



International Journal of Innovative Technologies in Social Science

e-ISSN: 2544-9435

Scholarly Publisher
RS Global Sp. z O.O.
ISNI: 0000 0004 8495 2390

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ARTICLE TITLE USE OF MODERN SCIENTIFIC METHODS IN TEACHING LYRIC
WORKS IN CLASS VII-VIII OF AZERBAIJAN GENERAL
EDUCATION SCHOOLS

ARTICLE INFO Sahib Gojayev. (2025) Use of Modern Scientific Methods in Teaching Lyric
Works in Class VII-VIII of Azerbaijan General Education Schools. *International
Journal of Innovative Technologies in Social Science*. 1(45). doi:
10.31435/ijitss.1(45).2025.3026

DOI [https://doi.org/10.31435/ijitss.1\(45\).2025.3026](https://doi.org/10.31435/ijitss.1(45).2025.3026)

RECEIVED 11 November 2024

ACCEPTED 14 January 2025

PUBLISHED 17 January 2025

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USE OF MODERN SCIENTIFIC METHODS IN TEACHING LYRIC WORKS IN CLASS VII-VIII OF AZERBAIJAN GENERAL EDUCATION SCHOOLS

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Doctor of Philosophy in Pedagogical Sciences

ABSTRACT

The general picture of education reform in Azerbaijan gives rise to an optimistic mood. The main goal here is to provide the growing young generation with the necessary scientific knowledge, to instill life skills and habits in them, and to educate them on national values. For the realization of such a strategic goal, every teacher should be guided by the main principles of educational reform (democratization, humanization, differentiation, individualization, integration) in their work, and should be able to use it skillfully and efficiently in their pedagogical work. It is possible to achieve high success by applying modern training methods to teaching on the spot (and if necessary). At present, interactive teaching methods (interactive and “active” words are synonyms) are increasingly being used in schools. By applying these to their practical work, literature teachers have a great responsibility. Therefore, every teacher should deeply master the structure, stages, work forms, and methods of the active lesson, and then skillfully apply it to their pedagogical work. Currently, the modern teaching method “Curriculum” is reflected as a pedagogical terminology in schools. This term is of Latin origin and means “way”, “direction”. That is, the curriculum is a conceptual document that includes some issues related to the content, organization and assessment of student knowledge. In order to apply it to his pedagogical work, the teacher must first study and master this teaching method deeply and comprehensively. Otherwise, he cannot achieve his desired goal. Because there are fundamental differences between the traditional education program and the Curriculum education program.

KEYWORDS

Curriculum, Secondary Schools, Education in Azerbaijan, Content of Education

CITATION

Sahib Gojayev. (2025) Use of Modern Scientific Methods in Teaching Lyric Works in Class VII-VIII of Azerbaijan General Education Schools. *International Journal of Innovative Technologies in Social Science*. 1(45). doi: 10.31435/ijitss.1(45).2025.3026

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Introduction.

Traditional curriculum is knowledge-oriented, while curriculum is personality-oriented. There are other differences, such as knowledge-oriented, student-oriented, subject-oriented, and results-oriented. In order to achieve the listed qualities, teachers should work on themselves regularly, treat the student as an individual, and respect their personality. A humanistic approach should be taken to the assessment of knowledge, not only for knowledge, but each person should be treated as an individual. A teacher cannot achieve any success without following what has been said. Using technical means of training during teaching has a positive result, provided that this process is applied on the spot, at the moment, when needed.

Teaching lyrical poems in class VII.

The life and creativity of Afzaleddin Khagani is taught in the current program of the VII grade. Two hours are given for teaching the content of “Advice to the Youth” and one hour for analyzing the work. The teacher should use the three hours given to the life and work of this great poet in such a way that the students can fully and comprehensively master the subject. It is better to inform the students about the poet’s life first. Where the poet was born, in what family, his real name, etc. providing information about is important for further purposes.

It is explained to the students that X. Shirvani went to Mecca in 1156 at the age of thirty-six. He travels to Ardabil, Hamadan, Baghdad, Sham, Isfahan, Mecca. During these trips, he wrote the famous philosophical poem “News of Madain” and soon after the essay “Tohfatul-Iraqeyn”.

Khagani returns to Shirvan around 1160. During the time of Shirvanshah Manujohr, conflicts arise between his son Akhistan and the poet. Khagani tries to get permission from Shirvanshah for the trip. The teacher tells the students that the poet’s life is difficult and painful. Finally, he died in Tabriz in 1199 and was buried in the famous Mausoleum. The fact that Shamakhi is presented as a mother and Tabriz as a father in Khagani’s poems is purely realistic.

