

## UPBRINGING ISSUES IN AZERBAIJAN FAMILIES (COMPARATIVE ANALYSIS END OF THE XIX - BEGINNING OF THE XX CENTURY AND THE MODERN PERIOD)

**Sabina Jafarova**

Baku Slavic University,  
Department of Pedagogy and Psychology, Doctoral student  
E-mail: sabina\_16\_86@mail.74  
<https://orcid.org/0000-0003-4083-9495>

**Abstract.** The article deals with family upbringing, family functions, and family values in Azerbaijan in the late 19th and early 20th centuries and in modern times. The author spoke about the upbringing of children in the late 19th and early 20th centuries, their formation as individuals in the family, and various means of influencing family upbringing. In addition, the author discusses the family functions of modern families and the period under study, the impact of these functions on the upbringing of children in the family.

**Keywords:** Azerbaijani society, modern family, problems of family education, functions of the family, parental influence, child personality.

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## AZƏRBAYCAN AİLƏLƏRİNDƏ TƏRBIYƏ MƏSƏLƏLƏRİ (XIX ƏSRİN SONU – XX ƏSRİN ƏVVƏLLƏRİ İLƏ MÜASİR DÖVRÜN MÜQAYISƏLİ TƏHLİLİ)

Səbinə Cəfərova

Bakı Slavyan Universiteti  
pedaqogika-psixologiya şöbəsinin doktorantı  
E-mail: sabina\_16\_86@mail.ru  
<https://orcid.org/0000-0003-4083-9495>

**Annotasiya.** Məqalədə XIX əsrin sonu – XX əsrin əvvəllərində Azərbaycanda uşaqların ailədə tərbiyəsi problemləri araşdırılır və təhlil olunur. Eyni zamanda, həmin dövrdə uşaqların tərbiyəsi, onların şəxsiyyət kimi formalaşdırılmasında ailə tərbiyəsinin rolu, onun uşağın tərbiyəsinə təsiri kimi müxtəlif problemlərə toxunulur. Bundan əlavə, məqalədə tədqiq olunan dövrlə müqayisədə müasir ailənin funksiyaları, bu funksiyaların yerinə yetirilməsinin ailəyə təsiri, uşaqların ailədə tərbiyəsinə verilən əsas tələblərdən bəhs edilir. Məqalənin yazılmasında əsas məqsəd XIX əsrin sonu – XX əsrin əvvəllərində və müasir dövrdə ailə funksiyalarının müqayisəli təhlilinin nəzəri əsaslarını göstərməkdən ibarətdir.

**Açar sözlər:** Azərbaycan cəmiyyəti, müasir ailə, ailə tərbiyəsi problemləri, ailənin funksiyaları, valideyn nüfuzu, uşaq şəxsiyyəti.

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## **Introduction**

The family is considered a product of historical development. Families that have gone through different historical periods have gone through an evolutionary period and come to their present state. First of all, a family is a group of people who are close to each other and unite blood ties, kinship, and child-rearing. If we look at historical and pedagogical research, we can see those family relations, the integration of the family into society, and the preparation of young people for family life has always been an issue of concern to researchers.

The article raises the issue of the family upbringing of children in Azerbaijan in the late 19th and early 20th centuries. In the article touched upon various nuances of the end of the 19th century and the beginning of the 20th century, which influenced the functions of family upbringing in the upbringing of children and the formation of their personalities. In addition, the functions of modern families compared to the period under study, the impact of these functions on the family, and the basic requirements for the upbringing of children in the family are discussed.

If we look at historical and pedagogical research, we can see that family relations, integration of the family into society, and the preparation of young people for family life have always been issues of concern to researchers. The relationship of young people in the family, the problem of preparation for family life, the upbringing of children in families, and the transmission of traditions from generation to generation were not studied separately as a problem until the second half of the 18th century.

