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PEDAGOGICAL BASES OF HUMANIZATION OF INTRA-SCHOOL MANAGEMENT

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Applicant: **Orujova Gulshan Yasin**

ABSTRACT

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Academic supervisor: Honored Scientist, Doctor of Pedagogical Sciences, Professor
Farrukh Abbas Rustamov

Official opponents: Doctor of Pedagogical Sciences, Professor
Hikmet Abdul Alizade

Doctor of Pedagogical Sciences, Professor
Humeyir Huseyn Ahmadov

Doctor of Philosophy in Pedagogy,
Associate Professor
Yagut Tosif Rzayeva


Dissertation Council FD2.15 acting under the ASPU of the Supreme Attestation Commission attached to the President of the Republic of Azerbaijan.

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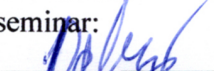

Doctor of Historical Sciences, Professor
Jafar Mammad Jafarov



Scientific Secretary of
Dissertation Council:


Doctor of Philosophy in Pedagogy,
Associate Professor
Malak Alislam Zamanova

Deputy chairman of the
scientific seminar:


Doctor of Pedagogical Sciences, Professor
Intigam Hilal Jabrayilov

GENERAL CHARACTERISTICS OF RESEARCH

Actuality and currency of the topic. As humanism is one of the basic principles of the Azerbaijani state, it is reflected in its state policy and enshrined in law. The humanistic nature of state policy is reflected, above all, in the humane attitude of members of society to each other and in the state's support for the implementation of projects aimed at humanizing society. Humanization is the spread and affirmation of humanistic principles in any field. Humanism is given as one of the main principles of education policy in the "Law of the Republic of Azerbaijan on Education". The Education Law defines humanism as *"the priority of national and universal values, the free development of the person, human rights and freedoms, health and safety, care and respect for the environment and people, respect and tolerance."*¹

In the 90s of the last century, the social function of the school in Azerbaijan changed. New pedagogical thinking has gained a leading position in the theory of modern education. The humanization, humanism and democratization of education were considered important in the formation of the student as a person in secondary schools. The concept of "humanization" was included in the pedagogical-psychological arsenal. The humanization of education implies the formation of humanistic moral, ethical, aesthetic feelings, qualities in students, the creation of the material-intellectual and social-moral conditions required for this. Thus, the humanization of education requires, first of all, a humanistic content of the teacher's activities, behavior, actions, communication, attitudes and relations, as well as intra-school management. *"The humanization of school life is the main line of the new pedagogical thinking. Only in this way can the human factor penetrate school life and acquire important pedagogical meaning"*². The great Czech educator J.A.Comenius called the school a "humanism" workshop, a

¹ Law of the Republic of Azerbaijan on Education. Baku, Legal literature, 2010, p. 80.

"humanism workshop" ¹. Today, the school must be humanized in the true sense of the word, should be "anthropocentric." The student should be placed at the center of the pedagogical process in the school, the content of education, the activity of teachers should be directed to the development of his personality as a high value.

The humanization of the school, first of all, implies *"the direct development of the student in the learning process, the assertion of himself as a person, the creation of favorable conditions for self-realization"* ². The creation of a healthy and transparent learning environment in schools is conditioned by the implementation of stimulating measures to create an internal motivation and interest in students to read and learn. Creating an educational, upbringing, developmental educational environment in the school is a logical result of the activities of the school administration. Effective management of the teaching staff, humanization of the intra-school management is related to the personal qualities of the school director, collegial management, communication, organizational skills and pedagogical culture, ability to take responsibility, creative approach to their work. The formation of the image of an educational institution depends on its activities and personal qualities. Mannheim did not say in vain that good management should be considered superior to a good Constitution. When the teacher-director, teacher-teacher, teacher-student relations are established in the school on the level of humanistic relations, when the informal, formal, spiritual-psychological relations are united with the official relations, the pedagogical process is effectively organized, the productivity of training increases. During my participation in trainings and seminars in Azerbaijan and abroad on effective school management, improving schools during change, increasing the effectiveness of school control, results-oriented and transparent management models,

¹ Alizade A. Psychological problems of modern Azerbaijani school. Baku, "Ozan", 1998, p.31

² Comenius Y.A. Great didactics (Compiler and author of the foreword prof. F.A.Rustamov). Baku, "Science and education" 2012, p.324

³ Agayev A. Learning process: tradition and modernity. Baku, "Adiloglu", 2006, p.49

school principal, I once again made it clear that creating an effective school in accordance with social order is closely related to the effective activities of the school director.

Humanism has been and continues to be the leading worldview orientation of mankind. It is as diverse as an idea-philosophical current, as relative as a category.

