

REPUBLIC OF AZERBAIJAN

On the rights of the manuscript

ABSTRACT

of the dissertation for the degree of Doctor of Philosophy (Doctor
of Science)

**TRAINING OF SKILLED TEACHERS
AS AN IMPORTANT FACTOR IN IMPROVING THE
QUALITY OF EDUCATION**

Speciality: 5804.01- general pedagogy, pedagogy and
history of education

Field of science: Pedagogy

Applicant: Yaqut, Mustafa, Azimzadeh

Baku – 2021

The dissertation was carried out in the Department of “Educational theory” of the Institute of Educational Problems of the Republic of Azerbaijan.

Scientific supervisor: doctor of pedagogical sciences,
professor
Rufat Latif Huseynzade

Official opponents: Dr., Prof.
Lazifa Gasimova Nagi
doctor of pedagogical sciences,
associate professor
Kamal Hasan Jamalov
doctor of philosophy in pedagogy,
Ramiz Jalal Aliyev

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

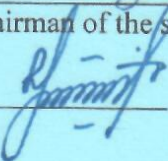
Chairman of the Dissertation council: doctor of historical sciences, professor

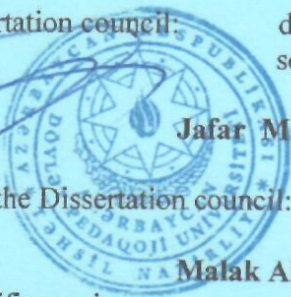

Jafar Mammad Jafarov

Scientific secretary of the Dissertation council: PhD in pedagogy,
associate professor


Malak Alislam Zamanova

Chairman of the scientific seminar: doctor of pedagogical sciences, professor


Farrukh Abbas Rustamov



GENERAL CHARACTERISTICS OF THE STUDY

Relevance and level of development of the subject. Having a perfect education system is considered to be the main important condition for the future of the state, its power, economic growth and eternal independence. The main purpose of the educational reforms implemented in the Republic of Azerbaijan is to increase the effectiveness of the process of training and education, to cultivate individuals with moral, ethical qualities, universal human values, national and human values, creative and critical thinking and active position. To do all this, first of all, the training of qualified teachers is required. No matter how perfect the technical means are in the pedagogical process, no matter how new pedagogical technologies and innovations are applied, they cannot replace the practical work of a teacher, his self-sacrifice, comprehensive, humane, didactic activity. In this regard, the training of competent, professional teachers in the country is more relevant today.

This, on the one hand, the transformation of material capital into human capital in the country, implementation of the formation of people as a purposeful, continuous and uninterrupted comprehensively developed personality, development and effective use of human resources, modernization of the existing educational infrastructure, application of modern educational innovations and technologies, improvement of progressive management mechanisms in the education system, improving the content of the training (curricula) by taking into account the level of mental development of students and the "zone of proximal development" (L.S.Vygotsky), on the other hand, the teacher's high moral and noble qualities, their constant work on themselves, high professional and authorised training, the training of competent teachers are conditioned by objective factors arising from the necessary demand of the time and of social importance.

It should also be taken into account that the improvement of the content of education is conditioned by the development of the material and technical base of the state. There is close interaction and dependence between them. Thus, the development of productive forces and relations of production creates the basis for the expansion and strengthening of the educational infrastructure. Generations formed as a result of purposeful training, tutoring and education serve the progress of the state and society.

That is why the Republic of Azerbaijan, as one of the important components of the superstructure in its independent development stages, attached special importance to the development of education and its continuous improvement, in accordance with the progress of society and the development of the material and technical base of the state, regulations on Education, Laws (1992, 1994, 2009) and other important documents were adopted, and on October 24, 2013, "State strategy for the development of education in the Republic of Azerbaijan" was approved by the order of the president of the Republic of Azerbaijan Ilham Aliyev. Thus, as a result of purposeful and consistent state policy, a unified concept, clear strategy and a specific state program of reforms in the field of education have been developed, and thus favourable conditions and a solid foundation for the training of skilled teachers have been created in our country.

This important state document also highlights the training of skilled teachers as a factor of great public importance and is indicated in the first direction of the strategy.

Thus, the relevance of the scientific and pedagogical problem that we are involved in the study is conditioned precisely by the provisions we mentioned above.

The object of the research is the theoretical training and practical activity of a skilled teacher.

The subject of the research is the process of training of skilled teachers in order to improve the quality of education.

The purpose of the research is to identify effective ways of training qualified teachers, the structure of competence and various aspects of the pedagogical activity of a qualified teacher in improving the quality of education.

In accordance with the object, subject and purpose of the **research**, its following **tasks** are determined:

- to study the issues of training qualified teachers in state documents;
- to study the problem of teaching profession, competence and professionalism in the existing literature on the problem;
- to determine the essence, purpose and characteristics of competence and professionalism in teaching profession
- to develop pedagogical functions, tasks and characteristics of a qualified teacher's profession;
- to examine the pedagogical abilities of a skilled teacher;
- to determine the place of competence in the personality-oriented pedagogical process;
- to examine the theoretical foundations of the training of qualified teacher personnel;
- to show ways to solve competency-based pedagogical problems in the training of teacher staff;
- to identify the use of new pedagogical technologies in the training of primary school teachers.

