

# REPUBLIC OF AZERBAIJAN

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## ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

### SCIENTIFIC AND PEDAGOGICAL BASES OF PREPARING OF EDUCATIONAL MANAGERS

Specialty: 5804.01 – General pedagogy, history  
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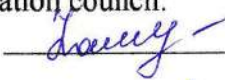
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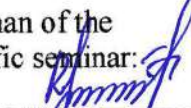
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## **GENERAL CHARACTERISTICS OF THE RESEARCH**

**Relevance of the topic and degree of prior study.** Education, as a geopolitical instrument, is an important means of shaping society's capacity to adapt to and withstand socio-economic, political, and demographic changes taking place in the world. Since the second half of the twentieth century, education has gradually moved away from its function as the acquisition of elite and universal knowledge and toward responding flexibly to economic processes and generating continuous innovation, new knowledge, and new products in civil society. Educational institutions – schools, lyceums, colleges, and universities – have had to provide learners of all ages and levels not only with the necessary knowledge, skills, habits, and motivation for learning, but also with the discipline to sustain and develop them.

The proper administration of an educational institution whose mission, in terms of both content and process, is to generate knowledge and develop problem-solving ability directly ensures the quality of education. An educational institution is an integral part of social and economic values both in the state and in society. Success here depends first of all on properly organized administration and on the professional competence of personnel and managers in the field of educational administration.

In a context where the personal and professional development of the actors in the pedagogical system is oriented toward humanization and the system's functions are expanding, highly qualified teachers are not the only ones responsible for outcomes in educational institutions. There is also a strong need for specialists who can study the educational process, guide learners' personal and professional development, and plan the strategies and tactics for improving the pedagogical process. Managers responsible for the legal and financial obligations of educational institutions ensure that qualified teachers organize their work properly, monitor learners' progress, and maintain a safe and supportive learning environment.

An education manager, as a leader with interpersonal skills, organizes and manages staff activity on the basis of emotional intelligence and strategic thinking. The education manager implements

the strategy developed and allocates the necessary resources to improve learning outcomes.

As noted in the Concept for the Training of Education Managers in the Republic of Azerbaijan, approved by Order No. 111 of the Ministry of Education of the Republic of Azerbaijan dated 10 February 2004, the practices and traditions of centralized administration in selecting or nominating pedagogical staff for managerial positions in the education system do not meet current requirements.

Experience and research show that, in addition to moral and personal qualities, managerial pedagogical staff should possess organizational, legal, psychological, economic, sociological, ethical, and aesthetic knowledge; awareness of international educational practice and the priorities of its development; skills in the use of information and communication technologies; and the knowledge, abilities, and habits required by professional demands. Since education managers face professional difficulties in solving complex management issues, it is extremely important that both those already working in managerial positions and those to be nominated for such positions be trained as competent personnel through various forms and methods.

The Reform Program in the field of Education of the Republic of Azerbaijan<sup>1</sup> (1999) identified, as priority directions, the organization at a contemporary level of the training, retraining, and professional development of personnel - managers - in the field of educational administration.

The Development Concept “Azerbaijan 2020: Look into the Future”<sup>2</sup> (2011) provided for increasing the share of total funding allocated to education in GDP during 2013-2020 to raise quality in education and bring it to the level of the corresponding indicator in developed countries, as well as for encouraging applied research and innovative activity in education through incentive mechanisms. At the same time, it substantiated the need to give special importance to the

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<sup>1</sup>Azərbaycan Respublikasının təhsil sahəsində İslahat Proqramı. (1999). URL:<https://e-qanun.az/framework/5363>

<sup>2</sup> “Azərbaycan 2020: gələcəyə baxış” İnkişaf Konsepsiyası. (2011). URL: <https://e-qanun.az/framework/25029>

following issues:

- increasing the autonomy of all types of educational institutions through the involvement of all stakeholders in improving educational administration, administering educational institutions on a state-public basis, applying other modern management technologies, and carrying out reform-oriented measures in these and related directions;

- creating appropriate mechanisms to define the functions and powers of state bodies responsible for regulation and administration in the education system in accordance with advanced international practice and to ensure effective coordination of their activities.

The Action Plan related to the implementation of the State Strategy for the Development of Education in the Republic of Azerbaijan (2015) provides for a number of measures arising from the clause (3.) *Formation of an accountable, transparent, and effective administration system with state-public character and based on state-business partnership, possessing regulation mechanisms responsible for educational outcomes*. In this respect, the implementation of 40 (forty) separate activities under sub-clauses 3.1, 3.2, 3.3, 3.4, and 3.5 requires new competencies from personnel in the field of educational administration.

The Concept on education manager training presents, on the basis of normative legal acts and existing rules, the possibility of training master's degree students in the specialty "Organization and Management of Education", including at different levels of education, and subsequently continuing the preparation of highly qualified scientific-pedagogical staff. According to these rules, persons who have completed appropriate training at the master's level and demonstrated special knowledge and skills, having received special theoretical preparation, are involved in scientific-pedagogical staff training (doctoral level) and gain the opportunity to conduct research on the following problems:

- prospects for the development of the education system of Azerbaijan, the methodology and methods of management activity, the conceptual and technological foundations of education quality management, modern concepts of management development, information technologies in educational administration, the scientific-

pedagogical foundations of educational administration, the theoretical foundations and modelling technologies of school-based administration, the foundations for developing exemplary conceptual models for school administration, the theory and methods of studying innovations in school-based scientific administration, the main characteristics of school-based administration in Azerbaijan (in comparison with various countries), the system of diagnostic activity in school administration, the theory and practice of planning school work, the theoretical and practical foundations for evaluating management activity in district education departments, the features of purpose-oriented organization of educational administration in the regions, the scientific-pedagogical problems of managing the financial and economic activity of educational institutions, etc.

The content of the training of education managers in the Republic of Azerbaijan includes the administration of the education system and analysis of its current state, implementation of administration on a state-public basis, organization of a labor motivation system in administration, the model of the professional education manager, the use of modern educational technologies in the system of education manager training, the fundamentals of management, its aims and obligations, forms and certain issues, the functions and methods of management, the concept of managerial decisions, methods of drafting decisions, strategic management, innovation, risk management, forms and styles of administration, conflict management, the ethics of professional relations, and other issues.

With regard to the degree of prior study of the topic, reference was made to the views of Ibn Sina, A.Bahmanyar, N.Tusi, M.M.Mehdizada, A.O.Mehrabov, R.H.Mammadzada, A.A.Aghayev, A.N.Abbasov, H.M.Ahmadov and others, R.H.Jabbarov, S.J.Rasulov, A.D.Zamanov and M.H.Nazarov, M.Shishman and S.Turan, V.P.Shchetinin, D.M.Gvishiani, V.P.Simonov, A.Toffler, M.H.Mescon, F.W.Taylor, Lee Iacocca and others on administration, educational administration, and particular problems of educational management. However, these works cover only certain aspects of the problem investigated in this dissertation.

