more connection, more functional process - not supposed more difficult work - the pedagogical active aspect. Who has not known the importance and the theme of this work, so he only observers it, he doesn't understand only simply observation, him seen that it is very ordinary work, it is very easy process. What he thinks about it, or he has read one - or two article about it, as what thought he has got, he can say that; and that is - the pedagogical science yet. These men as their not knowing, not supposition about science they mistake more and they moving away from the source, they make it only ordinary, indifferent, insignificant word combinations or they make an indefinable audience. The pedagogical science and the pedagogical activity is so difficult, that either the professionals in this aspect as they will not quick unformulated, as they will not take into consider-

ration innovation, so as they will only be disadvantageously. Pedagogy - is always innovated, developed science. It has being innovated from theoretically, and practically. These innovations may be important and unimportant. Because of that, either observer pedagog, either practice teacher, or educational worker must known the national policy of the education, the state standards of the education, the developed program of the education, the civilization educational conception, and he may see the importance of innovation with the national education. So, either observer pedagog either practice teacher or educational worker must have got more high intellect, professionalism, independent (or separate) thought, creative meaning thought; so that he may understand what is advantageous, what is disadvantageous, or what is important, what is damaged. On the contrary, it will be unimportant the works which had been done under the title of innovation.

V

Now, we often come across the terms – interactive methods, active teaching methods, teaching technique. The foreign organizations, the national associations spend seminars, discussions, drafts (trainings, monitoring) concerning the contemporary teaching method and technique, it's distributing among the teachers for more than ten years. The result is not satisfactory. There are few people who have got this new methodology. Innovation can't be more. Because, the persons who have done it, they don't know the philosophy of the pedagogical work, didactic categories, develop traditions, the dialectics of ancestors and contemporary sufficiently. As it is very interesting too, but it must be subcontracted (or transferred) not as "founded", but as the new form of the ancestors - naturally.
The hearing, learning teacher must see innovation, knowledge - as blossoming. The learning any innovation (or new explanation), method, the creation of indications (or instructions) and approach with the developing independence, the attitude to the society, the moral world and etc. must be developed, must be rich. Considering these categories there are a lot of teacher swishing have getting the contemporary teaching methods, indication and approach (or method of approach). They don't take part in the drafts; they can't help sufficiently as they have not methodic cabinets, centers and instructions in order to fulfill the activity of the teaching- education. They can't accommodate the passing information which is in separate articles or books. Concerning new methodology, principle and duties there is need in writing text book and instructions. The main cause of not describing sufficiently is the innovation direction in the pedagogical observations and not being advanced the using technique into the experiments and being only few schools. As if there is little theoretical - pedagogical literature. As I had considered my comments for the teachers and hoping they will read my writings I apply directly to give methodic characterized information about the interactive teaching methods which are being brought to our schools.

First of all, some words about "interactive" word. The term "interactive" being of English, has been brought to our and also to the other languages. Now, we can often come across to the expressions "Interactive pedagogy", "Interactive teaching", "Interactive teaching methods", and or shortly, "Interactive methods". For the observers' thoughts, the German observer Hans Frits had used firstly "Interactive pedagogy" in 1975.

