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**ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy  
(Doctor of Science)

**THE-DEVELOPMENT OF STUDENTS'  
MANAGEMENT CULTURE IN THE PEDAGOGICAL  
PROCESS**

Speciality: 5804.01 General pedagogy, history of  
pedagogy and education

Field of science: Doctor of Philosophy in Pedagogy

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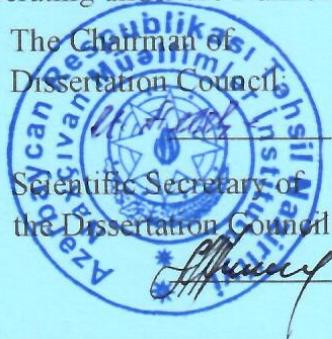
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## GENERAL CHARACTERISTICS OF THE STUDY

**Relevance and development level of the research.** The development of students' management culture in higher pedagogical education is one of the expected learning outcomes and requires young people to have efficient and productive skills in modern society. The main existing issues in current situation in the pedagogical education are to change social, behaviours, norms, rules, values in reforms in the education system caused students' concern in self-governance skills. Management skills play an important role in solving problems in the pedagogical education system that students face in building their future careers. Accordingly, the problem of developing management culture of the pedagogical staff in education is becoming more crucial day by day.

The dynamic growth of external influences in the pedagogical science, the sustainable development of technological previligies and the integration of pedagogical approaches into socio-economic systems require new education managers.

It should be mentioned that the profession of "education manager" has recently become more popular, and the lack of sufficient professional staff in this field is even more relevant. Furthermore, the lack of learning outcomes that shape students' management skills in education also creates uncertainty in using and developing of these skills for their future. Management skills can be defined by the specific attributes that an employee can perform specific tasks in order to demonstrate organization skills in workplace. The relevance of this research in the educational agenda requires to change teachers' vision, knowledge and thinking skills in the pedagogical process. It is relevant to grow young people to support the needs of society or demonstrate talant and forward-thinking skills in changing the institutional environment through modern approaches and activities.

While the demands for large-scale development in education system are growing worldwide, the structues of the education system do not consistently meet these requirements. Education management structures are virtually incapable of responding to failures in

education, and regarding to this issue, this study presents the most of the problems in higher education. Students' innovative activities give them opportunities to innovate, organize work independently, develop research skills and respond to future global challenges.

**The relevance of the research.** There are various researches have been carried out dealing with the dissertation work, a number of scientific works have been written. Taking into account into consideration, we titled our dissertation topic "Development of students' management culture in the pedagogical process".

**Object and subject of research.**

The object of the research is the formation of the pedagogical management culture of students.

The subject of the research is the formation of students' management culture of in higher education and it includes to study a number of problems on this topic. Regarding this, the theoretical problems of the development of management behavior among students, principles of organization of management, psychological, methodological basis and assessment process have been investigated.

**The aims and objectives of the research.**

The aim of the research is to develop students' management culture skills in the pedagogical process. Th objectives of the research mainly includes the following tasks:

- a) to organize the university practice of students' self-management skills in the learning process and to identify their typical mistakes;
- b) to determine the pedagogical and psychological features of developing of students' management skills;
- c) to review the scientific and pedagogical literature reharding the problem:
- d) to identify the effective ways to develop students' management skills in higher education;
- e) to implement experimental learning to test the effectiveness of research methods and students' self-management skills;
- f) to give methodological instruction with scientific justification in the development of students' management skills.

**Research methods.** During the research the following research methods have been used as below:

- the scientific approaches and modern technologies application has been investigated in various domains of management, including the educational systems;

integration of world experience into the theory of education management and the definition of the term "education manager" has been identified;

- educational and theoretical documents have been reviewed and analyzed.

- data has been collected, pedagogical observation and interviews, questionnaires have been conducted;

- defining, teaching and testing phases of pedagogical experiment have been implemented;

- mathematical and statistical methods have been analyzed.

