

## ВСЕСВІТНЯ ІСТОРІЯ

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### OTTOMAN-AZERBAIJANI EDUCATIONAL RELATIONS IN THE XX CENTURY

*The purpose of the article is to analyze the Ottoman-Azerbaijani educational relations, which were founded in the early twentieth century. During this period, the entry of the nations living in Russia into the period of national awakening, as well as the 1905 bourgeois revolution in the country, laid the foundation for the development of Azerbaijani-Ottoman relations in a number of areas.*

*Methodology and methods used. The research problem was analyzed in three directions. The first direction is the educational assistance provided to Azerbaijan by the Ottoman state in the period covering 1901–1920. The second direction is the activities of volunteer teachers from the Ottoman Empire to Azerbaijan. The third direction is the issue of higher education of Azerbaijani youth in Turkey. Scientific researches, newspapers and magazines of the time, archival materials written in this field were used in the research work.*

*The main scientific innovation is that the Ottoman-Azerbaijani educational relations that existed in the twentieth century were comprehensively analyzed in this study. During the Soviet era, Azerbaijan's relations with Turkey were not allowed to be studied objectively and extensively. Since Azerbaijan regained its independence in 1991, various aspects of Turkish-Azerbaijani, Ottoman-Azerbaijani relations have been re-examined and much has been done in this area. The factors determining the cooperation between the Ottoman Empire and the Azerbaijani Turks, the factors that played a role in the establishment and development of these relations, the assistance provided by the Ottoman state in the field of education, are analyzed in detail in the light of various scientific sources. In this regard, the research reflects a comprehensive analysis of the relationship between the two countries in the field of education at this chronological stage.*

*The results of the study:*

– *Ottoman-Azerbaijani educational relations developed as an extension of the Ottoman state's policy towards the Caucasus.*

– *During the period of the People's Republic of Azerbaijan (1918–1920) educational relations between the two states showed great progress.*

– *The contribution of Ottoman teachers in the establishment of the People's Republic of Azerbaijan and in the increase of the literacy rate of the Azerbaijani people was great.*

**Key words:** *Azerbaijan Democratic Republic, Ottoman Empire, educational relations, cultural relations, educational exchange.*

**Introduction (problem statement).** The Turkish-Azerbaijani relations that took place at the beginning of the twentieth century are extremely important in terms of showing the historical, religious and ethnic closeness between the two states and the fraternal peoples. On the other hand, in many ways, there are features that will form the basis of the political, economic and military relations that exist between the two countries today. Although the period of research on this subject is far from shedding light on the period, the literature on the subject is improving day by day.

The period of twenty years (1900–1920) examined in the study was not determined by chance. Nitekim, the greatest feature of the relations covering the years 1900–1920 is that these relations are the most complete, the most emotional period of the relations between the two countries in the twentieth century. In this period, rising nationalism feelings on both sides reached their peak. When we examine the twenty-year period, we see that this idea, with some exceptions, is supported by historical documents and evidence. The spread of “Turkism” ideas in Azerbaijan and Turkey,

the Caucasian Islamic Army's liberation of Azerbaijan from occupation, and the aid of the Azerbaijani people to the Anatolian Turks strongly support this argument. The struggle of Anatolian and Azerbaijani Turks to exist together against common enemies in those years contributed greatly to the formation of high cooperation and common national consciousness that exists today. The relations between the two sides were not limited to political, diplomatic and military fields, but also had a wide range to cover the fields of culture and education.

**Among the publications published on the subject in recent years.** The works of Azerbaijani researchers F. Huseynova [12; 13], A. Iskenderov [14], M. Abdullayev [1], M. Agayev [4] and others attract attention.

The works of Turkish researchers were also used in the research work. In the reviewed works, Azerbaijan-Ottoman relations, Azerbaijan-Turkey relations are given a wide place. For example, in the works of researchers such as M. Aslan [7], C. Sar [22], N. Keykurun [17], N. Koltuk [18], the different aspects of relations between the two states have been widely highlighted.

In general, the focus of the work of both Azerbaijani and Turkish researchers is on the use of archival documents and other sources in their own countries.

The Encyclopedia of the People's Republic of Azerbaijan (2005) is of great importance in the study of the history of Turkish-Azerbaijani educational relations in the first half of the twentieth century. The emergence and development of relations between the parties, both with the Ottoman state of the People's Republic of Azerbaijan and in previous years, has been described in detail, and a large number of documents have been published on this subject [11].

