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**ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy

**PSYCHOLOGICAL CHARACTERISTICS OF THE EFFECT  
OF USE OF MODERN EDUCATIONAL TECHNOLOGIES  
ON TEACHER-STUDENT RELATIONS**

Specialty: 6104.01 - Pedagogical psychology

Field of science: Psychology

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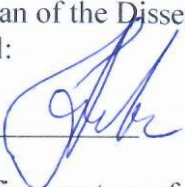
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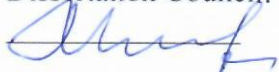
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## GENERAL CHARACTERISTICS OF THE STUDY

Relevance and development of the topic. Pedagogical-psychological research proves that in order to increase the effectiveness of education, at the same time, the establishment of teacher-student relations on the basis of modern requirements is an important part of pedagogical activity. In the pedagogical process, dialogic communication, which is the most humane style of communication between the participants of education, should be preferred, and education should be educative and developmental. In this case, the teacher provides not only the function of knowledge, but also the development of individual and socially important qualities, thinking, emotional and creative activity in students. This can be achieved by applying new learning technologies.

New pedagogical thinking considers the formation of the student as a person the main task of the education system. In order to fulfill this fundamental task, education must be humanized, training must be developmental and educative. In the implementation of each of these, the main role is played by pedagogical communication, teacher-student relations.

As can be seen from the above, although the problem of teacher-student relations, the formation of student personality, the problem of new pedagogical thinking has been sufficiently studied by teachers and psychologists, there are conflicting views in this area. At the same time, changes in society, people's behavior and way of thinking make it necessary to approach the problem in terms of modern requirements.

Taking into account the above, we considered it expedient to study the topic "Psychological features of the impact of the use of modern learning technologies on teacher-student relations."

The degree of development of the topic. The study of the problem from a scientific, theoretical and historical point of view has shown that pedagogical communication, pedagogical thinking, teacher-student relations have been sufficiently studied by Western, Russian and Azerbaijani scholars. However, the study of the problem is relevant in terms of public life, as well as the modern requirements

of the education system, the dynamics of education, as well as taking into account national characteristics.

In general, the problem is solved by LSVygotsky, SLRubinstein, ANLeontyev, LI Bojovic, BFLomov, A. Bandura, E. Erickson, M. Mid, V. Stern, K. Rogers, E. Fromm, etc. in the field of pedagogical psychology J.Piaget, F.Olport, BFSkinner, A.Bandura, K.Horney, A.Maslow, D.Bruner, I.S.Kon, D.I.Feldstein, DBElkonin, VVDavidov, YLKolominski, AVPetrovski, VNMyasishev, VASukhomlinski and others. investigated by.

Azerbaijani psychologists and pedagogues have also conducted important research in this area. AS Bayramov, AA Alizade, BHAliyev, MA Hamzayev, AA Gadirov, KRAliyeva, RI Aliyev, II Aliyev, ANAbbasov, HA Alizade , NMMustafayev, AAAgayev, AOMehrabov, NMKazimov, UAEfendiyeva, RHGadirova, SNAliyeva, SHALizade, MMValiyeva studied the problem in terms of personality, age and pedagogical, social psychology. In these studies, activities, communication, relationships, pedagogical process, etc. has been seriously researched. However, it is difficult to say that all aspects of a multifaceted and complex problem are covered. This once again shows the special relevance of the issue.

**Object and subject of research.** The object of research is the management of the student body, and in this case, the focus is on gender characteristics.

**Subject of research.** The use of new learning technologies has an impact on teacher-student relations.

*Objectives and tasks of the research.*

**The purpose of the study.** The main purpose of the research is to study the teacher-student relationship through special methods based on the analysis of psychological and pedagogical literature, to determine the impact of the use of new learning technologies on teacher-student relations.

*Research objectives.* In order to achieve the set goal, it was considered expedient to implement the following tasks:

- to provide a systematic analysis of the works of Western, Russian and Azerbaijani psychologists who have studied the system of teacher-student, as well as mutual relations, to determine their role

and place in this field;

- to study the psychological features of relationships at different ages;

- to study the impact of teacher-student relations on the formation of student personality;

- to study the impact of the use of new learning technologies on mutual relations, including teacher-student relations;

- to reveal the role of gender and age in teacher-student relations;

- to determine the impact of teacher-student relations on the intellectual development of students.

