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ABSTRACT

Of the dissertation submitted for the degree of Doctor of Philosophy

**MODERN EDUCATIONAL PARADIGMS AND THEIR
SCIENTIFIC-PEDAGOGICAL SYSTEM**

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

Field of science: Pedagogy

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Baku – 2025

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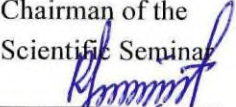
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GENERAL CHARACTERISTICS OF THE RESEARCH

The relevance and degree of development of the research topic. The transformation processes taking place in the world community are clearly manifested in the interdependence of social progress and education, which is of particular relevance for the study of achievements and problems. The dominant importance of the education system is increasing in connection with the development of post-industrial, information civilization, and the rethinking of humanity as a whole by its goals and values. The study of the phenomenon of education in various fields of knowledge simultaneously, within the framework of philosophical, pedagogical, sociological and other sciences, leads to the expansion of its theoretical understanding in accordance with the new time.

The fundamental directions of the systematic analysis of modern education, the new perspective paradigmatic models formed during its search, as well as the possible ways of their integration, primarily from the theoretical and general worldview point of view, are relevant. This includes a number of important factors, including deep changes in the socio-political and economic structure of the state, new types of changing the direction of social and economic relations in society, globalization trends and anti-globalization attempts, Azerbaijan's joining the Bologna process in 2005, which made it one of the main participants in the process leading to the creation of a single European educational space, and in this regard, attempts to unambiguously change the previous educational model, which was clearly perceived by the entire education system.

According to the “Azerbaijan 2020: Vision for the Future Development Concept”,¹ approved by the decree of the President of the Republic of Azerbaijan dated December 29, 2012, the state has been assigned important tasks such as strengthening² the integration of

¹ Azərbaycan 2020: gələcəyə baxış” İnkişaf Konsepsiyası. Bakı: Təhsil xəbərləri, 2012, № 6, s.8-55.

²Azərbaycan Respublikasında Təhsilin İnkişafı üzrə Dövlət Strategiyası. Azərbaycan məktəbi, 2013, № 5, s.12

Azerbaijani education into the world and European educational space, expanding the international relations of Azerbaijani educational institutions, and creating appropriate conditions for their active involvement in programs implemented in the field of education. The leading idea and central task of the State Strategy for the Development of Education, which develops the main principles described in the “Development Concept” of Azerbaijan 2020: Vision for the Future, is aimed at ensuring that Azerbaijani education responds to the challenges of the times in a timely manner and modernizes it through evolution in order to increase its competitiveness.

Synthesis of paradigmatic approaches to education, attempts to find ways of orientation and harmony guided by pragmatic considerations, analysis of the pedagogical level without deep search and analysis leads to a possible solution of their unity on the basis of general principles, sometimes the analysis of educational paradigms leads to their correct comparison, effective and promising orientation. At the same time, the typology of educational paradigms does not allow for orientation and analysis at different levels that are not related to each other, for example, in the modern theory and practice of education in the country and the world as a whole, it is confident and justified to talk about even an approximate number, actually existing “educational paradigms”. Although the orientation of educational systems and models is a somewhat difficult task, a qualitative analysis of the essence of the samples, their characteristics, assessment of their capabilities, advantages and disadvantages, as well as their specialization, also manifests itself as paradigms.

In this regard, the idea of building traditional and new systems is of particular interest as a main subject. There should be a theory and practice of education that implements models and examples based on the concept of new educational paradigms. As a cultural phenomenon, a pedagogical, systematic and comprehensive analysis of the main types of human, social and natural formations is necessary, taking into account the characteristics of the educational sphere.

The possibilities and features of the pedagogical analysis of the concept of “paradigm” itself, its application to the modern educational sphere are required as a categorical status.

Various systematic approaches to evolutionary processes, pedagogical analysis of modern education are relevant in connection with the need to create a single educational space from a practical point of view for the development of modern education, since the orientation of educational paradigms allows us to better understand its true content and origin, and through reforms existing side by side in these processes, it is possible to develop and modernize education, as well as to harmonize and integrate them for this. All this further increases the relevance of the topic.

Degree of development of the problem: Since the 90s of the 20th century, foreign authors Amonashvili Sh.A., Kolesnikova I.A., Kornetov G.B., Prikot O.G., Yamburg E.A., Baker L.R., Cunningham I., Kartashova A.A. and Azerbaijani researchers Jabrayilov I.H., Ahmadov H.H., Aliyev P.B., Aliyeva S.S., Ilyasov M.I., Mahmudov M.C., Mehrabov A.O., Pashayev A.Kh., Rustamov F.A., Sadigov F.B. and others have made attempts to identify and substantiate the main models of education, as well as to implement their paradigm-pedagogical typology. Although the term “paradigm” itself is not always used directly. It arose from the need to organize and systematize pedagogical knowledge about existing methods of organizing the educational process. It can be said that this created the need to develop a frame of reference that would allow one to navigate the endless diversity of past and present pedagogical systems, concepts, theories, technologies, and methods.

The fundamental direction of modern educational paradigms and the systematic-pedagogical analysis of educational models have not been a special subject of scientific research. In recent years, many works have been devoted to the substantiation of educational paradigms, the prospects and advantages of individual concepts and technologies, while for now they are only devoted to setting new practical, hypothetical-prognostic experiments. At the same time, it should be noted that separate works of some philosophers, educators, psychologists and sociologists have appeared on possible promising ways of development of educational paradigms.