The experiment has been conducted in different groups of the Department of Pedagogy of the Azerbaijan University of Languages and Baku Slavic University. The survey has been conducted among the university students (150 people) and teachers (18 people), and the data collection have been analyzed in terms of both qualitative and quantitative measures. The statistical results have been reflected in tables and diagrams.

The following research questions presented on the topic:

- How will the new content of management skills affect in students' future activities?

- What management skills can students get to implement in other countries?

**The main provisions for the defense are:**

- 1) the organization of modern pedagogical learning in education does not fully ensure the acquisition of management skills of students and does not meet the requirements of the labor market;

- 2) the new essence and content of management, pedagogical, psychological features and effective ways of teaching management should be investigated;

- 3) modern features of students' independent activities should be

taken into account in the content of the educational program (curriculum);

**Scientific novelty of the research.**

- The development of students' management culture in higher education and obtaining these skills are based on application of modern approaches.

- The research work has been analyzed comparatively as the problem of development of management skills among students.

- The concept of manager in the pedagogy, comparative analysis of management skills, organization and application tools, types of learning and assessment of teaching process have been studied;

- The results of the experimental work were presented on the new theoretical models in the developing of management culture;

- The ways of preparing students for developing future career have been commented based on international experience as a scientific innovation;

-New pedagogical strategies and new methods have been proposed in developing of management skills.

**Theoretical and practical significance of the research.**

- to learn new theoretical approaches in developing of modern management skills in pedagogical education and to ensure the sustainability of this knowledge for students' future activities;

- to study and determine the management skills of pedagogical staff in the modern education system in accordance with the requirements of the labor market;

The theoretical and methodological aspects and rules of management skills have been identified and appealed in a new context. It has been proven that the study of new ways of pedagogical aspects of critical and creative thinking skills in management process improves students' high level of thinking, such as predicting the future skills. Another scientific and theoretical innovation skill is to investigate the impact of metacognitive skills on students' learning in pedagogical process.

The practical significance of the dissertation is that the research work can be a useful resource for the training of teachers in in

general education and can be used as an effective source for the improvement and retraining of pedagogical staff in the universities and research institutions.

**Approbation and application.** The results of the research were discussed at the Republican scientific and international conferences and seminars organized by the Institute of Education of the Republic of Azerbaijan, Azerbaijan University of Languages and Baku Slavic University. The scientific articles given below and 19 thesis were published in various journals of international and local conferences by the author. The dissertation was completed at the Institute of Education of the Republic of Azerbaijan.

**The structure and scope of the dissertation.** The dissertation consists of an introduction, 2 chapters with 8 paragraphs, a conclusion, a list of references, suggestions and appendices. The dissertation consists of: introduction - 4, chapter I - 47, chapter II - 87, conclusion- 5, suggestions - 1, list of references - 12, appendices 254292 (299 052) pages.

## **THE MAIN CONTENT OF THE STUDY**

The introductory part is proved with the relevance and degree level of research; the object and subject of research, goals and objectives, research methods, the main provisions, scientific novelty, theoretical and practical significance of research, approbation and application, structure and scope of the dissertation is given with brief information.

**The I Chapter** of the dissertation is called “Theoretical bases of formation of management culture habits in students”. This chapter consists of 4 paragraphs given below.

**The first paragraph** of the chapter entitled "The essence and content of the developing students' management skills in competency-based education", noting recent research and experimental analysis. It states as the new content of management skills that enrich students' independent learning in extracurricular contexts.

Today the definition of “educational management” purposefully relates the managing the pedagogical process. It is translated as “pedagogical management”, "a manager" or “a leader" and is accepted as “management”.

M.X. Mescon, M.Albert, F.Khedouri and S.Moinat (M.Mescon, M.Albert, F. Khedouri, F., Moinat S.) explain the current analysis of the concept of "management" in details and noted that education management is the ability to use the behavioral motives of others to achieve a certain goal in the future. Recently management theory has become a new target content in education in the developing of management skills among students <sup>1</sup>.

