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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**PEDAGOGICAL BASES OF RESULT-ORIENTED
MANAGEMENT OF PRESCHOOL EDUCATIONAL
INSTITUTIONS**

Speciality: 5804.01- General pedagogy, history of pedagogy and
education

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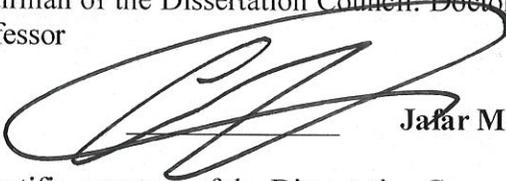
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GENERAL CHARACTERISTICS OF THE RESEARCH

Relevance and degree of study of the subject. In the 21st century, where science and technology are developing rapidly and innovations are taking place in all areas of human activity, new approaches to management are emerging in the system of pedagogical sciences. Therefore, unlike traditional teaching methods in which ready-made information is given to students, new teaching methods require the application of new technologies to the learning process and the creation of new management rules. In such a case, it is necessary to focus on this area with different requirements and results in order to be successful in the management of pre-school education institutions.

First of all, there is a need to clarify the essence of the problem in order to seriously study its system in world science. In recent years, there have been major changes in education, including the content of preschool education. A collection of new documents has been prepared and important work has been carried out in this direction in order to ensure the correct direction of the work carried out. The adoption of state documents such as “The state strategy for the development of education in the Republic of Azerbaijan” and “The law of the Republic of Azerbaijan on preschool education” in the last 10 years has become as important as program documents in the development of preschool education in our country. As a result of personal attention and care of the president of the Republic of Azerbaijan Mr. Ilham Aliyev and first vice-president Mehriban Aliyeva to the development of preschool education, the network of preschool educational institutions has expanded considerably, management has improved and positive results have been achieved in personnel provision.

The achievement of positive results in education depends very much on the correct, scientifically oriented management, its quality management. Life proves that scientific management of educational institutions, including preschool institutions, is one of the main factors and the first one of the main factors of achievement, the main goal of

education and the provision of the result-oriented management process.

All this makes it necessary to address the scientific directions and practical issues of results-oriented management in preschool education.

Preschool education is the first stage of general education. It is the basis for the successful preparation of children for school. In this regard, ensuring the quality of education and achieving positive results should start from here.

“Since the objectives of modernisation of education are to create sustainable development of the education system, it is important to bring preschool education to the quality that meets modern requirements, along with a number of issues, such as higher levels of education, in order to achieve the set goals.”¹

The result-oriented approach to the pedagogical process in preschool educational institutions leads to the formation of important vital skills in children at the end of preschool age. Since these skills manifest themselves in the functioning, communication and behaviour of the child, it is very important to ensure the efficiency of the work process, including management, in order to achieve these results.

“The Law of the Republic of Azerbaijan on Preschool Education” states: “Preschool education lays the foundation for the development of children's mental, physical, creative potential and cultural level at an early age, psychological resilience, aesthetic education, mastery of simple work habits, sensitive and conscious attitude to the environment, personal health, acquisition of necessary life skills and personality”². The important character of management in preschool institutions is widely noted in the “State standard and program of preschool education”: “The preschool educational institution is governed by the principles of transparency, clarity and

¹ Müasir uşaq bağçasında təlimin təşkili / –Bakı: Apostrof, –2011. – 80 s.

² Məktəbəqədər təhsil haqqında” Azərbaycan Respublikası qanunu: [Elektron resurs] /–Bakı, 14 aprel, 2017. <http://www.e-qanun.az/framework/35821>

democracy”³. Although preschool educational institutions are small in size, they are engaged in the performance of a serious and responsible task for its function. In this regard, the study of scientific issues of management style, which differs from other levels of education in preschool educational institutions, is of particular urgency. These enterprises are managed on a serious scientific and pedagogical basis. Without improving management in the present conditions, it is impossible to regulate the activities of preschool educational institutions on the basis of modern requirements.

In the educational system, efficiency is determined by the objectives of both management. To achieve a positive result, the manager must, above all, create an optimal management system in the enterprise. The structure of this process consists of activating factors. In turn, the activating factors are divided into several types: planning; financing (in accordance with public and private sectors); decision making; instruction; control. The successful solution of these issues related to the management process can only be achieved if the managers are equipped with sufficiently clear, experimental facts and tested ways.

The development of the management process is increasingly pressing the problem of assessing the level of professionalism and competence. New approaches to the training of leading personnel in this field should be formulated, as well as extensive knowledge and excellent professional skills are required from specialists leading preschool educational institutions. Since management is a form of social communication that influences the management, direct their activities, regulate the interaction of people in accordance with the interests of the state, society and finally the group, regulated by cultural, social and legal rules in the relations of people, this connection is built with the peculiar components formed from physiological, socio-psychological, ethnic, economic and political

³ Azərbaycan Respublikasında məktəbəqədər təhsilin dövlət standartı: [Elektron resurs] /—Bakı şəhəri, 8 avqust, № 351, 2019. <http://e-qanun.az/framework/43192>

influences. Economic-political and spiritual-psychological compatibility is of particular importance in these relations. Their basis is the psychology of management. In this case, unlike traditional pedagogy, the need for the application of psychological knowledge in the pedagogical issues of modern management is even greater. However, it becomes necessary to approach the management of preschool institutions with new principles and methods in the direction of improving the requirements, management principles and methods of modern times. Ensuring efficiency in management plays an important role in this process.