With regard to the degree of prior study of the topic, the history of

the development of education manager training in the USA, France, Hong Kong, Turkey, and Russia was examined, and the content and current standards of MBA, MEd, MA, and MSc programs at the master's level in education were analyzed.

Ensuring the scientific-pedagogical foundations of the training of education managers further increases the relevance of the study from the standpoint of examining its practical and theoretical bases, clarifying the essence of educational management, defining the didactic requirements of education manager training, forming the professional and general cultural competencies of the education manager, creating a model of the professional education manager, enabling the education manager to acquire skills for the efficient use of information and communication technologies in future professional activity under limited resources and time, and, overall, modernizing the education system.

Taking all the above into account, we defined the dissertation topic as follows: “**Scientific and pedagogical bases of preparing of educational managers**”

**The object and subject of the research.** The object of the research is the process of training education managers.

The subject of the research is the scientific-pedagogical foundations of the training of education managers.

**The purpose and objectives of the research.** The purpose of the research is to determine the scientific-pedagogical foundations of the training of education managers – the foundations of educational management, the purpose, forms, functions, and methods of scientific administration, the didactic requirements of education manager training, the structure of the model and profессиogram of the professional education manager, and the possibilities of using modern educational and information technologies in education manager training.

Research objectives are as follows:

- study primary sources and relevant literature, carry out comparative analysis, and become familiar with the specific features of the problem;
- study the current state of education manager training and identify problematic directions;
- investigate the pedagogical requirements for education

manager training;

- determine the possibilities of using pedagogical and information technologies in education manager training;
- determine, from the standpoint of improving the content of education in education manager training, the necessary blocks of academic disciplines in accordance with the required professional and general cultural competencies.

The methodological basis of the research consists of the Reform Program in the field of Education of the Republic of Azerbaijan, the Development Concept “Azerbaijan 2020: Look into the Future” , the Law of the Republic of Azerbaijan “On Education”, the Concept for the Training of Education Managers, normative legal documents related to personnel training in the field of educational administration, and the body of theoretical provisions, methods, means, and principles used to understand pedagogical facts, phenomena, and processes and to exert influence on them.

**Research methods.** In the course of the study, the following methods were used:

Scientific-theoretical analysis – pedagogical, methodological, and psychological literature related to the problem was analyzed. Relevant documents were also analyzed, including the curriculum and study plans of the respective specialty in the training of education managers carried out at Azerbaijan State Pedagogical University, Baku Engineering University, Khazar University, ADA University, and other educational institutions (the ratio and significance of hours allocated to specialty and non-specialty disciplines, modern educational technologies, the level of ICT use, etc.).

Among the empirical research methods, the educational process at higher education institutions providing training for education managers was observed. Individual oral interviews were conducted with academic staff, pedagogical staff, and learners at higher education institutions providing training for education managers. A questionnaire survey was organized among students of higher education institutions providing training for education managers, and the results were analyzed and generalized.

**Main propositions submitted for defense:**

An education manager, in addition to the legal and financial obligations of the educational institution, ensures the efficient organization of the work of qualified instructors, monitoring of learners' progress, and the creation of a safe and supportive learning environment.

In education manager training, a systematic approach to the purpose, forms, functions, and methods of scientific administration is necessary.

The didactic requirements of education manager training provide a basis for improving the quality of pedagogical staff training.

By acquiring skills in the effective use of information and communication technologies in education manager training, it becomes possible to adapt promptly to general development dynamics within limited resources and time and to modernize the existing education system.

The model of the professional education manager serves, on the basis of innovative approaches, to shape the content of education manager training and the formation of the education manager's professional and general cultural competencies.

The education manager's participation in organizing staff activity, identifying the resources needed to improve learning outcomes, implementing the strategy developed, and managing the educational process directly ensures quality in education and is the main condition of efficiency.

**Scientific novelty of the research** is as follows:

The scientific-pedagogical foundations of the training of education managers in the Republic of Azerbaijan were identified, and the possibilities of aligning management with leading international practice from the perspective of quality management in education were investigated. The study examined the didactic requirements and pedagogical-psychological characteristics of education manager training as one of the main conditions for the effective administration of an educational institution, studied current practice from the perspective of the problem, and investigated the possibilities and ways of forming and completing the content of education in this specialty.

**Theoretical and practical significance of the research.**

Theoretical significance of the research. The scientific results obtained from the research enrich pedagogical theory with new propositions related to the problem of education manager training. The methodology, forms, and methods of education manager training are substantiated as important provisions of pedagogical theory.

Practical significance of the research. The dissertation is an important source, primarily at the master's level as well as at the levels of in-service training, retraining, and scientific-pedagogical staff preparation, for familiarization with the scientific-pedagogical foundations of education manager training, issues of applying pedagogical management, and the study of requirements, obligations, aims, content, methodology, forms, and methods. The results of the research may be used at the master's level and at the levels of in-service training, retraining, and scientific-pedagogical staff preparation for the purpose of ensuring the scientific-pedagogical foundations of the training of education managers.

**Approbation and application of the research.** The main scientific propositions advanced and the results obtained in the dissertation were reflected in the author's scientific articles published in the republic and abroad and recommended by the Supreme Attestation Commission, as well as in reports delivered at republican and international scientific conferences. The main propositions and results of the dissertation were published in 12 articles, including 2 abroad, 12 conference abstracts, 2 articles in collected volumes, as well as 5 monographs.

**Name of the institution where the dissertation was completed.** The dissertation was completed at the Department of Theory and History of Education of the Institute of Education of the Republic of Azerbaijan.

**The volume of the dissertation, with the size of its structural sections indicated separately and the total size given in characters.** The dissertation consists of an introduction, 2 chapters, 7 paragraphs, a conclusion, a list of references, and appendices. Introduction - 14255 characters and 8 pages; the first chapter - 96976 characters and 63 pages; the second chapter - 92243 characters and 55 pages; the conclusion - 7920 characters and 4 pages; the list of references - 10

pages; the appendices - 5 pages; the dissertation as a whole consists of 211449 characters and 146 pages.

## MAIN CONTENT OF THE RESEARCH

“**Introduction**” presents the rationale of the research, its object and subject, purpose and objectives, the research methods used, the main propositions submitted for defense, the scientific novelty of the research, its theoretical and practical significance, the name of the institution where the dissertation was completed, and information on the individual size of the dissertation’s structural sections and its total size in characters.

The research is mainly conceptual in character and was carried out on the basis of empirical research methods.

The first chapter of the dissertation is entitled “**Theoretical and Practical Problems of Educational Management**” and consists of 3 (three) paragraphs. The chapter broadly examines the essence of educational management, analyzes the works of Azerbaijani and foreign researchers from developed countries, and draws attention to existing problems. The state of the training of education managers in higher education institutions was studied, and current curricula were analyzed from the perspective of the problem. At the same time, the theoretical foundations of education manager training – principles, forms, and methods - were identified.

