

REPUBLIC OF AZERBAIJAN

On the rights of the manuscript

ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**IN INSTITUTIONS OF HIGHER PEDAGOGICAL
EDUCATION THE CONTENT OF PERSONALIZED
EDUCATION SYSTEM OF KNOWLEDGE AND SKILLS**

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

Field of science: Pedagogy

Applicant: **Tamara Shirzad Bakhshaliyeva**

Nakhchivan – 2024

The dissertation work was performed at department of Pedagogy and Psychology of Nakhchivan State University

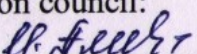
Scientific supervisor: Doctor of Pedagogical Sciences, Professor
Farahim Balakishi Sadiqov


Official opponents: Doctor of Pedagogical Sciences, Professor
Rufat Latif Huseynzade


Doctor of Pedagogical Sciences, Professor
Intigam Hilal Jabrayilov

Doctor of Philosophy in Pedagogy
Sevda Yagub Karimova

Dissertation council FD 2.40 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Nakhchivan Teachers Institute

Chairman of the
Dissertation council: Doctor of Pedagogical Sciences, Professor
 **Ismayil Israfil Aliyev**

Scientific secretary of
the Dissertation council: Doctor of Philosophy in Pedagogy,
Associate Professor
 **Giziltaj Tarverdi Shahbazova**

Chairman of the
scientific seminar: Doctor of Pedagogical Sciences, Professor
 **Lazifa Naghi Gasimova**



OVERALL QUALITY OF THE STUDY

Relevance of the topic and degree of development. In the directive documents on educational reforms carried out in Azerbaijan, raising the level of personality orientation of the growing generation sets important tasks for teachers working in secondary schools as well as teachers working in higher schools. In order to successfully solve these tasks, it is important to carry out purposeful, planned and organized work to raise the level of personality orientation of students both in the educational process and extracurricular activities of the higher school. For this, first of all, it is considered important to create a system of imparting knowledge and skills on the content of personality-oriented education in higher educational institutions. This means that it is considered appropriate to develop a work model for the content of personality-oriented education in the faculties engaged in teacher training in higher pedagogical educational institutions, either during lectures or in the process of events outside the auditorium.

In the directive documents on educational reforms carried out in Azerbaijan, during the implementation of subject curricula, it is considered necessary to carry out purposeful, planned, organized work on raising the level of personality orientation of higher school students, as a continuation of the development of personality orientation, student orientation, demand orientation, integrative, result orientation, and evaluation standards.

The purposeful formation of these cognitive skills in secondary schools prepares students for higher education. That is, after the age of 18, first-year students enter the next stage of communication and psychomotor development during their studies. At this stage, it is considered important for students to acquire new skills for their personal formation. Such skills are considered as new cognitive skills of students. That is why student orientation, which is one of the new standards of personality orientation, is an urgent task for university teachers. In other words, higher school teachers, especially pedagogues and

psychologists while working in higher schools, increase their level of personality orientation by applying student-oriented standards.

Student orientation is understood as the formation of national and universal values by developing the cognitive and psychomotor activity of those studying in higher schools. At this time, for the formation of the student as a personality, it is intended to reveal the national and universal values based on their cognitive and psychomotor activities. Such skills, which manifest themselves as new cognitive skills, create a foundation for the development of students' creative thinking and cognitive activities. The fact that students can creatively analyze the information they get during lectures, draw sound conclusions after analysis, and make comparisons gives them an intellectual level. The skills revealed at that intellectual level are considered the students' cognitive skills.

Purposeful activities are carried out to develop the level of personality orientation of students while they are students in secondary schools. At this time, such cognitive skills instilled in students increase their level of educational orientation. As it is known, the level of educational orientation of higher school students is evaluated as a set of moral qualities instilled in them. In other words, the most necessary moral qualities are imparted to the students in the educational process at the higher school. For this, first of all, it is considered important to integrate the formation of moral qualities in the process of imparting knowledge, skills, and habits based on national and universal values in the educational process. If this is the case, it is possible to take the direction of creating the content of personality-oriented education.

As it is known, the first of the 5 main directions in the "State Strategy for the Development of Education in Azerbaijan" is the creation of the content of personality-oriented education based on competence. The content creation of personality-oriented education provided in the strategy approved by the decree of the President of the Republic of Azerbaijan attracts attention as a type of creative activity based on competence.

