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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**PEDAGOGICAL SUPPORT AS A FACTOR OF
SCHOOLCHILDREN PERSONALITY FORMATION**

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history of pedagogy and education

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GENERAL CHARACTERISTICS OF RESEARCH

Relevance and the degree of study of the topic. President of the Republic of Azerbaijan, Mr. Ilham Aliyev, in his congratulatory letter sent to the participants of the 13th Congress of Azerbaijan Teachers (September 22, 2008), said: "The information society we are entering today, the formation of a new type of knowledge-based economy, and the challenges of globalization pose new tasks to the entire world education system. The 21st century, which has earned the name "Educational Age", requires the renewal and modernization of Azerbaijani education as well¹. From this point of view, the reforms carried out in the educational system of Azerbaijan, which is on a broad path of development, including at different stages and levels of education, create great opportunities for the knowledge, skills and habits of the students to be more meaningful and for them to be formed as a personality. A number of works carried out in the direction of the modernization of Azerbaijani education, including the introduction of new training methods, improvement of pedagogical technologies, acceleration of integration into the European educational space, issues such as taking advantage of the educational system of advanced countries of the world have led to new approaches to education and in the field of education, our state's "national education system to the world education system" integration, to ensure the creation of an educational system and environment that meets international standards² a lot of work has been done in the direction of the realization of the task. A new approach to education has deepened the essence and content of the terms "modern school" and "modern teacher" by forming a new view of the goals and tasks facing the school and the status of the teacher.

One of the main issues was changing the teacher's approach to students, promoting them as the main figure, ensuring pupil-oriented education. Not only in words, but in the entire pedagogical process, the guiding principle of humanism has brought a new perspective to

¹ Newspaper Azerbaijani teacher, Baku, 2008, september 26.

² Law of the Republic of Azerbaijan on Education. Baku: Law literature, - 2010, - p. 41.

the teacher-student relationship and motives for practical action. Providing comprehensive support and assistance to schoolchildren not only to acquire knowledge, skills and habits, but also to grow as citizens and personalities has taken the main place in the direction of activities of the school and teachers. The existing autorotary pedagogical system in the formation of the student's personality has been replaced by providing pedagogical support to schoolchildren.

Providing pedagogical support to students plays an important role in their formation as a personality. Pedagogical support based on humanistic paradigms, stemming from the principles of humanistic pedagogy, is one of the most relevant problems in terms of revealing the potential capabilities of schoolchildren, providing them with organized support and pedagogical assistance to develop these capabilities.

Pedagogical support is one of the useful pedagogical tools in terms of forming basic culture in schoolchildren. Its organization with correct, scientifically based forms and methods has a great impact on the realization of teacher-student relations in schools against the background of effective pedagogical cooperation, on students' thinking, attention, and memory. At the same time, it inspires the student to work more confidently on himself, strengthens self-confidence in students, and causes intellectual development.

Pedagogical support consists of a complex system of pedagogical effects that help the development of the student's personality and are aimed at its formation. This process is characterized by its personality orientation, humane attitude towards students and result orientation, and includes respecting the student's personality, accepting him as an individual, showing confidence, trust and attention to the pupil.

The conceptual theory of this problem was developed in the 90s of the last century by O.S. Gazman, a corresponding member of the Russian Academy of Education, and continued by his students and colleagues T.V. Anokhin, V.P. Bederkhanova, N.B. Krylova, N.N. Mikhaylova, S.D. Polyakov, S.M. Yusfin.

Although there are no special studies in this field in our republic, there are few works and articles related to providing pedagogical

support to students and helping backward children in the learning process. “Psychological problems of the modern Azerbaijani school”³, and “Talented children: psychopedagogical issues: essays, studies”⁴ of Alizadeh A.A., “Pedagogical psychology”⁵ and “Megamails of the century: psychopedagogical problems” of Alizadeh A.A., also Alizadeh H.A.,⁶ “Pedagogical psychology”⁷ and “Basis of age and pedagogical psychology” of Hamzayev M.A.,⁸ “Modern problems of Azerbaijani education”⁹ of A.O.Mehrabov “Modern problems of teacher professionalism and pedagogical competence” of Ilyasov M.I.¹⁰ and other textbooks and teaching aids contain valuable ideas related to a number of provisions of the problem of pedagogical support.