The methodological basis of the research is a dialectical view of facts and events, valuable opinions of classical educators, public figures and prominent personalities about the teaching profession.

The following **research methods** were used during the research:

1. Analysis and composition. Analysis and involvement in the composition of theoretical resources, including problems in the field of training skilled pedagogical personnel.

2. Sociological methods (questionnaires, interviews, written surveys).

3. Diagnostics (quantitative and qualitative indicators of formation of qualified teachers).

4. Modeling: study of university documents.

5. Mathematical statistics.

The results obtained during the research, collected materials, information were systematized, grouped and reflected in the relevant sections of the dissertation. On this basis, generalizations were made, quantitative and qualitative dependencies between the studied pedagogical phenomena and processes were determined. The applied methods made it possible to evaluate indicators, conduct theoretical generalizations and obtain reliable results.

6. Pedagogical observation. In 2014-2017 lectures and seminars were observed in ASPU and AUL, analyzes were carried out, work experience was summarized and reflected in the dissertation.

7. Pedagogical interview. Pedagogical interview was held with the students of the above-mentioned higher education institutions, pedagogical collectives, professor-teaching staff, heads of departments.

8. Pedagogical experiment. The pedagogical experiment was conducted in 2014-2017 at the Azerbaijan State Pedagogical University and the Azerbaijan University of Languages in three stages (identifying, teaching and checking). Problems of training of competent teachers in these universities were studied, the activities of qualified teachers in schools No. 102 in Binagadi district of Baku, No. 45 and No. 82 in Narimanov district of Baku were monitored, teaching process, relationship between teacher-student, training and

educational activities, teacher's pedagogical skills, competence were observed, questionnaires and interviews were conducted.

The main provisions for defense:

- training of qualified teachers is conditioned by the demand of the state and society for young people who are able to compete, flexible, creative and critical thinking, have national and human values, successfully represent Azerbaijan in the world community;

- the widespread use of information and communication technologies in all spheres of public life, the revolutionary increase in information known to public consciousness require the training of qualified teacher cadres who teach everything, teach not much, but teach their students the way to learn;

- the training of competent teachers comes from the current demand for productive forces and production relations, and this is set before higher education institutions as an important task, increasing their responsibility in this area.

The scientific novelty of the research consists in examining the training of skilled teacher staff as an important factor in improving the quality of education, analyzing the general and distinctive features of a competent teacher, effective mastery of the training of competent teacher staff in improving the quality of education, the structure of competence and identifying various aspects of the teacher's pedagogical activity.

Theoretical significance of the research.

The training of a qualified teacher and his pedagogical activity enriches the methodology of teacher training, pedagogical theory, opens opportunities and ways to develop new researches in this field, provides useful material for “Teacher training” and “Teacher’s pedagogical activity” sections of pedagogical science in general.

Practical significance of the research. Research materials can be used as a valuable resource in the preparation of textbooks and

teaching aids by teachers, students, as well as master students and dissertators in their research work.

Approbation and application of research.

The author of the dissertation has made speeches at international The main provisions of the research and the results obtained were reported at international and national scientific conferences, and its concise content was reflected in 11 articles published in journals recommended (including in Russia and Germany) by the SAC under the President of the Republic of Azerbaijan.

The dissertation was completed at the **Institute of Education of the Republic of Azerbaijan.**

The structure of the dissertation. The structure of dissertation. The dissertation consists of an introduction, 3 chapters with nine paragraphs, conclusion, a list of references and appendices.

Introduction 8 pages 14156 characters, chapter I 27 pages 51598 characters., chapter II 43 pages 80161 characters., chapter III 46 pages 81959 characters. conclusion 4 pages 7387 characters, references 10 pages in generally dissertation consists of 264244 characters.

MAIN CONTENT OF THE STUDY

The **Introduction** substantiates the relevance of the research, explains the object and subject, purpose, scientific hypothesis, objectives and methodological basis, as well as brief information about the research methods used, scientific novelty, theoretical and practical significance of the research, provisions and results.

The first chapter of the dissertation is entitled “**Formation of the training of qualified teachers in state documents and pedagogical literature**”. This chapter consists of 2 sub-chapters. The first sub-chapter entitled “*Issues of training qualified teachers in*

state documents” states that the rich life and activity of the Great Leader Heydar Aliyev has always been connected with education. For further improvement of the organization of the teaching staff of higher education institutions on February 24, 1994, a document called “*On determining the time norm for the teaching staff, scientific research, scientific-methodical and other types of work*” was signed. This document has created many opportunities and conditions to improve the situation of teaching staff in universities and their activities as competent teachers.

In 2009, the Law of the Republic of Azerbaijan “On Education” came into force. The law says: “This Law defines the basic principles of state policy in the field of ensuring the right of citizens to education enshrined in the Constitution of the Republic of Azerbaijan and the general conditions for regulating educational activities”.

