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METHODICAL ISSUES OF ELIMINATING THE NEGATIVE EFFECTS OF DEMOGRAPHIC FACTORS IN SCHOOL

Teachers are considered the knights of educational institutions, where a comprehensive personality is formed. The development of a useful personality for the society depends on the teachers, their hard work, and the healthy environment they create during the learning process. From this point of view, a teacher should have exemplary morals, proper management skills, and pedagogical knowledge, but should also be able to love his students and pay attention to them individually and collectively. Being a teacher is not limited only to the ability to teach students scientific knowledge. He should always focus on the students, be able to see their interests and inner world. Teachers should get to know each of the students in the class team closely, and deeply feel what they need. Only in this case, the teacher can create a good team. Teachers who can create such a healthy psychological environment are able to properly manage the team, listen to the problems and shortcomings of its members and support them to find solutions. Revealing the impact of the negative demographic factors we are talking about and neutralizing the problems that may arise is the result of the hard work of those teachers. Sometimes, not scientific knowledge, but a little attention, care, caress or even a simple word can be a wonderful impetus for the development of the student. Failure of teachers to use the correct methods and styles and forms of communication during the training process leads to difficulties in pedagogical work with students affected by negative demographic factors. As a result, students' failures and lags in the learning process appear. If this problem is not assessed correctly by the teacher, if the reasons are not investigated and appropriate measures are not taken, conflicts with students are inevitable.

Key words: teacher, student, demographic problems, school, family, education.

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МЕТОДИЧНІ ПИТАННЯ УСУНЕННЯ НЕГАТИВНОГО ВПЛИВУ ДЕМОГРАФІЧНИХ ЧИННИКІВ У ШКОЛІ

Педагоги вважаються лицарями навчальних закладів, де формується всебічна особистість. Розвиток корисної для суспільства особистості залежить від вчителів, їх наполегливої праці та здорового середовища, яке вони створюють під час навчального процесу. З цієї точки зору вчитель повинен мати зразкову мораль, відповідні управлінські навички та педагогічні знання, але також повинен уміти любити своїх учнів і приділяти їм увагу окремо та колективно. Бути вчителем не обмежується лише вмінням навчати учнів науковим знанням. Він повинен завжди орієнтуватися на учнів, вміння бачити їхні інтереси та внутрішній світ. Педагог повинен близько пізнати кожного учня класного колективу, глибоко відчувати, що йому потрібно. Тільки в цьому випадку вчитель може створити хорошиий колектив. Педагоги, які можуть створити таке здорове психологічне середовище, здатні правильно керувати командою, вислуховувати проблеми та недоліки її членів і підтримувати їх у пошуку рішень. Виявлення впливу тих негативних демографічних чинників, про які ми говоримо, та нейтралізація проблем, які можуть виникнути, – це результат наполегливої праці цих педагогів. Іноді не наукові знання, а трохи уваги, турботи, ласки чи навіть просте слово може стати чудовим поштовхом для розвитку учня. Невикористання викладачами правильних методів і стилів і форм спілкування під час навчального процесу призводить до ускладнень у педагогічній роботі зі студентами, які постраждали від негативних демографічних факторів. В результаті з'являються неуспішність і відставання учнів у навчальному процесі. Якщо ця проблема не оцінюється вчителем правильно, якщо не досліджуються причини і не вживаються відповідні заходи, конфлікти з учнями неминучі.

Ключові слова: вчитель, учень, демографічні проблеми, школа, сім'я, освіта.

The relevance of the problem. Today, the development of a useful personality for society depends on teachers, their hard work, and the healthy environment they create in the learning process. Teachers are considered the knights of educational institutions, where a comprehensive personality is formed. From this point of view, a teacher should have exemplary morals, proper management skills, and pedagogical knowledge, but should also be able to love his students and pay attention to them individually and collectively. Being a teacher is not limited only to the ability to teach students scientific knowledge. He should always focus on the students, be able to see their interests and inner world. Teachers should get to know each of the students in the class team closely, and deeply feel what they need. Only in this case, the teacher can create a good team. Teachers who can create such a healthy psychological environment are able to properly manage the team, listen to the problems and shortcomings of its members and support them to find solutions. Revealing the impact of the negative demographic factors we are talking about and neutralizing the problems that may arise is the result of the hard work of those teachers. Sometimes, not scientific knowledge, but a little attention, care, caress or even a simple word can be a wonderful impetus for the development of the student.