Russian scientists V.I.Dobrenkov, I.A.Zimnaya, V.P.Zinchenko, V.M.Rozin, O.M.Lomako, V.V.Mironov, S.A.Smirnov, B.Y.Shcherbako, etc., Azerbaijani scientists A.F.Abbasov, A.B.Mammadov, F.M.Gurbanov conducted research on cognitive paradigms in philosophy, M.H.Nazarov and Z.G.Mammadaliyev on methodological paradigms in the humanities, I.N.Isayev on the paradigm of moral values, A.O.Mehrabov, H.H.Ahmadov on traditional educational paradigms. Researchers are studying various aspects of global processes, including possible problems related to Azerbaijan's accession to the European education model. However, they have not conducted specific research on new educational paradigms and their scientific and pedagogical system.

In the works of the authors under review, certain basic models of education are conceptually presented, described and interpreted from a pedagogical point of view as a model of the pedagogical process in pedagogical terms and concepts as a special field of scientific knowledge. Such modern approaches to educational paradigms and the emergence of new competing concepts have created conditions for the emergence of non-classical and post-non-classical ideals in the context of polyparadigmatic educational theory, and on the other hand, for the emergence of modern ideas about the existing possibilities of educational paradigms.

However, it is true that the current attempts to approach educational paradigms are not systematic. Modern researchers note the special role of culture and the historical-cultural approach in the formation of this concept in the educational experience. It is no coincidence that in the construction of system-forming educational paradigms, researchers turn to the educational theory and practice of cultural orientation. At the same time, examples and various options of theoretical construction and practical descriptions of culturally oriented educational models are offered.

From this point of view, it seems that the concept of educational paradigm is closely related to the content of education, and it is also necessary to direct the further evolution of certain methodologically targeted priorities in educational theory and practice and to apply them practically.

The identified contradictions and the conclusion from their analysis determined the relevance and choice of the research topic, taking into account the relevance of the problem, we determined the topic of the research as “Modern educational paradigms and their scientific and pedagogical system”.

Object and subject of the research: The object of the research is modern educational paradigms. The subject is the development of modern educational paradigms in the context of a general pedagogical approach and the scientific-pedagogical system

Goals and objectives of the research: The aim of the dissertation work is to conduct a systematic pedagogical analysis of modern educational paradigms and reveal their development trends and models, to determine the origin of the main educational paradigms, to characterize the scientific-pedagogical system of modern educational paradigms, and to identify real opportunities for studying the application of the paradigms presented in the modern educational space.

The implementation of the goal involves the solution of the following specific tasks:

- to reveal the pedagogical essence, content of the paradigmatic approach to education at the modern stage, the purpose, tasks and main functions of educational paradigms and their change;
- to substantiate the possibilities of applying the pedagogical approach to theory and practice in the study of educational paradigms and the necessity of a systematic-synergistic approach to the development of education;
- to describe the specifics of the cultural and general systematic analysis of the content of the concept of "paradigm" and the complex impact of organized, social activity of a person on the field of education, the most characteristic features of the process of evolution and paradigm change;
- to adapt the understanding of the formation of the main directions of educational paradigms to the realities of pedagogical science and practice in order to determine the general scientific concept of educational paradigms, pedagogical functions, categories, their differences in theory and practice, their impact on the application of general pedagogical ontology levels;

- to formulate a theory of action for the application of paradigmatic influence orientations in order to determine the main differences between pedagogical, psychological and sociological versions of the concept of educational paradigms in the pedagogical aspect and to carry out a theoretical description of their scientific-pedagogical system, and at the same time to study the systematic-scientific creative and pedagogical-methodological trends;

- to study the development of the process of formation and formation of human education as a cultural phenomenon, the results of which are obtained from the position of a systematic-creative approach, typical forms of coexistence of paradigms of pedagogical science in educational practice from the position of educational paradigms;

- to determine the importance and ways of implementing a systemic-structural approach to education in the context of cooperation with nature, society and other types of human existence;

- the systemic-structural relationships of the social, personal, natural and cultural orientation of educational paradigms;

- to reveal the objective logic of pedagogical development in the context of a synergistic approach to educational paradigms, to study the regularities of educational development;

- to show the importance of systematic research of pedagogy and education in eliminating errors in opening ways to integrate educational paradigms and models in the pedagogical context.

Research methods:

- theoretical analysis of works related to pedagogy and other scientific fields that touch on paradigm issues;

- analysis and systematization of paradigms identified in the field of pedagogical research;

- historical-comparative method, theoretical analysis, observation, interview, survey, analysis and synthesis, induction and deduction methods.

The main provisions put forward for defense:

1. The essence, content, principle of the paradigmatic approach

to education at the modern stage, the paradigm process, various types of paradigms and the different interpretation of the content of this category, depending on the chosen position of the worldview.

2. In pedagogical science and practice, as in other scientific fields, the features of the application of the concept of "paradigm" in the system of pedagogical activity and their scientific-pedagogical system also have different interpretations, which justifies the expediency of highlighting the invariant content as an imperative aspect, in the form of fixed signs (generally accepted type of formulation).

3. The characteristic features of the evolutionary process of modern educational paradigms are the gradual transition from one period to another (from non-paradigm, from preparadigm to mono-paradigm and polyparadigm).