There are not a few different opinions and incompatible ideas in the conducted researches. For example, O.S.Gazman in his pedagogical theory comes from the idea that the education of children can be successful when the harmony of two different processes of socialization and individualization is achieved. G.V. Mitina, I.S.Yakimanskaya and others. justified how to provide pedagogical support in a group and individual.¹¹ They consider it necessary to organize group pedagogical support during the solution of general didactic problems, and individual form as pedagogical support for a

³ Alizadeh A.A. Psychological problems of the modern Azerbaijani school. Baku: Ozan, 1998.

⁴ Alizadeh A.A. Talented children: psychopedagogical issues: essays, studies. Baku: ASPU publishing, 2005

⁵ Alizadeh A.A., Alizadeh H.A. Pedagogical psychology: Textbook. Baku: ASPU publishing, 2010.

⁶ Alizadeh A.A., Alizadeh H.A. Megamails of the century: psychopedagogical problems, I-III volumes. Baku, 2008.

⁷ Hamzayev M.A. Pedagogical psychology. Baku: Education, 1991.

⁸ Hamzayev M.A. Basis of age and pedagogical psychology. Baku, 2003.

⁹ Mehrabov A.O. Modern problems of Azerbaijani education. Baku: Mutarjim, 2007.

¹⁰ İlyasov M.İ. “Modern problems of teacher professionalism and pedagogical competence.” Baku: Science and education, 2018.

¹¹ Mitina G.V. Psychological and pedagogical support for the personal development of schoolchildren in social and educational work: based on the material of the first-level school. Abstract of dissertation. Ph.D. ped. Sci. Birobidzhan, 2000; Yakimanskaya I.S. Education and pedagogical support for children in education / Pedagogical support from the point of view of a psychologist. M.: 1986.

specific student. Pedagogical support to V.P. Bederkhanov "as a pedagogical activity that organizes the formation processes of human personality"¹², S.A. Raschetina "as a special type of interaction that leads to the elimination of behavioral difficulties"¹³ are considering. O.V. Tokmakov considered pedagogical support to be one of the main means of intellectual development of young teenagers in the learning process and showed that it has specific characteristics.¹⁴

Pedagogical support is the main essence of pedagogical support to eliminate any problem that hinders the development of students, to create a comfortable, comfortable psychological environment for them, to show trust and confidence in educators by students. The humanism in its content and essence requires the teacher to respect the personality of the child. All this shows that pedagogical support occupies an important place in the pedagogical process as one of the most effective methods of realizing the principle of humanism in education and training. It is difficult to imagine our modern education and success in education without it. The current development trends in Azerbaijani education, integration into the European educational space make the study of such a problem urgent. The main reason for addressing such a topic is that pedagogical support leads to efficiency in the pedagogical process, occupies one of the main places in the development of the student's personality and the humanization of education.

The process of student personality formation was taken as the **research object**.

As the subject of the research, the methods and technologies of providing pedagogical support to the formation of the student's personality have been defined.

¹² Bederkhanova V.P. Pedagogical support for the process of individualization of a person in education // Psychological problems of personal self-realization: Sat. scientific tr. KubSU. Krasnodar, 1998. Vol. 3. p. 68-71.

¹³ Raschetina S.A. Understanding childhood at different stages of the formation of socio-pedagogical theory and practice // Scientific and pedagogical magazine for teachers and parents. Kindergarten from A to Z. SPb.: 2008, № 1.

¹⁴ Tokmakova O.V. Pedagogical support for the intellectual development of younger adolescents in the learning process. dis. Ph.D. ped. Sci. Moscow; - 2003.

The purpose and tasks of the research.

The purpose of the study is to determine the role, place and essence and duties of pedagogical support in the formation of the student's personality, to determine the psychological and pedagogical conditions of the influence of pedagogical support on the formation of the student's personality, and to reveal its pedagogical effect by revealing the role and functions of teacher-student cooperation in pedagogical support.

The tasks of the research are to work out the effect of pedagogical support on the development of student personality during teacher-student cooperation in the learning process, to reveal the mechanism of the influence of teacher-student cooperation on personality development in extracurricular activities, and to organize practical-experimental works on pedagogical support in the formation of student personality and to check the efficiency of the work carried out.

Research methods: theoretical analysis, observation, interview, historical-comparative analysis, study, systematization and generalization of philosophical, scientific-pedagogical documents and materials, sociometry, pedagogical experiment, etc.

Schools 15, 20, 33 in Ganja city and village secondary schools in Goranboy district were taken as the research base. 318 pupils participated in the experiment.

The main provisions defended:

1. Pedagogical support based on humanistic values and including the principles of humanism is not only relevant as the main principle in the direction of humanizing education in modern times, but also constitutes one of the main principles of the implementation of the development strategy of education in our republic.

