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The purpose of the study is to identify and substantiate the specific characteristics of personality-oriented pedagogical processes in primary education and to determine the methodological, psychological, and didactic foundations necessary for their effective realization. The research seeks to reveal how the personality-centered approach contributes to the development of the child as an active subject of the learning process, emphasizing individuality, self-expression, and self-realization within the pedagogical environment.

Methodology. The study employs a combination of theoretical and empirical research methods, including the analysis of pedagogical and psychological literature, comparative evaluation of traditional and personality-oriented teaching systems, and synthesis of practical approaches used in modern Azerbaijani primary schools. The research draws upon the pedagogical principles of differentiation, subjectivity, and individual development to construct a model of effective learner-centered education. Particular attention is paid to factors influencing the efficiency of applied pedagogical technologies, such as teachers' professional preparedness, classroom environment, and students' psychological traits.

Theoretical and Scientific Basis. The study is grounded in the theories of humanistic pedagogy and developmental psychology, integrating the conceptual ideas of educators such as Vygotsky, Rogers, and modern Azerbaijani scholars. It rests on the principle that education should be directed not toward the collective but toward the individual learner, thereby enabling the formation of cognitive, emotional, and moral qualities of personality. The research highlights the interrelation between pedagogical interaction, motivation, and the subjective experience of learners in the classroom.

Scientific Novelty. The novelty of the research lies in defining the structural components of the personality-oriented educational process in Azerbaijani primary schools and in proposing a pedagogical model that ensures the integration of individual development, emotional engagement, and cognitive progress. The study demonstrates that the transition from traditional to personality-centered education transforms the role of the teacher—from an information transmitter to a facilitator of learning and personal growth—while establishing a humanistic and developmental learning environment that nurtures self-actualization and creative potential in young learners.

Keywords: personality-oriented education; primary school; pedagogical process; learner-centered approach; individual development; humanistic pedagogy; educational innovation.

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СПЕЦИФІЧНІ ОСОБЛИВОСТІ ОСОБИСТІСНО ОРІЄНТОВАНОГО ПЕДАГОГІЧНОГО ПРОЦЕСУ В ПОЧАТКОВИХ КЛАСАХ

Метою дослідження є виявлення та обґрунтування специфічних характеристик особистісно орієнтованих педагогічних процесів у початковій освіті, а також визначення методологічних, психологічних і дидактичних засад, необхідних для їх ефективної реалізації. Дослідження спрямоване на з'ясування того, як особистісно орієнтований підхід сприяє розвитку дитини як активного суб'єкта навчального процесу, підкреслюючи індивідуальність, самовираження та самореалізацію в педагогічному середовищі.

Методологія. У дослідженні використано поєднання теоретичних та емпіричних методів, зокрема аналіз педагогічної та психологічної літератури, порівняльну оцінку традиційних і особистісно орієнтованих систем навчання, а також синтез практичних підходів, застосовуваних у сучасних азербайджанських початкових школах.

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Дослідження спирається на педагогічні принципи диференціації, суб'єктності та індивідуального розвитку з метою побудови моделі ефективного навчання, орієнтованого на учня. Особлива увага приділяється факторам, що впливають на ефективність застосованих педагогічних технологій, таким як професійна підготовленість учителя, навчальне середовище та психологічні особливості учнів.

Дослідження ґрунтується на теоріях гуманістичної педагогіки та психології розвитку, інтегруючи концептуальні ідеї таких педагогів, як Виготський, Роджерс, а також сучасних азербайджанських учених. Основним принципом є орієнтація освіти не на колектив, а на індивідуального учня, що сприяє формуванню когнітивних, емоційних і моральних якостей особистості. У роботі висвітлюється взаємозв'язок між педагогічною взаємодією, мотивацією та суб'єктивним досвідом учнів у процесі навчання.