Level of processing of the topic. The theoretical-methodological base of the topic is primarily the assessment of the impact of negative demographic problems on the pedagogical process in various studies. It is of great importance for teachers to organize the pedagogical process with students from problem families, to eliminate negative effects, for the development and formation of modern youth. The difference and innovation of the current research from other researches is that here, first of all, the characteristics of demographic factors and current problems in schools investigated and involved in comparative analysis. At the same time, the methodical training of teachers regarding the existing problem is analyzed. Research on the problem is reflected in the works of H. Ahmadov (Əhmədov H., 2014), M. Ilyasov (İlyasov M., 2018), A. Alizadeh (Əlizadə Ə., 1998, Əlizadə Ə., 2001), H. Alizadeh, R. Hüseynzadə (Hüseynzadə R., 2016), A. Makarenko (Makarenko A., 1964), V. Sukhomlinsky (Suxomlinski V., 1979) and others.

H. Alizadeh, in his work “Demographical problems of upbringing” attention is paid to the demographic situation of the family, the education of students who encounter demographic problems, and the impact of the difficulties caused by death and divorce

on the education process (Əlizadə H., 1993, p. 67). M. Ilyasov talks about the role of pedagogical support in eliminating the negative effects of demographic factors in his work “Modern problems of teacher professionalism and pedagogical competence”. It draws attention to the importance of pedagogical support in the formation of “teacher-student” and “parent-child” relationships (İlyasov M., 2018, p. 101).

Main body. Upbringing opportunities of school. The educational opportunities of the school are wide and diverse. In all periods of history, training centers and schools functioned as the main source of education. In our modern times, the educational opportunities of the school are of exceptional importance. We have already reached a time when, in terms of numerous reasons, the educational importance of the school has increased even more, and it has come before the family’s capabilities. Considering that we have sufficiently highlighted the factors that cause this in other chapters, we prefer to continue the research by examining the role of the school and the teacher in this section.

It is known that teachers have a role as important as family in the proper formation of society. Because the preparation of young people, who are the basis of society, is the direct responsibility of educational institutions. From this point of view, it is not enough that teachers only have knowledge and skills in their specialty. Studies show that teachers who have an indifferent and insincere attitude towards students do not have encouraging academic success. In addition to pedagogical abilities, a teacher should be able to show love, care and attention. In addition to being able to properly manage the collective, he should take time for each of the students individually, understand their feelings and excitement, see their problems and help them to solve them. A close friend should be able to act as a parent when necessary. It is these characteristics that create an unbreakable bond between the teacher and the student, and lead to the formation of deep love for the teacher. It is an indisputable fact that the learning success of students depends more on their love for their teachers. The correct construction and effective implementation of the pedagogical process is the result of this love.

Teacher-student relations. As we mentioned, the success of the learning process begins with the relationship between the teacher and the student. If the teacher does not have a kind and benevolent approach to the student, then there can be no question of the perfection of the learning process. Because it is hard to find a student who loves an indifferent, insincere teacher and the subject he teaches. Every day at school, students acquire new knowledge and

encounter different situations. This increases their awareness and expands their level of knowledge, and at the same time regulates the norms of behavior. The regulation of teacher-student relations helps to easily reach the common goal and to develop the educational work (Əlizadə H., 1993, p. 82).

Sukhomlinsky writes in "I give my heart to the children" that "The most important source of education of the teacher's feelings is multifaceted emotional relationships with children in a single, friendly collective, where he is not only a teacher, but a friend and companion. If the teacher meets the children only in classes, and the children feel the influence of the teacher only in the classroom, their emotional relationships are unimaginable" (Suxomlinski V., 1979, p. 12).

Failure of teachers to use the correct methods and styles, forms of communication during the training process hinders the effectiveness of the lesson. As a result, students' failures and lags in the learning process appear. If this situation is not assessed correctly by the teacher, if the reasons are not investigated and appropriate measures are not taken, conflicts with students are inevitable.