The analysis conducted in this section proves that first of all the formation of students' management skills depends on the study of the correct definition of its content and goals from different perspectives in higher education. It becomes clear that the having metacognitive skills in the content of management skills contributes to the students' development having new scientific-political, social, economic, cultural and environmental views in accordance with the requirements of modern society.

**The second paragraph** of the chapter is entitled "Theoretical and pedagogical features of the developing of management skills in learning". This paragraph systematically studies the principles of the pedagogical process for developing management skills among students and the role of balanced participation between teachers and students in the learning process.

The psychological and pedagogical study of the developing students' management skills presented by A.Alizadeh, H.Alizadeh, G.E.Azimov and A.V.Karpov presented the basis relevance of the problem. The pedagogical process should be focused on approaches that affect academic motivation, well-being, and social relationships, appropriate for teachers and students <sup>2,3,4,5</sup>.

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<sup>1</sup> Mescon, M. Fundamentals of Management / M. Mescon, M. Albert // F. Khedouri: Publishing house: Delo. (USA). – (777) 1997,–p. 43-156

At the same time, university auditoriums should be established with the management of students' social and educational well-being in order to develop their independent activities and self-management skills. Students feel happy with their education, and the satisfaction they get from university services allows them to focus on healthy communication and behavior with others. This paragraph studies the student-centered learning, the role of teacher and student, the appropriateness of the curriculum and learning outcomes and gives a comparative description of a group of management skills and theoretical concepts for acquiring new skills in learning.

**The third paragraph of this chapter**, entitled "The impact of psychological aspects on the developing management skills among students" analyzed the following issues:

Educational psychology offers many frameworks for management, focusing on some of the psychological techniques used in the auditorium, such as motivation, reinforcement, and teacher-student relationship.

A comparative analysis of many new theoretical models in the study of the psychological aspects of students' management skills explains its relation with today's teaching, linking the useful elements

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<sup>3</sup>Pashayev, A.KH, Pedagogy: a new course. / A.KH Pashayev, F.B Rustamov–Baku: Nurlan,–2007.

<sup>4</sup>Belova, G.B Pedagogical system of training for the adoption of management decisions in the university [Electronic resource] Access mode: <http://www.neuch.ru/referat/62491.html> (Date of application: 08. 01. 2012).

<sup>5</sup>Klimova, E.D. Developing Manager's Critical Thinking. Edited by the Honored Worker of the Higher School of the Russian Federation, Professor / L.I. Kornilova–Togliatti: LLC "RICH-MARK".–2011. 104 p.

<sup>6</sup>Mikhalkova O.A. Formation of skills and skills of management activity in the process of professional training of students of pedagogical specialties / O.A Mikhalkova, KS Marchenko // International Journal of Experimental Education. - 2014.-№5-1.- p. 70-73; URL: <http://www.expeducation.ru/ru/article/view?id=5629> (date of application: 01.01.2021)

of these theoretical ideas with research hypotheses. It also identifies the influence of management on various cognitive skills, the role of self-management, self-regulation, motivation and prevention of individual stress in learning.

**The fourth paragraph** is entitled "The terms for the development of students' management cultural skills". This paragraph states the following ideas:

Culture is a value that proves the self-presentation and identification of each person or learner. Regarding to this, the cultural nature of education based on having values with its effective product modification and it is characterized by some elements of teaching quality.

A.F.Makena, B.Yalvac, G.J.Light, K.Ohmi (Mckenna, A.F, Yalvac, B., & Light, G.J Ohmae, K., (2009) emphasize that modern models on the development students' management culture affects the level of individual motivation.

One of the main objectives of the research is to study and determine the role of these terms obtaining good management skills. Firstly, it is necessary to examine the state of application of pedagogical management in teaching. The fourth sub-chapter based on the theoretical analysis of many scientific researches, studies standard indicators, factors of providing physical learning environment, teacher's role, students' interaction and usefulness of curriculum, instructions and visual aids to improve students' management culture.

**The II Chapter** of the dissertation entitled "Practical foundation of developing students' management culture skills" consists of 4 paragraphs as below.

