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ABSTRACT

of the dissertation for the scientific degree of Doctor of
Philosophy

**RELATIONSHIP OF THE INSTITUTE OF EDUCATION
WITH OTHER SOCIAL INSTITUTIONS:
INTERDISCIPLINARY APPROACH**

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INTRODUCTION

The actuality of the research work. Education is one of the fundamental factors determining the progressive development of society as a whole. The Social Institute of Education, preparing qualified personnel, lays the foundation and creates conditions for the dissemination of scientific and technological progress, improvement of technology, intensification of economic growth, and transfer of social experience from generation to generation. Along with this, the institution of education plays a decisive role in the formation of a person's personality. Nowadays, the role of education, as one of the determining factors in the formation of society, is being updated along with the growing demand for the potential of human capital. The problem of the quality of education is becoming more acute in the context of the development and use of ICT, when traditional forms of thinking are deformed, conformism is growing, and the emphasis in the socialization of the individual is changing.

The formation of human capital remains a key issue in the state policy of modern Azerbaijan.

The new political and socio-economic realities of our country have created ample opportunities for the development of ideas of personal identity and enriched our educational system with new conceptual provisions.

President of the Republic of Azerbaijan Ilham Aliyev, defining the main tasks of the education system, especially emphasized the formation of a sense of Azerbaijaniness, love for the Azerbaijani language, literature, history, culture, respect for national and moral values, loyalty to the Motherland, citizenship and patriotism. The foundation of this ideology, based on national values and culture, was laid by national leader Heydar Aliyev. Today, the successful future of the younger generation is determined by its knowledge, skills and competencies, physical, mental and spiritual health. This is the basis of President Ilham Aliyev's strategy to transform oil capital into human capital.

Education plays a key role in the formation of human capital, and the demand for a modern information-technological society increases its importance. These issues are emphasized in the Decree signed by President Ilham Aliyev on the approval of “Azerbaijan-2030: National priorities for socio-economic development”. The strategically important document identifies five national priorities, among which competitive human capital and modern innovation space play a dominant role. To successfully implement this priority, the following goals must be achieved:

- education in accordance with the requirements of the 21st century;
- creative and innovative society;
- healthy lifestyle of citizens.¹

Achieving these goals depends on the fruitful cooperation and coordination of social institutions of society, whose prerogative is the implementation of this priority. To solve this problem, constructive interaction between the institutions of education, family and health care is necessary. It is these social institutions that are the fundamental basis for the formation of competitive human capital. Educated, physically and morally healthy children and adolescents are the key to the spiritual, economic and political development of Azerbaijan along the path of progress. A coordinated system of interaction between education, family and healthcare is the primary starting point in the development of human capital. Timely “investments” in education, the creation of conditions for a productive environment, the introduction of health-saving technologies into the educational space, the formation of a system of spiritual values, and productive socialization should determine the ways to achieve the task.

In this context, the First Vice-President of the Republic of Azerbaijan, First Lady Mehriban Aliyeva and the Heydar Aliyev Foundation make a significant contribution to the development of education and public life. Their efforts are aimed not only at improving

¹ Azərbaycan Respublikası Prezidentinin 2021-ci il 2 fevral tarixli Sərəncamı ilə təsdiq edilmişdir // <https://president.az/az/articles/view/50474>

the educational infrastructure, but also at implementing a wide range of programs that cover health, family support and social inclusion.²

When considering the above-mentioned tasks, it should be noted that one of the main goals of education is constant preparation for life and activity in a new type of information society, where mastering the skills of constructive thinking, as a means of self-realization of one's potential, presupposes the constant formation of abilities for self-realization, self-education and self-control. Mastering the skills of constructive thinking within the framework of school alone, relying on the system of education and upbringing practiced today, does not justify itself. Children grow up in an environment where information is presented extensively and dynamically. At the same time, along with obtaining a modern education, maintaining the health of the younger generation is a necessary condition. Moreover, in accordance with the definition given by WHO, "*this is a state of complete physical, spiritual and social well-being, and not just the absence of disease or physical defects*".³ In modern society, the introduction of health-saving technologies into the education system is of strategic importance, since the formation of a well-rounded personality implies the formation of a healthy, educated, competitive person. It should also be noted that the multifaceted nature of the general educational line, including teaching communication in a multi-age environment, sets real goals, these are the formation of the need for creative creation, increasing the intellectual level through the creation of problem situations, and a skillful combination of different teaching tools. All this contributes to the formation of the ability for constructive thinking, expressed in correct behavior in non-standard life situations, bringing them to a fairly high level of coexistence in modern society.

Today society needs people who have not only professional, but also non-professional competencies that help build relationships in the family and at work, establish communications, work in a team, show their best qualities, be able to realize themselves, that is, be able to construct modern social reality. This is especially important in the context of the post-war process of reintegration in the lands liberated

² Ümid qapısı / A. Mustafayeva [və b.]. – Bakı:OSKAR , - 2010.- 240 s.

³ <https://www.who.int/ru/about/governance/constitution>

from Armenian aggression, within the framework of the Great Return.⁴

Education is a unique sociocultural space, which is the focus of the social sciences and humanities, and plays a key role in the formation and development of society. One of the leading goals of the education system is the function of socialization of the individual; for its full implementation, the education system must work effectively together with other social institutions of society participating in the socialization process. The most important point here is not the survival of an educational institution in conditions of fierce competition, but the coordination of leading social institutions in the general social structure of Azerbaijani society. In this case, the institutions of family, health, science, culture and art are considered.

The degree of development of the topic.

