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**ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy

**SOCIO-PSYCHOLOGICAL ASPECTS OF FOREIGN  
STUDENTS' MASTERING THE AZERBAIJANI  
LANGUAGE**

Specialty: 6104.01 - "Pedagogical psychology"

Field of science: "Psychology"

Applicant: **Rahila Gachay Jabrailova**

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**Scientific supervisor:** Corresponding Member of ANAS, Professor  
**Bakhtiyar Hamza Aliyev**

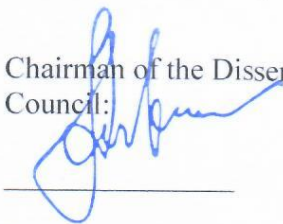
**Official opponents:** Doctor of Sciences in Psychology, Professor  
**Ramiz Ibrahim Aliyev**

Doctor of Philosophy in Psychology,  
Associate Professor  
**Akif Alihuseyn Guliyev**

Doctor of Philosophy in Psychology  
**Ayna Shirzad Hajiyeva**

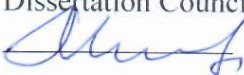
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Doctor of Sciences in Psychology,  
Professor  
**Kamila Ramiz Aliyeva**

Scientific secretary of the  
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Doctor of Philosophy in Psychology  
**Mushvig Huseyn Mustafayev**

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ELMI KATİBİ  
prof. V.M.SALMANOV  
(imza)  
«28» XII 2021 il

Doctor of Sciences in Psychology,  
Associate Professor  
**Rashid Vakil Jabbarov**

## GENERAL CHARACTERISTICS OF THE WORK

**The actuality of the subject.** The era of modern globalization has become one of the main factors strengthening the cultural and spiritual integration of the people of the world. In such a situation, international cultural relations are expanding, and the process of learning foreign languages is becoming a necessity. The influx of foreigners - tourists, diplomatic staff, foreign students to the newly independent Republic of Azerbaijan has begun. Therefore, the study of the Azerbaijani language, the state language of our country, its transformation into a means of international communication, the growing interest in it is the spotlight.

The role of perceived motivation, interest, demand and adaptation of foreign students in learning the Azerbaijani language is great. Interest and motivation are interrelated processes. Motivation is closely related to the needs of a person to achieve certain success. Interest refers to the orientation of a person's consciousness through the existence of a system of interactions to reflect reality.

Foreign students coming to Azerbaijan are in the process of adaptation to both society and the education system in Azerbaijan. Socio-psychological factors, including adaptation, are a decisive factor in a student's success in education and management. Successful adaptation has a positive effect on the level of training of foreign students, the value system, their attitude to education, awareness of the reality of higher education, their vision of the future of the profession. These are the factors that determine the urgency of the issue.

The centuries-old atmosphere of tolerance and hospitality in Azerbaijan also has a significant impact on the successful adaptation of foreign students to society. Foreign students must get used to the new environment, master the methods and techniques of teaching activities, understand the existing system of rules and norms in the faculties and study groups, and create a system of values in relation to training, teachers and students.

Adaptation is actually a complex process. This process is manifested at different levels - in interpersonal relationships,

individual behavior, basic mental functions, psychophysiological regulation, ensuring the physiological mechanism of action. The effectiveness of adaptation is assessed taking into account the psychophysiological and socio-psychological values necessary to ensure human adaptation.

The relevance of the research is closely related to the study of the motivation and adaptation of foreign students, the socio-psychological features of learning a foreign language (including Azerbaijani).

The effectiveness of learning a foreign language depends on the age, level of mastery, abilities and skills of the foreign student. The study of the socio-psychological features of the need for foreign students to learn the Azerbaijani language, the state language of our country, is also one of the factors showing the relevance of the dissertation.

Students should always communicate with teachers while learning the Azerbaijani language, discuss their daily lessons and assignments with Azerbaijani students and Azerbaijani language teachers, and work to learn the aesthetic value of the Azerbaijani language. Today, foreign students consider Azerbaijan as their second homeland, and the Azerbaijani language as their second language. The Azerbaijani language Olympiad for foreign students held in Baku on November 6, 2014 proves this.

According to the logic of the research, observation, conversation, questionnaires, tests, methodology of educational activity, methodology of terminological values, etc.

The need to study the socio-psychological aspect of the effective study of the Azerbaijani language and the development of vocational training of foreign students with the use of the level of development of the topic.

Different aspects of the problem have been studied by Western, Eastern, CIS (MDB) and Azerbaijani scientists. Western psychologists D. Markeland, H. Murray, motivation for success, motives, J. A. Atkinson, the influence of motivational conditions on the content of the imagination, A.K. Maslow, two global categories of human motives, CIS (MDB) researchers V.G. Asayeva, V.K.

