

**REPUBLIC OF AZERBAIJAN**

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**ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy

**THE PEDAGOGICAL FOUNDATIONS OF DEVELOPING  
COMPETENCE IN PARENTS**

Speciality: 5804.01 – General pedagogy, history of pedagogy  
and education

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Applicant: **Sabina Mursal Guliyeva**

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The dissertation was completed at the Department of Pedagogy and Psychology of Baku Slavic University.

Scientific supervisor: Doctor of Pedagogical Sciences,  
Professor, Honored scientist  
**Farrukh Abbas Rustamov**

Rəsmi opponentlər: Doctor of Pedagogical Sciences,  
Professor  
**Farahim Balakishi Sadıkhov**

Doctor of Pedagogical Sciences,  
Associate Professor  
**Kamal Hasan Jamalov**

Doctor of Pedagogical Sciences  
**Ramiz Jalal Aliyev**

Dissertation council FD 2.15 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Azerbaijan State Pedagogical University.

Chairman of the ~~Dissertation council~~: ~~Doctor of Philological Sciences,~~  
~~Professor~~  
~~**Jafar Mammad Jafarov**~~

Scientific secretary of the ~~Dissertation council~~: ~~Doctor of Philosophy on Philology,~~  
~~Associate Professor~~  
~~**Malak Aliislam Zamanova**~~

Chairman of the scientific seminar: ~~Doctor of Philological Sciences,~~  
~~Professor~~  
~~**Shahla Gasim Aliyeva**~~

## GENERAL CHARACTERISTICS OF THE WORK

**The actuality of the topic.** The rhythmic life of the school imploded as a result of socio-political processes and fundamental changes taking place in the country in the early 1990s of the 20th century and the level of family-school cooperation fell considerably. The approval of the "Law of the Republic of Azerbaijan on Education" in 1992 did not lead to substantial progress in the national education system. Due to this reason, with the initiative of the President of the Republic of Azerbaijan Heydar Aliyev the State Commission on Education Reform was established (1998). The Reform Program in Education encompassing the strategic directions for the development of education in the country was prepared and ratified by the Commission.<sup>1</sup> "The General Education Concept of Republic of Azerbaijan" was approved in 2006.<sup>2</sup> With the approval of the National Education Concept, a fundamental content change occurred in the first level of general education (primary education) and the cultivation of a student personality being capable of preserving national-moral values, possessing integrative thinking and a general way was deemed essential. Otherwise, the knowledge and skills level of an Azerbaijani student could not meet the requirements of international assessments. Changes in educational content also highlighted the issue of quality. Since the main condition for the cultivation of competitive people in the world is considered to be quality education. The concept of quality includes the values (skills) that students have acquired in the pedagogical process. Only these competencies make it possible to determine the level of personal development. This is end, beforehand, in order to reveal the student's cognitive abilities creation of healthy and developmental educational environment in general education schools, organize teaching on the

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<sup>1</sup> Azərbaycan Respublikasının təhsil sahəsində İslahat Proqramının təsdiq edilməsi haqqında Azərbaycan Respublikası Prezidentinin Sərəncamı. Xalq qəzeti, 1999, 15 iyun.

<sup>2</sup> Azərbaycan Respublikasında ümumi təhsilin konsepsiyasının (Milli Kurikulum) təsdiq edilməsi haqqında Azərbaycan Respublikası Nazirlər Kabinetinin qərarı. Xalq qəzeti, 2006, 30 oktyabr

basis student-centered, result-oriented and integrative principles, utilize of new education-training and assessment technologies in accordance with the student's general development, aptitudes and interests was substantiated.

It was particularly difficult for teachers working for years in traditional ways to adapt to this process in general education schools. One of the factors hindering the successful implementation of the reform was the undue interference of certain parents in teachers' professional activities. Such parents were unable to adapt to the changes occurring in education. As the majority of them relied on traditional pedagogical knowledge and skills, they did not meet the newly established requirements. Therefore, it was considered essential parents' possessing the necessary pedagogical competencies, being informed about the principles and methods of education and upbringing, being involved in school governance, participation in the pedagogical process and even in the development of educational programs. *"Parents' close collaboration with pedagogues in the educational process, transform into active participants in the pedagogical process and possessing competencies in this work became a major objective."*<sup>3</sup>.

However, the lack of effective pedagogical technologies supporting development of parents' pedagogical competence and the insufficient comprehensive study of the problem in theoretical and practical terms created serious difficulties. The paradox was that on the one hand, society was developing rapidly and in accordance with the pace of this development, the requirement was set for schools to raise a young generation in line with the demands of the new era. On the other hand, the majority of parents having greater responsibility for the upbringing of the younger generation were unable to provide the necessary support to schools due to insufficient or inadequate pedagogical potential. As a result, effective and productive cooperation between family and school failed to build. To address this gap, the topic of our dissertation was defined as "The

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<sup>3</sup> Əliyev E. Müəllimlərin peşəkar kompetensiyalarını artırmaq zərurəti. Azərbaycan müəllimi. 2019, 1 fevral

Pedagogical Foundations of Developing Competence in Parents".

**The degree of completion of the topic.** According to the research conducted by Azerbaijani scholars (N. Kazimov, Y. Karimov, A. Aghayev, A. Pashayev, A. Abbasov, F. Rustamov, H. Alizade, L. Gasimova, M. Ismihanov, F. Ibrahimov, M. Ilyasov, R. Huseynzade, and others) and Russian researchers (V. A. Mikheeva, T. P. Simakova, I. A. Khomenko, and others) in the contemporary times neither Azerbaijani nor Russian schools have formed a systematic and consistent practice of social cooperation. Furthermore, the issue of fostering pedagogical competence among parents based on school-family collaboration with the aim of enhancing the effectiveness of the family's role in the education and upbringing of children has not been studied at all so far.

