

Revamping Traditional Methods: Evaluating the Grammar-Translation Method in Modern Language Teaching

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Keywords	Abstract
Grammar-Translation Method Language Teaching Communicative Competence Mixed Methodologies Learner-Centered Approaches	The Grammar-Translation Method (GTM) has long been a staple in language education, particularly in non-native English-speaking contexts like Azerbaijan. While it excels in teaching grammar and translation, its limitations in fostering communicative competence and practical language use have drawn criticism. This article examines the strengths and drawbacks of GTM, such as its focus on grammatical accuracy and vocabulary development versus its neglect of speaking and listening skills. Alternative approaches are proposed, including integrating mixed methodologies, leveraging technology, fostering authentic communication, and adopting learner-centered practices. These solutions aim to modernize GTM, balancing traditional strengths with innovative methods to meet the demands of contemporary language learners.

Introduction

The Grammar-Translation Method (GTM) has been a cornerstone of traditional language teaching methodologies, widely employed for centuries to teach foreign languages. Its focus on grammatical accuracy and translation tasks has made it an appealing choice for many educators worldwide. In non-native English-speaking contexts, such as Azerbaijan, GTM remains a dominant method in language instruction. Teachers often rely on this approach due to its structured and rule-based nature, making it easier to implement in classroom settings (Brown, 2007; Harmer, 2007).

Despite its advantages in developing reading and writing skills, GTM faces criticism for its inability to foster oral and communicative competencies among learners (Richards & Rodgers, 2001). Larsen-Freeman (2000) highlighted the method's lack of emphasis on real-life language use, resulting in students struggling with speaking and listening tasks. Furthermore, research from various educational contexts, such as Bangladesh, supports the notion that GTM can be adapted to incorporate listening activities, but it still falls short in promoting meaningful interaction and fluency (Rahman, 2012).

Recent studies have shown that incorporating technology and mixed methodologies can address these challenges. For instance, Babazade (2024) demonstrated the potential of digital tools in enhancing vocabulary acquisition, while Mammadova (2024) emphasized motivational strategies for weak learners in



overcoming communicative barriers. By blending traditional methods with modern, learner-centered approaches, educators can balance grammatical accuracy with communicative competence, making language learning both effective and engaging.

This article evaluates the strengths and weaknesses of GTM, its continued relevance in Azerbaijani classrooms, and the need for integrating alternative methodologies to meet the demands of modern language learners.

Strengths of the Grammar-Translation Method

The Grammar-Translation Method (GTM) has maintained its relevance in language teaching for centuries due to its structured approach and focus on developing foundational language skills. Although often criticized for its limitations in fostering communicative competence, GTM offers several strengths that make it a useful tool in specific contexts. These strengths include grammatical accuracy, vocabulary development, accessibility for non-native teachers, and suitability for certain learner profiles. Below, these strengths are examined in detail with examples.

1. Development of Grammatical Accuracy

One of the primary advantages of GTM is its emphasis on grammatical precision. By systematically teaching grammar rules and structures, learners gain a solid foundation in the mechanics of the target language. This method ensures that students understand complex syntactic patterns, enabling them to produce grammatically correct sentences. For example, students in an Azerbaijani classroom using GTM might spend time analyzing verb conjugations or sentence structures in English, ensuring mastery of rules such as subject-verb agreement or tense usage.

This strength is particularly beneficial in contexts where standardized exams emphasize grammatical correctness. For instance, in Azerbaijan, university entrance exams often test students' ability to apply grammatical rules rather than their ability to engage in spontaneous conversation (Harmer, 2007). As a result, GTM aligns well with these assessment objectives, preparing students for academic success.

2. Expansion of Vocabulary Knowledge

GTM often includes the translation of texts and vocabulary lists, which helps learners expand their lexical repertoire. Students are typically introduced to a topic-specific set of vocabulary items, which they memorize and use in translation exercises. For example, a lesson on "The Environment" might introduce terms such as *pollution*, *recycling*, *ecosystem*, and *conservation*. These terms are then reinforced through translation exercises, where students translate sentences like "The government has introduced new recycling initiatives" into their native language.

