

SOME POLITICAL ASPECTS OF THE STATE STRATEGY FOR THE DEVELOPMENT OF EDUCATION IN THE AZERBAIJAN REPUBLIC

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Abstract. *The paper states, that there are two necessary targets in the appointment of the first political direction, one of them is creating educational content based on skills and the other is the development of the curriculum at all levels such kinds of pre-school, general, the first vocational, secondary and higher education and the second target is about modernization of human resources in the field of education, the use of innovative teaching methods and the effective learning of the content of education. Author clarifies, that there're some needs of the development of human capital in the education system to meet the challenges of the new steps, the compatibility of the indicators of quality of education to the European standards and all of them have become the adaptation of State Strategy for the Development of Education in the Republic of Azerbaijan to a necessity.*

Key words: *strategy, political, development, education, international*

1. Introduction

One of the main factors necessary to conduct scientific studies on this subject was State Strategy for the Development of Education in the Republic of Azerbaijan approved by decree No.24, October 2013 by President of the Republic of Azerbaijan. We consider that one of the main factors that is necessary for the selection of this subject derives from it's strategically essence. There are objective and subjective reasons for the formation of these factors. By pointing some of them it is possible to clarify the problem. We have partially touched this issue in different sections of our scientific research. However we think that it is necessary to touch in details this issue as problem in the flatness of the State Strategy. For example, if we pay attention to the content of the State Strategy for the Development of Education in the Republic of Azerbaijan we can see the motives of the public policy. In the context of the same unit is written: large-scales events are planned on the five strategic directions for creation of the education system which based on component teachers, educational managers and advanced technologies in the Republic of Azerbaijan. As it seems fixing of this example affirm the targets of the public policy.

2. Materials and Methods

We consider that it is necessary to pay attention to directions which taken as important political targets. They can be presented in a systematic manner as following: general sections of State Strategy for the Development of Education in the Republic of Azerbaijan are covered with-Content [1;1], - International experience and trends in the field of education [1, 2], - The state of education in the Republic of Azerbaijan [1, 3], -The main tasks of the education system [1, 4], - The purpose of the strategy[1;5],- Strategic directions [1, 6], - Strategic targets and measures [1, 7], Implementation of the strategy [1, 8]. As it seems provisions of the educational strategy reflects the policy of the rapid development of our country.

3. Empirical Results

There are two necessary targets in the appointment of the first political direction, one of them is creating educational content based on skills and the other is the development of the curriculum at all levels such kinds of pre-school, general, the first vocational, secondary and higher education . The second target is about modernization of human resources in the field of education, the use of innovative teaching methods and the effective learning of the content of

education. In the third direction for the fulfillment of the purpose and duties is spoken about accountable, transparent and effective control mechanisms, the modernization of the regulation and control based on international practices in educational system and intend to learn their real situations. The fourth direction is about the creating of information and communication technology infrastructural based on training methodology. It must be considered the real example of the implementation of state ICT policy. The fifth direction means the solution of a more global problem. In other words, this provision provides the solutions of the issues like the establishment of a model of education financing in the Republic of Azerbaijan. All of them continue in a logical sequence. State Strategy for the Development of Education consists of 8 units. The second unit is called "International experience and trends in the field of education" and this turns the issue into the subject of the foreign policy of Azerbaijan. One of them is social-economic role of education. Because some of the main factors of the political strategy for the general development of the Republic of Azerbaijan are social-economic issues. In order to have such high level showings a number of factors have local features. In the unit of the strategy called "International experience and trends in the field of education" this political factor appears more clearly. That is why we think that it is important to pay attention to the meaning of the second unit. In this unit is written: "Professional personnel's having higher education is the basis of the intellectual potential of the country. Nowadays the successful and sustainable economical growth of the countries has been achieved through the effective development of human capital. All of them increase priorities of education in the expense of state. The education expense of the state for the community has high economic profitability" [1, 3] (State Strategy for the Development of Education in the Republic of Azerbaijan Unit I). Or: "In modern times, the role of education in economic life has increased significantly. At present the education including the teaching knowledge and skills must fulfill some duties like comprehensive training of the citizen for the future and social integration. The repayment of the necessity of citizens' study during their life is one of the main factors in the role of education in economic life" [1; 3]. (State Strategy for the Development of Education in the Republic of Azerbaijan). We must say that at the same time rapid technological progress requires to update knowledge and skills regularly. And it increases the need to own to the new and more relevant specialty and development of the competence. (State Strategy for the Development of Education in the Republic of Azerbaijan Unit II).