Vilyunas, L.V. Vyvotsky, K. Levina, A. Monteva, A. Leontyev, S.L. Rubinstein, B.Q. Sosnovsky, D.N. Uznadze, P.M. Yakobson studied the problem of motivation in modern psychology. J. Piaget, V. Frankl, Z. Freud, E. Erickson, G. Selye, F. Meerson, D.I. Feldstein studied the issues of social adaptation, children's thinking and speech, age and pedagogical psychology, youth, identity and crisis. Other scholars – Y.P. Ilyn, H. Heckhausen, A.N. Leontyev, A.K. Markova, A. Maslow, Y.M. Orlov, P.A. Rudik motivation and motives, motivation and activity, needs, motives and emotions interrelation, interest of students, motivation and personality, higher studied the demand-motivation factors of the effectiveness of the educational activity of school students, the motives of the activity behavior. P.K. Anoxin, R.M. Bayevki, V.P. Kaznacheyev, S.V. Kanacheyev, V.I. Medvedev, V.Q. Aseyev, F. Beryozin, S.B. Daniyarov, I.Q. Krasnov, V.V. Laqerev, I.N. Nikitina, Q.I. Postovalova, MS Theoretical, mental and psychophysiological aspects of adaptation, physiological and psychological indicators in the process of adaptation in students, features of the organization of the educational process of first-year students, adaptation of students to learning conditions, the relationship of adaptation, stress and prevention, the concept of social adaptation, human adaptability is one of the researchers investigating the factors. In addition, some researchers D. Slobin, H. Khomsky, L.V. Vygotsky and A.A. Leontyev studied the issues of psycholinguistics, language, speech culture, thinking, communication. A.I. Zimnya attracts the attention of foreign students with his research on the study of the Russian language, and R.V. Ozyurek on the study of the Azerbaijani language and its various aspects.

The pedagogical-psychological literature contains a large number of research works on practical psychology, psychodiagnostics, tests and surveys. Various aspects of practical psychology have been explored in this area. A. Mehrabian, M.Sh. Mahammad-Eminov compiled tests and surveys of practical psychology.

Another group of Azerbaijani researchers has studied various aspects of the problem. For example, corresponding member of

ANAS, professor Bakhtiyar Aliyev, professors Abdul Alizade, Fuad Ibrahimbayov, Mukhtar Hamzayev, Kamila Aliyeva, doctor of philosophy in psychology Rashid Jabbarov pedagogical psychology, age psychology, learning psychology, motivation of learning process, training, education and educational psychology, A. Bayramov, S .Amiraslanova, A. Gadirov, N. Kazimov, R.Mammadzade, A.Mammadov, A.Hashimov, A.Pashayev and others studied the issues of self-education, features of mental development, cognitive process, psychology of training. Conducted by prominent psychologist-scientist Fuad Ibrahimbayov.

As can be seen, although various aspects of the topic have been studied by various researchers, the mastery of the Azerbaijani language by foreign students has not been studied comprehensively and systematically from a pedagogical point of view. It is very important to fill the gap in this area, and the study of the topic is very relevant, important and valuable.

**The object of the research** is the mastery of the Azerbaijani language by foreign students.

**The subject of the research** is the socio-psychological features of foreign students' mastery of the Azerbaijani language.

**The purpose of the research** is to study the process of motivation of foreign students at the level of mastering a foreign language, the theoretical and methodological bases of adaptation issues, their main features in the field of learning the Azerbaijani language from a socio-psychological aspect.

**Research objectives.** To achieve this goal, you need to perform the following tasks:

- to analyze the psychological and pedagogical literature on the problem;
- to explain the psychological essence of student age;
- to study the psychological aspects of the formation of learning motivation needs at the student age;
- to reveal the socio-psychological essence of learning a foreign language;
- to show the theoretical and methodological bases of the problem of social and psychological adaptation of foreign students;

- to identify ways to overcome the difficulties encountered by foreign students in learning the Azerbaijani language;
- to comment on the experimental-psychological aspects of learning the Azerbaijani language by foreign students.

Research hypothesis. The adaptation of students to the socio-cultural environment and the psychological structure of learning motives, the attitude to learning prevail in learning a foreign language.

In order to study learning motivation, factors influencing the development of foreign students must be identified. As a result of the study of this process, it is clear that new needs are formed in foreign students, and the influence of society on them is growing. Therefore, in the process of mastering, it is expedient to take into account the individual-psychological characteristics of foreign students.

According to the main hypothesis, two hypotheses were taken:

1. The nature of the cognitive activity of foreign students, learning a foreign language, especially the Azerbaijani language, depends on their individual psychological characteristics, adaptability and proximity to the language, the educational environment.