4. Classification of modern educational paradigms (according to their purpose), which have a place in pedagogical science and practice:

- paradigms reflecting new scientific directions,
- modern educational paradigms accompanying new scientific directions in pedagogical science and practice;
- educational paradigms that are the basis for building research in the practice of pedagogical science;
- paradigms of subject areas (pedagogy, pedagogical anthropology, social pedagogy, etc.),
- paradigms that are often used for other purposes in pedagogical science and practice (such as the concept of "fashion");

5. Groups that are combined with paradigms based on various features reflecting the most characteristic functions (direction of education, nature of interaction of subjects of the educational process, nature of organization of the educational process, purpose, etc.), (prognostic, methodological, educational, integration, analytical, praxeological, accompanying, barrier, instrumental, worldview, etc.).

6. Education as a cultural phenomenon: substantiation of the imperative of the educational paradigm from the position of a systematic - creative approach ensures the effective unification of many paradigms actually operating in pedagogical science and practice.

7. Humanistic competence as the dominant of the innovative

paradigm of education determines the unity of the content and strategic aspects of education. This, in turn, makes the development of a mechanism for the formation of the educational potential of the subject of professional activity in the field of education relevant.

8. In principle, the systemic-synergetic pedagogical paradigm, as a set of new scientific knowledge, develops within the framework of the social system and acts as its subsystem. This leads to a state of equilibrium, which is a prerequisite for the implementation of self-organization and self-development processes in society. All this allows us to consider the new pedagogical paradigm as a dissipative system, which is a necessary condition for self-organization and self-development;

9. Analysis of the importance and ways of implementing a systemic-structural approach to education from the position of educational paradigms. This makes it relevant to consider higher socio-cultural education as a special type of education within the framework of a systemic approach in scientific discourse.

10. At the present stage, we can talk about the imperative aspect of the culturological paradigm, which opens up heuristic opportunities in the construction of a single educational space in educational institutions, allows for the simultaneous coexistence of multiple paradigms, and ensures their harmony.

11. As the system-forming core of the innovative paradigm of socio-cultural education of the 21st century, it turns the participants of the individual educational process into the main condition for creative interaction in the process of achieving humanistic competence.

Scientific novelty of the research. The modern fundamental orientation, applied for the first time in the research work, is analyzed in the construction of paradigms and models, the theory and practice of education as a pedagogical approach in the systematic and creative activity of young people. From the position of such a methodological approach, the diversity of educational paradigms and models and the processes of functional development of education are viewed as a natural phenomenon in the relations of nature, society and man with other basic types of existence.

Theoretical significance of the study. From a methodological

point of view, the study is based on systemic-structural approaches and general creative principles in education. In the field of general pedagogical approach, the categorical apparatus, education and its general theory, pedagogical foundations are used as tools, the research theories conducted in the field of education for the configuration created within the framework of the creative paradigm approach allow us to consider the activity as a pedagogical version, as well as the possibilities of using a systemic-synergistic approach within the framework of a general-systemic, methodological approach.

Practical significance of the study. The materials prepared by the dissertation, theoretical approaches to it and the results obtained allow us to better understand the content of those changes. They have a search character in the field of education in our country and in the construction of educational activities based on new paradigms. The methodological methods used in the study allow us to eliminate the contradictions that arise in the explanation of the paradigmatic approach to education.

Approval and application. The results of the study were discussed at the Department of “Pedagogy and Psychology” of Baku Slavic University, and were reported at various republican and international scientific conferences. In addition, the content and results of the dissertation work were reflected in 29 articles published in journals recommended by the Higher Attestation Commission under the President of the Republic of Azerbaijan, in materials of republican and international scientific and practical conferences (including 2 articles and 1 thesis in foreign countries (Ukraine, Turkey, Switzerland)), in the text of the report and thesis.

The methodological methods used in the work allow us to overcome simplified interpretations in understanding the functions of the paradigmatic approach to education, to understand the origin of extremes when interpreting the content of the main paradigm models, and their relationships as part of a single system. Individual results are valuable as material for building common pedagogical foundations for future research in the field of education, for the productive search and justification of ways to adapt and synthesize modern educational paradigms.

The name of the organization where the dissertation work was performed. The dissertation work was performed at the Department of “Pedagogy and Psychology” of Baku Slavic University.

The total volume of the dissertation with a mark, indicating the volume of the structural sections of the dissertation separately. The dissertation work consists of an introduction, two chapters, each consisting of six paragraphs, a conclusion and a list of used literature.

Introduction – 9 pages, 16347 characters, Chapter I – 57 pages, 110050 characters, Chapter II – 56 pages, 115197 characters, conclusion – 4 pages 7527 characters, the dissertation consists of 144 pages, 249121 characters, including a list of used literature of 16 pages.

MAIN CONTENT OF THE RESEARCH

In the “Introduction” section of the research, the relevance of the topic is substantiated, the degree of working out of the problem is examined, the object, subject, goals and objectives of the research, methodological basis, methods, scientific novelty, theoretical and practical significance, provisions submitted for defense, approval and structure of the work are considered.

The first chapter of the dissertation, entitled “Scientific-theoretical and methodological problems of educational paradigms”, consists of three paragraphs. The first paragraph, entitled “General pedagogical essence, purpose and objectives of educational paradigms”, as can be seen from the name, is devoted to explaining the essence, purpose and objectives of educational paradigms. The importance of substantiating the theoretical and methodological foundations of the pedagogical approach as a methodological framework for the implementation of the pedagogical paradigm is indicated.