In fact, updating the content of preschool education further actuates this process. The modern result-oriented structure of management is now becoming a leading factor in preschool educational institutions. The principle of resultant orientation in education as expected, the management process should also be resultant. High results are an indicator of the work carried out, the content of the work process, as well as an indicator of management.

Although a number of studies have been carried out on how this happens in the process of resultant management of preschool education, this problem remains not sufficiently studied yet. In view of all this, we defined the topic of our study as “*Pedagogical bases of result-oriented management of preschool educational institutions*”.

The first historical information about using result-oriented methods in the educational process dates back to the period of the empire Wei Dynasty (221-265 years). Still, at that time, there was an “assessor of the emperor” in the palace. But the founder of the theory of scientific manager was considered as Kh.Fayol in the world. In Europe and America researches of F.Taylor, B.Hans, R.M.Falmer, in Russia I.S.Yakimanskaya, T.I.Shamova, P.I.Tretyakov, in Azerbaijan R.R.Abutalibov, S.M.Mammadov, S.M.Guliyev, P.B.Aliyev are known.

Management issues in the education system constitute a special branch of social administration. In the meantime, the study authors Q.I.Shukina, O.Lebedev, V.S.Lednev, V.F. Lekhtman, S.J.Rasulov, A.A.Kalbaliyev, R.H.Jabbarov, H.B.Bayramov and etc. can be shown.

Since the beginning of the XX century, the requirements for the management activities of the heads of schools and preschool institutions did not form a separate field in pedagogy, but since the second half of the XX century in pedagogy has always been the focus of attention in the Department of “School studies” and research in this direction. We can show researching works of these researchers , for example , Y.K.Bababnsky ,Y.Sh.Karimov, N.A.Abbasov, H.A.Alizade, P.B.Aliyev, A.Kh.Pashayev, F.A.Rustamov, V.V.Afanasyev, N.V.Bordovskaya, A.A.Rean.

This includes pre-school pedagogy. In this context, works such as A.M.Hasanov, I.O.Karelina, R.Mursagulova and N.Rustamova's "Preschool pedagogy" (textbook), M.N.Shirzadova's “From the history of the development of preschool educational institutions in Azerbaijan”, L.K.Jafarova's “Desk book of the head of the preschool institution”, Sh.G. Aliyeva's “Scientific-pedagogical bases of moral education of preschool children”, T.M.Babunov's “Content of modernization of educational process in preschool institutions”, O.F.Issa's “Content of professional skills of kindergarten educator”, E.Litvinenko's “Management team: how to create it?”, L.V.Makarova's “Development of professional skills of the head of the enterprise in the management of kindergartens”, A.A.Mayer's “How should be the pedagogical activity of the modern tutor?”, Y.A.Freydina's “Motivation and stimulation system of kindergarten personnel” can be shown as an example.

Researchers N.V.Miklyaev “Quality management of the educational process in a modern kindergarten”, V.N.Oblesova “Organizational and pedagogical conditions of effective management in preschool educational institution”, V.G.Alyamovskaya “Pedagogical monitoring in the preschool institution of compensation type”, V.P.Bespalko “Monitoring the quality of training”, A.A.Orlov “Monitoring of the innovative process in education”, I.K.Shalayev “Efficiency research and validity assessment”, M.V.Korepanova and M.Lipchanskaya “Certification of managers in kindergarten” etc. in their research, assessed monitoring as an important tool for evaluating

result-oriented education, and noted its importance for result-oriented management.

Object and subject of the research. The process of management of preschool educational institutions constitutes the object of the dissertation work, and the pedagogical basis of the result-oriented management of preschool educational institutions is the subject of the study.

The purpose and objectives of the study. The main purpose of the study is to determine the pedagogical bases of the result-oriented management of preschool institutions, to clarify the result-oriented work to be done in every field of management, to show effective solutions to the problem and to develop favorable technologies.

In order to achieve the main objective set forth in the research work, it is designed to carry out a number of concretely tasks:

- 1) to study the problem statement and research situation in the literature;
- 2) to determine the modern result-oriented management system in preschool educational institutions;
- 3) to develop and apply the method of investigation of result-oriented management in preschool educational institutions;
- 4) to present new examples on this basis by studying the practices of result-oriented planning of preschool education;
- 5) to prepare and implement monitoring of results in preschool educational institutions, to analyze the results;
- 6) to find out the effect of manager's work style on result-oriented management;
- 7) to determine the ways of organizing result-oriented control over the pedagogical activity of the staff;
- 8) to explain the pedagogical and psychological work to be carried out on the results-oriented management of children's development;
- 9) to develop and implement technologies to ensure parents' participation in result-oriented education;
- 10) to make suggestions by summarizing pedagogical bases of

result-oriented management in preschool educational institutions.

Research methods. The methodological basis of the study consists of theories and concepts about sociology, pedagogy and psychology of management, theories, approaches and models related to the mental development and education of preschool-aged children, personality theories, government documents on the development and management of preschool education, decisions and instructions.