The aim of the interactive process as in the scientist's observations is to change the model of behavior and to improve of those who take part in this process. He speaks about interactive behavior process. So that, to the scientist the interactivity - is the contrary attitude of the teacher with the students -can be explained as the capability of corporation. Inter - is explained as in (among human-beings), contrary (human beings contrary explanations, corporation and etc.). As the method the interactivity is based on the activity of the work between the teacher and the pupil - on the theme, the explanation, dialogue, and etc. in the teaching process. So, this condition is not planned in forward, the activity of the work - the teaching process gives this situation and it happens with a lot of pupils independence, intermix. In other word, the interactivity may be among the pupils, too. The main category is that the learners who cooperated in this process and the teachers stand in the same position. Naturally, the teacher as teaching fulfills the function as a organizer, coordinator, adviser, facilitator; not interrupting the pupils' work puts down the problems, gives the directions, controls, helps to prepare the research strategy, but the children together arguing work. Row up, every pupil has got own thought, idea. In changing resolution the thoughts change, the ideas become new. So that, logical situation is changed. The weak pupils in the group are gathered in argument actively: during the argument of questions and in the collective arguments they used to listen to each other. With the determination of each teaching exercise they refine their research mind tactics, everybody organize his success formula himself (or herself). So, the attitude among the pupils, contrary influence, and corporation are being mentioned. The teaching resolution is being gained with the strength of the participators; the pupils are contrary responsible for their teaching resolution of their work. The foreign scientist thinks so, that these give opportunity to the pupils:
- to do more clearly their knowledge explanation process;
- they learn to formulate their thoughts, to express it correctly; to substantiate their points of view to argue, and to prove; they learn to hear the to listen the others, to honor to the alternative thought;
- to model the different social situations, being in different life situations and feeling this life they enrich their social practice;
- they learn to build constructive attitudes in the group; to define his place there; to run away from conflicts; to determine them; to research compromise; to try to gather to the dialogue;
- they analize teaching materials; they approach to them actively;
- they find the general determination of the problem;
- they used to the work with the drafts; to work separately; to do active and etc.

The interactive methods realize the teacher and pupil's corporation; make them use to the contrary constructive activity; being healthy the psychological atmosphere at the lesson; create a good atmosphere. The ideas which I have introduced above are the result of the foreign practice, foreign literature. We agree with these too.

Only few numbers teachers' work practice methods in Azerbaijan ensure the successfulness of the practice. But in the teaching process the approach to the process must not be the whole interpret copy. Every active diligent Azerbaijan teacher must take into consideration the pupils social position, universal atmosphere, national militarization of the subject, the theme op it's practices, the connection throughout the subjects, but also the integration of the knowledge, age and understanding, the level of life practice and so on pedagogic methodic, psychological - other categories, he (she) must approach actively to the organization of the process. Take notice of that, to use always the interactive teaching methods can make its influence decrease. For the real teaching must be chosen the methods and technique depending on the aim and the position. And that why the teachers must use all the teaching models, different methodology and technique as for the aim and the position, the subject, the theme, the pupils' practice and knowledge level. The main is that, the teaching let the children being developed; let them to think, let them to say separate thoughts, let them to achieve the capabilities of the using of their knowledge, their intercommunications, the understanding culture, let them to formulate the capability of the determining of their problems.

So, when we say the interactive teaching is considered the pupils' learning intercommunication and their corporation at the lesson, during the teaching method, the teacher - pupil's unity. But the interactive methods are those instructions, works, approach and indications which let the pupils' using their capability and categories in that process as we have shown above during learning and understanding. These are not revolutionary innovation. The real teaching methods are those methods are those methods which let the other methods being innovated as for their theme, form, using circle and mainly let the pupil to prepare present difficult, out of plan market economics. There are some conditions which activate the interactive methods:

1. The human beings having in the market economics society (capitalism) and the importance of each of them to prepare himself (or herself) can live in this society;
2. The children world" out-look, social, technical information standards being very more as for the 20-30 years until. So, that not active, not thinking activity - these methods don't fulfill the children' interest, don't let them to show themselves, don't let them to gather in activity. On the contrary, each pupil has got has ideal his interest, his wish for preparing life. So, the theme, and the methods of the teaching must fulfill that wish.