The first paragraph of the chapter is entitled “*The Essence of Educational Management*”. Efficiency in specialist training is determined by a number of factors – the availability of the resources or conditions required for the high-quality organization of the didactic process, the awareness and acceptance of professional educational aims by both the pedagogue and the learner, the pedagogue’s mastery of the necessary educational technologies, etc.

Although the term “management” is used as a synonym or equivalent of the term “administration,” this is not actually the case. The fact that various forms and fields of human activity, as well as administrative bodies, are administered makes it possible to say that the term “administration” is the broader concept. Thus, administration is a

broader concept - a process. It also includes the administration of processes related to all types of physical phenomena occurring in nature and human activity.

The main difference here is that administration, in the administrative sphere, determines and develops the institution's goals and policy, whereas management implements these goals and policy. By virtue of its decisive functions, administration is an activity of organization at a high level.

Management, by contrast, is middle-level administration and performs an executive function, implementing the goals and policy determined by the administrative staff.

Management means motivating and directing staff on a scientific basis; it may be said that it is under the direct supervision of administration (Table 1, see: pg.13).

There is sufficient literature in the fields of administration and management, and there is also a system for training managerial staff working in various sectors of the economy. However, in the field of educational management, and particularly regarding the administrative, legal, economic, psychological, and pedagogical foundations of education manager training, the literature is almost nonexistent. Existing literature, textbooks, teaching aids, and management practice reveal different approaches, as well as uncertainties within those approaches.

Alongside classical theories and American and European practice and examples, the heritage of Ibn Sina, A.Bahmanyar, and N.Tusi should be included in the curricula for the training of education managers. This would make it possible to combine the Eastern school of administration, its fundamental ideas, logic, and metaphysical values with the standardized international trends of management and adaptive local possibilities, and thereby shape the specific characteristics of the training of education managers in Azerbaijan.

Education itself, as a pedagogical category, is a process and the object of pedagogy. What education produces is knowledge. In our view, if knowledge is produced in the educational process, then the object of educational administration is the regulation of interaction between teachers and learners. The pedagogical staff, parents, and learners are the subjects of administration. Educational management

means ensuring appropriate results through suitable content, methods, forms, and means in order to achieve the shared goals of education organizers and learners.

**Table 1.**  
**Management and Administration**

Features	Management	Administration
Definition/description	The art of achieving a predetermined goal by directing the efforts of others	Leadership in developing broad perspectives, goals, plans, and strategy
Character	Has an executive function of carrying out the assigned task	Performs the decision-making function and engages in thinking activity
Powers	Making decisions within the framework defined by the administrative staff and leadership	Fundamental and necessary decisions concerning the institution as a whole
Level of activity	Mid-level administrative activity	High-level administrative activity
Status	A managerial staff group that uses the staff's professional knowledge to achieve the institution's goals	Entrepreneur(s) who invest in institutions and derive income
Area of use / field of application	Institutions - business and non-business	State, military, educational, and religious institutions
Means of influence	Decisions through managers' values, ideas, convictions, and opinions	The influence of public opinion, state policy, etc.
Main functions	Motivation and control	Planning and organization
Ability, skill	Building effective working relations with staff and managing staff under conditions of limited time and resources	Directing financial and other professional and business matters

The multi-aspect nature of management can be described as

follows:

1. Management as a process. In this aspect, management is a dynamic phenomenon aimed at meeting customer needs and fulfilling organizational tasks;

2. Management as a function is connected with achieving a defined goal: planning, organizing, implementation (some theorists add motivation before control - G.M.), coordination, and control.

3. Management as a science has its own subject matter, methodology, methods, and approaches to problem solving.

4. Management as an art of administration requires skill in carrying out management tasks in hard-to-predict situations and adopting a scientific approach to each case.

5. Management is a group of people who manage an institution professionally.

6. Management is the administrative apparatus. It ensures organizational integrity and coordinates the activity of structural elements for effective achievement of set goals.

Thus, we regard educational management as an interdisciplinary and multi-aspect phenomenon integrating the main features of the concepts of “education”, “pedagogical activity” and “management” (Table 2, see: pg.15).

Pedagogical management is the theory, methodology, and technology of effective administration of educational institutions. Its goals and objectives ensure the functioning of the pedagogical system and are design-oriented. Communicative factors encompass the style of interaction between learner and teacher. Its content is implemented on the basis of defined principles and methods. An analytical orientation toward results is the main condition for the functioning, development, and self-development of the process as a pedagogical system.

Pedagogical management is a set of principles, methods, organizational forms, and technological techniques that serve to increase the efficiency of managing the educational process within the framework of the regularities specific to it. This feature is reflected first of all in the specific nature of the subject matter, in the product, in the tools and means of work, and in the result of the manager’s work.

**Table 2.**  
**Principles of Educational Management**

Principles	Description / content of the principles
Adaptability	Timely and flexible response to changes required by external factors and education policy
Professional cooperation	Ability to establish communication with learners, educators, parents, the educational institution, and clients
Benevolence	Creating a benevolent environment that allows staff members' work potential to emerge
Communication	Effective communication among staff in both top-down and horizontal directions
Legal compliance	The education manager's lawful and legal approach to staff, based on human relations theory
Motivation	Use of methods aimed at ensuring the pedagogical staff's job satisfaction (the creation of personal motives or interests is regarded as a serious driving force)
Responsibility	The individual responsibility of each employee of the institution as an indispensable condition of successful administration and shared culture
Paternalism	(Lat. paternus — paternal, on the father's side) A sense of kinship and paternal care to improve the quality of employees' working life and general well-being
Strategic perspective	A clear conception, in accordance with the strategic plan, of the future position and role of the educational institution
Self-development	The quality of one's own work and activity and the individual's continual self-improvement (continuous education)
Consensus	The direct participation of managers as a condition for achieving wholeness and consensus in teamwork
Participation in profit	The professional participation of each employee in the common result through material interest (rewards, dividends - profit share, bonuses)
Sincerity and honesty	Sincere treatment of people, trust and confidence, observance of the norms of public morality
Professional ethics	Observance of professional ethics and the internal philosophy of the educational institution

In the educational process, the subject matter of the manager's

work is the activity of the subject of administration; the product is information about the educational process; and the tools of work are word, language, and speech. In the educational process, the result of the manager's work in the instructional process is the degree of learning, upbringing, and development of learners as the object of management (the second subject).

The second paragraph of Chapter I is entitled "*Theoretical Foundations of the Training of Education Managers*". The first step toward ensuring efficiency in the training of education managers is to determine a reliable methodology that makes it possible to reveal the lawful connections and relationships of the phenomenon under study. For this reason, when modeling the process of training education managers, it is important to distinguish the theoretical approaches and principles we have substantiated.