The following methods were used in the study:

- theoretical analysis: sources related to the problem were investigated, analyzed and summarized;
- observation: the process of management of preschool educational institutions, participation of personnel in management, measures with parents, including children's training activities were observed;
- interview-conversations: conducted with heads of enterprises, educators, parents, psychologists and social educators on the problem;
- questionnaire-survey: conducted with the aim of collecting empirical data with managers, parents, educators and public representatives;
- analysis of activity products: results of tasks, handworks prepared for presentations, project samples, as well as products of activities of managers, educators and parents were studied at the trainings held with children;
- testing: for psychodiagnostic purposes in Baku, Ganja, Sumgayit, Khirdalan to determine the level of development of those involved in the study (children, supervisors, educators, parents), the tests were used to study professional approaches, competency, skills and determine management style in Shirvan, Yevlakh, Dashkasan, Gakh, Zagatala and other regions;
- pedagogical experiments: were conducted in Baku city - "Zumrud" and "Magic Land" orphanages kindergartens and in orphanages No. 24 and 25 in Khirdalan cities.

Basic provisions for defense.

1. The processes taking place in the world and society have turned

the need for the effective management of preschool education.

2. The result-oriented management of preschool education institutions serves one common goal-to achieve the results of children's preschool education (physical development, health and insecurity; cognitive development; creativity and aesthetic development; social and emotional development), which are set for the end of 6th-year-old..
3. The process of effective result-oriented management of preschool educational institutions depends on the proper planning of the work to be done with its participants, objective decision-making, effective organization of control, monitoring and evaluation based on modern requirements, as well as the style of work of the head.
4. The result-oriented management of preschool educational institutions requires the activity and joint activity of all participants in this process.
5. It is possible to manage pre-school educational institutions in a result-oriented manner by working out and developing affordable diagnostic, correction and development technologies and applying them creatively, and by conducting purposeful work with participants in the management process.

The scientific novelty of the research is that the system of result-oriented management of preschool institutions was created in connection with the application of standards of preschool education in our republic, its essence was clarified, methodology, the methodology was developed, the goals and tasks of the participants of the result-oriented management process were determined, the content, directions, methods, means of the work to be, how the main problems encountered in the management process should be solved in the pedagogical process have been identified.

Theoretical and practical significance of the research.

The theoretical significance of the research is that from the numerous management information created in the educational environment, we have selected and modified ideas, facts,

considerations, approaches, concepts and models that are important for the management of preschool education, based on the pedagogical results of the research. and new ideas have been put forward that are important for good governance.

The practical significance of the study is that its methodology, which has been tested by the researcher and successfully applied in the kindergartens of “Magic Land” Nursery/ Kindergarten of Narimanov District, Baku City, Abseron region 25 number nursery, can be applied purposefully in the field of preschool education management. The results of the study are important for the planning, control and implementation of the work of preschool managers, the resultant management of the work done with children, pedagogical personnel and parents, as well as the professional understanding of the management specialists, self-education and self-correction, and the pedagogical activity of the collective as a whole.

Approbation and application of the research. The conclusions of the research were discussed at the Azerbaijan State Pedagogical University, the Institute of Education of the Republic of Azerbaijan and a number of Republican and international scientific-practical conferences and seminars abroad. The main content and main provisions of the dissertation are reflected in 12 scientific articles, 12 abstracts, 16 methodical documents, 4 textbooks, 2 programs.

Claimant's personal contribution:

Principles of result-oriented management (efficiency; usefulness; efficiency; quality; productivity; application of innovations) to the author's contributions identified and applied in the dissertation; the relevance of the relationships between results-oriented functions; stages of the management process (results control process, situation management process, results in determination process); mechanisms, types, styles, methods, purposes, directions and rules of management.

The dissertation work was carried out in the **Institute of Education of the Republic of Azerbaijan.**

The structure and volume of the dissertation. The dissertation consists of an introduction, three chapters which include nine paragraphs, a conclusion, a list of references and additions.

Introduction 9, Chapter I 44, Chapter II 47, Chapter III 41, conclusion 4, the list of references consists of 12 pages, in general, the dissertation consists of 229,813 symbols.

MAIN CONTENT OF THE RESEARCH

Chapter I of the research covers “Theoretical issues of results-oriented management of preschool educational institutions”. The analysis begins with a paragraph called “System approaches to the result-oriented management of preschool institutions”. Here, efficiency is considered as a concept that unites in itself complex categories, which include a number of indicators. It is shown that efficiency, which is a multidimensional system, expresses an integral assessment of any organization. The provision of one or another of the mentioned requirements can not guarantee efficiency. A number of issues must be addressed in management in order for the work carried out in the organization to be effective or result-oriented. The categories of the resultant-oriented management system include → utility→ efficiency→ quality→ productivity→ innovation→ punctuality→ collegiality in management, etc.

It is clear from the research that each educational institution consists of a complex social system, a system of management and management, a unit of the interaction of management and its management. When this effect is regulated from a scientific point of view, the probability of effective results increases significantly. There are a number of elements of the management system in preschool education. It includes basic and subsystems. The main system is intended for management and its subordinate hierarchical structure - executive bodies and private companies. The subsystem of management includes structures dealing with the adoption of management decisions, their delivery and implementation. Each of the structures of the results-oriented management system of preschool education is interconnected, and the effectiveness of the results

depends on their responsible selection, proper formulation and quality implementation. The result-oriented management should serve the effective right of children to school and should be centred on the formality of the child's personality.