By the order of the Ministry of Education of the Republic of Azerbaijan dated May 16, 2014, “Rules of ethical behaviour of teachers” were approved. The “Rules” say: “The rules of ethical behaviour of teachers at all levels of education consist of a set of norms governing the general behavior of educators during their professional activities and their interaction with the participants in the educational process”. Every teacher should follow these ethical rules.

Regarding the issues discussed in the sub-chapter, it is concluded that the issues of training qualified teachers have a special place in the state documents, and these documents provide great assistance to higher education institutions in the field of training qualified teachers.

The second sub-chapter of the first chapter is entitled “*The problem of competence in pedagogical literature*”. The dissertation highlights the views of N.Ganjavi, T.Tusi, M.Fuzuli, M.T.Sidgi, S.M.Ganizade, H.Javid, F.Agazade, F.Kocharli, S.M.Afandiyev,

N.Narimanov, U.Hajibeyov, M.M.Mehdizade, M.A.Muradxanov, H.M. Ahmadov, A.AAlizade, A.A.Agayev, N.M.Kazimov, M.C.Mardanov, B.A. Ahmadov, Y.R.Talibov, A.Sh. Hashimov, A.O.Mehrabov, F.A.Rustamov, A.N.Abbasov, F.B.Sadigov, H.A.Alizade, L.N. Gasimova, H.H.Ahmadov, R.L. Huseynzadeh and others, Turkish teachers Yahya Akyuz, Avni Deniz, Ismail Dogan; Russian educators A.D.Bendar, V.A.Kan-Kalik, V.S.Grekhnev, N.N.Nikitina, I.E.Sinitsa on the teaching profession, the teacher's responsibilities, skills, and the need for theoretical and methodological training.

In the second chapter of the dissertation, the works such as "Fundamentals of pedagogical skills" by professor N.M.Kazimov; "New approaches to teacher training" by A.O.Mehrabov, A.N.Abbasov etc.; monograph "Teacher's professional ethics" by R.H.Mammadzade; "Introduction to the teaching profession" by S.M.Guliyev and M.Ismikhanov; "Globalization of Higher Education" by L.N. Gasimova and H.A.Alizade; "Teacher's aesthetic culture" by V.C. Khalilov; textbooks "Teacher's pedagogical skills", "Teacher's competence" by M.Ilyasov; "Pedagogical skills" by associate professors A.Nazarov and R.Mammadov; "Ways of formation of professional quality in the process of teacher training" by H. Aliyev were involved in the analysis.

Chapter II of the dissertation, entitled "**Pedagogical bases of competence and professionalism in the teaching profession**" covers 4 sub-chapters. The first sub-chapter examines "*Competence and professionalism in the teaching profession: essence, purpose and characteristics*". It is noted that the word "competence" is used in the international arena - as the word "competence" (Latin word - competence). In return, it means "appropriate", "professional", "acceptable". The word "sarishtha" in the Azerbaijani language is derived from the Persian language. In Persian, "sarishthen" is related to "create", the grammatical basis is the word "sarish". In our

language, there are concepts of “sarishtha” and “sarishtaliliq” which have different meanings. “Sarishtaliliq” (Competence) is the teacher's ability to perform the required function at the required level, and to be respected. “Sarishthas” (Competencies) mean that a teacher has different pedagogical abilities and different positive qualities.

A teacher's professional competence, as well as his / her high pedagogical activity includes proper pedagogical communication and relationship with students, colleagues and parents. All this, in turn, has a positive impact on improving the quality of education and increasing the effectiveness of education. To develop pedagogical competence means to develop individual pedagogical creativity, to work on oneself, to master pedagogical innovations, to improve one's professional skills, to develop professional knowledge, to improve business relations with pedagogical educators and to have the ability to adapt to changing and complex pedagogical environment. The professional development of teachers depends on the economic, social and spiritual development of society.

There are 6 types of activities of a competent professional teacher:

1. The professional activity of a skilled teacher is a deep knowledge of his specialty and the ability to apply it in practice.

2. Reflexive competence is an important condition for increasing the professional level of teachers. Reflexive competence is an indicator of a teacher's professional quality, which leads to creative work, competence, efficiency and productivity. Reflection is a Latin word that comes from “*reflexio*” and means “to look back”, “to reflect”. It is about seeing, feeling, evaluating the results of the work done. Reflection is a self-directed cognitive process, an analysis of the work done, an observation of the state of mind and the inner world, and a research act based on personal existence. Reflection has the functions of designing, organizing, communication, creative thinking, correction.

3. Social professional competence is a teacher's solidarity with the team, "Pedagogical cooperation" with students, proper communication and attitude to them, the ability to resolve conflicts, having respect and authority among the public, pedagogical culture and enlightenment.

4. A teacher's personal professional competence is his ability to express himself, develop himself and improve himself. Personal professional competence means a teacher's ability to plan, design, and make independent decisions.

5. Individual professional competence is the teacher's ability to self-manage, self-control.

6. Competence must continue throughout life, the honor of the profession must not grow old, and the teaching profession must be exalted throughout life.