Наукова новизна. Новизна дослідження полягає у визначенні структурних компонентів особистісно орієнтованого освітнього процесу в азербайджанських початкових школах і запропонованні педагогічної моделі, що забезпечує інтеграцію індивідуального розвитку, емоційної залученості та когнітивного поступу. У роботі показано, що перехід від традиційної до особистісно орієнтованої освіти трансформує роль учителя – від передавача інформації до фасилітатора навчання й особистісного зростання, створюючи гуманістичне та розвивальне освітнє середовище, яке сприяє самореалізації та розкриттю творчого потенціалу молодших школярів.

Ключові слова: особистісно орієнтована освіта; початкова школа; педагогічний процес; підхід, орієнтований на учня; індивідуальний розвиток; гуманістична педагогіка; освітні інновації.

The Personality-Oriented Approach in Education. With the strengthening of the process of democratization in society, there is an increasing need for independent and free-thinking individuals who are responsible for their own actions and capable of making well-reasoned decisions when necessary. School education serves as the fundamental basis for meeting this need. The personality-oriented organization of education deepens its content and essence and enhances its role as an important means in shaping the human personality.

In the process of ensuring the personality orientation of education, the focus shifts from society as a whole to the individual learner. Therefore, in recent years, the issue of the development of the learner's personality within the educational process has become particularly relevant.

The flexibility of education serves to create conditions for the development of various groups of children—those who are gifted, as well as those with physical or intellectual disabilities, among others – by organizing separate groups, classes, and schools. However, another approach to realizing the idea of variability in education is also possible. This approach consists of creating a favorable developmental environment within the general education space – an environment that provides each child with multiple opportunities for comprehensive growth according to his or her individual characteristics (Abbasova, 2008, p. 18).

At present, many leading general education schools attach great importance to the use of personality-oriented teaching technologies in classes with young learners. This is directly related to the increasing demands placed on the professional qualities of modern teachers. The reforms carried out to modernize contemporary education simultaneously require educators to implement personality-oriented teaching. Naturally, this approach somewhat contradicts the theoretical positions formed in the traditional educational experience of the existing system. One of the main reasons for this contradiction lies in the conservative attitudes

of participants in the teaching process toward its organization. However, just as time cannot be reversed, it is also impossible to move forward in education without solving the emerging problems of the teaching process. Personality-oriented education is a demand of the time and should occupy an essential place in primary education.

Long-term research by pedagogues and psychologists has made it possible to identify the following fundamental principles underlying personality-oriented learning, which forms the basis of the modern stage of educational development:

- The principle of the uniqueness and value of the individual. This implies recognizing the individuality and uniqueness of each child's abilities and affirming the necessity of constructing an educational process aimed at the maximum development of this individuality (for example, by developing flexible curricula and programs adapted to the learner's individual characteristics).

- The principle of the priority of individual development. This principle regards the process of individual development as the central link in school education (here, education functions not as an end in itself, but as a means of personal development).

- The principle of focusing on the “zone of proximal development”. This principle involves ensuring an accessible level of difficulty for mastering the material with each learner, classifying the learner's developmental zone according to individual learning pace and abilities.

- The principle of subjectivity in the educational process. This emphasizes the orientation toward internal rather than external motivation (such as encouragement, interest, or avoidance of punishment) and ensures the child's freedom to choose areas of engagement in the organization of school life.

- The principle of emotional and value orientation. This principle ensures the unity of feeling and thought in the pedagogical process (maintaining a system of trustful relationships, constructing curricula aimed at

the integration of knowledge and the creation of a unified emotional worldview).

- The principle of the formation of personal knowledge. This affects the didactic effectiveness of knowledge formation (using various pedagogical situations focused on the application of interdisciplinary knowledge) (Hasanov & Aghayev, 2007, p. 95).