In the second paragraph entitled “The contribution of the problem in scientific-pedagogical literature” starting from Kh.Fayol, theories of management in the world, its principles are examined, the situation of investment in literature is studied.

Attitude is investigated about problems of management of preschool education among researchers such as L.V.Posdnyak, N.N. Lyashenko, F.N.Troyan, L.Watson, N.A. Alekseyeva, N.I.Quseva, S.A.Yezopova, E. Litvinenko and others. Theme content on result-oriented governing in preschool education establishment was researches subject of scientiest such as P.I.Tretyakov, M.Leimann, B. Hans, K.Kokinz, Y.Sh.Karimov, P. B.Aliyev, L.K.Jafarova, I.A.Likova and others. In the study, the problem is also considered in the psychological aspect.

The third paragraph of the first chapter examines “Methods for the study of result-oriented management in preschool education”. The methodological analysis is carried out on several groups, referring to materials corresponding to regional conditions, including adaptive and inference, as well as materials related to the education system, experienced in this field. At this stage, initial information about the problem is collected. With the help of observation, interviews, Interviews, surveys, analysis of activity products and tests, important information about the perception of the child in the preschool educational system, attitude to its application and science of the results are summarized.

Chapter II, which is called “The role of enterprise manager in the result-oriented management of preschool education”, consists of three paragraphs. In the first paragraph, which is called “Planning of result-oriented management”, planning is given special importance in management. In this case, data collection, analysis, control over transactions, decision making, organization, execution, etc. issues are clarified. The nature, timing and responsible bodies of the activities

carried out in the planning work are indicated. In addition, the work of the enterprise with the governing bodies; events organized by the methodical cabinet; ways to organize joint events with social institutions and parents are identified.

In the paragraph, special attention was paid to the application of technologies in result-oriented management in preschool educational institutions. The system of attention is divided into several stages. Thus, the upper level of management: manager, head of the monitoring group; the middle level of management: methodist, head tutor and other employees; the lower level of management: medical and rehabilitation staff; professionals (social educators, educators, psychologists, specialists in sports, music and other fields).

The study showed that result-oriented management is a process of the continuous, dynamic and positive development of children, planned, projected, monitored and controlled by management subjects, directed education.

As a result of this paragraph, such a conclusion was made that the issues that should be kept in the focus of the result-oriented management of the preschool institution include: making management decisions based on objective information about those managed; making management decisions to achieve the goals set on the basis of adopted internal standards (criteria for evaluating the results of educational activities); obtaining more reliable and superior evidence that differs from the average statistical development deficits of the child at certain time intervals; to monitor the quality and effectiveness of education by providing long-term observations to the enterprise, groups and individual children, to make effective decisions in time, to carry out correction work in order to maintain the pedagogical system at the planned level, to achieve the goals set out in this way.

The second paragraph of Chapter II is called “The role of management styles in the resultant management of preschool educational institutions”. In 2014, preliminary data were collected and empirical analyses were carried out in this area. First of all, in the different regions of the Republic (Sumgayit, Absheron, Gabala, Oguz, Guba, Ganja, Siyazan, Lankaran, Shamakhi, Agsu, Mingachevir, etc.) the

survey was conducted with the heads of 170 pre-school educational institutions operating, work practices and educational levels were investigated. The most important leadership qualities of the heads of educational institutions: 1) creative; 2) responsible; 3) resolute; 4) objective; 5) communicative was identified.

Ways of result-oriented management of the kindergarten: comfort for the child, creating a good environment; professional educators; improving the quality of education; additional resources; interesting and new program; additional services to the child and his family; giving independence to enterprises in control of educational work, etc. are shown.

As a major incentive to become a leader, they highlight the favourable environment that meets modern requirements, love for the profession, good wages.

The head of preschool educational institutions ensures the efficiency of the results thanks to the individual style applied in management. Such an approach to the problem creates the need to clarify the issues that provide a positive impact of the manager's work style on the result-oriented management. After this analysis, the management style owned by the heads of preschool educational institutions involved in the study was determined. At that stage, the research was continued with the head of 30 enterprises. Research and training on "The role of the head of the institution in result-oriented management in preschool education" have begun. First of all, we defined the styles of the enterprise heads.

The results showed that the majority of the heads of preschool educational institutions (13 people), ie 43.3%, manage in an authoritarian style. 10 people (33,3 %) prefer to make decisions collectively. 7 people (23,4 %) divide the issues that they should manage by keeping themselves out of responsibility, their responsibilities among the employees.

After that, training began with those involved in the study. The training covered the following issues: new approaches to the development of children, new content and principles of the training; ways of more active involvement of parents in educational institutions;

methodical assistance to educators, their orientation, creation of opportunities for their work on their own; monitoring and evaluation of the development of children; expansion of relations between school and kindergarten.

Leadership styles found in those involved in the study

Table 1.