Towards the end of the 19th century, the Azerbaijani Turks entered a cultural renaissance, established the first opera, opened the first school for Muslim women, produced many literary works in a Western way, and underwent significant changes in the structure of thought. He even had the authority to participate in the management of the local base. This is based on the successful evaluation of Baku-centered oil resources by Muslim businessmen [5, pp. 50–60].

In Azerbaijan, along with the bourgeois revolution that originated in Russia, a separate "Westernization" movement has begun, which is not enough to follow the example of Russia. Following the example of Russia as well as Western Europe, the emergence of a group of intellectuals related to European values developed in parallel with the emergence of a group of intellectuals of European values [16, p. 17].

Other sources on the development of relations between the two countries show that the Azerbaijani Turks established relations with the Ottoman Government and the Ottoman Sultan in 1906–1907 through the "Baku Muslim Society-Charity". In these dates, the society sent Talibzade Ahund Yusuf Efendi to Istanbul [6, p. 44].

According to investigators, Talibzade asked for help not only for Azerbaijani Turks, but also for 30 million Muslims living in Russia. Talibzade Yusuf Efendi, Haji Zeynalabdin Tagiyev, the founder and chairman of the Islamic Charity Society in Baku, some of the principles adopted by him are as follows:

1. Until now, Caucasian Turks have always used Persian in correspondence. After that, the use and development of Turkish, our mother tongue, instead of Persian;

2. Writing our knowledge books in Ottoman Turkish;

3. Making the curriculum in accordance with the Ottoman education program;

4. Supply of school principals and teachers from Istanbul with the approval of the Ottoman Government;

5. Interpretations of religious books, hadiths of our Prophet, moral books and publication of useful works on these topics» [6, p. 64–65].

**Educational Aid of the Ottoman State to Azerbaijan.** After the establishment of the Democratic Republic of Azerbaijan, the government did not neglect the fields of education and culture, despite the great challenges it faced, such as land integrity, sovereignty and the re-establishment of a collapsed economy. The government of Azerbaijan has attached great importance to the education of the people, the nationalization of education and the opening of new schools. Because the situation in the country was not open at all. For example, in 1914, there were a total of 976 schools in Azerbaijan, and about 73 000 students were educated in these schools. In the 1919–1920 academic year, the number of schools decreased to 666. 78 000 students in primary schools and 9,600 students in secondary schools continued their education. Education was one of the priorities of the newly established Azerbaijani state, and a serious breakthrough in this area was possible only with the help of the Ottoman State. From this point on, the government appealed to the Ottoman administration as soon as possible, and a rapidly advancing process began in this regard [9, p. 219].

By the decision of the Azerbaijani government dated June 27, 1918, Azerbaijani Turkish was declared the official language of the state. In order

for this decision to be implemented, it was necessary to transfer the education from Russian to Azerbaijani Turkish in the educational institutions of the country together with the state institutions. In general, it was necessary to nationalize schools in order to direct education to national interests and reorganize them in accordance with the requirements of the national state. For this, first of all, there was a lack of teachers who would teach in the Azerbaijani language and problems such as necessary textbooks had to be addressed. In order to carry out the nationalization of Azerbaijani schools, the government decided to invite teachers from Turkey and bring textbooks, and on July 22, 1918, it decided to send an adult to Istanbul [9, p. 224].

In July, the Minister of Education N.Yusufbeyli gave a meeting with the Ottoman administration to Mehmet Emin Resulzade, the head of the Azerbaijani representation in Istanbul, to send a large number of educational tools and equipment from Turkey to Azerbaijan, as well as to send a teacher. In connection with this call, Mehmet Emin Resulzade also held a meeting with the President of the Caucasus Terakki Society in Istanbul, Mesut Efendi. The Caucasus Progress Society, which is made up of Azerbaijani immigrants and is supported by the Ottoman government, aims to expand the ties between the region and Turkey and to help Caucasian Muslims to see education in Istanbul [15, p. 3].

Resulzadebu asked the society to compile a list of people of Caucasian origin, who have a certain specialization, who want to return to their homeland, and to register their addresses. Resulzade wrote a letter to the Azerbaijani government on July 19, 1918, stating that there were no obstacles in sending textbooks and other teaching aids and supplies from Istanbul, but that it was not possible to send as much teaching as Azerbaijan needed [2]. In August 1918, the Ottoman Minister of Education met with Nazim Bey and tried to solve this problem. After the positive meeting, it was decided to send seventeen teachers and a number of training tools and equipment to Azerbaijan [3].