The ability of the school to perform its function correctly can happen when this process is treated with serious sensitivity, and at the same time with systematic, consistent requirements, rules, and discipline. Of course, the progress of the pedagogical process cannot always develop on a positive line, since it is a dynamic process, it is possible to see ups and downs in its progress. Sometimes it is not possible to get the result on the development of students in any form, which is natural. The effectiveness of this process directly depends on the hard work of the school management, the pedagogical team, school psychologists, and most importantly, the class leaders.

Studies show that the work of psychologists in schools at the present time is not enough to achieve the desired effect. Their influence on the elimination of problems arising in the course of the pedagogical process is not significant. Factors affecting this include the fact that the number of psychologists does not correspond to the number of the school's staff, their insufficient practical training, etc. can be shown. For this reason, we see that the main stress of the pedagogical process falls on teachers, and most importantly, class leaders (İsmixanov M., 2011, p. 77).

The teacher should pay attention to every nuance while conducting training work with the team. Because students see the events happening in the collective and are able to draw conclusions from it. Systematicity and consistency of work in the development of relations in the right direction,

and at the same time, all responsibility falls on the teacher. Being sincere and polite with all members of the collective plays a very important role in creating a healthy psychological environment here. The teacher's words and deeds must match each other, he must understand the essence of his behavior and attitude. Discrimination, rudeness, hypocrisy, etc. in the collective. negative situations like this have a worse effect on children who have been exposed to negative demographic effects (Nəzərov A., 2008, p. 132). This creates conditions for aggressiveness and the formation of negative attitudes towards others. Such situations are encountered in schools from time to time. Some teachers do not pay enough attention to students who exhibit behavioral disorders, they kind of make them go away.

However, the teacher should have an objective and fair attitude towards the student's unpleasant behavior towards the smallest defect. In order to guide the students, he should clarify their negative qualities, analyze the events and facts that happened, compromise or be demanding if necessary. In this case, the authority of the teacher with the student, the establishment of their relationship on the principle of respect and demandingness shows the influence on the course of the process. The genius scientist N. Tusi writes in his work "Akhlaqi Nasiri": "When children do a pleasant act, they should be praised and encouraged. Even if the opposite happens, it is not right to scold him every minute and hit him on the head" (Tusi N., 1989, p. 158).

Threatening and intimidating students is unacceptable behavior by the teacher. On the contrary, it is necessary to approach them with a pleasant and sincere attitude, reveal their interests and desires and encourage them towards a common goal. Relationships should be established in such a way that both parties can clearly see and understand the goal. Here again, the attitude of the teacher to the student has a leading role. Therefore, when communicating with a student, the teacher should focus on his best qualities and try to eliminate his negative qualities.

The modern education system does not only require the teacher to impart knowledge. It is considered the main task of the teacher to form the student in accordance with the requirements of the modern era. Teachers who can listen to their wishes and dreams are highly appreciated. A teacher who is frivolous, indifferent, far from democracy, scolds his students too much and inappropriately, and indulges in insults in the process of education creates hatred not only for himself, but also for the subject he teaches. Students do not respect such a teacher, do not prepare well for their lessons, and do not perform

their tasks enthusiastically. With a simple word or a kind attitude, the teacher can have a good effect on the student's heart, arouse enthusiasm for learning and eliminate negative situations in their behavior (Əhmədov H., 2014, p. 76). Unlike the family, the school environment, the collective factor here has ample opportunities to properly shape the student.

Authoritarian, liberal, and democratic styles of the teacher are distinguished in the work "Social Pedagogy" by H. Alizade and R. Mahmudova. It was noted that the democratic style gives optimal results in the teacher-student relationship. "Democratic teachers study the features of the social development conditions in the family under the influence of demographic factors. In the process of education, their pedagogical results are taken into account in different ways. Experienced teachers provide effective pedagogical advice to parents, hold individual conversations with students, involve them in student self-government bodies, and increase their social activity. Advanced teachers consider the humanization of teacher-student relations to be the main means of education (Əlizadə H., 2013, p. 233). "Authoritarian teachers are able to collect information about the demographic processes occurring in the students' families during the educational process, and they even understand that the changes in the behavior and attitudes of students in their pedagogical practice are related to negative demographic effects, but this when interpreting the changes in a pedagogical direction, they make serious mistakes in terms of pedagogical skills as a result of an authoritarian attitude to those events (Əlizadə H., 2013, p. 232). As it can be seen, teachers who choose the authoritarian style lead to allowing negative situations in the process of both education and upbringing. However, teachers who choose a democratic style and have a humane attitude achieve effective results in the educational process, and at the same time, they can achieve the correct establishment of family-school relations.