The use of the concept of paradigm and, in this regard, the demonstration and justification of a paradigmatic approach to educational activity is possible, first of all, in the context of the discussion of the process of changing this area, the initial stages of restoring normal activity that ensures it.

The reason for the formation of modern educational paradigms is the search for new perspective models, a number of profound changes in the socio-political, economic system, the orientation of society to new social and economic relations, globalization and anti-globalization trends, Azerbaijan's joining the Bologna process and an ambiguous attitude towards attempts to eliminate hopes and fears related to this process. All these events are accompanied by numerous and various innovations in the field of education, thus, the deep pedagogical foundations of methodological instructions used to solve the problems and tasks of modern education often create the need for various analyses and comparisons in theory and practice. In this regard, the theory and practice of education are the ideas that form the basis of the structure of traditional and new systems, the organization and application of scientific projects and practical educational activities, concepts, models, as well as general approaches that qualitatively determine the pedagogical and methodological categories of the diversity of paradigms, basic values. In this regard, the characteristic tendency of the concept of "paradigm" to devaluation draws attention, and controversial issues related to this concept are raised, such as "pedagogy", "humanistic pedagogy", "collaborative pedagogy", "authoritarian pedagogy". This concept of paradigm reflects the concepts of new (neo, modern) pedagogy that we are studying. It seems that history is repeating itself. First, pedagogy arose, and now a paradigm as a new concept.

The concept of "paradigm" entered the world of science in the 70s of the 20th century and quickly gained success in the field of social practice. First of all, it began to be used in philosophy and sociology, denoting a system of ideas and concepts interconnected according to certain rules, an initial conceptual scheme, a model for posing and solving a problem, and research methods used by a scientific community at a certain period. "Paradigm (Greek paradeigma - example, sample, model) - means the main scientific view, trend, accepted in the scientific world during a certain historical period, a model of posing, solving and studying a problem, a method of understanding the most general principles of a certain research and an object of interpretation". In other words, a paradigm is a set of theoretical and

methodological prerequisites that are embodied in scientific practice at a certain stage, determining a specific scientific research. A paradigm is the basis for choosing problems, and at the same time a model, an example for solving research tasks. The concept of “paradigm” was introduced into the science of pedagogy by the American historian T.S.Kuhn. He distinguished three stages: "Pre-paradigm, dominance of the paradigm, paradigm during the scientific revolution."³

According to T.S.Kuhn: *“The paradigm helps to solve the difficulties that arise in research work, allows us to identify changes that have occurred in the structure of knowledge as a result of the scientific revolution and are associated with the assimilation of new empirical data”*.

Thus, the concept of paradigm was first systematically solved in terms of its application to human activity and was applied only to a specific type: professionally organized and culturally intended scientific and research activities of scientists. This allows us to assign a certain cultural element to the general, universal content of this concept and to distinguish it from any activity as a category that provides stability, reproducibility, the ability to disseminate and assimilate new information by its participants. In this regard, special attention should be paid to the use of ambiguity in order to accurately express the origin of the term “paradigm”, the uncertainty of its content and the normative nature of scientific activity. Therefore, it is necessary to distinguish and characterize the impact of the content of the concept of paradigm on any human activity in a general methodological sense, which is culturally immutable, and then use the general meaning of the concept of paradigm in educational activity.

Paradigm – a unified system of theoretical and methodological principles, empirical results and methodological disciplines of scientific knowledge, which guide research in a certain field of science for a long time. The main characteristic of teachers' ideas about the child, directly reflecting all the ideas, goals and objectives of his personality, educational opportunities specific to his time and the general picture of

³ Кун, Т.С. Структура научных революций. – М.:Прогресс, 2008. – 288 с. (bax:s.11)

the world, encompasses a complex educational paradigm. In modern pedagogy, the theory of education is characterized by the processes of formation of a new paradigm. They result in complex and contradictory foundations, depending on each other due to their diversity. However, their unity is associated with the determination to implement ideas and concepts in educational practice, which is one of the distinctive features of the past century. In modern pedagogy, paradigms are not related to each other, but exist in parallel. There is no and cannot be an exclusive paradigm in education, a clear separation of paradigms occurs only in a theoretical sense.

The appeal to the analysis of pedagogical paradigms and models indicates the need for a generalized understanding of the essence, organization, methodology and results of the theoretical ideas of theorists and practitioners.

An educational paradigm is a set of theoretical and methodological conditions that determine the specific actions of a teacher in various educational activities, a condition that he is guided by as a model of activity.

An educational paradigm includes such components as the values, motives and direction of implementation, goals, relationships of subjects, content, technology of the pedagogical process.

An educational paradigm is a set of basic concepts, propositions and ideas recognized by the pedagogical community at a certain period and forming the basis of scientific research. There are many such paradigms in modern pedagogy and, at the most general level, they can be divided into paradigms oriented to the future (“progressive”) or paradigms oriented to the past (“classical”). The term “classical” paradigm refers to a deep-rooted, traditional paradigm that has long dominated the education sector. The “progressive” paradigm offers different content and approaches, different laws and relationships, different behavior and pedagogical mindsets.⁴

The paradigm of education is a leading approach to the selection of the content of education, forms of organization, methods of education and upbringing.

⁴ Парадигма образования [Электронный документ] // Википедия.

“The paradigm of education is a set of theoretical prerequisites that determine specific approaches to the design of the educational process and the educational practice itself (tactical pedagogical tasks, the style of interaction between participants, etc.). On the one hand, the paradigm of education is part of the scientific paradigm, and on the other hand, it is a reflection of the personal philosophy of the teacher who creates the educational process.