The problems of humanism have been studied both philosophically (N.A.Berdyayev, V.V.Rozanov, S.L.Rubinstein, V.S.Solovyov, S.Khalilov, etc.) and psychologically (L.S.Vygotsky, V.V.Davidov, L.V.Zankov, A.Alizade, B.Aliyev, R .Aliyev and others), as well as in the pedagogical aspect (Sh.A.Amonashvili, A.Agayev, R.Mustafayeva, A.Pashayev, F.Rustamov, A.N.Abbasov, H.A.Alizade, L.N.Qasimova, M.I.Ilyasov, H.H.Ahmadov, Sh.G.Aliyeva, F.N.Ibrahimov, R.L.Huseynzade, Y.T.Rzayeva, V.P.Bashirov and etc.) were researched, certain scientific and theoretical ideas haven't been formed. According to researchers in this field, the moral order of the world has been violated, and national-moral and ethical values have been degraded.

In the second half of the 80s of XX century, *"forgotten humanist pedagogical traditions began to be revived, the embryos of collaborative pedagogy began to emerge, and pedagogical and psychological requirements came to the fore in the formation of the school personality"*¹. In 1986, a group of innovative teachers led by the well-known psychologist Sh.Amonashvili announced the "Pedagogy of Cooperation" manifesto. Later, the International Center for Humanistic Pedagogy was established in Moscow. Representatives of the Center announced the "Manifesto of Humanistic Pedagogy" on July 7, 2011. Under his leadership, international readings were organized in Baku, Moscow, Grozny, Tbilisi and Minsk. On December 5-6, 2014, Baku hosted an international scientific conference on "Moral values in education: the development of a harmonious personality". In 2016, with the organization of the Azerbaijan State Pedagogical University and the

¹ Rustamov F. Humanistic pedagogy or humanism in pedagogy. "Azerbaijan school" magazine, 2017, № 5, p. 47

Azerbaijan State Pedagogical College and the Republican Center for Humanistic Pedagogy, the second international conference-seminar on "Moral values in education: the development of a harmonious personality" was held. Azerbaijan State Pedagogical University (ASPU) hosted the XVII International Readings on Humanistic Pedagogy on "Family is the cradle of human culture" jointly organized by the International Center for Humanistic Pedagogy of the International Association, ASPU and the Center for Humanistic Pedagogy of the Republic of Azerbaijan. Russia, Ukraine, Belarus, Estonia, Latvia, Lithuania, Kazakhstan and Georgia represented 320 people in the international readings. In holding these conferences in Azerbaijan, the rector of ASPU prof. Jafar Jafarov had exceptional services. As a continuation of those readings, at the initiative of prof. Jafar Jafarov, "Pedagogical readings" were held in the regions with the participation of the educational community. The first such reading took place in the building of the Shamakhi branch of the Azerbaijan State Pedagogical University with the participation of 200 school directors, advanced teachers and methodologists from 12 regions.

Along with the humanization of the pedagogical process, humanization also plays an important role in the modernization of school life. The humanization of education is the moral basis of the pedagogical process. This is a pedagogical-psychological characteristic of the process aimed at the development of the student's personality as an active subject of creative learning activities, comprehension and communication.

Although some problems of school management in Azerbaijan have become the subject of dissertations, no research has been conducted on the humanization of school management. For this reason, we considered it important to write a dissertation on "Humanization of school management."

The object of the research is theoretical and practical problems of managements, and the subject is the humanization of in school management.

The purpose of the research is to study the theoretical issues of intra-school management, to clarify the essence of humanization,

to consider the problem in the scientific and pedagogical literature, to characterize democratization as an important principle of intra-school management, under analyzing and experimentally way to confirm the directions of humanization of director-teacher, teacher-teacher, teacher-student relations as an important condition for humanization of intra-school management.

According to the object, subject and purpose of the research, the following **tasks** have been identified:

- to justify the humanization of the educational process in secondary schools in modern times as an important pedagogical problem;

- to study theoretical issues of intra-school management;

- to determine the content of the concepts of "humanism", "humanization", "democratization";

- to analyze and study the views of Azerbaijani and foreign pedagogues and psychologists on the humanization of intra-school management and school management;

- to characterize democratization as an important principle of school management;

- to determine the directions of humanization of intra-school management;

- to substantiate the role of the director's management culture in the humanization of intra-school management;

- to consider the humanization of teacher-student relations as an important condition for the humanization of school management.

The methodological methods basis of the research is the principals studied in order to study, understand and change the pedagogical facts, events and processes, forms or set of methods, tools and theoretical provisions.