As for the quality and coverage of education, we can say that the development tendency of secular education in Azerbaijan is inevitable and these factors willingly become a vital element of state policy. Educational strategy substantiates all of these issues fundamentally from practical and political aspects. In the second unit of the strategy is rightly emphasized that increasing competition among middle-income countries, as a result of rapid technological progress professional profiles often change and it increases the demand for the quality of education. On the other hand, increasing the level of involvement in education and the expansion of education infrastructure does not guarantee for the increasing of the people's knowledge and skills. Although the educational infrastructural is necessary, knowledge and skills are achieved not by the number of educational institutions and period of education, but by the quality of the learning process. Though some countries have spent a lot of money on the development of education and equipment of the new structure recently, the result hasn't been achieved in those countries. In spite of the completion of general education degree, there are a lot of people who don't have any reading and writing skills. That's why the guarantee of the quality of education should become a strategic priority. Therefore, this factor makes it necessary to establish the educational policy of the state on a new basis. In other words, it is an undeniable fact that new requirements for the quality and coverage of education renewed a view to the understanding of the education system. Modern education system has the following forms: formal (which ended with the issuance of state education document), informal (through self-learning) and non-formal (acquiring at various courses, clubs and individual courses and the issuance of a certificate of public education unaccompanied) education forms. One of the main factors of the political aspects of the education strategy is to keep the children in the focus of this process at an early age. More precisely, in the process of training basic skills are obtained in the early years of childhood, and that's why the development of children's mind is important at an early age. Therefore the development of the pre-school education plays an important role in public

policy. In some advanced countries are taken decisive steps for increasing of training period. In Canada, France, the Netherlands and the Czech Republic training period lasts 14 years, in Germany, Great Britain, Sweden, Australia and New Zealand lasts 13 years, in the USA, Finland, South Korea, Poland and several other countries lasts 12 years. In a few countries the training process lasts 11 years. According to the information of the Organization for Economic Cooperation and Development, in any country, a one-year period to improve education leads to increase of gross domestic product 3-6 %. ” [1; 4] (State Strategy for the Development of Education in the Republic of Azerbaijan Unit II).

The unit called "The situation of education in the Azerbaijan Republic" [1, 4] surrounds a wide range area depending on political capacity. In this unit of the strategy is emphasized achieving success in the field of education. I think that all of these achievements are the result of great leader Heydar Aliyev's policy. (We have tried to express opinions in our previous research H.H). As we noted, in the first period led by the leader of these issues were kept in the focus, and the foundation of today's strategy was laid. As a result of the continued policy within the framework of the state programs infrastructural of the general education has been updated significantly in all regions of the country. A normative legal base answering to modern demands is created in the country [1; 5]. (State Strategy for the Development of Education in the Republic of Azerbaijan Unit III). In other words, In higher education different projects have been implemented for the application of the main principles of Bologna Declaration, modern information and scientific and methodological provision the of educational institutions, updating of the educational infrastructure, improvement of textbooks, provision of teaching staff in rural schools, the establishment of pre-school and vocational education services in high level. [1; 4] (State Strategy for the Development of Education in the Republic of Azerbaijan Unit III). However, we must admit that, in spite of this, there are still shortcomings in education. That's why from this point preparing of Education Strategy became an important factor of the general policy of state and a new political course was determined for its implementation. In the words of statistical figures, in accordance with the state policy public expenses on education has increased 1.3 times in last five years. In addition, ne implementation of measures is necessary for new long-term challenges for the development of human capital in the field of education funding. (State Strategy for the Development of Education in the Republic of Azerbaijan Unit III) [1; 4]. And it comes from the global nature of the problem. We've already spoken about the inability of the education system of Azerbaijan. Those opinions were reflected in the strategy. For example, the third section says clearly that "the composition of the graduates of higher education institutions don't conform with the needs of the economy. Only 1.2 % of students in institutions of higher education study on agricultural specialties. 67% of highly educated professionals between the ages of 25-34, assembled in the public sector ". (State Strategy for the Development of Education in the Republic of Azerbaijan Unit III) [1; 5]. Such factors are important to determine state policy on the development of education. This factor indicates the political aspects of the strategy clearly. Four directions are taken shape in the units of the main tasks of the education system. The following aspects are taken into consideration for determining these positions: to develop human capital, to prepare modern thinking and competitive personnel, to provide additional education and learning of systematized knowledge, skills, and abilities, and to prepare them to effective work and social life. And all of them lead to identification of the new multi-vector policy directions. As a result, for carrying out his process arises specifically a need for preparation of political concept. Perhaps, this will be in the focus of attention. As the objective of the strategy, we can say that varied political trends for the development of education have been defined in this unit. One of them is to create based technologies educational system. The second is the formation of education system. The third is to re-create education according to the concept of development of Azerbaijan. Naturally, the implementation of this process requires the use of special political methods. The unit of the strategic directions consists of 5 items. There are different strategic objectives in it. There are following issues in these items: the creation of educational content, to provide them with innovative training methods, the formation of a new management system in education, the formation of education infrastructure, the creation of a new funding mechanism, increase the durability of education etc. Strategic goals and measures unit of Education Strategy almost covers the whole system. All goals and objectives are reflected in this unit, for example,