2. Recognizing the student (child) as an individual, revealing his potential opportunities and developing them, forming "subject-subject" relations with him in the process of education and upbringing is the basis of pedagogical support.

3. Pedagogical support is based on the content of studying the weak and strong aspects of the student, to influence him, to be optimistic about his future, to show confidence in him, to have a scientifically-pedagogically justified influence on the development of

his individual skills and abilities and personal qualities, to achieve self-development, self-determination and self-realization of the student. consists of being

4. Pedagogical support is not simply helping the student in the educational process, but is a complex process that organizes the teacher's activity system in the direction of eliminating his weaknesses and further developing his strengths.

5. Providing pedagogical support is one of the main attributes of the teacher's pedagogical mastery as a pedagogical process that requires the teacher to have love for children, the attitude of being able to accept them as an individual, professionalism and competence.

Scientific novelty of the research. The necessity, essence and tasks of providing pedagogical support to students are justified in the context of the modern development trends of the Azerbaijani education system, especially the humanization of education; the pedagogical basis of the pedagogical support organized in a scientific-pedagogical way affects the formation of the student's personality, the realization of their interests and needs; it was determined that pedagogical support is a necessary method in teacher-student cooperation; it is determined that pedagogical support takes a fundamental place in determining the future life path of students, in forming students as an active personality; The structural elements of pedagogical support and the psycho-pedagogical conditions of its provision have been revealed under the conditions of integration into the European education system.

Theoretical and practical importance of the research: The theoretical importance is that the pedagogical support given by teachers and parents to students is one of the methods that not only has a fundamental effect on overcoming any difficulties they face, but also on their development as a person, so the research work dedicated to this problem is the further development of the theory of pedagogy. and enrichment, at the same time, will be able to substantially affect the work of further expanding the theoretical knowledge of practical teachers in this field.

Practical significance of research. A number of new problems posed and solved in the dissertation, the results obtained in the field

of providing pedagogical support to students will be useful for teachers, educators, parents, researchers, and will be able to significantly help further research. The results of the research can be widely used in school practice.

Stages of research:

First stage: 2015-2017. At this stage, scientific-pedagogical and psychological works, the current situation in schools on the problem were studied, theoretical analyzes were conducted, and determining experiments were conducted.

Second stage: 2017-2019. At this stage of the research, educational-changing experiments were conducted, the methodology of pedagogical support and efficiency criteria were determined, and the results of the conducted experiment were included in the analysis.

"Third stage: 2019-2022. At this stage, a verification experiment was conducted, the results of the research were summarized, and the developed methodology was tested.

The methodological basis of the research is the principle, method, means and theoretical provisions of understanding and changing the pedagogical reality (actual events and processes).

Research approval and application of results. The results of the research were reflected in 5 scientific articles published in publications recommended by the High Attestation Commission under the President of the Republic of Azerbaijan, including 1 abroad, and 2 report theses, in the speeches given by the author at a number of republican and international conferences.

The name of the institution where the dissertation work was performed. Dissertation work was performed at Ganja State University.

The total volume of the dissertation with a sign indicating the volume of the structural sections of the dissertation separately. The dissertation consists of an introduction, 2 chapters including 8 paragraphs, a conclusion and a list of references, the "Introduction" part of the work is 10 pages and 18,208 characters, Chapter I is 54 pages and 98,619 characters, Chapter II is 48 pages and 83,931 characters, the "Conclusion" part is 4 pages It consists of 6639 characters. The total volume of the dissertation includes 207,397 characters, excluding the list of used literature.

THE MAIN CONTENT OF THE RESEARCH

In the introduction, the relevance of the research is justified, the object and subject, purpose, tasks, methodological basis, research methods, scientific innovation, theoretical and practical importance, the defended provisions are defined, and concise information is given about the obtained results.

The chapter of the dissertation called ***"Scientific-pedagogical foundations of the problem of pedagogical support in the formation of the student's personality"*** consists of four paragraphs. In paragraph I, the problem of "Essence and tasks of the problem of pedagogical support" is explained. Here, pedagogical support is clarified as one of the main principles of student personality development, its role in forming students as a personality is justified. Pedagogical support is characterized as one of the main factors of revealing inner resources of children.