Research methods. Empirical (pedagogical observation, interview, questionnaire, interview, conversation), theoretical (analysis and synthesis, induction and deduction, generalization, comparison, specification) complement each other to fulfill the goals and objectives of the dissertation, to check the accuracy and reliability of the hypothesis. etc.) and mathematical methods were used.

Provisions submitted for defense:

- The formation of a person who understands his responsibility in front of the family, society, the state, respects the rights and freedoms of others, is distinguished by an independent, free, creative, cultural, moral and intellectual level requires the humanization of education;

- The development of the student in the learning process, the assertion of himself as a person, the creation of favorable conditions for self-realization depends on the humanization of education.

- "Humanism - stipulates that national and universal values, free development of the individual, human rights and freedoms, health and safety, care and respect for the environment and people, tolerance and tolerance are accepted as priorities;

- Improving the quality of modern school management, creating an educational, upbringing and development environment in the school, achieving democratic changes depends on the understanding of the importance of humanization and democratization of those who manage the education system;

- The level of humanization of intra-school management depends on the level of management culture of the principal, the ability to balance the roles of those involved in management, the ability to ensure transparency in management;

- The level of humanization of intra-school management depends on the level of humanization of teacher-student relations;

- The level of humanization of teacher-student relations depends on the level of teacher's communication culture.

Scientific novelty of the research. For the first time, the dissertation characterizes the specific features of the humanization of intra-school management, identifies opportunities and ways to humanize the relationship between director-teacher, teacher-teacher, teacher-student. The humanization of intra-school management is considered to be the most important condition for the formation of student personality and improving the quality of education.

Theoretical significance of the research. The theoretical views on the characterization of humanization and democratization as important principles of intra-school management, the

identification of opportunities and ways to humanize the director-teacher, teacher-teacher, teacher-student relations can enrich school science with new scientific ideas.

Practical significance of the research. The results of the research can be used in the humanization and democratization of intra-school management, lectures and seminars on school science.

Approbation and application of research. The results of the research were presented at international and national scientific-theoretical conferences, 14 articles (6 of them in abroad) and 1 book were published in journals recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan..

The doctoral candidate's personal contribution can be considered as the identification of specific features of humanization of school management, implementation of a comprehensive approach to the humanization of principal-teacher, teacher-teacher, teacher-student relations, experimental testing of the proposed model and systematic application in school No6.

Dissertation has been completed in the department of Pedagogy in Azerbaijan State Pedagogical University.

The structure of dissertation. Introduction (12000 symbols), 2 core chapters (202000 symbols), conclusion (8000) and reference list. It consists of 260000 symbols.

THE STRUCTURE OF THE RESEARCH

The dissertation consists of an introduction, two chapters, a conclusion and from the list of used literature.

The "Introduction" substantiates the actuality of the research, clarifies the object, subject, purpose, objectives, scientific novelty, theoretical and practical significance, methodological basis, and provides provisions for defense.

The first chapter of the dissertation is entitled *“Theoretical issues of humanization of intra-school management”*. “ The first paragraph, entitled *“The essence of the humanization of intra-school management”*, clarifies the essence and content of the humanization of intra-school management. For this purpose, reference is made to

scientific sources. In the "Encyclopedic Dictionary of Philosophy" humanism (Latin word *humanus* - man, humanity) – is defined as “a set of views expressing respect for human dignity and rights, his value as a person, care for the welfare of people, their comprehensive development, the creation of favorable conditions for man in public life”¹. The American Humanist Association interprets the concept of humanism as *"a progressive position in life that claims that person is capable and compelled to lead an ethical life in order to realize himself and to benefit mankind more"*². Although the history of humanism and humanist relations is ancient, it was introduced into scientific circulation during the Renaissance as a concept. The pedagogical theories of this period had a strong influence on the formation of enlightenment traditions and the formation of humanistic pedagogical ideas. The ideas of the Renaissance reflected in pedagogical thought are expressed by the term "humanism". The intellectuals of the Renaissance used the word "humanitas" to describe the moral and spiritual wealth they created in the 15th century. The word "humanitas" was used in the sense of science, and secular science itself. The pedagogical theories of the Renaissance were secular in nature. The most important element for pedagogical theory in this period was the emphasis on the doctrine of man, as opposed to the doctrine of God. A humanist human model has emerged that is able to enjoy nature, love, art, the achievements of human thought, and communication. It is interesting that at that time *"in the theory of education, the seeds of humanism emerged in the conditions of national self-awareness. Humanists considered the need for aesthetic and artistic education as the main condition for the perfection of the individual, and considered it important to cultivate a person who was distinguished by his beautiful and logical speech, who knew his place, and who was able to lead people"*³. In the works of both classical (V.Feltre, F.Rable,

¹ An encyclopedic dictionary of philosophy. Azerbaijan Encyclopedia Publishing and Printing Association. 1997, p.130

² <https://americanhumanist.org/what-is-humanism/>

³ Rustamov F. History of pedagogy. Baku, "Science and education", 2010, p.280-281

E.Rotterdamski, M.Monten, T.Campanella, X.Vives, JAKomensky) and modern educators (K.Rocers, A.Maslow, K.Yapers, C.Dewey, C.Olport), humanism is presented as both a principle of worldview and a principle of morality.