from an early age to higher education. The development of new curricula and education standards for preschool-aged children is one of the main factors of this unit. (Education Strategy VII unit 1.1.1.)[1; 5]. Another aspect is ensuring the transition to 12-year education and updating the current education standards and curricula. There are other items such kinds of division of training according to areas, (Education Strategy VII unit 1.2.1.)[1; 6], forming of special development programs for talented children (Education Strategy VII unit 1.2.3.)[1; 6]. The selection of such targets comes from the nature and the demand of public policy. The requirements of 1.2.3 item have already begun to be implemented as an important part of state policy. Formation of “tomorrow groups” can be considered as an example of this policy. Naturally, teachers and tutors play an important role in the implementation of this process. They’re widely reflected in the education strategy. For example, to ensure the development of innovative training methodology and related resources (Education Strategy VII unit 2.1.1.) [1; 6], stimulation of the establishment of structures on further education for teachers (Education Strategy VII unit 2.1.1.) [1; 7], the application of innovative models (Education Strategy VII unit 2.1.3.) [1;7], the new modular system of credit and competitive exercises for teaching staff (Education Strategy VII unit 2.1.4.) [1;7]. Now try to pay attention to the realities of the implementation of these provisions. We must say that, measures for teachers’ methodological knowledge existed the Soviet education system. They exist now, too. But at that time it was ineffective due to closed environment. Because integration capabilities for the secular education weren’t typical. But today our ability to integrate international education organizations is much wider that’s why modernization of our education is more effective. Mastering new innovative methods (For example, the Education Sector Development Program (ESDP II) signed with the International Development Association to finance 4394AZ No. 1 in the Annex to the Financing Agreement (Project Description) of Part B (teacher in-service training, modernization), and paragraph 1 of the 2nd SESDP component of the Plan in accordance with the primary schools of the 2014-2015 academic year, and expected to teach classes V-VII far exceeding the curriculum of teacher training in the application of theoretical and practical training curriculum to ensure the "Regulations of the Ministry of Education" s 13.5 Guided in Education Minister M, Jabbarov decree can be brought as an example - HH) will lead the acquisition of success in education system. As for the creation of new structures, we can say that work is already well established in the resolution of this issue. Improvement of pedagogical staff, retraining, the regulatory commission for teachers who will begin their new teaching activities in the Ministry of Education after undergoing the certification and etc. will give stimulus to the development of education.

Political targets of the unit of implementation of strategy appear clearly. The approval of our opinion is shown in the unities in this way: "The main conditions for successful implementation of the strategy are the formation of creating a clear picture of its purpose and content, winning public support and ensuring its effective implementation mechanisms". (Education Strategy VII unit) [1;7]. Of course, as one of the first practices delivering of the aim and content to the people by mass media and other means are taken as main factors in this process. The action plan of the strategy, of course, in accordance with the country's interior and foreign policy is developed and implemented with the participation of international experts. It should be noted that, in our-research work, we tried to explore partially several articles of the strategy, took a glance at and analysis the way about the adoption of the concept. [2;3;4;5;6;7;8;9;].It wasn't be possible to explore all of the provisions of the political aspects of the strategy in one research work and that's why we'll continue this work in future.

4. Conclusions

The results of the first part of the State Strategy for the Development of Education in the Republic of Azerbaijan can be concluded as followings:

- The first, there're some needs such kinds of the development of human capital in the education system to meet the challenges of the new steps, the compatibility of the indicators of quality of education to the European standards and all of them have become the adaptation of State Strategy for the Development of Education in the Republic of Azerbaijan to a necessity;

-The second, the modernization of education is the core of State Strategy for the Development of Education in the Republic of Azerbaijan which has become an important part of a comprehensive development policy;

-The third, adopted strategy defined state standards as the main focus of management reforms and the exact definition of authority and responsibility of the functions of regulatory agencies;

-The fourth, in accordance with the state policy of public spending on education increased by 1.3 times in the last five years and it requires the carrying out of the new long-term measures for the development of human capital. Naturally, this process should be carried out by means of education strategy;

-The fifth, the main duties of Education Strategy were defined and the main purposes are the development of human capital and improving the international competitiveness of the Republic of Azerbaijan;

-The sixth, in State Strategy for the Development of Education in the Republic of Azerbaijan the main tasks of the education system, the aim of the strategy, strategic directions, strategic goals and measures were systematized for implementation in a logical sequence and step by step based on the experience of the world as a single organ etc.

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