This approach ensures that students acquire a rich vocabulary within specific contexts, which can later serve as a foundation for more advanced language use. Additionally, GTM allows for nuanced understanding of synonyms, antonyms, and idiomatic expressions, as learners often compare the meanings of words in the target language with their equivalents in the native language.

3. Accessibility for Non-Native Teachers



GTM is particularly well-suited for non-native English teachers who may lack advanced communicative fluency in English. Because the method relies heavily on the teacher's ability to explain rules and translate material into the students' native language, it allows educators to effectively teach the language without the need for perfect fluency in the target language (Larsen-Freeman, 2000).

For instance, an Azerbaijani teacher might explain the English present perfect tense by comparing it to a similar grammatical structure in Azerbaijani, highlighting differences and similarities. This comparative approach not only clarifies complex rules but also helps students understand the logic behind the target language.

4. Suitability for Analytical Learners

GTM appeals to learners who prefer analytical and structured approaches to language learning. These individuals often excel in environments where explicit rules are taught and logical reasoning is applied. For example, a student with a strong interest in linguistics might thrive under GTM because it involves dissecting sentences, analyzing grammar rules, and understanding word formation processes.

Such learners benefit from tasks like parsing sentences to identify parts of speech or transforming active sentences into passive forms. For instance, in a lesson focused on sentence transformation, students might convert "The teacher explained the lesson" into "The lesson was explained by the teacher," reinforcing their understanding of passive voice construction.

5. Effective for Literary Translation and Academic Settings

In academic contexts, GTM is particularly valuable for teaching students how to read and interpret literary texts in a foreign language. By focusing on detailed translation exercises, learners develop an appreciation for the subtleties of the target language and its cultural nuances. For instance, students studying English literature might translate passages from Shakespeare's *Hamlet* into Azerbaijani, analyzing the meaning of complex phrases like "To be, or not to be."

Moreover, GTM is ideal for professionals or students in fields such as law, medicine, or theology, where the accurate translation of technical texts is essential. For example, medical students in Azerbaijan might use GTM to translate English medical texts into Azerbaijani, ensuring precision in understanding terminology like *hypertension* or *cardiovascular system*.

6. Alignment with Academic Traditions

In many countries, including Azerbaijan, the educational system has historically favored teacher-centered and exam-oriented methodologies. GTM fits seamlessly into such systems because it emphasizes memorization, structured lessons, and the mastery of specific skills (Richards & Rodgers, 2001). For example, teachers often prepare students for language proficiency exams by focusing on grammatical accuracy and translation tasks, as these are key components of the tests.

This alignment with traditional academic practices makes GTM an appealing option for schools and universities. Teachers can rely on tried-and-tested lesson plans, while students feel confident in their ability to perform well on standardized assessments.



Drawbacks of the Grammar-Translation Method

While the Grammar-Translation Method (GTM) has strengths that make it useful in certain educational contexts, it also has significant drawbacks that limit its effectiveness in promoting practical language acquisition. These drawbacks are particularly evident in areas such as communicative competence, learner engagement, and real-life language use. Below, the main limitations of GTM are discussed with examples and analysis.

1. Lack of Communicative Skills Development

One of the most significant criticisms of GTM is its inability to develop communicative competence. Since the method prioritizes grammar rules and translation tasks, it neglects the practical aspects of language use, such as speaking and listening. As a result, students often struggle in real-life conversations, even if they have a solid grasp of grammar.

For example, students in an Azerbaijani classroom might excel at translating sentences like “The cat is under the table” into their native language but fail to ask for directions in English when traveling abroad. This gap highlights the method’s failure to prepare learners for spontaneous, everyday communication (Richards & Rodgers, 2001).

2. Overemphasis on Memorization

GTM heavily relies on rote learning, which can lead to passive knowledge retention rather than active language use. Students are often required to memorize vocabulary lists and grammar rules without context or meaningful interaction, which makes it difficult for them to apply what they’ve learned in real-world scenarios.