Types	30 people involved in the study
1. Executor	7
2. Chairman	4
3. Activity awakener	4
4. Generator of ideas	1
5. Resources researcher	1
6. Critic-analyst	3
7. Team player	4
8. Work completer	6

The results were processed to distinguish group roles. All the answers in the results were brought to the appropriate denominator, then the total result in each column was calculated.

The results of both tests were summarized and preliminary information was collected on the individual work style and willpower of the heads of the enterprises involved in the study. It turned out that 13 (43.3 %) of the heads of the enterprise prefer authoritarian styles, and they manage the enterprise with 4 types of qualities. In 10 people (33.3%) collegiality prevails.

Interaction of Leadership Types and Styles

Table 2.

Style	Type	Professional characters
Authoritarian	1. Executor	ervervator, disciplined, reliable
Authoritarian	2. Chairman	perfect, confident, reliable
Authoritarian	6. Critic-analyst	judging, intellectual, objective, boring

Authoritarian	8. Work completer	hardworking, conscientious, anxious
Collegial	3. Activity awakener	activating people, calming down quickly, dynamic
Collegial	4. Generator of ideas	intelligent, highly imaginative, original
Collegial	5. Resources researcher	extrovert, width of the enthusiasm, communicative
Collegial	7. Team player	communicative, sociable, intelligent

The management style of these leaders meets modern requirements. Their participation in the study, their activities in the group, their discretion, indicators of the enterprises they lead, the rules of working with personnel and parents proved that these managers have management capabilities that meet modern requirements.

The third type is 7 people (23,4 %) liberal. They were a team player, friendly, and sociable. At the same time, they are not interested in making sufficient use of their own intelligence.

The third paragraph of the Chapter II is called “Organization of result-oriented control over the pedagogical activity of the staff”. It is proved that in recent years the requirements for the development of new technologies for the training of qualified students in pedagogical universities have increased. Therefore, special attention is paid to the formation of competence. Young professionals' perception of skills and qualities that are important for practice, for the purpose of exploring self-appraisal character on this sphaera, conducting the questionnaire among students studying in the specialty at ASPU, clarified the situation. Questionnaire was carried out between 76 people, I and II course students on profession pedagogy and methods of preschool education at ASPU. “Do you satisfied admission to this specialty?” 29% answered “yes”, 61% “no”, 10% answered vaguely (“partially” or “there is no other way”). Answers to next questions were so: “Do you like getting education choosing this specialty?” 35% answered yes and 42% answered no, 23% answered partially. It is known from the answers that

civil defence, physiology and physics are considered difficult subjects for students. Easy subjects are considered physical education, psychology, pedagogy. But the easy ones : physical education, psychology and pedagogy.”Do you plan get the master's degree after graduating a bachelor's degree?” 39% answer “yes” and 37% “no”, 24% answer “I think to change my profession”. In general, the reasons for the selection of students in this specialty are defined as follows: “I like profession, which I choosed”- 35%; “to get an education at the expense of the state , I had examination grade” 31%; “I am satisfied with the level of education in this specialty” 23%; “Only getting higher education or getting any kind of education was important” 11 %.

In fact, only 1/3 of respondents think about acquiring a profession they choose with interest and enthusiasm. Others see themselves in another field or are not interested in adapting to the profession, competence, because they want to build their future career in another field, not in the speciality they received.

Taking into account the above, we conducted a survey with 214 teachers and music managers working in kindergartens with the participation of heads of experimental enterprises. “How do you deal with your job? - the test has been applied.

Statistical analysis of opportunities for result-oriented activity in pedagogical staff

Table 3.

<i>S.n</i>	<i>Indicators</i>	<i>Involvers to research – 214 people</i>		
		weak	middle	high
1.	Self knowledges	42	140	32
2.	Interest width	35	154	25
3.	Behavioral stability	16	163	35
4.	Attention to others	34	141	39
5.	Productivity of activity	36	112	66
Total		32(15%)	142(66%)	40(19%)

One of the main indicators that are not satisfactory in these results is carefully connected with others since it is considered one of the most important qualities that are important for the professional activity of educators. The research methodology was identified to work with 174 educators with low and medium performance.

The heads of the enterprises were instructed to focus on the quality control of the work done in various fields by creating groups on the basis of the internal charter of the enterprise. At the same time, the first group of senior consultants and consultants, well-known researchers, based on their scientific works and direct recommendations, regulated the main issues of management and determined the scientific direction of planning the enterprise's activities.

Group II consisted of experts, pedagogues, psychologists, speech therapists, doctors and advanced educators. This group carried out control and diagnostic work in various areas within the enterprise.

Group III consisted of methodists and educators, music director.

Group IV consisted of those with results-oriented experience.