One of the important qualities of a competent teacher is that he is an active manager. He takes an active part in the management of not only the class, but also the school and society. The active management of the teacher is an indicator of his professional mastery and competence. A competent teacher is not only a good teacher who teaches the subject, but also a good manager of the class and the team. He properly organizes the class, conducts a proper distribution of tasks among pupils, gives relevant tasks to individual abilities of pupils, shows everywhere an example of organization and activity.

There are a number of stages in the formation of a teacher's professional competence:

1. The teacher regularly analyzes his/her own performance, monitors his/her own behavior and activities, and distinguishes between successful and unsuccessful reasons.

2. Teacher's planning for self-development, self-improvement (goals, objectives, solutions).

3. Teacher's ability to self-control, self-analyze and self-correct.

4. Teacher's ability to work independently, to develop creative activity, to develop research skills.

5. The teacher must know the principles of scientific organization of mental labor, be able to plan their work properly.

The pedagogical skills of a competent teacher can be divided into four groups:

1. Ability to define specific pedagogical tasks suitable for the students' pedagogical and psychological levels, taking into account the students' acquisition of new knowledge;

2. Ability to plan and design activities, choose the right forms and methods in the educational process.

3. Ability to create the necessary conditions and opportunities for students to activate, work together and develop them.

4. Ability to look at one's own pedagogical activity, to evaluate the results correctly, to analyze the pedagogical process and one's own activity correctly.

Theoretical training of a competent teacher requires analytical, forecasting, planning, designing, as well as reflex skills. The practical training of a competent teacher requires organizational, mobilization, information, development, enlightenment, perceptive, communicative, didactic, academic skills and abilities.

A comprehensive approach should be taken to the training of qualified teachers. One of the most important factors in the training of a qualified teacher in modern times is the acquisition of computer skills. In our globalized world, a competent teacher should be aware of the rapid changes in the world, the ever-increasing flow of information, the increasing time constraints, social processes in society, environmental disasters, and so on.

The second sub-chapter of Chapter II, entitled "*Pedagogical functions, tasks and characteristics of the profession of a competent teacher*", discusses the functions and characteristics of a professional

and competent teacher. The thoughts of world-famous and wise people about the personal qualities of a teacher are included.

Today, a teacher is a person who has undergone special training and is professionally engaged in pedagogical activities. He is able to act only in accordance with pedagogical knowledge and is responsible in a certain order for the high quality performance of his professional duties.

The third sub-chapter of Chapter II, entitled “*Pedagogical abilities of a competent teacher*” focuses on the following issues:

Each profession is based on certain principles and rules. From this point of view, a competent teaching profession must first meet the following requirements: 1. Love for the profession. 2. Teacher's professional knowledge. 3. Teachers' pedagogical and psychological knowledge. 4. Teacher's teaching methodology. 5. Proper establishment of teacher-student relations .

The fourth sub-chapter of chapter II is called “*Teacher's competence and professionalism in the personality-oriented pedagogical process*”. It is noted that the creation of competency-based personality-oriented educational content is currently relevant. No matter how much practical skills educators gain, it is preferable to work on the real results of scientific research to achieve competence and professionalism. The modern teacher must always be able to highlight the features of the XXI century (economic and technological changes, social relations, lifestyle, work and communication) in his/her pedagogical. Because students should be provided with necessary knowledge, skills and habits with the characteristics of the XXI century.

The teacher must also take into account the basic hygienic and physiological requirements for the organization of training in his pedagogical activity, and know that at any age in the body are observed physiological and psychological changes inherent in that person. If a teacher wants to achieve a positive result, he should not

forget that the body's ability to work is constantly changing during the teaching process. Thus, first the ability to work increases, then it rises to a high level, stabilizes and gradually decreases.

A professional and competent teacher should give it a research character with certain changes, linking it with active and interactive teaching methods without abandoning the traditional teaching system in teaching.

In this regard, the features of traditional and interactive learning can be compared.

Table1.

Characteristics of traditional and interactive training

Characteristics of the lesson	
Traditional	Interactive
The main focus is on the acquisition of knowledge and skills	The main attention is paid to the formation of the learner's personality
The main function of the teacher is to convey information to learners and ensure their mastery	Coordinating cognitive activity with the teacher's guidance, conditioning it as a guide
The advantage of an authoritarian style in the attitude of both sides	Cooperation and equality in teacher-student relations
The lesson is limited within the subject area	Organization of lessons with interdisciplinary integration
The content of education is mainly considered as a developmental and educational factor	Along with the content of education, the methods and forms of training are important in the formation of learners as individuals
The lesson is always the same and is not interesting.	Interactive lessons are non-traditional and always attract the interest of students.

The wise words of the Chinese philosopher Confucius about interactive teaching methods based on interaction can be considered as a formula: “If you say I forget, if you show I remember, if you do I learn”.

The implementation of active and interactive teaching methods in the learning process creates conditions for improving the skills of the teacher, activates students, develops their abilities and independent thinking skills.