The education of the student in the team is more successful. A healthy collective, native relationship paves the way for the teacher to achieve the goal. For this, the teacher should deeply study the team and be familiar with the individual characteristics of each student here. Students have individual characteristics and different abilities. Some of them are able to express their ideas well, they approach their studies with enthusiasm, while others have difficulties in this regard, they cannot repeat what they read, listen to, etc. The teacher has the opportunity to guide students in any way based on their individual characteristics, interests and abilities. This is the basic law of success in both the training and education process.

Ways to eliminate negative demographic effects. The ability of students to establish proper relationships at school, meeting their communication needs, is important in eliminating the negative effects of demographic factors. For this, teachers should try to establish and maintain a healthy psychological environment in the classroom. Studies show that when a normal environment is not provided in the family and at school, teenage students show interest in the street environment. Street gangs can easily attract teenagers into their environment. In these groups, sometimes teenagers are faced with terrible situations. Sometimes improper behavior and bad habits are acquired, and sometimes they can get addicted to harmful substances that lead to more serious consequences. Yes, no matter how unbelievable it may seem, we witnessed such situations during the surveys we conducted in schools. Failure to establish proper friendships at school, and failure to meet students' communication needs are among the clearly visible facts that can result in the above-mentioned negative situations.

Educative conversations are of special importance in terms of eliminating negative demographic effects during the educational process at school. In the course of the pedagogical process, local conversations of teachers play a major role in creating or preventing conflicts with students. The style and position of the teacher is also of special importance when choosing the conversation method. At this time, the teacher's conversations and actions, as well as his behavior and position, should match. At the same time, in order to be able to see the effective result of moral conversations, the requirements for their conduct should be expected. Conversations should be free from gossip, criticism, and should be on time and within the norm. Otherwise, this method will cause students to lose patience, become tense, and lead to the beginning of conflicts (Əlizadə Ə., 2001, p. 53).

Proper orientation of students and effective assessment of their free time have a positive effect on eliminating the negative effects of demographic factors in schools. Revealing the interests and abilities of students affected by negative demographic factors and directing them according to these factors is important in terms of their development, formation, as well as their removal from negative influences. Several nuances are evident in this matter: Respecting the interests of students, guiding them in a way that they can get the right and successful results, ensuring the effective direction of free time and preventing them from spending unnecessary free time, etc.

According to the conducted research, we see that most teachers do not pay attention to the direction

of students' interests and abilities. Even parents are indifferent to this issue. Sometimes they are aware of their child's abilities, but they don't want to take it into account. Parents often focus mainly on the student's academic performance, forgetting about other areas. Sometimes they prefer to manage their children in accordance with their material and moral freedom. The situation is more difficult for students affected by negative demographic factors. In order to realize the dream of her lost husband, the mother is trying to make her daughter, who has no interest in technical and natural sciences, but loves literature, history, painting, become a doctor. For this reason, he burdens the child himself, and also makes the teachers do it, leading to the point of cooling the child off from learning. This form of "suffocation" of the child's inner world is one of the obvious factors that lead to the straining of relations with both parents and teachers.

Violation of the principle of optimism towards student education by teachers can be noted as one of the nuances that lead to the tension of relations between them. Thus, the label of "bad student" attached by some incompetent teachers to students who show behavior violations or whose demographic situation is not typical due to any problem can alienate the student from the teacher, the school, and the entire educational process. Such teachers spread their thoughts about the student to the pedagogical team, talk out of place, turn it into an object of discussion, and gradually create a general negative opinion about him. "According to K. Blaga and M. Shebek, the role of "conversations" in the teachers' room is great in creating any opinion about the students in the school staff." In the textbook "Social Pedagogy" by H. Alizade and R. Mahmudova, they drew attention to the role of reputation in establishing teacher-student relationships. In their opinion, the reputation of the student plays an important role in the establishment and development of the teacher-student relationship, as well as the teacher himself. In the work, there is ample space for the interpretation of surveys and experiments conducted in different periods related to the topic (Əlizadə H., 2013, p. 224).