The third chapter, entitled "Key Indicators of result-oriented management of preschool educational institutions", includes three paragraphs. The first paragraph "Requirements for result-oriented management of children's development" has been developed. The management of the result-oriented development of children is carried out under the direct supervision of the head of the enterprise, not indirectly. Educators, psychologists, heads of music and physical education, as well as other pedagogical staff, are closely involved in this process. In view of the stated situation, the study examines how the control on result-oriented development is organized. For this purpose, experimental and control kindergartens were identified. A total of 140 children were selected from the secondary, senior and school preparation groups. Children who came to the institution continuously for 3 years were regularly monitored in the study. The study was conducted in the following kindergartens:

Experimental enterprises: Baku, Narimanov District "Magic Land" nursery / kindergarten, head of the enterprise Humbatova Gulara (6 groups: 1 baby gr, 1 middle gr., 2 senior gr, 2 s/p gr.); Abseron district,

No. 25 orphanage, kindergarten, head of the institution Mustafayeva Ofelya (6 groups: L/ gr. - 1 ; middle /gr. - 1; senior /gr. - 2; s/p. /gr. - 2).

Nursery No 24 / Kindergarten in Absheron District . Head of enterprise is Leyla Bayramova (6 groups: s / p gr. - 2; senior /gr. - 2; middle/gr. - 1; baby /gr. - 1). Binagadi District “Zumdrud” nursery / kindergarten Head of enterprise is Vusala Gulmammadov; (6 groups: 1 baby gr. ;1 middle gr. ; 2 senior gr. ; 2 s/ p. gr).

The requirements for age groups were determined. As a result, the management structures necessary for children to meet these requirements, the work to be done was intensified. At the same time, the criteria were determined based on the skills mentioned in the methodology we used to exercise control over the result-oriented education of children. According to the results, the diagnosis of the development levels of children was made.

Comparative analysis of training result in control and experimental groups

Table 4.

Levels	Control person (with %)	Experimental person (with %)
high	15 (21%)	27 (39%)
middle	42 (60%)	36 (51%)
weak	13 (19%)	7 (10%)

The results of the study were summarized based on the samples given for each age period.

Comparison of development of children levels in control and experimental groups was carried out. It became clear that the control over the children's result-oriented activities in the experimental group had its effect.

The second paragraph of the Chapter III is called “Ways of ensuring parents' participation in result-oriented education”. We conducted a

survey among 100 parents in 21 preschool educational institutions of Absheron, Narimanov and Binagadi Districts (7 kindergartens each). The purpose of the survey was to determine the compatibility between the family status of children and their education. 38 of the respondents were higher and 62 with secondary education. 55 of them were women (mother, grandmother), 45 were men (father, grandfather). The content of the questionnaire included parents' perceptions of how their children prepare for school, their educational results, and the skills they would acquire. In the questionnaire, the question of what form of participation of parents in the education of children was studied.

We summarized in order to determine the answers. "Can you thoroughly prepare your child for school?" 39% of respondents answered "yes", 15% "mostly" and 20% "partially". 26% admitted that they did not pay attention to it. "What do you see as the reasons for your child's difficulties in achieving high results?" 46% of respondents associated the child's difficulties with the social conditions of the family, the inability to adequately meet their needs, housing conditions, family relations, 24% - with the inability of the preschool institution to cope with their responsibilities, and 18% - with the child's own physical and mental abilities, 12% explain this by the low level of training of teachers and poor management. "In what direction do you communicate more with the staff of the kindergarten to improve the results-oriented education of children?" In response to the question, 28% of parents said that they did so in order to pay attention to the child's conditions, 22% to get acquainted with the content of education and to participate in the process, and 50% to achieve unity of both.

It seems that 50 % of the parents in the survey are interested in the protection of their health in the education of children, in which direction the training they receive, on what programs they are based, prefer the educational environment based on modern traditions. The result of our work is that parents try to preserve the qualities inherent in the modern world, national and universal values. At the same time, they showed a good attitude to our recommendations for further democratization of family-kindergarten relations, renewal and improvement of national traditions. "What factor determines the success of the child's training

results?” the fourth question is that 42% of parents relate the level of their child's learning success to the conditions created for the child in the family and in the garden, 25% with the level of education of the tutor-teacher, 22% with the social status of the child's family and the education of parents, 11% with the individual factor of the child.

It turned out that a large part of parents who can prepare their children for school with good results are parents with higher and secondary education. The result of the survey gave us the reason to say that educated, higher and secondary parents are more interested in their children's excellent education compared to other families. As a result of the research conducted, it became known that other social problems: the level of education and incompetence of pedagogical staff, the non-compliance of the material and technical base of the institution with modern requirements, the lack of motivation of children to learn and other factors are reflected in the ability of children to influence learning success.

Experimental and control educational institutions have implemented a number of measures to involve parents in the pedagogical process. To this end, the program of work with parents was prepared for the heads of the enterprise.

Scheduled Events: socialization day, living room, part-time or visualization, debate, creative workshop ,pedagogical practice, aquarium techniques, talk shows, competition, conference, “round table”, exemplary parent, “open microphone”, seminar, practice seminar, role-playing games, oral journal, philosophical table, solidarity were organized. After the carried work, positive progress was observed in the joint activities of parents with kindergartens in the field of its management. Thanks to our influence on them, changes were made in the pedagogical thinking of parents. They believed that changes in the intellectual and socio-psychological development of their children could be achieved only through joint and effective work with educators. Therefore, the parents who were passive and indifferent to this issue in the previous events became more active in the end. They come up with interesting proposals and have been closely involved in their implementation.