In the second hour, the teacher organizes an expressive reading of the ode “Advice to the Youth”. The knowledge given about the content of the ode, as well as the information about this form, aims to expand the imagination. The teacher explains the words needed during reading. The rhyme structure of the ode is similar to that of the ghazal. However, the volume of the ode is larger than the ghazal (BĪBŪ). The ode consists of at least thirty verses. According to the content it carries, it is divided into types such as minajat, net, madhiyya, honor. In his ode “Advice to the Youth”, Khagani directs the youth to be sincere to truth, honesty, companionship, and friendship. The poet shows that trickery is the appearance of negativity, theft, crookedness. At the end of the lesson, the teacher addresses the students with the following questions (interactive teaching method, guidance for thinking):

1. You learned the advice of a wise man who lived in the 12th century, how did the ideas told to young people affect you?
2. What qualities did Khagani want to see in young people?
3. Remember the admonitions you heard from adults, share them with your friends. What qualities would you like to see in today’s youth?
4. What else would you like to read in addition to the poem “Advice to the Youth”?

Two hours were given to write an essay in the “Good and Evil” story “Good and Evil” included in N. Ganjavi’s “Khamsa” in the seventh grade curriculum (6 hours in total). Although the study of the poet’s life is not given a separate hour in the program, he should also pay attention to the information about it. The teacher tells the students that N. Ganjavi, who conquered the highest peak of poetry, was born in Ganja in 1141. The real name of the poet is Ilyas, his father’s name is Yusif (understanding). According to what is said, he received his first education from his father and uncle Zaki Muayyeddin. The poet’s creativity is very rich, and his lyrical poems, “Khamsa” are an example of this. “Khamsa” is called five.

In the second hour, the content of the verse story “Good and Evil” is taught to the students. A group work form is used here. This form of work is designed for joint problem solving, teaches students to respect each other’s opinions, learn independently, and speak freely. Two hours are given for teaching the story. In the first hour, the teacher introduces students to the content of the story. It explains the friendship between Good and Evil. It is also known from their names that Good is always busy with good deeds, and Evil is always busy with evil deeds. After the content of the work is fully studied, it is read to the students in parts, in the second hour, analysis work is carried out, comprehensive information is given about the theory of literature, and its principles are discussed. The story is in narrative form. It is epic in nature and literally means a tale. The writer describes the events in epic works by telling a story with a certain system. A poem is called a story because the events described are in verse. It describes a specific episode, a specific event. The poem “Good and Evil” can be considered the best example of the story.

The dictionary of difficult words in the work is written and explained to the students. The teacher concludes the lesson and addresses the students with the following questions:

1. Identify the main copies in the work and what are they?
2. What are the good qualities of good?
3. Who is the poet criticizing by creating a copy of Evil?
4. How do you evaluate the actions of evil?
5. Define the idea of “Good and Evil”.
6. In which episode do you see friendship and companionship in the story?
7. Clarify the idea that “a friend needs a friend, but a friend doesn’t need a friend.”

The teacher evaluates the students’ knowledge and this process was considered as giving a grade to the student in traditional assessment. The student studied only to get a grade. In active//interactive training, assessment is calculated to improve the quality of education. The basis here is the use of modern training methods, an efficient approach to one’s work and its purposeful application. In the end, the teacher instructs the students to write an essay on the topic “Kindness as an expression of humanism in Good and Evil” to work at home.

The technology of teaching lyric poems in grade VIII.

The life and work of Molla Veli Vidadi is taught in class VIII. One hour is given for the topic. The poet was born in Shamkir in 1709. Later, he moved to Gazakh and settled in Shikhli village. The poet lived for some time in the palace of Gulistan in Karabakh, and then in the palace of the governor of Georgia, Irakli. He left the palace of Irakli II in 1781 and lived in Gazakh until the end of his life. M.V. Vidadi died in Shikhli village in 1809.

In his essay about the poet, F. Kocherli notes that he served in the Gulistan Khanate with the help of his friend M.P. Vagif. This is also clearly seen in the letter of Aggizoglu Piri.

M.V. Vidadi lived in the era of bloody wars. On the one hand, Iranian and Turkish feudal lords attacked Azerbaijan. The disasters and massacres affected the poet and became the basis for writing sad poems. Vidadi always expressed his attitude towards the khans and judges of his time and criticized them. "Musibatnama" is an example of this. Two hours are given for expressive reading and content of the poem. Using this time effectively, the content of the poem is mastered by the students. It is also reported that the killing of the poet's friend Huseyn Khan Mushtaq, the death of Levon, the son of the second Irakli, the killing of M.P. Vagif together with his son, and the serious events that happened in his family deeply saddened the poet. In the lesson, the analysis of "Musibatnama" is carried out, the general picture of the khanate period is explained. The teacher concludes the topic and addresses the students with a series of questions:

1. On what occasion was the "Trouble" written?
2. How can you explain the expression of sad thoughts in the poem?
3. How does the poet express his longing for the homeland?
4. What does the poet mean by saying "on a good day there are many half-companions, on a bad day they disappear?"