The paragraph emphasizes that there are different approaches to the problem of pedagogical support, and O.S. Gazma, who developed the "Pedagogical support concept" and a number of subsequent researchers, T.V. Anokhinana, D.V. Kurnikov, A.A. Alizade, H.A. Alizade, M.I. Ilyasov and b. different approaches to the explanation of the problem, as a result of the survey we conducted with secondary school teachers, issues such as their attitude to this problem are interpreted. Issues such as the humanistic and gradual nature of pedagogical support (diagnostic, search, contractual, active and reflexive), arising from the principles of humanistic pedagogy and compliance with certain norms are also clarified in the paragraph. The paragraph also includes the concepts of pedagogical support: help; protection; independence; cooperation; humanism; goodwill; trust; development orientation etc. systematically characterized, their classification is given and their essence is clarified.

In paragraph II called ***"Psychological-pedagogical conditions of the influence of pedagogical support on the formation of the student's personality"***, the necessity of expecting certain psychological and pedagogical conditions in providing pedagogical support is justified. It is shown that the provision of pedagogical

support is such a pedagogical process that consideration of certain psychological factors is one of the most necessary issues. Here, in the pedagogical support given to the student, consideration of his potential opportunities, directing the work done to the development of his skills, cooperation, complementing each other, protection of children's rights and dignity also have a certain place.

In the dissertation, students in need of pedagogical support were grouped according to certain criteria, attention to a number of issues in teacher-student cooperation was justified, conditions and factors that caused and necessitated pedagogical support were indicated, a number of principles were put forward for the realization of these conditions, pedagogical support at different educational levels its content and goals were defined, the psychological and pedagogical factors of its provision were considered, and pedagogical support was based as a system of pedagogical effects affecting the formation of the student's personality, and as one of the main factors, the issues of correct establishment of teacher-student cooperation and the achievement of the results of this cooperation were studied.

In the third paragraph called ***"The effect of pedagogical support on the development of the student's personality in the process of teacher-student cooperation"***, it is shown that the teacher's ability to support students in the pedagogical process depends very much on the teacher's preparation in this field. These issues were touched upon in the dissertation and it was justified that the pedagogical support provided in the process of teacher-student cooperation is one of the main tools in the development of the student's personality. In the dissertation, a number of criteria in teacher-student cooperation for the effectiveness of pedagogical support (the teacher showing high sensitivity to students and reacting to their every need; the teacher mastering high pedagogical ethics and professional pedagogical culture and expecting ethical requirements in his behavior with students; showing competence in difficult pedagogical situations) and encouraging; taking into account the individual characteristics of students, taking advantage of various forms and methods in their pedagogical influence; forming self-motivation habits and self-confidence in students; establishing

"subject-subject" cooperation in their mutual relations with students; evaluating even the slightest success in the student, confident in his future etc.) the importance of waiting was mentioned.

The fourth paragraph of the first chapter entitled "***Taking into account the individual characteristics of students as an important factor of pedagogical support***" was studied based on the principle of achieving self-development of students by influencing their personality. It is noted here that pedagogical support should help the development of children's individuality, for this, certain principles should be expected, and it is necessary to benefit from educational materials aimed at children's education. It is justified that the teacher should take into account the development of the student's personality as the main goal in the organization and provision of pedagogical support, and the pedagogical process he leads, the main content of this process, should be directed to this.

The second chapter of the dissertation is called "***Forms and methods of organizing pedagogical support in the formation of the student's personality***". In the first paragraph of the chapter called "The effect of pedagogical support on the development of the student's personality in the conditions of teacher-student cooperation in the learning process", the functions of pedagogical support (pedagogical support is helpful in solving the situation faced by the student in solving any problem; this process stimulates students to read, learn, overcome difficulties) issues such as creating motivation to achieve high results in them) are explained. At the same time, when the pedagogical support provided during training and extracurricular activities is directly related to the purpose of the student's activity, a number of aspects can be manifested in the development of the personality, the pedagogical support directed to intellectual development can have a substantial impact on the development of learning motives and learning stimuli in students, a number of pedagogical support during the learning process issues such as taking into account its unique characteristics and the gradual nature of pedagogical support have been reflected.

In the paragraph, it is justified that pedagogical support is a process that brings activity, business acumen to the learning process

as a whole, creates a subject-subject relationship, helps the development of students' skills and abilities, self-development and self-awareness, and it is shown that pedagogical support is not only about activating lagging and weak students, giving them certain knowledge, does not consist of inculcating skills and habits. Talented students who study well here should not be ignored.

In the second paragraph of chapter II, called "***The influence of teacher-student cooperation in extracurricular events on personality development***", it is justified that the organization of extracurricular educational events leading to high results is highly dependent on the correct and efficient organization of pedagogical support, and students in such events are not just spectators and participants, but also its organizers, activist, is also very dependent on their participation as responsible persons in this process. Here, pedagogical support is a process that increases and strengthens mutual relations, cooperation, and the tendency to work together for a common goal, so the teacher should always focus on this direction. In this case, the teacher's pedagogical support is useful with its positive effect, and its effect has a positive effect on the entire pedagogical process, including the training process. The methodology of providing pedagogical support in this direction has been elaborated extensively in the dissertation.