**Research methods.** The methodological basis of the research is the scientific provisions and principles related to the mechanisms and features of teacher-student relations in modern psychology, especially in pedagogical psychology, basic psychological teachings, the theory of unity of personality and activity.

The following methods were used in the research process: theoretical analysis of the scientific literature, observation, interview, conversation, questionnaire, experiment.

250 students and 95 teachers of the Republican Gymnasium of Humanities named after AS Makarenko, "Zangi" Lyceum, School-Lyceum of Humanities and School-Lyceum Complex at Baku Slavic University were involved in the research.

**The main provisions of the defense:**

- Proper construction of teacher-student relations has a significant impact on the development of student personality;

- When teacher-student relations are not organized effectively, the tendency to deviant behavior or loneliness increases in children and adolescents;

- teacher-student relations are built differently at different ages, as well as in terms of gender differences;

- teacher-student relations are of special importance in terms of motivation and intellectual development;

- The use of new learning technologies, including socio-psychological trainings in the educational process, on the one hand, improves the quality of training, on the other hand, creates conditions

for the formation of a positive psychological climate in the team.

**Scientific novelty of the research.** For the first time in the research, teacher-student relations are analyzed in the process of using new learning technologies. In the construction of mutual relations, their influence on the personality of the student is studied, taking into account gender, age and individual characteristics. At the same time, the psychological features of relationships at different ages are studied. In general, for the first time, the role of socio-psychological trainings in the educational process is determined. The study analyzes the impact of teacher-student relations on motivation and intellectual development, the psychological features of the place of the problem of loneliness in relationships.

**Theoretical and practical significance of the research.** The theoretical basis of the research is the scientific provisions and principles related to the mechanisms and features of teacher-student relations in modern psychology, especially pedagogical psychology, basic psychological teachings, the theory of unity of personality and activity. The practical significance of the research is that it shows the effective ways of using new learning technologies, identifies the psychological features of the correct teacher-student relationship. In addition, the results of research can be used in the development of teaching aids for teachers, research related to pedagogical activities, teaching general and pedagogical psychology.

**Approbation of research.** The results of the research provide a basis for the enrichment of general and pedagogical psychology with new knowledge, the optimization of areas related to the effective organization of education. The main provisions of the dissertation were discussed at the scientific seminars of the Institute of Education of the Republic of Azerbaijan, reflected in the author's articles and theses published in local and international scientific press, and thus tested.

The application of the results is related to both the practical significance of the study and its approbation. Thus, the results of the dissertation were used in the courses of social psychology, age psychology and management psychology.

The dissertation was completed at the Institute of Education of

the Republic of Azerbaijan.

### **The structure and scope of the dissertation.**

The dissertation consists of an introduction (10455), three chapters covering nine sub-chapters (first chapter – 95339, second chapter – 66417, third chapter – 47363), a conclusion (9675) and a list of references (12181).

The total volume of the dissertation is 241430 characters.

## **MAIN CONTENT OF THE STUDY**

The introduction substantiates the relevance of the research, explains the object and subject, purpose, scientific hypothesis, objectives and methodological basis, as well as brief information about the research methods used, scientific novelty, theoretical and practical significance of the research, provisions and results.

The first chapter of the dissertation is entitled "General problems of the problem, its essence and presentation in the literature." This chapter discusses the general issues, nature and formulation of the problem in the literature. This chapter examines the problem of attitudes and interactions in the pedagogical and psychological literature, the problem of teacher-student relations in Eastern philosophical thought and the work of Azerbaijani psychologists, the psychological features of interactions at different ages. This chapter includes 4 subchapters. The first half of the chapter is called "The problem of relations and interactions in the pedagogical and psychological literature." This subchapter examines the systematic moral and psychological climate that emerges in the areas of activity of the team, the group. The responsibilities of the teaching staff are not limited to training activities. Here, at the same time, the formation of personality plays an important role. The formation of a student's personality depends on many factors, including interpersonal relationships. These problems were solved by LY Kolominski, IS Kon, LI Bojovich, DI Feldstein and others. has been explored in various aspects in his studies. At the heart of this is the unity of consciousness and action.