During the pedagogical process, the importance of analyzing various demographic events and facts and marking them as appropriate is often not taken into account. The analysis of teachers' work experience shows that many subjects are undervalued even though they are important in terms of studying demographic phenomena or facts. Most teachers do not really pay attention to the interpretation of demographic phenomena when working on their topics, they treat them as ordinary social phenomena, at best they are satisfied with simply stating the relevant facts.

The role of pedagogical support in eliminating the negative effects of demographic factors in schools is very important. Ilyasov M. writes in his work "Modern problems of teacher professionalism and pedagogical competence": "Pedagogical support is an indispensable tool in the formation of "teacher-student" and "parent-child" relations. Its correct organization and conduct leads to the formation of such important aspects of the educational process that replacing it with other means has a very weak effect compared to the results obtained from it. Therefore, when, under what conditions and with what means and methods the pedagogical support is provided is of great importance in terms of its effectiveness" (Ilyasov M., 2018, p. 100).

While studying various subjects, students get acquainted with numerous demographic events and facts on the example of classical writers, artists, composers, eminent scientists, historical figures, life and creativity. However, teachers often do not evaluate these events and facts from the same point of view, and in many cases they simply repeat each other. Interdisciplinary communication should also be used correctly so that students can analyze demographic events and facts in detail.

Sometimes, even though teachers clarify demographic events and facts in one way or another, they do not approach their analysis on a scientific-pedagogical level, and do not effectively use the educational opportunities of the lesson. Experienced teachers attach great importance to eliminating the negative effects of negative demographic factors in the classroom. They comment on the demographic factors that have occurred on the studied topic, despite all the difficulties they face, they emphasize the characters' persistent, hardworking, honest, selfless, responsible, and intelligent behaviors, and try to instill in the students. They also inform the students about the demographic events faced by their favorite poets and writers, they call for example of these geniuses who did not get discouraged despite all the difficulties and rose with great effort and suffering.

Analysis of demographic facts in the classroom requires special pedagogical competence from the teacher. Based on the surveys conducted with the students, we can note that it is not advisable for the teacher to address and admonish students from families affected by negative demographic influences in the course of the lesson. In this process, its logic is clear and natural. Using appropriate methods, the teacher should try to penetrate the inner world of the students and educate and shape their will-spiritual qualities. By creating a correct attitude to the demographic events and facts, favorable

conditions should be created for the gradual change of the attitudes of students growing up in incomplete families, and on the other hand, the attitudes of class students towards them (Əlizadə H., 1993, p. 47).

Correct, systematic organization of students' free time is one of the main conditions that positively affect the development and formation of their worldview, as well as educational activities. At the same time, the correct organization of their free time is very important in eliminating the negative effects of negative demographic factors on students. When we say free time, we mean the time gap that occurs after students complete their educational activities in educational institutions during the day. At present, the proper leisure time of schoolchildren is among the issues that concern parents and teachers. In particular, what kind of activity students from single-parent families, who are affected by negative demographic factors, should do after school is in the center of attention of the whole society. Proper organization of students' free time plays an important role in saving them from being less exposed to the negative effects of demographic factors. The organization of free time, directing children to different fields according to their interests and abilities is mainly the responsibility of the family. However, it would be unreasonable to expect this step from families affected by various demographic factors.

Parents who are faced with the difficulties of family problems and are in financial, moral and psychological condition are sometimes not in a position to guide their students properly even if they want to. For this reason, it is up to the teachers to properly divide the free time of the students. It should be noted that the correct planning of the extracurricular time of students who have faced negative demographic factors and experienced psychological shocks can be an obstacle to the emergence of problems in the course of the pedagogical process. Involvement of them in the types of activities according to their interests leads to their distancing from family problems, to work on themselves, and to the formation of their worldviews. At this time, those students partially distance themselves from psychological tensions, as a result, their interest in training increases. Proper orientation of students during training and free time is one of the optimal methods to eliminate the negative effects of negative demographic factors they are exposed to. Because the partial reduction of family control over those students is inevitable.