The importance of education in the formation of human potential and socialization of the individual is widely discussed in the scientific literature of Azerbaijan. R.H. Mamedzade⁵, R.J.Azimova⁶, G. Y. Abbasova⁷, B.X.Aliyev⁸, A.A.Alizada⁹, H. H. Akhmadov¹⁰, E. B.

⁴ “Azərbaycan Respublikasının işğaldan azad edilmiş ərazilərinə Böyük Qayıdışa dair I Dövlət Proqramı”nın təsdiq edilməsi haqqında Azərbaycan Respublikası Prezidentinin Sərəncamı. 16 noyabr 2022 // <https://president.az/az/articles/view/57883>

⁵ Мамедзаде, Р. Н. Качество в образовании как одно из ведущих направлений / Р. Н. Мамедзаде. - Баку: Муаллим, - 2010. – 169 с.

⁶ Əzimova, R.C. İnsan potensialı insan kapitalının fundamental əsası kimi // Həyat sosiologiyası: sosioloji və sosial-psixoloji problemlər. - Bakı: “Təknur”, – 2014. – s. 7-13.

⁷ Abbasova, Q. Y. Təhsilin sosial-pedaqoji məsələləri. Dərslik/ Q. Y. Abbasova.- Bakı: Turan evi,- 2008.- 25,5 ç.v.

⁸ Алиев, Б. Х. Проблема личности в образовании / Б. Х. Алиев, Р.В. Джаббаров, - Баку: Тəhsil, - 2008. - 134 с.

⁹ Əlizadə, Ə.Ə. Müasir Azərbaycan məktəbinin psixoloji problemləri / Ə.Ə. Əlizadə. - Bakı: Ozan, - 2003. –368 s.

¹⁰ Əhmədov, H. H. Azərbaycan təhsilinin inkişaf strategiyası/ H. Əhmədov. - Bakı: Elm, - 2010. – 800 s.

Beylarov¹¹, A. O. Mekhrabov¹² and others in their works emphasize the role of education in creating a stable and dynamic society.

Education as a social institution and a special form of sociocultural space is the object of research in many social and human sciences and requires an approach to the problem within the framework of methodological pluralism.

There are several theoretical approaches to considering the phenomenon of education. Interest in the study of educational institutions within the framework of social constructivism is considered in the studies of such scientists as P.Berger, T.Lukman¹³ J.Kelly,¹⁴ D. Bell¹⁵, J.T.Toshenko¹⁶, V.F. Petrenko¹⁷ Y.M. Reznik¹⁸, S. B. Tokaryeva¹⁹, V. N. Konyshv²⁰.

¹¹ Bəylərov, E.B. Şagird intellektinin inkişafı/ E.B. Bəylərov, A.A.Mehrabov - Bakı: Adıloğlu- 2006. – 191 s.

¹² Mehrabov, A. Pedaqoji təhsilin prioritetləri və səriştəli müəllim hazırlığının problemləri //- Bakı: Kurikulum, - 2014. № 2, - s. 21-28

¹³ Бергер, П., Лукман Т. Социальное конструирование реальности. Трактат по социологии знания / П. Бергер, Т. Лукман - Москва: Медиум, - 1995. - 323 с.

¹⁴ Келли, Дж. А. Теория личности. Психология личностных конструкторов / СПб.: Речь, - 2000. - 249 с.

¹⁵ Белл, Д. Грядущее постиндустриальное общество / Д. Белл. - Москва: Академия, - 2004. - 788 с.

¹⁶ Тощенко, Ж. Т. Парадигмы как методологические стратегии в социологии // - Москва: Гуманитарий Юга России, - 2016. - № 1, - с. 19-36; Тощенко, Ж.Т. Социология жизни как теоретическая концепция // - Москва: Социологические исследования, - 2015. № 1, - с. 106-116; Тощенко. Ж. Т. От феномена к ноумёну: опыт методологического и методического поиска // - Москва: Социологические исследования, - 2019. № 4, - с. 3-14

¹⁷ Петренко, В.Ф. Конструктивизм как новая парадигма в науках о человеке // - Санкт – Петербург: Вестник СПбГУ, - 2010. № 2, - с.127-133

¹⁸ Тезаурус социологии. Тематический словарь-справочник / Ж.Т. Тощенко [и др.]. - Москва: ЮНИТИ-ДАНА, - 2009. - 487 с.

¹⁹ Токарева, С.Б. Методология социального конструирования и социальный конструктивизм как методология: [Электронный ресурс] / Logos et Praxis № 2 (14). - 2011.// URL: <https://cyberleninka.ru/article/n/metodologiya-sotsialnogo-konstruirovaniya-i-sotsialnyy-konstruktivizm-kak-metodologiya>

²⁰ Конышев, В.Н. Социальный конструктивизм о проблемах безопасности / В.Н. Конышев, А.А. Сергунин, С.В. Субботин // Теории и проблемы политических исследований, - Москва: - 2016. №3, с. 94-112.

The dissertation develops the constructivist ideas of Pestalozzi²¹ and John Dewey²² on the self-development of the younger generation in social interaction. The conceptual provisions of social constructivism were used in the teaching proposed by L.S. Vygotsky²³.

The theory under consideration especially emphasizes the paramount importance of the phenomenon of culture in the process of building a system of knowledge and skills within the framework of social interaction between participants in the educational process. This can also be seen in the scientific works of Vygotsky's followers, in particular the founders of the theory of developmental learning V.V. Davydov²⁴ and D.B. Elkonin²⁵. The constructivist approach to education also formed the basis of the works of E.E. Andreeva²⁶, N. Babich²⁷, N.N. Pluzhnikova²⁸, A.A. Gorbacheva.E.E.