Our national leader Haydar Aliyev used to say: "Life is a big

process. In order to successfully participate in this process, a person must get education that meets modern requirements." As time changes, people's points of view on life, needs and demands change. There may be various reasons for these changes. Development of science and technology, globalization in all areas, changing lifestyle, etc. These changes lead to the emergence of different approaches in education. For this, there is a serious need to create a new model of the content of personality-oriented education. Thus, in the process of imparting knowledge to students in higher schools, increasing their level of personality orientation is considered an important factor. Of course, when it comes to raising the level of personality orientation of students, a complex of the most necessary educational elements should be prepared in accordance with the knowledge and skills they have acquired. First of all, instilling in students such skills as knowledge, elements of ideological and political education suitable for skills, moral norms, love of work, work ethic, protecting the environment, fighting against environmental problems, and acquiring aesthetic and artistic taste are considered necessary conditions for raising their level of personality orientation. Taking these into account, it is necessary to prepare basic substandards in higher pedagogical educational institutions, that is, in faculties engaged in teacher training. When we say the basic standards prepared for students studying in the faculties engaged in teacher training, it is intended to correctly define the content line of the training results determined in the pedagogy- psychology subjects, to instill the most necessary elements of education in addition to the basics of knowledge to the students in the lectures. When we say sub- standards, we mean the correct selection of didactic strategies and the provision of interactivity in order to accurately determine the goals of higher education.

In general, imparting knowledge and skills on the content of personality- oriented education in pedagogically oriented higher schools should be understood as the creation of a new person.

All of these play important roles in the purposeful, planned

and organized implementation of higher school training, the organization of non-auditory events in accordance with the specified requirements and principles in the creation of the content of personality-oriented education. Since the creation of the content of personality-oriented education is important, we involved the creation of a new system of knowledge and skills on personality-oriented education in higher educational institutions as an urgent problem.

We would like to point out the lack of serious research in this area as one of the aspects that substantiates the relevance of the discussed problem. Because during the period that passed since the implementation of the "State Strategy for the Development of Education in Azerbaijan" (the Strategy has been implemented since 2013.-T.B), researches on the content of personality-oriented education have been conducted only on the basis of the experience of secondary general education schools. Taking into account the lack of research on increasing the level of personality orientation of students in higher schools, we considered it appropriate to investigate this problem. Firstly, because there is no scientific research topic in our country regarding the creation of the content of personality-oriented education based on competence in higher schools. Secondly, teachers working in higher educational institutions, including teachers of pedagogy and psychology, have difficulties in imparting a number of necessary knowledge and inculcating necessary skills on the content of personality-oriented education, either in lectures or in non-auditory events. Taking these into account, we considered it appropriate to prepare a whole system of knowledge and skills on the content of personality-oriented education in higher pedagogical educational institutions.

The object of the research is the process of imparting knowledge and skills on the content of personality-oriented education in higher educational institutions.

The subject of the research is the creation of opportunities and ways to systematize knowledge and skills on the content of personality-oriented education in higher pedagogical educational

institutions. The purpose of the study. It consists of the planned implementation of the essence, content, goals and tasks of the works related to the provision of knowledge and skills on the content of personality- oriented education in higher pedagogical educational institutions.

Hypothesis of the study. If the systematization of knowledge and skills in higher pedagogical educational institutions is determined based on the principles of humanism, secularism, succession, and interactivity, taking into account the interests and demands of students, society, and the state, and reflecting national and human values, the level of personality orientation of students can be increased according to the requirements of the day. .

Tasks of research. During the work aimed at proving the correctness of the hypothesis determined based on the purpose of the research, it is considered important to perform the following tasks:

- Clarify the essence of the problem;
- To study and generalize the presentation of the problem in the scientific and pedagogical literature;
- To study and generalize the setting of the problem in the higher school experience;
- Identifying and systematizing both pedagogical and psychological bases of the problem;
- -Determine, theoretically justify and practically interpret ways of imparting knowledge and skills on the content of personality-oriented education in lectures;
- Revealing and determining knowledge and skills on the content of personality-oriented education in non-auditory events;
- To carry out the experimental work consisting of 3 stages and to summarize the obtained results

The methodological basis of the research is the set of ideas, scientific and theoretical propositions related to the content of personality-oriented education in higher pedagogical educational

institutions.

Research methods. In the research process, the following methods were used for the study of the scientific, pedagogical, methodical system in the field of creating the content of personality-oriented education arising from the nature of the problem:

Theoretical analysis. A number of physiological, pedagogical-methodical literature related to the content of personality-oriented education in higher pedagogical educational institutions was analyzed and appropriate generalizations were made. In order to verify the accuracy of the obtained results, comparisons were made with the results of relevant studies.

Pedagogical observation. Observations were made in order to study the content of personality-oriented education in higher pedagogical educational institutions.

During the observations, it was assumed that the knowledge given to students and the skills imparted on the content of personality-oriented education were in the form of a whole system.

Pedagogical interview and questionnaire surveys. Both interviews and questionnaire surveys were conducted with higher school leaders, lecture and seminar teachers, leaders of extra-auditory events, as well as students in order to learn the work experience related to imparting knowledge, skills, and habits on the content of personality-oriented education in higher pedagogical educational institutions.

Study of documents. A number of university documents were studied and analyzed in order to study in detail the system of imparting knowledge on the content of personality-oriented education in higher pedagogical educational institutions.

Mathematical and statistical methods. Statistical figures related to the study of the system of knowledge and skills on the content of personality-oriented education in higher pedagogical educational institutions were studied and summarized in tables.