Therefore, the head of the class, the school psychologist and the administration should take serious measures regarding the proper organization of free time for those students. Students' daily, weekly,

monthly, and annual schedule should be prepared by ensuring the participation of their parents. In this regime, the types of activities that they will be engaged in after the lesson should be listed in sequence. During the preparation of the regime, it is necessary to take into account the interests and tendencies, abilities of students, as well as the lags that manifest themselves in educational activities. It is necessary to ensure that the students follow this regime by the school administration. It should be noted that as a result of the organization of leisure time according to the interests of students from single-parent families, it can not only lead them to distance themselves from negative influences at the present time, but can also play the role of a foundation for their future development. At the same time, it has a positive effect on the choice of specialty and profession, and motivates them. However, from the survey conducted among teachers, parents and students, it is clear that the organization of students' free time has not been given due attention (Hüseynzadə R.L., 2016, p. 113).

Based on the observations made, we can note that in terms of eliminating the negative effects of demographic factors in schools, the creation of school and family connection and the continuity of this cooperation are important conditions. In this regard, it is imperative that the teacher is in constant contact with the students' families and learns about the problems that have occurred here. Sometimes the family may need help to solve psychological and financial problems. It is an obvious fact that these problems create an obstacle to the student's attendance and educational performance as a whole. Teachers should discuss the situation of the family together with the school administration and psychologists, try to support them, and propose ways to overcome the obstacles faced by the student. Especially incomplete families are more worried in this regard. After all, the disruption of the family union for any reason is shocking and makes them feel helpless in the face of events. The fact that the school makes the student and his family feel that they are with him in times of difficulties, leads to the student having hope for the future and looking at life with more confidence. Providing the necessary attention and care encourages them to be resilient to the events that have happened, which is of exceptional importance for its development and formation. The attention and care shown by the teachers should create hope in the students that they will show the right way in any difficulty they may face. This point allows students to always contact the teacher without hesitation. The importance of this nuance is very deep, because when a student turns to the wrong people for a way out in

solving any problem, the result is sometimes sad, the student is left face to face with an abyss (Əlizadə H., 1993, p. 34).

In terms of eliminating the negative effects of demographic factors, it is extremely important for teachers to study the age, gender, individual and characteristic characteristics of students, and to rely on those characteristics in the course of the educational process. This point should be taken into account when working with all students. However, especially the reactions of students from incomplete families to events that happened within the family can change according to their age, gender and individual characteristics. Thus, girls and boys can have different reactions to the loss of a father or mother, divorce process and other negative demographic events. It is possible to notice the different reactions of children of different ages to this event.

While in girls, the loss of a parent is manifested with great sadness and heartbreak, closed in their inner world, it is possible to see more crazy and aggressive reactions in teenage boys. Or we see that students from different age groups approach the events in different ways. Any change in the behavior of students, lethargy, distraction, stress, tension, behavior disorder, etc. When the characteristics show up, the teacher should immediately take action to clarify and solve the problem. At this time, he should first of all survey other subject teachers, collect information from each of them and analyze them. Then, by contacting the school

psychologists, the student should try to help him to overcome the problems that have occurred in his psychological state.

Conclusion. From the observation of school experience, we know that most teachers do not have the ability to work with students from families affected by negative demographic influences. Most teachers are not methodologically prepared for this process. They approach the education of students with general rules. Of course, it is not possible to get the necessary effect. The teacher should try to get to know the students well, be familiar with their demographic and psychological conditions. Because it is difficult to help the person in front of him without knowing what he needs. Also, without taking into account the living conditions of the students, they cannot be evaluated or blamed.

In families affected by negative demographic factors, parents themselves struggle with a number of socio-psychological problems, in this regard, it is more appropriate to conduct special work with these students in schools. First of all, together with the school management, subject teachers and class leaders, it is necessary to identify those students who are lagging behind in education. Organization of work in certain groups and individually when needed leads to the emergence of perseverance, hard work, responsibility, self-discipline skills, strong will, enthusiasm in those students. In order to choose the right direction and achieve effective results, the help of school psychologists should be used along with class leaders, subject teachers, school management.

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