²¹Песталоцци И.Г. Лебединая песня // Я.А. Коменский, Д. Локк, Ж.-Ж. Руссо, И.Г. Песталоцци. Педагогическое наследие. [Электронный ресурс] 1989.URL:http://jorigami.narod.m/PP_comer/Classics/Pestalozzi/Pestalozzi_Swan_song.htm 20.04.2011

²² Дьюи, Д. Индивидуальная психология и воспитание [Электронный ресурс] / Д Дьюи; пер. с англ. Д.А. Ольшанского. // The Philosopher. Vol. LXXXVIII.No. 1, 2000. URL:<http://www.anthropology.ru/ru/texts/dewey/dewey.html>

²³ Выготский, Л.С. Вопросы детской психологии / Л. С. Выготский. - Москва: Юрайт, - 2019. - 160 с.; Выготский, Л.С. Педагогическая психология / Л. С. Выготский. - Москва: Астрель, - 2008. - 640 с.

²⁴ Давыдов, В.В. Младший школьный возраст как особый период в жизни ребенка [Электронный ресурс] / Вестник практической психологии образования. 2012. Октябрь 22,2021. URL:https://psyjournals.ru/vestnik_psyobr/2012/n4/Davydov_2.shtml; Давыдов, В. Б. Теория развивающего обучения / В. Б. Давыдов. – Москва: Наука, - 1996. – 230 с.

²⁵ Эльконин, Д.Б. Детская психология / Д. Б. Эльконин. - Москва: Академия, - 2004. - 384 с.

²⁶ Андреева, Е.Е. Здоровье детей и подростков в организованных коллективах образовательных учреждений города Москвы // - Москва: Здоровье населения и среда обитания, - 2015. №10 (271), - с. 12-15; Андреева, Т.В. Психология современной семьи / СПб: Речь, - 2005. - 244 с.

²⁷ Бабиц, Н. Конструктивизм: обучение и преподавание //- Красноярск: Вестник Красноярского государственного педагогического университета им. В.П. Астафьева, - 2013. № 3, - с. 6—30

²⁸ Плужникова Н. Н. Педагогика конструктивизма как методологическая модель современной культуры// Вестник ассоциации вузов туризма и сервиса.

When working on the dissertation, collective works and individual monographs of Azerbaijani scientists devoted to the constructivist approach in education, such as A. Alizadeh²⁹, A. Mehrabov³⁰, F. Bunyatova³¹ A., were studied. For A. Mehrabov, the constructivist approach in education is the most suitable and humane with from the point of view of the formation and full development of human capital. The constructivist concept of F. Bunyatova involves a synthesis of Eastern and Western philosophies of learning, the root of which lies in the integrity of the knowledge and skills acquired and accumulated in the future based on the cognitive activity of students in joint activities.

Another approach assumes that the totality of social institutions and the system of interaction between them determine the design and basic organization of society. The nature and functional and organizational purposes, problems of implementing the functions of social institutions in the conditions of transformations and modifications of the social organization of society were considered by G. Spencer³², K. Marx³³, T. Veblen³⁴, J. Cooley³⁵. Subsequently, the

2016. №3. URL: <https://cyberleninka.ru/article/n/pedagogika-konstruktivizma-kak-metodologicheskaya-model-sovremennoy-kultury> (дата обращения 21.09.2020)

²⁹ Əlizadə, Ə. Ə. Şagirlərdə təxəyyülün inkişafı və tərbiyə edilməsi/ Ə.Ə. Əlizadə. - Bakı: Maarif, - 1965. – 128 s.; Əlizadə, Ə.Ə. İdrak prosesləri və hissələr / Ə.Ə. Əlizadə. - Bakı: Maarif, - 2006. – 345s.

³⁰ Mehrabov, A. Pedaqoji təhsilin prioritetləri və səriştəli müəllim hazırlığının problemləri //- Bakı: Kurikulum, - 2014. № 2, - s. ; Mehrabov, A. Müasir dərs: onun təşkili və gedişinə qoyulan əsas tələblər // - Bakı: Kurikulum, 2013. №4, səh. 5-10.

³¹ Bünyatova, F. Konstruktiv təlim: mahiyyət, prinsip, vəzifələr və dərslərdən nümunələr. / F. Bünyatova. - Bakı: Ziya-Nurlan, - 2008. – 217 s.

³² Спенсер, Г. Воспитание: умственное, нравственное и физическое / Г. Спенсер. – Москва: УРАО, - 2003. – 287 с.

³³ Маркс, К. К критике гегелевской философии права: [Электронный ресурс] / Электронная библиотека «Гражданское общество», Ноябрь 16, 2020. URL: https://www.civisbook.ru/files/File/Marks_K%20kriike.pdf

³⁴ Веблен, Т. Теория праздного класса / Т. Веблен. - Москва: Прогресс, 1984. - 368 с.

³⁵ Cooley Ch. H., Social Organization: [Electronic resource] / A Study of the Larger Mind, NY, - 1929 URL: <https://archive.org/details/socialorganizat00cool/page/n9/mode/2up>

institutional approach was developed by E. Giddens³⁶, T. Parsons³⁷, S. Frolov³⁸, J. Shchepansky³⁹.

The macrosociological theory of T. Parsons⁴⁰ assumes that social institutions are a means of human self-realization, and also ensure the sustainable functioning of society through the coordination of social actions.

An analysis of education as a system aimed at the formation of human capital and the adaptation of people to social needs is presented in the works of such authors as E. Durkheim⁴¹, K. Mannheim⁴², K. Marx⁴³. K. Mannheim's concept is based on the institution of education as a system. He connects the goals and objectives of education with the specific situation and social system in which the formation of individuals occurs, and considers this as one of the means of social control.