Educators and psychologists (S.L. Rubinstein, L.S. Vygotsky,

A.V. Petrovsky, etc.) note that the psychological climate is related to the level of activity and development of the team. They show that the moral and psychological climate is formed depending on the level of development of the team. In this case, the relationship is not built unilaterally. The development of the group is also related to the spiritual and psychological climate.

Psychologists (BC Ageev, NV Grishina, IS Kon, LI Umansky, etc.) show that the psychological environment depends on the interaction on the one hand, and the level of development of the group on the other. This increases the spiritual and psychological wealth of the members. Here, the role of communication is undeniable. Without them, a conflict situation arises in the group, and the number of parties to the conflict increases.

Experience has shown that when there is a significant difference between a teacher's self-esteem and students' self-esteem, there is a conflict in the relationship. This has a negative impact on the moral and psychological climate in the team.

The use of new learning technologies and trainings plays a positive role in the correct and effective establishment of teacher-student relations. Trainings can also be used to improve the professional training and professionalism of teachers. It is also favorable in terms of resolving conflicts in these relations. There is a direct correlation between the formation of student personality, their learning success, intellectual development, motivation-need sphere and teacher-student relations. At the same time, the real "me" of teachers and students as a whole affects the life of the teaching staff, the moral and psychological environment.

The second half of the first chapter is entitled "The problem of teacher-student relations in Eastern philosophical thought and the work of Azerbaijani psychologists." In this sub-chapter, teacher-student relations in Eastern philosophical thought are presented in the context of the formation of personality on the one hand, and the study of science and knowledge on the other. The "nightmare" states that a person must learn everything within the limits of his strength, ability and ability. One of the main directions of Sadi's "Gulistan" is to teach science and art to children. He treats science, knowledge, human



relations as a social issue, and says that man should benefit the people. He notes that science, which is not spent on useful work, is good if knowledge is not studied. Nasreddin Tusi's works also pay special attention to mutual relations, teacher-student relations. He recommends that the formation of personality and upbringing begin in infancy. The study of teacher-student relations also plays an important role in the research of Azerbaijani pedagogues and psychologists. From this point of view AY Seyidov, AA Agayev, ZIGaralov, MMEhdizade, NMKazimov, FAIbrahimbeyov, AOMakovelsky, ASBayramov, AAAlizade, M.A. .Hamzayev, AA Gadirov and others. names can be mentioned. In their works, the problem is studied in terms of general, socio-psychological, educational, age characteristics.

Psychological research shows that a person always needs attention and care at school and in the classroom. Teacher-student relationships usually also affect student-student relationships. This manifests itself more clearly in the primary grades. It is known that primary school students are more likely to imitate their teachers. They stay away from the child whom the teacher condemns. These students are psychologically isolated. As a result, students who cannot prove themselves at school or in the team try to prove themselves in street groups. They often even commit crimes as a group. According to AA Alizade, one of the reasons for this crime should be sought in the teacher-student relationship. Observations show that students with non-standard thinking in teacher-student relationships face difficulties. We believe that the description of a situation in the psychological literature can be understood as a confirmation of the correctness of our opinion. Students who like to ask questions to teachers and protest against things that do not occur to them are constantly criticized and reprimanded by teachers. The behavior of teachers who do not understand the independent and critical thinking of the student, instead of encouraging him, is welcomed by the school administration. However, they had to investigate and analyze the psychological reasons for this. That is, the teacher-student relationship is inevitable. Here it is impossible to reveal their psychological characteristics without taking into account

the teacher's attitude to students, as well as students' attitude to teachers.

The humanization of education in modern times gives new shades to teacher-student relations. Here it is necessary to respect the dignity of the student, to trust him, to believe in him, to respect his goals, needs and motivation as a person. BH Aliyev, KR Aliyeva and RV Jabbarov point out the humanization of education and the formation of a new pedagogical thinking in modern times as the main principle. According to them, first of all, teacher-student and student-student relations should be humanized. Because the humanization of teacher-student relations is the main condition for the development of the student as a person.

The third half of the chapter is called "Psychological features of relationships at different ages." This subchapter focuses on the following issues.

Psychological literature shows different types of attitudes. It is based on external and internal factors. These two aspects of the relationship are deeply rooted in the phylogenetic and historical past of man. On the basis of these, a person's positive or negative choice attitude is formed and a person's mental activity is actively directed.

