

RESEARCH ARTICLE	On the organization of trips to archaeological parks in Azerbaijan and the scientific evaluation of the use of archaeological materials	
	Doctor of Philosophy in History	
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Abstract		
<p>One of the main problems in teaching history in secondary schools is not only the perception of scientific information by students and their constant repetition. The interest of students in the ancient history of our country is created by the life of ancient inhabitants. From the study of the historical geography of the region, to the introduction of our archaeological monuments that bear traces of ancient humans, especially in recent years , to our historical monuments. At a time when baseless enemy claims are increasing , it is necessary to create an increased interest in our archaeological , historical and architectural monuments among students . The article discusses the scientific, practical and educational importance of conducting school trips and even open history lessons in these archaeological parks , where archaeological excavations have been expanding in recent years in our republic and dozens of archaeological monuments have been discovered and brought completely new facts to science .</p>		
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Introduction

Archaeological excavations and the archaeological parks **established on** their basis are currently an integral part of the dissemination of the ancient history of countries around the world. The direct application of archaeology and the results of archaeological excavations to the economy and their transformation into a profitable sector. Archaeology is constantly developing. Archeology parks are a great way for citizens of countries that are seriously engaged in archaeology to learn about the material culture, history, and ethnography of their countries. is the direct establishment of foreign countries. In most countries of the world, the protection of archaeological monuments, the provision of direct tourist routes to excavated monuments, and the placement of advertising brochures with pictures and addresses of historical and archaeological monuments near the recreation centers of these places have turned archaeology into a traditional field [Bedricahan, 2009, p. 25].

The rich natural geography and resources of our Azerbaijan are still. This has led to the settlement of people in this area since ancient times. In this land, which is full of archaeological and historical monuments at every step, work is currently being carried out on suitable opportunities for the creation and multiplication of archaeological parks. Our country has a large number of archaeological and historical monuments that will attract the attention of both our compatriots and

foreign tourists . We have such unique monuments that such monuments are not found in the territory of any country with an ancient civilization [Museyibli , Najafov , 2011 , p . 18] .

Students first learn about the ancient history of our Azerbaijan , its monuments , the dwellings , customs , economic activities , tools , and weapons of the ancient people who inhabited this territory from secondary school history textbooks . This information and knowledge forms their ideas about the life of ancient people as a whole . However , in the teaching of history in secondary schools , there are gaps in terms of the content of the topic covered in our ancient history and the organization of teaching , that is , in terms of the results , consistency and systematicity of the materials . In history lessons The overall content and organization of the knowledge provided to students , as well as the implementation of each competency in particular , should ensure the quality of teaching through inter - system and intra - system planning .

The impact of visits to archaeological parks and the use of archaeological materials on the quality of teaching . The knowledge acquired by secondary school students , i.e. , by indicators The foundation and transformation of creative skills is the main goal of modern education . Educational programs aimed at creativity in educational institutions stimulate creative processes in students . In order to develop creative thinking in students in various subjects in different countries , history has been included in the curriculum of many countries of the world . Such That is , visits to archaeological parks or archaeological excavations provide the basis for students to make analogies , transfer ideas from one context or situation to another in a creative and lateral way , integrate knowledge from different disciplines , generate unusual ideas , pre - determine the general landscape , and analyze different thinking styles .



Figure 1. Ancient Gabala . Excavation site 1 .

During trips to archaeological parks or archaeological excavation sites , students witness how archaeologists meticulously unearth traces of ancient history from under the ground , and sometimes participate in this process . The impressions they receive are so vivid and convincing that students sometimes feel themselves in that era , imagining the life and creation of their ancestors . They enter the natural geography of the territory and the life of the farm with imagination . Watching archaeological excavations and observing archaeological parks combines various forms and contexts for gaining archaeological experience , ensures the evaluation of creative activity , and encourages expressing opinions about the process . Seeing the ancient stone , bone , and metal tools , ceramic samples of various materials and shapes , jewelry and beads made of stone (agate , jade , opal , aragonite , basalt , etc.) and metal (iron , gold , bronze , etc.) , weapon samples (arrowheads , battle axes , swords , defensive weapons , etc.) and other artifacts that the students have learned from the textbook and are only familiar with their pictures , will undoubtedly increase their interest and develop a logical approach . It gives impetus to the further development of the company .

