

UOT 372.8:54

DOI: <https://doi.org/10.30546/09081.2024.1.1019>

## İKİNCİ QARABAĞ MÜHARİBƏSİNDƏN SONRAKI DÖVRDƏ VƏTƏNPƏRVƏR KİMYA TƏDRİSİ

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ARTICLE INFO	XÜLASƏ
<p><i>Article history:</i> <i>Received:</i> 2024-05-16 <i>Received in revised form:</i> 2024-06-07 <i>Accepted:</i> 2024-09-21 <i>Available online</i></p> <p><b>Açar sözlər:</b> kimyanın tədrisi, vətənpərvər, kimya, Qarabağ müharibəsi, davamlı təhsil</p>	<p>Məqalədə 2-ci Qarabağ müharibəsindən sonrakı dövrdə 10-11-ci siniflərdə şagirdlərin milli-vətənpərvərlik kimyəvi təlim prinsipləri və əsas istiqamətlərini araşdırılır və uşaqlarımıza vətənpərvərliyin aşılannması, onların dünyagörüşünə və elmi təhsilə motivasiyasına necə təsir etməsi ilə bağlı suallara cavab axtarılır. Tədqiqat metodları – proqnozlaşdırma, sorğu və "Numbers" informasiya proqramında (Mac üçün) məlumatların işlənməsi, analitik metodlar. Məlum olub ki, müharibədən sonrakı dövrdə kimyanın tədrisi vətənpərvərliyə doğru istiqamətləndirilməlidir ki, bu da öyrənməyə əlavə motivasiya yaradır. Müasir təhsil bir çox digər fənlərlə birlikdə məhvedilməz bir kompleks kimi reallaşır. Elm və tarix arasında multidissiplinar əlaqələr həyata keçirilib. Bu həm gənc nəslin bilik bazasının artırılması, həm də motivasion faktor kimi çox vacibdir.</p>

### ПАТРИОТИЧЕСКОЕ ХИМИЧЕСКОЕ ОБУЧЕНИЕ В ПЕРИОД ПОСЛЕ ВТОРОЙ КАРАБАХСКОЙ ВОЙНЫ

#### РЕЗЮМЕ

В статье исследуются принципы и основные направления национально-патриотического химического воспитания учащихся 10-11-х классов в период после 2-й Карабахской войны и ведется поиск ответов на вопросы, нужно ли прививать патриотизм нашим детям, как он влияет на их мировоззрение и мотивацию к научному образованию. Методы исследования- анкетирование и количественная обработка данных с использованием методов прогнозирования, аналитических методов в информационном программном обеспечении Numbers (для Mac). Установлено, что химическое образование в послевоенный период должно быть патриотически направленным, что создает дополнительную мотивацию к обучению. Современное образование реализуется как нерушимый комплекс со многими другими предметами. Реализованы мультидисциплинарные связи между наукой и историей, что весьма актуально как для увеличения багажа знаний молодого поколения, так и в качестве мотивирующего фактора.

**Ключевые слова:** обучение химии, патриотизм, химия, Карабахская война, непрерывное образование

#### PATRIOTIC CHEMISTRY EDUCATION IN THE POST-2ND KARABAKH WAR PERIOD

#### ABSTRACT

In view of the above, the article explores the principles and main directions of national-patriotic chemistry education of 10-11th grade pupils in post-2nd Karabakh War period and searches the answers to questions, do we need to instill patriotism in our children, how it acts on their worldview and motivation to science education. Methods of data acquisition - questionnaire and quantitative data processing with methods forecasting analytical methods in data software Numbers was used. So, chemical education in the post-war period should be patriotically directed, which creates additional motivation for learning. n, modern education realized as indestructible complex with many other subjects.

**Keywords:** Science Education, Patriotic, Chemistry, Karabkh War, sustainable education

## INTRODUCTION

Wars, even small wars, make people think more in terms of security and more in terms of relative gains and losses, and less in terms of mutual advantage and collective goods [11, 15, 24].

So, the wars in the Middle East that followed the Arab Spring movement in 2011, the conflict between Ukraine and Russia in 2014, the terrorist attacks in January and November 2015 in Paris led to a crisis at the borders of the EU, energy-policy and EU-Russia relations, formed the question how to deal with this unexpected immigration [22]. At the time of this writing (August 5, 2022) the invasion of Ukraine by the armed forces of the Russian Federation has entered its sixth month. On February 24, 2022, Russia has begun the war against Ukrainian people at the territory of Ukraine. This conflict, initiated by an unprovoked Russian invasion, has inflicted death and widespread suffering on Ukrainian civilians and military personnel [16]. This war, physically confined to one geographic area, the effects, including political, economic, or psychological/emotional, are global.