One more the indication is the actuality of the civilization's education and behavior. Suppose, that, who don't choose mathematics or the other subject as the profession and that's why they can not learn it thoroughly, but only they may have got elementary knowledge. But every person must have got obviously lawful, economical, ecological mind, he (she) must pass the civilization preparation. Every person must know the laws and duties and must obey them. All these conditions make the importance of the innovation of the contemporary teaching from point of the theme, method and technique. One of the innovations in the teaching process is the increasing of behavior. The Interactive teaching let bring developed and formulated the direction of freedom, behavior, wisdom, aesthetic - such cultural, lawful, ecological, economic and other values during the teaching process. Are sufficiently the teachers in order to fulfill these important duties, to apply our contemporary - children' learning demand, the life interests? Unfortunately, it is not sufficiently. Neither high institutions and secondary pedagogical schools, nor advanced training institutes and new improved institutes don't prepare the personnel answering to the new demands. In those institutions must be carried out very serious reform of cadre and theme. Without having not pedagogical cadre answering to the new demands it is impossible to lead the education to the novelty standard. Having the school building, the bases of school, he computer technique is not yet everything. Everything depends on the teacher, the human-beings who control the education, the level of their civilization, nobility, moral, culture and the preparation of the professions answering to the contemporary demands. Very more writers of novelty avoid from the dialectical approach of the process. As for that they don't know sufficiently the traditional active methods and as above shown, generally, the scientific - pedagogical knowledge, so that more of them idealize the interactive methods taken from abroad and try to not scientific explanation. This approach doesn't assure the teachers, that's why they themselves say and hear and very more of these make the same words: "active" and "interactive". Truly it is not so. It is true, that the active and the interactive methods are fast connected with each others, but they are not the same. We had supplied above in what process the interactive methods being turned into the opportunity. And what are the active teaching methods? Let me remark, that this term had begun to be used from the 80-s years of the XX century in Azerbaijan. The word “active" gives the meaning of more used, very more active, influenced. The connection between the active teaching methods and the interactive teaching methods from their importance, but it is differed as for it's born and chooses. So that, if the interactive methods have been born at the lesson from the teaching process, so, as substituted each others are being become and if it contents the whole independent activity of all the learners together, it gives the opportunity to be being activated the active methods for the before planned teaching. Traditionally, used word methods, visual, practice methods are being in the list of the active methods CD-ROM, different
characterized didactic exercises, the doing the test (or exercises), discussion, argument and etc. are active methods. Saying the active methods of the teaching is taken into consideration the methods increasing the informing of the learners, the independence of mind, the activity of thoughts and creation. So that either the interactive, or the defining and the usage of such called the active methods depend on the teacher’s capability and professional standard, his (or her) theoretical and practice preparation. The teacher can add the methods earned from her (or his) proactive methods list.

The Interactive methods are followings: CD-ROM, debates, word associations, wisdom extreme, the work with junior groups, only ideas, the determination, the presentation, the work with the documents, the practicum on the occasion, the social observation, the discussion, everyone teaches the other(s), walking in thoughts, mosaic, mediation, conservations, the determination of the problem(s), an authorized point and so on selections. These nominations have come not from the theoretical idea, but only the whole practice on education. However, if the teacher with conscientious attitude to her (his) work - the creative teacher finds out works out such a method to activate among (students or) the pupils in her practice if she (or he) uses it, she (or he) can nominate it herself (or himself).

VI

We must say in truth, that in past years in Azerbaijan schools’ advanced practice, however the more using of the active methods doesn’t give any such broad and active way to the interactivity among the pupils (or students) and the attitude between the teacher (and) the pupil (or the student) corporation, the pupils (or the students) got only fundamental knowledge; they were not able to think and say their own thoughts without helpless. One of that causes was the central principal being of democratic (?) Communist Party and it is attitude to the education. Everyone knew banality of the life and they lived under only obey to those all orders more than their own activity. However, the people had been removed from that feeling soviet staff department had strengthened in big posts, they control with soviet banality such as examples reduce the activity of the progressive teaching. In reality, the subjective orders, interests not, but scientific legislations and law legislations must control it, the teacher worked with the interactive methods prepare the new mentally human beings of the society. Unfortunately, the standards in the society under the influence of the post - Soviet’s structure work and negative conditions don’t give opportunities to the growing generations^ successes in education at school. Even, this negative influence let grow the distrust in the teachers and it becomes the cause of their being passive in professional activity and not having need to show their improvement.