The training of education managers is a specially organized and managed process of relations aimed at forming the knowledge, skills, and habits of teachers and learners in the field of pedagogical administration, as well as their professional self-determination, worldview, and readiness for future professional activity.

If we generalize the main scientific theories developed both by management science and pedagogy, as well as by other sciences about the human being, contemporary approaches to educational management and professional training in pedagogy include the following: systemic; anthropological (the study of the human being from biological, psychological, social, religious, philosophical, cultural, and other perspectives); hermeneutic ((Greek *hermeneuo* — I clarify) analysis of the objectified results of conscious human activity); integrative; synergetic; dialogical; technological; functional; reflexive; axiological; program-goal oriented; practice-oriented; personality-oriented.

The process of training an education manager, as a socio-pedagogical system, is based on principles determined by the selection of the content of education and the choice of forms and methods of instruction.

In the instructional process, all didactic principles are closely interconnected, and it is impossible to determine which of them

occupies the primary position.

In order to identify the principles for modeling the training of education managers, it is necessary to examine in relation to one another the didactic and administrative principles that underlie the administration of education:

- the principle of humanizing all instructional and educational work in matters concerning society, the individual, and the formation of the individual's comprehensive development;

- the principle of linking instruction with life is an important principle in professional education and requires education in the context of future professional activity;

- the principle of systematicity and sequence-continuity presupposes state standards of professional education (curriculum, schedule of the instructional process, timetable, etc.), the personal and professional development of learners, and the design of the effectiveness of the educational process;

- the principle of accessibility and visibility ensures the consideration of learners' age characteristics, interests, abilities, and capacities; the conduct of classes at a certain level of difficulty; and broad use of didactic means during instruction;

- the principle of activity and consciousness dictates the unity of traditional and contemporary approaches in activating learners' cognitive activity as subjects of the educational process;

- the principle of the durability (firmness) of acquiring knowledge, skills, and habits expresses learners' ability, when necessary, to repeat what they have learned and to use the relevant knowledge in practical activity;

- the principle of scientificity requires that the training of education managers be modeled on the basis of scientific regularities and the principles of a complex of sciences - economics, pedagogy, psychology, administration, technology, and others;

- the principle of content support of activity dictates the need to reinforce scientific knowledge with practical skills and habits in the pedagogical process;

- the principle of economic expediency directs the pedagogical

process toward identifying activities that ensure more effective instruction in the subject;

- the principle of technologization of the process requires the stages, procedures, methods, and means for ensuring the formation of the education manager’s management activity, as well as the creation of conditions for self-development;

- the principle of professional mobility presents education manager training as oriented toward the development of the capacity for integrated, multifaceted management activity (socio-psychological, organizational-administrative, scientific-pedagogical, socio-prognostic, economic-administrative, socio-pedagogical, etc.) that carries out administration at all levels of the pedagogical process;

- the principle of democratization and humanization requires the development of the subject’s self-activity and initiative in the educational process, respect for and consideration of learners’ interests, abilities, and inclinations, and their involvement in open discussion;

- the principle of wholeness and systematicity determines the completeness of the education manager training process through the means of integrated-differentiated sciences, the characteristics of pedagogical, organizational-administrative, and socio-economic activity, and consistency in the continual deepening of instructional tasks;

- the principle of the unity of administration and self-administration conditions learners’ independent, self-governing activity;

- the principle of continuity and multilevelness requires the implementation of education manager training through consistency in the continual deepening of instructional tasks and through preserving succession in administrative actions within the system of “administrative management - management of the pedagogical process - self-administration”;

- the principle of integration-differentiation directs attention to the education manager’s activity as an integrative process that combines general knowledge from various sciences in the professional training of the education manager and as a systematizing factor ensuring the high-quality performance of the education manager’s functions;

- the principle of the relationship between single leadership and

collegiality. Single leadership ensures discipline, order, and a clear distribution of authority among participants in the pedagogical process engaged in administration at various levels. Collegiality, in turn, requires orientation toward discussion in the development and adoption of optimal administrative decisions from different, including opposing, points of view;

- the principle of the scientific substantiation of administration requires that the administrative system be built on the basis of new achievements in management science. Taking into account the existing situation and scientific forecasting, the education manager must be able to make decisions and study and understand the objective development tendencies and regularities of society and the pedagogical system;

- objectivity, completeness, and regularity of information. The effectiveness of administering the pedagogical system is determined to a considerable extent by the presence or absence of correct and necessary information. The formation of an information bank of data and its prompt use improve the scientific organization of administrative work;

- the principle of the unity of administration and self-administration requires the development of the independent, self-governing activity of the subjects of educational management.

A study of the principles of organizing the pedagogical and administrative process makes it possible to distinguish the principles of modeling the training of education managers on scientific-pedagogical foundations: scientificity, technologization, professional mobility, democratization and humanization, integration and differentiation, systematicity and wholeness, the unity of administration and self-administration, continuity, and multilevelness.

An education manager is a subject who implements pedagogical and administrative functions aimed at training highly qualified personnel through the use of the material, labor, information, social, scientific-methodological, and economic resources of administration, including the contemporary principles, functions, and methods of management.

In studying the professional activity of the education manager, it is possible to distinguish its three main forms: socio-economic, organizational-administrative, and psychological-pedagogical.

The essence of the education manager's socio-economic activity is connected with the result-oriented administration of financial processes in an educational institution that ensures its stable economic operation. The education manager's organizational-administrative activity is directed toward ensuring effective organization of administration on the basis of working with all structural units of the higher education institution and of the high-quality organization of the educational process. The basis of the specialist's activity in the field of educational administration in the psychological-pedagogical aspect consists of educational, upbringing, developmental, communicative, prognostic, research, and related activities that shape the future specialist's personal, social, cultural, and professional development.

The third paragraph of Chapter I is entitled ***“The Current State of the Training of Education Managers in Higher Education Institutions: Analysis of Curricula from the Standpoint of the Problem”***. The traditional description of the administration of an educational institution is characterized by the purposeful influence of the subject of administration on its object (the second subject): the influence of the administering system on the administered system with the aim of transferring the latter to a new quality; the application of elements of the scientific organization of pedagogical labor, etc. At present, in the administration of educational institutions, the concept of “influence” is being replaced by the concepts of “interaction”, “cooperation” and “non-coercive (reflexive) administration.”

At the master's level of education manager training, a survey was conducted among students of the specialty “Management” by means of direct and indirect questionnaire items. Students of both the first and second years were involved in the survey. Analysis of the questionnaires made it possible to draw the following generalizations and, as a component of our research, to achieve analysis of the results:

- the motives of master's students in choosing the specialty “Education Manager” in the field of educational administration were identified:

- “My personal interest in this profession
- Because the tuition fee is affordable
- Because labor demand is high

- On the advice of relatives and friends
- Because of the prestige of the university and the specialty”;

It was measured which cycle of subjects they considered more significant for their future professional activity (economic, pedagogical, administrative, psychological, or marketing; they were also given the opportunity to propose their own option).