In the same way, the history of Azerbaijan contains the periods of 1st and 2nd Karabakh Wars last during February 1980-May 1994 and September 2020-November 2020 correspondingly.

The Armenia-Azerbaijan conflict had gone down in the history of the 20th century as one of the most tragic conflicts, as its implications seriously affected the fates of millions of Azerbaijanis. As a result of Armenian aggression, more than 1 million Azerbaijanis became refugees and internally displaced persons, more than 20,000 Azerbaijanis were killed during the military operations, and more than 50,000 were disabled. [27]. The escalation of the Nagorno-Karabakh conflict in the autumn of 2020 significantly hampered safe access to education for children in the affected communities. Dozens of schools and kindergartens were damaged and could not be used to hold classes. (www.icrc.org, 2021). The 2<sup>nd</sup> Karabakh War in autumn 2020 which has already been called 44-days war led to noticeable changes in the balance of forces and the entire configuration of the system of international relations in South Caucasus region [19]. In 8<sup>th</sup> November 2020, Armenia accepted its defeat and Azerbaijan's victory ended fighting in Karabakh.

Aim of any education process is development of personality, development of upbringing of the people, sound in mind and body, who estimates truth and justice and have a deep sense of responsibility, and be imbued with the independent spirit, as builders of peaceful state and society [10].

Education should be considered as one of the mechanisms for governments and nations to succeed in a post-conflict process. Should be taken into account, education is a victim in a violent conflict and the damage it has suffered last long after a conflict has ended (UNESCO, 2011). According to data released by the Azerbaijan Education Ministry, during the 44-days war Armenian military destroyed 60 schools in various districts of Azerbaijan. The post-war period education challenges in Azerbaijan were re-building of new schools to ensure the sustainability of learning, return of teachers and students that are volunteer-soldiers to process, revival of interest of pupils to training etc.

Education has a dual role to play in post-conflict settings. On the one hand, it can directly affect the success of post-conflict reconstruction by determining whether there will be an educated workforce capable of supporting economic recovery. On the other hand, education can have a less direct impact by influencing reconciliation, which in turn affects reconstruction [4].

Schools and teachers can be used to provide a safe space and sense of normality during situations of instability, and can contribute to the physical, psychosocial and cognitive protection of children, adolescents and adult learners. Schools can also become sites for inter-agency collaboration and harmonization of relief efforts [2]. In such global and local circumstances, citizenship education is of highest relevance to avoid a back-fall into nationalism, protectionism and xenophobia as it was the case in the inter-war period of the 20th century [21].

Finally, emphasize on citizen's national education, traditional culture education and how to enrich the patriotism education [30].

So, in the perspective of geographical occupation of Azerbaijan and historically aggression of Armenia it's very actual to investigate: do we need patriotic education, how 2nd Karabakh war affected on pupils' science education, does interest to chemistry increases by multidisciplinary story and ability to work in groups?

We purpose the hypothesis as follows: chemical education in the post-war period should be patriotically directed, which creates additional motivation for learning. The main aim of this study is demonstration of influence of patriotic chemistry education on students' interest to subject and learning motivation.

One of the most important works dedicated to presented topic published at 2021 by American historian and philosophers [5] dedicated to ongoing experiment in creating a cross-disciplinary community and genera of social inquiry. The premise of book is that history and philosophy of education can together provide a more comprehensive basis for addressing educational controversies than either could alone.

«Patriotic sentiment has manifestly played, and continues to play, a significant role in national and international affairs?» - these words from the work of Michael Hand published at 2011 [9], in which he widely answered to many questions, so do question: Should patriotism be promoted in schools?

Further analyzing history of problem, it was established that there is no even one study dedicated to post-war science and patriotic education In Azerbaijan. But studies about other world post-conflict education difficulties and ways of recognition and decision of them is quite enough. For example, paper considers how education systems in post-conflict settings impact reconstruction processes using the cases of Bosnia-Herzegovina [4] as an example. Several educational programs that involve children, young people, survivors, parents, teachers, and local communities as well as curriculums focused on teaching of cultural values and technical skills to improve the quality of life in a post- conflict setting in Liberia, Sierra Leone, and South Africa [3]. Authors of article showed highlights the state of the system of school and higher education in Uzbekistan during the Second World War [17]. Another article describes the operation of the teacher training college of Tornio in northern Finland and student teachers' and teachers' lives during the war years 1939–45 [21]. The moral-Christian and nationalist goals that were typical of the education at teacher training colleges deepened during the war years and, partly because of it, Herbart-Zillerism was still strongly present at the teacher training colleges of Finland [21]. The aim of various studies was to determine factors that motivate and demotivate elementary school teachers in areas directly affected by war [23], discuss priest-teachers' wartime memories of German interference in Belgian education during Second World War, on the basis of a survey conducted in the 1970s [29], examined the extent and nature of teacher student communication

on Social Network Sites (SNS) during the 2014 Israel Gaza war [20], analyze reports of Kosovan teachers' emotional arousal when speaking about and/or teaching topics related to war experiences, their beliefs about these experiences, their opinions about students' reactions and their reports on professional reflective practices [14].