Pedagogical experiment. A pedagogical experiment consisting of 3 stages was conducted. In the first, determining stage,

the situation of the works carried out on the content of personality-oriented education in higher pedagogical educational institutions was studied and determined, and the results were summarized through tables. Materials were prepared in the educational phase of the pedagogical experiment and applied in the educational phase of the pedagogical experiment. In the third stage, the teaching materials were tested and summarized.

Provisions submitted to the defense:

- If the correct definition of the system of imparting knowledge and inculcating skills in lectures and extra-auditory events is based on competence, the basis for the development of the level of personality orientation of students can be created.
- The correct definition of the essence, content, goals and tasks of the works related to the provision of knowledge and skills on the content of personality-oriented education in higher pedagogical educational institutions is of great importance in terms of guiding the higher school teachers working in this field.
- The correct definition of the ways of imparting knowledge and skills on the content of personality-oriented education in lectures and seminars plays an important role in the formation of the personality-oriented level and scientific worldviews of higher school students.
- The correct determination of opportunities for imparting knowledge and skills on the content of personality-oriented education in extra-auditory events ensures the formation of students' creative abilities while raising the intellectual level of students.
- If the system of knowledge and skills given in the process of integration of subjects in higher educational institutions is correctly defined in relation to the content of personality-oriented education, it will have a positive effect on the development of the personality-oriented level of students.

Scientific novelty of the research. A new model of the work

carried out in connection with imparting knowledge and skills on the content of personality-oriented education in higher pedagogical educational institutions has been developed.

The theoretical significance of the study. The ideas, scientific ideas, and valuable propositions derived from the research will help higher school teachers to determine the theoretical bases of knowledge and skills on the content of personalized education.

Practical significance of research. Based on the results obtained from the research, higher school teachers will use the work model we have prepared for the systematic transfer of knowledge and skills on the content of personality-oriented education in pedagogical educational institutions, and they will benefit from the educational materials we have prepared both in lectures and seminars, as well as in non-auditory events.

Approbation. The main content of the presented dissertation and the obtained results were discussed in a number of national and international conferences and symposiums of our country and the Nakhchivan Autonomous Republic, and published in the form of scientific articles in prestigious journals recommended by the Higher Attestation Commissions of the Republic of Azerbaijan and a number of foreign republics.

Dissertation structure. The dissertation consists of the "Introduction" part, 2 chapters containing 7 paragraphs, "Results and proposals", as well as the list of used literature. "Introduction" consists of 8 pages - 14914 marks, Chapter I 61 pages - 112161 marks, Chapter II 69 pages - 127961 marks, "Conclusion and suggestions" consists of 4 pages - 7597 marks. The total volume of the dissertation is 142 pages - 262633 characters.

THE MAIN CONTENT OF THE DISSERTATION

In the introduction, the relevance of the research is substantiated, its object and subject, purpose, scientific hypothesis, tasks and methodological basis are explained, as well as the used research methods, the scientific innovation, theoretical and practical importance of the research, the provisions put

forward for defense, approval, the name of the organization where the dissertation work is performed, the structure of the dissertation information about the volume of its sections separately and the total volume with a sign.

The first chapter of the dissertation is called **“The essence and content of the work carried out on the provision of knowledge and skills on the content of personality-oriented education in Higher Pedagogical educational institutions.”** This chapter includes the paragraphs **“Essence and setting of the problem”**, **“Setting the problem of the content of personality-oriented education in higher educational institutions in the literature”**, **“Setting the problem in the practice of higher education”**.

In the first paragraph of the first chapter, called **“Essence and setting of the problem”**, the investigated facts related to the essence and content of the work carried out in connection with the provision of knowledge and skills on the content of personality-oriented education in Higher Pedagogical educational institutions are summarized. It is noted that teachers working in higher educational institutions should know scientific ideas, the most necessary provisions, and information about personality, personality formation, personality-oriented education, the work done on the content of personality-oriented education and the system of knowledge and skills provided in this field. That is, higher school teachers should have systematic knowledge about the discussed problem.

If this is the case, teachers working in higher educational institutions can achieve comprehensive provision of knowledge and skills on the content of personalized education to students. As is known, the concept of “personality” is explained in the literature in two ways, that is, in a philosophical sense and in a pedagogical sense.

Philosophically, when we say personality, we mean individual people who are capable of changing society. In the pedagogical sense, when we say personality, we understand the

set of moral qualities that every person gains in life.

In almost all of the definitions given to the concept of personality in the scientific and pedagogical literature, the individuals, people, people who participate in social relations and are at the forefront of social development are referred to as personality. It is also noted that students who participate in social relations and are active are formed as personalities based on any factors. There is also the fact that there is a diversity of opinions regarding the factors that influence the development of the student's personality.

All this suggests that the formation of student identity in higher educational institutions should be based on certain factors. It should not be forgotten that while the heredity factor is sometimes more prominent in the formation of the student's personality, the environmental and educational factors can also show themselves somewhat stronger. That is why higher school teachers should pay attention to the purposeful, planned, and organized formation of national-moral qualities related to behavior in students, along with the knowledge given to them.