For instance, a student might memorize the meanings of 50 new vocabulary words for a test but struggle to use even five of them in a conversation. This overemphasis on memorization can result in superficial learning that does not translate into long-term proficiency.

3. Minimal Focus on Listening and Speaking Skills

The method’s primary focus on reading and writing means that listening and speaking skills are often neglected. This creates an imbalance in language acquisition, as learners are not exposed to the sounds, rhythm, and intonation of the target language.

For example, in a class using GTM, students may spend hours translating written texts but rarely engage in listening exercises or role-playing activities that mimic real-life situations. Consequently, they lack the confidence to interact in English, as they are unaccustomed to hearing and producing the language in natural contexts.

4. Limited Student Interaction and Engagement

GTM is a highly teacher-centered method, where the instructor explains grammar rules and translations while students passively listen and take notes. This approach leaves little room for interactive or collaborative learning, which is crucial for language development.



For example, instead of participating in group discussions or practicing dialogues, students in a GTM classroom might focus on translating sentences individually. This lack of interaction reduces opportunities for peer learning and diminishes students' motivation and engagement.

5. Ineffective for Real-Life Language Use

GTM often fails to equip students with the skills needed for practical, everyday language use. The focus on literary texts and formal grammar rules makes it difficult for learners to adapt their knowledge to real-world situations, such as ordering food at a restaurant or participating in casual conversations.

For instance, a student who can accurately translate Shakespearean phrases might be unable to respond to a simple question like "How are you?" in English. This disconnect between academic knowledge and practical application undermines the method's effectiveness in preparing learners for real-world communication.

6. Lack of Creativity and Flexibility

The rigid structure of GTM can stifle creativity and adaptability in both teachers and students. Lessons often follow a formulaic pattern of grammar explanations and translation exercises, leaving little room for innovation or exploration of diverse teaching materials.

For example, instead of engaging students with multimedia resources, interactive games, or cultural activities, a GTM classroom might rely solely on textbook exercises. This monotonous approach can make language learning feel dull and uninspiring, further reducing student motivation.

7. Dependency on the Mother Tongue

GTM relies heavily on the use of the students' native language for explanations and translations. While this approach can be helpful in clarifying complex concepts, it can also hinder immersion in the target language and slow down the development of thinking in English.

For example, students learning English through GTM might instinctively translate every sentence into their native language before responding, creating a mental barrier to fluency. This dependency can be particularly problematic in advanced stages of language learning, where immersion is crucial for achieving proficiency.

8. Limited Vocabulary Development

Although GTM introduces students to extensive vocabulary lists, it does not emphasize the active use of these words in context. Students often learn isolated words without understanding their nuances, collocations, or usage in different situations.

For instance, a student might learn the word *run* but fail to grasp its contextual variations, such as *run out of time* or *run errands*. This lack of contextual vocabulary knowledge can impede their ability to communicate effectively.

9. Negative Impact on Confidence and Motivation



The repetitive and rigid nature of GTM can make language learning monotonous and demotivating. Additionally, the method's emphasis on error correction and accuracy may create a fear of making mistakes, reducing students' confidence in using the language.

For example, a student who is constantly corrected for minor grammatical errors might become hesitant to speak in class, fearing criticism. Over time, this can lead to a lack of enthusiasm for language learning and a reluctance to practice the target language outside the classroom.

Examples in Practice

Example 1: Limited Real-Life Application

A student who has mastered translating "He is reading a book" might struggle to ask, "Where can I buy a book?" in a real-life context because GTM does not emphasize conversational skills.

Example 2: Lack of Interaction

In a typical GTM classroom, the teacher might write a sentence on the board, explain the grammar rule, and ask students to translate it. However, no effort is made to encourage group discussions or role-playing activities, limiting interaction.

Example 3: Fear of Mistakes

Students often feel pressured to produce grammatically perfect sentences during GTM lessons. For example, a student who says, "He go to school yesterday," might be reprimanded for their error instead of encouraged to continue practicing.