The purpose of the transition to the modern paradigm of education is to create the necessary educational conditions for the formation of graduates as subjective individuals.

In the second paragraph of the first chapter, entitled “Functions and categories of the general pedagogical approach in the context of educational paradigms”, “Paradigm” is characterized as a basic category of science, in terms of the normative methodology of pedagogy and education, as a complex of theoretical standards, methods, norms and value criteria accepted in the scientific, pedagogical society. It acts as a tool for the study, interpretation, systematization, classification and assessment of the level of development of the state and pedagogical reality, reflecting recognized scientific achievements, thoughts, theories, ideals, concepts and ideas related to the essence of education at the current historical stage.

It is important to consider whether the education system is already an applied practice, that is, whether it corresponds to the general pedagogical categories, specific conceptual foundations representing its own model, or is still in the form of innovative search, formation.

The modern socio-cultural transformation of Azerbaijan is developing against the background of a general civilizational problem, and the development of education is possible only with the self-improvement of the currently used technologies, forms of life activity, and society, and therefore a radical change in the educational paradigm.

To substantiate the relevance of the pedagogical-methodological analysis of the paradigm concept, it is possible to determine not only the requirements and needs of educational managers, those involved in the development of the general category and theory of the paradigm,

applied to the field of education, but also the necessity of organizing and implementing educational activities in the field of education, the practical and theoretical significance of the content of education.

The paradigmatic approach to education allows us to connect the essence and content of educational activity with the recognition of the presence of certain features and abilities in a person in the general system of human activity, in the functions of education in general, in the transformation of human nature, in the interpretation of a person's place in the world, and in the formation and development of the necessary manifestations in the educational process.

Thus, the general conclusions of the analysis on the application of the content of the concept of "paradigm" to the theory and practice of education can be formulated as follows: It is shown that there is a need to solve the methodological roots of the problem of the theory and practice of education as a subsystem of a special analysis of the basic concepts of the pedagogical level, as a modern systematic activity of general and special education, and to search for ways to update them. From this point of view, the way out of the described situation, in our opinion, is possible by finding the foundations of a meta-catalysis system related to the theory of education of activities carried out within the framework of a single educational field, which allows us to determine the main directions of education.

The third paragraph of the first chapter is devoted to the study of "Features of the application of the analysis of educational paradigms in the system of pedagogical activity and their scientific and pedagogical system".

The new organization of the educational process requires a deeper consideration of its philosophical, pedagogical and psychological foundations, theory and practice. Today, scientists - educators and teachers are argued not only to apply new technologies and teaching methods in the field of education, but also to revise worldview positions in education, to switch to spiritual and moral values.

Currently, in the global educational space, as the most important institution, various educational paradigms have been formed during the historical development of society and education. They differ in their main goals-content, ways of organizing the educational process,

interaction between the teacher and the student, and learning outcomes. Therefore, today we can say that the most popular and widespread among them are esoteric, traditional (cognitive), rationalist (behavioral), humanistic (phenomenological) educational models. Technocratic, non-institutional, humanitarian, education “through discoveries”, cultural, socio-cultural, pedocentric, personality-oriented, student-oriented, functional, ideological, social paradigms of education are important. These paradigms differ in terms of choosing the main goal of education, the role of education in the system of state and public institutions, its purpose, its vision in the system of preparing a person for life, and the formation of the common and professional culture of the younger generations. The characteristic features of each of the scientific-pedagogical system of the indicated educational paradigms are sequentially considered in more detail.

A number of elements that determine the educational paradigm include: ideas about the system of knowledge and skills necessary for a person in a certain historical period; awareness of the type of culture and the ways of human development in the process of mastering cultural experience, the principles of encoding and transmitting information; understanding the value and role of education in society; mastering the cultural development of a person; ideas about the authority and place of the teacher as a bearer of knowledge and culture in the educational process; the role and functions of the growing personality in the structures of upbringing, training and education.

The pedagogical paradigm performs a double function: on the one hand, it facilitates the solution of scientific problems of pedagogy, on the other hand, it does not stop the study of pedagogical creativity problems and only does not hinder the adoption of new ideas.

Taking into account modern educational paradigms and approaches to its organization allows us to conclude that today a person's education is not only the acquisition of certain knowledge and skills, but also their continuous accumulation, renewal, development, in other words, continuous psychological preparation: self-education, self-discipline, self-development. The analyzed paradigms exist in the educational system, which is the object of global pedagogy, since they combine the processes of training and upbringing and represent the in-

ternationalization of the socio-cultural values of society shared by its members.

In the first paragraph of the second chapter of the dissertation entitled “Ways of implementing the principles of systematic-structural research of modern educational paradigms”, entitled “Education as a cultural phenomenon: analysis from the position of a systematic-creative approach”, the systematic-activity approach describes the main pedagogical conditions and mechanisms of the learning process, the structure of students' learning activities adequate to the modern priorities of modernized education. The theoretical foundations of adhering to this theory in the formation of the content of general education, in particular, the analysis of the leading types of activities (game, learning, communication), the distribution of universal educational activities that form knowledge, skills, abilities and habits, are analyzed.