An educational process based on these principles accepts the child as he or she is, perceives the learner as an integrated personality, and assists in the formation of a free, developed, educated, and responsible individual. A number of modern pedagogical technologies play a significant role in enhancing the efficiency of teaching in primary grades. The effectiveness of using such technologies depends on various objective and subjective factors. Every teacher's ability to consider and correctly assess the influence of these factors significantly determines the efficiency of the pedagogical process. A group of psychologists and educators (A. Alizade, M. Hamzayev, R. Aliyev, N. Kazimov, M. Ilyasov, A. Mehrabov, et al.) have identified the following objective factors:

- The presence of concrete pedagogical and educational goals aimed at developing creative thinking and communicative skills (problem-based learning, brainstorming, dialogical learning, discussions, etc.);

- The distinct characteristics of the subject content (the correspondence of technologies to the topic's content – for example, communicative dialogue, simulation, and role-playing are particularly effective for teaching “Azerbaijani Language”);

- The broad use of problem-based approaches, research-based learning, creative projects, communication and dialogue technologies, group learning, and ICT integration;

- Consideration of learners' individual characteristics (ensuring that tasks correspond to each child's individual abilities and skills), creating comfort for every learner in the process;

- The provision of methodological, didactic, and material-technical resources;

- The compliance of classroom conditions with current requirements, including the qualitative and quantitative composition of learners, etc.

In personality-oriented education, the teacher's activity is directed toward solving organizational, methodological, and educational tasks required in a dynamic teaching environment. The teacher implements the educational process while maintaining “subject–subject” interactions, preparing optimal pedagogical “decisive moments” for each individual. The success of mastering new educational content depends largely on how well the material is adapted to the age, interests, and inclinations of primary school learners.

At the present stage of social development, the effective resolution of pedagogical problems depends on the completeness and quality of preparation for

professional activity. This helps modern teachers adapt more quickly to their work environment, adopt a sound pedagogical and civic position, and purposefully apply pedagogical knowledge and skills in their practice. It also enables them to identify the key directions of pedagogical activity, perform their professional duties, and select and apply appropriate methods and tools of education. The efficiency of existing teaching materials is thus acquiring increasing scientific and pedagogical significance (Ilyasov, 2021).

The *State Strategy on the Development of Education in the Republic of Azerbaijan* states:

“At all levels of the education system, teachers' knowledge, skills, and professional competence must be raised in accordance with modern requirements, and the quality of their professional performance must be improved” (State Strategy on the Development of Education in the Republic of Azerbaijan, 2013).

Education plays a vital role in the formation of the learner's personality. Proper use of its potential has a strong influence on the individual, fostering qualities such as humanism, diligence, respect for the environment, patriotism, civic consciousness, friendship, and solidarity. From this perspective, it is essential to consider all structural elements of the teaching process in personality-oriented education, including its objectives, principles, content, methods and tools, forms of instruction, and expected outcomes.

In a personality-oriented lesson, the process must be purposeful and the topic aligned with contemporary realities. Pedagogical regularities such as consciousness, activity, age-appropriateness, individualization, the development of knowledge, skills, and habits, confidence, mutual respect and responsibility, systematicity, open-mindedness, humanism, and personal example must be observed (Hasanov & Aghayev, 2007, p. 97).

Research shows that the primary school age represents a starting point in an individual's self-awareness and the formation of his or her position in both education and life. Since it is difficult for a child to complete tasks independently during this stage, providing support is especially crucial for the formation and development of the learner's personality.

The personality-oriented approach in primary education has several distinctive features. Paying attention to each student's characteristics implies not only focusing on individual direction but also personalizing the learning process. During this process, the teacher adapts the educational environment to the child's traits, modifying pedagogical influences accordingly. The possibility of choice within the learning process is a defining feature of personality-oriented teaching, while differentiation also plays an important role.

Differentiated education allows for the effective resolution of the issue of quality education for all learners. Yet, one of the main tasks of modern

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schooling remains the comprehensive development of personality, which is directly linked to the implementation of personality-oriented education.

An analysis of personality-oriented educational concepts reveals several advantages of this system:

1. Personality-oriented education aims to meet the needs and interests of the child more fully than those of state and public institutions.