In modern times, the issues of family upbringing, the development of children in the family, and the preparation for independent living have been widely studied by many educators, sociologists, and psychologists. Sociologist A.Giddens devoted a section of his book "Sociology" to family issues and gave a broader definition of the family: "The family is a unit of society consisting of people who support each other socially, economically and psychologically, or support each other" [Giddens A., 2005, p. 156].

## **Main part**

The analysis of theoretical research proves that the traditional concept of the family as its institution of social education includes the issues of the succession of generations, integration of children into society, and socialization. From a philosophical point of view, the concept of "family" is interpreted as an organizational

form that historically shapes and changes the coexistence of people of both sexes. It is clear from this definition that the peculiarities of different historical periods, changes in the world, and the development of society have had a special impact on the life and formation of families. Research shows that society as a whole cannot influence the identity and characteristics of the family and that the family itself contributes to the development of society. The family itself is a miniature society in which family members are responsible for its integrity, security, and development. The main purpose of the family is to bring up a person who is useful to society, well-developed, broad-minded, moral, dignified, and patriotic to his homeland and people. Indeed, the role of families in the comprehensive development and upbringing of young people who are useful to society in our time is undeniable. The greatest responsibility of families is to bring up young people properly, to create all-round conditions for their future development and well-being. This is one of the most important responsibilities of parents in raising a family.

National leader Heydar Aliyev said about the upbringing of children in the family: *“Family upbringing is a rare case by its nature. This upbringing is based on a moral basis, such as the love of parents for their children and the feelings of children towards their parents. The most precious blessing for me are the children of Azerbaijan, the youth of Azerbaijan. Because, as the President of Azerbaijan, I do not think about today, but about the great future of Azerbaijan. The future of Azerbaijan also depends on the youth and children of Azerbaijan”* [<https://muallim.edu.az/news.php?id=9697>]. Indeed, the family, as a social institution that influences the development of the growing child, must cultivate healthy young people who are useful to society. In addition to protecting their children in the family, and ensuring their health and physical development, parents must bring up their children properly, inculcate moral values, and form a sense of love for adults, parents, and the motherland. The personal authority and example of a parent play an important role in the upbringing of every young person growing up in a family. For this reason, parents must build a healthy, harmonious family environment.

The main purpose of the article is to show the theoretical foundations of the comparative analysis of family functions in the late 19th and early 20th centuries and in modern times.

At the end of the 19th and the beginning of the 20th centuries, family upbringing in Azerbaijan was of a serious nature and consisted mainly of patriarchal families. The deep-rooted traditions of upbringing in Azerbaijani families still exist today.

Looking at the archival documents of the late nineteenth and early twentieth

centuries, and the theories of educators, it is clear that the ideal of the family that existed at that time greatly influenced the relationship between parent and child. The predominance of families that did not treat their children as individuals also had a negative effect on children's development. Parents' ignorance, superstition, and superstition have led to a low level of parent-child relations, coldness between them, and the application of harsh parenting methods.

However, compared to this period, the stereotypes of the XIX century have already begun to disintegrate. Of course, without deviating from our mental values and traditions, many parents began to raise their children in accordance with the requirements of the time. Indeed, in modern times, the upbringing of children in the family in the right and correct ways, and the organization of a positive family environment in families has a direct impact on the overall development of children, their future activities, and the formation of personality. Today, the main goal of the modern family is to organize the family properly, ensure peace and happiness, bring up healthy and well-rounded young people for the future, as well as to meet the needs of family members. If true and healthy relationships are formed between family members, this will guarantee a happy upbringing for future generations. The famous Russian writer E.Kazakevich said that upbringing means telling people the truth about their lives and the whole world. In raising their children today, every parent must be an example to his or her children and be honest in their morals, words, and deeds. The greatest desire of parents is to provide their children with a good future, to provide them with education, science, knowledge, and comprehensive education, and to make them happy.

One of the main requirements of modern times is to build the relationship between parents and children on the basis of inner freedom and noble feelings. From the end of the twentieth century, family relations were replaced by more diplomatic and polite behavior. It should be noted that in modern Azerbaijan, the most important issue in the foundation of the family pillars is respect for elders, love, and values in the family. The formation of noble feelings and emotions in the hearts of children, and the instilling of love for parents, friends, and comrades are formed in the family. One of the most important issues facing the modern family is to form in them noble qualities.