³⁶ Гидденс, Э. Социология/ Э. Гидденс. – Москва: Едиториал УРСС, - 2005. – 632 с.; Giddens, A. Sociology / A. Giddens. - Oxford, - 1989. - p. 381.

³⁷ Парсонс, Т. О социальных системах / Т. Парсонс Москва: Академический проект, - 2002. - 832 с.

³⁸ Фролов, С.С. Социальные институты в современном обществе // - Москва: Социология власти, - 2010. №3, - с. 25-35; Фролов, С.С. Социология: Учебник для вузов / С.С. Фролов. - Москва: Наука, - 1994. - 256 с.

³⁹ Щепанский, Я. Элементарные понятия социологии / Я. Щепанский. - Москва: Прогресс, - 1969. – 237 с.

⁴⁰ Парсонс, Т. О социальных системах / Т. Парсонс Москва: Академический проект, - 2002. - 832 с.

⁴¹ Дюркгейм, Э. Социология образования / Э. Дюркгейм. – Москва: Директ-Медиа, - 2007. - 115 с.

⁴² Мангейм, К. Диагноз нашего времени / К. Мангейм. - Москва: АКАЛИС, - 1994. - 700 с.; Мангейм, К. Избранное: Социология культуры / К. Мангейм. - СПб: Университетская книга, - 2000. - 501 с.

⁴³ Маркс, К. К критике гегелевской философии права: [Электронный ресурс] / Электронная библиотека «Гражданское общество», Ноябрь 16, 2020. URL: https://www.civisbook.ru/files/File/Marks_K%20kriike.pdf

The studies of such authors as S.S. Frolov⁴⁴, Zh.T. Toshchenko⁴⁵, V.Y. Nechaev⁴⁶ examined various aspects of pressing problems and issues related to the performance of social functions through the education system in a changing society.

Education is one of the main factors influencing the formation and accumulation of human capital. The study and development of the problem of the formation of human capital can be traced in the works of classics of economic and sociological science, such as T. Schultz⁴⁷ and G. Becker⁴⁸, the theory of human capital was presented, the sources of its formation and directions of investment were determined.⁴⁹ The studies of such scientists as Freud⁵⁰, J.A. Komensky⁵¹, A.S. Makarenko⁵², V.A. Sukhomlinsky⁵³, L.S. Vygotsky⁵⁴, V.V. Davydov,

⁴⁴ Фролов, С.С. Социальные институты в современном обществе // - Москва: Социология власти, - 2010. №3, - с. 25-35; Фролов, С.С. Социология: Учебник для вузов / С.С. Фролов. - Москва: Наука, - 1994. - 256 с.

⁴⁵ Тощенко, Ж. Т. Парадигмы как методологические стратегии в социологии // - Москва: Гуманитарий Юга России, - 2016. - № 1, - с. 19-36; Тощенко, Ж.Т. Социология жизни как теоретическая концепция // - Москва: Социологические исследования, - 2015. № 1, - с. 106-116; Тощенко. Ж. Т. От феномена к ноумену: опыт методологического и методического поиска // - Москва: Социологические исследования, - 2019. № 4, - с. 3-14

⁴⁶ Нечаев, В.Я. Социология образования / В. Я. Нечаев. - Москва: Изд-во МГУ, - 1992. - 200 с.

⁴⁷ Schultz T.P. Investment in Human Capital: The Role of Education and of Research. N.Y.,1971. 272 p.

⁴⁸ Becker, G.S. Investment in Human Capital: A Theoretical Analysis // Journal of Political Economy. Supplement - Oct.1962, vol. 70, 9, - p. 9 – 49.

⁴⁹ Дюркгейм, Э. Социология образования / Э. Дюркгейм. – Москва: Директ-Медиа, - 2007. - 115 с.

⁵⁰ Фрейд, З. Психология бессознательного / З. Фрейд. – Санкт – Петербург: Питер, - 2022. - 528 с.

⁵¹ Коменский, Я.А. Педагогическое наследие / Я. А. Коменский, Д. Локк, Ж.-Ж. Руссо – Москва: Педагогика, -1989. - 411 с.

⁵² Макаренко, А. С. Книга для родителей. Лекции о воспитании / А. С. Макаренко. – Москва: Правда, - 1986. – 448 с.

⁵³ Сухомлинский, В. А. Избранные педагогические сочинения / В. А. Сухомлинский. – Москва: Педагогика, - 2013. – 397 с.

⁵⁴ Выготский, Л. С. Вопросы детской психологии / Л. С. Выготский. - Москва: Юрайт, - 2019. - 160 с.; Выготский, Л. С. Педагогическая психология / Л. С. Выготский. - Москва: Астрель, - 2008. - 640 с.

⁵⁵ D.B. Elkonin ⁵⁶, Sh.A. Amonashvili ⁵⁷, V.F. Bazarny ⁵⁸ L.V. Kartseva⁵⁹, L.I. Malenkov⁶⁰ a, S.V. Kovalev⁶¹, O.G. Prokhorova⁶², V.G. Kamenskaya ⁶³ və S.A. Kotova, N.K. Smirnov ⁶⁴ deserve attention.

⁵⁵ Давыдов, В.В. Младший школьный возраст как особый период в жизни ребенка [Электронный ресурс] / Вестник практической психологии образования. 2012. Октябрь 22, 2021. URL:https://psyjournals.ru/vestnik_psyobr/2012/n4/Davydov_2.shtml; Давыдов, В. Б. Теория развивающего обучения / В. Б. Давыдов. – Москва: Наука, - 1996. – 230 с.