While the Grammar-Translation Method provides a strong foundation in grammar and vocabulary, its drawbacks significantly limit its effectiveness as a comprehensive approach to language learning. The lack of emphasis on communicative skills, minimal focus on speaking and listening, and reliance on passive learning make it ill-suited for preparing students for real-world language use. To address these shortcomings, educators should consider integrating GTM with more interactive and communicative methodologies, fostering a balanced approach that meets the needs of modern language learners.

Alternative Approaches and Solutions

The limitations of the Grammar-Translation Method (GTM) have led educators to explore alternative approaches that address its weaknesses while preserving its strengths. The following solutions propose ways to enhance language teaching by integrating methodologies, leveraging technology, fostering authentic communication, and adopting a learner-centered approach.

1. Mixed Methodologies

Blending GTM with other teaching methods can create a more holistic learning experience that balances grammatical accuracy with communicative competence.

- **Combine GTM with Communicative Language Teaching (CLT):**



While GTM emphasizes grammar and translation, CLT focuses on fluency and interaction. For example, after introducing grammatical structures through GTM, teachers can use role-playing activities where students apply those structures in real-life scenarios, such as asking for directions or ordering food.

- **Use Techniques from the Direct Method:**

The Direct Method emphasizes natural language acquisition through immersion and oral interaction. Teachers can encourage students to think and respond directly in the target language without translating. For instance, instead of translating vocabulary, students can associate words with images or real objects, like pointing to a chair and saying, *chair*.

- **Incorporate Audio-Lingual Drills:**

Audio-Lingual techniques, such as repetition and pattern drills, can improve listening and speaking skills. For example, students can practice sentences like, “I am going to the market” with varied subjects or verbs to reinforce syntax and pronunciation.

2. Technology Integration

Modern technology offers tools that can transform language learning, making it more engaging and effective.

- **Multimedia Tools:**

Use language learning apps, video lessons, and online resources to provide immersive experiences. For example, interactive platforms like Duolingo or Quizlet can supplement GTM by reinforcing vocabulary and grammar in a fun and interactive way.

- **Real-Life Simulations:**

Virtual reality (VR) or augmented reality (AR) tools can simulate real-world environments, such as a virtual marketplace or an airport, where students practice conversational English in context.

3. Authentic Communication

Creating opportunities for real-life communication ensures that students learn to use the language practically.

- **Real-Life Tasks:**

Assign activities like writing emails, preparing presentations, or participating in debates on current topics. For instance, students can write an email inviting a friend to a party and then role-play a follow-up conversation.

- **Interactive Group Activities:**

Activities like group discussions, peer interviews, or problem-solving tasks foster collaboration and communication. For example, students might work in pairs to plan a travel itinerary, practicing language relevant to transportation, accommodation, and activities.



4. Learner-Centered Approach

Tailoring instruction to individual needs empowers students to take ownership of their learning.

- **Foster Autonomy:**

Encourage students to set personal learning goals, such as maintaining a language diary or practicing daily with an English-speaking partner. Tools like self-assessment checklists can help them track progress.

- **Personalized Learning:**

Adapt lessons to accommodate diverse learning styles. For example, visual learners can use flashcards, while auditory learners might benefit from listening exercises or podcasts.

Case Study or Example

The effectiveness of blending GTM with other approaches is illustrated by Marzana Rahman's insights into adapting GTM to include listening activities. In her study on Bangladeshi classrooms, Rahman noted that dictation exercises helped improve students' listening and attentiveness. For example:

- **Dictation as a Listening Activity:**

Students listen carefully as the teacher reads a sentence aloud, such as, "The sun rises in the east." They then write down what they hear. This activity encourages active listening and improves both comprehension and spelling.

- **Integration with Speaking Practice:**

After completing a dictation exercise, students can work in pairs to discuss the meaning of the sentences, reinforcing their speaking skills. For instance, if the dictation sentence is, "John likes reading books," students might discuss their own hobbies, using similar structures like, "I like reading books, too."

Rahman's approach demonstrates that even a traditional method like GTM can be adapted to develop skills beyond grammar and translation. By incorporating creative tasks and focusing on practical application, teachers can make GTM more dynamic and effective for modern learners.