There are interesting studies regarding the role of the family in society and family upbringing conducted by Azerbaijani enlighteners (M.F. Akhundov, A.A. Bakikhanov, M.Sh. Vazeh, H.M. Zardabi, N. Narimanov, M.A. Rasulzade, F.B. Kocharli, R.B. Afandiyev, C. Mammadguluzade, S.M. Ganizade, A. Saheh and others), pedagogues (H. Ahmadov, S. Guliyev, A. Aghayev, Y. Talibov, I. Velikhanli, O. Valiyev, S. Akhundov, N. Khalilov, A. Abbasov, and others.) and psychologists (A. Bayramov, A. Alizade, R. Aliyev, N. Chalabiyev and others).

The importance of role models (T. Jahangirova, G. Shahbazova), Islamic values (Sh. Bakhishova) in the moral education of young schoolchildren in family; the introduction of life events to children in preschool preparatory groups (L. Jafarova); the collaboration between students, parents, and teachers in enhancing cognitive activity (I. Shikhaliyeva); role of parents in the formation of a student's personality (N. Asgarova) have been studied in the research works and valuable advice has been given to parents regarding the formation of moral belief in children (G. Abbasova) in recent years.

**The object of the study** is school-parent collaboration.

**The subject of the research** constitutes the pedagogical foundations of developing competence in parents.

**The goal of the study** is to investigate the theoretical aspects of preparing competent parents, generalize the theoretical and

practical frameworks of pedagogical education among parents, and highlight the significance of parental competence in the education and upbringing of primary school children, characterize models for the formation of pedagogical competencies in parents, to develop and experimentally validate effective methods of family-school collaboration designed to foster such pedagogical competence.

**The objectives of the research:**

- To research the theoretical issues of preparing a competent parent;
- To explain the essence and content of the concepts of "pedagogical competence" and "competent parent" and to study the pedagogical potential of the modern Azerbaijani family;
- To evaluate the problem of pedagogical education among parents in the context of history and modernity;
- To determine the role of a competent parent in the education and upbringing of primary school-aged children in the family.
- To characterize the models of forming pedagogical competencies in parents;
- To determine the place and role of the general education school in the formation of parents' pedagogical competence;
- To determine the directions of development of pedagogical competence in parents and to prove its effectiveness experimentally.

**The hypothesis of the research.** If parents possess pedagogical knowledge, skills personal qualities ensuring the development of instructional, formative, educational and self-educational competencies correspond to the requirements of modern innovative schools, it becomes possible to form intellectually and morally developed student personalities and to enhance the quality of education.

The following **research methods** have been used in the dissertation:

- general theoretical (analysis of general scientific, pedagogical and methodological literature; study, systematization and generalization of pedagogical experience; opinions of students' parents on the formation of pedagogical competencies);
- empirical (observation, interview, survey)

- diagnostic (preliminary and final);
- project (designing of pedagogical technology, algorithmization);
- experimental (defining, creative-modifying, checking).

**The research stages.**The research was conducted in three stages between 2017 and 2021.

The parents of primary school students from 7 No R.Mirabov named city secondary school in Mingachevir, Secondary School No. 20 in Mingachevir, Lyceum Technical and Humanitarian Lyceum named after Ruslan Muradov Mingachevir, The Lyceum of Naturally-Mathematical and Humanitarian Autonomous, as well as the Xaldan Village Comprehensive Secondary School in Yevlakh District participated in the experiment.

**The main provisions of the defense:**

1. The development of pedagogical competence among parents depends on the country's economic progress, the level of family employment, the general cultural standards of society, information literacy, family traditions related to child upbringing, the educational attainment of family members, parental authority, the family's economic situation and whether the family is successful or unsuccessful, complete or incomplete.

2. In the contemporary era, despite general education schools possessing rich innovative methods and technologies alongside traditional approaches the level of pedagogical competence among parents remains low .

3. The development of parents' pedagogical competencies in education, upbringing, teaching, and self-education depends on the level of development of their knowledge, skills, habits and personal qualities in this field.

4. The dynamics of the development of parents' pedagogical competencies in education, upbringing, instruction and self-education depends on the level of collaboration between the school and the family.

5. The integration of educational and upbringing efforts between the school and the family is a crucial condition for the moral, ethical, and intellectual development of students.

**The scientific novelty of the research.** The systematic study

of the conceptual and methodological problems of developing pedagogical competencies in the parents of young schoolchildren and the identification of ways and means of forming educational, upbringing, teaching, and self-education competencies in them is the novelty can be considered the novelty of the research. The conceptual foundations of parental pedagogical competence, the principles of school–family collaboration with consideration of students’ age characteristics are defined, new approaches (self-education and development, creativity, and others) are suggested.