**The first paragraph of this chapter** studies "Problems encountered in the process of developing management skills among students". If they want to become a manager, they need to have the knowledge and skills to know the social and economic realities of the society. Every student who wants to graduate as an education manager must be aware of new information, concepts and attitudes to work in this field.

The study of this area as a major problem allows us to determine the basis for the beginning of the work. The future education manager must know the concepts of implementation of management skills that should be promoted in learning. Researchers states that students should know pedagogical principles such as planning, organization, motivation, control directions, decision-making, problem solving, communication, data collection, conflict resolution and human relations in obtaining good management skills in pedagogy.

In short, as new pedagogical ideas appeared in the formation of students' management skills in an universal vision began to emerge serious, inseparable problems in this area. Referring to the tasks of students' professional development, there was a need of solving important issues in order to acquire new knowledge and skills how to practice it in pedagogical education.

A pre - teaching phase of the study was planned to investigate the above-mentioned principles of pedagogical management. For this purpose, an experiment was conducted at Baku Slavic University, I (25) and II courses (32), and at the Azerbaijan University of Languages, II courses (32), to analyze the general view of students about the problems they face in learning process were planned in time. The application was conducted a questionnaire in applying modern approaches in developing students' and pedagogical staff's management skills in the university.

All observations show that systematic selection of learning outcomes, the lack of original content, informative theoretical knowledge and direct scoring levels do not allow students' self-management or management skills. Surveys were conducted among the students to explain the results and revealed the level of the research.

The traditional physical environment hinder learning methodology sources and assessment processes, as well as interaction with the teacher. As a result, it should be noted that the inability of the infrastructure to meet students' interests makes them less comfortable.

**In the second paragraph of Chapter II**, "Opportunities and effective ways to form students' culture management in in the learning process," the development of students' culture management in higher pedagogical education is based on many practical examples and the application of new models.

For self-development of pedagogical principles in management, it is necessary to provide students' active interrelated participation in the learning process, social participation and comprehensive involvement in learning. These expectations include improvements in the following areas<sup>6, 7, 8</sup>

- to determine the principles of pedagogical management in learning process;
- to select cognitive and metacognitive competencies of learning results that shape management skills;
- to introduce new content of the curriculum that promotes management skills;
- to explain student-centered learning strategies;
- to determine the role of external influences in management;
- to explain the methodology of application of methods of application of students' self-development, self-government and self-regulation mechanisms;
- to study the content of learning methods and activities that develop the culture of extracurricular management;
- to explain the ways of using measurement criteria that can assess management skills;

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<sup>6</sup> Bradley, J. H., and Frederic, J. H. (1997). "The effect of personality type on team performance". *Journal of Management Development*, -16(5), -p.337-353.

<sup>7</sup> Brinia, V. (2006). Experiential learning in the subject "Organisation and business administration" in general upper secondary school: A suggestion for effective education. [Online] Available: // <http://www.pi-schools.gr> (April 24, 2009) (in Greek).

<sup>8</sup> Deming, W.E.: *The New Economics*. For Industry, Government, Education. The MIT Press (1994) Ohmae, K.: op. cit. Ordenez, V.: op. cit.

- to comment on the sustainability of innovative activities that develop student independence in future activities.

As an example of formative assessment in extracurricular activities, portfolio-based assessment and self-assessment help to identify students' independent activities and achievements in the process of self-governance. For this reason, students' extracurricular activity is an effective tool to build self-independence and self-confidence. Thus, their independent work and innovative activities are carried out through various powerful methods. Moreover, it is important to learn that the organization of extracurricular activities and students' management skills are developed in a wider space.

**The third paragraph of chapter II** is entitled "Opportunities and effective ways to form a culture of management in students in extracurricular activities". The main issues in this paragraph are:

The findings of research results prove that the impact of extracurricular volunteer activities on the development of students' thinking skills in pedagogical education. Extracurricular activities provide a space for students to discuss problems so that they can achieve common goals and come compromise together. In addition, students' research, study and solution of problems in the community have a positive effect on the formation of their management culture. This study offers two goals:

- 1) to investigate the reflection of students' initial experience in an extracurricular context;
- 2) to analyze the dynamic growth of students' management skills in extracurricular activities to develop reflective learning.