Conclusion

The Grammar-Translation Method (GTM) has stood the test of time, offering a structured and rule-based approach to language teaching that prioritizes grammatical accuracy and translation skills. Its continued use in Azerbaijani classrooms reflects its alignment with traditional academic practices and the emphasis on exam-oriented learning. However, this method's limitations, particularly its neglect of speaking, listening, and real-life language use, hinder its effectiveness in fostering communicative competence.

To address these shortcomings, integrating alternative approaches is essential. Mixed methodologies, such as combining GTM with Communicative Language Teaching (CLT) and the Direct Method, can balance accuracy with fluency. Incorporating audio-lingual drills and leveraging technology,



such as multimedia tools and virtual simulations, can further enhance listening and speaking skills. Emphasizing authentic communication through real-life tasks and group activities ensures students gain practical language experience. Additionally, adopting a learner-centered approach empowers students to take ownership of their learning and adapt lessons to their individual needs.

By modernizing the Grammar-Translation Method through these strategies, educators can create a more holistic and effective language learning experience. While GTM provides a strong foundation, its potential is maximized when blended with innovative and interactive practices, ensuring students are prepared for both academic success and real-world communication.

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The population of Karabakh in the and XIX early XX centuries (based on statistical sources)

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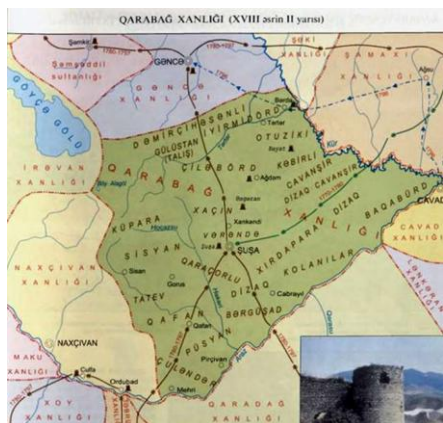
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Keywords

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Abstract

This article examines the changes in the ethnic composition of the population of the Karabakh region from the beginning of the 19th to the beginning of the 20th century. The resettlement policy implemented by the Russian Empire, the mass resettlement of Armenians to the region after the Turkmenchay and Edirne treaties, as well as the influence of social and economic factors, have led to significant changes in the demographic landscape of Karabakh. The article is based on historical documents and statistical data and sheds light on the impact of these changes on the political and social development of the region.



Introduction: The political and demographic changes that took place in the Karabakh region, one of the most important pages of Azerbaijani history, are remembered as one of the turning points that shaped the fate of not only one territory, but an entire region [9, vol. 3, p. 45]. At the end of the 17th century and the beginning of the 18th century, the Safavid state entered a phase of its weakening. As a result of internal strife, feudal conflicts and external threats, the empire lost its central power [6, pp. 28-29]. This weakening process was temporarily stopped with the coming to power of Nadir Shah Afshar [6, p. 31]. The Afshar state changed the balance of power in the region in a short time and took vast territories under its control [7, p. 64]. However, with the sudden

death of Nadir Shah, the Afshar state also collapsed, which led to the beginning of a new political era in the territory of Azerbaijan [7, pp. 67-68]. The political vacuum that arose after the death of Nadir Shah paved the way for the emergence of independent khanates in various regions of Azerbaijan [9, vol. 4, p. 120]. Among these khanates, the Karabakh Khanate occupied a special place with its strategic position, economic potential, and cultural heritage [4, pp. 51-52]. The Karabakh Khanate also had significant influence in the South Caucasus with its central city of Shusha [6, p. 72]. However, the period of independent khanates did not last long, as the policy of the Russian Empire's expansion towards the South Caucasus aimed to bring these small political entities under its influence [10, p. 45].