Modern families must first be conditioned by their pedagogical, psychological, spiritual, labor, economic and intimate spheres. Families are always distinguished from other institutions as social institutions with their own complexity. Today, family relations, raising children in the family, the educational potential of the family, great and small respect, care for parents, and other issues are relevant. If we look at the Soviet period, at that time family education was overshadowed by public education and did not have a public character. The main purpose and

requirement of public education at that time was to train exemplary citizens and personnel on the basis of certain standards for society, and the main task of the family was to take care of the Soviet family, where the public and private interests of citizens were harmoniously combined. As can be seen, the social and personal interests of the citizens, and the harmonious unification of the Soviet family, were considered one of the main differences between the socialist family and the bourgeois family. However, in modern times more attention is paid to family upbringing. People began to return to their ancestral roots and restore their mental values. It is true that these values have never been forgotten, but they have weakened somewhat in accordance with the requirements of the time. It should be noted that the educational potential of the family was poorly studied during the study period. Because the sanctity of families and the secrecy of family relations from outsiders prevented the family from becoming the object of research. However, in modern times, family institutions began to emerge, families were given special protection by the state, declarations were adopted, and family psychologists began to work in psychological service centers, which led to the development of this field, people's access to various institutions, the development of family institutions and families. created conditions.

As mentioned above, the importance is given to families in modern times, and the protection of women's and children's rights in the family began to be reflected in modern laws. Article 17 of the Constitution of the Republic of Azerbaijan, adopted in 1995, states, "*The family, as the core of society, is under the special protection of the state, and it is the duty of parents to care for and raise their children. The state controls the fulfillment of this duty*" [<http://www.e-qanun.az/framework/897>]. The Constitution of the Republic of Azerbaijan clearly states that both husband and wife have equal rights in the family. In addition, the Family Code, which contains the main points of the Constitution of the Republic of Azerbaijan, deals with the issues of raising children in the family, improving social welfare, the rights, responsibilities, and other issues of parents and children. It is true that the rights and responsibilities of parents in the upbringing of children were relevant in the Soviet era. These rights and responsibilities are reflected in the Marriage and Family Code of the Azerbaijan SSR. However, during the independence period, many state institutions for the protection of children's and family rights began to be formed in Azerbaijan, which also signed a number of works in the field of family relations, children's rights, protection, women's rights, and protection.

Every young person who meets the modern requirements of today needs a healthy family and has a deeper understanding of how important families and institutions are for human beings. For this reason, the upbringing and development

of children in families should be considered a sacred duty, and society and the state should have a sacred duty to protect families and ensure their social welfare.

When a child is born into a family, he or she has the right to live in a family, to be educated, to receive parental care, love and help, and so on. Every minor must be brought up in a spirit of respect for his or her dignity and identity while ensuring the interests of the family. For this reason, children's rights must be fully protected in modern families, and their responsibilities must be properly explained and clarified.

In modern families, family relations must be reflected in each other, a warm relationship between both parents and children, and the psychological climate must be properly established in the family. Proper organization of this warm psychological climate is the main foundation of comfort and tranquility in the family. Every parent, by creating a positive family environment, and showing their children a pleasant, loving, and caring attitude, penetrates into their inner world and creates conditions for their children to grow up with a healthy mind and spirit. When the psychological climate is favorable, both parents and children increase their self-esteem and attitude, which manifests itself in various forms in their work and family relationships in the family and in the team. The low psychological climate in the family primarily affects the mental development and health of children. The high position of this climate depends primarily on women. Prominent pedagogue H.Zardabi noted that the mother-woman is the first educator of mankind. Mothers are a central figure in family relationships and stressful situations. In the book of professor A.A.Alizade and A.N. Abbasov's "Family" notes that "*the psychological climate of the family depends significantly on how the mother organizes the work and life of the family team*" [Abbasov A., 2015, p. 194]. Family relations have a direct impact on the upbringing and development of children. If parents want to raise a happy family, they must first love, care for, and care for their children. This is one of the most important issues, but this love should not negatively affect the upbringing of children. In addition to being the parents of their children, parents must be their friends, criticize them when appropriate, and correctly explain the negative consequences of their negative actions. During criticism, parents should refrain from insults and should not degrade their children.