⁵⁶ Эльконин, Д. Б. Детская психология / Д. Б. Эльконин. - Москва: Академия, - 2004. - 384 с.

⁵⁷ Амонашвили Ш. Истина школы / Ш. Амонашвили, - Москва: Свет, -2018. - 112 с.

⁵⁸ Базарный, В. Ф. «Педагогическая усидчивость» и статистические напряжения ребёнка в учебном процессе в основе запуска процессов старения и патологий сердечно-сосудистой системы // «Актуальные вопросы долголетия» Материалы Всероссийской научно – практической конференции, - Москва: - 17-18 мая, - 2012, - с. 10-14; Базарный, В.Ф., Дитя человеческое / В. Базарный. – Москва: Концептуал, - 2019. - 400 с.; Базарный, В.Ф., Школа возрождения или школа вырождения / В. Базарный. – Москва: Волошин, – 2012. – 255 с.

⁵⁹ Карцева, Л. В. Модель семьи в условиях трансформации российского общества // - Москва: Социологические исследования, – 2003. №7, - с. 92-100.

⁶⁰ Маленкова, Л.И. Основы родительской педагогики / Л. И. Маленкова. - Москва: УЦ «Перспектива», - 2011. - 120 с.

⁶¹ Ковалёв, С.В. Психология современной семьи / С. В. Ковалёв. – Москва: Просвещение, - 1988. - 208 с.

⁶² Прохорова, О. Г. Основы психологии семьи и семейного консультирования: учебное пособие для вузов: [Электронный ресурс] / Москва: Юрайт, 2022. — 234 с. URL: <https://urait.ru/bcode/492155>

⁶³ Каменская В. Г., Котова С. А. «Аксиологическая парадигма здоровья в российском образовании» Universum: Вестник Герценовского университета, №6, 2007, стр. 43-47 214 Закон Закон Азербайджанской Республики о правах ребёнка // был принят 19 мая 1998 г. [Электронный ресурс] URL: legal-tools.org/doc/4264c3/pdf/

⁶⁴ Смирнов, Н.К. Здоровьесберегающие образовательные технологии в современной школе / Н. К. Смирнов. – Москва: АПК и ПРО, - 2002. – 121 с.

In the works of domestic and foreign researchers, the study of a constructive approach to the interaction of social institutions of society has not received wide study.

The object of the study is the social institution of education as a source of human capital formation.

The subject of the study is the functional and organizational purposes of social institutions of education, family and healthcare in the context of the introduction of innovative educational technologies.

The purpose of the dissertation research is to determine the problems of interaction between institutions of education, family and health care in matters of the formation and development of human capital, to determine the specifics of adaptation mechanisms of the institution of education as a system in the conditions of modern sociocultural changes and the introduction of innovative technologies into the educational process.

Based on the purpose of the study, the following **main objectives of the dissertation** were identified:

- analyze the main methodological approaches to understanding the institution of education as an open system interacting with the social environment.
- assess the influence of the social environment on the functioning of the educational system and its interaction with other social institutions;
- determine the functional and organizational purposes of social institutions of education, family and healthcare;
- to establish the specifics of an interdisciplinary approach to the problem of coordination of education, family and health care, which are at the origins of the formation of human capital;
- to determine the conditions for the effective implementation of health-saving pedagogical technologies, as the basis for the formation and development of human capital, in the education system of the Republic of Azerbaijan;
- conduct experimental work within the framework of a pilot project on the introduction of health-saving technologies in order to determine the degree of their effectiveness.

The theoretical and methodological basis of the study was:

- the paradigm of sociological constructivism (P. Berger, T. Luckman, J. Kelly, Y. Hacking, D. Bell, Zh. T. Toshchenko, V.F. Petrenko, Yu.M. Reznik, S.B. Tokareva, V. N. Konyshhev)
- Cultural and historical concept of L.S. Vygotsky (“zone of proximal development”)
- Theory of developmental learning (V.V. Davydov, D.B. Elkonin)
- Constructivist concept of F. Bunyatova.
- Theory of structural functionalism (T. Parsons)
- The concept of institutionalization of the educational system (E. Durkheim, K. Mannheim, K. Marx)
- Theory of human capital (W. Petty, A. Smith, K. Marx, T. Schultz, G. Becker)
- Educational ideas of sociologists and teachers (E. Durkheim, Z. Freud, J. A. Komensky, A. S. Makarenko, V. A. Sukhomlinsky, L. S. Vygotsky, V. V. Davydov, D. B. Elkonin, Sh. A. Amonashvili, V.F. Bazarny);
- a complex of ideas and scientific theories conditioned by the concept of preserving and strengthening the health of students (V.F. Bazarny, V.R. Kuchma, Sh. Balaeva, G. Gabulov);
- a personality-oriented and health-saving approach to education (A. Bunyatova and others);
- developments in the field of health protection for children of primary school age (M.M. Bezrukikh and others).

Research methods. Methods of theoretical analysis of sociological, psychological and pedagogical literature were used, as well as methods of observation, content analysis, examination of the educational process and valueological activities in educational institutions, comparative monitoring of the socio-psychological state of schoolchildren was carried out, as well as a statistical analysis of the research results.

Experimental base. The study was conducted in experimental classes “Healthy Education” and classes with a traditional teaching model in the 2017-2018 and 2018-2019 academic years in nine secondary schools in Baku (No. 23, 26, 83, 114, 214, 240, “Ankara School”, Republican Art Gymnasium, Republican Special Boarding

School No. 6 for children with disabilities named after E. Mirzoyev) and the 31st secondary school of the city of Sumgayit, students of 1st and 2nd grades (2500) were involved. (790 ZO and 1710 traditional). The study was conducted in October 2017 and May 2018, in October 2018 and May-June 2019 to study the process of socialization, school motivation, cognitive and emotional processes in children of primary school age when studying the development of their physical and mental health as a result of exposure to a specially organized environment.