The third chapter of the dissertation, entitled “**Ways of training qualified teacher staff**” consists of 3 sub-chapters.

The first sub-chapter is entitled “*Requirements for the teaching of pedagogical subjects in the training of qualified teachers in pedagogical higher education institutions*”.

Training of teacher staff in higher educational institutions with pedagogical bias is the basis of the education system and is considered a key factor in improving the quality of education. Thus, no matter how good technical means, new pedagogical technologies, electronic boards, electronic teaching aids exist in the teaching process, they cannot replace the activity of a competent teacher, his direct pedagogical work.

Pedagogical and humanitarian colleges, pedagogical universities (ASPU, AUL), Nakhchivan Teachers' Institute and other pedagogical-oriented university, faculties and departments operate in our republic. In the training of pedagogical personnel, our higher schools, as in previous ones, are gaining success in the period of independence. In the training of pedagogical personnel, our universities, as in previous ones, are gaining success in the period of independence.

Relevant research has examined the teaching of pedagogy in higher pedagogical educational institutions by interactive methods as a means of improving the professional training of students, and scientific results on goals and objectives, principles, regularities and

methods in this field have not been defined. At the same time, research was conducted on various aspects of teacher training, scientific conferences were held, and topical issues were commented.

Teaching of the subject “Higher school pedagogy” in the master's degree of higher education is also of great importance in the preparation of competent teacher staff.

Observations show that many students studying in higher pedagogical schools have not fully mastered the skills of the teaching profession, and independent, creative activity has not been established at the required level in accordance with the requirements of the pedagogical profession. We must not forget that one of the important issues in the formation of a competent and professional teacher is to master the pedagogical rules, which must be formed during the student years.

In the course of the study, we conducted such an experiment with students of the fourth year of the pedagogical faculty of the ASPU on the content of the applied programs for the training of a competent primary school teacher, taking into account the introduction of new curricula in comprehensive institutions. For this purpose, we first conducted a survey with students. The questionnaire covered the following questions:

1. Are you satisfied with the content and the hours of the subjects taught in your specialty?
2. Does the methodology of teaching subject allow you to work as a qualified teacher in secondary schools?
3. When did the curriculum reform in secondary schools begin?
4. What is the main strategic direction of training qualified teachers in the State Strategy for the Development of Education and what are the other strategic directions?
5. What are the differences between the traditional training and active training?

6. What do you mean by pedagogical skills?
7. How is teacher prestige achieved?
8. What are the characteristics of a good teacher?
9. Are you satisfied with the lectures and seminars?
10. Is ICT used in teaching subjects? If not, what is the reason?

The answers of the 4th year students of the pedagogical faculty of ASPU were very interesting. The answers are available in the dissertation.

Based on our pedagogical research and observations, the following pedagogical problems should be taken into account in the training of qualified teachers and in the training of future teachers:

1. The future qualified teacher must first of all master the professional knowledge. Must be a deep connoisseur and researcher of his specialty.

2. The future competent teacher must have the ability to teach his / her upbringing as well as to study his / her profession in depth.

3. The future skilled teacher must have the ability of teaching students, as well as the ability to teach students how to learn independently. That is, students must learn to acquire knowledge and learn independently.

4. The future competent teacher must be able to explain to students the vital importance of the knowledge, skills and experience he or she has taught, and the students must be able to apply the skills they have acquired.

5. The future competent teacher should be an example to students and other people with his/her morals and behavior. He/she must always pay attention to the formation of high moral qualities in students. Students must also believe that the knowledge, skills, and experience they have acquired are an indicator of their personal spiritual qualities.

Taking into account these pedagogical problems is the core of the training of future competent teachers. The following factors should be taken into account in studying the level of teacher competence in future initial teacher training:

1. Basic competence that allows the formation of new skills and abilities as a result of activation of the mechanism of assimilation of socio-cultural experience by learners. These include: organizational skills, communicative skills, mastery of mental operations, analysis and composition of problems, inductive and deductive methods, proper communication and interaction with teachers and students, parents, cooperation, free reaction to events, making independent decisions. The future competent teacher must master the methods of personal development, self-improvement, be able to analyze activities, make generalizations, draw conclusions.

2. In addition to having a deep knowledge of the content of the taught subject, the future competent teacher must have a good understanding of its place and importance in staff training.

From the above, it can be concluded that the competence of the future teacher requires a high level of creative activity in all areas of work, starting from the university audience. In recent years, the use of new pedagogical technologies in the educational process, the introduction of ICT in education, the use of “smart boards” has had a positive impact on the training of qualified teachers, as well as the modernization of education.

As a result of observations and research, it became clear that the personal educational product of a student and teacher and its result in the training of qualified pedagogical staff is mainly related to the following factors.

1. Cognitiveness. This is the learner's ability to comprehend information, knowledge, learning ability, intellectual preparation. Cognitive abilities of a competent teacher includes characteristic features such as attention, observation, creativity, critical thinking,

feeling, organization, self-mobilization, willpower, thinking operations, etc.