In the third paragraph called "***Organization of pedagogical support in the conduct of vocational work with students***", the characteristic features of the pedagogical support given to students facing the choice of profession are included in the research. The main idea of pedagogical support for professional orientation is that during the process of help and support, the transition to self-awareness and self-determination in the minds of students becomes more intense, from words to action, and they are closer to solving the problem.

The dissertation shows that special attention should be paid to three issues during pedagogical support in the process of professional orientation: firstly, where is the difficulty, that is, what is the problem?, secondly, what tactics would be useful to use during support?, thirdly, what should be the technique and technology of pedagogical support? Here it was considered more useful to take advantage of the "assistance tactic".

The main content of pedagogical support in doing vocational work with students is widely reflected in the dissertation.

The fourth paragraph of Chapter II is devoted to "***Organization of practical-experimental works on pedagogical support in the formation of the student's personality***". In this paragraph, my experimental works are summarized and the obtained results are analyzed.

Pedagogical experiment was conducted in 2015-2022 in secondary schools No. 15, 20, 33 in Ganja city and in Khangarvand village secondary school in Goranboy district. 318 students participated in the experiment.

During the determinative experiment, conversations, question-and-answer sessions were conducted with 7-8 grade students to learn and reveal their attitudes to pedagogical support in lower grades.

During the experiment, we conducted questionnaire surveys with 104 school teachers in order to find out the teachers' attitude to the essence and nature of pedagogical support, how they approach it and the state of this work in our schools.

The results of the survey showed that not all teachers could see students as subjects of the pedagogical process in teacher-student communication. Thus, 48 percent of them believed that the main task of a teacher is to know his specialty well and to be able to teach it well. 54 percent of teachers believed that they should work in cooperation with students, cooperate with them and perform the function of a guide in the pedagogical process. Despite this, the answers of a large number of teachers were not satisfactory in revealing the essence of "subject-subject" cooperation in the pedagogical process. Most of them simply understood it as working together with students, and had a hard time justifying its inner essence. Only 52 percent of the teachers noted that they understood pedagogical support as helping students individually in the learning process.

"What does pedagogical support mean?" - to the question, 54% of teachers answered "helping students with difficulties", 16% said that teachers and students should cooperate, 13% said that students' knowledge, skills and habits should be corrected, 10% said that

students should be treated as individuals, and 7% of students said that they gave the answer of achieving development. The fact that very few respondents answered this question correctly shows that the knowledge of a large number of teachers about the nature and content of pedagogical support is not at a sufficient level.

"What is the essence of the principle of humanization of education?" the answer we received to the question was close to this in terms of its content and character. 24% of the respondents consider the individual characteristics of the students, 20% organize the training process on a "subject-subject" basis, 15% treat the students as individuals, 13% individualize the lesson, and 12% value the student's personality, 9% answered that comprehensive personality development was achieved, and 7% answered that moral qualities were brought up in class.

Apparently, although most of the teachers listed certain details of humanization, they found it difficult to show what its essence is as a principle.

"Is there a relationship between humanization of education and pedagogical support?" in the answer to the question, although some of the teachers stated that they were based on one goal (34%), most of them characterized them as separate problems. This showed that most of the teachers still do not know that pedagogical support is born from the principle of humanization of education, and that it is one and important part of its realization. "In what situations do you benefit from pedagogical support?" It can be seen from the answers to the question that a large number of teachers treat pedagogical support only as help to students who are lagging behind in learning. From this point of view, "Which students should be given pedagogical support" and "How do you know who and which students need pedagogical support the most?" to their questions, the teachers unequivocally mentioned the students who were lagging behind in education (Table 1).

Table 2.4.1.