Main provisions submitted for defense:

1. Social institutions of education, family and healthcare are considered fundamental factors for the formation of human capital, which is the main indicator of the competitiveness and socio-economic prosperity of the state.

2. Coordination of social institutions of education, family and education, their constructive cooperation lays the foundation for the formation and development of human capital that meets the requirements of the modern information society.

3. The integrated use of health-saving pedagogical technologies and a constructivist approach, the construction of the educational process taking into account the psychophysiological needs of the child, the identification and development of the creative potential of students contribute to the optimization of value orientations of the educational environment and the development of the entire sociocultural space.

4. The effectiveness of health-saving educational technologies is ensured by an active process of activity, when the results are continuously monitored and provide grounds for reform in the educational sphere.

5. The criteria for the effectiveness of health-saving educational technologies are changes in the focus of the subjects of the educational process on a healthy lifestyle and the formation of healthy behavior.

The scientific novelty of this scientific research is manifested in the following:

- an analysis was carried out of the features of the leading methodological concepts used when considering education as a social system. The study focuses on the context of three key theoretical

approaches: social constructivism, human capital theory, and developmental learning theory.

- as a result of a detailed analysis of methodological approaches, a single fundamental approach to the definition of education as a multi-layered social system was identified;

- the main functional and organizational purposes of the social institution of education are highlighted, the leading role of education in organizing systemic coordination with other social institutions responsible for the formation and development of human capital is identified;

- a feature of the interdisciplinary approach and integrated application to the consideration of problems of the functioning of the educational system has been discovered, which is manifested in the application of interdisciplinary methodological foundations and principles. This approach allows for a deeper and more comprehensive study of education, including an analysis of its interaction with other areas of knowledge and an understanding of its multifaceted aspects. It contributes to the effective solution of complex problems facing the educational system and is capable of expanding the horizons of research in this area.

- the feasibility of studying education at both macro and micro levels has been proven, which requires the development of a methodology for studying the relationships between the institution of education, family and healthcare. This approach allows us to better understand the dynamics and interaction of various aspects of education in society, as well as to identify factors influencing the success of the educational process and its impact on health and social well-being.

Practical novelty.

- provisions and recommendations in the field of creating a coordination system for interaction between institutions of education, family and health care, set out in the dissertation research, can be implemented during the educational process of the Republic of Azerbaijan;

- a three-stage integration learning model based on a constructivist approach, used in the “Healthy Education – Healthy Nation” project, can be implemented in classes with a traditional form of education;

- to optimize the educational process, the goal of which is to minimize risk factors in matters of physical, mental and moral health of children and adolescents, a number of preventive measures and appropriate correction are required. One such solution is the creation of “Healthy Education” classes;
- the experience of valeological interaction between subjects of the educational process, described in the dissertation, can be successfully applied in the education system of the Republic of Azerbaijan, especially in primary school.

Testing and implementation of research results. The main scientific and practical results of the dissertation were presented for discussion in the form of reports and theses at conferences and seminars.

The main provisions of the dissertation were published in ten scientific papers. The dissertation was completed in the Department of Sociology of the Institute of Philosophy and Sociology of the National Academy of Sciences of Azerbaijan.

Structure of the dissertation: The dissertation consists of only 138 pages, consisting of an introduction, 3 chapters, 6 paragraphs, a conclusion and a list of references. The first chapter contains 42,442 characters, the second chapter - 80,453 characters, the third chapter - 29,559 characters. The list of used literature consists of 198 titles.

CONTENT OF THE DISSERTATION

In the “**Introduction**” part of the dissertation, the relevance of the topic is substantiated, provisions and assumptions are put forward, the level of development is examined, the object and subject of research, goals and objectives, scientific innovations are stated, the theoretical methodological foundations and practical significance, statement and structure are indicated.

The first chapter of the dissertation, entitled “**Sociological approaches to the study of an educational institution in the system of other forms of public life**” consists of two subsections. The first subsection of the chapter “**Sociological constructivism as a**

methodological basis for analyzing the problems of interaction of an educational institution with other spheres of public life” analyzes the opinions of domestic and foreign scientists on this issue and expresses their position. reported.

The sociological constructivist paradigm assumes that all constructs are valid and are the product of prior experience. Man is the creator of a new reality that meets the requirements of modern society, based on the experience, skills and knowledge he has acquired. This society is extremely mobile, requiring instant adaptation, efficiency in decision-making, and the ability to receive and correctly analyze the necessary information.

L.S. Vygotsky, the founder of social constructivism, emphasized the decisive role of this concept in building the educational process in a modern school. Education lays the foundation for human development, awakens hidden processes and activates some of them.

The realities of modern society are such that human capital, and not the country's natural resources, plays the main role in achieving progress. This emphasizes the importance and priority of using the social constructivism paradigm in research.

Social constructivism examines the ways in which members of society create social phenomena that go through a stage of institutionalization and become traditions. The social structure of reality is a continuous, dynamic process; reality is created by people under the influence of its interpretation and knowledge about it.