In the context of the general theory of education, the concept of human activity is rarely applied unilaterally in terms of the analysis of the structure and content of human abilities and personal qualities, since its content is of great importance in terms of the analysis of human abilities and personal qualities. At the same time, the issue of synthesizing various variants of the theory of activity can be solved not only by moving to a different, subjective, but also, in particular, metasubjective space, which is based on the unity of educational paradigms, the general principles of the system and approaches to activity, which will be built on methodological foundations.

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From the pedagogical point of view of the general theory of educational activity, educational activity is, in fact, an entry into the existing human culture and the norms, significant patterns, algorithms, methods and methods of its implementation. The assimilation of an already functioning social culture, in turn, is carried out by the student's adherence to and subordination to specific socio-cultural

norms that organize educational activities carried out first by the teacher, and then by the student.

In the context of a general, unified version of the theory of activity, education is a process of entry into a system that belongs to a double series of socio-culturally regulated norms that invite a person to live and act individually.

The functional approach in the methodology of studying the system from the point of view of the functional-system analysis of the features of the concept of activity is fundamental, since it adheres to the most important principles: the integrity of the elements, relationships and connections of the whole is analyzed.

From a pedagogical point of view, these options, as a higher-level study of the phenomenon of human activity, can be considered as special scientific concepts developed within the framework of more specific categories that are the subject of their pedagogical, psychological and sociological research. It illuminates the general object of research, human activity, from different angles and therefore allows us to make only b30-3-dimensional predictions from the perspective of its subjects.

The second paragraph of the second chapter of the study is called “Systemic - synergetic approach to the development of education in terms of educational paradigms”. On the basis of a systemic-synergetic analysis, the dynamic structure of the personality as a subject and object of the didactic process, socio-economic conditions, the needs of society and the social order, the contradictions of the pedagogical process, driving forces and regularities, the methodological basis and the determination of the mutual relations of the main components of the pedagogical system are analyzed. The modern paradigm in the field of educational activity is justified in the direction of the processes of socialization and individualization to objectively different paradigmatic relations.

Synergetics is a new ideology. Currently, two directions are being formed in synergetics: the first direction is associated with the study of social, economic and spiritual processes, and the second direction is associated with the conceptual apparatus of synergetics and the creative struggle of scientists who represent various concepts.

Synergetics (Greek *συνεργία* - cooperation, joint activity, consistency) is an interdisciplinary science that studies the general laws and principles that form the basis of self-organization processes in non-equilibrium systems.

If we look for an extremely brief description of synergetics as a scientific paradigm, then such a description includes only three main ideas: self-organization, open systems, nonlinearity. Synergetics studies the mechanisms of self-organization of a certain class system (open and nonlinear) in a very different nature, starting from physics and sociology, starting from the discoveries of man himself, starting from consciousness and subconscious systems.

Synergetics, as a scientific direction that studies the laws of self-organization in systems of very different natures, was born at the junction of a number of natural sciences and was widely spread in various fields of science during its existence. It is a field of knowledge that has led to the emergence of a kind of general scientific fashion both for synergetics itself and for the problem of the relationship between order and chaos in its various manifestations. The systematic approach is a research method whose starting point is the notions of the integrity of the system under study. Two conclusions naturally follow from these notions: first, the system can be understood as a whole only if it forms a contradiction with its environment. Second, the division of the system leads to the concept of an element. The properties and functions of an element are determined by its position in the whole and are caused by the properties of the whole within a certain framework. The concept of an element cannot be identified with the concept of an atom, since an element is an element only in relation to the system under consideration, it is an indivisible, minimal component or the upper limit of the division of the system within the research problem under consideration.

Synergetics, as a new direction of interdisciplinary research, is of particular importance for the concretization and development of a number of fundamental provisions of the concept of dialectical development. It is enough to recall only one fact as a basis for our thought that systems are studied within the framework of synergetics from the point of view of self-organization, which testifies to the truthfulness of

the principle of the inseparability of matter and motion of dialectical philosophy. The new view of self-organization put forward with the creation of synergetics, first of all, forms the basis for the creation of a unified concept of global evolutionism. By proving the existence of self-organization in open systems of inanimate nature, synergetics actually confirms that the principle of the self-movement and internal activity of matter can be applied to all its forms without exception.

From the standpoint of the synergetic approach, the basis of educational management is to organize the selection of such a system of influences, which would be associated with its internal characteristics. The subject of synergeticism rejects the method of direct influence of the non-equilibrium system on open areas, but the correct organization of the resonance effect of a complex system is very effective for the educational system. The correct external influence “pushes” the system’s own development paths, which can lead to significant qualitative changes in the educational process. This allows us to look at the quality of education in terms of the integrity of its management, “not by external and internal influences, but by creating internal reflective opportunities in the world, reflecting the spirituality of the system, moral integrative and aesthetic criteria.”

In accordance with the synergetic paradigm, the type of educational management is considered indirect, self-management activity allows for sufficient learning of free creativity. Joint creativity, mutual partnership relations of participants, development of one’s own creative knowledge will ensure the development of the personality in the educational process.

Thus, synergeticism gives us information about the effective management of complex systems, which, in our opinion, will lead to significant qualitative changes in the educational process. In this aspect, the methodological basis of synergeticism can be viewed as a management activity of modern education.

This methodological description of the synergistic approach also allows us to use the construction of orientation models in the field of education. At the same time, we consider the self-organization system in the formation of a specialist as an object, which is a self-developing social phenomenon.