**The theoretical significance of the research.** The inclusion of the concepts ‘pedagogical competence’ and ‘pedagogical competences of schoolchildren’s parents’ into the system of pedagogical notions, the study of the pedagogical potential of the modern Azerbaijani family, the evaluation of the problem of forming pedagogical culture among parents in both historical and contemporary contexts, the identification of opportunities and methods for the effective organization of family–school collaboration in shaping parental pedagogical skills in accordance with the child’s age characteristics can enrich pedagogical theory

**The practical significance of the research.** The results of the study can be utilized in the creation and application of technologies for the development of pedagogical competences among the parents of young schoolchildren by taking into account socio-cultural and national characteristics , in the formation of pedagogical culture among parents in the delivery of lectures and the organization of trainings and seminars on effective family–school collaboration and in the writing of relevant chapters of the "Family and School" section of the Pedagogy course and the textbook "Family Pedagogy". The findings may also play a significant role in the development of pedagogical competence among parents engaged in self-education.

**The approbation of the research.** Reports related to the results of the research have been presented at international and national scientific-theoretical conferences, at scientific seminars of the Department of Pedagogy and Psychology of Baku Slavic University and Mingachevir State University. Lectures have also been delivered to parents of young schoolchildren at parent meetings in secondary schools of Mingachevir city and Khaldan village. Six articles (including one abroad) have been published in journals recommended by the Higher Attestation

Commission under the President of the Republic of Azerbaijan.

The dissertation was fulfilled at the Department of Pedagogy and Psychology of Baku Slavic University **The total volume of the dissertation with a sign, indicating the volume of the structural units of the dissertation separately.** The dissertation consists of an introduction, 2 chapters, a conclusion and a list of references.

The dissertation consists of Introduction – 12 pages, 22,862 characters;Chapter I – 59 pages, 119,486 characters;Chapter II – 66 pages, 115,173 characters;Conclusion – 5 pages, 9,018 characters;llst of References – 10 pages,in total the dissertation encompasses 154 pages and comprises 266,539 characters.

## **BASIC CONTENT OF THE DISSERTATION**

In the “Introduction” of the resarch, the actuality of the research is substantiated,its goals and objectives,the scientific novelty, theoretical and practical significance are presented; and the propositions submitted for defense are given.

The first chapter of the dissertation is called **“Theoretical issues of competent parental training”**. The first paragraph of the chapter *“The essence and content of the concept of “pedagogical competence” and “competent parent”*” clarifies the essence of the concepts of “compe- tence”, “competency”, “pedagogical competence” and “competent parent”. It is justified that the inclusion of the word “competence” in the scientific circulation in Azerbaijan is connected with the concept of “competency”.

Although the concept of competence is widely used in the USA in 30-40s, Europe in 50s, Russia in 60-70s in the scientific and pedagogical literature of the last century, it was used for the first time in the writing of normative-legal documents on educational reforms in Azerbaijan.

After the adoption of the "Concept of general education in the Republic of Azerbaijan (National. Curriculum)"<sup>4</sup>, the “Concept and

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<sup>4</sup> Azərbaycan Respublikasında ümumi təhsilin konsepsiyasının (Milli Kurikulum) təsdiq edilməsi haqqında Azərbaycan Respublikası Nazirlər Kabinetinin qərarı. Xalq qəzeti, 2006, 30 oktyabr

Strategy of continuous pedagogical education and teacher training in the Republic of Azerbaijan”<sup>5</sup> and the “State Strategy for the Development of Education in the Republic of Azerbaijan”<sup>6</sup> the intensity of elaborating the notions of pedagogical competence, teacher competence, educator competence, and pedagogical proficiency has increased significantly. The term "competency" has gradually been replaced by the term "competence" in pedagogical and psychological research.

The content of the concept of competence is highly comprehensive. Special abilities, psychological state, narrow specialization complex usage of skills, social and individual activity are considered the main indicators of competence. Some researchers point out possessing the necessary knowledge in a certain field of activity, setting goals, identifying resources, implementing specific practical measures to realize knowledge and ultimately gaining experience as the structural components of competence.

Researchers characterizing competence as one of the most essential integral qualities quality of a person consider it essential to study this quality in three aspects: 1) the scope of competence; 2) the quantity of competence; 3) the multifunctionality of competence.

In general, there are two models of competence based on its meaning: 1) multi-level competence; 2) single-level competence.

A model of competence at various levels requires the realization of different requirements for its implementation. The fulfillment of each requirement is a component of the overall competence and when considered independently each is itself a distinct competence. The single-level model of competence encompasses only simple behavioral standards. In pedagogical literature three primary forms of competence are generally discussed: 1) educational-cognitive, 2) informational 3) communicative.

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<sup>5</sup> Azərbaycan Respublikasında fasiləsiz pedaqoji təhsil və müəllim hazırlığının Konsepsiya və Strategiyasının təsdiq edilməsi haqqında. <http://www.e-qanun-az/framework/13540>

<sup>6</sup> Azərbaycan Respublikasında təhsilin inkişafı üzrə Dövlət Strategiyası. Azərbaycan Respublikasının Prezidentinin Sərəncamı. Xalq qəzeti, 2013, 24 oktyabr

Education-cognition competence means applying necessary knowledge, skills, habits, and values in accordance with activity criteria, knowing the ways to succeed, using innovative, statistical, and other cognitive methods to solve problems in unusual situations, and measurement and evaluation.

Informational competence refers to a person's ability to independently search for information, analyze and synthesize the data collected, and convey essential information to others.

Communicative competence refers to the ability to communicate with people around you and possess the skills necessary for collaborative group work.

Based on scientific and pedagogical literature six distinct types of professional competence are identified: 1) individual competence; 2) business competence; 3) management competence; 4) leadership competence; 5) functional competence; 6) core competencies.