Psychologists (VN Myasishev, BG Ananyev, AV Petrovsky, etc.) show that even temperament types affect relationships. Indifference or excessive desire, patience or impatience, as well as other qualities are associated with temperament types and are reflected in a person's reaction, in the system of relationships. They even say that the attitude is gradually becoming a sign of character. At the same time, they show that this formula has an external character. However, it is also known that the continuity or transience of relations is a unity of character. At the same time, a number of characteristics, such as determination, purposefulness, etc., are not related to the relationship. Character and temperament affect a person's level of attitude to any event or object.

As can be seen from the analysis, the concept of attitude is multifaceted and is not limited to modal relationships (positive, negative, ambivalent, indifferent). However, it can be said that this aspect is mainly studied in relation research.

In our study, we tried to solve the following tasks related to the problem:

1. to study the interrelationship between different types of activities, age characteristics and attitudes;
2. To identify the factors that determine the positive attitude of students to various activities during the primary school age;
3. Identify the difference between younger students and adolescents.

The fourth half of the chapter is called "General characteristics of modern learning technologies." This sub-chapter states that the use of modern learning technologies is one of the important conditions for better organization of education, training and interaction, and the activities of the teacher and the learner are characterized in two aspects: passive and active, interactive. Experience shows that the form of work with pairs and groups used in the education system in modern times, as well as methods such as brainstorming, clustering, BIB, develop students' ability to think independently and interact with their peers. In this case, the teacher should not interfere in the process, just direct it and become a partner. This form of activity activates not only students but also the teacher.

Among the modern learning technologies, design research has a special place. Here, the qualities of students' thinking, search, cognitive activity increase. Usually, there are three stages: the teacher gives directions, the problem is posed, and the students look for solutions; students put the problem themselves and solve it.

The project method serves to generalize students' knowledge and enrich it with new ideas. Here, the teacher plays the role of informer and guide. Students work on solving the problem and get possible results. This method also develops in students such features as cooperation and collaboration. Both teacher-student and student-student relations are positive.

Among active learning methods, business games attract attention. This method increases the efficiency of the activity, helps to eliminate the conflict situation. The first business games were used in military exercises. The United States was one of the first countries to introduce business games. In the United States, business games are

held to increase competitiveness and to master the qualities of beating rivals.

Thus, the use of modern learning technologies makes the pedagogical process more effective, both in terms of increasing the effectiveness of training and regulating interpersonal relationships. However, it would not be right to abandon traditional teaching methods. The best way is to unite them and use them on the spot.

The second chapter of the dissertation is entitled "The role of relationships in the formation of the student's personality." This chapter consists of 3 sub-chapters. The first half of the chapter is entitled "The impact of teacher-student relations on the formation of student personality." This subchapter discusses the role of relationships. In general, school interactions can be divided into two important groups: student-student relations and teacher-student relations. Student-student relations are studied more in terms of personality formation, and teacher-student relations in terms of the educational process.

In different school groups - in the classroom, at school, in clubs, in social work, etc. students enter the system of mutual relations.

Psychologists AN Petrovsky, FD Feldstein, AS Bayramov, MA Hamzayev and others. show that it is more effective when the team is faced with tasks of public importance, and this is in line with the individual interests of the student.

Taking into account the individual characteristics of students creates conditions for them to fall into a positive psychological environment in the team. Of course, the age of the students must be taken into account.

Of course, the formation of the student's personality, the success of learning depends primarily on the teacher-student relationship. In the teacher-student relationship, only one party does not influence the other. Here the interaction manifests itself.

Psychological research, as well as observations, show that, depending on the teacher-student relationship, the interest in the subject he teaches is adequate. To verify this, we conducted a survey with students of VI-VIII grades of the Lyceum of Humanities in Baku. Based on the students' answers, we divided the relationship

into three groups. We combined them into "favorite teacher", "unloved teacher" and "neutral" groups. Then the subjects they liked, were indifferent to and did not like. We give the answers in the table below.

Table 1

**Correlation between teacher attitude and interest in the subject (in%)**

Classes	Attitude and number of students	Attitude towards the teacher	Attitude to the subject		
			cute	neutral	disliked
VI	56	Cute	77,0	13,5	9,5
	47	Neutral	33,0	50,0	17,0
	39	Cute which is not	16,0	17,0	67,0
VIII	49	Cute	72,0	15,5	12,5
	36	Neutral	32,0	56,5	11,5
	23	Cute which is not	21,0	21,0	58,0

As can be seen from the table, there are some differences between the class teacher and the subject.