2. Ensuring the integration of adaptation, comprehension and language learning activities of foreign students is the optimal way for them to master the language.

**Methodological bases and methods of research.** A number of methods were used during the study:

- Analysis of psychological and pedagogical literature;
- testing;
- questionnaire, observation.

**The methodological basis of the research** is the general psychological provisions and pedagogical ideas related to the study of language.

The research used the methods of socio-psychological adaptation of K. Rogers and P. Diamond, as well as questionnaires.

**Scientific novelty of the research.** In contrast to previous research, this study systematically and comprehensively studies the learning motivation needs of foreign students in Azerbaijani social

psychology, the relationship between individual psychological and adaptive abilities, and the psychological characteristics of mastering the Azerbaijani language.

For the first time in this case:

- Psychological trainings arising in the process of language adaptation of foreign students were identified, general psychological regularities of language acquisition were identified;

- It has been observed that the process of language learning depends on their temperament, character, talents and abilities.

**Defensive provisions:** The student is related to the emotional-volitional, mental characteristics of young people, their choice of values, attitudes and interests in national, universal problems, training, teaching, language learning. The study of a foreign language by foreign students depends on their conscious mastery of the language, high level of knowledge of the mother tongue, bilingualism, understanding of the grammatical system of a foreign language and speech skills.

- The process of adaptation of foreign students to the new environment - Azerbaijani society, education, educational system, social, mental, socio-cultural adaptation, etc. to the good mastery of the Azerbaijani language. factors have a serious impact.

- The intensity of language learning of foreign students depends on both their individual characteristics and the teacher's pedagogical skills. While one group of foreign students adapts quickly to the new environment, language learning, and learns the language quickly, other groups are unable to perform tasks, do not adapt, and face objective and subjective psychological difficulties while learning the language. The main goal is to overcome these difficulties, to develop the habit of speaking in them, to teach them to compose sentences in the Azerbaijani language, to understand when reading and listening.

**The theoretical significance of the research** is that the scientific study of the problem allows a deeper study of the psychological features of foreign students learning our national language in social psychology, age, learning, teaching psychology, motivation, adaptation, problems.

**The practical significance of the research** is that it can play



a decisive role in inculcating the motivation of students of higher education institutions where languages are taught, the psychological features of learning activities, their adaptation to society and learning, and language learning. The empirical results and theoretical materials of the dissertation can be used in universities where foreign languages and the Azerbaijani language are taught, by foreign citizens wishing to study the Azerbaijani language, as well as in foreign embassies accredited in Azerbaijan.

**Approbation of research.** The dissertation was discussed at the meetings and scientific seminars of the Department of Psychology of Baku State University. The main content of the dissertation is reflected in articles published in scientific journals in our country and abroad, speeches and theses at national and international scientific conferences, and thus tested.

**Name of the organization where the dissertation work is carried out:** "Social and pedagogical" department of Baku State University.

**The total volume of the dissertation, indicating the volume of the structural units of the dissertation separately:** The research work consists of introduction (12362), three chapters (I – 63241, II – 94030, III – 42344), result (7530) and a list of used literature. The total volume of the dissertation is 219509 symbols.

## MAIN CONTENT OF THE WORK

The "Introduction" part of the dissertation substantiates the relevance of the topic, examines the degree of its development, defines the goals and objectives of the research, object and subject, scientific novelty, methodology, practical significance, theoretical foundations, approbation and structure of the work.

Chapter I of the dissertation, entitled "Psychological features of students' learning motivation: methodological analysis" examines the formation of the need for learning motivation at the student age and the socio-psychological features of the process of motivation of students at the level of foreign language acquisition.

The first half of the chapter, entitled "Features of the formation of the need for learning motivation in students" states that the student's attitude to university, training and education, learning, especially language learning, socially useful activities changes under the influence of various socio-psychological factors. Speaking about the socio-psychological features of the student age, it is noted that during this period there are serious changes in the inner world and consciousness of students, their emotional-volitional, mental characteristics change, the choice of vital values arises, students think more seriously about national and universal problems. One of the problems of optimizing the learning and cognitive activity of students is the study of issues related to learning motivation. Because in the "taught - learner" system, the student is not only the object of management of this system, but also the subject of learning activities. It is impossible to analyze teaching activities in higher education one-sidedly, without taking into account motivation.

Socio-psychological research shows that the motivation of learning activities depends on many factors - the individual characteristics of students, the level of development of the student body.