2. Creativity. This is the agility of the learner's mind, the ability to think and imagine. A competent teacher's creative approach to a problem is a non-standard, original approach to facts and events.

3. Organization. It is an important quality of a competent teacher. The acquisition of organizational skills by the future teacher is considered to be an important factor for teacher training. A graduate who will become a teacher must be able to organize both his/her own activity and the activities of the team, to solve the goals and objectives of the team.

Competence in teacher training and the foundation of future professionalism are closely linked to factors mentioned above.

Today, the moral character and competence of a teacher is more important than ever. In other words, state building begins in many ways with the construction of a new school and the training of new qualified teachers. Such a teacher who can bring up and educate generations who can lead the society to brighter and happier days. In this regard, as each profession has its own principles, the profession of a qualified teacher has its own principles as well. Every competent teacher should base his pedagogical activity on these principles.

The principle of patriotism – the most important principle of the pedagogical activity of a competent teacher is patriotism. A teacher must devote all his/her pedagogical activity and labor to the strengthening and development of the country.

An important *principle* of the profession of a competent teacher is *professional dedication*. That is, a teacher must devote himself /herself to his /her profession. He/she should never feel sorry for the time lost in reading and learning, should think of it as a prize. Self-sacrifice and being innovative plays an important role in teachers' creative activity. First of all, teachers should be sympathetic and demanding towards children.

The principle of solidarity requires that a competent teacher be sincere and kind to the teaching staff. He/she must not tolerate group gangsterism, intrigue and individualism in the collective.

For solidarity and collectivism to exist, there must be a proper moral climate in the collective. In this case, there is solidarity and collectivism in the team, and criticism and self-criticism are not painfully encountered by teachers, and those who accept criticism are engaged in self-education in order to eliminate their shortcomings.

The principle of democracy should be the most important quality of a competent teacher. Democracy must be within the teacher, in his/her practice. The basis of democracy is the person's right to freedom, respect for the personality, and competent teachers must ensure the freedom, rights and equality of their students. They should give children freedom of speech and thought. In the implementation of the principle of democracy, a competent teacher must base on the legal and pedagogical documents. These include the International Convention on the Rights of the Child, the Constitution of the Republic of Azerbaijan (Basic Law), the Law of the Republic of Azerbaijan on Education, the Education Strategy and other legal documents.

The principle of pedagogical optimism is an integral part of the profession of a competent teacher. This principle requires a teacher to evaluate the students and to have hope for their future. Optimism is a quality that expresses a person's inner world, which shows a person's kindness and positive ideas about people and future.

The principle of personality-oriented is important in the training of qualified teachers. The principle of personality-oriented should be taken into account in the training of teachers, and a competent teacher should pay special attention to the formation of students as individuals in their pedagogical activities. This reveals the essence of *the principle of unity and interconnectedness of the interests of society, the collective and the individual*, which is a

scientifically based principle in the education and upbringing of the younger generation. In this regard, a competent teacher must have high humanistic and democratic qualities and show tolerance everywhere.

The principle of result oriented requires that the activities of a competent teacher end with a certain result. Competent teachers must be able to achieve concrete results and create a result-oriented direction in their education. These pedagogical principles are closely related to each other, and they should be taken into account in the training of qualified teachers.

The second sub-chapter of the chapter is called “*The use of new pedagogical technologies in the training of primary school teachers*”. This sub-chapter shows that the “State Strategy for the Development of Education in the Republic of Azerbaijan” includes measures in five strategic directions to create an education system with infrastructure based on advanced pedagogical technologies. These five strategic directions, along with the creation of a world-class education system, require the training of qualified teachers in accordance with world standards. A modern competent teacher should be able to take full advantage of the application of constructive learning, which is one of the pedagogical technologies based on thinking. Today, in terms of creative learning technology and critical thinking, an independent and individual approach to education is preferable. The main task of pedagogical technologies is to implement the effective application of methods and techniques used to ensure independent learning in education. In the pedagogical process, the teacher must build the pedagogical process in a developmental, thought-provoking, activating direction. An experiment was conducted with students of the pedagogical faculty of ASPU on the importance of new pedagogical technologies in the training of qualified teachers. Classes in the control groups were sometimes traditional and sometimes interactive. In the experimental

groups, the lessons were based on new pedagogical technologies. After the experiment, a questionnaire was conducted as part of the experiment to find out how much the interest of the experimental and control group students in the importance of using active and interactive methods increased. The results of the survey are shown in the table below.

Table 2.

Indicators of the growing interest of students in the importance of using active and interactive methods

Questions	ASPU			
	Control group 33 students		Experimental group 33 students	
	student	percentage	student	percentage
How do you evaluate the importance of the use of new pedagogical technologies in the training of qualified teachers?	5	15%	8	24%
How does the organization of teaching with active and interactive teaching methods affect the students' development as a future competent teacher?	5	15%	7	21%
Do you consider it important to teach pedagogical subjects based on new pedagogical technologies?	6	18%	7	21%
Are you satisfied with the active and interactive teaching of pedagogical subjects?	8	24%	7	21%
Are you satisfied with the methodological aids on the use of new pedagogical technologies in the training of qualified teachers?	9	27%	13	39%

From the indicators in the table it is clear that the indicators of the experimental groups are higher than the indicators of the control groups. Thus, the use of new pedagogical technologies should be widely used in the training of competent teacher staff.