The subsection **“Coordination of educational, family and medical institutions in the system of public relations: system analysis”** of the chapter analyzes the functional and organizational goals of social institutions of modern society, the problems of their systemic coordination and interaction. This subsection examines issues related to certain types of social relations, methods of forming the necessary duties of members of a particular society or social group.⁶⁵,

Through social institutions, social life is organized and regulated, and the continuity of connections and relationships within

⁶⁵ Выготский, Л. С. Педагогическая психология / Л. С. Выготский. - Москва: Астрель, - 2008. - 640 с.

social organizations is ensured. E. Giddens⁶⁶ called social institutions “*dams that strengthen social life.*”

The dissertation explores the essence and functional goals of social institutions in the emergence of the formation of human capital, as well as their interaction in this process. These institutions are the Institute of Family, Education and Health.

The transformation processes taking place in Azerbaijan create conditions for even greater relevance of the problem under consideration, since changes are taking place in the nature of social institutions of family and education, in their social interactions. The “State Strategy for the Development of Education in the Republic of Azerbaijan”, approved by the Decree of President Ilham Aliyev dated October 24, 2013, notes that a modern strategy cannot be limited to the framework of an educational institution, its implementation must be carried out on the basis of the principle of openness of the education system. The strategy is based on new requirements for the quality and volume of education and the education system itself. Civil society, including families and health care institutions, must be active actors in the process of building a new system.

Education based only on theoretical foundations has lost its fundamental importance today. In modern society, there is a need for the development of education, supported by practical knowledge and skills as a result of scientific and technological progress, innovative technologies and modernization. In this context, along with academic knowledge, the importance of practical knowledge and skills, competence in shaping the content of education comes to the fore.⁶⁷

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⁶⁶ Гидденс, Э. Социология/ Э. Гидденс. – Москва: Едиториал УРСС, - 2005. – 632 с.

⁶⁷ Azərbaycan Respublikasında təhsilin inkişafı üzrə Dövlət Strategiyası URL: <https://president.az/az/articles/view/9779> 24 oktyabr 2013 20 50

In this subsection, we paid special attention to the principles of interaction of social institutions. As a result of the analysis of the principles, it was concluded that the system of institutions interacting with each other represents a single system that ensures the satisfaction of the needs of community members, regulates their behavior and ensures the development of society as a whole. The consistency, lack of conflict and continuity of this system are crucial for the stability of society.

The problem of the “elasticity” of institutions in the processes of change and social development acquires special significance when there is a danger of the system of institutions turning into a factor inhibiting development.

The second chapter of the dissertation work **“The Institute of Education as a set of values and norms that ensure intergenerational relations and social development”** consists of two subsections. In the subsection **“The Institute of Education as a source of human capital formation and its implementation”** of the chapter, it is noted that the experience of establishing initial interactions in the social environment is the basis for the development of human capital. Such a complex, multifaceted process as the formation of human capital is purposefully carried out in the sphere of educating the younger generation. The main role in this process belongs to the “triangle” of social institutions of family, education and health care. They are the ones who stand at the origins of the formation of individual human capital.

Considering that school education is an integral part of the family-school-health “triangle”, in the process of forming human capital, close cooperation and coordination of basic, family, medical and school institutions seems necessary. The knowledge and skills acquired in school play an important role in an individual's ability to accumulate future human capital, directly affecting his standard of living and well-being, as well as the well-being of society as a whole. Considering these important components, we consider the conditions under which the process of initial formation of human capital occurs to be important.

The subsection **“Features of interaction of an educational institution with the system of managing social development through organizations and institutions in modern society”** shows that the development of human capital depends on internal and external conditions. This period refers to the most sensitive period of junior schoolchildren and includes various types of creativity - games, dramatizations, visual activities, etc., favorable for the development of the creative qualities of the individual. Lids. Research shows that the development of children's creative abilities depends on the development of the psychosocial and emotional sphere. One of the main external factors in the development of children's creativity is the social environment created for the development of their creative abilities.

The chapter of the dissertation **“Sociological analysis of the features of the relationship of an educational institution with other social institutions in the society of Azerbaijan”** consists of two subsections and is based on a broader analysis. The subsection **“Contradictions and prospects for the interaction of the Azerbaijani education system with healthcare and social production”** presents a statistical analysis of the monitoring carried out within the framework of the “Healthy Education – Healthy Nation” project, implemented to protect the health of students and improve educational achievements, starting from 2014-2015 academic year, a comparative analysis of the results shown by students in healthy education classes was carried out in comparison with other classes.

The subsection **“Ways to improve the relationship between an educational institution and the family institution: results of a sociological survey”** details the results of a sociological survey to determine the socio-psychological directions of the general development of junior schoolchildren. Various conditions affecting the mental and creative development of children are studied and the results are shown.

The main conclusions are summarized in the **“Conclusion”** part of the dissertation. The results of the study are indicated by specific points:

1. Theoretical analysis of sociological and psychological-pedagogical literature on the problem of developing a constructive approach in the educational process made it possible to determine that the methodology of social constructivism and the relationship between the macro and micro levels in modern society are relevant. Its meaning expresses the interaction of social institutions in the construction of knowledge and worldview of a synthetic future personality.
2. When considering the functional and organizational goals of social institutions, it becomes clear that constructive interaction and effective cooperation of institutions in modern society is an inevitable necessity and condition for the formation of an intellectual personality. The consistency, non-conflict and sustainability of this system are critical to the stability and strength of society as a whole. In the processes of global change and social development, the problem of “flexibility” of institutions becomes especially relevant when there is a danger that the inertia of interinstitutional relations will become a factor hindering development as a whole. Therefore, one of the priority tasks of the state, the solution of which can ensure the socio-economic and moral development of the modern information society, is to achieve optimal interaction of social institutions.
3. In the course of this study, it became clear that human capital is formed as a result of the productive interaction of natural and social forces that objectively satisfy the subjective request for self-affirmation and self-development. Given the complex and multifaceted nature of human capital, the analysis of studies devoted to the study of all its aspects is aimed at identifying opportunities for effective management of specific activities. Based on theoretical and empirical analysis, we came to the conclusion that human capital is on the threshold of an individual’s ability to master reality from the point of view of family and educational microconditions.