This sub-chapter shows that the number of foreign students coming to Azerbaijan has increased since independence, and although the process of mastering the Azerbaijani language creates some difficulties for foreign students, they are adapting to this

process. Teaching materials, the replacement of teachers, changes in the audience, educational institutions, living conditions, psychological changes in motivation have led to psychological changes in the process of mastering the Azerbaijani language by foreign students. and has a significant impact on the motivation of foreign students in language acquisition. The creative nature of the problem situation in the learning process, the differentiation of the components of the structures, strengthens its tendency to strengthen. All this shows the complexity of motivation as a psychological phenomenon. Management of this phenomenon in the learning process requires consideration of its structural impact, dynamics and age conditions.

In the second half of the first chapter, "**Research directions of motivation of students at the level of foreign language acquisition**", the psychological features of students' foreign language learning, "learning", "learning ability", "mastery", "cognitive abilities", "language and thinking", "bilingualism" and An attempt is made to reveal the essence and content of the concepts of "psycholinguistics" and to this end, reference is made to the research of a number of prominent authors. It is shown here that learning is a psychological quality associated with the process of motivation as a factor of experience and motivation for learning activities. Psychological literature shows that learning and mastery are integrated in the ability to learn. It is noted that cognitive abilities - memory, imagination, memory, memory and thinking - also play a key role in the process of learning and mastering.

In his works on the classical issues of language and thinking, N. Chomsky points out that these problems will be "decided" in this area, noting that these problems are considered in a new way, in a new context.

In "Psycholinguistics", D. Slobin and J. Green analyze the language, speech and thinking in general, as well as N. Homsy's theory, noting that in the second half of the twentieth century he achieved great success in the field of language and thinking, language learning and mastery.

This sub-chapter shows the following about the motivation of

foreign students to learn a foreign language: First of all, when talking about the internal motivation of learning a foreign language, it is necessary to emphasize the motives - the combination of perception, memory and thinking of students. Because only in this case the acquisition of knowledge and communicative activity of a foreign language can take place. In the study of a foreign language, researchers also pay special attention to the issue of conscious mastery of the language phenomenon. In psychology, the model of psychological assimilation of knowledge - P.Y. Galper's "theory of mental activity" is widespread. In addition, there is a psycholinguistic model of speech formation. A. Leontiev in his work "Psycholinguistics" spoke about the widespread use of the transformation model proposed by H. Homsky and J. Miller.

It is indicated that the following tasks must be performed in the learning activities of foreign students studying a foreign language:

- mental perception - perception of the meaning of written texts;
- Application of formal grammatical-linguistic comparative rules, grammatical analysis, etc.

- Speech-mental operations- performance of rational-expressive tasks during the transition from thought to speech, etc.

At the same time, depending on the criteria of bilingualism, several types are classified:

- Distinguish between early and late bilingualism, depending on the age of learning a second language. Early bilingualism originated in a bilingual cultural environment from childhood. Late bilingualism occurs when a person learns a second language after mastering one language in adulthood;

- According to the amount of effects, bilingualism is divided into receptive-perceived, reproductive-recycled and productive-processed bilingualism.

It is noted that learning a foreign language can be effective and efficient in the context of the language environment.

Chapter II of the dissertation entitled "**Psychological features of the process of adaptation and motivation of foreign students in mastering the Azerbaijani language**" focuses on the theoretical and methodological bases of the problem of socio-psychological

adaptation of students, the possibilities of psychological and pedagogical impact on adaptation to the Azerbaijani society and education system. - Psychological features, psychological difficulties arising in the process of their mastering the Azerbaijani language and ways to overcome them are clarified.

The first half of the second chapter of the dissertation is called **"Theoretical and methodological bases of social and psychological adaptation of students."** This subchapter examines the psychological mechanism of the process of social adaptation, the term "adaptation", the theoretical and methodological basis of the problem, the pedagogical and psychological factors that affect it. It is noted that the concept of "adaptation" depends on the biological and social aspects of the modern theory of adaptation in physiology, biology and medical sciences by Western and Russian researchers G. Selye, F.Z. Meerson, P.K. Kaznacheyev, V.I. Medvedev, P.K. Anokhin, R.M. Barevsky and others. developed.

It is noted that the professional type of social adaptation has subject and socio-psychological aspects. The socio-psychological study of adaptation expresses the relationship between the individual and society. It turns out that the groups involved in the adaptation process create a new social environment. This includes the immediate environment in which a person adapts. Adaptation is the process of changing the interacting parties - the adapted and adapting parties. As a result of the process of mental adaptation, the individual's constant impact on the environment is optimized, while at the same time there is an adequate correspondence between mental and physiological characteristics. The main condition of the normal process of social adaptation is the appropriate age of mental development. The internal source of socio-cultural adaptation is the incompatibility of the mastered, accustomed forms and methods of cultural activity with the new needs and opportunities of those who adapt to the changing socio-cultural environment. One of the personal choices of adaptation is integration. At the same time, the pursuit of high needs, self-esteem and self-actualization is key. In psychological and pedagogical research, the problem of adapting students to vocational training, especially the mastery of the state

language by foreign students, requires special attention.