The relationship between learning activities and teacher-student relationships also depends on the teacher's behavior and character. We give these relationships and their interdependence in the table below.

Table 2

**Features affecting teacher-student relations (in%)**

Classes	Qualities that students prefer in teachers			
	professional qualities	character traits and behavior	human qualities	nurturing ability
V	22,5	43,5	27,0	7,0
VI	31,0	39,0	25,0	5,0
VII	49,0	41,0	8,0	2,0
VIII	45,0	41,0	11,0	3,0
IX	56,0	36,0	5,5	2,5

As can be seen from the table, the teacher's professionalism, character, behavior, educative ability, human qualities are assessed differently by students.

When a teacher often criticizes or seldom praises a student, the level of behavioral motivation usually decreases. We give it in the table below.

Table 3

**Teacher's attitude and its impact on student behavior motivation (in%)**

Teacher assessment	Behavioral motivation		
	high	average	down
Incentives:			
from time to time	81,6	10,5	7,9
occasionally	34,3	50,2	15,5
Reprimand and criticism:			
often	11,5	39,5	49,0
from time to time	40,5	33,5	26,0
occasionally	55,0	40,5	4,5

The formation of a sense of trust in students also depends on the teacher-student relationship. Here, it is important that the teaching activity, the teacher's ability to arouse interest in the subject taught, to connect the training with spiritual education. In this case, students view their teachers as positive examples and even try to imitate them.

The child's acceptance of the example activates it and has a positive effect on mental development. We surveyed 143 seventh-graders to find out how a teacher's beliefs and personal example affect students. We give the results in the table below.

Table 4

**Features that students like in their teachers (%-with)**

№	Characteristics of students' behavior related to teachers	Answers in%
1.	Plainness	64,0
2.	Helping students	48,0
3.	An interesting lesson	45,0
4.	Ability to build good relationships with	43,0
5.	students	40,0
6.	Being cheerful	38,0
7.	Dimensional level of demand	37,0
8.	Sincerity	34,0
	Interest in students' opinions	

The above can be summarized as follows:

1. The teacher's actions and behavior must be in harmony with social norms and requirements.

2. Teacher-student relations should serve to form positive qualities in students.

3. A teacher can be successful only if he is able to create a unity between his behavior and activities and the behavior and activities of students.

As can be seen, the formation of the teaching staff is one of the important tasks facing education in modern times. Here the main place is occupied by pedagogical communication and mutual relations of the teacher.

The second half of Chapter II, The Role of Gender and Age in Teacher-Student Relations, deals with gender differences and sexual education.

Sex education is also one of the important aspects of the socialization of children and adolescents, ensuring the unity of consciousness, action and communication. These include the mastery of the entire system of social relations. At the same time, the teacher's knowledge of the psychology of gender differences, that is, the characteristics of each sex, creates the conditions for the correct interaction with them. In this case, the teacher knows how sexual characteristics affect the consciousness and behavior of children and

adolescents.

In research on gender differences and sexual education, a number of psychologists (DNI sayev, VEKagan, IS Kon, etc.) have shown that social norms and values affect the behavior and thinking of boys and girls, based on cultural and social factors. on the basis of which the members of the society demand from them what is mentioned.

M.Mid believes that the sphere of activity of the society plays an important role in the formation of male and female psychology. Studies by IS Kon, AG Khripkova and others show qualities related to masculinity and frustration. Here, the male role is attributed to the "instrumental" and the female to the "expressive" lifestyle.

Many factors affect teacher-student relationships. However, gender and age play a special role among them. Psychologists who approach the problem in the context of age justify the motives of attitude and communication, behavior. There is a term in the psychological literature called "V class problem". In this regard, AM Prikhojan, NN Tolstykh, AP Krakowski and others. conducted special research.

Another aspect is that due to the changes in public life, the process of socialization and individualization of the younger generation has become much more difficult.

The study found that school-student interactions (whether teacher-student or student-student) depend primarily on management and the psychological environment. These ultimately affect the effectiveness of the pedagogical process and the creative activity of the team.

The third half of the chapter is entitled "The problem of loneliness in adolescence and its place in the system of relationships." The chapter examines the causes of loneliness.