“The importance of a systemic-structural approach to education from the position of educational paradigms and ways of its implementation” is presented in paragraph 3 of the second chapter of the dissertation. System-structural approach to education from the position of educational paradigms

- reflects the universal connection, interdependence of objects, phenomena and processes of pedagogical reality, analyzes the need to approach them as systems with a certain structure and their own laws of action. The system-structural approach allows us to develop a consistent theory of education, characterize all its main elements (goal, content, methods), which allows us to understand its essence, and understand its role as an element in education. General scientific methodology can be represented by a systemic approach that reflects the universal connection and interdependence of phenomena and processes of the surrounding reality.

The essence of the system approach is that:

- relatively independent components are considered not separately, but in their interaction, development and movement;

- the systematic approach allows you to identify the integrative qualities and features of the system that are not present in the elements that make up the system;

- the subject, functional and historical aspects of the systematic approach require the implementation of such principles of research as historicism, concreteness, consideration of comprehensive relationships and development;

- the systematic approach involves the construction of structural and functional models that simulate the studied processes as systems, allowing you to obtain knowledge about their patterns of activity and the principles of effective organization;

- the systematic approach requires the implementation of pedagogical theory and practice and the principle of unity, which is sometimes understood as a kind of linear chain reflecting the natural movement of knowledge from theory to practice. The correct interpretation and development of this principle allows you to understand that there are certain periodic connections between practice and science.

The heuristic and practice-changing possibilities of a systematic

approach to the study of education as a pedagogical process are revealed when referring to the categories of “pedagogical system”, “integrity” and “interrelationship”. At the level of structural and functional analysis, the pedagogical system can be represented by a set of interconnected components: subjects of the pedagogical process, the content of education (general, basic and professional culture) and the material base (means). Their goal-oriented organic interaction creates the pedagogical process as a dynamic system. The goal is the leading factor in the formation of a pedagogical system.

The system-structural approach allows us to solve the main problem - to make the studied theory visible to the student. If the presentation of a single theory in a textbook is carried out in several paragraphs scattered with a study interval of two or three weeks, then there is no information about everything that is studied as a single theory. Therefore, the main provisions of the theory should be combined and studied, if possible, in one lesson, or at least in the minimum number of lessons.

The “Conclusion” part of the dissertation concludes the research and summarizes the main scientific and theoretical provisions:

1. The solution of problems related to the justification of ways to build a single educational space, operating in pedagogical science and incorporating innovative educational systems and models, significantly changes and complicates the functions of the paradigm approach in education. The main vector of changes can be defined as the transition from the methodological support of the processes of solving theoretical and practical problems within the framework of individual paradigmatic approaches to the construction of a general ontology and educational metatheory, when educational systems and models should be taken into account.

2. In this regard, the question of the foundations of the construction of paradigmatic and polyparadigmatic approaches to education leads to the need to turn to the content of the general concept of "paradigm". Systematic, philosophical and cultural analysis of the content of the general concept of "paradigm" as a category related to any activity carried out in the course of research allows us to resolve existing disputes regarding the legitimacy of its use in the field of educational

practice.

3. The philosophical-cultural reconstruction of the content of the initial general concept of “paradigm” within the framework of the modern system-activity approach allows us to reveal the relationships and, at the same time, the independent status of such normative signs. as an integral part of the general concept of the paradigm, such as “sample”, “model”, “formalized generalized recipes” “theory”, “metatheory”, “ontology”, “values”, etc. The identification, comparative analysis of various educational theories and practices from the point of view of the paradigm approach should be carried out taking into account all the above-identified elements of the paradigm, including, first of all, the main elements of its disciplinary matrix. and the changing dynamics of their functions and roles as part of an integral system of regulatory requirements, depending on the stage of maturity, when applied to activity, the field of education, the concept of “paradigm” has its own specific features associated with the need to reflect its complex systemic-structural multifunctional structure as a socially organized and culturally formalized system of activity.

4. In this regard, there is a need to separate and study separately the paradigms of organizing scientific activity in the field of building educational theories and the paradigms of organizing and implementing practical educational activity. At the same time, there is a complex indirect relationship between these paradigms due to the cooperative relations between all participants in the educational activity system.

5. In modern conditions, the system-activity approach to the study of education and educational paradigms can be in the presence of subject-oriented and therefore limited in terms of their capabilities versions of the theory of activity (psychological, socio-technical or methodological). Pedagogy and philosophy of education are carried out in the context of a categorical apparatus, allowing for the integration of various research positions. Education in various paradigmatic manifestations is considered and understood as a cultural phenomenon with a system-activity structure, in which socially organized performance and individual creative activity are interconnected, but fundamentally different in content. From the point of view of the system-activity cultural-philosophical approach, the educational process, in

which the cultural formation and development of a person is carried out, should be isomorphic in functional structure to the basic requirements for the formation of a person. If we pay attention to these different requirements and preferences, we will see that one of them also becomes the basis for the emergence and implementation of significantly different and, at the same time, one-sided educational paradigms that do not take into account the need to ensure systemic integrity in the process of cultural formation and human development.

6. System-structural analysis of educational paradigms allows us to build a fairly complete typology of them and distinguish four main groups, mainly focused on one of the main types of being: culture, society, man (individual, personality or individuality) and nature (realization of inclinations and abilities). At the same time, nature-oriented or “nature-like”, culture-oriented educational paradigms, systems, including, respectively, sociocentric and personality-oriented paradigms, usually form pairs that are contradictory to each other. These are essentially different and even in some sense often contradictory, common directions of education that lie deeper and are found only as a result of a special pedagogical analysis. In this case, each of the opposites can approach one of the pairs of paradigms representing the other. Thus, “mixed” paradigm orientations arise that mutually complement and justify each other.