Finally, the benefit of extracurricular activities is emphasized in the development of thinking, which observed students' attitudes and changes their daily behavior. Therefore, it is important for students not only to participate in social projects, but also to demonstrate to manage projects and develop leadership skills in learning environment.

**The fourth paragraph of Chapter II** is called "The results of experimental work on the development of students' management culture". The paragraph states that the application of the research

work planned the organization of experiment work in the study of the applied situation in the development of students' management culture in higher pedagogical education. Preliminary diagnostic tests proved the relevance of the research and carried out in the experiments in some phases. The experiment was conducted in three phases: pre – teaching phase, while –teaching phase and post-teaching and testing.

**Pre-teaching phase of the experiment.** The main purpose of the pre-teaching experiment was to determine the attitude students to self-development, free and independent work, the problems they face in this area in pedagogical universities. This phase experiment was implemented in 2018-2019 at the Azerbaijan University of Languages (AUL) and Baku Slavic University (BSU). 60 students from AUL, 30 of which were third year students, 66 students from BSU were enrolled to participate in the experiment. 38 of them were second and third year students. A total of 126 students and 12 teachers were selected for the experiment.

The focus group includes 2 methodologists and a head of teaching department from both universities. The workplan was developed with both groups, setting of a timeline, and the content of the action plan was prepared.

At this stage, the research planned to perform the following tasks:

- to organize a questionnaire to clarify the teachers' and students' initial thoughts on the problem;
- to select experimental and control groups for research;
- to describe the survey responses to clarify the research hypotheses;
- to study both groups' level of problem;
- to determine the students' participation in the experiment;
- to conduct surveys, interviews and conversations among students in pedagogical education.

Assumptions were made on the provisions of the study. They were prepared as follows:

- Firstly if students' master of management skills on the basis of pedagogical management principles, self-management activities in pedagogical approach are followed in cognitive sequence it should taken into account effective and expected successful results can be achieved for this purpose.

The objectives of the diagnostic experiment were as follows:

- Pedagogical practice is a specially organized activity with pre-defined research goals. The first objective is to organize the students' university practice on self-governance in the learning process and to identify students' typical problems in these skills.

It was planned to use the expected quantitative and qualitative methods to successfully implement this stage. First, we used a questionnaire to analyze the problem of the organization of the educational environment in order to develop students' management skills in higher pedagogical universities.

The pre-teaching phase was aimed at gathering ideas on the content that expressed the management skills for curriculum. Before organizing the while-teaching phase of the experiment, it was interesting to get the views of both teachers and students on their self-development, the principles that strengthen management management principles in the organization of learning.

The elements on management principles in curriculum have been summarized, the number and percentage of teachers and focus group members have been indicated.

It is clear that only 11 out of 44 teachers (25%) were able to answer the methodological design of the curriculum which reflects the management principles. As members of the focus group, 4 out of 14 people, ie 25%, reflected this area. It becomes clear that the new strategies and approaches that reflect student independence in the curriculum are not fully understood by teachers and the focus group. Although the curriculum was given in modules, very few teachers(15 people (22%) responded to the relevant learning results, and 6 people (48%) from the target group commented on this area.

The survey results shows that very few students are aware of the the fact that the application of assessment mechanisms in learning

are important tools in their development of self-confidence. Thus, if this percentage is 0.1% among AUL students, it is 0.2% among BSU students. It is clear that the formative assessment process of monitoring students' daily activities is uncertain. Improper development of this mechanism is almost not used as the most demanded measuring tool of student self-governance. When it comes to assessment process, students understand it as a result of colloquium and exams.

**While - teaching phase.** At this phase, the pedagogical and psychological features and the nature of management skills, using technical aids in learning process, impact of modern approaches and effective ways of application were planned and explained to the students in experimental and control group.