The second half of the dissertation, entitled "**Socio-psychological aspects of the adaptation of foreign students to Azerbaijani society and the education system**", examines the problem of adaptation of foreign students to the Azerbaijani education system and notes that in various universities of Azerbaijan - Khazar University, Baku State University, Azerbaijan State Economic University, Azerbaijan State University of Languages, Baku Slavic University, Azerbaijan State Oil Academy, Azerbaijan State Technical University, Azerbaijan State University of Construction and Architecture, Azerbaijan State University of Culture and Arts, etc. India, Turkey, Iran, Brazil, CIS countries, China, Afghanistan, Pakistan, Korea, etc. in higher education institutions. foreign students from other countries study.

When foreign students study at Azerbaijani universities, they face two factors:

1. New social environment - Azerbaijani society;
2. Transition to the new education system of Azerbaijan.

This process is both complex and very useful. Because it plays a key role in the adaptation of foreign students to the educational process in Azerbaijan. In this case, the integration of active and passive grammar listening, speaking, writing - is the process of adaptation to the Azerbaijani society and the educational process.

Chapter II of the dissertation, entitled "**Psychological difficulties in the process of mastering the Azerbaijani language by foreign students and ways to overcome them**" shows that the history of teaching the Azerbaijani language is addressed to foreign students in the process of mastering the Azerbaijani language. It is noted that Azerbaijan is in the process of development from Arabic-Persian religious schools to new, modern, secular schools. At that time, the Azerbaijani language was included in the curricula of Russian-language emergency schools, Russian-Tatar schools, textbooks for translation from Azerbaijani into Russian and vice versa, compulsory study of the Azerbaijani language as the state language in the Azerbaijan Democratic Republic in the early twentieth century, Soviet During the period of bilingualism, the

Azerbaijani language was widely taught in universities. During the period of independence, the Azerbaijani language has risen to the level of an internationally recognized language as a diplomatic language in all spheres of public life. Our observations with foreign students show that the effectiveness of the educational activities of foreign students depends to some extent on their level of self-government. For the success of a language learner's teaching, the student must first consciously approach his / her activity, compare the results of the work with the given examples and at the same time independently check the task and correct his / her mistakes. Foreign students studying the Azerbaijani language must be able to memorize words and their correct pronunciation, and be able to perform great mental and practical activities. It should be noted that the interest of the student should be taken into account when teaching this language to any foreign student learning the Azerbaijani language. If the student's interests are not taken into account, then it is not necessary to talk about the teacher's professionalism in this case. Materials selected for international students must be new each time, as well as practical in nature.

The practical mastery of the language by a foreign student depends on the professionalism of the teacher. Thus, if the teacher has defined the plan of work in time, it will significantly affect the quality of teaching, and in this plan it is necessary to take into account the issue of communication. This leads to the development of oral speech, as a result of which the difficulties in language lessons are eliminated. A. Komarov shows that the backwardness of the student's knowledge has a negative impact on him, which in turn has a negative impact on the learning process. In this regard, according to some scholars, the effectiveness of language lessons for students learning a foreign language can be made possible by teaching in a collective setting. As a result, the creation of a strong team leads to the development of oral speech in students.

In order to improve the speaking and writing skills of students learning the Azerbaijani language, it is necessary for them to compile small texts. These texts should be designed in such a way that students can communicate with each other in the learning process

through these texts, and in addition to enriching them with a number of new words, they should also serve to get new information and information.

Chapter III of the dissertation, entitled **"Experimental-psychological study of the adaptation and mastery of the Azerbaijani language by foreign students"** consists of two half-chapters. The first half of the third chapter, entitled **"Learning motivation, adaptation of foreign students, description of methods of learning the Azerbaijani language and experimental-psychological analysis"** shows that the motivation of foreign students to learn, adapt to the new socio-cultural environment and master the Azerbaijani language tests, questionnaires, etc. studied by psycholinguistic methods.

The English psychologist F. Galton was the first to develop a price scale, questionnaire method and personal association technique, a mathematical statistical method for the analysis of information obtained on individual differences, his ideas were later developed by the American psychologist James Kettel. In 1905, the famous French psychologist Alfred Bine, together with T. Simon, developed a new system of tests. Following Bine and Simon's tests, various variants of Bine's tests were developed. The test version developed by US psychologist L. Therma at Stanford University is called the Stanford-Bine scale. For the first time, L. Thermen used the concept of "mental coefficient" proposed by V. Stern to interpret the results of the test.