Two foundational concepts of the competency-based approach are utilized- "competence" (səriştə) and "competency" (səriştəlilik) in Azerbaijani pedagogical science (A. Mehrabov, A. Aghayev, A. Pashayev, F. Rustamov, M. Ilyasov, A. Abbasov, and others.). Some researchers and practical teachers interpret "competence" as the integration of knowledge and skills and its application in accordance with the demands of a changing society while others explain "competence" as a person's deep and comprehensive knowledge and influence in any field. Psychologist scientists R. Aliyev, H. Alizadeh describe it as a psychosocial quality that conveys strength and confidence

The problem of preparing competent parents was first substantiated in the State Strategy for the Development of Education in the Republic of Azerbaijan (2013). The problem of preparing competent parents was first substantiated in the State Strategy for the Development of Education in the Republic of Azerbaijan (2013). In Article 7 entitled "Strategic Goals and Measures", the Strategy emphasizes that within the content of personality-oriented education, based on competence, it is considered essential to develop a "Competent Parents" program<sup>7</sup> aimed at systematically providing

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<sup>7</sup> Azərbaycan Respublikasında təhsilin inkişafı üzrə Dövlət Strategiyası. Azərbaycan

parents with pedagogical and psychological education to support pedagogical activities directed toward the sustainable development of children.

Thus, the concept of a "competent parent" is introduced into academic discourse as a pedagogical term. Since the vast majority of parents of young schoolchildren lack pedagogical competence, they often face certain problems in their children's education and upbringing and in school-parent cooperation.

It is considered necessary to take the following principles into account in order to develop parents' pedagogical competence:

- 1) friendly relations between teachers and parents;
- 2) individual approach;
- 3) collaboration with parents rather than merely giving advice;
- 4) dynamism.

There are also other classifications most of them repeat one another .

Since the concept of a "competent parent" is relatively new approaches to it also vary. The term good parent was more commonly used in pedagogical-psychological research before the term competent parent was introduced into pedagogical discourse. Even in the contemporary era the term "good parent" is often employed as a synonym for "competent parent." Answers to the question "Who is a good parent?" vary and approaches to it have changed over time. Loving one's child occupies a special place in these approaches as an integral quality of good parenting. Loving children is a natural feeling shared by most parents, however showing them attention and care, providing education and upbringing and raising them as useful citizens for society requires specific competence (wisdom, intelligence and skill). Parents must be able to communicate with their child, engage in cooperation, create a developmental and educational environment in the family, organize children's games and creative activities and possess practical knowledge to ensure the proper development of their child.

In the second paragraph of the chapter, entitled "*The*

*presentation of the problem of developing parents' pedagogical competence in scientific-pedagogical literature*" parental pedagogical education is appealed to analyze as an essential component of the unified pedagogical process carried out by the family, school and society. The scientific-pedagogical literature related to this problem is examined and each source is critically evaluated. The efforts undertaken to enhance parents' pedagogical culture have been analyzed and studied in a phased manner over the past century.

While in the 1920s parents were required to be literate, to assist children in attending school, and to support the educational experiences and projects carried out within the family. In the 1930s, however parents' responsibilities and duties in the upbringing of children were considerably expanded.

In the 40-60s the theoretical ideas of N.K. Krupskaya, A.S. Makarenko, and V.A. Sukhomlinsky are studied in the pedagogical education of parents, and opinions are expressed on the research of M. Muradkhanov, Sh. Agayev, Ə. Alizadeh, S. Akhundov, Q. Mammadov, and I. Valikhanli. The reasons for the changes in the content and methodology of the dissemination of pedagogical knowledge among parents are substantiated, and studies devoted to the theoretical and practical issues of forming pedagogical culture (by A. Aghayev, Y. Talibov, S. Guliyev, Kh. Fataliyev, A. Abbasov, H. Alizadeh, R. Aliyev, O. Veliev, H. Aliyev, S. Akhundov and others) in parents are reviewed and analyzed in this paragraph.

It is substantiated that the family is a specific form of moral-psychological and social unity reflecting interpersonal relationships in the third paragraph of the chapter entitled "*The role of the competent parent in the education and upbringing of primary school-age children in the family*". The psychological transformation of family traditions and family morality is a long, contradictory and complex process. As an educational institution the family plays a fundamental and decisive role in shaping the personality of the schoolchild.

The purpose of family upbringing is to develop children's intellectual and creative abilities, to cultivate qualities such as morality, aesthetics, physical fitness and diligence, and to assist

them overcome the difficulties and obstacles they will encounter in life. In the modern era a different situation has emerged in the interrelations between society, family and the individual. If in the past in the hierarchy of society–family–individual, society occupied the top of the pyramid and the individual the bottom, today these positions have completely shifted. The increase in social inequality within society has had a negative impact on family upbringing.

The factors having a negative influence on the family upbringing of children and the causes giving rise to them have been characterized in the paragraph. The first factor is associated with the socio-economic problems of the contemporary period. The formation of this factor is related to several causes.:

- 1) demographic situation;
- 2) deterioration of the economic status of the modern family;
- 3) changes in family structure;
- 4) abandonment of children by parents;
- 5) decline in the reproductive function of the family;
- 6) transformations in the social function of the family;
- 7) forced displacement of people from their permanent places of residence;
- 8) increase in violence against women and children within the family;
- 9) pressures aimed at the disintegration of the family model.

In this paragraph the second factor influencing the emergence of shortcomings in children's upbringing is associated with the psychological and pedagogical problems of the modern family have been extensively explained, the changes that have occurred over time in the content of family upbringing and family values are analyzed, the substance of scientific approaches is clarified and the shortcomings made by incompetent parents in the upbringing of children are grouped according to their nature.