Alimerdan Bey Topchubashi, who later became the Turkish Grand Duke of Azerbaijan, in his meetings with Ottoman government officials, raised the issue of teaching Turkish to Azerbaijan and, more importantly, sending a textbook. In a meeting with a consultant at the Ottoman Ministry of Education on October 28, 1918, she reminded the government's call four months ago to send teachers from Turkey to Azerbaijan and asked for help in solving this problem. The consultant promised to inform the minister about this and try to solve the problem as soon as possible [23, p. 25–26].

In the summer of 1918, certain efforts were made to bring textbooks and other supplementary books from Turkey to Azerbaijan. This continued after the end of the First World War. The Ministry of Education of Azerbaijan, which successfully carried out the nationalization of schools, brought up the issue of supplying Turkish textbooks and educational equipment in schools in order to continue this work in September 1919. A commission formed under the Ministry of National Education has prepared a list of books to be imported from Turkey. According to the law adopted by the Azerbaijani Parliament on September 18, 1919, 1 million rubles were allocated to the Ministry of Education for the purchase of Turkish books in public libraries. In April 1920, there were 11 libraries with a total of 95,000 copies of books in the Republic of Azerbaijan [20, p. 500]. Even in the Soviet period, the delivery of textbooks from Turkey to Azerbaijan, as well as other reading books, continued.

**Educational Services of Turkish Teachers in Azerbaijan.** It should be noted that Turkish teachers showed great interest in working in Azerbaijan. Turkish teachers, who were informed about the application of the Azerbaijani side for the teaching staff, voluntarily applied to both the Ottoman Ministry of Education and the Azerbaijan's representative office in Istanbul, saying that they wanted to go to Azerbaijan and work there [24, p. 42–43]. For this reason, in his meeting with the Ottoman Education consultant, A. Topchubashi asked him to send all the teachers who applied to go to Azerbaijan from Istanbul together and to inform the Azerbaijani side about this issue. The education consultant has undertaken to collect the necessary information about those who want to work in Azerbaijan as soon as possible and to send them to Batumi by sea as soon as possible. The Ottoman state met the expectations by sending enough Turkish teachers to Azerbaijan in a short time. Until November 1919, more than 50 Turkish teachers came to Azerbaijan [21, p. 125]. There were also women among the teachers who came. In addition to the officers of the Caucasian Islamic Army who were assigned and taught in Azerbaijan military schools, there were also Turkish soldiers who had received pedagogical education, who served in this army and wanted to teach in civilian schools in Azerbaijan.

Teachers from Turkey did not work only in secondary schools in Azerbaijan. They trained teachers by working in teacher schools and sports courses in Ganja, Gazakh, Baku, Sheki and Lankaran. They also contributed to the cleansing and nationalization of education in Azerbaijan from foreign elements.

The Ministry of National Education of Azerbaijan took special care of the teachers coming from Turkey, they were not paid only for their work, but additional payments were made for travel and rental expenses. This project began to yield results in a short time, in 1919. In order to eliminate the shortage of teachers in the country, the Ministry of Education of Azerbaijan decided to open short-term pedagogical courses in Ganja, Sheki and Zagatala and to include other educated people who want to teach in schools. For this purpose, the Council of Ministers allocated 125,759 Rubles from the treasury. On August 24, 1918, it was decided to establish the State Schools Inspectorate and to organize courses for the teachers of public schools, and the budget needed by the Ministry of Education was allocated for this purpose. On the same day, the government allocated an additional 21,046 rubles to the ministry to open a men's gym in Sheki [9, p. 248].

The military school established in Ganja in June 1918 to meet the need for officers in the army and the military training activities called Reserve Officer Candidates Training in August are directly related to the names of Turkish officers [9, p. 265]. The trainees of these military schools played an important role in meeting the officer needs of the Azerbaijani army. The Azerbaijani government, taking into account the need to open military schools, decided to open three new military schools in the country on October 27, 1918, and allocated 50,000 rubles for this purpose [9, p. 267].