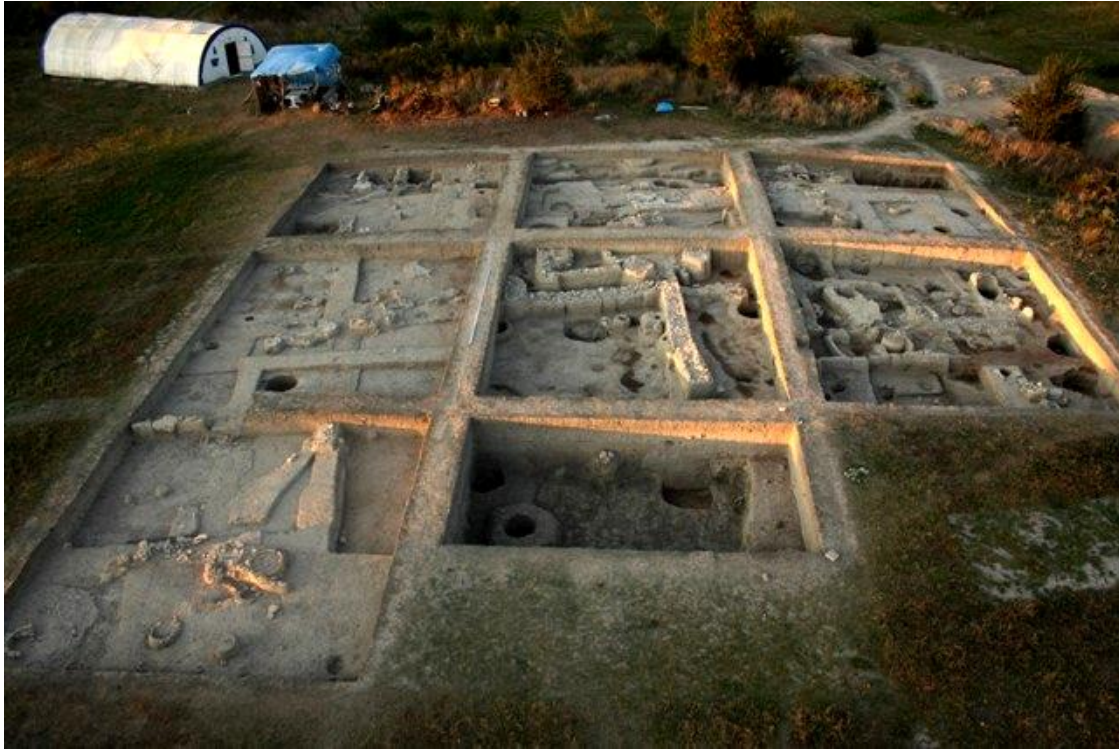


Figure 2. Ancient Gabala City site . Top view of the excavation site .

History curricula in secondary schools are usually aimed at teaching history , not history itself . These curricula are focused on the transfer of knowledge acquired through experience and received in all subjects , are more theoretical , and assume the instructional nature of the teacher and the individual learning of information by students .

However , unlike classroom - based learning , practical programs such as trips to archaeological parks and observing archaeological excavations support students ' application of knowledge in science , independent activity , and research skills .

Among the topics taught to students from ancient history , the camp life of primitive people and their crafts are discussed . However , in practice and during participation in archaeological parks , Students watch these artifacts found by archaeologists live and even watch the process of their discovery .

There is such an experience in world education . Millions of students come to Turkey 's cities such as Istanbul , Izmir , Ephesus , Manisa , Antalya , Mersin , Muğla , etc. every year to see the remains of ancient Greek and Roman cities . In addition , according to the official report (information) of the Turkish Ministry of Tourism , the ancient archaeological monuments in the country are Alacahöyük , Altuntepe , Sancaklı , Göbeklitepe , Deyirmantepe , Pazarlı , etc. Hundreds of high school students travel to these regions to follow the excavations [Museyibli , Najafov , p . 5] . The ancient farming cultures of Turkmenistan have been uncovered The ideas of high school students who watch the excavations of the ancient settlements of Anau , Namazgat , and Altunt become more vivid . Many schoolchildren come to China to see the Great Wall of China and to Japan to see the imperial palaces . It is possible to multiply these statistical figures . But the essence of the issue is , in our opinion , quite clear .



Figure 3. Medieval statues (IX - XI centuries) discovered 1 meter underground in Daş Bulak (Shamkir)