VII

The expression pedagogical technology is one of the more used terms last years. As the technique grows it doesn’t only influence to the (science and technique) branches of the science and technique, but also to the teaching process. Although, in the fifties of the last century, by saying pedagogical technology we strictly understand the technological equipments of the teaching; but now it considers in all pedagogical process probable, communicative means, different teaching methods process to from of the theme, the models of the teaching, and methods, controlling, marking and
correction advancement. The pedagogical technique becomes newer from year to year. The word technology means in Greek technique - art, handicraft, science: logos - but only teaching. The pedagogical activity demands the pedagogical mastership (or skill). But not all teachers' mastership is the same, so as the others have no it yet. But every teacher is able to master the pedagogical technology and must master it. Because, it is consists of concrete knowledge and mastership capability. As N.V.Basava says that active teaching methods such called in the traditional pedagogy are being programmed, problematic, adopted, model, suggestive teaching, hard-working games; in reality they are not the teaching methods; but they are the teaching technique. As to us it can be called the method and the technique too for its using place and using aim.

The pedagogical technique is in different form; let us observe such called "Vardolf's pedagogy". How has it been? As to observers, in 1919 year the workers of the tobacco factory had offered the chief of Astoria factory Valdorff with German scientist Rudolf Stayner (1861-1925) to build a school for their children. R. Steyner was a scientist with encyclopedic knowledge. He wrote and published about 300 (three hundred) volumes indifferent branches of science and art: medicine, cosmology (or cosmos space), religious history, sculpture, monument -scientific working - 25 volumes of pedagogy and education- are they "About human-being - general teaching is the main of pedagogy". R.Steyner has built first school as such called free thinking type. In the main human being N.V. Basova writers that the meaning Vardolf's educational technique is to develop the skills of feelings of the human being - in other words, behaviour of the feelings, to form literature style, the skill of the building forms of the natural knowledge - must be taught.

It was main for that the demand of production or social - political connatural did not determine the theme and the aim of the knowledge; only the human being, his conditions and demanding is considered to be the main principle of the theme of knowledge. Vardolf's school has its variety for its structural form from the other traditional schools; it was acted only on the basis control itself; there was the director; the pedagogical association had controlled the school; the parents had taken part in the life of the school. The school was outside of the central state regulations. Now, one percent of the pupils (or students) get education in Germany Vardolf's school. Here the education is not free, it is differential. The teachers' wages are being given differentially. The schools are free, but the state support h (or they) and not concerning folly to the teaching; it gives 70-80 percents itself In "Classic Vardolf's school the education is 12 years who wants to enter the University get the education for 13th year such as school-leaver. But the percent of the enter Universities is low. It differences for its educational system from the traditional schools absolutely. From the first form till the VIII form the same teacher teaches. There is no solid educational program; is not used marking; it depends upon its character. After the VIII form the subject teachers teach the (or lessons) studies. In the morning the two first hours is being taught one subject - for example, mathematics, zoology or etc. In that day the other subject is not being taught and it proceeds for 3-6 weeks in that case and it called "Circle".

One "circle" in chemistry; two circles in literature and etc. may be. After the two hours' studies of the "Circle" they are art sphere (drawings, music, rhythmical) and is being taught two foreign languages. These studies are being taught in the classrooms. The teaching of these
subjects is not being educated in the traditional (or rule) form, but it is being passed in the basis of image-aesthetics point of view. In Valdorf’s school a big part was given to the education and teaching of the labour: to make volume, carving, metal craftsman, sewing, plastic art, and doll, to sew a costume and so on. There was learning to work in the metal work shop, to make sand, to make fodder, to cook bread. The scientists think so, that in Valdorf’s school more affective pedagogy with personality - is able to keep far the learners the development of the humanity and humanitarity of the teaching, to feel the surroundings. As you see, the technique in Valdorf’s school has own its direction.

In the USSR there were the teachers who had improved the teaching technique, had given the new steps, in one word innovators, the school directors. From this side we can mark Sh. Amonashvili from Georgia, Z.Shoyubov from Azerbaijan, U.F.Shatalov and some teachers from Russia. Shatalov had more interest among them than they. His teaching technique was called “Shatalov’s method”. The main part of his teaching method was consisted of the forming (or building) the pupils’ (or the students’) complex mind (or intelligence) in the class condition. V.F.Shatatlov’s main post of his work was the following:

1. Very shortly explaining the theme, take out the other things from the children’s attention;
2. To teach not only one theorem, but mutual connec-tive themes block at one lesson;
3. to carry only the main meaning and to reduce the numeral of their memory;
4. Not to let write them to listen and write in one time; But first to listen, then to write;

5. To let every (or student) to account his (or her) balance. This principle was called "Open outlook (perspective)"
6. The humanist attitude to the pupils and the parents;
7. How to organize the classroom, that the pupil feels himself (or herself) calmly and confidently.