Finally, students are asked to write an essay on "Why is the motherland dear?"

In class VIII, one hour is devoted to the life and work of M.P. Vagif. Using this time, the poet's place of birth, his schooling activities, his service in the palace of Ibrahim Khan in Karabakh, Qajar's attack on Shusha, Vagif's arrest, the poet's release from prison after Qajar's murder, and finally the poet's murder by Mohammad Bey Javanshir are conveyed to the students. The teacher explains the poet's life in full and concludes the lesson with the following questions (reflection):

1. When and where was M.P. Vagif born?
2. How old was the poet when he came to Karabakh?
3. What kind of work did he do in the palace of Ibrahim Khan in Karabakh?
4. How would you explain the friendship between Vagif and Vidadi?
5. Why was Vagif killed by Mohammad Bey Javanshir?
6. What can you say about Vagif's personality?
7. How did the killing of Vagif affect Vidadi?
8. Which works of Vagif have you read?
9. How is the poet's services in Azerbaijani literature evaluated?

Two hours are given for the expressive reading and content of the poem "It's a shame there is no". The teacher gives detailed information about the content of the appendix and the reason for writing it. It is also explained to the students that the poet wrote this poem during his service in the Karabakh Khanate. The reason for writing the attachment is explained to the students. After the content of the poem is fully explained to the students, the teacher recites the poem and explains the meaning of difficult to understand words. One hour of class time is devoted to analysis work. Ciga, siyah, zanakhdan, dehan, ashrafi, nimtana, etc. used in connection. The dictionary meanings of such words are clarified. It is also explained to the students that the couplet is a form of poetry consisting of four lines each stanza and eleven syllables in each line.

F. Kocherli highly valued the personality and creativity of M. V. Vidadi and M. P. Vagif, who had unparalleled services in the history of Azerbaijani literature, and wrote that more than a hundred years have passed since their death, both of them are our national poets and the founders of our literature. The teacher reinforces knowledge by conducting questions and answers on the basis of such a plan to master the content and analysis of the essay to the students (focusing on thinking).

1. In what year and where was M.P. Vagif born?
2. In what year and at what age did M.P. Vagif come to Ibrahim Khan's palace?
3. What was the purpose of the poet in writing the couplet "Unfortunately there is no"?
4. How is the beauty of Kura gorge described in the poem?
5. How is the landscape of the Kura gorge and the beauty of the women living here described in the poem?
6. What are the issues that concern the poet?

7. What is the idea of attachment?

Students are instructed to clarify the content and idea of the attachment. You are asked to write an essay on “The motherland is becoming more beautiful day by day”.

The life and work of the great Azerbaijani poet Imadedin Nasimi is taught in the 8th grade. One hour was dedicated to the expressive reading and content teaching of the ghazal “Season-Nowruz-Neysan”, two hours were devoted to the analysis of the work, the arrival of Nowruz holiday and the awakening of nature. The great Azerbaijani poet I. Nasimi lived at the end of the 14th and the beginning of the 15th century. The poet’s name and pseudonym, information about the most interesting moments of his life are given. The artist, who deeply mastered religious and secular sciences, wrote poems in Arabic, Persian and Azerbaijani languages. He is one of the most powerful figures of the Hurufilik sect. After meeting Naimi, he wrote poems in this direction. I. Nasimi’s “Seasonal-Nowruz-Neysan” ghazal is mastered by the students in the lesson. The reason for writing the ghazal is explained, difficult words are explained, analysis is carried out, the coming of Nowruz holiday and the awakening of nature are discussed. Fragments from the film are shown in order to fully assimilate Nasimi’s life and creativity to the students. In conclusion, the teacher evaluates the students’ knowledge. The lesson is conducted based on the general possibilities of the active/interactive learning process. All this confirms the dynamics of using new teaching methods in literature classes.

Conclusions.

Thus, the analysis of lyrical works in the VII-VIII classes of general education schools comes to the fore as a separate line. Teachers with a wealth of teaching experience make it a goal to take advantage of traditional teaching models as well as the achievements of modern technology. The process regulated on the basis of student-oriented, personality-oriented, demand-oriented, and result-oriented comes to the fore with the creation of a fundamental environment by applying it in a wide and systematic way in the teaching of lyrical works. Taking subject curricula as a principle and applying them is calculated to create an environment and reveal students’ knowledge and skills. All this is connected to the clarity of goals in the latest education strategy.

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