When we say "the content of personality-oriented education", it has "personality" and "oriented" sides. "Personality-oriented" is understood as the direction of the influence on the development, education, and formation of the personality. That is, it is necessary to focus on the comprehensive development of the personality both in the education, training and upbringing process. .

According to the initial direction mentioned in the state strategy for the development of education in Azerbaijan, the creation of the content of personality-oriented education based on competence is considered to be one of the urgent issues of the day.

The creation of the content of personality-oriented education based on the strategic direction based on the advanced education system includes the modernization of the modern education system. Modernization of the educational process during this modernization,

and formation of scientific worldviews of students through the application of integration and differentiation during modernization is considered one of the urgent tasks facing every university teacher.

Today, the preparation, implementation, formation and improvement of content standards reflected in the National Education Concept and of great importance in the creation of personality-oriented content of education are evaluated as the results of personality oriented education. Because the content standards of education, being the results of personality-oriented education, are interactive in nature and incorporate a number of values, including national and moral values.

In the second paragraph, which is called "**Setting the problem of the content of personality oriented education in higher educational institutions in the literature**", it is mentioned that none of the taught program materials, textbooks and teaching aids contain topics related to the system of knowledge and skills on the content of personality-oriented education.

In the textbook "Pedagogy" published by A. Abbasov and H. Alizadeh in 2000, chapter II is called "Personality Development and Education". In this chapter, the authors have clarified the essence of personality and the issues of personality formation, but they have not put forward even small provisions and considerations regarding the content of personality-oriented education.

Section II of the textbook published in 2015 under the title "Didactics" authored by F. Sadigov and O. Hasanli is called "Issues of personality formation". This section includes topics such as "The concept of personality", "The role of heredity in the formation of personality", "Consideration of the heredity factor", "Consideration of the environmental factor", "The role of upbringing in the formation of personality". However, in the presentation of those topics, there are no ideas about creating the content of personalized education.

In recent years, more precisely, until 2019, since there are ideas related to the content of personality-oriented education in the

materials published such as "Pedagogy", "Curriculum and "pedagogy" (with explanatory and practical recommendations, table books for students and teachers)", those textbooks were studied.

So, on the tenth page of the book "Pedagogy", in the section under the title "Personality development process", the author has limited himself to providing information on three main directions related to personality development, instead of putting forward new ideas about the formation of personality and the creation of the content of personality-oriented education in this process. Speaking about biological, sociological, biosociological directions, the author claims that the Formation of personality depends on 4 main factors while expressing his attitude to the authors of these directions. It shows that heredity, natural environment, education and activity are the factors that ensure the development and formation of a person as a personality. However, no scientific, pedagogical, methodical instructions are given about the place, role, and importance of these factors in the content of personality-oriented education.

While analyzing Leyla Bayramova's book "Curriculum and Pedagogy", it became clear that the author provided information about the general system of scientific, pedagogical and methodical works carried out in our country on the basis of curriculum policy, and commented on the content of personality-oriented education, which is intended to be implemented in secondary general education schools, but personality-oriented education did not provide information about directions for content creation.

In the textbook "High school pedagogy" prepared by M. Ismikhonov and R. Bakhtiyarova, the authors gave more priority to the role of their personal activity in the formation of personality. Indeed, the role of personal activity of both teachers and students during the content creation of personalized education is great.

Professor O.A.Mehrabov's book "Modern Problems of Azerbaijan Education", published in 2007 by Mutercim publishing house, although all chapters talk about innovations in Azerbaijani education, but there is no mention of innovations related to personality-oriented education.

Guler Huseynova, who has been conducting research on the content of personality-oriented education in recent years, has provided information on personality-oriented education, competency-based education, and similar issues. Since the given system of knowledge is considered suitable only for creating the content of personality-oriented education in secondary general education schools, it is impossible to use them in the work of creating the content of personality-oriented education in higher educational institutions.

It should also be noted that the creation of the content of personality-oriented education has not become a research object in the dissertation works written on the development of education, training and personality formation in higher schools.

All these analysis-researches necessitate a deeper investigation of the content of personality-oriented education.

In the third paragraph, which is called "**Setting the problem in the higher school experience**", it is noted that the lack of research in the direction of creating the content of competence-based personality-oriented education, which is one of the main directions in the "State Strategy for the Development of Education in Azerbaijan", requires a comprehensive study of this problem. In accordance with the requirements of the research plan, we considered it appropriate to conduct observations in higher educational institutions of our country in addition to the higher schools of the Nakhchivan Autonomous Republic, to examine the higher school documents, in short, to study the problem in the higher school practice in depth. In accordance with the set goal, we prioritized the study of problem setting in higher schools operating in the Nakhchivan Autonomous Republic and considered the Nakhchivan Teachers' Institute operating in Nakhchivan as the main research object as a higher pedagogical educational institution.