Figure 4. Photo depicting the excavation of the Shamkir city site

Developed in the modern era One of the most relevant directions of archaeological science in countries is the protection , support for the preservation of historical and archaeological monuments belonging to the state and the people , their care and attraction to tourist routes [Najafov , 2012 , p . 71] . As a result of the favorable conditions created in our republic , the attention paid to the ancient historical past of our country has increased significantly both within the country and beyond its borders , and this , in turn , has given a new stimulus to the study of archaeological monuments .The “ Let 's Get to Know Our Country ” project , which was implemented with the direct support and care of the country 's leaders , is very important . One of the reasons for including schoolchildren in the program within the framework of trips to the regions is that trips to historical sites in the regions and seeing archaeological monuments are also gratifying events . Within the framework of this program , The students visited the caves of Avey , Danjili , Gazma , Buzeyir , Zar , where traces of ancient civilization are carved , the Gobustan complex , the Icheri Sheher historical and cultural reserve , the Absheron fortresses , and the ancient Shamkir and Gabala sites where excavations are continuing . cities [Babayev, Najafova , Heydarova , Mustafayev , 2017 , pp . 194-203; Eminli, Iskenderov , Huseynova , 2017 , pp . 204-214] , ancient Galata The city center , the majestic Uchtepe and Sultanbud mounds , the Albanian temples , Orenqalani , Govurarkhy , Oghlangalani , Javanshir and Koroglu fortresses , the cyclopean fortresses of Gedebe , the ruins of Torpakgalani and the ancient city of Xunan , the rich monuments of Nakhchivan , Sarkertepe , Sarvantep , Yastitep , Hasensu , Ilanlı Tepe , etc. They visited dozens of our monuments , and sometimes followed archaeological excavations with interest . These routes can be extended further .Let us also note one fact : while the monuments displayed in European countries with a large number of archaeological parks are only from the last 500-800 years , the monuments displayed in Azerbaijan are 5-10 thousand years old (Yoshihiro N., Ulviyya S., Fumika I., Wataru S., Mammadov M, (2025.)

When presenting any project in this field , we draw on many years of archaeological field experience . It is necessary to base it on . Because this field is not directly related to archaeology , but at the same time directly related to education . is relevant . Recognizing monuments in the desert , determining their significance , displaying them , and To show the monuments and archaeological parks of interest to students , archaeological experience is also needed . For many years , no work has been carried out in this area in our republic . Perhaps , as we have seen , this issue was indifferent during the Soviet era . Because , although weakly , this area was developing in Russia itself , in the Baltic republics and in Ukraine during the Soviet era . But , perhaps , the fact that Azerbaijan is rich in ancient monuments and its recognition as one of the centers of civilization did not satisfy the Soviet ideology , and its propaganda was prohibited .Therefore , the development of this field is possible only under the current conditions . It is very necessary to organize school tours to our monuments at the highest level of state care for our historical monuments and archaeology .



Figure 5-6 . Medieval Azerbaijani copper coins discovered from the Muradkhan burial (Atab - e dynasty period)

Conclusion . Today , the realization of such projects is a **counterbalance** to science and education . coincides with the expansion of relations . The live viewing of archaeological excavations and our monuments will take place Why not take advantage of the unconditional interest ? Even some of the students who come on the trip are very happy and interested in being directly involved in the excavation process .Touching ancient objects , excavating them , getting acquainted with restoration , ancient tandoors , farm wells , learning how to store food , learning about tools and their practical use , observing human burial customs , cleaning skeletons , pit tombs , and displaying ancient tombs , organizing and conducting ancient rites and rituals . i.e. , showing , etc. , which student cannot fail to be interested in such things ?



Figure 7. Clay lamp Figure 8. Zoomorphic print on it

Fragment of a jug with images

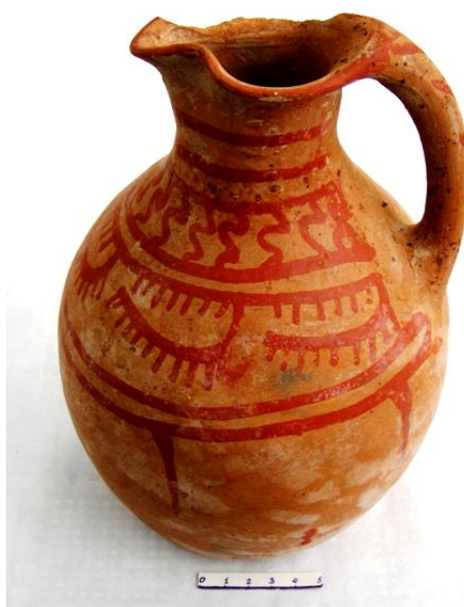


Figure 9. Boyanax glass (Galat Epa settlement)



Figure 10-11 . Spear and arrowheads made of bronze (Zayemchay necropolis)



Figure 12-13 . Beads made of agate and gold



Figure 14. Incrusted cup

The work to be carried out in this area should be scientifically correct, comprehensive and substantive , and should be carried out objectively based on historical analysis methods . The scientific - methodological basis of the work should be the principle of a scientific approach to the analysis of the obtained archaeological materials [Almammodov , Aliyev , Najafov , p . 6] .

Regarding the use of the results of this project The main point is this : the main essence of the projects is the promotion , preservation , protection of our national monuments , the recognition of our monuments by students , and the prevention of our insidious enemies from destroying our monuments . Our people will benefit the most from this as it provides a response to their baseless claims . Our students will benefit greatly from this information .

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