- it was determined which aspects of activity in the specialty attracted them:

- personal development throughout professional activity;
- a suitable work schedule;
- the availability of social guarantees;
- the availability of opportunities for self-realization and self-actualization;
- opportunities for career advancement;
- it does not attract me (explain the reason)”;

It was possible to measure the degree of attractiveness of the forms of professional activity from the standpoint of position or role (administrative activity, research activity, methodical activity, experimental activity, innovation activity, pedagogical activity).

It was determined which knowledge master’s students studying in the specialty consider necessary for an education manager: knowledge in the field of administration, psychological, pedagogical, sociological, general knowledge (history, philosophy, cultural studies), marketing knowledge, or economic-mathematical knowledge;

An education manager must acquire the following skills in order to perform professional functions: administration of commercial activity, staff administration, decision-making, conducting attestation and accreditation, the scientific-methodological function (developing innovative approaches in pedagogical practice), monitoring learners’ knowledge, self-improvement (self-education, self-upbringing, self-development), planning individual work, the creative-technological function (organizing work with multimedia tools in instruction, demonstrating methods and operations), organizing and conducting classes, administration of marketing activity, design activity (developing new

plans and programs for instruction), quality administration in instruction, the constructive function (developing lesson plans), developing strategy for an educational institution, or administration of finance and accounting;

Responses to the survey question concerning how necessary it is to broaden and deepen pedagogical knowledge for an education manager were examined in terms of the alternatives yes, broader knowledge is needed, and no, the knowledge provided is sufficient;

Whether there is a need to provide particular knowledge for increasing the culture of pedagogical administration was examined on the basis of measuring the following options: planning the activity of the educational institution, correction of the instructional process, organizing interaction among learners during instruction, foundations of effective communication, monitoring learners' fulfillment of the instructional workload, optimizing the planning of individual activity, motivating the pedagogical staff, management styles and their effect on process efficiency, regulation of the activity of the educational institution, the scientific organization of the manager's work, designing the pedagogical process, and motivating learners toward active cognitive activity.

During education manager training, it became possible to determine which forms of instruction are more effective: problem lecture, business game-simulation (solving a specific problem on the basis of a created situation), seminar, conference, or individual variants.

It became possible to examine the general state of education manager training in higher education institutions and to analyze current curricula through empirical research methods - pedagogical observation, pedagogical interview, questionnaire survey, pedagogical consilium, and the methods of studying pedagogical documents and products of activity - on the basis of comparing the results of each. This enabled us to draw conclusions and develop proposals from the standpoint of completing the content of education and ensuring unification in curricula.

The second chapter of the dissertation is entitled ***“Modeling the Training of Education Managers”*** and consists of 4 (four)

paragraphs. Here, the didactic requirements for the training of education managers were analyzed and the existing literature on this issue was extensively studied. The questions of the structure and content of the professionogram of education managers were addressed, and the leading methodological approaches underlying education manager training were identified. The possibilities of using information and communication technologies in the training of education managers were explored, and, through analysis of the existing literature on the problem, an attempt was made to define the model of the professional education manager.

The first paragraph of Chapter II is entitled ***“Didactic Requirements for the Training of Education Managers”***. The scientific-pedagogical foundations of the training of education managers - the implementation of the model - are determined by important didactic requirements through which the problem of effectiveness will be studied, redesigned, and implemented. A didactic requirement becomes possible through the effective realization of the psychological-pedagogical mechanism of learners’ mastery of knowledge in the instructional process.

The organization of effective pedagogical conditions and success depend on the precise determination of the result to be achieved. The implementation of instruction is achieved not through one but through a number of requirements of the system, and pedagogical requirements at certain stages act as the result achieved in the course of its implementation.

The main didactic requirements ensuring the effectiveness of specialist training are as follows:

- the instructional process and its elements must be oriented toward achieving the goal set in student training;
- full-scale and systematic application of contemporary means of instruction;
- improvement and development of the instructional-methodological and material base in the process of specialist training;
- continuous and uninterrupted monitoring and administration of the formation of learners’ professional culture at all stages of the

instructional process;

- activation of the student’s educational-cognitive activity and the formation of full motivation in students and teachers;
- a systematic approach to the organization of specialist training.

By generalizing the conclusions drawn, it is possible to identify the pedagogical requirements that promise the effectiveness of the instructional process:

- involving each learner in active cognitive activity, applying acquired knowledge in practice, and clearly understanding where, in what form, and for what purposes it can be used;
- cooperation and joint work in solving various problems;
- free access not only to the information center of the educational institution but also to the necessary information available in scientific, cultural, and information centers throughout the world, so that one may have a personal independent yet reasoned attitude toward this or that problem;
- the pedagogical position - the position of the facilitator, attention to and assistance with learners’ individual initiatives for personal development, as well as cooperation and democratic interaction;
- knowledge is presented as an interdisciplinary whole, as a set of various forms of research and thinking activity, and as a productive creative process;
- refusal to evaluate by comparison with the presented model of activity or behavior.

In our view, analysis of scientific studies makes it possible to distinguish the more important didactic requirements: motivational-goal, structural-content, procedural-technological, and control-evaluation.

One of the important elements of an effective pedagogical process is the student’s full motivation for learning and future professional activity. Although motivation constitutes the initial link in the chain of effective professional education manager training, it is not possible without work carried out from the structural-content standpoint.

The basis for organizing all preparatory work is the requirement of specialist training in the specialty of education manager and of the state standards of education. In general, the standard reflects a prognostic model that embodies information about the scientifically determined content of educational management and the essence of the goals and tasks of instruction. The requirements of the standard constitute the principal parameter in developing the structure and content of curricula, programs, and other documents.

In the process of forming education manager activity, the content component is reflected in the integration of the content of economic, administrative, pedagogical-psychological, and methodological disciplines determined on the basis of state standards. State educational standards also reinforce the requirements for the level of preparation for the education manager's administrative-pedagogical activity and for theoretical knowledge and practical skills and habits.

The study of education manager activity as a profession makes it possible, under contemporary conditions, to overcome a number of contradictions that create difficulties in increasing the effectiveness of professional training. These include:

- the growing and continually renewed volume of all professional knowledge and the organizational and time constraints involved in its mastery;

- the discreteness of the cognitive process and the need for a continuous learning process;

- the multidisciplinary nature of the psychological-pedagogical cycle because of mutually isolated subjects and the objective requirements for integrating scientific knowledge into didactic processes;

- the repeated study of the same concepts in different courses and the need for logic and regularity in the sequential study of concepts of educational management;

- students' orientation not toward the development of future managerial activity but toward the content of transmitting knowledge, skills, and habits.

Before us stands the task of constructing appropriate instructional and program materials and the content of educational

management that realize its main requirements and make it possible to determine more effective ways of achieving goals in professional training.