At present, specialists' ability to work with information and communication technologies (ICT) and use them properly in all fields has of great importance. The high school is the best way to learn about ICT.

The study reaffirmed that improving the quality of education is ensured as a result of systematic, purposeful, planned and continuous work on the training of qualified teachers.

The third sub-chapter of Chapter III of the dissertation is called "*Organization of a pedagogical experiment*". In the sub-chapter, the pedagogical literature on the problems of the influence of the training of competent teacher personnel on improving the quality of education is analyzed, school experience is studied and summarized. Taking into account the results of these, a pedagogical experiment was organized.

The determining experiment was carried out with 4th year students (86 students) of pedagogical faculties of ADPU and AUL, 26 young teachers of secondary schools 102, 45, 190 and 82.

The descriptive experiment was conducted by teachers using existing curricula, textbooks and additional methodological literature on their subjects (exercises, methodical recommendations, etc.).

The educational experiment was organized in 2019-2020, 86 students from the IV courses of pedagogical faculties of ADPU and AUL were involved. 25 teachers of secondary schools 102, 45, 190 and 82, as well as teachers of specialty subjects of ADPU were involved. Evaluation of the results of the diagnostic experiment was carried out individually according to the competence of the respondents. Twice during the academic year, the level of

competence of students and young teachers was determined (students' results were checked during pedagogical practice).

At the test stage of the experiment, the effectiveness of the teaching methodology was determined, and the competence of students and young teachers was implemented according to the above criteria.

Comparative results of the defining and teaching stages of the pedagogical experiment prove that the level of development of competence of students and young teachers in the learning stage is higher in all indicators (level of knowledge, organizational skills, communication, cooperation with parents, cognitive activity, independent action, self-assessment) has been done.

Students and young teachers can be divided into three groups according to their level of competence:

Group I includes students and teachers who work in traditional ways and sometimes try to innovate.

Group II includes students and teachers who apply their new system of methods.

Group III includes students and teachers who develop learning technologies.

Thus, the formation of a competent teacher is associated with the personal qualities of the teacher, on the one hand, and the acquisition of creative experience, on the other hand, which requires continuous education and professionalism.

The study led to the following conclusion.

In the 21st century, the concept of a person with a general education is measured by completely new criteria. At present, an educated person should know better the atmosphere of this new century, as well as acquire new knowledge, as well as information and communication technologies by thinking and learn all his life, and be able to transform information into knowledge, and knowledge into skills. This approach also includes modern educational

paradigms. In this regard, the modern teacher should be more competent, master the innovations of the time, be deeply aware of theoretical pedagogical knowledge, qualification knowledge, and be able to apply these theoretical knowledge in his pedagogical activity.

1. As a result of purposeful and consistent state policy, the Republic of Azerbaijan attaches special importance to the development of education and its continuous improvement as one of the important components of the superstructure during its independent development stages, a single concept, clear strategy and specific state program of education reforms have been developed and thus favorable conditions and ground have been created for.

2. In state documents, the problems of qualified teacher training are explained quite widely. From the provisions set forth in these documents regarding teacher training, it follows that the quality of education is conditioned by the training of competent teacher staff.

3. In the current literature on the problem, it can be concluded from the study of the teaching profession, the problem of competence, that although it is studied to some extent about the teaching profession as a whole, no systematic research has been carried out specifically on the training of a competent teacher and its role in improving the quality of education.

4. At the same time, the existing curricula for primary and secondary specialties and higher education do not meet the requirements of the time. Although new curricula for the training of qualified teachers have been introduced, the curricula of higher education institutions as a whole do not meet the modern conditions of the labor market.

5. The research analyzes the pedagogical bases of competence and professionalism in the teaching profession, its essence, purpose, tasks, functions, as well as pedagogical principles, requirements, content, form and types, draws conclusions and

demonstrates the advantages of practical pedagogical activity experimentally.

6. In the research process, it was determined that improving the quality of education as a whole, training qualified teachers' staff, establishing innovative management in education, providing each student with excellent knowledge and formation of skills is conditioned by the availability of the appropriate material and technical base of the educational infrastructure.

7. The State Strategy for the Development of Education covers in detail all aspects of the content of education, all existing stages of the education system - preschool, as well as important goals for the development of general or primary vocational or secondary education, as well as curricula for higher education. . From this point of view, the training of qualified teachers and educators remains an important task of pedagogical higher education institutions.

8. The results of the experiment suggest that the training of qualified teachers on the basis of a complex program

a) has a positive impact on the formation of competency of students and young teachers, increasing their freedom, independent opinions, support initiatives, acting skills, and the ability to create problem situations.

b) observed in pedagogical practice and in the lessons of young teachers there is a noticeable manifestation of such qualities as accuracy, discipline, enthusiasm, attention, willpower, self-sufficiency.