Tests used for psychodiagnostics are aimed at studying the mind (intellect) and personality. Training motivation, adaptation of foreign students to study the experimental-psychological features and psychodiagnostics of the problem of learning the Azerbaijani language, the following questionnaires, surveys, etc. methods are used: Methodology of motivation of training activity; Terminal value query methodology; Life meaning orientation test; Liri test; C. Holland test; C. Kettel test methodology; Bine and Simon test; R. Amthauer's intellectual structure test; A.V. Shutsun FIRO-B survey (survey of interpersonal relations).

The following methods are used to study the impact of the level of intellectual development of foreign students on the adaptation



process: Raven's K. Rogers and R. Daymond's methods, sociometric surveys, mastery analysis.

A psychological experiment was conducted at the Azerbaijan State University of Economics with the participation of 20 students to identify the main psychological characteristics of foreign students studying the Azerbaijani language and to summarize the results. In this case, the FIRO-B (Fundamental International Relation Orientation - Bakan) survey prepared by psychologist V. Schuts is used. Behaviors that meet the interpersonal needs of foreign students are assessed by V. Schuts's FIRO-B survey. The basis of the research is the economics-oriented foreign students of the Azerbaijan State University of Economics (consisting of 30 people). Tests related to Azerbaijan, especially the teaching of the Azerbaijani language, are also used by foreign students at the Azerbaijan State University of Economics. Western researchers D. McKeland and H. Heckhausen analyze the features of the experimental method of studying motives and show the need to turn the diagnostic conditions into a controlled factor. Substantiation of success was studied by D.S. Mak-Klelland J. Atkinson, N. Fizer, K. Heckhausen and others. Edwards' Personal Preference List (EPPS) Demand Strength D. Jackson's Personality Learning (PRF) methodology is based on Murray's motivational theory to study the motivational field. At the same time, A. Mehrabian's Survey for Affiliate Tendencies and Emotions The methodology of the Russian psychologist Y.T. Sokolov is also used.

Students are interviewed and observed, and not only their outward actions but also their psychological content are studied.

The department of "Azerbaijani language" for the education of foreign students in economics at the Azerbaijan State University of Economics has a comprehensive and extensive activity.

The department researched the topic "Problems of teaching the Azerbaijani language in economic universities". In addition, there are two "Foreign Language" departments at ASUE, the purpose of which is to teach local and foreign students English, German, French, Arabic and others. The department conducts research on "Development of textbooks, teaching aids and bilingual dictionaries for economists." Today, at least 30-40% of economic literature in

English is used at the Azerbaijan State University of Economics. The university is working to further improve textbooks, manuals and bilingual dictionaries in English, German, French and Arabic for students of economics, and to develop materials that can meet modern requirements. The university published the textbook "Business French", translated the textbook "English of Economics" into Azerbaijani. In addition, the textbook "English on Economics" was translated into Azerbaijani and helped students to easily learn English.

Azerbaijan State University of Economics is preparing a modern textbook for economists in Arabic. Serious work is underway to further improve the funds. Both the texts of the textbook, the system of exercises, and the phonetic-grammatical rules are edited according to the level of students, and new tests are prepared, which is a serious help to local and foreign students to prepare for the test.

The second half of the dissertation, entitled "**Analysis and interpretation of the results obtained**", shows that the results of the survey of the terminal value system were analyzed in accordance with the instructions. According to the instructions in the methodology, the scores of women and men (100 Azerbaijani and 100 foreign (Turkish) students) on the characteristics were grouped into 4 levels (very weak, weak, medium, high) and given in separate tables (Tables 1 and 2).

**Table 1**

**Terminal Values Request Points (Frequency) in men**

<b>Value</b>	<b>Very weak</b>	<b>Weak</b>	<b>Medium</b>	<b>High</b>	<b>Σn</b>
Own reputation	1	10	30	3	44
High financial status	1	0	29	14	44
Creativity	1	7	22	14	44
Active social relations	1	6	21	16	44
Selfdevelopment	1	5	26	12	44
Achievements, success	1	0	11	32	44
Spiritual satisfaction, enjoyment	1	14	18	11	44
Preservation of personal identity	0	1	9	34	44
Teaching and learning	3	2	22	17	44
Public life	0	1	7	36	44
Own reputation	2.27	22.73	68.18	6.82	100
High financial status	2.27	0.00	65.91	31.82	100
Creativity	2.27	15.91	50.00	31.82	100
Active social relations	2.27	13.64	47.73	36.36	100
Selfdevelopment	2.27	11.36	59.09	27.27	100
Achievements, success	2.27	0.00	25.00	72.73	100
Spiritual satisfaction, enjoyment	2.27	31.82	40.91	25.00	100
Preservation of personal identity	0.00	2.27	20.45	77.27	100
Teaching and learning	6.82	4.55	50.00	38.64	100
Public life	0.00	2.27	15.91	81.82	100