The implementation of the content of education requires the development of a procedural-technological requirement. This requirement presents the technology for forming the professional characteristics of activity and is a procedure that ensures the formation of the education manager's activity and the necessary conditions for self-development. It includes the stages, forms, methods, and means of carrying out the activity.

The second paragraph of Chapter II is entitled "*The Structure and Content of the Professiogram of Education Managers*". High-quality training of education managers requires anticipatory, adequate shaping of the content and structure of education and control over the quality of graduates' preparation. It involves creating a model of the individual, a standard of the specialist, that meets the latest requirements of the human being, society, and the state. Such a model is the professiogram, which is a description of the requirements a profession places on the individual (a professiogram is a description of the psychological, creative, technical, medical, hygienic, and other characteristics of a profession or occupation).

In labor psychology, we encounter the following definition: a "professiogram" is the identification and description of the professionally significant qualities necessary for the successful performance of a particular labor activity. The qualities that are professionally significant - sometimes also referred to as the specialist's valuable professional qualities - and the study, description, and design of the profession from the standpoint of its psychophysiological, psychological, and socio-economic requirements occupy an important place in professiography.

In the professiogram, the specialist's job model differs, in terms of the main purpose of creating the model, from other modeling tools such as the psychogram, minimum educational programs, state standards, the characteristic of the specialty, and the activity model:

The professiogram reviews the profession, the specialty, and

the general requirements it places on the individual. It is developed for the rationalization of the specialist's working conditions and regime, professional selection, conformity to the required professionally significant qualities, and adaptation to professional activity;

The professionogram is distinguished in two forms, the first of which is the profession card, performing the function of general orientation in the profession. This is a brief description of the nature of the worker's activity, the result of the labor, and its significance for people. The structure of the profession card includes the officially accepted contemporary name of the profession described; a brief description of the result of the worker's labor and its significance for people; a description of the work activity and of the personal qualities required from a professional standpoint; a description of the material and social conditions of labor; and an indication of the type of educational institution and possible pathways of study. The profession card is intended for general professional orientation.

On the basis of the above characteristics, we can say that, in the Concept for the Training of Education Managers in the Republic of Azerbaijan, the professionogram by levels of education is in fact, by virtue of its more compact nature and general informational character, a profession card. At the same time, directions for conducting theoretical research in the field of planning and organizing education at the level of scientific-pedagogical staff training were not included.

On the basis of specialty 060407 – Management; the general characteristic of the specialty approved by the decision of the Cabinet of Ministers of the Republic of Azerbaijan dated 13 January 2009; and the specific features of the development of the education system, the professionogram of the education manager was developed:

1. General characteristics of the specialty;
2. Specialty characteristics and competences of the graduate, including general cultural competences (GC) and professional competences (PC) resulting from mastery of the program;
3. Characteristics of the education manager's worldview qualities and traits;
4. Content of education. The content of training in the specialty

of education manager is divided into four main blocks - administration, pedagogy, economics, and law.

To complete the content of education, the knowledge and skills within each block should be formed through separate subjects.

When the profессиogram was prepared, the requirements for the legal block were not defined, and the issue of including subjects in the content was left entirely aside.

Proceeding from this need, we sought to shape the content of the block in order to complete the profессиogram and to meet the requirements set for the specialist by including the subject “Fundamentals of Law” in the curricula:

... The legal block makes it possible, on the basis of legal norms and sources of law and the labor, civil, administrative, criminal, and enforcement legislation of the Republic of Azerbaijan, to supervise the fulfillment of the rights, duties, and responsibilities of education, the educational institution, and participants in education. It provides professional competences related to the normative legal foundations of education, the basics of record-keeping in education, legal speech and correspondence, representation in courts and other state bodies, the drafting of contracts and other documents, legal relations - their concept, features, and subjects, the concept, composition, and types of legal violations, the concept, main features, and types of legal responsibility, and the interrelation of the state and law in ensuring the legal foundations of education.

**Table 3.**

**System of Subjects in the Training of Education Managers**

Subject	Minimum requirements (The specialist must know)
...	...

Fundamentals of Law	The specialist must know: the concept of law; legal norms and sources of law; the labor, (partly) civil, administrative, criminal, and enforcement legislation of the Republic of Azerbaijan; the normative legal foundations of education; the basics of record-keeping in education; legal speech and correspondence; representation in courts and other state bodies; the drafting and legal examination of contracts and other documents; the possibilities of applying laws and acts having the force of law; legal relations - their concept, features, and subjects; the concept, composition, and types of legal violations; the concept, main features, and types of legal responsibility; and the interrelation of the state, law, and the legal foundations of education.
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The third paragraph of Chapter II is entitled ***“Use of Information and Communication Technologies (ICT) in the Training of Education Managers”***. Among the aims of educational programs is the formation of ICT competence for the professional training of specialists and for the development of society’s information culture. On the basis of contemporary demands for flexible adaptation, the formation of abilities such as working with information, databases, and data, engaging in continuous self-education, and making prompt and effective decisions in non-traditional situations is more necessary than fundamental professional knowledge and skills.

According to the state standard for the higher education level and the educational program for the specialty at the master’s level, the training level for the professional activity of the education manager and the minimum requirements for the content of education are to be met on the basis of research, pedagogical, and organizational-administrative directions. The twenty-four requirements imposed on the content of education for professional activity are at the same time regarded as the professional competences of the education manager.

According to the requirements for the level of training in the three directions, in order to study the advanced experience of Azerbaijan and foreign countries from the scientific-technical point of view, master’s students must acquire the following abilities:

- become acquainted with existing research in the field of strategic administration, conduct comparisons and analyses, and generalize the results;
- prepare and conduct conferences, seminars, and symposia;

- prepare and edit scientific publications;
- in accordance with the pedagogical direction, deliver lectures and conduct classes and seminars;
- organize the work of research groups within organizational-administrative activity;
- develop proposals for increasing the efficiency of resource use on the basis of activity results;
- evaluate the results of scientific research quantitatively and qualitatively.

By working with ICT tools and being able to transform the information received into knowledge, the education manager develops the ability to manage, plan, coordinate, and supervise effectively within limited resources and time on the basis of his or her knowledge and skills.

ICT can be applied in various forms and in different types of classes: lectures, seminars, laboratory sessions, self-study, and the checking of the mastery of educational material. In order to increase the level of ICT competence:

- ICT should be applied systematically in the teaching of subjects: in lectures, seminars, and practical classes, in carrying out laboratory work, and in students’ independent and research work,
- systematic use of ICT in competence-based, personality-oriented, and activity-based approaches,
- use of interdisciplinary links between individual subjects and informatics as a stage in the development of ICT competence,
- use of the computer as a means of obtaining and reprocessing information, as well as knowledge of the purpose, structure, and characteristics of personal computers:
  - preparation of individual or group projects for conducting research using ICT tools,
  - development of instructional tools for various types and forms of classes,
  - preparation of test tasks for assessing and monitoring learners’ knowledge levels in the educational institution;
  - use of existing electronic educational resources, compilation of databases, and participation in creating resources for the teaching of

individual subjects,

- ability to prepare and present textual and graphic information when drafting reports;

- knowledge of presentation software, the structure of slides, the delivery of dynamic information, the use of audio effects, the construction of tables, and the presentation of information through video fragments.