Questionnaire 1. The essence of pedagogical support and teachers' attitude to their duties

№	Survey questions	Answers	
		Good (in %)	Bad (in %)
1	What does "pedagogical support" mean?	45, 4	54,6
2	What is the essence of the principle of "humanization of education"?	37,6	62,4
3	Is there a relationship between humanization of education and pedagogical support? If so (or not) how? Justify.	42, 5	57,5
4	Which students should be given pedagogical support?	36,0	64,0
5	How is it possible to organize pedagogical support in class?	35,3	64, 7
6	In what situations do you benefit from pedagogical support?	44, 6	55,4
7	Doesn't pedagogy make students always expect help?	58, 7	41,3
8	How do you know who and which students need pedagogical support the most?	59, 6	40, 4
9	How can pedagogical support affect the development of student personality?	78,6	21,4
10	How can pedagogical support be implemented in extracurricular processes?	51,2	48, 8
11	How does pedagogical support differ from helping a struggling student?	58, 9	41, 1
12	How important do you think pedagogical support is to talented, highly capable students?	36,5	63,5
13	What abilities of the teacher do you consider favorable for the realization of pedagogical support?	34,5	65,5

Questionnaire 2, "Which function of the teacher in the lesson do you consider to be the main one?" In the answers to the question, it can be said that the authoritarian role of teachers was highlighted. 41% of the respondents "can teach the subject well to students", 28% "can manage the class", 12% "can lead students' independent work", 10% "can establish teacher-student relations properly" ", 9% of them answered "benefiting from new learning technologies in the lesson", this is clearly confirmed.

In the survey, "Which principle do you prefer most in the training process?" principles such as "Pedagogical cooperation" and "Humanization of education" were rarely mentioned in the answer to the question.

"Do you know the strengths, weaknesses, and potential of the students you teach?" Most of the teachers answered the question "Mostly". A number of teachers have openly admitted that they do not know the potential capabilities of students.

"How do you feel about students who study poorly during the lesson?" the answers to the question showed that most of the teachers mentioned that they approach them individually. A small number of teachers said that due to the large number of children in the classrooms, they work with them not in the classroom, but in extra hours.

"In what cases and how do you use the individual approach in the lesson?" to the question, most of the teachers mentioned that they treat students who study poorly only individually. Few of the teachers reported that they benefited from individual approach even with gifted and special students (Table 2).

Table 2.4.2.

Questionnaire 2. The student as a subject of the pedagogical process (in percentage)

№	Survey questions	Answers	
		Good	Bad
1	What constitutes the essence of "Subject-subject" relations in the pedagogical process?	24,6	75, 4

2	What can be used to make the student a subject of the pedagogical process?	61, 5	38, 5
3	Do you know the strengths, weaknesses, and potential of the students you teach?	69, 3	30, 7
4	What do you see as the role of the teacher during the organization of the pedagogical process in "subject-subject" relations?	24, 7	75, 3
5	How do you treat students who are weak readers?	50, 4	49, 6
6	In what situations and how do you benefit from individual approach in class?	23, 8	76, 2
7	What do you think is the main function of the teacher in the lesson?	32, 8	67, 2
8	What is the essence of personalization in the lesson?	92, 4	7, 6
9	In order for the student to be the subject of the pedagogical process, what kind of communication style is important for the teacher?	86,6	13, 4
10	How would you explain your preference for interactive methods in class?	27, 5	72, 5

These answers we received made it necessary for us to do some work with teachers in the second phase of the pedagogical experiment.

From the observation and analysis, it can be seen that the pedagogical support provided by the class teachers to the students has different characteristics according to the nature and level. Thus, pedagogical support at different times and by different teachers is equal to 94 percent in class I, 86 percent in class II, 82.5 percent in class III, and 80.5 percent in class IV, most of them (up to 90

percent) are only from the help provided during the training , consisted of assistance.

In the 107 lessons we observed, the nature of teachers' pedagogical support to students was as follows (Table 3).

Table 2.4.3.

The nature of pedagogical support in the lesson

№	Kind of support	Number of supports in classes			
		I	II	III	IV
1	Persuasion			+	+
2	Don't insist			+	+
3	Convince	+	+	+	+
4	Helping	+	+	+	+
5	Stimulation			+	+
6.	Encouraging	+	+	+	
7	Researching			+	+
8	Discussion			+	+
9	Individual approach	+	+	+	+
10	Creating a result-oriented situation			+	+
11	Definition	+	+		

As can be seen from the table, the nature of the pedagogical support has also changed as we move to higher grades, and the support has been linked to involving students in more activities. Thus, in classes I-II, practical help, praise, individual approach, and encouragement are more common, while in classes III-IV, activities such as persuasion, insistence, directing research, engaging in discussion are more important. This also shows that the age characteristics of the students, the nature of the class they study, etc., are important in providing factors such as pedagogical support. (Table 4).

