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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**CONSIDERATION OF TEMPERAMENT TYPES
IN EDUCATIONAL ACTIVITIES OF YOUNG
SCHOOLCHILDREN**

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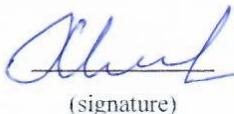
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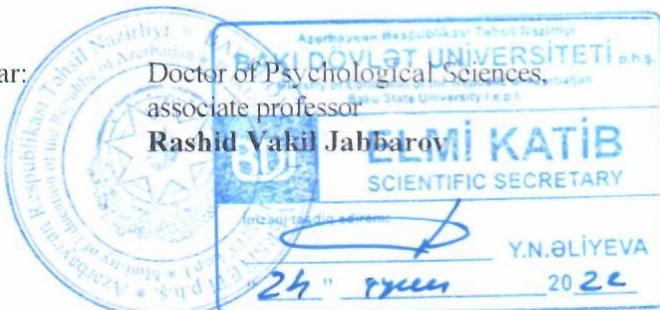

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GENERAL CONTENT OF THE WORK

Relevance and level of development of the topic. At present, the education system pays more attention to the formation of the student's personality, and technologies aimed at taking into account students' individual structure are expanding. This trend is widespread in primary education. Therefore, the study of individuality in researches of pedagogical psychology are still relevant.

One of the main problems of individuality is temperament. One of the strategic directions of the "State Strategy for the Development of Education in the Republic of Azerbaijan", which aims to build a modern education system, is "the formation of a highly reputable educator who ensures effective mastering of educational content through innovative teaching methods and technologies".

One of the main factors making the study of temperament urgent is the curriculum reforms carried out in the education system of the republic in recent years. The main content of these reforms is the formation of the student's personality. The new Education Law of the Republic of Azerbaijan includes the following general requirements for the content and organization of education (Article 11): "To form students' ability to adapt to modern requirements and conditions, to be competitive, to communicate; to form an independent, creative personality and citizen with the qualities of taking responsibility, participating in the activities and development of democratic institutions; to ensure the development of students as individuals "(36, p. 37).

Individual characteristics play a key role in the structure of personality. In order to focus on the individual approach, which is one of the important principles of the learning process, of course, it is important for those who work in this field to know the characteristics of the student's temperament, its manifestations.

The study of temperament at an early school age is also effective in the pedagogical process in terms of the formation, strengthening and development of individual style of students. Prominent representatives of world psychology such as J. Bruner, V. Stern, J. Pi-

get, L.S Vygotsky, V.S Merlin, N.A Menchinskaya, V.N Myasishev and others played an important role in this field.

The relevance of the study is also related to the need to improve the work with the groups used in the curriculum. To do this, students have to show subjective activity according to their temperament type. Noting the importance of this, A.A. Alizadeh writes that “a new student of pedagogical thinking evaluates himself as a self-determined and self-realizing person, a subject of the educational process. This is the cornerstone of the new pedagogical thinking, the communicative basis of which can be explained only in the context of this provision.

On the basis of important communication, a cooperative relationship between teacher and student is established: in the mysterious-magical classroom, two subjects - the teacher and the student - work together ”(13, p. 261-262).

It becomes clear that a number of factors affect the effective learning activities of children during the early school years. Among these factors, the ability of self regulation is also leading. Self- regulation is a relationship in which a person is a subject for himself. Self-regulation is such a component of personality that it is conditioned not only by activity, but also by many other factors. Thus, students who have developed self-regulation are more active than the others.

During self-regulation, activity is directed at the person himself, not at the outside world or other people. This result was obtained by psychologists who conducted research in the field of self-regulation (L.S. Vygotsky, N.A. Mislavsky, O.A. Konopkin, K.A. Abdulkhanov, etc.).

The rapid development of self-discipline from an early school age is associated with learning activities. Thus, a new period begins in the life of a child entering school - the period of young school age, the leading activity of which is learning. During the early school years, there is more arbitrariness in mental development. Arbitrariness begins to dominate attention and memory.

By coming to school, the child learns to manage his behavior and partial mental development. This is explained by the fact that

during this period the child begins to study in school, and learning activities place high demands on his behavior and development. One of these requirements is to adapt the learning tasks of young students to their temperament types, the natural capabilities of the field of reflection, to create self-confidence to regulate their activities.

Another issue that makes the topic of the study actual is increasing the effectiveness of cognitive activity in young students in the future by forming an individual work style. Individual work style is based on issues such as temperament, the speed, impulsivity, persistence, fluidity of movements, distribution, transfer, concentration of attention etc. which characterize cognitive activity. If educators are unaware of the ways how to influence on young students and develop individual work style, they will certainly have difficulty assisting students in this area. Therefore, this problem is considered as one of the topics that determine the relevance of the study.

Differentiation of young students according to temperament types is regularly discussed in the educational environment. In fact, this is one of the most difficult tasks for educators. Without explaining how to conduct it and how to treat students according to their temperament types, it is certainly not possible to help in this area. It is related to the issue mentioned as one of the areas to be studied in the study. "In psychology, individual-typical features are manifested in the nature of the child as stable, durable features. Therefore special attention is paid to individual approach and differentiation in pedagogy.

The physiology of the child's personality should also be taken into account in the diagnostic work. According to A.A Alizadeh the individual approach should consider the student's individual abilities in a new context. He says: "the individualization of education is a unique process and should therefore be based on diagnostics"(16, p. 298). Therefore, this problem needs to be considered separately.

Another issue that makes the study relevant is the analysis of the temperament characteristics of reference groups of young school-children. As it is known, in each social group there are different reference groups. Although such groups of young school-children are

situational and short-lived, it is necessary to study the role of temperament features in the formation of groups and the rules for taking these features into account in relationships.

In order to achieve effective results in taking into account the types of temperament in training activities, it is necessary for teachers, parents and young students to work together. Teachers and parents, on the one hand, should be closely acquainted with the individual characteristics of students, benefit from the scientific directions of this work, on the other hand, teach them ways of self-determination, self-awareness, self-regulation and self-control.

At present, it is difficult to make specific proposals without summarizing the tools, programs, technologies and psychological methods used in psychology in this field. All of these are based on temperament. Therefore, we have defined the topic of the study as "Consideration of temperament types in educational activities of young schoolchildren".

Development of research. From ancient cultures, science has been known to distinguish and evaluate human beings according to their humoral systems and constitutional structures. Ideas about the influence of the humoral system on the properties of temperament were first developed by Eastern thinkers Al-Mavardi, Ibn Abi-Rabi, Ibn al-Azrak, At-Tartushti and Ibn Arabshah.

Later, Ibn Sina established a great school in the field of diagnosing the "signs" left by somatic diseases on the body and face.

The explanation of the properties of temperament according to the humoral system is based on the Greek philosopher P. Hippocrates. Aristotle believed that some of the blood particles caused heat reactions and some caused cold reactions. Kant distinguished 4 types of blood properties. V. Vunt is the author of the first researches in the field of different manifestations of temperament in the form of emotions and feelings.

E. Kretschmer summarized the results of research in the field of studying the body structure of psychoses. In the early twentieth century, the research by W. Sheldon and S.S Stevens brought a new spirit to constitutional psychology. Sheldon said that the mental constitu-

tion of man is not formed in accordance with the three main somato-types.

Starting from the early twentieth century, the first research in psychology (Lavater, Hell, Spurzheim, Rostan, Biola, Sugo, Nakkartti) focused on the gradual transition from the constitutional system to behavior. Psychological research conducted by I.M Pavlov, Q. Ananyev, N. Eyzek, R. Kettel, B.S. Merlin and others show that it is difficult to give a complete, clear, non-contradictory description of the parameters of individual differences and create a psychological picture of it.

O. Gross tried to create the first theory of temperament in psychology. He paid attention to the temporal-energetic nature of human activity. Later, Y. Strelyau, V.D. Nebilis and O. Gross developed the ideas in this field. K.N Kornilov associated temperament with the dynamics of human behavior and considered it expedient to approach its study from this aspect. V.M.Rusalov called the temperament a psycho-socio-biological category that embodies the independent basic structures of the human psyche, creating a rich content of characteristic features. C.P. Guilford made generalizations about temperament using the psychometric method.