In the example of the Nakhchivan Teachers' Institute, the purposeful, planned, and organized study of the situation of the problem was easy, profitable, and very important for us. Because it is more consistent with pedagogical logic to test the effectiveness of

the educational materials we prepare on the content of personality-oriented education in the lectures, seminars and other practical exercises we hold at the Nakhchivan Teachers' Institute, where we are currently working, as well as in non-auditory events. Taking all this into account, we planned to implement the system problem of the content of personality-oriented education in higher educational institutions in the example of Nakhchivan Teachers' Institute and conducted research in this direction.

For this, first of all, we decided to study students' attitudes to the concept of personality, the topic of personality formation, and the problem of factors influencing personality formation. In the second stage of our survey, we learned the relationship to the issues of personality-oriented training, personality-oriented education, personality-oriented upbringing, the state of effective activity on the content of personality-oriented education, the influence of personality-oriented education on the systematic learning of knowledge and skills. In the third stage, "On the example of which historical figures, the system of knowledge and skills can be inculcated to students on the content of personality-oriented education?" We addressed the subject teachers with the question. In the fourth stage, "What kind of knowledge and skills system can be inculcated in the content of personality-oriented education of students?" we asked the question.

We organized a questionnaire survey in four directions with the students of the I-IV courses of the Nakhchivan Teachers' Institute studying in "Elementary class teaching", "Fine art teaching", "Biology teaching", "Psychology teaching". When reviewing the received answers, it became clear that the majority of students approached the concept of personality, the factors affecting the formation of personality only theoretically, gave template answers related to personality orientation, personality-oriented development.

All this shows that students, that is, future teachers, do not have theoretical and practical training for the creation of the content of personality-oriented education, its educational and

developmental content.

We also wanted to study the attitudes of students, i.e. future teachers, to imparting knowledge about national and moral values and imparting skills. In order to study this aspect of the issue, the students studying Azerbaijani language and literature at Nakhchivan State University were asked "How to achieve the imparting of knowledge about national and moral values and inculcating skills?" we basically addressed the question. The received answers gave reason to say that "giving knowledge about national moral values and inculcating skills to the students studying at the philology faculty of Nakhchivan State University was not organized in a purposeful, planned and organized manner.

All this suggests that students have not acquired the necessary knowledge to create the content of personalized education. Therefore, since the systematic imparting of knowledge and skills on the content of personality-oriented education in higher education institutions is not at a satisfactory level, there is an urgent need for extensive research and detailed study of this problem.

The problem is summarized in four paragraphs in the second chapter of the dissertation called **“The system of providing knowledge and skills related to the content of personality-oriented education in the training process of higher pedagogical educational institutions”**. In the first paragraph, which is called **“Specific features and general pedagogical principles of systematization of knowledge and skills on the content of personality-oriented education in lectures”**, it is noted that since many of the existing higher education institutions in our country do not have the experience of systematization of knowledge and skills on the content of personality-oriented education in teacher training, this it is necessary to give appropriate direction to the teachers of higher schools.

According to the first direction of the “State Strategy for the Development of Education in Azerbaijan”, it is considered important to create the content of personality-oriented education

based on competence. In this sense, the creation of the content of personality-oriented education, whether in our secondary schools or in higher education institutions, is considered one of the most important tasks ahead. The importance of lectures given in higher schools is great for solving those tasks. By the way, it should be noted that there are several types of lectures. Among them, school lectures and university lectures occupy a wider place.

Unlike school lectures, university lectures have a larger scale, and in this case, it is possible to carry out differentiation work in addition to motivation. In the process of transferring the basics of knowledge on topics to the students in the lectures, there is a need for differentiation in order to determine the main motive. Differentiation in higher school lectures creates the basis for creating the content of personality-oriented education. Because the process of differentiation, i.e. differentiation of the intended scientific and pedagogical motives, during the lecture, there are all kinds of conditions for both creating a problem situation and allocating a separate place and time for the teacher's pedagogical mastery.

It is also noted that in the future teacher training work, especially in primary school teacher training courses, the teachers themselves should have high levels to create the content of personalized education. Teachers who lecture on pedagogy in the process of primary school teacher training in higher pedagogical educational institutions should expect some requirements while imparting knowledge and skills on the content of personality-oriented education in a systematic manner. In those requirements, it is considered necessary that the personal position of the primary school teacher in his professional activity is the main one, that they ensure the unification of theory and practice, and that they take an educational position.

Teachers lecturing on pedagogy in the process of teacher training in higher pedagogical educational institutions can carry out the work of imparting knowledge on the content of personality-oriented education in a systematic way if they solve this problem

according to the curriculum. In other words, the lecturers should take into account the requirements of the curriculum when interpreting the topics included in the program materials of the curriculum in the audience.

At the current stage of the society's development, when the curricula of higher education institutions are drawn up, the goals and tasks facing the preparation of the future specialist, the logical selection and systematization of scientific information, interdisciplinary relations, the complementarity of general, polytechnic and professional education, the relationship between training and production work, the students the development of cognitive activity, independence, creative thinking, the unity of theoretical and practical training should be taken into account.