As you see, the meaning of Shatalov’s pedagogical technique is in that the pupil (or student) shows his (her) knowledge in untraditional way, realizes, remembers and uses.

In the 80-th years of the last century the integral teaching technique began to use in Bulgaria. Broad experiment had been taken in Czechoslovakia as it could be worked out. There were such attempts on it other countries too. In result, on the basis of the integral teaching system, it was created the global education concentration. In Russian on the basis of Global Education Centre was created (or built) made. The Centre cooperates with the same Called centre of the USA. The Centre prepares three main works for the schools:

1. How beautiful this world;
2. How mild this world;
3. The human being among the people.

The main of this education and teaching is concentrated on that only human being and his teaching stands face to face to the changings of the society, life. The human being needs to learn accordingly new life changings absolutely. This is now, the global education on the basis of the integral teaching technique. Since 70-80-th years of the XX -the century the computers have been entered into the teaching process and put foundation of the new teaching technique. By using of the computers, in the basis of computer teaching was standing programmed teaching.
choosing method and directions; c) reflections, d) the theme of the educated subjects. Besides that, the whole and systematic pedagogical technique puts down system technique. For example, 1) The natural teaching technique; 2) Model-rating technique; 3) Interactive teaching technique; 4) Concentratative teaching technique; 5) The whole mastering technique of the knowledge; 6) The individual teaching technique; 7) The Cooperative teaching technique; 8) The observation-correction technique.

When we say, the natural teaching technique it is concerned that the work is done by group and then there are equal attitude between the subject and in that case to use from the different deductive materials active algorithms. The moderating technique is concerned to the 2 especial type work of model program for the pupils (or students) (reflection and activity or operation - activity); the pupils' knowledge markings which are shown by rating scales, they are placed in the model paper-case. The word model is taken from the Latin "modeless". It means "Measuring". It exact (or real) subjects, especially in math, also in marble - the explanation of the model is clear. In pedagogy the model fulfills the real standard of the condition and qualification. The theme, the total of the knowledge, the methods and equipments which are being used, the qualification standard, the marks and their groups and so on they are early determined and used.

The learners early their circle of knowledge, skills and habits and they try to concern that circle. According "Tezaurus" in model the questions and exercises concerning to all types work and have being learned them they are going to check up (usually by Test). In realization of the pupils' technique is realization of knowledge. During the pupils wholly realization of knowledge are
Salavov used a lot forms in order to show the pupils' work results and their marking. In that case, the correction, diagnosis and directly end are taken. In the basis of - operative teaching technique the type of work is from one pupil to the whole group or on the contrary and in that case is main to change the different ways which must substitute for one another. The Interactive teaching technique is concerned to show by observing the pupils' personnel of differential approach teaching in the classroom. But the individual circle. The concentrative teaching technique arranges the work with the different indications. As you see, teaching technique is more and everyone of them supplies to carry out a concrete teaching - educational aim, the different teaching methods and indications are used and all of them are supplied in untraditionally last times. Naturally, for that every teacher needs to have a serious professional preparation and practice supposition and organization, democracy and humanism. In the 70-80th years of the XX century there were the teachers and directors worked with the new pedagogical technique. They didn't give any nomination to their vanguard and profitable resulting practice.

But they only had characterized the results of the qualification of the teaching - education their using system, method and indications. About that new work was writing themselves, journalists and Methodists, too.

These experiments are spread all over the articles and have been commonly taken in the educational Minister Academician M.Mehdizadeh's lectures and books. In Baku the teacher of school Number 18 M. Salamov using the concerning technique to the concrete knowledge, he raised the pupils' knowledge in chemistry from the practice point of view to the successful standard. The reach chemistry laboratory was independent place every Salamov's pupil.