The second chapter of the dissertation is entitled "**Possibilities and methods of preparing competent parents**". Various aspects of parent–teacher collaboration are analyzed in the first paragraph of the chapter entitled "*The model of forming pedagogical competence in parents*", it is substantiated that the effective organization of this

collaboration plays a crucial role in the formation of pedagogical competence among parents. an attitude is expressed to the following models of cooperation:

- 1) the “school is an educational center in the social environment” model;
- 2) the traditional school model influencing the improvement of the educational-upbringing environment in the family and the expansion of parent-teacher relations;
- 3) the “horizontal lines” model;
- 4) the “school for monitoring the social environment” model;
- 5) the democratic model of cooperation;
- 6 ) the model based on democracy, humanism, and modernity

While the school's influence on the family was significant in the 30s and 40s, this influence gradually began to diminish in the 50s. The school's pressure on the family transformed into cooperation between equal subjects. Pedagogical and psychological requirements became paramount in the upbringing of children in both school and family. Pedagogical and psychological requirements were emphasized in the upbringing of children both at school and in the family. The idea of creating an environment for students to increase their initiative, creative potential and discipline instead of involving them in education through administrative means was put forward.

The process of democratization in the relationship between family and school was continued. This was primarily related to the concept of forming a new person – a comprehensively and harmoniously developed schoolchild personality. the formation of civic attitudes towards life and social activity was prioritized among students in that period. The forms and methods of school-family relations were improved. The rise in the educational level of parents gave new content and direction to parent-teacher cooperation.

Changes began in the education system as a result of reforms in the second half of the 80s and 90s of the XX century. The forms and methods of cooperation between teachers and parents were improved, the content of the school's work with families was defined and the idea of a differentiated approach was put forward to develop parents'

pedagogical culture in theory and practice. The theoretical provisions of pedagogical education among parent groups were clarified and the causes of conflicts within the family were investigated. Detailed information is given about the various forms (traditional and non-traditional), methods, principles, and components of cooperation in these and the following conditions for the effectiveness of teacher-parent cooperation are determined:

1) the teacher's understanding of the necessity of forming a mutual relationship with parents as a goal and criterion of the teaching process;

2) individual approach to parents in the cooperation process, demonstrating creativity, prioritizing dialogue in meetings;

3) the teacher's possession of professional communication skills;

4) The teacher's ability to empathize and reflect.

In this paragraph, it is substantiated that modeling teacher-parent collaboration is a complex process. The goal, content, organizational-procedural, and outcome stages are analyzed as its structural elements and teacher-parent collaboration within the pedagogical process is considered as a form of interpersonal relations.

In the second paragraph, titled "*The role of the general education school in the formation of parents' pedagogical competence*" it is argued that ideas emerged that the general education school was unable to meet the demands of society in the early 1990s. Because educational theories that serve the formation of cultural thinking require very serious management of the pedagogical process and the teacher's superior position in the teaching process, serious attention was not paid to students' independence in the learning process. Naturally, this ultimately led to intellectualism

On the other hand, students' development lagged behind the state's educational standards due to subject curricula overloaded with secondary materials. The heavy content of school education not only created psychological tension in children but also hindered the development of the student's personality. As a result, the student was

unable to realize his or her interests, abilities and inner potential.

Those who wanted to turn the school into an innovative educational institution believed that students should adapt to social life with the help of school education in which parents play an important role.

There exist various forms that ensure the development of parents' pedagogical competence. In schools, both traditional and new forms are employed including collective-group and individual-collective formats. In the new technologies applied within school-family cooperation, priority is given to dialogue, creative, problem-based and informative communication. The effectiveness of parent-teacher cooperation, naturally depends on identifying the regularities that determine the quality of this relationship. These regularities may be general (covering all aspects of parent-teacher cooperation) or specific (addressing only certain aspects of parent-teacher cooperation)The general principles of parent-teacher cooperation are defined in the paragraph as follows:

- 1) The legality of the purpose of parent-teacher cooperation;
- 2) The legality of the content of parent-teacher cooperation;
- 3) The legality of the quality of parent-teacher cooperation;
- 4) legality of methods in parent-teacher cooperation;
- 5) legality of management in parent-teacher cooperation.

Parents' competence in the field of education is associated with the directions of their pedagogical activity, the development of self-awareness and intellectual ability, the expansion of social relations, the acquisition of computer skills and the formation of initial judgments regarding their young school-aged children. The central issue here is the cultivation in children of a belief in their own uniqueness and a sense of respect for adults. The formation of these feelings in children is a prerequisite for their greater success in the future.

Parents' competencies related to instruction include planning their children's weekly activities, evaluating the tasks completed by the child and summarizing the results.

In order to achieve success in parent-teacher cooperation each parent and his or her child must be approached individually. It should

not be forgotten that while some parents attend school events with enthusiasm, others do so with hesitation. Through the teacher's efforts, however, they should participate in the event as a unified collective.

Teachers should employ the following forms of work in order to study their students' family environment, the professional orientation of parents, and the level of their pedagogical competence: 1) exploring the student's family; 2) the activities of the class parents' committee; 3) class and general school parent meetings; 4) conferences and disputes; 5) open house days; 6) question and answer nights; 7) individual work with parents; 8) non-traditional method of communication with students' parents (thematic consultations, parent readings, parent nights; video correction).

The final paragraph of the chapter is titled "Monitoring the development of pedagogical competence in parents".