2. In this approach, the teacher focuses not on forming socially typical characteristics in students but on developing their unique personal qualities – ensuring the cultivation of individuality and taking into account personal interests and needs.

3. This approach transforms the teacher – student relationship into a subject–subject interaction, redistributing roles and authority within the learning process.

Accordingly, the key elements in the organization of personality-oriented learning include:

- Individuality – the uniqueness of a person or group that distinguishes them from others;
- Personality – a system of enduring yet evolving qualities that characterize the social essence of an individual;
- Self-actualizing personality – a person who consciously and actively strives to realize his or her full potential;
- Self-expression – the process of developing and manifesting one's unique abilities and qualities;
- Subject – an individual or group capable of

conscious and creative activity in understanding and transforming reality;

- Subjectivity – the degree of freedom and activity an individual or group demonstrates in choosing and carrying out their actions;

- The “Self” concept – a system of ideas an individual holds about themselves, reflecting their interactions with others and their attitude toward life;

- Choice – the ability of an individual or group to select the most favorable option for self-expression;

- Pedagogical support – teacher activity aimed at providing preventive and practical assistance to students in resolving personal issues related to health, communication, learning progress, and life or career self-determination (Jabrayilov, 2011; Ismayilov, 2008).

A teacher's understanding of the essence and structure of personality-oriented learning enables them to model and structure their educational activities in a more purposeful and effective manner. It also facilitates the self-development and support of the child's personality, individuality, and subjectivity.

Personality-oriented education represents a type of learning process in which the teacher and learner act as active, central participants. The main purpose of this process is to serve the formation and development of the learner's personality, taking into account his or her individuality, inner world, and system of values.

In summary, the basic structure of personality-oriented learning can be presented as shown in Table 1.

Table 1. Key components of person-centered learning

Content	Principles	Methods	Forms
Individuality	Self-actualization	Dialogue	Lesson:
Personality	Individuals	Game	Creativity
Self-actualizing personality	Subjectivity	Reflexive	Conflict
Self-expression	Choice	Pedagogical support	Role play
Subject	Creativity	Diagnostic	Competition
Subjectivity	and success	Creating a situation of	KVN
I – concept	Trust and support	choice and success	Exhibition
Choice			Excursion
Pedagogical			Homework workshops
Support			Elective subjects
			Extracurricular activities

One of the most important elements of learner-centered education is the compatibility of teaching with the student's cognitive mechanisms, as well as their cognitive and mental strategies. It is well known that the primary form of implementing learner-centered instruction for younger students is the lesson itself.

In didactics, the lesson is considered the fundamental form of organizing instruction. The dynamics of the student's cognitive functions are most clearly manifested in the course of the lesson, which is also observable within learner-centered educational processes.

Experience and the results of research show that, when implementing learner-centered education in primary grades, it is essential to adhere strictly to certain pedagogical and psychological requirements in every lesson (Ilyasov, 2021):

- identifying the learner-centered potential and functions of the lesson during the planning stage and defining the corresponding activities;

- developing the technology to realize the learner-centered function of the lesson;

- directing the identified potential toward the emotional and moral development of students during the lesson process;

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- taking into account students' individual psychological characteristics, interests, and needs;
- employing methods and styles that influence students' emotional and motivational spheres;
- fostering positive attitudes toward learning among students;
- ensuring a humanistic atmosphere, optimism, respect for the student's personality, and genuine interest in personal development;
- creating a developmental and instructional environment in the classroom, as well as a positive pedagogical and psychological climate conducive to learning and growth.

The goal of a learner-centered lesson is to create conditions that foster the revelation and development of a student's personal characteristics, as well as the formation of qualities that contribute to personal growth (Abbasova, 2008). To achieve this, the following methods and means are deemed necessary:

- using diverse forms and methods of organizing learning activities that enable students to express their subjective abilities;
- creating an environment that stimulates each student's interest;
- encouraging students to express their thoughts freely and complete tasks without fear of making mistakes, using positive communicative influences to sustain motivation;
- incorporating materials that allow students to demonstrate their subjective experiences;
- evaluating students' performance not only by outcomes (right or wrong answers) but also by the process of achieving them;
- encouraging students to find their own ways of solving problems and to analyze them collaboratively;
- creating pedagogical situations that allow every student to demonstrate initiative and independence, and providing opportunities for natural self-expression.