Published works reflecting the main results of the dissertation:

1. The role of the methodology of social constructivism in the construction of the modern educational process Social issues, №1 Baku, 2023, p. 61-64
2. Socio-psychological adaptation and communication of children of Primary school age according to the system “Healthy Education – Healthy Nation”, НАУКОВИЙ ВІСНИК Південноукраїнського національного педагогічного університету імені К. Д. Ушинського, Ukraine 2022, №2, pages 8-12
3. Təhsilənlərin sosiallaşmasında sağlam təhsil texnologiyalarının rolu. «Məktəbəqədər və ibtidai təhsil», Xüsusi buraxılış – 1, 2022. səh. 10-19
4. Роль методологии социального конструктивизма в построении современного образовательного процесса, “Elmi əsərlər” Beynəlxalq elmi-nəzəri jurnal, 2022, № 2/39, стр. 131-135
5. Формирование творческой личности в условиях применения здоровьесберегающих педагогических технологий, Баку, «Педагогика», 2022 №2, стр. 144-151
6. Социальные институты и их взаимодействие в условиях современного общества, Баку, «Цивилизация», 2022, №2(51), стр. 6-12
7. “Здоровьесберегающие технологии в системе образования Азербайджана и их влияние на социализацию школьников.” Баку, «Педагогика», 2021, стр. 179-189
8. Multidisciplinary development of sustainable education-In S. Jackowicz & I. Sahin (Eds.), Proceedings of IHSES, 2021, New York, USA. ISTES Organization. p.p. 232-249
9. Exploring the Efficacy of Biographical Research Method in Enhancing Social Work Practice with Migrants: A Pathway to Integration and Cultural Preservation, International Conference on Social Work and Social Research, 24-25 November, 2023, Baku, p. 270-273
10. Features of Socio-Psychological Traumas in Post-war Period in Azerbaijan, International Conference for Doctoral, Post-

Doctoral Students and Young Researchers in Humanities and Social Sciences May 31-June 2, 2023, Iași, Romania, p. 18

11. PRACTICAL APPLICATION OF THE THEORY OF SOCIAL CONSTRUCTIVISM IN THE MODERN LEARNING PROCESS, “Modern aspects of modernization of science: status, problems, development trends” Materials of the 24th International Scientific and Practical Conference, Aarhus, September 7, 2022, Denmark, p. 233-240
12. “Health-saving technologies within the educational process of Azerbaijan”, 5 th INTERNATIONAL EDUCATION AND INNOVATIVE SCIENCES CONFERENCE 24-25 may, 2022, p.337-338
13. Gənc nəsildə milli ruhun formalaşmasında milli geyimlərin rolu, "Azərbaycanın elm və mədəniyyət mərkəzi – Şuşa" mövzusunda beynəlxalq elmi konfransın materialları , Elm Tarixi və Elmsünaslıq (Beynəlxalq elmi-nəzəri jurnal), Bakı, 6 may 2022, səh. 248-250
14. «Multidisciplinary development of sustainable education», International Conference on Humanities, abstract, Social and Education Science, 2021, April 22-25, New York, USA, p.30
15. “Health-saving educational technologies in protecting children’s health” abstract , 3rd Regional Conference on Adolescent Health: Investing in Healthier Generations”, 2019, p.43
16. “Sağlam Təhsil - Sağlam Millət: görülən işlər, nailiyyətlər, perspektivlər”- konfrans materialların toplusu, “Nurlar”, 2017, səh.52-58
17. «Влияние здоровьесберегающих технологий на состояние здоровья и качество обучения учащихся». Тезисы Международной конференции стран ВЕЦА «Формирование здорового образа жизни школьников в современных условиях» 2016, стр. 56

The main research results were presented for discussion in the form of reports and abstracts at the following conferences and seminars:

Seminar for teaching staff “Educational program for girls”
Baku, Expocenter, 2015;

International Educational Forum, jointly organized by ADA University and the Association of Azerbaijani American Alumni (AAA), Baku, April 2016;

Workshop on the implementation of the “Health Promoting Schools” network, World Health Organization, Baku, 2016;

International conference of countries of Eastern Europe and Central Asia “Formation of a healthy lifestyle for schoolchildren in modern conditions”, Moscow, November 14-15, 2016;

Scientific and practical conference “Healthy education – healthy nation: work done, achievements, prospects”, Baku, April 18, 2017;

5th European Conference of Health Promoting Schools: “Health, well-being and education: creating a sustainable future”, Moscow, 20-22 November 2019;

International Conference on Humanities, Social Sciences and Education, New York, USA, April 22-25, 2021;

V International Conference on Education and Innovative Sciences, Shamakhi, May 24-25, 2022.

The defense of the dissertation will take place on 05 June 2024 at 14:00 at a meeting of the dissertation council BFD 3.094 operating on the basis of the Institute of Philosophy and Sociology of the National Academy of Sciences of Azerbaijan

Address: AZ 1141, Baku, G. Javid, 117, Institute of Philosophy and Sociology of the National Academy of Sciences of Azerbaijan, IX floor, Conference hall.

The dissertation can be found in the library of the Institute of Mathematics and Mechanics of the Ministry of Science and Education of the Republic of Azerbaijan.

The electronic version of the dissertation and abstract is posted on the official website of the Institute of Mathematics and Mechanics of the Ministry of Science and Education of the Republic of Azerbaijan.

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