In modern social society, the structure and functions of families are important, and at the same time families already have independent power. It is known that the family is considered a product of historical development. For example, in the late 19th and early 20th centuries, it was impossible for families to be governed under democratic conditions, but in modern times, families are governed under democratic conditions. That is, it can be considered that the development,

management, and democratization of the family is determined by the nature of production relations. The famous philosopher F.Engels believed that along with the development of society, the family, as the most important unit, rises from a lower form to a higher form under the influence of socio-economic conditions. That is, the development of society has a significant impact on the development and structure of family institutions and their functions. It should be noted that as modern society developed, the authoritarian style of upbringing, which is considered a remnant of the old families, became obsolete and began to develop under a new humanist style of education.

Compared to the period under study and the modern period, it is possible to see many equal and different aspects of family functions. Many researchers have differentiated family functions. The end of the 19th century and the beginning of the 20th century, of course, although many of these functions existed, but were not fully formed. With reference to G.Geybullayev's research, it can be said that in comparison with the modern period, the family had reproductive, economic, educational, and leisure functions in the family [Geybullayev G. 1994, p. 26]. In the late 19th and early 20th centuries, family relationships were based on patriarchal customs, but they were based on mutual respect. Professor G.Geybullayev noted that without mutual respect in the family, families could not perform their economic and other functions. One of the main characteristics of that period was that women were at the center of relations in the family and society, and their rights were lower than those of men. Compared to that period, there is a slightly different approach to the educational function that meets the requirements of modern times. In addition, it should be noted that the function of organizing leisure and recreation of the family is considered to be one of the newly formed and developed functions in modern times.

First of all, it should be noted that the educational function of the family in the late 19th and early 20th centuries was slightly different from the modern period. This is because the ignorant thinking prevailing in the families at the time of the study, the existing conditions, and the deprivation of children from education, training, and early marriage were violating all the requirements of this function. In addition, gender equality in the family was violated at that time, which led to pressure on girls in the family, violation of their rights, and weakening of their position in society.

However, in the new modern era, this function of the family is very important. First of all, the issue of gender equality among children in the family was eliminated and the issue of equal upbringing was brought to the fore. Families view both girls and boys as individuals, taking into account their unique interests and abilities, desires, and aspirations in their development. Professor R.Huseyn-



zadeh noted about the educational function of the family that one of the main functions of families is the education of the younger generation, and the important task of parents [Huseynzadeh R., Allahverdiyeva L. 2016, p. 226]. Today, in modern times, the comprehensive development of children, the right attitude towards them, the right attitude of parents to children, and the establishment of communication is considered one of the most important and priority areas of this function of the family. It was noted that although education has not lost its historical significance in all historical periods, education is considered a more important and important issue in modern times. In general, neither in the past, nor in the Middle Ages, nor in modern times, it is impossible to imagine a society without a person's upbringing. The prominent philosopher Platon said that "the strength of the state depends on the education of the people" [Huseynzadeh R., Allahverdiyeva L. 2016, p. 77]. Indeed, today the upbringing and education of young people with a comprehensive outlook in the family is considered important for society and the state. Because every young person brought up in a family is the successful future of the state and society. Compared to the past, the role of the family in the upbringing of the younger generation today differs in several important respects. First of all, everyone in the family needs upbringing. There is a beautiful saying of the Prophet Muhammad that the best gift a parent can give to his child is a beautiful upbringing. In the family, parents try to bring up their children in a comprehensive way, of course, in this case, they should be the standard of education, not to make mistakes in their upbringing [Huseynzadeh R., Allahverdiyeva L. 2016, p. 145]. Children begin to be brought up in the family at different ages, so both children and adults are brought up in the family. From this point of view, upbringing is not one-sided, but collaborative, and has both educative and nurturing features in the development of children. The child acquires important qualities in the family, rules of behavior, and moral values accepted in society. In addition, each member of the family plays a role in increasing the educational impact of the family, which has a positive impact on the development of the educational system and creates conditions for the family team to show the purpose of education, the educational power. It is also important to emphasize that children in the family have a strong influence on the upbringing of parents, and this is important in encouraging parents to self-education. Sometimes the emotional nature of the parents, and the harsh attitude towards children, lead to a minimum of communication between them. This creates the conditions for the thinning of the bonds of love between the child and the parent, and at such moments children can influence their parents with their pure nature, love and affection. The educational function in modern families differs from the period under study due to these features. The issues of upbringing and education of children