9. The second direction of the education strategy requires the constant development of knowledge, skills and competencies of those working in the field of education. This direction pays special attention to the training of qualified teachers who apply the most modern, innovative new forms of teaching, as well as methods in their work and have a more effective mastery of the content of education.

10. Giving more room for pedagogical practices in the training of competent teacher personnel in universities that train teachers is one of the main conditions for the training of a competent teacher.

11. Observations and our experiment have shown that the use of modern teaching methods, new pedagogical technologies, innovations in the training of qualified teachers, the widespread use of ICT in improving the quality of education is an integral part of the modern learning process.

*The following research **suggestions** can be put forward:*

1. The training of qualified teachers should start in high school. High school students should be given detailed information in this field. Teachers and class teachers need to work consistently to direct students to the teaching profession.

2. The close cooperation of the departments of higher pedagogical schools, especially the departments of pedagogy and psychology with secondary schools, teachers and students can give positive results.

3. In addition to the knowledge of graduates, their abilities, behaviour, speech, and appearance etc. should be taken into account when admitting them to higher education institutions that train teachers. For this purpose, it is advisable to conduct aptitude tests.

4. At present, theoretical knowledge in pedagogical faculties is much more than practical knowledge. In our opinion, the more attention is paid to pedagogical practice, the faster the competence of students and young teachers will be formed. Continuation of pedagogical practice in higher education institutions from the first to the last year will allow to achieve positive results in this area.

*The content of the research, the main scientific ideas and the results obtained are reflected in the following **works published** by the applicant:*

1. Training of qualified teachers as a factor in improving the quality of education // Materials of the international scientific conference on “Priorities of education in Azerbaijan: Modern approaches”. –Nakhchivan: -5-6 June 2015. -p. 313-314.

2. Competent teacher factor in improving the quality of education // -Baku: Language and literature, -2015. № 2, -p. 264-265.

3. The role of the teacher’s competence in the education of personality //- Baku: Preschool and primary education, -2015. № 4, - p. 54-56.

4. Requirements to the competent teacher and profession // - Baku: ASOSIU, “Materials of the XX Republican scientific conference of doctoral students and young researchers”, -24-25 May 2016, -p. 307-309.

5. Qualities of professionalism and competence of the teacher in improving the quality of education // -baku: BSU, materials of the republican scientific-practical conference on “Actual problems of modern times and social sciences”, -19 december 2016. - p. 260-263.

6. Teacher professionalism and competence in the development and education of personality // - Baku: Curriculum, - 2016. № 4, -P. 31-34.

7. Teacher professionalism and teacher competence in moral and ethical education // -Baku: Scientific works of AREI, -2017. № 1, -P. 23-25.

8. Competency In Pedagogical Process, Competence And Professionalism // -Moscow: Modern science. International scientific journal, -2017. № 01, -p. 70-73.

9. Pedagogical principles in competent teacher’s activities // -Munich, -Germany. International scientific conference on “European science and technology”. -14-15 march 2017. -p. 185-192.

10. Heydar Aliyev on teacher competence // - Baku: BIU, Materials of the republican scientific conference on “Heydar Aliyev and the youth of Azerbaijan”, -2017. - p. 92-92.

11. I learn English (for preschool children and young schoolchildren) / Methodical aids // -Baku. -2016. - 38 p.

12. Joint activity of school and family in family education: / Methodical aids // -Baku: -2017. -96 p.

13. Pedagogical principles in competent teacher’s activities // European Science and Technology, Materials of the XVI international research and practice conference, - Munich, Germany, - 2017. -p. 185-192.

14. Competency in pedagogical process, competence and professionalism // MODERN SCIENCE International scientific journal, -Moscow, -2017. № 01, -p.70-74.

15. Pedagogical tact in the teacher-student relationship // Science Review, Open Access Peer-reviewed Journal, -Warsaw, Poland, - 2018. -2(9), February, p. 63-69.

16. Pedagogical competence and pedagogical activity // 1st International youth conference “Perspectives of science and education” -New York, -10 th March 2018. - p.58-65.

17. Teaching profession and pedagogical skills (methodical aids) // Yegana Shirinova, Vafa Mammadova-Baku, -2018. 216 p.

18. The use of new pedagogical technologies for preparing first teachers’ staff // European Journal of Humanities and Social Sciences, -Vienna, -2019. № 2, -p.67-74.

The defense of the dissertation will be held at the meeting of the Dissertation Council FD 2.15 operating at the Azerbaijan State Pedagogical University on **"29" December 2021 at 14⁰⁰**

Address: Baku city, Uzeyir Hajibayli street, 68 Az -1000,

The dissertation is available in the scientific library of the Azerbaijan State Pedagogical University.

Electronic versions of the dissertation and abstract are available on the official website of the Azerbaijan State Pedagogical University.

The abstract was sent to the necessary addresses on **"27"November 2021.**

Signed for print:
Paper format:
Volume: 43188
Number of hard copies: