

**REPUBLIC OF AZERBAIJAN**

*On the rights of the manuscript*

**ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy

**THE ROLE OF THE TEACHER IN THE DEVELOPMENT OF  
THE INTELLECTUAL POTENTIAL OF YOUNG  
SCHOOL-CHILDREN**

Speciality: 6104.01 – pedagogical psychology

Field of science: psychology

**Applicant: Ayna Abush Humatova**

**BAKU – 2022**

Dissertasiya işi Azərbaycan Respublikasının Təhsil İnstitutunun  
“Psixologiya və xüsusi təhsil” şöbəsində yerinə yetirilmişdir.

Elmi rəhbər: Pedaqoji elmlər doktoru, professor  
**Hikmət Əbdül oğlu Əlizadə**

Rəsmi opponetlər: Psixologiya elmləri doktoru, professor  
**Ramiz İbrahim oğlu Əliyev**

Psixologiya üzrə fəlsəfə doktoru, dosent  
**Akif Əlihüseyn oğlu Quliyev**

Psixologiya üzrə fəlsəfə doktoru, dosent  
**Nurəngiz Tofiq qızı Rzayeva**

Azərbaycan Respublikasının Prezidenti yanında Ali Attestasiya  
Komissiyasının, Bakı Dövlət Universitetinin nəzdində fəaliyyət  
göstərən FD 2.43 Dissertasiya Şurası

Dissertasiya şurasının sədri: Psixologiya elmləri doktoru, professor  
**Kamilə Ramiz qızı Əliyeva**

  
imza

Dissertasiya şurasının  
elmi katibi:

  
imza

Psixologiya üzrə fəlsəfə doktoru  
**Müşviq Hüseyn oğlu Mustafayev**

Elmi seminarın sədri:

  
imza

Psixologiya elmləri doktoru, dosent  
**Rəşid Vəkil oğlu Cabbarov**

  
26 aprel 22



## GENERAL CONTENT OF THE WORK

**Relevance and of development of the topic.** Modern people use high technologies in almost all spheres of in their lives and activities. The creation and application of high technologies put new demands on the labor market and the education system. The call to “let’s turn our economic potential into the intellectual potential of society” is one of the key components of our state’s development strategy.

This requirement creates the basis for the rapid transition of schools that rely on student memory in the learning process to intellectual schools. The main stage of formation of the student's intellect is the early school period. This period is a very sensitive period of students' physical, physiological and mental development, rich in hesitations and contradictions. Therefore, during this period, high demands are put on the pedagogical activity of teachers for the psycho-pedagogically correct organization of the learning process.

In a new learning environment, it is natural to put on new demands on teacher performance. The essence and relevance of this requirement is reflected in the second direction of the State Strategy for the Development of Education of the Republic of Azerbaijan<sup>1</sup>. Ensuring the effective organization of training with learning technologies, as well as taking into account the individual psychological characteristics of students is one of the strategic directions of pedagogical activity. This direction, which envisages the modernization of human resources in the field of education, serves to form a competent educator. At the same time, the content reflects the improvement of the professionalism of educators, the establishment of new systems for assessing the achievements of students, the creation of training methodologies for the identification and development of students“ talents. In this regard, the research topic is devoted to a very topical issue.

One of the noteworthy points is that in the traditional teaching

---

<sup>1</sup>State Strategy for the Development of Education in the Republic of Azerbaijan // –Baku: Curriculum, - 2013. №4

process, the students' way of thinking is not taken into account by methodists and teachers. Depending on the nervous system, the students thinking is either fast or slow. These symptoms do not characterize the intellectual development of the students in terms of quality and they can not either. Because the issue can be solved in a standard or original way. The teacher should pay special attention to how the student solves the problem. He should approach students individually and create suitable conditions for their independence and creative activity in the classroom. In this way, the necessary information about the real intellectual levels of students and their developmental characteristics can be obtained. Based on this information, the teacher can plan and ensure the effective development of their intellectual potential.

Taking into account the fact that the future intellectual development of students starts in the early school years and teachers play an important role in this work, we formulated our research topic as "The role of the teacher in the development of intellectual potential of young students".

Interesting examples of the teacher factor in pedagogical activity can be found in the researches of G.Aisenk, J.Gilford, J.Piaget, I.Con, J.Renzulli, A.Bine and other psychologists.

Western educators I. Gerbart, Y. Comenius, G. Spencer, I. Pestalotsi, B. Bloom, E. Clapared studied many aspects of the problem.

Russian psychologists B.Teplov, A.Matyushkin, L.Rubinstein, V.Yurkevich, D.Ushinsky, N.Shumakova, V.Druzhinin, V.Shadrikov, D.Sh. Bogoyavlenskaya and others who emphasized the essential role of teachers and psychologists in the student development have studied this problem in various aspects.

Some aspects of creative opportunities of teacher activity were studied in the works of Azerbaijani scientists such as A.Bayramov, A.Alizade, S.Seyidov, V.Khalilov, M.Hamzayev, H.Alizade, K.Aliyeva, A.Gadirov, Z.Veysova, E. Beylarov and others.

**The object and subject of research.** The object of research is the process of developing the intellectual potential of young students. The subject of the research is the psychological aspects of teacher

activity that determine the development of the intellectual potential of young students.

**Objectives and tasks of the research.** The purpose of the study is to study the psychological and pedagogical features of teacher activity that determine the formation, development and realization of the intellectual potential of young students and to identify the necessary factors for its effective application in the learning process.

Based on the goals and assumptions of the study, its objectives are defined as follows:

1) Research of necessary psychological and pedagogical features of teacher activity for formation of developmental and creative learning environment.

2) Development and harmonization of methods for diagnosis, development and realization of intellectual potential of young school-children.

3) Research of psychological and pedagogical features of training strategies providing intellectual development of young school-children.

**Research methods.** Theoretical analysis, analysis and generalization of psychological and pedagogical experience, observation, interview, survey, test, experiment, statistical processing of results and graphical description, etc. were used to test the hypothesis, defense provisions, possible dependencies and connections.

**The main provisions of the defense:**

1) The teacher's systematic and purposeful use of developmental tasks and exercises in the learning process has a significant impact on the intellectual development of young students.

2) The application of a system of developmental tasks and exercises, taking into account the individual characteristics, interests, potential opportunities and abilities of students in the creative learning process, increases their learning motivation.

3) Demonstration of creativity, originality and motivational activity stimulates the learning activity of young students, increases the interest in research, independent thinking and creativity.

**Scientific novelty of the research.** Psychological and pedagogical factors that have a significant impact on the development and realization of students' intellectual potential in teaching process and opportunities and ways for their effective application in the interactive learning process have been identified.

**Theoretical and practical significance of the research.** The research explored the issues of students' intellectual development in terms of the formation of positive motivation and dominant interests in learning, as well as the free learning activities, critical thinking and self-analysis.

The developmental tasks and exercises given by the teacher during the training process led to the formation of students' intellectual development.

Based on the theoretical and experimental results and formed provisions of the research, scientific-methodical recommendations for teachers and practical psychologists have been developed.

The research experiment was conducted in schools No. 72 and 80 in Baku, in Poladli village secondary school of Agjabadi district, and in secondary school No. 5 named after P. Mirzayev in Agsu district.

Application of tested methods in accordance with the subject, tasks and objectives of the research, statistical significance of experimental data, coordination of quantitative and qualitative analysis of results, their statistical processing ensured the accuracy and reliability of research results.

**Approbation of research.** The results of the research were discussed at various national and international scientific conferences, scientific seminars, reports and speeches of the Institute of Education which were dedicated to modern educational concepts, the formation of new pedagogical thinking and other psychological and pedagogical issues of training.

Dozens of articles and theses have been published in leading scientific journals based on the results of research on the topic of the dissertation.

**The name of the organization.** The dissertation was completed at the Department of Psychology and Special Education of

the Institute of Education of the Republic of Azerbaijan.

**Volume and structure of the dissertation.** The dissertation consists of an introduction, three chapters with 8 sub-chapters, a conclusion, a list of references and appendices.

The number of pages are as follows: Introduction 8, Chapter I 26, Chapter II 50, Chapter III 37, Conclusion 2, the list of used literature 12 pages, in general the dissertation consists of 271035 signs.

## **THE MAIN CONTENT OF THE DISSERTATION**

The introduction of the dissertation discusses the relevance and level of development of the topic, defines the goals and objectives, methods of research, indicates the main provisions for defense, substantiates the scientific novelty, theoretical and practical significance of the dissertation.

The first chapter “Scientific and theoretical bases of intellectual potential development” consists of 3 paragraphs. The first paragraph, entitled “Philosophical and psychological essence and content of the concept of intellectual potential” analyzes the philosophical and psychological essence of the phenomenon of intellectual potential. Intelligence, the basic form of human perception of reality, is also seen as the ratio of consciousness to subconsciousness.

Thus, although consciousness is the psychological basis of problem solving and the intellectual act, the emotional background is provided by the level of subconsciousness.

Intelligence combines features such as a system of mental operations, the choice of individual style and solution strategy to a problem, and social adaptation to a given situation. According to V.Shtern, intelligence is a general indicator of the ability to adapt to new living conditions<sup>2</sup>.

From a psychological point of view, the essence of intelligence is to create a system of adaptation of individual needs to real requirements. A person can behave only and independently of the situation only if he has a complete and adequate idea of the situation.

---

2. Alizade, A. Cognitive processes and feelings . - Baku: - 2006. - 346 p.

In the second paragraph, entitled "Study of the problem in the pedagogical and psychological literature", the existing problem is studied primarily in the historical aspect. Some issues in psychology on the qualities of thinking and the mind have been studied experimentally by A. Bine, E. Klapared, V. Shtern, J. Piaje since the twentieth century. The analysis of works written by Azerbaijani psychologists such as A.Bayramov, A.Alizade, M.Mehdizade, H.Alizade, B.Aliyev, K.Aliyeva, E.Baylarov, Russian psychologists L.Vygotsky, V.Davidov, D.Elkonin and L.Zankov show that a substantial increase in the intellectual level of students can be achieved through the application of new types of tasks that intensify mental development in the context of developmental learning.

According to the modern philosophy of education, a competent teacher must identify the students' potential in time and guide them in the right direction. The teacher should use all methods and means to increase the independence of students in the learning process, try to develop their mental operations, mental qualities, high-level cognitive skills, create all-round conditions for the formation of creative activity. Research on the development of intellectual potential of young students and the role of teacher activities in this area shows that teachers and their strategies, physiological and psychological condition of students, etc are important in identifying and supporting intellectual potential.

The third paragraph entitled "Methodological basis for the study of intellectual potential" analyzes the directions of intellectual development, various theories on the development of intellectual potential, the factors affecting intellectual development. Intellectual development depends on genetic factors on the one hand, and environmental factors on the other.

Genetic factors are the basis of effective interaction with the environment in the development of the organism.

In this section, the intellectual models of J. Piaget, J. Guilford, Spearman, H. Gardner have been studied, and numerous research results have been systematized.

Chapter II entitled "Psychological features of the teacher's activity that determine the intellectual development of young stu-



dents" contains 3 paragraphs. Paragraph 1, entitled "The impact of a teacher's professional and personal qualities on the intellectual development of young students", describes the teacher's qualities, pedagogical abilities, and communication styles. It is emphasized that in the training of teachers special attention should be paid to the reflective aspects of personality and motivation.

The change in the pedagogical consciousness of the teacher leads to a fundamental change in the rules of communication and behavior, methods of teaching and education. This regulates the completeness of the pedagogical process. A teacher with a strong will, diligence and love for his profession can cultivate a person - a true citizen who is useful to society.

In modern pedagogy, pedagogical skills are conventionally divided into three groups: organizational, didactic and personal<sup>3</sup>. These are the skills that show a teacher's pedagogical skills. Pedagogical communication is the basis of didactic ability, which characterizes the interaction and influence of teacher and student during pedagogical activity. The teacher's right choice of position in pedagogical communication leads him to the goal.

According to Makarenko, "pedagogical skills should be reflected in the pronunciation and management of the word"<sup>4</sup>. Because the disposition of the personality depends on the level of self-esteem and assertion, self-awareness, the characteristics of the psychological self-portrait, as well as interests, desires and so on.

The teacher's position in the learning process has a profound effect on his communication. Teachers with different styles demonstrate different patterns of behavior in the classroom. The optimal organization of pedagogical activities ensures the optimal realization of the goals of training and education set for a specified period of time with the correct model of behavior chosen by the teacher.

---

<sup>3</sup> Aliyev, B.H. Pedagogical psychology. / B.H.Aliyev, K.R.Aliyeva, R.V.Jabbarov - Baku: Education, - 2011. - 256 p

<sup>4</sup> Alizade, H.A. The path from traditional teaching to new pedagogical thinking, Article // Rep. e / conf, -2017, -s. 11-16

As can be seen, the success of learning, the effectiveness of the formation of practical skills and habits, the acquisition of new approaches and their successful application in activities directly depends on the level of activity of the student, the main subject of the learning process. This principle should be kept in focus in the formation of students' learning motives and the development of their intellectual potential.

Paragraph 2 entitled "Psychological features of learning strategies applied for students' intellectual development," studies the learning strategies that ensure the development of intellectual potential during learning. A well-developed personality is formed as a result of the interaction of relevant content and properly chosen learning strategies. The use of ICT in modern education not only develops the human's intellectual potential, but also creates new development perspectives, a new global cultural system and give interesting opportunities to improve the quality of education. The purpose and result of the training must be determined in advance. The "coefficient of performance" of each strategy chosen to achieve results in this process is different. Depending on the individual-psychological characteristics of the subject and students, the intellectual level of the class, the chosen strategy can give different results. The teacher's explanation of content innovations in a variety of ways helps to prevent and sustain the student's attention span. It is also important that the teacher distributes his attention equally to all students in the learning process.

During the observation, the teacher must choose the right strategy so that the lesson is listened to by all students and not distracted. Each lesson has its own opportunities in the development of intellectual potential. The teacher uses appropriate methods and techniques according to the specific nature of each lesson.

Paragraph 3, entitled "Psychological aspects of the impact of teacher-student relations on learning results", explains the psychological features of teacher-student relations. Early schooling is a new social stage in a child's life.

New interpersonal relationships stimulate the formation of certain emotional relationships. The interaction of teacher-student rela-

tions is one of the main positions in the humanization of education. In the modern concept of education, in any form of learning, interpersonal relationships must be properly formed and managed. In these relationships, the student's qualities such as constant communication, discussion, decision-making, feedback, and evaluation are formed. Proper formation and management of relationships in such an environment requires a high level of psycho-pedagogical training.

A teacher plays an important role in directing the emotional tension of students that can arise in situations such as a sense of responsibility in decision-making, justification of the position in a short time, a critical approach to the result, etc.

Research shows that a teacher's positive emotional attitude has a major impact on a student's success in the learning process. The psychological nature of the impact of emotional attitudes on learning motivation has also been studied by L.I. Bojovich and P. Jacobson, and it has been found that the structure of emotional attitudes towards school is reflected in attitudes towards learning and the teacher<sup>5</sup>.

When young students feel a sense of trust, confidence, and support from a teacher in a learning environment, they join the learning process more confidently and safely, realize their potential, and develop harmoniously within their capabilities.

Chapter III is entitled "Organization and Conduct of the Experiment". Its first paragraph, entitled "Content and organization of the experiment", reflects the methods used in the research, the work carried out in connection with the experiment.

A total of 278 people took part in the experiment, including 145 experimental (EG), 133 in the control group (CG) of Baku city lyceum No. 72, high school No. 80, Agsu city high school No. 5, Poladli village high school of Agjabadi region. Primary (III and IV) grade students and primary school teachers were involved the experiment.

---

<sup>5</sup> Panov V.I From the developing training to the developing education. Izvestia Russian. Acad. Education. Moscow: Magist-Press, 2000, №2, p.60-70

**Table 1.**

**Demographic characteristics for the experimental (EG) and control (CG) group**

Demographic characteristics			Experimental group		Control group	
			person	%	person	%
Sex	Female		65	45%	64	48%
	Male		80	55%	69	52%
Class	III	III a	81	56 %	-	-
		III b	-	-	78	59 %
	IV	IV a	64	44%	-	-
		IV b	-	-	55	41%
School	No. 72,		20	14%	20	15%
	No. 80		40	27,5 %	42	31,7%
	Agsu No. 5		49	33,7 %	40	30%
	Agjabadi, Poladli		36	24,8 %	31	23,3%
Total			145	100%	133	100%

Table 2 shows the results of the socio-demographic analysis among primary school teachers in 4 schools.

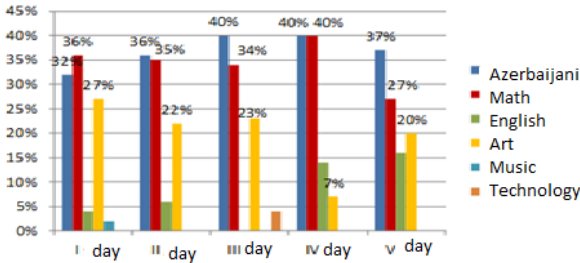
Mathematical and statistical processing of the results obtained in paragraph 2, entitled "Analysis, statistical processing and interpretation of results" was carried out with the 22nd package version of the program SPSS-22 - IBM SPSS (Statistical Package for the Social Science).

**Table 2.**

**Comparison of teachers by age and pedagogical experience**

Demographic characteristics		Teachers	
		Person	%
Age	24-36	12	24%
	37-49	16	32%
	50-62	22	44%
Pedagogical internship	1-8 years	9	18%
	9-16 years	7	14%
	17-24 years	13	26%
	More than 25	21	42%
School	No. 72,	10	20%
	No 80	20	40 %
	Agsu No. 5	11	22 %
	Agjabedi, Poladli	9	18 %
Total		50	100%

In order to study the effect of motivation in training, “Study Schedule” methods were used during the research. The statistical results of the compiled lesson plans are shown in Figure1. During the week, 37% of students included Azerbaijani language and 34% Mathematics in the table.



**Figure 1. Indication of students' choice of subjects in the lesson schedule during the week.**

What is noteworthy in the table is that the 3rd most preferred subject by students is Fine Arts., This subject is given only 1 hour in the schedule. One of the issues that attracts attention is that the subject of music is not mentioned at all during the week. Thus, the music lesson was recorded only 1 day a week by 2% of students. In our opinion, music is an important tool that affects the learning motivation and emotional state of students. As a result of the study we come into conclusion that the lack of a serious approach to fine arts and music lessons, the lack of hours for these special subjects, and the fact that classes are taught by class teachers rather than professional teachers have a negative impact on students' intellectual and creative potential. Because emotional sphere has great influence on the development of student potential. Proper formation of the emotional sphere also has a positive effect on the level of interest of the student.

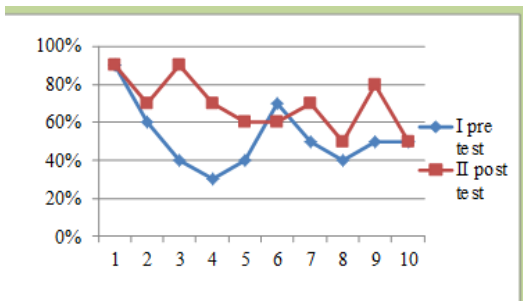


Figure 2. The results of pre and post tests in EG

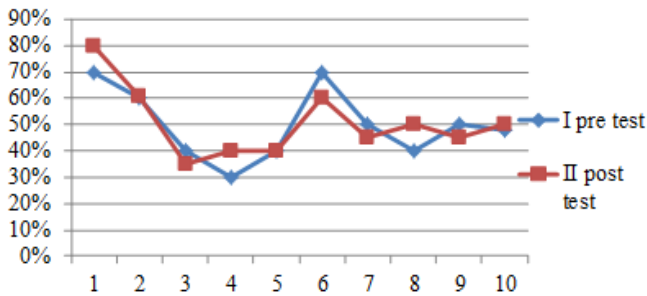


Figure 3. The results of pre and post tests in CG

Table 3.

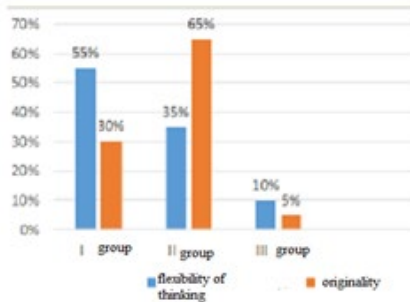
Statistical processing of pre and post test results in EG

EG	<i>I pre test</i>	<i>II post test</i>
Average	4,217391	5,804348
Median	4	6
Mod	4	4
S/ avoidance	1,762738	1,857353
Dispersion	3,107246	3,449758
Asymmetry	-0,39728	0,168468
Interval	6	6
Minimum	1	3
Maximum	7	9
Total number	145	145

**Table 4.**  
**Statistical processing of pre and post test results in CG**

CG	<i>I pre test</i>	<i>II post test</i>
Average	5,015	5,034
Median	5	5
Mod	5	4
S/ avoidance	1,5267	1,708
Dispersion	2,3308	2,918
Asymmetry	-0.10478	0,12358
Interval	5	7
Minimum	2	1
Maximum	7	8
Total number	133	133

One of the shortcomings of the teaching process is that teachers use tasks and exercises that focus more on students' memory. Teachers put other thinking processes, especially the development of creativity, in the background. Unusual ideas and different approach to things are reflected in creativity. The activity carried out to realize this idea is called creativity. It should be taken into account that creative activity is important in the development of students' intellectual potential. The harmonious process of thinking and imagination in the development of the student's personality eliminates the boundary between different levels of development. Because thinking, like imagination, can create new images. While the images of the mind are based on past experience, a new quality is observed in the images of the imagination. Although research has shown that creativity and intelligence are orthogonal factors, we believe that the developmental function of learning manifests itself in tasks that require more creativity. For this purpose, during the application of R.V.Ovcharova's "Study of student creativity" method, students' creative thinking was evaluated for flexibility and originality.



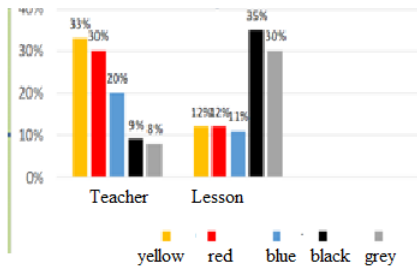
**Figure 4. Indicators of students' mental agility and originality**

55% students in group I had average mental agility, 30% had low originality, 35% students in group II had low mental agility and average originality, students in group III had 10% agility and originality (Figure 4). As can be seen, there is an inverse relationship between students' agility and originality in a short period of time.

If we evaluate the lesson as a learning activity, first of all the success begins with the interaction of the subjects. One of the main factors that promote the harmonious development of the student is the correct establishment of the teacher-student relationship. During the study, the student's attitude towards the teacher and the lesson was examined using the Luscher test and is shown in Figure 5-6. As can be seen from this diagram, the student-teacher relationship is at a normal level.

Interestingly, although only 17% of students prefer black and gray in relation to the teacher, these colors are expressed in 65% of students in relation to the lesson. The reason for the preference of these colors may be the monotonous nature of the lesson, the non-professional attitude of the teacher to the subject or profession taught. Teachers' low motivation, incorrect choice of learning strategy, inadequate choice of teaching methods according to the level of the class or the use of the same methods have a negative impact on the student's learning motivation.



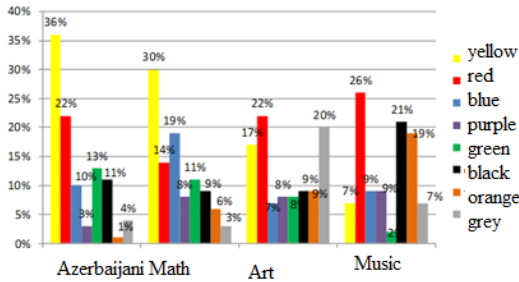


**Figure 5. Students' attitude to the teacher and the lesson (based on the Lusher test)**

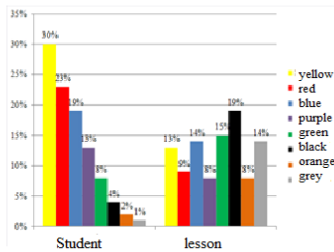
Given the low level of learning motivation, high workload, and lack of time for extracurricular activities, students' attitudes toward subjects were examined by the Luscher test. The results are shown in Figure 5. Students who want to have these subjects 4 times a week during the application of the "Schedule" method prefers gray, black and brown colors in relation to Fine Arts and Music lessons, which shows that their interests and needs are not met. Interestingly, 26% of students preferred red in relation to music. This is due to the fact that many students are involved in extracurricular music education. The attitude of students toward music who do not include the music lesson in the schedule can also be explained through this factor.

During our interviews with students, we came to the same conclusion about the subject of Fine Arts. Thus, a lesson that does not address the sphere of interest and emotion is either meaningless to the student, or the student tries to be “invisible” in this lesson. Two different subjects such as Azerbaijani language and Mathematics taught by the same teacher, one of which is interesting and the other is boring, makes it important for specialists to teach these subjects.

Because the teaching of each subject by a specialist creates more favorable conditions for instilling in students the specific features of that subject.



**Figure 6. Students' attitude to subjects (based on Luscher test)**



**Figure7. Teacher's attitude to the student and the lesson (based on the Luscher test)**

The next stage of the study examined teachers' attitudes toward students and lessons. Statistical analysis shows that (Figure 7) the teacher-student interpersonal relationship is more satisfactory than the lesson. Thus, 19% of teachers expressed their attitude to the lesson in black and 14% in gray. Statistics of teachers' attitudes towards lessons relates to socio-psychological factors such as low professional motivation, monotonous work schedule, underestimation of professional activities, etc.

Based on the results of the Luscher test, we can say that the interactions formed in the process of activity and communication affect the system of personal experience. The model of behavior reflected

in this system determines the nature of the success of joint activities. Therefore, it was investigated which model of pedagogical behavior teachers prefer in the system of personal practice. For this purpose, the method called "Diagnosis of teacher's personality and professional qualities" by V.I. Zverevoy was used.

The analysis of the results of this methodology with the "Kolmogorov-Smirnov criterion" allow to determine the width of variation of 5 blocks. The result shows that the sample distribution differs from the normal distribution in 4 blocks ( $p < 0.05$ ), the difference in the other 1 block is not statistically significant ( $p > 0.05$ ). Therefore, a non-parametric method - Spirman Correlation - was used to analyze the blocks.

**Table 5.**

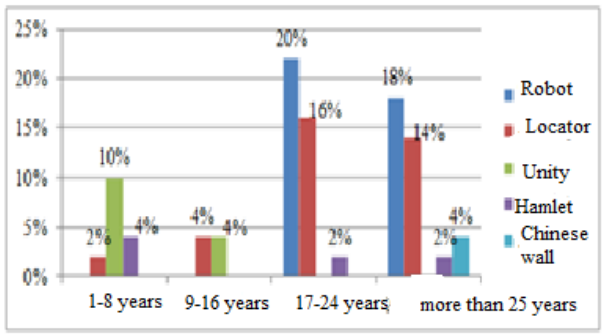
**Analysis of V.I. Zverevoy's methodical results on "Kolmogorov-Smirnov criterion"**

	N	Average	Standard avoidance	Kolmogorov-Smirnov's Test	Statistical result
I Block	50	3,61	0,051	0,054	0,089
II Block	50	4,06	0,057	0,083	<b>0,000</b>
III Block	50	3,22	0,041	0,087	<b>0,000</b>
IV Block	50	3,20	0,036	0,078	<b>0,001</b>
V Block	50	3,34	0,052	0,082	<b>0,000</b>

The results of the inter-block correlation analysis of this methodology (Spirman) are given in Table 5. In the methodology, block I allows to determine the personal qualities of the teacher, block II pedagogical style, block III creative potential of the teacher, block IV motivation and personal attitudes of the teacher, block V the ability to work with a talented child.

The relationship between these blocks was considered with the analysis of Spirman correlation. It was found that there was no statistical relationship between the teacher's personal qualities and his creative potential, ability to work with a talented child, pedagogical communication style, motivation and personal orientation ( $p > 0.05$ ). That is, personal qualities (self-government, character, emotionality, speech, etc.) mainly depend on a person's upbringing model, worldview, social environment. The correlation test did not identify a statistical relationship between creative potential and pedagogical communication style ( $p > 0.05$ ).

A statistical relationship was established between the creative potential and the ability to work with a talented child ( $p < 0.05$ ). This means if a teacher's creative potential increases, then his or her ability to work with the child increases as well. There is no statistical relationship between the teacher's communication style and creative potential and ability to work with a gifted child ( $p > 0.05$ ). There is a statistical relationship between the communication style and the personal qualities ( $p < 0.05$ ). That is, the teacher's personal qualities influence his choice of a more comfortable style of communication. The teacher's motivation and personal qualities do not depend on his / her creative potential, ability to work with a talented child, style of communication ( $p > 0.05$ ). This block seems to be more statistically dependent on the style of communication. Teachers' behavioral models and internship statistics are given in Figure 8.



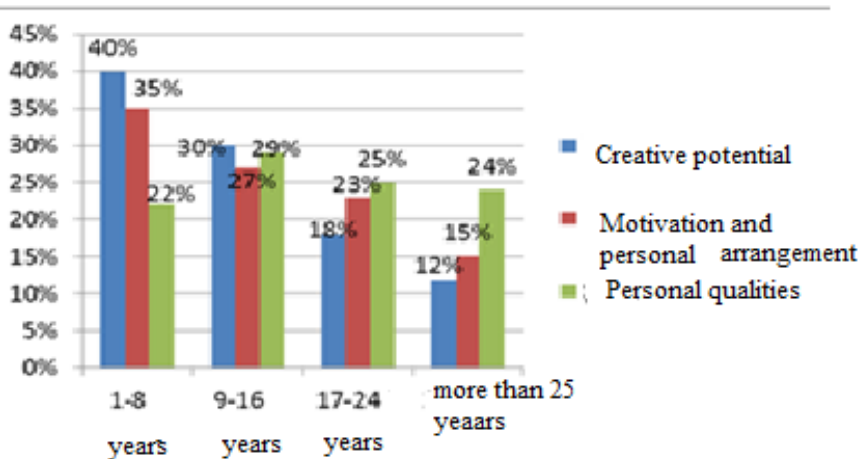
**Figure 8. Distribution of behavioral models according to pedagogical experience**

The study examined the relationship between teachers' work experience and preferred behavior patterns. In the study, more than two independent group comparisons were performed with the Kruskal-Vallis H test for groups that did not show a normal distribution. The relationship between the two variables was analyzed by the Spirman correlation.  $p < 0.05$  was considered statistically significant.

**Table 6.**  
**The relationship between work experience and preferred behavior**

Demographic characteristics		Methodology for determining the style of behavior				
		min	Max	Average	Standard avoidance	Statistical result
Internship	1-8	0,20	2,15	88,68	0,41	<b>0,04*</b>
	9-16	0,30	2,25	84,78	0,51	
	17-24	0,25	2,20	54,65	0,54	
	More than 25	0,32	1,20	43,15	0,43	

According to the results of the Kruskal-Vallis "H" test, a statistical correlation was observed between the pedagogical experience of teachers and the model of behavior. It became clear that as a result of the increase in pedagogical experience, teachers prefer a more controlled model of behavior (Figure 8). Thus, a robot model is suitable for 22% of teachers with 17-24 years of experience and 18% of teachers with more than 25 years of experience; the active interaction model is more specific for 10% of teachers with 1-8 years of experience.



**Figure 9. Assessment of professional and personal qualities of a teacher according to pedagogical experience**

As can be seen from Figure 9, teachers' creative potential and motivation are negatively correlated with pedagogical experience. This dependence depends on age, type of activity, nature of activity. Another reason for the decline in creative potential is the routine nature of the activity. Because doing the same thing over and over again weakens one's creative attitude.

The teacher's activity is partly routine. On the positive side, pedagogical experience does not "interfere" with a teacher's personal qualities.

The main provisions of the research are summarized as follows:

1. The creative activity demonstrated by the teacher during the lesson has a significant impact on the formation of a creative learning environment in the classroom. This in turn, creates a tendency for students to think freely, discuss, explain and defend their positions during the lesson. Creating a positive creative learning environment in the classroom has a positive effect on the development of teacher-student and student-student relationships on a subject-subject basis.

2. The teacher taking into account the individual characteristics of students in the organization of forms of work (group, pair, individual and collective activity) and application of learning strategies (methods and assessment) in the learning process significantly contributes to increasing their learning interest and motivation, their active participation in the learning process, supports their comprehensive and harmonious development.

3. Creating a developmental learning environment in the classroom using developmental tasks and exercises in the teaching process, taking into account the individual developmental levels of students, creates favorable conditions for the development of their intellectual potential. Developmental tasks enable students to realize their potential as they engage in creative pursuits.