In the third paragraph of Chapter III, the work on “Monitoring of the results of the development of children in preschool educational institutions” is interpreted. It is noted that the need for result-oriented management in preschool educational institutions creates a demand for the development of the market economy, its indicators and dimensions of effective management. Some of them play a basic function in the management of preschool educational institutions. The management system of these enterprises is based on efficient evaluation and monitoring. The main direction of monitoring is connected with the diagnosis of children's development levels. Its other direction was related to pedagogical staff. Analysis of the survey showed that 48% of educators-teachers do not know from whom and how to get advice on the profession when they are in trouble, as well also the cooperation among colleagues is weak. In addition, work with literature occupies the lowest place in the activities of educators-teachers. This shows that there is a need to regulate professional support within the preschool educational institution.

According to the opinion of educators-teachers, the problems they had difficulty with were mainly the following: perception of the standard concept, ways of working with standards; current and perspective establishment of planning; lack of theories in the field of child development management. Since these issues are new to educators, their perception has created difficulties.

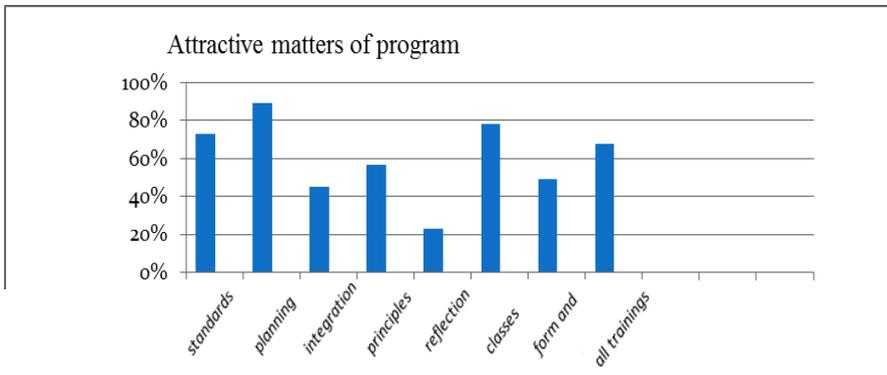
Educators-teachers expressed their need to be more focused on practical issues. This allowed the manager to determine the heating of work with them, keeping the planning and control in the spotlight. According to the survey, the respondents gave suggestions on the methodical assistance to the end-oriented education. The proposals were analyzed and systematized.

At this time, 42% of the requirements for the organization of training are observed by the tutor-teacher; 72% still have difficulties in creating an active learning environment; 47% note the shortcomings in the construction of planning. It was shown that in each of the plans, these and other shortcomings were discovered, the mentors tried to apply the knowledge and skills they acquired.

Interesting results have been obtained by tutor-teachers in the assessment of methodical assistance provided to them by the head of the enterprise. According to the results, 2% were partially satisfied with the help, 58% were satisfied and provided with all the equipment, the funds were sufficient. They were completely satisfied with the content of the help made, the allotted time, concreteness and clarity.

At the end of the study, the questionnaire survey we conducted showed the most attractive issues in their performance in the following way.

Diagram 2. The most attractive issues in result-oriented education



Tutor-teachers expressed their satisfaction with the resources and were fully satisfied with them. 63% of tutor-teachers noted that if they were given individual books and computers to organize the result-oriented pedagogical process, they would have achieved more successful results.

After these studies, we conducted a final survey with the heads of experimental enterprises involved in the study. The survey was devoted to “Efficiency styles of result-oriented management”. After all this work, the preparation of the heads of the enterprises in the field of regulation of the educational process was greatly increased. The results of the survey also showed this. Compared to the initial analysis, 12-15 percent differences were found between the indicators of these results.

The level of efficiency of those involved in the study in result-oriented management

Table 5.

Levels	Those involved in the study		
High level of management skills	14 people	democratic	10 people
		authoritarian	4 people
Middle level of management skills	11 people	authoritarian	9 people
		liberal	2 people
Weakness in management	5 people	liberal	5 people
Lack of management skills	0	-	-

In the description, a comparison of the management styles of those involved in the study was made. It should be noted that at the initial stage of the study, 13 of the heads of enterprises were authoritarian, 10 of them were democratic (collegial), 7 of them were liberal. After the study, several changes were made in the management styles of both authoritarian and liberal style enterprise managers. The reason for these changes was the knowledge and skills they were taught in the experiment, new management methods, methods and ways they were taught. For this reason, we can confidently say that the hypothesis of the methodology we have identified for the study has found its confirmation. The study has enabled us to achieve our goal. On the basis of this method, it is possible to learn management skills, levels of these skills of the heads of preschool institutions of the Republic, to orient and develop them in self-education, self-correction.

Conclusion.

1. The preschool educational institution is managed on the basis of the methodological basis of management with specific features arising from the duties of preschool education. The essence of management in preschool educational institutions is determined by its object and subject, task, means and methods, as well as pedagogical aspects of the work of managers. The management subsystem also

includes management planning, control, stimulation, coordination and other issues. In this system, principles, methods, rules, norms and procedures, discipline guidelines established in the performance of management actions are combined.

2. The more clear the purpose of management of preschool educational institutions is for employees, the greater the probability of fulfilment. In this regard, management in the preschool educational institution has two directions: the first is the management of the activity of the institution; the second is the management of people. The second is situational management. It is based on the organization of work, the activities of educators and children. In this case, the goal also becomes the result. The goal is realized, the result reflects the goal.