The effectiveness of the proposals and recommendations put forward for the formation of pedagogical competence in parents has been experimentally substantiated.

Three levels were identified in relation to the development of competence: 1) low; 2) medium; 3) high.

In order to determine the level of pedagogical competence of the parents involved in the experiment, we asked them to respond to the question: "Is it essential for parents to have pedagogical competence?" The parents' attitudes toward this question were as follows

**Table 2.3.1**  
**Parents' attitudes toward the given question**

Levels of parental competence	Answers to the questions			
	Control		Exsperimental	
	number	Percentage (%)	number	Percentage (%)
low	143	63,8 %	158	67 %
medium	57	25,5 %	55	23 %
high	24	10,7 %	23	10 %
total	224	100	236	100 %

The analysis of the responses showed that the level of pedagogical competence among the parents involved in the study (in both the control and experimental groups) is very low.

In the second stage of the experiment, we had to define the objectives. The theoretical foundations of the studied problem were elaborated and a specific technology was developed. The following methodology was considered effective in determining parents' pedagogical competence.

**Table 2.3.2**

**Methodology for determining the pedagogical competence of parents.**

components	component content	diagnostic methods
gnostic	parents' pedagogical and psychological knowledge regarding the education and upbringing of primary school children	"Parental competence assessment" questionnaire
individual motivation	the lack of sincerity towards one another and toward their children among parents who otherwise show great interest in their children's personality development	Test prepared by the researcher
communicative	parents' practical, organizational, communication, and upbringing skills.	Test prepared by the researcher

Although this methodology may appear simple at first glance, it is significant in terms of determining the level of parents' pedagogical competence. In order to identify parents' knowledge and experience related to the education and upbringing of young schoolchildren, we had to employ various questionnaire surveys. The following questions were included in the survey:

1. Do you consider cooperation between the school and parents is necessary in the upbringing of children?

2. How would you like to receive information about your child's upbringing and development?

3. Do you think who has the greatest influence on the upbringing of children?

4. Do you consider your knowledge regarding your child's upbringing and development is sufficient?

5. What issues concerning your child's education, upbringing, and development would you like to receive advice on?

6. Which sources do you use to get information about your child's development and upbringing based on their age?

7. How would you characterize the essence of your pedagogical and psychological knowledge in relation to communicating with children?

In response to the question "Do you consider school-parent collaboration necessary in the upbringing of children?" in the control group of 224 parents, 97 (43.3%) answered "yes", 66 (29.5%) "partly" and 61 (27.2%) "no". In the experimental group of 236 parents 107 (45.3%) responded "yes" 79 (33.5%) "partly" and 50 (21.2%) "no".

In answer to question "How would you like to get information about the education and development of your children?" 85 out of 224 parents in the control group (38%) preferred advice, 22 (9.8%) scientific literature, 14 (5.9%) seminars, 91 (40.6%) parent meetings and 13 (5.8%) practical training (training). In the experimental group of 236 parents 88 (37.3%) , preferred advice 29 (12.3%) reading scientific literature, 13 (5.8%) seminars, 90 (38.1%) parent meetings and 15 (6.4%) practical training .

To the question, " Do you think who has the most influence on children's upbringing?", 112 out of 224 parents (50%) in the control group said the teacher, 68 (30.4%) said parents and 44 (19.6%) said both. In the experimental group 102 out of 236 people (43.2%) said the teacher, 86 (36.5%) said parents and 48 (20.3%) both. Although in both groups preference was given to the role of teachers in children's upbringing, the importance of teachers' interaction with parents and

their pedagogical influence on the family was not taken into account.

The parents' answers to the question "Do you consider your knowledge about the development and upbringing of your children sufficient?" were sincere. In the control group 28 out of 224 parents (12.5%), and in the experimental group 32 out of 236 parents (13.55%) felt their knowledge about children's upbringing was sufficient. Similarly, 112 parents in the control group and 116 in the experimental group admitted that they did not possess the necessary knowledge and skills related to child upbringing.

In response to the question "On which issues related to your child's education, upbringing, and development would you like to receive advice?" in the control group of 224 parents 122 (50%) expressed interest in advice on intellectual development, 88 (39.3%) on the child's achievements, 11 (4.9%) on psycho-physical characteristics and 13 (5.8%) on communication skills. In the experimental group of 236 parents 116 (49.1%) indicated intellectual development, 92 (39.3%) achievements, 13 (5.5%) psycho-physical characteristics and 15 (6.4%) communication skills as areas in which they would like to receive advice.

In answer to the question "Which sources do you use to get information about your child's development and upbringing based on their age?" in the control group of 224 parents 179 (79.9%) reported receiving information from teachers, 28 (12.5%) from the child's friends and classmates, 6 (2.7%) from books on pedagogy and psychology and 11 (4.9%) from media and the internet. In the experimental group of 236 parents, 188 (79.7%) reported teachers as their source, 27 (11.4%) the child's friends and classmates, 8 (3.4%) books on pedagogy and psychology and 13 (5.5%) media and the internet.

During the analysis of the results it was revealed that 367 (80.8%) out of 460 parents considered the information they received from the class teacher regarding their child's upbringing and development in accordance with age characteristics to be more reliable. The survey also showed that as primary school pupils advance to higher grades, parental collaboration with teachers tends to weaken.