Table 2.4.4.**Expecting results orientation in pedagogical support**

Periods of study	Possible difficulties	Kind of pedagogical support	Results
Motivation	Research questions	Real support questions, also answers	Different hypothesis and its versions
Research methods	Passive creation of some pupils	Help of the all pupils	Research realities and results
Information environment	Uncomfortable of the new information	Emotional approach, positivity	New informations for discuss
Information environment	System components	Positive hypnoses	Systematization of information
Common results	yeni biliklərin ümumiləşdirilməsi	Positive approach ; modellation	New knowledges
Talented methods	Theory knowledges	discussion, practical work; rolled play	New approaches
Evaluation and reflection	Education reflections and objectivity	Positive approach	the ability to evaluate oneself and one's peers and independent learning habits are formed

Thus, based on the results of the research, "What results can pedagogical support directed to the formation of students as a personality lead to?" we can answer the question as follows:

- the creation of self-confidence in the student, his ability to understand his "I";
- understanding the responsibility of the transition from game activity to training activity;

- development of mutual relations with teachers, including other people;
- getting to the inner essence of objects and events and understanding them;
- formation of verbal-logical thinking;
- increased interest in the world and activities of adults;
- reduction of the number of students lagging behind in training and strengthening of training motives;
- raising the culture of help and assistance within the group;
- not to be afraid of difficulties and increase the tendency to finish the started work;
- strengthening cooperation with adults, especially teachers, and development of interaction tactics;
- to have a culture of self-defense and defense tactics;
- strengthening the desire to reach the goal, increasing confidence in oneself and others;
- understanding that teachers are their benefactors;
- strengthening, development and striving for self-affirmation of educational activity;
- tendency to self-development, satisfaction of individual needs, interest in self-actualization, etc.

Here we see the principles and requirements of humanistic pedagogy being realized. The formation of the qualities listed above shows that, on the one hand, pedagogical support serves as a kind of help and assistance to students in regulating their lives and activities, and on the other hand, it has an exceptional impact on their formation and development as a personality and citizen. As a potential force that regulates, directs and causes development, it can integrate education, upbringing and development of students in one direction. It increases students' self-confidence and inspires them to achieve better results.

Our scientific-research work led to the following **conclusions**:

1. The problem of providing pedagogical support to students has not been properly solved in pedagogical theory, despite the fact that it is a useful tool of pedagogical influence and there are certain practical experiences in the activity of teachers in this field.

Understanding it only in a limited circle, such as help and assistance given to students in the learning process, has left the realization of the possibilities of pedagogical support as an important principle in the development and formation of the student's personality out of the scientific and pedagogical research conducted in our republic.

2. Review of pedagogical support from different aspects made it possible to clarify what its essence, goals and tasks should be. Although the attitude of various researchers to this problem is ambiguous, all opinions and theories about its essence are unambiguous. In most studies, this problem is considered as specific help and assistance to the student in certain activities and situations, but in our study, in addition to these merits, pedagogical support was investigated as a factor in the formation of the student's personality, and its influence on the formation of the personality was revealed.

3. Eliminating any factor that hinders the development of students, their formation as a personality, a future citizen and specialist, creating comfortable, comfortable psychological and pedagogical conditions for them, a humanistic approach to the personality of the student, a humanistic orientation of the pedagogical process, showing trust to educators, trusting them is the main essence of the pedagogical support provided by the teacher, tutor and class leader.

4. Pedagogical support based on the principle of humanism in the educational process has a wide range of influence in ensuring the efficiency of the pedagogical process as a method that requires professionalism, competence from the teacher, great love for the pedagogical process for schoolchildren, for his work, for the subject he teaches.

5. Pedagogical support is necessary to eliminate difficulties in choosing a profession for more students; revealing and shaping individual skills and abilities; solving training difficulties and problems encountered; positive assessment of training, education, upbringing, sports achievements; Conducting motivating and provoking work with students that is directed towards success and can lead to it; trusting children; giving ample space to teacher-student cooperation in the pedagogical process, etc. It manifests itself in the following cases:

6. Teacher-student cooperation is one of the factors that strengthen the influence of pedagogical support on the development of the student's personality, perhaps the first. When the teacher-pupil cooperation is against the background of democratic, humanistic relations, the impact made by the teacher, the pedagogical support given, also causes memorable and useful results with its spiritual and aesthetic effectiveness. By increasing the impact of the teacher's support, the democratic communication style strengthens students' confidence in their own strength, trust in the teacher, and efforts to overcome their own weaknesses. Pedagogical support creates conditions for effective results.

7. The educational process is the place where pedagogical support is both necessary and has wider possibilities. Pedagogical support in the training process leads to the realization of two important functions that allow the development of students: 1) pedagogical support helps to solve the situation faced by the student in solving any problem; 2) this process stimulates students to read, learn, overcome difficulties, creates motivation for them to achieve high results. These have a significant impact on the development of students as a personality.