**Education of Azerbaijani Youth in Turkish Universities.** The issue of the education of Azerbaijani youth in Turkish universities has also had a special place in the Azerbaijan-Ottoman cooperation in the field of education. It should be noted that the first steps in this area were taken long before the declaration of independence of Azerbaijan. At the beginning of the 20th century, Azerbaijani youth such as Ali Bay Huseynzadeh, Huseyin Javid, Abdulla Memmedzadeh, Meshedi Jemil received higher education at universities in Istanbul voluntarily [19, p. 4]. Although the outbreak of the First World War caused the interruption of this process, after the collapse of the Tsarist Russia, the youth of Azerbaijan started to face the Ottomans for re-education.

During his meeting with the Ottoman Minister of Education Nazi Bey in August 1918, Resulzade brought up the issue of admitting Azerbaijani students to a pedagogical school in Istanbul to help train teachers for Azerbaijan. In a letter he wrote to the Azerbaijani government on September 2, 1918, he asked the Ministry of Education to determine the number of students to be sent to Turkey for education and to inform him of this number in order for the process to be carried out properly. Topchubashi, who headed the diplomatic mission of Azerbaijan in Istanbul after Resulzade, also kept the issue of Azerbaijani students studying at Turkish universities on the agenda. In addition, in the meeting he held with the adviser of the Ottoman Minister of Education on October 28, 1918, he brought up the issue of sending more Azerbaijani youth to Turkey for education. The consultant recommended meeting with the Ottoman Minister of Education to discuss this issue [23, p. 76]. As a result of the negotiations with the Minister of Education, an agreement was reached for the Azerbaijani youth to study at Turkish universities. As a result, Azerbaijani youth received education in Turkish universities.

At the 70th session of the Azerbaijani Parliament, held on September 1, 1919, it was decided to send one hundred Azerbaijani students to foreign universities on account of the state budget [10, p. 74].

Nine of these students were to be sent to Turkey. In January 1920, one hundred young people who were sent with a ceremony from Baku were accepted to various universities. Since it was the middle of the academic year, some young people were admitted to universities as listeners and gained student status in the new academic year.

#### **The results of the study:**

– Ottoman-Azerbaijani educational relations developed as an extension of the Ottoman state's policy towards the Caucasus.

– During the period of the People's Republic of Azerbaijan (1918–1920) educational relations between the two states showed great progress.

– The contribution of Ottoman teachers in the establishment of the People's Republic of Azerbaijan and in the increase of the literacy rate of the Azerbaijani people was great.

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### **Гусейнова Г. ОСМАНО-АЗЕРБАЙДЖАНСЬКІ ОСВІТНІ ВІДНОСИНИ У ХХ СТОЛІТТІ**

*Мета статті полягає в аналізі Османсько-Азербайджанських освітніх зв'язків, що зародилися на початку ХХ століття. У цей період вступ народів, що проживають у Росії, в період національного пробудження, а також буржуазна революція 1905 року в країні заклали основу для розвитку азербайджано-османських відносин у ряді областей.*

*Використовувані методики та методи. Проблема дослідження аналізувалась у трьох напрямках. Перший напрямок – освітня допомога, надана Азербайджану державою Османа в період з 1901 по 1920 роки. Другий напрямок – діяльність вчителів-добровольців із Османської імперії до Азербайджану. Третій напрямок – це питання здобуття азербайджанською молоддю вищої освіти в Туреччині. У дослідницькій роботі використовувалися наукові дослідження, газети та журнали на той час, архівні матеріали, написані у цій галузі.*

Головне наукове нововведення полягає в тому, що в цьому дослідженні всебічно проаналізовано Османсько-Азербайджанські освітні відносини, що існували у ХХ столітті. За радянських часів відносини Азербайджану з Туреччиною не допускалися до об'єктивного та всебічного вивчення. З тих пір, як Азербайджан відновив свою незалежність у 1991 році, різні аспекти турецько-азербайджанських, Османсько-Азербайджанських відносин були переглянуті, і багато чого було зроблено в цьому напрямку, площа. У світлі різних наукових джерел. У зв'язку з цим дослідження відбиває комплексний аналіз взаємовідносин двох країн у сфері освіти на даному хронологічному етапі.

Результати дослідження:

- Османсько-Азербайджанські освітні відносини розвивалися як продовження політики Османської держави щодо Кавказу.
- У період існування Азербайджанської Народної Республіки (1918–1920 рр.) освітні відносини між двома державами досягли великого прогресу.
- Внесок османських вчителів у створення Азербайджанської Народної Республіки та підвищення рівня грамотності азербайджанського народу був великий.

**Ключові слова:** Азербайджанська Демократична Республіка, імперія Османа, освітні відносини, культурні відносини, освітній обмін.