Salamov achieved his every pupil's working with drafting using as builder from the earned theoretical and practical knowledge. He was using differential, and work with the groups very skillfully. It is very pity, that Salamov's teaching technique had been out of the experimental object and hadn't been the practical school. In those years in Tovuz region the teacher M.Quliyev had used the whole technique of the earned knowledge in chemistry. He had taught every expression etymologically, had discovered the contemporary standard of it's working; and had thought all the chemistry expressions in Azerbaijan and Russian. As result his pupils could be able to use literatures in different languages. Besides that M.Quliyev had taught all the themes in practice condition. He had a very rich lab in chemistry. He had placed the equipments and chemical in his lab not in common, but concerning to concrete theme. He had used all the technique before named. Although M.Quliyev's practice had been very successfully appreciated (They did honor him The Hero of Socialist Labour) but his practice hadn't been the object of observation of knowledge. He had not been known as the author of the new teaching technique. The director of Qirmizikand village in Salyan region Abazar Agayev had found out the listening of lesson without any interpreting. He had got successfully results. He had written his practice in press had explained his work in Teachers' Training Institutes, in educational - practical conferences and had spread it. But, it was one new and very important for that period, and as that technique had been aside of the reaction of knowledge (scientists). So that, we can say, although, pedagogical technique had been searched by the professionals mainly, but it has a big need in it's had been educated, had been spread, had been changed the knowledge to the educational observing objective. On the contrary, it stands in one place, and not be able to use it.
It is not so, that the pedagogical technique finds it's quash as for someone's upon skills and dreams circle. It is not so. The pedagogical technique is accounted only when it is answered to all serious education foundation deductive principle from practical importance, successfulness point of view. A matter of principle is the followings:

1. The whole or the teaching education and the whole of the development - systematization. In generally, it is true that the teaching process is one of the pedagogical systems - as one part of the social system. In contemporary, the innovation, changes in the providing of the teaching process foe building new educational models, the variety of the educational system in the countries and so these qualities give to activate the social importance and psychological directions of pedagogy. Now, to organize the aim of the teaching, it's organization of the interactive process in teaching and so on; to define correctly them and in that way to get innovations without the pedagogical psychology, but also without social pedagogy will be very difficult.

Let's give the attention to the attitude in separate countries and about them the scientists' sayings of the factors which characterize the school (indications, process), in order to realize the importance and deductive principle of the pedagogical technique. The English school has not yet whole educational system (programs, textbooks). The Polish school is concerned as the triangle: the learner - in one side (corner); the teacher - on the contrary side; the third - the theme.

The Soviet school was shown only by the leading scientists' workings.

For example, S.E. Arkhangelsky speaking about deductive triangle applied the school - the educational - pedagogical process in such a way.

1. Education and teaching activity - as the whole rule:

   A - Giving knowledge.
   B - The knowledge achievement.
   C - The forming of the knowledge system according to the aim and duties of the teaching.

2. The whole rule of the teaching and education. It is shown in such a way.

   A1 - teaching
   B1 - education
   C1 - the personnel's comprehensively development of the learners.

E.L.Belkin includes 6 connective elements standing face - to - face, as the pedagogical process is the pedagogical system.

1. The aim of the teaching and education.
2. The theme of the teaching and education.
3. The technique of the teaching and education (methods, indications, forms and so on)
4. The organized forms of the teaching.
5. The teacher.
6. The learner.
N.V. Kuzmina's observation about the pedagogical system is different a little bit.

A – To achieve
TI - The teaching information
PCI - The communicative pedagogical indications
M - The teacher
S - The pupil.

As you see, the whole is concerned in the pedagogical technique. The pedagogical system that is shown makes the whole technique with the process perfective and the whole.