The humanization of education, first of all, implies the direct development of the student in the learning process, the assertion of himself as a person, the creation of favorable conditions for self-realization. The creation of a healthy and transparent learning environment in schools is conditioned by the implementation of stimulating measures to create an internal motivation and interest in students to read and learn.

The humanization of the school means the creation of a system in which every student can receive a free and equal education, discover their potential through self-education, self-government, self-realization, self-improvement, self-affirmation and readiness to cooperate with others. The humanization of education requires a humanistic content of the teacher's activities, behavior, actions, communication, attitudes and relations, as well as intra-school management.

The approach to the concept of humanization is different. Some researchers also consider humanization to be a principle of education. The paragraph examines different views on the humanization of the learning process, giving preference to the classification of academician Sh.A. Amonashvili.

The second paragraph of the chapter "*The problem of intra-school management in the scientific and pedagogical literature*" analyzes the problem in the scientific and pedagogical literature, the research of Azerbaijani pedagogical scientists in the 60s and 70s on the organizational features of school management, relationships, collegiality, management skills. In the 80s of the last century, in the establishment of the Department of Public Education Management at ASPI, in conducting a systematic study on school management, prof. Nazim Ahmadov's¹ services are highlighted. It is substantiated that

¹ N.Ahmadov. School work planning. Baku, 1984; Lectures from school studies. Baku, 1987; Forms and methods of intra-school control. Baku, 1988; Organizational pedagogical issues of intra-school management. Baku, 1991;

in the following years, research in the field of school science theory and technology intensified. The essence, basic principles, functions of management of pedagogical systems, level of structure of intra-school management, types of pedagogical analysis in school management (parametric, thematic, final), requirements for intra-school control in management, basic forms of organization of methodical work in school, contours of non-management culture methodological problems of education management were studied (Ramiz Mammadzade, Amrulla Pashayev, Farrukh Rustamov, Lazifa Gasimova, Majid Ismikhonov, Hasan Bayramov, Pirali Aliyev, Ahmad Kalbaliyev, Rashid Jabbarov, Atesh Abdullayev, Firangiz Karimova, Siraj Rasulov, Shikar Huseynov, etc.).

The third paragraph of the chapter, "*Democratization as an important principle of intra-school management*," argues that improving the quality of modern school management, creating an educational, nurturing and developing environment in schools, and achieving democratic change depend on the education system's understanding of the importance of democratization. Democratization of intra-school management means the gradual expansion of the participation of school staff (teachers, students), parents, community representatives in school management, their involvement in the analysis of results, management decision-making, analysis, monitoring, regulation and analysis and evaluation of results. The principle of democratization manifests itself in all spheres of school life - communication and relations, leadership, organization of the pedagogical process and intra-school control. When intra-school management is democratized, responsibilities, rights and powers for the outcome of the educational process are distributed among all participants in the management of the process, ie decentralization takes place. Thus, this principle also contributes to the formation of a humane approach to school life. The transition to intra-school management on a democratic basis is possible only when teachers and students (student self-government) actively participate in this

process on their own initiative. The structure of the school consists of elements with relative independence (director, deputy directors, psychologists, teachers, students, parents, etc.). It is important to create the necessary opportunities for the overlap of personal, public and collective interests of those involved in intra-school management. Although the distribution of managerial responsibilities and the granting of relative independence to those involved in management weaken the principle of internal centrality, they are characterized by the strengthening of their freedom and creative initiative. It is impossible to democratize management without referring to this legitimacy. While existing research views democratization as a tool and a process, it argues that it is correct to view it as a principle that applies to all functions of management and to all types of activities.

The following conclusions can be drawn from the above mentioned words:

1. The democratization of school management depends on scientifically organized intra-school management, which ensures the growth of managerial activity of all members of the teaching staff.

2. The active participation of all members of the school's teaching staff in management depends on the creation of conditions for constructive criticism and self-criticism in the school, the widespread use of various forms and methods to stimulate staff, the proper evaluation of their work, the development of healthy competition.

3. One of the means of democratization of management should be the monitoring and evaluation of the activities of employees by both the director and the staff. The form of self-control should also be developed, teachers should be more trusted and believed, and pedagogical monitoring should be used effectively to avoid errors in the assessment of staff performance.