In response to the question “How would you characterize the essence of your knowledge in the fields of pedagogy and psychology with regard to communicating with children?” in the control group of 224 parents, 49 (21.9%) stated that their knowledge of development and education helps them to communicate sincerely with their children (satisfactory); 52 (23.2%) reported that although they possess considerable information about the education and development of young children, they are unable to apply it in communication (experience difficulties); 46 (20.5%) indicated that they themselves were raised by parents without special pedagogical-psychological knowledge and therefore believe that everything is fine with their own children (do not feel a need); and 77 (34.4%) admitted that they do not know what to do with their child and require assistance (in need of help). In the experimental group of 236 parents 54 (22.9%) reported that their knowledge of development and education helps them to communicate sincerely with their children (satisfactory); 59 (25%) stated that although they have considerable information but they cannot apply it in communication (experience difficulties); 48 (20.3%) indicated that they were raised without special pedagogical-psychological knowledge and believe their children are fine (do not feel a need); and 75 (31.8%) admitted that they do not know what to do with their child and require assistance (in need of help). Altogether, 103 (22.4%) out of 460 parents reported possessing the necessary pedagogical competences.

Although 94 parents (20.4%) without any pedagogical competence relying solely on family upbringing traditions stated that they did not need assistance, 152 parents (67.8%) sincerely admitted that they experienced difficulties in communicating with their children and expressed the need to learn and gain experience. Our observations provide grounds to conclude that not only the parents involved in the experiment but in general, the majority of parents of young schoolchildren encounter difficulties in establishing communication with their children.

Thus, the analysis of the questionnaire responses shows that the majority of parents do not possess sufficient knowledge regarding

their children’s education, upbringing and development and they lack the necessary pedagogical competence.

After the diagnostic assessment in the experimental groups we considered it necessary to develop a program for the formation of pedagogical competence among the parents of young schoolchildren. The program encompassed essential issues related to the education, upbringing and development of children (gnostic, individual motivation, communicative).

We assumed that the 236 parents in the experimental group participating with enthusiasm group would gain sufficient knowledge and experience in the education and development of younger schoolchildren, become sincere towards each other and children in the family and acquire practical, organizational, communication and upbringing skills. For this purpose, we prepared a training program intended for the development of pedagogical competence of parents of younger schoolchildren. Following the implementation of the program aimed at developing pedagogical competence among the parents of young schoolchildren, it was necessary to conduct a repeated assessment of the level of competence formation. In both the control and experimental groups, the contingent remained the same and the questions administered were identical.

**Table 2.3.11**

**Parents’ attitudes toward the question: Do you consider the cooperation between the school and parents to be necessary in the upbringing of children?**

Answers	Number of respondents in the survey			
	control	percentage (%)	Exspermental	percentage (%)
yes	100	44,6	178	75,4
partially	76	34	58	24,6
no	48	21,4	-	-
total	224	100	236	100

As can be seen from the table, in response to the question ‘Do you consider cooperation between the school and parents is necessary in the upbringing of children?’ in the control group 100 (44.6%) out

of 224 parents, answered "yes" 76 (34%) answered "partially" and 48 (21.4%) answered "no". In the experimental group 178 (75.4%) out of 236 parents answered "yes" and 58 (24.6%) answered "partially". If we pay attention, we can observe that, compared with the initial diagnostics, in the control group the number of parents who answered 'yes' increased by 1.3%, whereas in the experimental group the number of affirmative responses to the same question increased by 30.1%

"In what form would you prefer to receive information about the upbringing and development of your children?" in the control group of 224 parents, only minor changes were observed in their answers in response to the question. In contrast, in the experimental group, the number of parents who reported reading scientific literature increased from 22 individuals (9.8%) to 54 individuals (22.9%); the number of those participating in various seminars rose from 13 individuals (5.8%) to 44 individuals (18.6%); and the number of those attending practical training (workshops) grew from 15 individuals (6.4%) to 49 individuals (20.8%). There was also a significant increase in the number of parents engaged in self-education.

In response to the question "Do you think who influences children's upbringing the most?" in the control group the number of parents who preferred parent–teacher cooperation increased from 44 individuals (19.6%) to 58 individuals (25.9%), representing a growth of 6.3%. In the experimental group, this number rose from 48 individuals (20.3%) to 176 individuals (74.6%). Compared to the initial diagnostic assessment, the increase amounted to 54.3%.

The response from parents in the experimental group to the question "Do you consider your knowledge regarding your children's development and upbringing is sufficient?" varied significantly. During the initial diagnostic stage, only 32 participants (13.5%) from the experimental group answered "yes"; however, following a one-year training period, 179 participants (75.8%) considered their knowledge sufficient. As a result of the systematic work conducted over the course of one year, the number of parents who deemed their pedagogical knowledge sufficient increased by 62.3%. In contrast,

this change was only 2.7% within the control group.

In response to the question “What issues would you like to receive advice on regarding your child's education, upbringing and development?” there was no significant change in the answers of parents in the control group. In contrast in the experimental group, parents’ responses showed considerable changes across several parameters. If during the initial diagnostic assessment 13 parents (5.5%) in the experimental group prioritized their children’s psycho-physical characteristics, in the second assessment their number rose to 89 (37.7%). The 32.2% increase in parents prioritizing psycho-physical characteristics is linked to their understanding through training sessions that a child’s physical, psychological, and intellectual development are closely interconnected. Similarly, while in the initial assessment 15 parents (6.4%) emphasized their child’s communication skills after the experiment this number increased to 39 (16.5%).