In our study, we examined loneliness in terms of emotional state, social connection, and dissatisfaction with communication.

In the public mind, loneliness is generally perceived as a condition common to the elderly and the elderly. However, a number of studies show that this problem is also characteristic of adolescence and adolescence. In other words, the problem begins in adolescence.



This is primarily due to the fact that at this age a new stage of self-awareness begins, self-assertion is attempted, self-esteem changes. Adolescents already consider themselves old, they expect respect for themselves. They believe that those around them should take their opinions into account. In addition, anatomical and physiological variability, the beginning of the second stage of puberty, the emergence of qualities and characteristics of boys in men and girls in women also have an impact. This causes teenagers to be critical of everything.

These create a fundamental change in the system of relations. First love arises. But they try to hide their love. In many cases, boys cannot even confess their love to the girl they love. This often causes them to become withdrawn or irritable. If the teenager is not accepted by his classmates and peers around him, the tendency to loneliness increases if there is no emotional connection. As is well known, another psychological reason is related to the teenager's need to be alone. When this happens, the teenager is confronted with himself, trying to understand the reasons for the changes. He wants to know himself, others, his attitude towards him and others, his reasons. At the same time, he tries to determine his own behavior and position.

All of these are characteristics of adolescence. At the same time, a number of psychologists (AV Mudrik, AA Alizade, AA Gadirov, C.R. Oldi, etc.) point out the alarming aspects of adolescents' tendency to loneliness and show that this condition can turn into a chronic disease. In other words, a teenager's tendency to loneliness for a long time is a warning of a psychological problem. This may be due to a relationship, internal problems, or something else.

An interesting question arises here: How does the tendency to loneliness in early adolescence gradually turn into conscious isolation and avoidance of communication? Another interesting aspect of the issue is what do teenagers think about loneliness, its causes and manifestations?

In general, surveys and conversations suggest that adolescents find it normal to be alone. The results of the survey conducted with adolescents are given in the following table:

**Table 5****Adolescent responses to loneliness (in%)**

Classes	Those who see the cause of loneliness in social factors	Those who consider it the result of personal quality	Those who cause communication	Those who cause behavior	Those who show character difficulty	Those who have difficulty answering
VIII	29	17	11	12	12	2
IX	21	23	15	8	14	2
Total	25	20	13	10	13	2

Apparently, there is not much difference between the classes about the causes of loneliness.

Among the causes of loneliness, as well as the tendency to loneliness, the influence of social factors should not be overlooked.

External influences include radio and television, especially social networks.

We believe that each of them needs to be studied separately. We have studied the problem of loneliness in the context of relationships in accordance with our research.

Chapter III of the dissertation is entitled "Experimental study of the impact of the use of new learning technologies on teacher-student relations." The following sub-chapters are included in this chapter:

1. Experimental study of teacher-student relations
2. The role of the use of socio-psychological trainings in the educational process

In the first half of the chapter, the author of the dissertation considers it expedient to get acquainted with the problems arising in the application of new learning technologies through experiment. It is known that the motivation to need success, or more precisely, the motivation to avoid failure, which is a form of it, or the attempt to succeed, is formed between the ages of 3-13. Psychological research (LS Vygotsky, YL Kolominski, AS Bayramov, MA Hamzayev, AA Alizade, etc.) shows that any mental property is multidimensional. Many other factors also play a role. Teachers and parents are usually

interested in the child's (student's) learning success. Even the attitude towards the child is manifested in this direction. However, they seem to forget that the low level of intelligence, learning success is due to the child's poor socialization, unsatisfactory level of motivation, high anxiety and so on. may depend. The teacher must study each of them separately and in a complex way.

We used the "Box Method" for learning technologies. This is the procedure. Students are asked to solve tasks of varying difficulty. They are told that the first box contains simple tasks and the second box contains relatively difficult tasks. In the third and fourth boxes, the tasks become more and more difficult. The number of boxes is four. The condition is written on the conditional board.

At the beginning of the lesson, each student is given 8 conditional money. The teacher explains that if a student earns a lot of money during the lesson, he gets a good grade for that money. This money can be earned by solving tasks from the box. Each card is a currency, regardless of which box it is taken from. However, the amount of money depends on the solution of the problem and its level of difficulty. One manat is given for solving the task from the first box, two manats for solving the task from the second box, three manats for solving the task from the third box, and four manats for solving the task from the fourth box.