**Table 2**

**Terminal Values Request Points (Frequency) in womens**

<b>Value</b>	<b>Very weak</b>	<b>Weak</b>	<b>Medium</b>	<b>High</b>	<b>Σn</b>
Own reputation	<b>16</b>	<b>50</b>	<b>66</b>	<b>24</b>	<b>156</b>
High financial status	<b>0</b>	<b>9</b>	<b>52</b>	<b>95</b>	<b>156</b>
Creativity	<b>0</b>	<b>28</b>	<b>71</b>	<b>57</b>	<b>156</b>
Active social relations	<b>5</b>	<b>36</b>	<b>88</b>	<b>27</b>	<b>156</b>
Selfdevelopment	<b>0</b>	<b>19</b>	<b>80</b>	<b>57</b>	<b>156</b>
Achievements, success	<b>0</b>	<b>2</b>	<b>16</b>	<b>138</b>	<b>156</b>
Spiritual satisfaction, enjoyment	<b>3</b>	<b>29</b>	<b>94</b>	<b>30</b>	<b>156</b>
Preservation of personal identity	<b>3</b>	<b>2</b>	<b>48</b>	<b>103</b>	<b>156</b>
Teaching and learning	<b>2</b>	<b>8</b>	<b>38</b>	<b>108</b>	<b>156</b>
Public life	<b>0</b>	<b>1</b>	<b>38</b>	<b>117</b>	<b>156</b>
Own reputation	10.26	32.05	42.31	15.38	<b>100</b>
High financial status	0.00	5.77	33.33	60.90	<b>100</b>
Creativity	0.00	17.95	45.51	36.54	<b>100</b>
Active social relations	3.21	23.08	56.41	17.31	<b>100</b>
Selfdevelopment	0.00	12.18	51.28	36.54	<b>100</b>
Achievements, success	0.00	1.28	10.26	88.46	<b>100</b>
Spiritual satisfaction, enjoyment	1.92	18.59	60.26	19.23	<b>100</b>
Preservation of personal identity	1.92	1.28	30.77	60.03	<b>100</b>
Teaching and learning	1.28	5.13	24.36	69.23	<b>100</b>
Public life	0.00	0.64	24.36	75.00	<b>100</b>

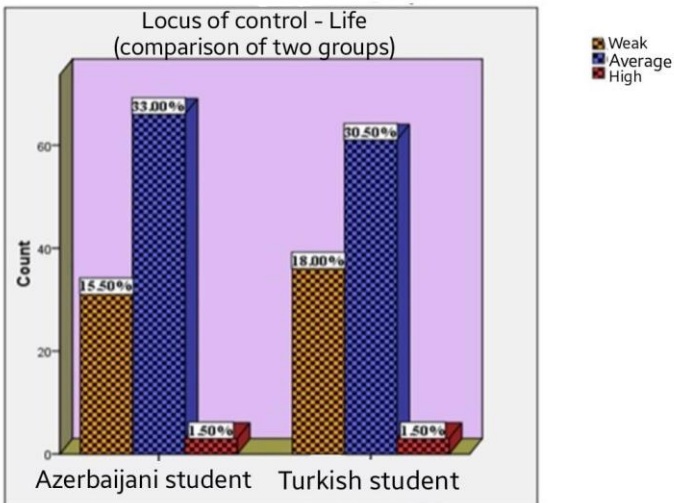
It was also observed that there is a serious relationship between the “teaching and learning sphere” and the “norms for the terminal value scale” (8 characteristics) in the terminal value system. A correlation coefficient was used to verify the existence and level of this relationship.

Looking at the tables above, we see that there is no significant difference between the two groups (local and foreign students) in terms of “meaning in life”. This may explain the fact that the scores of the two groups in the field of education do not differ

**Table 3**

**Locus of control - Life (comparison of two groups)**

Citizenship	Weak	Average	High	Total
Azerbaijani	31	66	3	100
Turkish	36	61	3	100
Total	67	127	6	200