In 1805, the Karabakh Khanate came under the protectorate of Russia with the Treaty of Kurekchay [4, pp. 70-71]. This event was a turning point in the political administration of the region. The Russian



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Empire began a policy of resettlement in order to change the political and ethnic balance in the region [10, p. 50]. The Treaty of Turkmenchay of 1828 and the Treaty of Edirne of 1829 played a decisive role in the implementation of this policy [8, pp. 81-83]. The massive resettlement of the Armenian population from Iran and the Ottoman Empire to the South Caucasus, especially to Karabakh, led to radical changes in the ethnic composition of the region [8, pp. 84-85].

This article will discuss the changes in the ethnic composition of the Karabakh population from the early 19th to the early 20th centuries, the main causes and consequences of these changes [9, vol. 5, p. 200]. Analyses based on statistical sources and historical documents show how Russia's resettlement policy and political events during this period affected the demographic landscape of the region [4, p. 90]. These changes shed light not only on a historical stage, but also on important processes that paved the way for conflicts in the following decades [10, p. 75].

Ethnic composition of the Karabakh province (1823):

Ethnic group	Family size	Share in total population
Azerbaijanis	15,729	78.3%
Armenians	4,366	21.7%

As for the ethnic composition of the population of Shusha, at that time there were 1,532 families living in the city. Of these, more than 1,000 were Azerbaijanis, and about 500 were Armenian families [4, pp. 73-75]. This also shows that in Shusha, Azerbaijanis constituted about 65% of the population, and Armenians - 35% [7, p. 120].

Ethnic composition of the city of Shusha (1823):

Ethnic group	Family size	Share in total population
Azerbaijanis	1,000	65%
Armenians	500	35%

These statistics show that at the beginning of the 19th century, Azerbaijanis constituted the majority of the population in both the Karabakh province and its capital, the city of Shusha [9, vol. 3, p. 80]. However, in subsequent years, especially after the Treaty of Turkmenchay in 1828, the mass resettlement of Armenians from Iran and the Ottoman Empire to Karabakh led to significant changes in the ethnic composition of the region [8, pp. 90-92]. According to Article XV of the Treaty of Turkmenchay, signed on February 10, 1828, Armenians living in Iran were granted the right to come under Russian protection [8, p. 81]. This article provided for the mass resettlement of Armenians from Iran and the Ottoman Empire to the South Caucasus, including Karabakh [10, p. 54]. As part of the resettlement process, approximately 40-50 thousand Armenians were brought from Iran to the South Caucasus, and after the Russo-Turkish War of 1828-1829, an additional 90 thousand Armenians from the Ottoman Empire were brought to the South Caucasus [8, p. 85]. As a result of these resettlements, Armenians were mainly settled in the regions of Iravan, Nakhchivan and Karabakh [7, p. 150]. The Russian government created special committees for the resettlement of Armenians and granted a number of privileges to the resettled people. For example, they were exempted from taxes and duties for 6 years, and were also provided with financial assistance [4, p. 98]. As a result of these resettlements, significant changes occurred in the ethnic composition of Karabakh [9, vol. 4, p. 110].



In 1823, out of 20,095 families in the Karabakh province, only 4,366 were Armenian. However, by 1832, the number of Armenians had increased significantly, and they began to constitute 34.8% of the population [8, p. 100]. Thus, the mass resettlement of Armenians after the Turkmenchay Treaty significantly changed the demographic landscape of Karabakh and influenced the future political and social development of the region [10, p. 80]. The results of the cameral census of 1832 confirm these changes [4, p. 105].

Results of the 1832 cameral census:

Population group	Family size	Share in total population
Azerbaijanis	13,965	64.8%
Armenians	7,583	35.2%

These statistics show that in 1823, Azerbaijanis constituted 78.3% of the population in the Karabakh province, while in 1832 this figure had dropped to 64.8% [4, p. 105]. On the contrary, the share of Armenians in the population increased from 21.7% to 35.2% [8, p. 90]. These changes occurred mainly as a result of the mass resettlement of Armenians [10, p. 54]. A similar trend was observed in the city of Shusha. In 1823, there were 1,000 Azerbaijani families and more than 500 Armenian families living in the city. In 1832, the number of Azerbaijani families decreased to 962, while the number of Armenian families increased to 782 [9, vol. 4, p. 110]. This indicates a significant change in the ethnic composition of the city [7, p. 120]. These data show that the mass resettlement of Armenians after the 1828 Turkmenchay Treaty significantly changed the demographic landscape of Karabakh [8, p. 95]. These changes also affected the future political and social development of the region [10, p. 75].