The teacher informs the students that if they collect 15 conditional manats during the lesson, they get "5", if they collect 12 manats, they get "4", if they collect 10 manats, they get "3". Teachers note that their students are changing. Those who used to be lazy, as if suddenly become active. Students like that they are free, they make their own choices and do not depend on the teacher.

By the way, the problem of making choices and avoiding addiction was first studied experimentally by the American psychologist K. Levin. He gives the children certain tasks. For example, washing dishes, helping adults clean the house, and so on.

The prize is determined as a prize. Therefore, children strive to complete the task. During the experiment, the adult does not warn the child in time. Or rather, does not call for help. It turns out that the dishes have already been washed. Children are very sad when this

happens. Especially if one of your friends did it. Some of them are even aggressive towards their peers. In this case, the experimenter offers the children another job. Most children agree and start a new job.

With the start of a new job, children's dissatisfaction and aggression pass. However, some children do not adapt to new conditions and new needs do not arise. In this situation, their excitement and aggression not only decrease, but increase.

K. Levi's research proved that not only the current situation, but also the pre-existing events in the human brain affect their activity. We decided to conduct the experiment with children of different ages.

This is important in terms of studying the results obtained, as well as age characteristics. In the first stage, the experiment was conducted with small students. We aim to teach students to think about the work they will do. That is, the student should be aware that he may fail. So it doesn't matter if you take the first level task. However, a large number of first-graders took these tasks. At first it seemed to us that this situation is typical only for first-graders. It turned out that we were wrong. We also conducted the experiment with 2nd, 3rd, 5th, 6th and 9th graders. It turned out that more and more students in the upper grades choose tasks that are easier to solve.

We also conducted an experiment with exemplary 9th graders. Again, a similar result was obtained. It seemed to us that this situation was due to the low level of intelligence of students. Talks with teachers and tests showed that our opinion was not correct. I wonder why smart enough children do not understand the simple fact that they will not be able to succeed with a task of this level ?!

We decided to conduct this experiment among adults. The experiment was conducted among 22 highly educated teachers of the Humanities-oriented school-lyceum in Baku. We would like to note that if successful, teachers should have won a prize, not a price. The result was interesting. 13 out of 22 people chose the light tasks in the first box. 4 of them started with easy tasks in the next stage.

Apparently, it was not intellect but personal-psychological characteristics that played a major role. In other words, the

motivation to succeed had an effect. In other words, 60% of teachers preferred to avoid failure.

Thus, the motivation to avoid failure in a stressful situation "limits" the intellect (if it is possible to say so). It turned out that the majority of leaders (ie those who scored the maximum number of

The important humanistic idea of the trainings is that there is no pressure, no coercion. On the contrary, the student is helped to overcome his shortcomings, to be cheerful and comfortable, and most importantly, to communicate with the people around him.

In order to conduct more effective socio-psychological trainings, the organizers must know its purpose clearly and precisely. The main purpose of the training should be the development of personality. In addition to this main goal, a number of auxiliary goals should be considered, and they should be integrated with each other.

These include: a) increasing the socio-psychological competence of the participants and improving communication and interaction with the people around them; b) to increase the social activity of the participants, to develop their way of life in a more meaningful and healthy way, as well as to have a positive impact on the behavior of the people around them; c) raising the level of psychological culture.

In order to achieve the goal of socio-psychological training, a number of specific tasks must be set and solved:

1. To master certain socio-psychological knowledge;
2. Adequate self-awareness and self-awareness;
3. Carry out diagnostics and correction of the student's personality, eliminate the features that hinder the formation of behavior and attitudes, communication;

4. To take into account the individual qualities of each participant in order to increase the effectiveness of interpersonal relationships and influences. The following principles should be followed during trainings with groups of students. First of all, it is important to establish a dialogue in terms of interaction. In other words, in the process of mutual communication, in the establishment of interpersonal relations, the equality of the parties must be maintained. These should be based points) found the need to succeed

in such a situation and the tendency to take risks.

It is known that the motivation to need success, or more precisely, the motivation to avoid failure, which is a form of it, or the attempt to succeed, is formed between the ages of 3-13. As is well known, new learning technologies, along with the development of the intellectual sphere, are also aimed at shaping the motivation of students to try to succeed. One of the directions in the formation of such motivation in students is to create an environment that motivates the child.