in the family, as well as the issues of equal upbringing and education of girls and boys, are also considered to be topical issues today.

Another feature that distinguishes family functions from those of the late 19th and early 20th centuries from modern family functions is the function of organizing family leisure and recreation. It is known that at the time of the study, both men, women, and children were engaged in farming in the family. Professor G. Geybullayev noted in his research that women mainly helped their husbands' farms and raised children. Judging by the ethnographic data and the works of various educators, it can be said that the organization of leisure and recreation in the family is rare [Geybullayev G. 1994, p. 25]. Thus, wealthy families mainly hunted and held musical gatherings, which were typical of the period, while women used their free time from housework and weaving to engage in weaving. In their spare time, women tried to teach their daughters handicrafts - weaving, sewing, and other fields, while men tried to teach boys the skills of their work - carpentry, carpentry, pottery, and other arts. For this reason, families did not have a certain sequence in the organization of leisure time, and the richness of the comprehensive and effective organization of this time was not noticeable.

The scientific novelty of the article lies in the fact that for the first time in the late 19th and early 20th centuries, the methods of family education were compared with modern methods of family education.

### **Conclusion**

Finally, it should be noted that in the late 19th and early 20th centuries, there are different approaches to family functions. Traditions of family education in Azerbaijan in the late 19th - early 20th centuries. had class differences in the content, methods, means, and forms of upbringing, with the same goal - the upbringing of a child.

It should be noted that, in modern times, the functions of the family is very important at the upbringing of children's. Thus, the main purpose of this function is to protect the health of children in the family, to study the level of social welfare, to organize walks, to cinemas, theaters, and various cultural and entertainment activities. In this regard, they point to the activation of the protective-restorative, stimulating function of the family, to the increase in the child's need for moral support, psychological comfort, and recognition of him as a person in the family, the more intense and dangerous the world external to the family becomes, the more significant the protective-protective influence of family society Proper organization of leisure time in the family helps to strengthen the sincerity and friendship between parents and children, to relieve nervousness and tension.

Based on the above, we can conclude that the value guideline of the individual development of the child's personality in the context of family education is the formation of an independent personality, actively participating in the life of society.

**Relevance of the article.** Socio-economic transformations in Azerbaijan necessitated reforming practically all social institutions, including the institution of the family. The modern educational paradigm, focused on personality, consolidates the integration of the efforts of the education system, the family, and the person himself to overcome the spiritual crisis.

An objective view at the history of family education in Azerbaijan will determine the prospects for further development and improvement of the educational process. It is required to develop new approaches to solving the problem of overcoming the gap that is encountered in modern society between the theory and practice of historically established family education based on traditions. Turning to the traditions of family education will help in establishing the status of the family as the main institution of socialization of the individual, and to better understand the reasons for the successes and failures in family education today.

**Scientific novelty of the article.** The scientific novelty of the article lies in the fact that for the first time in the late 19th and early 20th centuries, the methods of family education were compared with modern methods of family education.

**Practical significance of the article.** The article is basic for the implementation of a historiographic approach to the problems of family education when conducting scientific research that characterizes the influence of family education traditions on improving the practice of modern family education.

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