The second paragraph is called **“Ways of systematization of knowledge and skills on the content of personality-oriented education in seminar classes”**. It is noted that in addition to lectures, it is necessary to carry out purposeful, planned and organized works on the creation of new content of personality-oriented education in seminar sessions. The theoretical knowledge given to students on the content of personality-oriented education in lectures should be slightly expanded in seminar sessions and appropriate skills should be inculcated in them. In the Nakhchivan teachers' institute, where we are working to realize all this, we developed and applied the content of personality-oriented education and educational materials considered important for the personality-oriented development of students in the seminar sessions we conducted in experimental groups defined according to the research plan.

For this purpose, we considered it appropriate to connect the topics with personality orientation and personality-oriented development in the discussions we conducted on separate topics in the seminar sessions on “Pedagogy”, “General pedagogy”, “Family pedagogy”, “School pedagogy”, “Higher school pedagogy” and other subjects. At this time, from the examples of ethnopedagogical materials related to personality-oriented development, from the

episodes on the personality- oriented development of positive heroes in the “Kitabi-Dade Gorgud” epics, from the works of Nasreddin Tusi’s “Akhlagi-Nasiri”, “Adabülbül-Mutallimin”, “Övsaful-Ashraf” works of children, teenagers, young people and students. We considered it necessary to use reminders, admonitions, recommendations and advices that will influence the refinement of morals. In the seminar sessions conducted by the Institute in the “Fine Art Teaching”(FAT), “Hebridean Classroom Teaching” (HCT), “Biology Teaching (BT), and “Psychology Teaching” (PT) specialties, proverbs, proverbs, proverbs, proverbs, advices, We brought into discussions the episodes characterizing personality-oriented development in testaments, fables, narratives, legends, tales, epics and other entopedagogical materials, provided they were connected with the seminar topics. Due to the fact that in the process of discussing such materials in the seminar sessions, acquaintance with these facts is important in the development of the levels of personality orientation of the students themselves, who involve in the analysis the facts related to personality orientation and personality-oriented development.

It is of particular importance to use ethno-pedagogical materials on the subject of "Giving knowledge and skills to the representatives of the growing generation about moral education on the content of personality-oriented education" regarding moral education to students at both undergraduate and master's level in higher educational institutions, as well as the topics contained in written literature and especially the works of the classics.

In general, it is possible to achieve success in raising the level of personality orientation of learners by relying on appropriate pedagogical requirements, referring to certain principles, as well as using the most necessary training methods and research materials in the seminar sessions.

The third paragraph of the second chapter is called **“Organization and conduct of experimental work on the content of personality-oriented education.”** After studying the nature of the knowledge and skills given to students on the content of

personalized education in higher educational institutions and the setting of this problem in the higher school, at the same time in the scientific pedagogical literature, it became clear that it is necessary to impart knowledge and instill skills to future teachers in higher pedagogical educational institutions regarding the creation of the content of personalized education. There is a need. That is why we conducted research on the content creation of personality-oriented education for students in teacher training specialties of higher educational institutions.

In accordance with the research plan, the groups of Nakhchivan Teachers' Institute in the specialties of "Elementary class teaching", "Fine art teaching", "Biology teaching", "Psychology teaching" are tentatively called "ECT", "FAT", "BT", "P", we carried out the work in a planned manner. We listened to each of the seminar sessions conducted by the teachers teaching "General pedagogy" and "Pedagogy", and took notes. It turned out that in accordance with the research plan, according to the recommendations we gave to "General pedagogy" and "Pedagogy" teachers, teachers conduct surveys on lecture topics, organize dialogues, listen to students' speeches, comment on their answers based on the prepared slides, and write essays for them. Analyzing the progress of the seminar sessions, it became clear that the seminar teachers give concise information about the content of personality-oriented education, conduct discussions on the basis of specific information and methodical instructions about the competence-based nature of personality-oriented education.

The experiments we conducted on separate specialties suggest that the subjects related to the content of personality-oriented education are not taught in teacher training universities, as well as in other higher educational institutions, as well as the purposeful, due to the lack of planned, organized information, the level of preparation of future teachers regarding the creation of the content of personalized education is very low.

If purposeful, planned activities are carried out in the higher

schools engaged in teacher training regarding the content of personality-oriented education, as a result, future teachers will acquire the most necessary knowledge and skills on the content of personality-oriented education. This means that those students, i.e. future teachers, will be successful in the field of ensuring personal development of students in secondary general education schools.

The fourth paragraph of the second chapter is called **"Methods of systematization of knowledge and skills on the content of personal-oriented education outside the auditorium."**

This paragraph summarizes the results of purposeful, planned, and organized research on the systematic provision of knowledge and skills on the content of personality-oriented education to students in lectures, seminars, as well as in non-auditory events.

As shown in the scientific and pedagogical literature, there are many types of non-auditory events. Among them, non-auditory events such as nights, meetings, discussions, political conversations, student conferences, competitions, concerts, tournaments, competitions, marches, excursions, lectures, and optional exercises can be indicated.