2. Fundamentalism (or fundamental investigation).

When we say, fundamentalisms, are concerned the fundamental knowledge and the teaching of the subjects. So, the teaching is applied in fundamental. In the pedagogical technique the fundamentals is understood as the main aim among big blocks. It is true, that every subject is connected with the information; this main knowledge put the basis on the boarding information, getting the new ones, and helps using it and increasing it. In other words, in every subject has such knowledge where stands its foundation. Without this basis it is impossible to build something. This knowledge can't be realized by games, discussions or with the work by groups; it can't be realized properly and distinctly. For that first of all it must be used a serious explanation, the work on the book, exercise or the lab work; the teaching methods which have their knowledge foundation. The opportunities have mainly in the traditional methods. In this case, using the connection between the subjects, integration and etc. methods firstly stand to reduce the strength on the memory, to wide the borderlines of realization. This principle worked successfully by Bulgarian doctor - psychiatrist G.Lozanov and innovator teacher V.Shatalov. The fundamental principle is applied the synthesis of the subject - nature, humanitarian and technical with synergetic approach. As we know, the synergetic approach increases the learners' interests; calls for the different subjects’ attitude to one fact, event or observation; so that by complex approach to the learning of nature, society and human- being gives us the whole with full of feelings.

3. Cultural - This principle demands concern the concern development of the teaching on the modern cultural. Let is been observed the demonstration of cultural among the human - beings, in cooperation in behavior using by indications in the teaching. The modern teaching must increase to develop free, organizational thinking, so as the human - beings' cultural standard, too.

4. The humanitarian humanitarian and humanism of the teaching.

These principles could be concerned separately. But for the meanings they are connective (or near) and because of that it can be given in one step. In reality, the approach to the principles was always been in Soviet
pedagogy and education practice. Because of the social principles it was the main idea to approach with the same attention, honor and care to the human-beings not concerning their profession, gender, colour, nation, and social source. That principle began to clean out from the 70-80th years of the last century. But in capitalism as the democratic civil society building that principle had been actuated. It made the human-beings not to be cruel, but humanist. They gave a wide growth to the teaching of the humanitarian subjects for the developing humanism.

The humanitarism of the teaching process depends upon the main importance of the subjects about human-beings as history, literature, sociology, psychology, juridical and so on. But in humanism first takes only the human and everything for him. These principles must be taught by teachers freely in their pedagogical technique. Even, in teaching fundamental subjects the teacher’s concerning to the history facts, scientific observations, innovators, their behavior and etc. It is very important from the humanism point of view. These principles in capitalism, where the individual interest is on the first step; "the care of human-beings to each other" on the next step; that is the capitalism itself Money in capital world is on the 1st step, but only then the human-being. Because of that, it had always been terror, accident, criminal, corruption in that society. But in socialism the socialist interests were main things and for that reason those situations are not characterized. As the market industry has its power everywhere, now, in Azerbaijan the personnel interests, money fan stand in the forward too. The will for wealth, money not only once, but much times put the human-beings of small degree teaching-education made them back from humanism-feelings. Using their duties they offended the human-beings, made them to give bribe, if that human-being is a produce - they (made him to choose false industry, to try to earn a lot of money by producing bad production; they damage the people’s health economy; not truly, but by false getting money they make themselves very good lives. There are a lot of such situations in Azerbaijan just now. By aiming to prepare the young generations’ struggle against those situations we must reflect humanism; only with this principle make them become humanist, optimist citizen.

5. Interruptedness of education (or Continuousness)

The main of this principle is to reflect to the learners’ self – dependence "to teach – to learn", to interpret quick answer to the education by using method and technique of the teaching.

As it is known it has been happened often changing of information their becoming new now. Those humans-being who have professions; they have to find choose a new profession from the other side.

Considering these facts, the students must so be prepared that they could be ready for the use of the interruptedness of the education and at the same time would be able to increase their education without interruption directly. When we say "education" - we consider education capability, information.

6. Education - being informed.

This principle is very popular, when the society's being informed is going on very rapidly. The main aim in this principle is to prepare the learners for use the technique of a lot of information, to create the information
culture on them. Now, when every school approximately has computer technique this principle is very important.