4. The effectiveness of the democratization of intra-school management depends on the creation of a democratic and healthy educational environment in the school, the transformation of the school into an open society for all participants in the educational process.

The second chapter of the dissertation is entitled *"the main directions of the humanization of intra-school management."*

The first paragraph of the chapter, *"the role of the director's management culture in the humanization of intra-school management,"* argues that the school director's ability to manage and adopt innovations currently lags behind changes in the teaching staff and the development of the educational institution. Forms, methods, rules of conduct, in short, the culture of management of school directors must change radically. The appointment of school directors in our country through competition has led to significant changes in this area. This is one of the important areas for improving governance in the general education system. With the support of the Ministry of Education, the project "Directors of today and tomorrow" is being implemented for school directors and those who want to work in this position in the future. The project involves people with a bachelor's degree, 5 years of pedagogical experience and currently working in the field of education.

Initially, 50 people participated in the project. Those who mastered the content and scored at least 70 out of 100 points were awarded certificates and appointed directors of various schools by the Ministry of Education. If we analyze the content of the 180-hour course envisaged in the project "Directors of today and tomorrow", we will encounter interesting results. So the planned content is completely new. Previously, future teachers (directors were selected from among them) were not taught this content in higher pedagogical schools, and no specialist in education management was trained. In this situation, how can school leaders acquire the necessary skills to meet the requirements of modern times? A modern school director must make changes, analyze and evaluate people's attitudes to change, define the goals and perspectives of education, involve teachers and parents in change, and set strategic goals and priorities, plans, schedules and schedules. To change and renew Azerbaijan, a modern school is needed, and the school needs a responsible, businesslike, enterprising, flexible director-manager, leader. Secondary school directors must have the modern management skills listed above. Prominent pedagogue

V.A.Sukhomlinsky wrote: *"If you want to be a good director, first of all try to be a good teacher, a good educator"*¹. The modern school director, as a good teacher-educator, is responsible for "diagnostic, forecasting, designing, informing, organizing, supervising, evaluating and correcting functions, organizing, teaching, perceptive, communicative, suggestive, research, scientific-cognitive abilities², professional qualities (justice, humanism and s.) and have the necessary knowledge and skills in leadership and management. Knowledge and skills in education leadership (development policy development) and management are usually acquired while working as a director. After that, knowledge and skills in leadership (implementation of change) and management (personnel management) in the field of organization are formed.

Examining the views of A.Pashayev, N.Ahmadov, A. Kalbaliyev, M.Ismikhanov, H.Bayramov on the personality of the teacher in the department, it is concluded that the modern school director must meet the following requirements with his personal qualities:

1. The school director should be superior to his/her subordinates in outlook, intellectual and cultural level, behavior, attitude to facts and events, organizational and communication culture, leadership skills, and conflict management skills;

2. The school director must be able to work with each member of the teaching staff, to communicate sincerely with parents, to ensure the creation of a healthy psychological environment in the staff.

3. In the management process, the school director must take into account the individual characteristics of each participant in the pedagogical process, be selected with pedagogical skills, organizational skills, creativity, effective management style.

Professionalism of school leadership is the basis of management, ensuring transparency. The criteria for professionalism are different. Vocational school director:

¹ Sukhomlinsky V.A. I give my heart to children. Baku, Maarif, 1974, p.142

² Pashayev A., Rustamov F. Pedagogy. Baku, "Science and education", 2012, p. 462

1) considers important the application of extensive and intensive innovations, new learning technologies in the pedagogical process, ensures the creation of an educational, educative, developmental educational environment for their successful application;

2) sets an example for the team with its personality, reputation, high moral values, behavior, dress and style of communication;

3) is distinguished by scientific erudition, methodical training, research ability, knowledge and skills, and he declares each lesson open;

4) creates a business environment in the team, encourages and appreciates the establishment of teacher-teacher, teacher-student relations in a humanistic context;

5) has an individual development plan for the school's teaching staff and children.

6) is able to understand the obstacles in the realization of the set goal;

7) cooperates effectively with parents, implements projects with them that support the personal development of students.

The humanization of intra-school management depends on the activities of a competent school director. Experienced school director:

- must be an example to the team with the quality of leadership, moral and spiritual values, be able to make the right decisions in different situations, be discreet and patient in conflict situations, be able to help people free of charge.

- be able to take a critical approach to their activities, evaluate their achievements, be far-sighted and have a long-term development plan necessary to eliminate shortcomings.

- be polite to each member of the team and treat them with respect. He should create such a friendly atmosphere in the team that even if they do not accept his opinion, they will not object to following his instructions.