Nights, meetings, discussions, student conferences organized in higher education institutions have a leading position for the personal development of students. In accordance with the research plan, we organized evenings in honor of the anniversaries of poets, writers, and scientists with the help of student organizations and trade unions of the institute in separate faculties of the Nakhchivan Teachers' Institute. Meetings with people like this should be considered one of the most successful steps forward in the field of content creation of personalized education.

Meetings organized with scientists, working people, labor heroes, national heroes, outstanding athletes play an important role in the personal development of students.

In such meetings, some of the students are interested in the lifestyles of politicians, some of those who have achieved achievements in the world of science, and some of those who have conquered peaks in the field of culture and art, are interested in

their achievements and want to be like them. Therefore, such meetings raise the level of personality orientation of students.

It should also be noted that the organization of student conferences in the work of imparting knowledge on the content of personality-oriented education in higher pedagogical educational institutions characterizes the development of students in several ways. First, directing students to research leads to the formation of research abilities in them. Secondly, in addition to the students who demonstrate their research abilities, other participating students also have the opportunity to show interest and inclination towards research. Most importantly, the dedication of student conferences to the problem of the content of personality-oriented education ensures the personality-oriented development of students and has a significant impact on raising their personality-oriented level.

In a word, the systematic provision of knowledge and skills on the content of personality-oriented education in non-auditory events of higher pedagogical educational institutions will pave the way for future teachers to gain positive experience in competency-based personality-oriented education.

The **results** of the study are reflected as follows.

1. In the first direction of the “State Strategy for the Development of Education in Azerbaijan”, which was approved by the President of the Republic of Azerbaijan, the creation of the content of personality-oriented education based on competence sets serious and urgent tasks for teachers and researchers, so it is considered appropriate to study this problem on a large scale.
2. The results of the research conducted on the systematic provision of knowledge and skills on the content of personality-oriented education in higher pedagogical educational institutions proved once again that there is an urgent need to solve this problem.
3. The lack of systematic provision of knowledge and skills on the content of personality-oriented education in higher pedagogical educational institutions has a negative effect on the creation of the content of personality-oriented education in the future. For

this, we considered it appropriate to create a new model for the content of personality-oriented education.

4. The essence of the works carried out in connection with the provision of knowledge and skills on the content of personalized education in higher pedagogical educational institutions was clarified and the content was explained. The presentation of the problem in the scientific and pedagogical literature was reviewed and it was found that although monographs, books, booklets, methodical materials, dissertations, and scientific articles are written on the problem of personality and personality formation, the provision of knowledge and skills on the content of personality-oriented education in higher educational institutions scientific-research and dissertation works have not been written. Taking these into consideration, we considered it appropriate to conduct a systematic study of knowledge and skills on the content of personality-oriented education in our country for the first time. The setting of the problem in the higher school was studied and summarized on the example of the higher schools of the Nakhchivan Autonomous Republic. It turned out that subjects related to the problem of imparting knowledge and skills on the content of personality-oriented education are not taught in the mentioned higher schools, as well as in other higher schools of the republic. While the problem of personality formation is reflected in the taught pedagogy, school pedagogy, higher school pedagogy, social pedagogy, and Azerbaijani folk pedagogy, topics related to the content of personality-oriented education are not included. Taking these into account, we prepared examples of lecture and seminar topics related to the content of personality-oriented education and conducted an experiment.
5. In accordance with the research plan, we carried out pedagogical experimental work on the problem of imparting knowledge and skills on the content of personality-oriented education in higher educational institutions. In the first determining stage of the experimental work, which consists of 3 stages, we determined

the situation of the problem in higher educational institutions. In the second educational stage of the pedagogical experiment, we developed and applied educational materials on the content of personality-oriented education. In the third, verification phase of the pedagogical experiment, we checked the level of the educational materials prepared by us.

6. In accordance with the research plan, we determined the pedagogical and psychological basis of the problem of the system of knowledge and skills on the content of personality-oriented education in higher pedagogical educational institutions. At this time, we determined the main directions of referring to general pedagogical principles regarding the content of personality-oriented education, the ways of applying general pedagogical methods. We also determined the psychological basis of the work of the system of imparting knowledge and skills on the content of personality-oriented education. At this time, we clarified the psychological basis of the knowledge and skills given in the content of personality-oriented education and put them into the system.
7. We succeeded in applying the ways of imparting knowledge and skills on the content of personality-oriented education in the training process of higher pedagogical educational institutions. So, we systemized the possibilities and ways of imparting knowledge and skills on the content of personality-oriented education in lectures.
8. We have prepared supplements to the lecture materials on the content of personality-oriented education necessary for the teaching of “Pedagogy” and “Psychology” subjects while determining the ways of systematization of knowledge and skills on the content of personality-oriented education.
9. The model of delivering knowledge and skills to students through lectures on the content of personality-oriented education prepared by us in higher pedagogical educational institutions was verified by means of experiment and effective results were obtained. It turned out that the dedication of the content of