The idea behind a learner-centered lesson is to maximize the impact of the educational process on the development of the student's individuality. In other words, the lesson should be organized and structured in such a way that:

1. students' interests are addressed and opportunities for their development are created;
2. students' creative abilities, self-development, and self-improvement skills are nurtured;
3. students' worldviews and life experiences are enriched through the acquisition of practical knowledge, skills, and habits;
4. students' independence, initiative, creativity, and activity are cultivated (Jabrayilov, 2011).

To ensure learner-centered education in primary grades, the life experiences, knowledge, skills, and habits already possessed by younger students must serve as the foundational base for instruction and be effectively utilized in the pedagogical process. Stu-

dents' subjective experiences should not be neglected; rather, they should be activated and made relevant.

According to Mehrabov (2006), the actualization of students' subjective experiences refers to "the set of teacher's actions aimed at stimulating the child's desire to use previously acquired knowledge, skills, and abilities in a particular learning context" (pp. 33–40).

Learner-centered education does not produce immediate or comprehensive results. Just as the effects of moral education take time to manifest, the outcomes of learner-centered teaching may not appear instantly. Nevertheless, its realization encompasses all stages of the pedagogical process (Hamzayev, 2003). For this reason, it is important for primary school teachers to take the following points into account:

1. ensuring that students consciously assimilate what they have learned;
2. providing integration between theoretical knowledge and practical activities;
3. developing students' abilities to reason and express opinions about what they have learned;
4. cultivating the skills to assess and evaluate events and processes;
5. using exercises to further develop positive qualities that have already emerged, among others.

In pedagogical theory and practice, traditional education either fails to recognize the significance of students' subjective experiences or views them as insignificant, erroneous, and as obstacles to the process of "knowledge acquisition." In contrast, learner-centered instruction positions the student as the bearer of subjective experience, which is regarded as original, valuable, unique, and personally meaningful (Ismayilov, 2008).

When comparing the foundations of traditional and learner-centered lesson design, it becomes clear that traditional lessons follow the classical typology of knowledge transmission. "In the traditional system, certain lessons are aimed at forming new knowledge, reinforcing and improving it, generalizing and systematizing it, and testing the mastery and formation of relevant skills and abilities" (Isgandarov, 2001, p. 68). The passive role of the student in the traditional approach is evident, as the student is treated as an object upon which pedagogical influences are exerted.

In contrast, the learner-centered lesson places the student's personality at the forefront, directing the entire pedagogical process toward personal development. Here, the synthesis of the younger student's mental, intellectual, and moral development is achieved. For this, the teacher must pay special attention to creating stimuli that deepen students' acquired knowledge, strengthening interpersonal relations between teacher and students as well as among students themselves, ensuring the positive intellectual, moral, and psychological effects of the learning process, and fostering an environment that reveals and develops students' potential abilities.

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Each specific lesson consists of certain stages. According to Hamzayev (2003), at each stage the teacher utilizes knowledge sources, methods, techniques, teaching aids, and forms of educational activity that correspond to the lesson's objectives. However, unlike the traditional lesson, the foundation of a learner-centered lesson is not its stages, but rather the learning situation. A key feature of the learner-centered lesson is the reciprocal interaction between the teacher and the students. Comparing the activities of teachers who conduct traditional and learner-centered lessons, significant differences can be observed, as illustrated in the table below (Mardanov, 2001).