- should think differently and creatively, be able to solve the problem, be an example to the team with personal skills and intelligence.

- be open to the teaching staff, be able to listen to the wishes and desires of each of them (whether personal or related to their activities) and advise them.

- be a leader, be able to put the interests of the school and teachers above all else at all levels.

- be able to adapt to any innovation, innovative approach, change in accordance with the situation.

- must be able to create a good mood in the teaching staff, to motivate each employee, to evaluate the work done objectively and sincerely.

- should be able to see the shortcomings in their work, admit them and eliminate them.

- respect people with different views, take into account their views, try to adapt their activities to the overall work plan.

- should be able to take sometimes harsh and serious measures for the benefit of the team.

For this reason, when appointing a school director in addition to her/his organizational skills, business acumen, moral, psychological, social and personal characteristics must be taken into account.

The second paragraph of the chapter *"Humanization of teacher-student relations as an important condition for the humanization of intra-school management"* is based on the role of teacher communication culture in the humanization of teacher-student relations.

The successful result of the pedagogical process depends on the proper organization of teacher-student communication. Because the center of gravity here is the teacher, she/he must have the following competencies: 1) interest in students and working with them, the need for communication and communication skills, having communication skills; 2) emotional empathy and understanding of students; 3) agility, correct and agile orientation in frequent communication situations, operative-creative thinking that provides a change in the impact of speech in the communication situation and depending on the individual characteristics of students; 4) to feel opposite relation in communication and keep it constant; 5) control

of oneself, one's mental state, body, voice, facial expressions, mood, thoughts, thoughts, feelings; 6) spontaneity; 7) forecasting possible pedagogical situations, the consequences of their influence; 8) speech development, important lexical resources, selection and use of language tools; 9) having pedagogical feelings, they are a set of natural, vital feelings of the teacher, which are intended to influence the school in the required direction; 11) pedagogical improvisation, application of various means of influence

Experience shows that the success of a teacher's pedagogical activity is closely related to his professional qualities (abilities). Although half of the productivity coefficient (100%) of pedagogical activity is related to rational technology, the half depends on the professionalism and competence of the teacher. Professionalism and competence are closely linked. It is impossible to have one of them and not master the other. However, it is important to take into account the transition and sequence herein.

Professionalism means that the teacher has the necessary knowledge, skills, having technologies to work creatively with students, a deep mastery of the subtleties of the pedagogical process.

Competence is the ability of a teacher to carry out the pedagogical process skillfully and with more convenient methods.

Therefore, a professional and competent teacher is selected from other teachers for the following qualities. A professional and experienced teacher is: 1) a specialist who is inherently inclined to his/her profession, loves his/her work, has a deep knowledge of the subtleties of the subject he/she teaches and the technology of teaching; 2) competently approaches to pedagogical facts, events and processes, skillfully solves complex pedagogical problems; 3) tends to innovation, is distinguished by creative approaches to the pedagogical process, strives for the realization of the concept of personality-oriented education in the pedagogical process; 4) is able to anticipate the results of the planned work, thinks about the future in everything, is optimistic about students and the pedagogical process, is not indifferent to their problems and treats children as his own children; 5) has a high pedagogical culture, moral and spiritual values; 6) speech, behavior, facial expressions, pantomime are

effective, verbal and non-verbal communication styles complement each other; 7) is distinguished by optimism, shows trust and confidence in his students.

The third half of the chapter is called "*Organization and conduct of pedagogical experiment.*" In order to verify the accuracy and reliability of the hypothesis determined in accordance with the purpose of the dissertation, an experiment was conducted in schools No. 6, 7, 211 and "Zangi" lyceum in Baku city.

The experiment was conducted in three stages. At the defining stage of the experiment, the state of work on the problem in school practice was studied and the current situation was studied and the following conclusions were drawn:

- the humanization and democratization of intra-school management depends, above all, on the psychological readiness of school leadership. An important condition for effective cooperation in the team is the school leader's socio-psychological qualities, having democratic management style, promotion and application of the latest achievements of pedagogical science and advanced pedagogical practice in the team, creating a creative educational environment, creating conditions for employees to be satisfied with their life activities.

- humanization of teacher-student relations depends on the preference for a democratic style in the educational process, compliance with the requirements of the principle of respect and demand, taking into account the age, individual and psychophysical characteristics of the student and the conditions of cooperation (mutual respect, mutual understanding, mutual responsibility, mutual assistance). It is about building sincerity, kindness, trust and confidence in interpersonal relationships.