- personality-oriented education of the additional materials prepared to match the topics of the lecture while reading a lecture from the subject “Pedagogy” is of great importance in terms of raising the level of personality-orientedness of students.
10. We considered it appropriate to provide knowledge and skills about the content of personality-oriented education in the process of teaching topics related to education in the seminar sessions. At this time, we implemented the provision of knowledge and skills as components of education on the content of personality-oriented education.
 11. The imparting of knowledge and skills on ideological-political education on the content of personality-oriented education has influenced the increase of the level of personality-orientedness in addition to increasing the political activity of students.
 12. Giving knowledge and skills of moral education on the content of personality-oriented education ensures personality-oriented development in addition to the formation of artistic tastes of students.
 13. Providing knowledge and skills about labor education on the content of personality-oriented education has a positive effect on their personality-oriented development in addition to directing students to work. Providing knowledge and skills of environmental education on the content of personality-oriented education has a positive effect on the personality-oriented development of students, as well as increasing their ability to fight against environmental problems.
 14. Providing knowledge and skills of aesthetic education on the content of personality-oriented education both forms aesthetic-artistic tastes of students and has a positive effect on personality-oriented development.
 15. Purposeful, planned, organized and creative organization of non-auditory events on the problem of imparting knowledge and skills on the content of personality-oriented education in higher pedagogical educational institutions becomes an important factor of personality-oriented development of students.

16. Nights dedicated to historical figures, prominent writers, poets in non- auditory events ensure the improvement of students' personality orientation level.
17. As one of the leading types of non-auditory events, the organization of meetings with prominent cultural and artistic figures, European, world and Olympic champions has a positive effect on the personal development of students.

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

1. Bakhshaliyeva T.S. Interactivity in modern teaching methods // Scientific practice held on the topic of "application of modern teaching methods and new pedagogical technologies in the educational process".conference, - Baku: "Pedagogika", May 6, 2018.
2. Bakhshaliyeva T.S. New training in the teaching process in higher schools methods of using technologies// National leader H. Aliyev "In general education" dedicated to the 96th anniversary of his birth Curriculum reforms: results and perspectives-2021" Republic scientific-practical conference materials, - May 2019.
3. Bakhshaliyeva T.S. In higher pedagogical educational institutions knowledge and skills on the content of personalized education giving// "Universities of Azerbaijan and Turkey: education, science, technology" International scientific-practical conference, - Baku: Azerbaijan Technical University, December 18-20, 2019. Bakhshaliyeva T.S. Interdisciplinary integration in primary classes from the experience of organization // Materials of NMI scientific-practical conference, - 21 May 2020, p. 22-24.
4. Bakhshaliyeva T.S. The content of personality-oriented education creation is an important requirement of the day. Baku: "Pedagogika" magazine, 2020, No. 1-p. 10-19.
5. Bakhshaliyeva T.S. In non-auditorium events knowledge and skills on the content of personalized education from the experience

- of giving// - Baku: "Pedagogika" magazine, -2020, #3- pp. 15-22.
6. Bakhshaliyeva T.S. Morality in the pedagogical heritage of Nasireddin Tusi The purification system and the morals of its high school students its role in upbringing and personality-oriented development// -Baku: "Pedagogika" magazine, -2020, #4-p.110-119.
 7. Bakhshaliyeva T.S. The content of personality-oriented education scientific-pedagogical reference to the principles of training in its creation basics// NMI Scientific works, - -2020, #4-p.23-28.
 8. Bakhshaliyeva T.S. Personality-oriented in higher education institutions ways of creating new content of education// - Baku: "Pedagogy" magazine, -2021, No. 4-p. 16-20.
 9. Bakhshaliyeva T.S. Scientific and pedagogical bases of reference to the principles of teaching in the creation of the content of personality-oriented education// Scientific review of the problems and prospects of modern science and education/ Boston USA: February 2021, pp. 10-23.
 10. Bakhshaliyeva T.S. The system of moral purification in Nasreddin Tusi's pedagogical heritage and its importance for high school students // Bulletin of postgraduate education / - Kyiv, -2021, No. 16 (45), - p. 8-9.
[https://doi.org/10.32405/2218-7650-2021-16\(45\)-10-22](https://doi.org/10.32405/2218-7650-2021-16(45)-10-22)
 11. Bakhshaliyeva T.Sh. Personalized education in lectures system of imparting knowledge by content//NSU scientific works, - 2022, No. 1-p. 137-141.

The defense will be held on 29 march 2024 at 10:00 the meeting of the Dissertation council FD 2.40 of Supreme Attestation Comission under the President of the Republic of Azerbaijan operating at Nakhchivan Teachers' Institute

Address: Nakhchivan MR, Nakhchivan city, Heydar Aliyev 1, AZ7003, Nakhchivan Teachers' Institute

It is possible to get acquainted with the dissertation in the Library of the Nakhchivan Teachers' Institute.

Electronic version of abstract are available on the official website of the Nakhchivan Teachers' Institute (www.nmi.edu.az).

Abstract was sent to the required addresses on 10 february 2024.

Signed for print: 05.02.2024

Paper format: 60x84 1/16

Volume: 43576 characters

Number of hard copies: 20