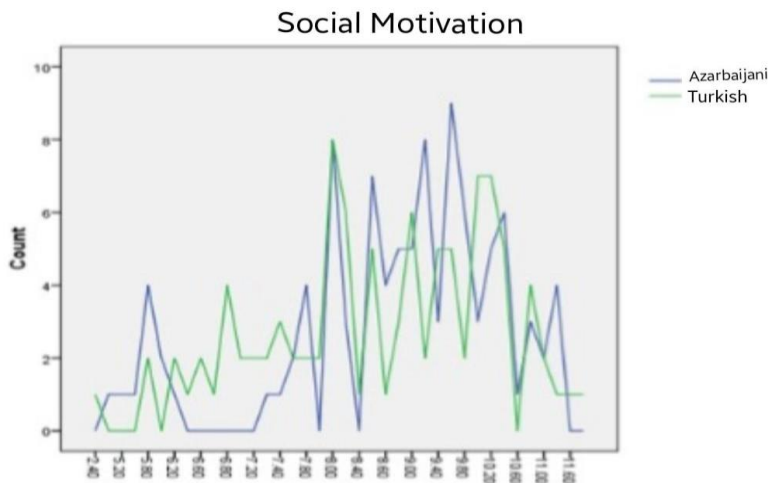


**Figure 1. Locus of control - life**

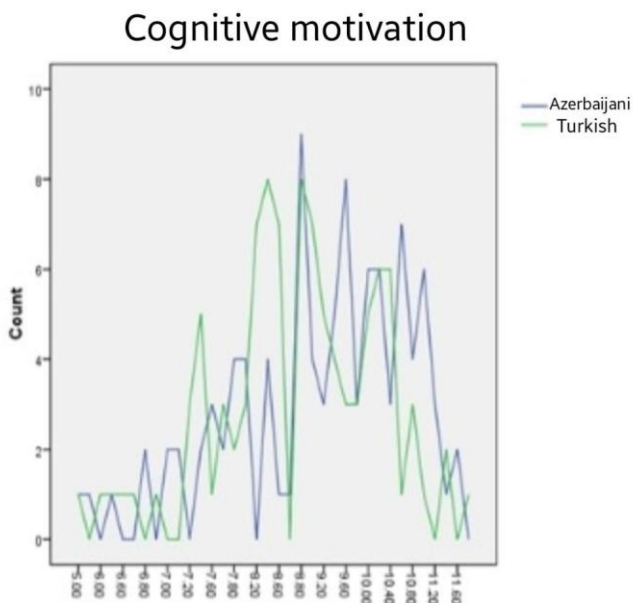
The scores of the two groups on the characteristics of the lyric methodology suggest that there is a significant difference between the two groups on the “cognitive motivations of learning activities” feature, but no significant differences between the two groups on the “social motivations” feature (Table 4, diagram 2 and 3). At the same time, the average score of Azerbaijani students on both criteria is higher than that of Turkish students (Table 5).

**Table 4.**

		Levent test for variability equality T test average price equality		Independent group test						
		F	Sig.	t	df	Sig. (2-tailed)	Average price difference	Standard deviation	95% Confidence Interval of the Difference	
									Down	Top
Emotional perception	Equal variation	1.891	.171	1.997	198	.047	.37400	.18730	.00464	.74336
	Unequal variation			1.997	196.072	.047	.37400	.18730	.00462	.74338
Social Motivation	Equal variation	1.155	.284	.913	198	.362	.19400	.21246	-.22497	.61297
	Unequal variation			.913	196.994	.362	.19400	.21246	-.22498	.61298



**Figure 2. Social motivation**



**Figure 1. Cognitive motivation**

**Table 5****Group Statistics**

<b>Citizen</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Cognitive motivation Azerbaijani	100	9.2640	1.38852	.13885
Cognitive motivation Turkish	100	8.8900	1.25702	.12570
Social motivation Azerbaijani	100	8.8900	1.44764	.14476
Social motivation Turkish	100	8.6960	1.55505	.15550

An analysis of the scores of respondents on symptoms shows that in both groups there is a connection between the majority of traits (narrow and broad social motives, or compulsory education - there is no serious connection between job motives and medium and narrow cognitive motives).

In the " Result " part of the dissertation:

- Learning motivation of foreign students at different stages of personality development is studied, their complex contradictory ways are revealed.

- Socio-psychological features of the process of motivation of foreign students at the level of learning a foreign language are studied, the unity of monologue and analogous speech in the process of their acquisition of a foreign language - Azerbaijani, the irreplaceable influence of teachers and the environment are studied.

- It is noted that the issue of learning the Azerbaijani language plays a key role in the success of foreign students in Azerbaijani universities.



**The main content of the dissertation is reflected in the following published articles and theses of the author:**

1. Azərbaycanca dil siyasəti və onun motivasiyası problemi.// Psixologiya jurnalı. – Bakı, – 2011, № 3, – səh. 56-64.
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Address: AZ1148, Baku, Zahid Khalilov str. 23, Main building.

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