The teaching is not only process with suggestion but also, the results of the teaching depend on the reflection of the psychological process and discovering the other human’s psychological characters. For being more impulsive the activity of teaching depends on his activity of motivation and psychological process in this process. On the contrary, that pedagogical technique or interactive methods which are used they give any result you wish. In order for motivation of the teaching:
- certain aim - must be:
  - Chosen the theme to the conscious standard of the students.
  - Taken optimal standard to the state educational standards in the teaching every subject;
  - Considered the students' personality, interests and wishes.
  - Discovered the importance of the educations given and so on. It must be fulfilled some important aspects (attention, interests, consciousness) in order to active the teaching process.
  - School hours - must be spent in the sanitary - hygienic condition. It concerns the self containing of the building it’s acoustics, its lightness, the pupils’ routine, meals, and their transport. If there is no normal condition for the teaching - education there will be no high (or standard) more attention and consciousness. The scientists have discovered that no normal sleep and hunger decrease the moderation of the reflection work. It is concerned not only to the learners, but also to the teachers too.
  - The teaching information must not be so little, but it must be in the standard to be informed enough. It helps to defend (or keep) the regularity of attention, but also comprehensive consciousness helps to organize the pupil’s correct and active activity.
- When you use visual aids, didactic materials, they must be clean, tidy, and important. The teacher’s speech must be oral not only concerning text-book material, but also it must be professional. The teacher’s voice highness, timbre, oral tempo intonation, pause - are very important in the organization of the teaching process. Unfortunately, such these important qualities are not been concerned in the teacher’s preparation purely.
- To organize good feelings increase the actual activity in the teaching process. It is very pity, that a lot of teachers do not concern this version. As the observations, weak- educated, not be able to organize the classroom -unprepared teachers try themselves to be approved by the pupils using severity, under responsibility controls the classroom. This attitude makes the pupils’ and interest to the activity of the teaching been decreased. Information by visual or by words help the pupils’ consciousness is easier and active. The scientists write down at the end of the fiftieth of the century in the west "A clever eye" theory had begun. The delegates of this theory say that (only) the eye has made to develop the brain. I.M.Yaglom writes down, the old human’s ear gives 1000 information in different spheres at the same time, the organ of the feeling 10000, but the visual organ 100000 information. The psychologist B.G. Ananyev writes down that, by visual organ consciousness is concerned in three directions: feeling, consciousness, imagination; but by ear organ only in one direction - imagination. The observations show that human being remember the information for 15 percent which he (or she) gets by oral speech; but he (or she) remembers for 25 percent which he (or she) gets by
visual organ. If the information will be given from to directions at the same time only 65 percent will be remembered. There are productive comprehensive things from medical - biological point of view, which must know the teachers, the parents and the pupils and must concern it. What are they?

7. The defense of the pupils' healthiness.

It must be learned the ways of defense the pupil's healthiness, to learn those rules and to keep (them). For some observational information, the pupils in the high forms are been filled with information even more. They are not capable to answer them. Most of them sleep from 30 minutes till 2.5 hours in a day. Only less sleep decreases their work ability for 30 percent.

1. To give attention to the pupils' being in the fresh air.

Approximately, 3/2 of the city pupils are not be in the fresh air quit enough. The physical trainings are not been teaching even, or they are not been teaching in the playgrounds. Sightseeing (or tourism) are not been organized. It is not been concerned in the family, too. At the end, the healthiness of the pupil decreases and he becomes the weakest pupil in the teaching.

2. To get out from the even more tiredness.

In two ways are shown the pupil's tiredness: the first - do not follow the day routine; the even more balance of the teaching; the second: in the condition where are not having been positive emotions quite enough. If the pupil has not agreed with the teacher's attitude, the teaching condition or the teaching try, in tat case the pupil is very soon tired and doesn't get any enjoyment from it.

It is true that, only interactive method with new teaching and technique on the bases of cooperation makes the pupils' interests and intends have being increased to the teaching; give them a chance to solve their problems independently. We gave only some observations in the teaching, in its organization and its attendance from the source and modern point of view. It is true that we tried to show that we tried to show that condition in teaching using from different working (or plays) from teachers' practice.

We had need to go over some directions and characters of the teaching method and technique, its influence on the whole Azerbaijan education and practice, for what reason we can be able organize the definite imagination about its dynamics.
Used Literature


Table of Contents

1. Introduction ......................................................... 3
2. The theoretical and practical issues of the usage of new teaching methods and technique (Historical-theoretical aspects) I Article ........................................5
3. The usage of the theoretical and practical questions of the new teaching methods and technique II Article ............................................................... 18
4. Used Literature ........................................................ 57