The main idea of the patriotism concept in education is highest values of the individual and is the basis of life orientations, individual's development, gain harmony of the society [19] and the relation of assumption of patriotic feelings and the psychological and pedagogical characteristic of learners [25].

Patriotic education takes an important position in the college education, by the reason of which university leaders, teachers course managers must be more attentive to patriotism education, deal to carry out patriotic education, improve students' patriotic consciousness [12].

To instill patriotism in youth is one of the actual problems of poly-ethnic and multi-confessional Kazakhstan's and Ukrainian youth; accordingly, studies deal with civil duty and patriotic education of Kazakhstan's youth and children of Ukrainian diaspora [28, 6].

In 2018, the Japanese government introduced a controversial education policy, which made moral education a formal subject in elementary schools, and the new scheme intends to teach, foster, and grade patriotic feelings being that the question of patriotic education in Japan provides a good case to help children think through the issue of national belonging in the global era [8].

How patriotic education can be realized at secondary and high school? Using of various types of a pedagogical experiments, it has been theoretically substantiated and practically proved the efficiency of implementation information and communication technologies in students' patriotic education [26]. It was established that applying of educational potential of information and communication technologies in students' patriotic education is substantiated.

Studies to characterize the forms and methods of patriotic education of future teachers, targeting the identification of pedagogical conditions, developing components of patriotic education of future teachers on the basis of the analysis of scientific literature are also presented in modern literature [13].

The goal of peace education, patriotic education should not be used for indoctrinating specific political ideologies or virtues [10]. In paper published in *The Turkish Online Journal of Design, Art and Communication* by Russian authors it was shown that the aim of patriotic upbringing should be familiarization of the ideals of devotion to Motherland through self-actualization of the citizen, the feeling of interconnectedness with the past and the present times of Russia [7]. But today all the world observe negative consequences of excessive patriotism and propagandism in Russian education system.

Generalizing the above mentioned, the relevance of this problem is quite acute, and it is necessary to attend on patriotic education of youth. Although, there are many studies dedicated to patriotic education, but by our mind, patriotic science education is not studied quite enough. Especially, war and post-war education aspects didn't investigated within the framework of Azerbaijan. We hope that this paper will provide interest of Azerbaijan pedagogues to study particularities of secondary and high school education in the period of 1<sup>st</sup> and 2<sup>nd</sup> Karabakh war.

## **Methods**

Method of discours-analysis, which assumes to reveal relation of patriotic education practices on modern actuality and psychological singularities of teenagers and youth. Comparative analysis, systematization and classification were implemented in work.

In the study there were used life stories, photos, videos and educational software that allowed extracting the inferences expressed in the exposed comments.

Presented study was carried out among 10-11th grade pupils of “Young Talents” Lyceum of Baku State University. The groups studied consisted of 15–17-year-old test subjects. A total of 128 pupils took part in investigation—46.875% female and 53.125% male. They divided into two groups. For control group we didn't implement patriotic science education practice. 100% of trainees were in the territory of Azerbaijan in the period of 2nd Karabakh war, families of 18.75% of participants remain forcefully displaced in the period of 1st Karabakh War. 6.25% of pupils wish to train for the military before investigation.

Investigation was carried out in three phases. 1st phase - implementation of patriotic science education in various lessons by involving historical background, reasons and results of Armenian aggression to Azerbaijan; 2nd phase - interviews with trainees using questionnaires; 3rd phase - evaluation of the results of study.

So, in the first phase, in lyceum patriotic chemistry education started with the lessons devoted to Victory of Azerbaijan Army in 2<sup>nd</sup> Karabakh War. It must be noted that by the reason of overlap of post 2nd Karabakh war period with COVID-19 pandemic all study carried out in the format of e-learning.