3. In preschool education, the result-oriented management system is divided into basic and subsystems with complex structures. The main system is guided by a hierarchical structure (executive authorities, etc. it is intended). Subsystems of management include bodies dealing with the issues of making management decisions, their delivery, solution of execution.

4. Result-oriented management in preschool education is the management work carried out in order to achieve the goal in front of the school and to set the goals that are fulfilled together with all the resources and to achieve this goal. For the same purpose, each participant adapts his / her activity to the general work of other members of the collective. Don't get success with vehicles, technologies and so on. resources are selected and implemented in an efficient manner, in stages to achieve the goal. In this work, special attention is paid to monitoring and evaluation.

5. Result-oriented management of preschool education facilities, managed facilities (educators, children, support staff, etc.), management structure (complex training tools, their development, delivery of information on management decisions), as well as the adequacy of actions aimed at protecting and improving the facility contains.

6. Each of the structures of the results-oriented management system of preschool education is interconnected, and the effectiveness of the results depends on their responsible selection, proper formulation and quality implementation. Result-oriented management serves the effective preparation of children for school, focuses on the formation of the child's personality.

7. Preschool educational establishment is carried out at three levels. The first level - is the head of preschool educational establishment . The second level - is governing methodologist or senior educator, doctor - nurse, and assistant manager . The third level - is realized by educators, music supervisors and physical training educators . In this case, it is necessary to distinguish between subjects of management and subjects of managerial activity.

8. Result-oriented management of preschool education makes it necessary to focus on the following issues: making management decisions on the basis of objective information on managed objects; making management decisions to achieve the goals set on the basis of adopted internal standards (criteria for evaluating the results of educational activities); obtaining more reliable and superior evidence that differs from the average statistical development of the child over a period of time; to monitor the quality and efficiency of education by providing long-term observations, to make effective decisions in time, to carry out correctional work in order to keep the pedagogical system at the planned level, to achieve the goals set in this direction.

9. Efficiency management of a modern preschool educational institution requires knowledge and skills in the spheres of management, marketing, economics: education management, theory and practice of modern management; with what do education system characterize and what is its perspective for development; educational marketing methodology and management methods for this service sphere; theoretical and practical foundations of economy in educational enterprise. At the same time, head's work style of preschool educational establishment must comply with modern management requirements. This theme - “collegial work style” had

been - assessment as more efficiency governing style in this research work.

10. In results-oriented education, the tasks to be performed by the head of the preschool in the management work with educators are more methodological in nature. Leading educators: 1) self-motivation; 2) self-analysis and self-correction; 3) regulating pedagogical relations; 4) can create activity in children by developing skills such as achieving productive results in their work.

11. The quality of result-oriented management in preschool educational institutions depends heavily on the involvement of parents in this process. Their involvement in the process of achieving optimal results, on the one hand, contributes to the systematic construction of children's education, the expectation of uniformity in upbringing, on the other hand, the motivation of parents to this activity.

12. The result-oriented in the preschool education system ends with the assessment and evaluation of children's knowledge and skills. In this case, the selection of measuring instruments suitable for their age, the correct orientation of pedagogical personnel and parents by solving the problems found in the monitoring is the main condition.

The following suggestions have been identified to improve performance:

- development of standards-based special (alternative) programs or development concept for preschool educational institutions;
- beginning of reform in the field of modernization of preschool educational institutions;
- organization and evaluation of innovative process in preschool educational institutions;
- achieving solidarity between management, educators and learners;
- organization of scientific-methodical base and formation of pedagogical environment to achieve efficiency;
- determination of criteria for selection and placement of human resources;
- proper organization and management system of alternative teaching service.

The content of the research, the main scientific ideas and the results obtained are reflected in the following works authored by the claimant:

1. Uşaqların məktəbəqədər təhsil müəssisələrinə adaptasiya problemləri // – Bakı: Məktəbəqədər və ibtidai təhsil, - 2014. № 2, –s. 40-46.

2. Məktəbəqədər təhsil müəssisələrinin nəticəyönümlü idarəedilməsi yolları // Doktorantların və gənc tədqiqatçıların XIX Respublika elmi konfransı, -Bakı: -2015, –s. 264-266.

3. Məktəbəqədər təhsil müəssisələrinin idarə edilməsi üçün rəhbər pedaqoji kadrların hazırlanması //–Bakı: Məktəbəqədər və ibtidai təhsil, –2015. № 3, – s. 31-34.

4. Peşəkar pedaqoji mütəxəssislərin hazırlanmasının məktəbəqədər təhsil müəssisələrinin idarə olunmasında rolu // –Bakı: Məktəbəqədər və ibtidai təhsil, –2016. № 1, –s. 14-18.

5. Məktəbəqədər təhsil müəssisələrin nəticəyönümlü idarəedilməsi prosesinin modernləşməsinə təsir edən amillər // –Bakı: Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, –2016, № 4. –s. 287-292.

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10. Nəticəyönümlü təhsildə valideynlərin iştirakının təşkili yolları // –Bakı: Məktəbəqədər və ibtidai təhsil, –2018. № 4, –s. 40-46.

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