Results of the 1886 census:

Accident	Azerbaijanis	Armenians
Shusha	58%	42%
Zangezur	50.6%	49.4%
Gabriel	75.5%	24.5%
Javanshir	70%	30%

Overall, in the Karabakh region, 54.5% of the population was Azerbaijani and 45.5% was Armenian [4, p. 115]. In the city of Shusha, Armenians made up about 60% of the population, and the remaining 40% were Azerbaijanis [7, p. 140]. These statistics show that in the Karabakh region, where Azerbaijanis predominated at the beginning of the 19th century, the number of Armenians increased significantly in the second half of the century [9, vol. 5, p. 200]. Among the reasons for this increase, the resettlement of Armenians from Iran and the Ottoman Empire, the favorable socio-economic conditions created for them, and the increase in the birth rate played an important role [10, p. 80].

Results of the 1897 census:

Accident	Azerbaijanis	Armenians
Shusha	45%	53%
Zangezur	50.6%	49.4%
Gabriel	75.5%	24.5%
Javanshir	70%	30%



These data indicate that in the late 19th century, the number of Armenians increased in some areas of Karabakh, especially in the Shusha and Zangezur districts [8, p. 100]. This increase occurred mainly as a result of the resettlement policy implemented by the Russian Empire and natural growth [4, p. 125]. However, in general, Azerbaijanis continued to constitute the majority of the population in the Karabakh region [9, vol. 5, p. 220].

Clashes of 1905-1906: In 1905-1906, large-scale clashes between Armenian and Muslim communities took place in the South Caucasus, especially in the territories of Azerbaijan. As a result of these events, significant changes were observed in the ethnic composition of the population [10, p. 95]. The aggressive activities and armed attacks of the Armenian side led to the migration of the civilian population and demographic changes [8, p. 110].

The main causes and course of the clashes: The political instability and social discontent that arose in the empire during the Russian Revolution of 1905 created the basis for conflicts on national grounds [10, p. 85]. The socio-economic and political problems that existed in the Russian Empire during this period, especially the persistence of the remnants of serfdom in agriculture and the difficult conditions of the industrial proletariat, increased discontent among different strata of the population [8, p. 95]. With the beginning of the revolution, these discontents deepened and led to the emergence of distrust and conflicts between different national groups [9, vol. 5, p. 215].

Clashes on national grounds: Under the influence of the revolution, ethnic clashes broke out in various regions of the empire, including the South Caucasus. Armenian nationalist organizations, especially the Dashnaktsutyun party, tried to use the resulting political chaos to achieve their goals [4, p. 110]. These organizations formed armed groups and launched attacks against the Muslim population, which resulted in ethnic conflicts in the region [7, p. 140].

Activities of Armenian nationalist organizations: "Dashnaktsutyun" Party: Founded in Tbilisi in 1890, this organization was one of the largest and most organized organizations of Armenian nationalism. Its main goal was to establish an independent or autonomous Armenian state in the territories inhabited by Armenians. To achieve this goal, the "Dashnaktsutyun" used various means, including terrorism and armed struggle [6, p. 75].

"Hnchak" Party: The "Hnchak" (Social Democratic Hnchak Party), founded in Geneva in 1887, fought for the freedom of the Armenian people based on socialist ideology. This organization organized armed uprisings and terrorist acts in the Ottoman Empire and the South Caucasus [9, vol. 4, p. 160].

The clashes of 1905-1906 and demographic changes: As a result of the Armenian-Muslim clashes that took place in 1905-1906, thousands of people were killed on both sides, hundreds of villages were destroyed, and thousands of people were displaced from their homes. Approximately 158 Azerbaijani and 128 Armenian settlements were destroyed, and the total human loss was from 3 thousand to 10 thousand [10, p. 95]. A policy of ethnic cleansing was carried out by Armenian armed groups in the areas inhabited by Azerbaijanis, as a result of which the number of Armenians in some regions increased [8, p. 100].