- consistent implementation of humanization and democratization of intra-school management depends on the study and acceptance of the objective views of teachers, students and parents by school leadership for all participants in the educational process. The study and support of the school director's proposals on the humanization of the pedagogical process by all participants in the

educational process has a positive effect on the formation of mutual relations.

In the second (creative-changing) stage of the experiment, in accordance with the hypothesis, the theoretical foundations of the humanization of intra-school management were identified, and the second stage of the experiment was developed on the basis of a specific methodology. The humanization of intra-school management was assessed as the most important condition for the formation of student personality and improving the quality of education.

Our scientific conclusion is that in order to humanize intra-school management, school directors must be able to plan and manage successful change. This is not an easy task. For this:

- time and initiative are needed for changes;
- the stage of change should be gradual, evolutionary, various problems should be eliminated with patience, restraint, with the participation of the team;
- change strategy should be chosen according to the needs and requirements of the staff;
- changes should be guided and supported by the school leadership;
- the establishment of a group that supports change, takes responsibility, monitors its progress, and identifies shortcomings can ensure the quality of work;
- the purpose of the changes should be not only "change" of teachers, but also "change" of students, it should be useful for students and their parents;
- while planning changes, ask from teachers, students, and school parent committee members this question: "What would you like to change first, and why?"

By summarizing the answers, it is possible to formulate a successful change plan.

During the changes, the following situations may arise for teachers, which should be taken into account by the school director in advance:

- they are forced to do things they are not used to;

- first of all, they think not about what they will gain, but about what they will lose:

- despite the fact that other colleagues are going through a process of change, they feel loneliness;

- they can cope with only a small number of changes;

- they are at different levels of preparation for change;

- they are concerned about the lack of sufficient educational resources;

- if control is removed, they can return to their traditional behavior.

SWOT analysis (strong side - weak side, opportunities - threats) should be used when preparing a plan for successful change.

Summarizing the above, we can conclude that:

1. One of the important pedagogical problems in modern times is the humanization of the educational process in secondary schools. Thus, the secondary school has an important role in preparing the younger generation for life, in the formation of their humanistic outlook.

2. The humanistic understanding of the world is connected with the human personality. Development of personality is a complex process. In this process, both quantitative and qualitative changes take place. The development process is conditioned by contradictions. For this reason, the concept of humanism, which is associated with man and his spiritual needs, and which emerges in the process of dialogic culture, is not only complex, but also a multi-parameter phenomenon. It serves as the goal and criterion of the spiritual progress and spiritual development of mankind at the general social level.

3. A humanist is not a process of adaptation to existing conditions that is a personality-oriented system. In order to improve the quality of teaching, the teacher humanizes the learning environment, takes into account the wishes and desires of the child in the learning process, creates conditions for their free expression, active participation in discussions, develops life skills in learners, improve students' future life, change, innovate inspires. The source

of such multifaceted and multidimensional work, effective and productive activity is a high moral, humanist approach.

4. The humanization of the pedagogical process brings students "more success than disappointment, more joy than sorrow, more unity than conflict, more politeness than rudeness, more creativity than counting" (Sh.Amonashvili). Cooperation of the participants of the educational process is an important condition for the humanization of the pedagogical process.

5. Improving the quality of modern school management, creating an educational, nurturing and developing environment in the school, and achieving democratic change depend on the understanding of the importance of democratization by those who manage the education system. Implementation of democratization in general education institutions implies the education of students in the spirit of free thinking, the expansion of powers and freedoms in the organization and management of education on a state-public basis, increasing the autonomy of educational institutions. This is due to the objective need of modern society for a new person who is free, responsible, creative and critical thinking, able to make the right decisions in any life situation, able to solve complex and contradictory problems.

6. The democratization of INTRA-school management means the gradual expansion of the participation of school staff (teachers, students), parents, community representatives in intra-school management, the involvement of them in the analysis of results, management decisions, their implementation, monitoring, regulation and analysis and evaluation of results.

7. Improving the quality of the educational process at school, humanizing the pedagogical process, the transition to innovational regime requires a restructuring of the management system.

8. In the humanization of school life, a professional and experienced school director must be able to balance the roles of those involved in management, to make the necessary changes when necessary, and also to manage this change and ensure transparency in management. The following principles of transparency should be

taken into account in management: 1) respect and reliability; 2) cooperation; 3) social justice.

9. The role of the teacher's culture of communication in the humanization of teacher-student relations is great. The process of communication in secondary schools should be organized in such a way that it affects the spiritual development of students.