- ability to generalize the results of studies conducted to identify problems and shortcomings in administration on the basis of mathematical-statistical methods and to process data in programs such as MS Office Excel and SPSS.

Although the theoretical methods and basic concepts of information coding and informatics are not sufficient in themselves for conducting statistical analyses, the hardware and software of personal computers for information processing, the organization of information technologies in administration, and the use of information technologies in record-keeping make possible the mathematical and economic substantiation of empirical research.

Management information tools, the basics of ICT tools, the preparation of spreadsheet-based economic information and text documents in computer programs, the use of database management and integrated software packages, the organization of ICT systems and architecture, and computer technologies for intelligent support in decision-making are relevant at all stages of the training of education managers.

Mastery of information technologies in administration is useful in the education manager's work process for obtaining results from quantitative studies conducted by mathematical and statistical methods and for automating processes under conditions of limited time and resources.

Simple simulator programs created online via the Internet or in a stand-alone version are highly useful for updating and revising graduates' necessary professional knowledge and skills and for the formation of automatic professional habits. This serves the efficiency of administration in educational institutions located outside the capital and in remote areas of the Republic.

The fourth paragraph of Chapter II is entitled *“The Professional Education Manager Model”*. Investigating ways of improving the training of education managers made it necessary to use the modeling method. In recent years, modeling has become widespread in various fields of science, including administration and pedagogy (Scheme, see: pg. 32).

### **Model of the scientific-pedagogical foundations of the training of education managers. Scheme**

External factors	Training of education managers	Internal factors	
Goal			
Development of the education manager’s personality and professional competence	Formation of knowledge, skills, and methods of activity in educational management	Formation of the need for self-education	
Theoretical foundations			
Methodological approaches: systemic, goal-oriented, profессиographic	Requirements for the specialist’s activity and personality; profессиogram	Regularities and principles of the development of pedagogy and specialized education	
Structure			
Administrative management	Management of the pedagogical process	Self-administration	
Components			
Goal	Content	Procedural	Control-evaluation
Didactic requirements			
creation of motivational conditions for education manager activity; need to master education manager activity; multilevel content of education manager training; general scientific, economic, management, pedagogical blocks; integrated course “Fundamentals of Education Manager Activity in the Educational Institution”; system of forms, techniques, and methods for mastering the profession of education manager; system of organizational-administrative, socio-psychological, and pedagogical activity implemented at each management level; formation of education manager activity in various forms; indicators and criteria for mastering the profession of education manager; comprehension of activity; setting new goals.			
Result			
High - advanced level of education manager activity, implementation of training			

A model is an object prepared in the form of a scheme, a physical construction, a symbolic form, or a formula; it also reproduces and reflects, in a simpler and more generalized form, the structure, properties, and interrelations among the elements of the object by likening it to the object or phenomenon under study. Modeling is viewed as a method of research and mastery in which the object within the researcher's sphere of interest is examined not directly in itself, but through a partially intermediate system

The proposed model of the training of education managers may be regarded as an attempt to overcome the contradiction between the objective need of the modern educational institution for a specialist and the formation of professional pedagogical culture; between the real practice of training education managers in higher education institutions and serious preparation for the successful solution of educational management issues; between the structural-functional stability of education manager training and the need to redesign the student training system; and between the demand for a competitive specialist in pedagogical management and the absence of a mechanism for training education managers.

The modeling of goals in education manager training is the most important component in the structure of modeling and is determinative for the content of activity and its future orientation. The first stage is the formulation of the goals most characteristic of education manager training; they should reflect the probable results of the instructional process in developing learners' cognitive (subject-based) needs and characteristics. At the same time, another requirement reflecting the internal aspect of the process must be implemented. In education manager training, these goals must be understood by teachers and learners. The transformation of internal goals into external goals and their comprehension determine success in mastering the profession of education manager.

The theoretical level of constructing the model of education manager training is determined by the system of principles and conceptual approaches and by the profессиogram reflecting the requirements placed on the personality and activity of the education manager.

As a result of the developed model of the training of education managers, we observe the student's professional development - a system of knowledge, skills, and habits formed in the field of educational management, the professional orientation and worldview of the future graduate, and readiness not only for the specialty itself, but also for self-education and for effective activity at any level of administration and within the multilevel system of the education manager's activity.

By its nature, the activity of the education manager is multifunctional; the education manager acts as organizer, administrator, researcher, pedagogue, psychologist, entrepreneur, and public figure. The duty of the education manager is to ensure guidance and coordination so that participants in the pedagogical process support learners in achieving social and individual attainments in terms of instruction, upbringing, and development. Research and management activity logically form a unity from the standpoint of purpose and a common methodological basis. Here the education manager ensures his or her activity by determining the appropriate method and means from the set of methods and means.

The following **results** were obtained in the research:

- The research showed that the education manager is a subject who, in managing the educational process, applies the principles, functions, and methods of modern management, makes use of material, labor, information, social, scientific-methodological, and economic resources, and performs the administrative and pedagogical functions of training highly qualified specialists.

- The research identified the main forms of the education manager's activity: socio-economic, psycho-pedagogical, and organizational-administrative.

- The main features of educational management were revealed: the interconnected character of pedagogical and managerial activity in the educational institution; management activity, by virtue of its structure, has common components irrespective of the object of activity and is subject to general regularities; it has a complex, multifaceted, and multilevel character.

- The levels of management of the pedagogical process were identified: administrative, pedagogical, and self-administration. At the

same time, integrative connections that unite all functional components, strengthen individual elements, and encompass education in a new quality are of significance. These issues pertain to the integrative multifunctional activity of the education manager.

- The system of the education manager’s purpose-directed activities includes ensuring the stable and continuous development of the educational institution, as well as the specialization and socialization of the subjects of the pedagogical process in the multilevel character of “administrative management - management of the pedagogical process - self-administration”.

- The leading methodological approaches underlying the training of education managers were identified: systemic, program-goal oriented, and professiographic.

- The principles of the training of education managers were identified: scientificity, technologization, professional mobility, democratization and humanization, integration and differentiation, systematicity and wholeness, the unity of administration and self-administration, continuity, and multilevelness.

- On the basis of the professiographic method, which results in the design of the specialist’s personality and activity and the development of the professiogram, determining the specialist’s specialty-professional characteristics, professional qualities, and the requirements for knowledge, skills, and habits is of great importance in the training of education managers.