In response to the question “Do you consider your knowledge about your child’s development and upbringing is sufficient?” the answers of parents in the experimental group differed significantly. During the initial diagnosis, 32 parents (13.5%) answered “yes.” However, after one year of training, 179 parents (75.8%) considered their knowledge about their children’s development and upbringing sufficient. As a result of systematic work carried out over the course of a year, the number of parents who regarded their pedagogical knowledge as adequate increased by 62.3%. In the control group, however, this change was only 2.7%. The number of parents who obtained information from media and the internet also increased by 6.8%.

In response to the question “How would you characterize the essence of your knowledge in the field of pedagogy and psychology in communicating with children?” in the experimental group during the second assessment, 179 (75.8%) out of 236 participants answered: “My knowledge about development and education helps me to establish sincere communication with children (satisfactory).” Meanwhile, 57 participants (24.2%) responded: “I was raised by parents without special pedagogical-psychological knowledge and I believe that everything is fine with my children as well (I do not feel the need).” The number of parents who said their knowledge in

pedagogy and psychology was sufficient for communicating with their children rose from 54 to 179 as a result of implementing a one-year training program for parents.

The effectiveness of the proposed technology was confirmed with the help of a pilot experiment in 2020-2021. Success was achieved in creating parental awareness of the pedagogical traditions of the family and the nation, as well as of issues related to children's education, upbringing, instruction and in developing both the theory and practice of enhancing parents' pedagogical competence.

During the research, the following results were obtained:

1. Competence is the most important integral quality of a person. Specific abilities, psychological state, narrow specialization, the complex use of skills, as well as social and individual activity are considered the main indicators of competence. Possessing the necessary knowledge related to a particular field of activity, setting goals, identifying resources, implementing concrete practical measures to realize knowledge, and ultimately gaining experience attracts attention as a structural component of competence.

2. The emergence of the concept of competent parenting in the modern era is natural. This is because in general education schools, teaching and learning activities have far surpassed educational activities. Although the role and responsibility of parents within the triad of education and upbringing (school–family–society) has significantly increased, the pedagogical knowledge and skills (pedagogical competence) of parents of primary school children are not yet adequate to meet these demands.

3. The dynamics of parents' pedagogical competence development are conditioned by the country's economic progress, the family's level of employment, the overall cultural standards of society, information culture, family traditions related to child-rearing, the educational attainment of family members, parental authority, the family's economic situation and whether the family is successful or unsuccessful, complete or incomplete.

The reasons for the low level of pedagogical competence among parents can be summarized as follows;

- Insufficient development of parenting skills and experience in

parents;

- Not having time to attend to the child;
- The fact that some parents do not refer to modern approaches and technologies in the upbringing process;
- Not understanding their functional responsibilities for children's education and upbringing.;
- Parents not having the essential knowledge about their children's age and individual needs;
- Parents' inability to independently find answers to upbringing questions through the internet, books, and pedagogical literature;
- The neglect of traditional forms of parent-school relations (parent meetings, parent universities, home visits by teachers, pedagogical lectures for parents, etc.), and the failure to organize new forms (such as Parent-Teacher Associations) in all schools.

4. The development of parents' pedagogical competencies in education, upbringing, teaching, and self-education depends on the level of development of their knowledge, skills, habits, and personal qualities in that area.

5. The dynamics of development of parents' pedagogical competencies in education, upbringing, teaching, and self-education are conditioned by the level of cooperation between the school and the family.

6. The integration of school and family educational-upbringing efforts is an important condition for the moral-spiritual and intellectual development of students.

7. Factors negatively affecting the formation of pedagogical competence in parents:

- 1) demographic situation;
- 2) the deterioration of the economic situation of the majority of families.;
- 3) the change in the family structure;
- 4) the steady annual rise in the number of abandoned children;
- 5) the decline in the reproductive function of the family;
- 6) changes occurring in the social function of the family;
- 7) the forced displacement of people from their permanent places of residence;

8) the increase in violence against women and children in the family;

9) external interference aimed at the disintegration of the family institution in Azerbaijan.

9. The general principles of parent-teacher cooperation are defined in the paragraph as follows:

- 1) The legality of the purpose of parent-teacher cooperation;
- 2) The legality of the content of parent-teacher cooperation;
- 3) The legality of the quality of parent-teacher cooperation;
- 4) legality of methods in parent-teacher cooperation;
- 5) legality of management in parent-teacher cooperation.

10. The conditions for ensuring the effectiveness of forming pedagogical competence among parents can be defined as follows:

- the teacher's acceptance of the formation of pedagogical competence in parents as a goal and criterion of the teaching process;
- the teacher's individual approach to parents during the process of cooperation, demonstrating creativity and giving preference to dialogue in meetings;
- the teacher's role in developing parents' communication skills, empathy, and reflective abilities.

In this regard the following suggestions are considered appropriate for the research:

1) the "Family" subject should be taught as an optional course in the final grades of general education schools (such a practice has existed in Azerbaijani schools);

2) the "Preparation for Family Life" courses should be created for those entering into marriage, and it should be mandatory for every boy and girl to attend that course.

3) it is proposed that the subject "Family Pedagogy" be included in the elective course block of the curricula of higher education institutions that train teaching staff. The possession of essential competencies related to family upbringing is considered highly important for teachers.

4) books based on experiences should be prepared and published in a journalistic style for young parents about the family education and upbringing of young schoolchildren;

5) It is suggested to establish a website covering children's education, upbringing in the family, parent-teacher collaboration, the development of pedagogical competence in parents, parents should be able to find answers to their inquiries and submit further questions regarding topics of interest.

**The main content and scientific provisions of the dissertation are reflected in the following publications:**

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