4. The systematic and purposeful use of non-standard, interesting tasks by the teacher in the learning process is crucial for the development of intellectual potential of young students and its effective realization. This in turn, has a positive effect on the expansion and development of students' thinking skills.

5. Subjects such as Music, Technology, Physical Education, Fine Arts, which are of special importance in the formation of the emotional sphere, are taught by unprofessional teachers which prevents the realization of the intellectual potential of the student. For intellectual performance, the student's emotional activity must be high. Therefore, it is more expedient to teach special skills in primary school by a professional teacher in terms of timely identification and effective development of students' potential.

6. The development and realization of the intellectual potential of young students depends on the personal and professional qualities demonstrated by the teacher in the learning process. Research has shown that the development and realization of intellectual potential in students depends on the proper organization of pedagogical communication, the model of behavior chosen by the teacher. If young students feel trust, confidence, kindness, and support from the teacher, they will join the learning process more confidently and realize their potential, and develop harmoniously within their capabilities.

7. The majority of teachers involved in the study found that as a result of the increase in pedagogical experience, teachers prefer a more controlled model of behavior. It was found that teachers with more than 19 years of experience prefer to communicate as planned, despite changing circumstances. At the same time, these teachers focus only on skilled or weak students, and only work with a certain group of students in the classroom.

8. It was determined that there is a negative correlation between the teacher's creative potential, motivation and pedagogical experience. The reason for the decline in creative potential is the routine nature of teaching. Because the fact that a person does the same thing regularly does not allow a creative approach to this work. This reduces the quality of activity. Therefore, trainings should be conducted to support creative teaching activities, and inter-school experience exchange should be conducted to use "creative practices".



**The main content of the dissertation is reflected in the following works of the applicant:**

1. Psychological roots of talent //-Baku: "Scientific works" of AREPI, - 2007. № 2-3, -p.102-106

2. Problems encountered by skilled children during school activities //-Baku: "Scientific works" of AREPI, - 2008. № 3, -p. 233-237

3. The role of the teacher in the development of creative potential of young schoolchildren //-Baku: "Scientific works" of AREPI, - 2009. № 3-4, -p.366-372

4. The development of intellectual potential of young schoolchildren //-Baku: "Scientific works" of AREPI, - 2011. №2, -p.78-81

5. Materials of the International scientific conference on "Issues of development of intellect and creative thinking of young schoolchildren,/" "Pedagogical and psychological problems of improving the teaching process",. -Nakhchivan: Translator, -2011, -p.195-197

6. On the use of teaching methods in the development of intellectual skills of young students //-Baku: "Scientific works" of AREPI, -2012. № 1, -p.150-154

7. On the development of the intellectual potential of young schoolchildren. //-Republic of Kazakhstan: "Pedagogy and Psychology" of the Kazakh National Pedagogical University named after Abay, -2018. № 3, -p. 95-101

8. Issues of development of intellectual potential of young school-children //XXII Republican Scientific Conference of Doctoral Students and Young Researchers, -Baku: ASPU, -2018, -p.425-428

9. Emotional shades of student thinking// III International Scientific Conference of Young Researchers, -Baku: BEU, -2019, -p.1376-1378

10. The transition from the border of emotions to the world of thinking //The great Czech educator J.A. Komensky: a classic and modern approach to education International Conference, BSU, -Baku: BSU, - 2019, -p.299-301

11. Psychological aspects of teacher-student relations in the cognitive development of young schoolchildren //-Baku : Scientific Works BIU, -2019. № 2, -p.37-42
12. Insensitively developed intellect //-Baku: BSU Journal of Psychology, -2019. № 4, -p.25-30
13. Psychological aspects affecting student learning success //IV International Scientific Conference of Young Researchers,-Baku: BEU, -2020, -p.1316-1318
14. Ensuring student success in the learning process: psychological aspects of parent, teacher activity //-Baku: ADPU Scientific News, -2020. № 2, -p.150-154
15. Philosophical and psychological essence of the phenomenon of intellectual potential //The thirrd International European Conference on Interdisciplinary Scientific researches, , - Moldova:Comrat, -2021, -p.761-771
16. Psychological influence of the teacher's attitude to the development of intellectual potential //LXXVII International Correspondence Scientific and Practical Conference «International Scientific Review of the Problems and Prospects of Modern Science and Education» -USA: Boston, -2021, -p.55-57

The defense will be held on 06 june 2022 at the meeting of the 13<sup>00</sup> Dissertation Council FD2.43 operated by Baku State University.

Address: AZ1148, Baki city, Z.Khalilov street, 23, The main building.

Dissertation is accessible at the scientific Library of Baku State University.

Electronic versions of dissertation and its abstract are available on the official website of Baku State University.

Abstract was sent to the required addresses on 05 may 2022.

Signed for print: 18.04.2022

Paper format: 60x84 1/16

Volume: 30

Number of copies printed: 35076