Statistics of the 1916 "Caucasian Calendar":

Ethnic group	Number	Share in total population
Azerbaijanis	322,000	57%
Armenians	242,000	43%

These data show that in 1916, Azerbaijanis constituted the majority of the population in Karabakh [4, p. 125]. At the same time, the increase in the number of Armenians was mainly due to the resettlement policy and socio-economic privileges implemented by the Russian Empire [8, p. 110]. The clashes that occurred in 1905-1906 further deepened this demographic change [10, p. 110].

The policy and consequences of ethnic cleansing in Karabakh in 1918-1920. During World War I (1914–1918), the Russian Empire faced serious economic and social difficulties. The losses caused by the war and the lack of resources led to famine and poverty in the country [9, vol. 5, p. 215]. This situation increased the discontent of the population, leading to the February and October Revolutions of 1917 [8, p. 95]. As a result, Tsar Nicholas II abdicated and the Russian Provisional Government was established. However, this government failed to provide stability, and the empire completely collapsed with the coming to power of the Bolsheviks [10, p. 85]. The collapse of the Russian Empire created a power vacuum in the South Caucasus. Taking advantage of this situation, Armenian nationalist forces, especially the "Dashnaksutyun" party, began to act to strengthen their position in the region [4, p. 110]. In March 1918, Armenian armed groups, together with the Bolsheviks, committed mass massacres against Azerbaijanis in the city of Baku and the surrounding regions. These events went down in history as the "March Genocide" [7, p. 140]. Thousands of Azerbaijanis were killed in Baku alone, houses and public buildings were burned [8, p. 100]. At the same time, Armenian armed groups were carrying out a policy of ethnic cleansing in other regions of Azerbaijan. Attacks were organized on Azerbaijani villages in areas such as Shamakhi, Guba, Lankaran, Salyan, Zangezur, Karabakh and Nakhchivan, civilians were mercilessly killed and villages were burned [10, p. 95]. For example, in Shamakhi, 58 villages were destroyed and thousands of people were killed in March-April 1918 [9, vol. 4, p. 160]. In order to prevent these massacres and to create stability in the region, the Ottoman state created the "Caucasian Islamic Army". This army, under the command of Nuru Pasha, arrived in Ganja in June 1918 and, together with the Azerbaijani National Army, began operations against Armenian-Bolshevik forces [6, p. 85]. In September, the city of Baku was liberated and Armenian-Bolshevik rule ended [8, p. 110]. However, according to the Treaty of Mudros signed on October 30, 1918, the Ottoman troops had to withdraw from the South Caucasus [4, p. 125]. Taking advantage of this situation, Armenian forces became active again and intensified their attacks against Azerbaijanis, especially in the Zangezur and Karabakh regions. In 1919–1920, hundreds of Azerbaijani villages were destroyed in Zangezur, thousands of people were killed or expelled from their homelands [9, vol. 5, p. 220].

Conclusion

The history of the Karabakh region from the 19th to the early 20th centuries witnessed demographic changes. In particular, the mass resettlement of Armenians to the region as a result of the policies of the Russian Empire drastically changed the ethnic composition of Karabakh. In areas previously dominated by Azerbaijanis, the number of Armenians increased significantly as a result of resettlement, natural increase, and social support policies.



But these changes did not occur as a result of natural processes. The resettlement and socio-economic concessions were aimed not only at changing the ethnic balance, but also at reshaping the region for future political and strategic purposes. One of the most dramatic consequences of this period was the forced change, in many cases, of the historical composition of the population of Karabakh, thereby creating the basis for future conflicts.

Today, the demographic history of Karabakh is not just a statistical figure, but also provides important lessons for the cultural heritage and geopolitical destiny of the region. We believe that studying and objectively analyzing historical facts will contribute to the future development of the region.

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