In traditional instruction, the teacher takes control of most of the lesson, while during frontal teaching, students are given only a small opportunity to respond. Typically, classroom communication consists of the teacher proposing—or compelling—students to complete tasks in accordance with the requirements of the curriculum. However, for students to be able to choose tasks that interest them more in terms of content, type, and form, the teacher should use frontal methods only for informational purposes (i.e., directive and content-oriented guidance) and rely primarily on individual methods (all forms of independent and group work; Author, 2025, p. 10).

Table. 2 Characteristics of teacher activity in traditional and personality-oriented lessons

In a traditional lesson, the teacher:	In a personality-oriented lesson, the teacher:
1. Teaches all children the assigned amount of knowledge, skills and habits.	1. Helps each child to effectively accumulate his own personal experience.
2. Determines educational tasks, the form of children's work and shows them an example of the correct fulfillment of tasks.	2. Offers children a choice of various educational tasks and forms of work, encourages children to independently search for ways to solve these tasks.
3. Tries to interest children in the educational material he offers.	3. Try to identify the real interests of children and coordinate the selection and organization of educational material with them.
4. Conducts individual lessons with children who are lagging behind or more prepared.	4. Conducts individual work with each student.
5. Plans and directs children's activities.	5. Helps children plan their activities.
6. Evaluates the results of children's work, notes and corrects mistakes.	6. Encourages children to independently evaluate the results of their work and correct mistakes.
7. Establishes rules of conduct in the classroom and monitors their observance by children.	7. Teaches children to independently develop rules of behavior and monitor their observance.
8. Resolves conflicts between children: encourages those who are right, punishes those who are guilty.	8. Encourages children to discuss conflict situations that arise between them and independently look for ways to resolve them.

In learner-centered instruction, cooperation, interaction among participants of the educational process, the elevation of students to the level of active subjects in learning, and a stronger focus on personality formation collectively constitute the integral image of this type of lesson. This image helps the teacher to organize instructional activities more consciously and purposefully, focusing on the development of students' individuality and creative potential.

Criteria for Effective Learner-Centered Lessons.

The criteria of effectiveness for a learner-centered lesson may be summarized as follows:

- Considering the preparedness level of both the class and individual students during the lesson.
- Making extensive use of problem situations, modern teaching methods, and creative tasks.
- Maintaining a motivating attitude toward students' work regardless of their level of achievement.
- Ensuring a positive psychological climate and

emotional atmosphere in the classroom.

- Fostering students' self-assessment skills.
- Taking into account students' interests and needs, and providing conditions for independent work.
- Promoting the independent application of acquired knowledge and guiding students toward self-development.
- Creating real opportunities for students to express their opinions and expand their creative independence.
- Encouraging reflection on the nature of questions and results obtained, and organizing their analysis and discussion.
- Striving for well-reasoned answers from students and conducting analysis of both correct and incorrect responses.
- Providing justification for the assessment given to students, explaining why a particular grade was assigned instead of another.

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- Ensuring the active participation of all students in discussions.

The Role of the Lesson in Personal Development.

The unique development of a student's personality primarily takes place within their main activity—learning—where the lesson serves as the core organizational form. Since the principal goal of a learner-centered lesson is to create conditions for the revelation of the student's individuality, teacher-student cooperation in such lessons must be based on mutual trust and support.

In constructing the teaching process, the fundamental principles and ideas of humanistic pedagogy and psychology must be taken into account. Lessons should correspond to each child's abilities, respect their individuality, and serve the comprehensive development of their personality in various dimensions—cognitive, intellectual, moral, psychological, and physical.

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“Нехай наші очі бачать в людях найкраще, серця вибачають найгірше, а душі не втрачають віри”.

*Ельчин Сафарлі
сучасний азейбаржанський письменник*

“Çitqə meta – perşiy kroyk do budʹ-yakogo dosyazhnenʹnya”.

*Вільям Клімент Стоун
американський бізнесмен, меценат*

“Досконалість – це не тоді, коли нічого додати, а тоді, коли нічого відняти”.

*Антуан де Сент-Екзюпері
французький письменник*