The second half of Chapter III deals with socio-psychological trainings.

Experience shows that the traditional method is to explain the teacher, ask students template questions, prepare homework, and so on. does not always give a positive result. However, teenagers and high school students want to be self-aware and communicative. In realizing these desires of students, the teacher needs to cooperate with them, be an equal, active partner. Of course, socio-psychological trainings play a special role here.

The training is carried out in groups as an active method of socio-psychological training. Ultimately, it serves to eliminate communication barriers, inappropriate stereotypes, optimize interpersonal relationships, and eliminate conflict situations.

In each case, the goals and objectives of the training are implemented in accordance with socially accepted norms. Here it is possible to take into account the individual characteristics of each student. With this in mind, we paid attention to the following when using the trainings. First, to develop students' initiative and independence in conducting such classes. Let them focus on understanding themselves and those around them. Second, it is known that there are problems both in the family and in the teacher-student relationship, especially in communication. Most of them have problems listening and understanding each other. At the same time, it is now very difficult to see oneself in the situation of the person in front of you. We believe that it is possible to eliminate these indicators through socio-psychological trainings.

While preparing the training program with the students, we

conducted a questionnaire survey with them. The survey was conducted among 183 high school students. It was through this survey that they were able to find out what difficulties they were facing in the communication process. It turned out that high school students see the reason in others, not in themselves. Most of the communication difficulties were related to the elderly. "They don't want to understand us," "They want everything to be the way they want it to be," and so on. We would like to note that the negativity of high school students is mostly related to parents and teachers. This is especially true of authoritarian teachers and parents. Students believe that adults do not want to take them into account and respect their opinions. A similar situation occurs with peers, but it is somewhat secretive. What is socio-psychological training? Psychologists accept that this is a means of psychological influence through group work. Training is a specially organized form of communication. As a result, personality development, communication skills and psychological assistance are provided. Training also helps to eliminate stereotypes and solve personal problems.

Of course, it is impossible to eliminate this through training. At the same time, through trainings, it is possible to change many negative states in the psyche, behavior and communication. Here it is possible to achieve positive results in communication.

People who are unable to communicate in everyday life face a number of difficulties. Even people who are not ready to communicate have mental problems. People with communication difficulties are not even able to turn to people around them for help when needed.

The famous American psychologist D. Carnegie shows by his example how important it is to be able to listen when communicating. At one of the meetings, Carnegie sits face to face with a famous biologist. The biologist talks about plants and animals with such interest that Carnegie listens to them with great enthusiasm and amazement. He does not say a word, he just listens. After the meeting, the biologist tells the host that Carnegie is a wonderful interlocutor. However, during the conversation, Carnegie was just a good listener. During the trainings, the participants' self-confidence and team

members increase. During the trainings, everyone sees attention and respect for themselves. He also treats others in the same way. The members of the group actively test different types of communication, first acquiring habits and skills in the field of communicative communication, which is difficult. In this way, you gain psychological comfort and protection. In other words, through trainings, students have the opportunity to become active members of society.

The task of socio-psychological training is to instill in each participant the habit of self-affirmation.

Psychologists have identified five areas of self-confidence:

1. Each participant can learn from the behavior and communication patterns of other members. It's as if he gets a chance to look at himself from the outside. He compares himself to others and tries to imitate others.

2. The student receives information about himself from other members. That is, those around him judge his feelings and behavior.

3. The student sees and evaluates the results of his behavior and communication. There is a change in the self-esteem of each participant.

4. The student discusses his emotions, feelings, and behavior with others. In other words, the student's emotional state, position, and so on. exchanges views on. In this sense, the advantage of training over other forms of work is that the student understands his "I" more clearly and correctly.

5. The student perceives himself according to his appearance and situation. That is, he recognizes his physical "I". During the trainings, participants perceive their appearance as it is. Thus, he has the opportunity to develop his capabilities.

on mutual trust and respect. If there is an advantage of one or more participants, then the real dialogue does not take place, and it is usually replaced by a monologue. This contradicts the purpose and essence of the training. Another issue is the feedback between the participants.

The use of modern learning technologies in the educational process both regulates relationships, improves personal qualities, and increases the effectiveness of training.



**The following articles and theses, monographs of the applicant reflecting the content of the dissertation, the main scientific ideas and results were published:**

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