- The research showed that developing a professiogram of the education manager with a multifunctional purpose is an important condition for the training of a competent specialist. The professiogram can be used in the scientifically grounded selection of the content of education, in the system for monitoring the quality of graduate preparation, and in diagnosing professional training. The professiogram is also important for monitoring the professionalism of the specialist’s personality. The education manager’s professiogram includes the general characteristics of the specialty, the main development tendencies of the specialty, the demand for the specialty in the labor market, the creative and social conditions of labor, the characteristics of personal and professional qualities and features, the content of specialty

education, and professional functions.

When being an education manager is accepted not as a position but as a profession, it becomes possible to implement the scientific-pedagogical foundations of professional training through special content, forms, means, and principles:

- an appropriate system of work based on innovative approaches in the training of education managers has been determined;
- it has been demonstrated that the possibilities of scientific administration in educational management are a more effective alternative to earlier approaches;
- the didactic requirements for the training of education managers have been identified;
- the structure of the professional education manager model and the profессиogram has been substantiated theoretically and practically;
- provided that consistency and systematicity are observed in organizing work from the standpoint of the problem, it becomes possible to realize the essence of state policy in the administration of education and the training of education managers and to achieve higher-quality results.

Based on the findings of the study, we consider it necessary to take the following **recommendations** into account:

- In the field of educational management, training of scientific-pedagogical personnel at the Doctor of Philosophy level is carried out through full-time doctoral study, part-time doctoral study, and dissertation-based study. Alongside the Doctor of Philosophy degree in the academic track of full-time doctoral study, it would be advisable to award the Doctor of Education degree, which, by combining the existing part-time doctoral and dissertation-based pathways, would make it possible to train specialists who conduct empirical research and develop practical solutions.

In international practice, whereas the Doctor of Philosophy program in educational management is mainly completed through the writing and defense of individual dissertations based on theoretical research, students in Doctor of Education programs may carry out individual or group projects, under the supervision of the educational institution with which they are affiliated and their academic supervisor,

on issues they encounter in the educational institutions where they work. In line with this model, the content, form, and duration of doctoral education in the Republic of Azerbaijan should be reorganized on the basis of state policy on the training of education managers.

Determining academic credits on the basis of the modules defined by each higher education institution for the specialization, and standardizing the curriculum—its subjects, mode of study, and duration—under conditions in which students attend weekend classes without interrupting their employment, would contribute to the content-related aspects of the scientific-pedagogical foundations of education manager training.

In future research, special attention should be paid to regulating the relationship between master's students and their supervisors.

– Along with improving curriculum content, although it may not be possible to intervene directly in supervisory styles (supportive or directive control), higher education institutions need to establish a special monitoring mechanism for this process. From the perspective of strengthening research capacity at the master's level, students should be encouraged to increase the number of co-authored publications with their supervisors in relevant journals included in international abstracting and indexing systems (databases).

– Advising master's students on the conferences and symposia in which their participation is most necessary and appropriate, discussing career opportunities, and providing guidance also fall within the supervisor's scope of responsibilities.

In order to ensure consideration of these proposals and to increase the effectiveness of joint work through mutual discussion, higher education institutions should determine consultation and meeting hours for each semester. Mutual accountability should be ensured through the established mechanism.

The content of the dissertation, its main scientific ideas, and the findings obtained are reflected in the following **scholarly articles and conference materials** published by the author:

1. Qurbanova M.Q. Təhsil menecerləri hazırlığının bəzi məsələləri // - Bakı: Azərbaycan Respublikasının Təhsil Problemləri İnstitutunun Elmi əsərləri, - 2012 № 2, - s. 49-52

2. Qurbanova M.Q. Təhsil menecerləri hazırlığının ümumi məsələləri // - Bakı: “Təhsil sistemində gənc nəslin təlim – tərbiyəsi üzrə işin təşkili və onun yaxşılaşdırılması istiqamətləri” mövzusunda respublika elmi Konfransının materialları. - 28 iyun 2012, - s.71-72

3. Qurbanova M.Q. Təhsil menecerləri hazırlığının təcrübi məsələləri // - Naxçıvan: “Ümumi orta təhsilin müasir problemləri” mövzusunda beynəlxalq elmi konfransın materialları, - 24 noyabr 2012, - s. 45-46

4. Qurbanova M.Q. Heydər Əliyev irsində təhsilin idarə edilməsinin modernləşdirilməsi məsələləri // - Bakı: “Müasir təhsilin aktual problemləri mövzusunda respublika elmi-praktik konfrans (Ümummilli Lider H. Əliyevin 90 illiyinə həsr olunur) - 05 may 2013 xüsusi buraxılış, s. 75-77

5. Qurbanova M.Q. Təhsil menecerləri hazırlığı ilə əlaqədar mövcud hüquqi normativ sənədlərin təhlili // - Bakı: Azərbaycan Respublikasının Təhsil Problemləri İnstitutunun elmi əsərləri, -2014, № 2 - s. 232-237

6. Gurbanova M.G. Theoretical principles of managers training in the sphere of human resources management // - Vienna: Austrian Journal of Humanities and Social sciences January-February 2014 V. 1 - s.159-163

7. Qurbanova M.Q. Təhsil menecerinin peşə xüsusiyyətlərinə dair // - Bakı: Bakı Slavyan Universiteti. Humanitar elmlərin öyrənilməsinin aktual problemləri ali məktəblərarası elmi məqalələr məcmuəsi, -2014, № 1, -s. 247-252

8. Курбанова М.К. Система работы по подготовке менеджеров по образованию // - Алматы: Академия педагогических наук Казахстана, Вестник академии педагогических наук казахстана 2014 № 4(60), - s. 21-29

9. Qurbanova M.Q. Menecment məktəbləri və təhsil sisteminin idarə olunması // - Naxçıvan: “Tədris prosesinin təkmilləşdirilməsi və müasir təhsil konsepsiyaları” mövzusunda beynəlxalq elmi konfransın materialları. 16-17 dekabr 2014, s. 162-163

10. Qurbanova M.Q. Təhsil menecerləri hazırlığında humanizm məsələləri // - Bakı: “Təhsildə mənəvi - əxlaqi dəyərlər,

harmonik şəxsiyyətin inkişafı” mövzusunda elmi - praktik konfrans. AR Təhsil Nazirliyi, Azərbaycan Respublikası Təhsil Problemləri İnstitutunun Elmi əsərləri 5 - 6 dekabr 2014, s. 351-353

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13. Qurbanova M.Q. Təhsilin idarə olunması sahəsində tətbiq yönümlü təhsil doktoru proqramı // - Bakı: Akademik elm həftəliyi-2015. Beynəlxalq multidisiplinar forum (AMEA-nın 70 illiyinə həsr olunur) 02-04 noyabr 2015 xüsusi buraxılış, - s. 233-235

14. Qurbanova M.Q. Tətbiq yönümlü yanaşma: təhsil doktoru (EdD) proqramı // - Bakı: Azərbaycan Respublikasının Təhsil Problemləri İnstitutunun Elmi əsərləri, - 2015 cild 83, № 3, s. 21-25

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