7. Pedagogically oriented paradigms and educational models do not exclude the consideration of the natural needs and abilities of a person, age and psycho-physiological individual characteristics that manifest themselves in education: here the educational process recognizes purposeful education, socially organized and culturally formed activity that creates higher needs and abilities of a new specific person, and their translation and assimilation by each person in ontogenesis. On the contrary, nature-oriented educational paradigms bring to the fore precisely natural biological hereditary learning mechanisms, as information common to humans and highly organized animals or specific only to humans, but only of the same nature.

8. Therefore, it is in principle impossible to unite the paradigmatic directions of education, directed in such different ways, by some simple compromise or consensus. At the same time, the analysis of the

actual content of the contradictions, differences and interaction of educational paradigms, carried out from the point of view of the system-activity approach and in the context of the philosophy of culture, allows us to see their internal structural-systemic relationships.

9. The system-activity approach to the study of the relationship between the sociocentric and personacentic directions of educational paradigms allows us to conclude that they are not only opposite, but also necessary elements and aspects of a single educational process as a cultural phenomenon. These directions of education have a similar content, related to the general, found, invented by humanity in phylogeny and mastered by the implementation of cultural methods of behavior and communication throughout the life of the individual. The assimilation and evaluation of these diverse, successively emerging, increasingly complex cultural forms, behaviors and activities, means and methods of communication by individuals is carried out through participation in various forms and types of human activity, whether spontaneous or specially organized.

10. The system-structural relationship of the content presented by nature-oriented educational paradigms can be determined and correctly understood only if differences in natural inclinations and abilities are taken into account. Nature-oriented understanding and attempts to absolutize the importance of educational practices limit the range of all human abilities involved in the process of education to natural inclinations, without taking into account its higher needs and abilities, social and cultural characteristics of origin.

11. Simplified ideas about the functioning and development of education as a linear and progressive unidirectional process lead to theoretical and practical attempts to find or build some single new “modern” paradigm that fully covers the educational system, which should replace the previous one.

The polyparadigmatic nature of modern educational practice, the multitude of theories and subject matrices on which it is based, is one of the specific manifestations of the synergistic multilinearity of the processes of functioning and development of complex anthroposocultural systems. The systemic-synergetic approach allows us to determine the existence of an objective need for the restoration of the

integrity of culture,

12. The origin of the one-sidedness, extremes and typical misconceptions that manifest themselves in the process of forming modern paradigm models of education has a common basis, which is the lack of a common view of education as a cultural phenomenon, its systemic relations with nature, society and man.

The one-sided orientation of educational paradigms and models to one or another type of being is fraught with confusion of the content and essence of the processes associated with the localization of natural inclinations and abilities, the formation of cultural innovations, including the transmission, use and creation of culture as part of general human activity.

13. It has been established that the paradigmatic foundations of cultural education require systematic renewal taking into account new social, economic and cultural trends that manifest themselves within the framework of modern reality, objective and subjective factors of the social construction of the cultural sphere are identified as determinants of reforms in cultural education.

14. It has been proven that the specificity of the analysis of the new paradigm of education is closely related to the use of the concept of "human scientific competence", the essence of which is the set of value-motivation, competencies that determine the activity of the individual, the nature of human cognition and interaction with a specialist in the field of culture in the process of its professional development;

15. The essence and characteristics of human cognitive competence as the dominant of the innovative paradigm of education of the 21st century are revealed, where three main competencies are identified: global (ideological), local (social role); basic (individual activity, formation of readiness for the implementation of professional functions);

16. Proposing humanistic competence as the dominant of the new paradigm of education, the author emphasizes the qualitative features of the dynamics of the process of mastering this competence in the period of "lifelong" education, the process of directed formation of the personality: the development of cognitive potential, creativity,

value-oriented potential and communicative potential.

17. The study of the history of the development of educational paradigms as a cultural and historical wealth is relevant for understanding their methodological, scientific, pedagogical and general cultural significance, for understanding the ways of development and formation of new educational paradigms in pedagogical science. It is appropriate for creating the latest approaches to the formation of the content of not only science, but also general education.

18. The humanistic educational paradigm has found support and development within the framework of modern social requirements for education, which is confirmed by state educational documents, numerous studies and publications of domestic and foreign scientists, contributing to the revision of the principles of designing the content of education. The tasks of humanization and humanization of the content of education coincide with a more global problem - the return of the human problem to the forefront in modern social theory and practice, as well as a noticeable increase in interest in humanistic issues. Modern world humanism proceeds from the fact that it is the person, his rights and duties, demands and needs that should be in the center of attention of the state and society.

The main content and innovations of the dissertation work are reflected in the author's published scientific works:

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The defense of the dissertation will be held 30 June 2025 at 14.⁰⁰ the meeting of the FD 2.15 Dissertation Council operating at the Azerbaijan State Pedagogical University.

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The dissertation is available at the Library and Information Center of the Azerbaijan State Pedagogical University.

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

The abstract was sent to the necessary addresses on 27 May 2025.

A handwritten signature in black ink, appearing to be 'M. G. ...', located in the lower right quadrant of the page.

Signed for print: 26.05.2025
Paper format: 60x84^{1/16}
Volume: 49647
Circulation: 20