The following principles were identified as the learning of students' management skills at this phase:

- 1) to motivate students to work independently;
- 2) to explain of the principles of organization of student-centered activities in learning.
- 3) to express students' psychological behaviours, cognitive and metacognitive skills in learning;
- 4) to overcome self-control and release stress in communication;
- 5) to apply various methods in students' reflection;
- 6) to organize role-playing games, simulations, debates and video discussions;
- 7) to interpretate and demonstrate extracurricular activities;
- 8) to demonstrate PBL method achievement;
- 9) to implement Flipped Learning method;
- 10) to assess students' achievements.

### **Reviewing phase and results of the experiment**

The reviewing stage of the experiment, as is well known, was to provide initial diagnostic tests and to determine the level of skills acquired during the learning phase. This stage includes the results of experimental and control groups at both to acquire pedagogical management skills, their organization and implementation skills. One of the goals was to learn teachers' and students' attitudes to new

knowledge and skills in this field and their roles in future activities.

As it is clear, the reviewing phase aims at describing the development dynamics of the pre-test and post-test results and the successful results obtained in process. The research experiment mainly covered the years 2018-2019, and the plan of the reviewing stage was prepared in 2020 and the creative works, performances, project samples, online presentations and research works made by the students were prepared. The control stage was to demonstrate an understanding of the content, the benefits of the experience, and an assessment of the level of recent creative work.

The students demonstrated role play using videos and simulations, the organization of communicative activities, conversations, dialogues, debates, interviews and presentations that develop management in learning. In this way, they were given various tasks to develop completely. It is clear that there are undeniable limitations in the experiment.

The highest percentage is lacks of support students' independent activities at the university. It is very simple management learning outcomes in the curriculum, technical lacks in learning by 2.8%, low teacher professionalism by 2.5%, and physical environment that supports these skills is weak by 0.55%.

Thus, the results of the experiment on students' management skills provide a basis for the validity of the hypotheses put forward by the research, the achievement of the expected level of objectives and the implementation of the provisions on defense.

A number of conclusions have been drawn from the study. Here are some of them: The results of the introductory part:

- The sustainable development of new technological previligies in the pedagogical world and their eventual integration into complex socio-economic systems requires the increasing number of new education managers. The theoretical and psychological features of the development of students' management culture in higher pedagogical education are not based on the consideration of strategic, socio-cultural and pragmatic norms in learning.

- There is a lack of determination in learning results that shape management skills in higher pedagogical education, and there is uncertainty about how students will benefit from management skills in their future careers.

- The research topic requires a change in the vision, teachers' knowledge and thinking skills in modern pedagogical education, the increasing motivation of talented young people as a leading power in the socio-economic development and strengthening of educational reform and supporting society.

- Students' innovative activity in pedagogical education, the development of research skills in scientific research and organization of independent work play an important role in solving future global problems.

Chapter I. Summarizing the results obtained from the theory of development of students management culture skills noted as followings:

- New pedagogical theories ensure opportunities in making changes in nature of the pedagogical process and involve students in solving social and economic problems in the of real life through demonstrating new knowledge and skills.

- In the context of competency-based education, that considered one of the strategic goals of the State Strategy for the Development of Education in the Republic of Azerbaijan, it is necessary to support the development of a cultural management skills among students and create opportunities for competitive training;

- The development of students' management skills is perceived as a complex achievement of new educational theory and interdisciplinary learning and it becomes the main new content and technologies in education.

- The structures of pedagogical education face problems in creating an appropriate learning environment for the development students' metacognitive skills do not consistently meet the requirements, and these factors are based on increasing students' independent action, self-management and self-development skills.

- The terms of the development of cultural management skills among students include the teacher and student factor, the provision of a physical environment and using effective resources. The design and functionality of the physical environment in learning contributes to intelligence, stress management, and cognitive abilities for high intellectual activity.

- The role of the teacher as a manager of the educational process affects students' management activities, socialization, cognitive process and students' behavior.

- Other factors determine the efficiency of educational process and students' independence include relevant curricula, guidelines, resources and technological equipment. Instructions and resources provide students with a learning environment, standard indicators, ethical rules, values and a learning community, as a quality group in management, appropriate competencies and performance styles as conditions for themdevelopment of students' cultural management and managerial skills.