The national-patriotic science education as any patriotic education is focused on formation of high patriotic consciousness among students, ideas and ability of defending the Motherland, study of Azerbaijan history, military traditions. It includes not only well-known historical facts in modern military history of Azerbaijan such as Agdere Operation in 16th of June in 1992 or deoccupation of Lalatapa in April of 2016, but also one of the most unique battle in the World Military History the operation of deliberation of old Azerbaijan city, cultural country of Turkish world Shusha in 8th of November 2020. In many cases patriotic education was conducted by project method. Projects were dedicated to multidisciplinary relations between topics of chemistry, biology, geography, geology and various fragments of Karabakh war or territory of Karabakh.

Examples of post-war national-patriotic science education: case in Azerbaijan.

Teaching topic «Esters». When discuss “Khary BulBul” - *Orphys Caucasica* - one of the symbols of Karabakh, teacher, using visual aids, inform students about usage it as a drug for cardiovascular problems and special odour of this flower and proceed further to topic “Esters” and role of esters in our daily life.

Teaching topic «Metals». When discuss natural sources of metals in Azerbaijan we also emphasize the Lachin, Kelbajar, Gubatly Zangilan regions of Karabakh that reached with metal ores. It can be appreciated that Veynali, Zod, Agduzdag, Tuthum, Gyzilbulag mineral deposits contain gold, Demirli, Agyatag, Levchay, Shorbulag, Aggaya, Narzanli, Chilkaz, Hanlyg mineral deposits contain copper, mercury, zinc, lead etc. exported illegally without official clearance of Azerbaijan for almost 30 years.

Teaching topic «Water». The significance of water in organism and reasons of global water crisis occupy an important part in teaching this theme. Shusha, Khojali, Khojavend, Lachin, Gubatly contain the fresh water resources that had an important role in water supply of other regions of Azerbaijan. There were serious problems in provision of water of many hectares of land. Army of Azerbaijan Republic liberated Suqovushan in 2021 and the difficulties in water supply were removed.

Teaching topic «Phosphorous». Project dedicated to phosphorus definitely should contain information about Armenia’s forces that used prohibited white phosphorous bombs in attack Fizuli in 8th of October 2020 and Tartar city located near Karabakh in 3rd of November 2020 (<https://caspiannews.com>, 2020), [18].

Also, in all period of first phase of study, topics can also include situational chemical problems included various symbols of Karabakh and Karabakh war.

In the second phase of study all participants received questionnaire (Table 1).

№	Questions	Response options					
		Yes		No		Not sure	
		EG	CG	EG	CG	EG	CG
1	2nd Karabakh War affected on your life						
2	Victory of Azerbaijan in 2nd Karabakh War and deoccupation of territory of Azerbaijan from Armenian Army affected positively on your self-worth						
3	You feel fear or sense of moral ambiguity in the period of long-time armenian occupation till November 2021?						
4	You feel fear or sense of moral ambiguity in the period of 2nd Karabakh War?						
5	You feel fear or sense of moral ambiguity in the post 2nd Karabakh War period?						
6	You like to learn science with the inclusion of patriotic motives?						
7	Patriotic chemistry increases your individual motivation to science education						
8	You Would like to take part in patriotic education every day						
9	Patriotism is important for youngsters						
10	Every citizen of Azerbaijan must be ready to crush attack of any occupant						

Table 1. Questionnaire presented to participants of study.

\* please tick by ✓ your answer

EQ - Experimental Group

CG - Control Group

The third phase of investigation comprised the analysis of questionnaire, observation and summarizing of pedagogical material and making appropriate conclusions.

Presented study was conducted with respect for human rights and ethical principles. All the study participants were informed of their right to participate or not.

### **Results and Discussion**

Chemistry as academic subject possesses high educational potential. Most of the lessons can be structured taking into account present political, economical, psychological situation in society. As a result of targeted and systematic work in this field students gain responsibility for development personality, installation of thinkings about life-long education, acquisition of skills on planning life. It had something to do with the opportunity to analyze the experience of previous generation, critically comprehend developments that they have witnessed. Formation of noted characteristics must be gone parallel with educational program.