10. The humanization of teacher-student cooperation requires the creation of a system of relationships in which students can feel psychologically comfortable, do not hesitate to express their wishes and desires to teachers, to exchange views with them in order to achieve their goals. In this process, teachers have a greater responsibility. Thus, they must provide pedagogical support to students in order to meet their spiritual needs by creating a healthy educational, upbringing and development environment. Teachers teach students to understand the image of "I", the adaptation of children in need of social rehabilitation, the education and upbringing of orphans and children deprived of parental care, the protection of students' health and the formation of a healthy lifestyle, "student-student", "individual-collective", It should contribute to the formation of "collective-individual" relations, the socialization of the student's personality, the determination of the professional self-determination of high school students.

11. Unlike other social institutions of society, the school is able to fully reflect all the contrasts of social development, all the positive and negative traditions. Today, more than ever, it needs the leadership to implement humanist and democratic ideas, to create conditions for the consistent application of these ideas in practice.

12. The research found that the school director's effective influence on the teaching staff has the following important conditions:

- to take a favorable position in the team and work closely with them;
- to gain the respect, trust, confidence and sympathy of teachers;
- to develop their initiatives and activities in solving the tasks in front of the school;

- to create an optimistic mood in the collective;
- must be able to support sustainable development, competence and professionalism in the collective.

13. During the research, it was determined that a humanist teacher distinguished by his professionalism and competence is: 1) a specialist who is inherently attached to his profession, loves his work, has a deep knowledge of the subtleties of the subject he teaches and teaching technology; 2) competently approaches pedagogical facts, events and processes, skillfully solves complex pedagogical problems; 3) tends to innovation, is distinguished by creative approaches to the pedagogical process, strives for the realization of the concept of personality-oriented education in the pedagogical process; 4) is able to anticipate the results of the planned work, thinks about the future in everything, is optimistic about students and the pedagogical process, is not indifferent to their problems and treats children as his own children; 5) has a high pedagogical culture, moral and spiritual values; 6) speech, behavior, facial expressions, pantomime are effective, verbal and non-verbal communication styles complement each other; 7) is distinguished by optimism, shows trust and confidence in his / her students.

14. The pedagogical process based on the principle of humanistic orientation of education has a special character, as the teacher works closely with students, as it allows students to freely express their opinions, join the creative process, search, find, draw conclusions, exchange information, etc.:

The main content of the research is reflected in the following scientific articles:

1. The role of the director's management culture in the humanization of intra-school management // "Curriculum" Volume 11, №1, 2018, p. 37-43

2. The role of communication culture in the humanization of teacher-student relations. / Republican scientific conference on "Teacher training as one of the strategic goals." Baku, May 18, 2018 pp. 39-40

3. Some questions of the humanization of the educational process. // Professionalism of the teacher. Essence, content, development prospects. 2019 14-15 March p. 115-125

4. The problem of intra-school management in the scientific and pedagogical literature.// History, man and society, 2018, 1(20), p. 96-105

5. Humanization of education in schools of Azerbaijan // Yaroslavl Pedagogical Vestnik. 2018, No. 2 p.50-55

6. Humanistic views in the work of A.S. Makarenko // Professionalism of the teacher: essence, content, development prospects March 15-16, 2018 Part I p.16-20

7. Humanization of teacher-student relations as an important condition for humanization of intra-school management Naberezhnaya Chelna. State University. International educational and pedagogical Forum "Education realization of perspectives". May 2020, № 2 27, p. 44-50

8. Professor Abdul Alizada on the humanization of school life / "Abdul Alizada: From traditional education to the school of thinking" December 2017 p.261-263

9. Academician Sh.A.Amonashvili on the humanization of the pedagogical process / Materials of the Republican scientific conference on "Integration in the modern world and current problems of science". December 22-23, 2017. Lankaran 2017, p.286-288

10. Some issues of humanization of the educational process // "Azerbaijan school" 2018, № 1, p.33-41

11. Humanization of school-student relations as an important condition for the humanization of intra-school management. News of the Pedagogical University. Humanitarian social and pedagogical-psychological sciences series. Volume 67 2019, № 4, p.311

12. The role of planning, organization and pedagogical analysis in humanization within intra-school management. Modern education: Scientific approaches, experience, problems, prospects Penza, April 17-18, 2019

13. Modern school director and organization of his work.
Authors: Gulshan Orujova, Bahruz Salimkhanov, Orkhan Gurbanov.
Baku-2013. Knowledge Publishing House. page 176.

14. The role of democratization in management. School Kazan
Federal University 6 International Forum on Teacher Education
(Section 62, June 5, 2020) p.88

A handwritten signature in blue ink, appearing to be 'Orkhan Gurbanov', written in a cursive style.

Dissertation defense will be held on 12 november 2021 at 14⁰⁰ at the meeting of the Dissertation council FD 2.15 operating under ASPU.

Address: Baku, U.Hajibayli street, 68.

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