8. Since the teacher acts as a tutor, friend, and colleague in extracurricular activities, the pedagogical support provided by him helps students to correctly assess their skills and abilities, to make the most of their potential, and to develop their creative abilities.

9. Pedagogical support is directly related to ensuring the personalization of the educational process conducted in the school and the personalization of the pedagogical process. When pedagogical support is effective and content, its influence on personality development and formation is strong.

10. Pedagogical support is a tactical and gradual process. Depending on the nature of the problem, the correct selection of tactics (defense, assistance, help, interaction) and its stages (signal, creative communication, diagnostic, project, action and analytical result) and the organization and conduct of meaningful activities towards their realization are important in solving the problem. is important.

11. In the educational process with pedagogical support, the main result is pedagogical cooperation, the ability of students to independently apply the knowledge they have acquired to new situations.

Based on the results of our research, we consider it necessary to consider the **following proposals**:

1. Since the provision of pedagogical support to students has an important pedagogical effect on the formation of their personality, it should be included in pedagogic programs and textbooks as one of the principles of training and education.

2. Taking the support given to students in the pedagogical process out of the context of help and assistance to them, ensuring its personality orientation and developing feelings and qualities in the young generation such as self-awareness, self-confidence, self-confidence, striving towards the goal, not being afraid of difficulties.

3. Not to put the students in front of difficulties beyond their strength, giving them a lot of space for mutual cooperation in fighting any difficulties they encounter by showing faith and trust in them, organizing pedagogical support based on humanism.

4. Achieving a comprehensive solution of the pedagogical effects necessary for their personal development with a special approach to the formation of each student as a personality in the pedagogical process.

5. Expanding the knowledge and ideas of teachers about this problem by conducting methodical seminars, discussions and round tables on "Methods and ways of providing pedagogical support to students" in pedagogical collectives.

The main provisions and results of the research are reflected in the following article and thesis published by the author:

1. The effect of pedagogical support on the development of student personality in the process of teacher-student cooperation // Pedagogical University News (Pedagogical-psychological sciences section), 2015, No. 3, p. 311-314.
2. The essence and tasks of the pedagogical support problem // Ganja State University, Scientific News, 2016, No. 2, p. 300-305.

3. The effect of pedagogical support on the development of student personality in the conditions of teacher-student cooperation in the training process // Baku Girls University, Scientific Works, 2017, No. 1, p. 95-101.
4. Pedagogical-psychological conditions of the influence of pedagogical support on the formation of student personality / Materials of the IX All-Republic scientific-practical conference dedicated to the 94th anniversary of the birth of our national leader Heydar Aliyev on "Contemporary period and education", May 4, 2017. Baku State University, 2017, p. 30-32.
5. Pedagogical-psychological conditions of the influence of pedagogical support on the formation of student personality // Baku State University. Materials of the 9th All-Republic scientific conference on "Contemporary period and education" dedicated to the 94th anniversary of the birth of National leader Heydar Aliyev. Baku, 2017, 11 225 p. 30-32
6. The effect of pedagogical support in extracurricular activities on the development of student personality // Ganja State University, Scientific News, 2018, No. 3, p. 389-394
7. Support for student personality development as an important pedagogical problem // Pedagogical University News (Pedagogical-psychological sciences section), 2018, No. 3, p. 232-238.
8. The role of Pedagogical Support in the formation of a student's personality. Ukrainian Republic Black Sea Scientific and Water Research Institute of Economics and Innovation. // Innovation pedagogy. Scientific journal. Odessa Vol. 19, 2019, 27 207 i.s p.136-141
9. Psychological and pedagogical conditions for the impact of pedagogical support on the formation of a student's personality // Municipal education innovations and experiment magazine. Moscow, 2020, №5 [74], 20000 i.s.s.12-18
10. Pedagogical support as an important factor that affects the formation of student personality// Освіта і наука у мінливому світі: проблеми та перспективи розвитку МАТЕРІАЛІИ. Дніпро. Ukraine, 26-27 mart 2021, 8 804 i.s s. 221-223 i.s s.

11. Development of individual qualities of students in the process of pedagogical support // Materials of the 4th republican scientific-practical conference of young researchers. Baku, April 9, 2021, 5 489 i.s p. 246-248.
12. Consideration of individual characteristics of students as an important factor of pedagogical support // Науковий вестник Південноукраїнського національного педагогічного університету імені К.Д.Ушинського Лінгвістика, 2022, 1(138), 23957 i.s. p.25-89



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