**The results obtained in Chapter II on the practical development of students' management cultural skills:**

- The main problems encountered in developing management skills among students such as weak classroom management principles and unappropriate learning environment, poor motivation and communication, monoton teacher-student audience, textbook-based learning, lack of effective and flexible instruction and interactive learning activities, poor technological equipment, less formative assessment and lack of feedback on student responses and performances.

- Modern approaches, such as application of the competency model as empirical approaches, S. Kagan's Cooperative learning method and organization of group work, role-playing games, simulations, situation analysis and discussion methods were included to modern approaches in pedagogical management.

- The application of methods such as Reflective Learning, Project-Based Learning, Transformative Learning, debates, student organizations and volunteering activities in extracurricular learning

help to the development of students' management culture.

- Prevention of the problems and difficulties mentioned in the defining, teaching and testing stages, comparative analysis of the applied methods and tools and the results were presented at the end.

The following scientific articles of the author on the content of the research, the main scientific ideas and the obtained results were published:

1. Some issues of management of the learning process during pedagogical activity in higher schools // -Baku: Scientific works of ARTI, - 2012. №3, - p. 36-38

2. Students' management culture - future teachers // - Moscow: Society: sociology, psychology, pedagogy, -2017. № 1, -98-101 p.

3. The opportunities for the development students' management culture in the learning process // Journal of Baku Engineering University, philology and Pedagogy, journal is published twice a year. Number - 2. December an International Journal, -2020, -p.137-146.

4. Development of students' management skills in Azerbaijan-problems and perspectives // -Baku: actual problems of studying humanities, collection of inter-university scientific articles, - 2020, № 4, -p.185-189.

5. For ma ti on of ma na ge ment skills in stu dents psycho lo gi cal fac tors that af fect // - Baku, Journal of Preschool and Primary education 2021, № 1/234, -p. 58-69

6. Terms for the development of students' management culture // - Baku, Culture -2021, -p. 72-73

7. Theoretical and pedagogical features of the formation of students' management skills// - Baku: News magazine of the Pedagogical University. -2021, - c a comparative analysis of many new theoretical models in the 69. № 1, -p.190-200

8. Effective ways of development of students' management skills // - Baku: Scientific News Of Academy of Physical Education And Sport. -2021, -Volume 3 № 1, -s.117-122

9. As a teacher-tutor // materials of the international scientific conference on "Modern problems of general secondary education". - Nakhchivan: -November 24, -2012,- 226 p.

10. Mastery of a high school teacher during the pedagogical process // collection of theses of the I international scientific conference of young researchers, - Baku, - 2013, - 650-651 p.

11. Development of students management culture // collection of theses of the II International scientific conference of masters on "Actual problems of humanities": / -Baku: April 25-26, - 2013,- p. 179-180
12. Actual problems of development of students' management culture in // Materials of the Republican conference on "Modern teaching methods and application of new pedagogical technologies in educational process", - NMI: 03 May, - 2013, - p. 94-96
13. Theoretical bases of development of students' management culture // Materials of the international scientific conference on "Pedagogical-psychological problems of improvement of educational process", - Nakhchivan, - 2013, - p.146-147
14. Basic features of the development of pedagogical culture // materials of the III International scientific conference on "Innovation, quality of education and development", - Baku: 11-13 June, - 2014, - 156-157 p.
15. The main features students culture and its development in pedagogical management // Materials of the International scientific conference on "Improvement of the teaching process and modern educational concepts", - Nakhchivan: December 16-17, - 2014, - 163-164 p.
16. Moral and social aspects of the work on the development of management culture of high school students // materials of the XIX Republican scientific conference of doctoral students and young researchers, - Baku: - 2015, [Volume II] - 290-291 p.
17. The main features of the development of pedagogical culture // collection of theses of the III International scientific conference of young researchers, - Baku: April 17-18, -2015, - 1239-1241 p.
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