Results of questionnaire presented in Table 2

№	Questions	Per cent of respondents answers					
		Yes, %		No, %		Not sure, %	
		EG	CG	EG	CG	EG	CG
1	2nd Karabakh War affected on your life	100	31.25	0	23.4375	0	39.063
2	Victory of Azerbaijan in 2nd Karabakh War and deoccupation of territory of Azerbaijan from Armenian Army affected positively on your self-worth	100	100	0	0	0	0
3	You feel fear or sense of moral ambiguity in the period of long-time armenian occupation till November 2021?	56.25	62.5	37.5	18.75	6.25	18.75
4	You feel fear or sense of moral ambiguity in the period of 2nd Karabakh War?	75	78.125	23.4375	3.125	1.5625	18.75
5	You feel fear or sense of moral ambiguity in the post 2nd Karabakh War period?	23.4375	31.25	75	46.875	1.5625	21.875
6	You like to learn science with the inclusion of patriotic motives?	100	78.125	0	6.25	0	15.625
7	Patriotic chemistry increases your individual motivation to science education	96.875	0	0	3.125	3.125	96.875
8	You Would like to take part in patriotic education every day	75	15.625	3.125	6.25	21.875	78.125
9	Patriotism is important for youngsters	93.75	46.875	0	3.125	6.25	50
10	Every citizen of Azerbaijan must be ready to crush attack of any occupant	100	78.125	0	21.875	0	0

Table 2. Results of Questionary presented to participants of investigation.

EQ - Experimental Group

CG - Control Group

The the patriotic educational process in the school should be represented by the social educational materials prepared by high-skilled pedagogues. Entanglements in the implementation of patriotic science education are explained by the objective and subjective reasons. The effective patriotic education might be possible for teachers performed the presence of pedagogue's high motivation. So, one of the most important problem for realization education in post-2nd Karabakh war period is deep availability of history facts, awareness of responsibility towards young generations, high professionalism of teachers.

Analyzing literature review, we found that even though enough studies dedicated to patriotic educations in various conflict zones, but learning of Karabakh War and education associated with modern history of Azerbaijan, accomplished multidisciplinary relations went unheeded.

The modern educational concepts contain the elements of a national patriotism, great power statehood, respect for labor and property, which are being formed in the society thereat patriotic education played positive role in the formation of social communications, associations and creative unions of pupils as shown in studies (28, 6, 13, 12, 25).

Analyzing questionnaire results it can be concluded that 1st Karabakh War and occupation of more than 20% of territory of Azerbaijan by Armenia had a powerful influence of psychological comfort of generation that was born by many years later. 100% of respondents that were born in refugee-families answered «yes» to the question about feeling fear in the period of occupation. Also, we observe growth of positive answers to the question about influence patriotic education on their motivation and ability to remember. In one-to one interviews most of pupils noted that influence of patriotic motives in science education form such qualities as courage, love to own people, honesty, respect to seniors, national traditions etc.

In the course of chemistry, the teacher is provided with great opportunities for the military-patriotic education of students, the formation of a stable civic position of the younger generation.

The upbringing of patriotic feelings of students is largely facilitated by the reliance on the principle of historicism in teaching chemistry. Inclusion of the following information in the content of the chemistry lesson is also planed for the future lessons: biographies of Shahids and National Heroes of Azerbaijan, information about their childhood, love for education, patriotism to Motherland, stories of this immortal exploit. As natural science chemistry contributes respectful conception of nature, desire to use natural sources rationally, form common human and scientific good.

In future is also planned invitation of soldiers, officers participating in activities in battles, which heroically fight and injured. Noted meetings will form sociability, leadership, ability to improve basic knowledge among young people.

### **Conclusions**

Using principles of seeking trues from facts, according to the world conditions we have become even closer in the way of analyzing the role of patriotic education in Azerbaijan.

In presented case study we discussed the ways of including patriotic motivative aspects that teachers can involve in their lessons.

We established that chemical education in the post-war period should be patriotically directed, which creates additional motivation for learning. In our mind, all subjects, as natural so humanitarian must include history, facts, names of heroes of Karabakh War. Patriotic education



directed on formation self-minds, life-points of view in learners. So we answered the first question on study:do we need patriotic education? - yes, we need.

Second question of study was how 2nd Karabakh war affected on pupils' science education. We observed that in initial lessons pupils were under the stress and confused. Notwithstanding the victory of Azerbaijan Army in 2nd Karabakh War, constant thoughts about repeating aggression, missile strikes, fear of being hurt, killed, fear of losing homes that presented many years of occupation were still kept in them. But day after day, patriotic education gave strength to overcome negative action of war and gave rise o desire to fight against any aggression to Azerbaijan.

Third question of study is does interest to chemistry science increases by multidisciplinary story and ability to work in groups? As known, modern education realized as indestructible complex with many other subjects. So in this case we realized multidiscipline relations between science and history, that is very actual as for increasing knowledge baggage of young generation so as motivative factor.

The present investigation results are limited to data collected at one point of time at only one location. Nevertheless, this study and other recent research tend to evidence similar results regarding disaster impact in terms of psychological behavior associated with university role.

In this study we didn't expose the innovation ways of patriotic science education, however it's also important aspect of education in the era go globalization. We intend to solve noted limitations on further exploration.

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