According to the results of these studies, I.P Pavlov drew a parallel between the type of human temperament and the structure of the nervous system. According to Conrad's genetic theory of temperament its features are related to the signs of dominance and regression which are hereditary.

K.Q. Jung, who conducted a factor analysis of temperament, suggested its extrovert, introvert type. Along with these two types of temperament, H. Eisenk added emotional stability and emotional lability (neuroticism).

According to the results of extensive research in the field of human personality (A. Adler, B. Merlin, J. Piaget, R. Kettel), the interaction of temperament types with individuality which is one of the confirmed issues is already reflected in psychology. When talking about these and other problems of education related to the individual approach to students, taking into account their natural structure, the

main thesis adopted by fundamental researchers (J. Piaget, B.G Ananyev, P.Y.Galperin, L.S.Vygotsky, L.V.Zankov, B.S.Merlin, V.D.Nebilis, etc.) is: to develop the student while preserving his individuality. Therefore, temperament type of students must be taken into account in the learning process. Other researchers in their study clarify how this should happen in the learning process (B. Ananov, I. Dubrovina, A. Lyublinskaya, M. Volokitina, M. Menchinskaya, N. Poddyakov, A.Zak, S.Pavlov, J.Blokin, K.Pavlov and others). In this area, L.S. Vygotsky advocated the protection of individuality in the learning process with more valuable ideas. Y.L. Kolominski and E.A. Panko note that in order to determine the type of temperament in children, it is necessary to study their age characteristics, as well as the superior features and indicators of the nervous system. Based on these realities, A.S Bayramov, A.A Alizade, H.A. Alizade, B.H. Aliyev and others consider it important to pay attention to individual approach in the education system of Azerbaijan. According to R.I. Aliyev, temperament is one of the characteristic features that affect the manifestation and development of human abilities. The relationship between cognitive activity and temperament has also been the subject of research. In the most modern research, the development of thinking in young schoolchildren is studied primarily in connection with the problems of personality and creativity. The issues such as the flexibility of thinking, operativeness of memory, frequency, sequence, will-power, etc., which are directly related to the characteristics of temperament are studied here.

The research in this area is based on different scientists' thoughts such as D.Bruner, P.Y.Galperin, J.Piaje, A.N. Leontyev, L.V. Zankov, A.A. Rean, A.A. Gadirov, A.Z. Zak, E.M. Guliyev and others. The methods developed by B. Bloom, M. Englexart, E. Furst, W. Hill and D. Krasvoll for the classification of cognitive abilities create a network of intellectual skills in the educational process.

Called the Cognitive Objective Taxonomy, this taxonomy encompasses different levels of thinking or reasoning skills. In the application of interactive methods and in the planning of the learning

process students need to be approached individually in terms of temperament.

E. Erickson combines self-confidence with school success and considers it a key factor of negative results. P.Y. Galper sees the way out of the situation for the deepening of positivism in students by involving them in a step-by-step creative activity. The issue that attracts our attention in E.P.Ili's research on the problem is not the methods by which the negative burden is spent, but how it is spent, and in what actions are used in this process. S.L.Rubinstein, L.M.Fridman, V.V.Davidov, O.K.Tikhomirov, Y.S.Karimov, N.F.Talizina, N.A.Menchinskaya, V.I.Bogolyubov, M.M.Levina also approach the problem from this aspect. A.A. Alizadeh (Cognitive processes and feelings), N.G.Morozova's (perceptual interests), M.I. Volokitina show ways to use the opportunities of visual thinking in the learning environment and problem solving in young students. R.S. Nemov connects the connection between temperament and individuality in the educational process, first of all, with the properties of students' cognitive processes, movement and communication. A.Zaporojes, N.E.Malkov consider it expedient to take into account, first of all, psychological speed in the organization of individual work. M.V. Clarin (harmonic development of primary schoolchildren) E.M.Quliyev (the development of cognitive activity in young schoolchildren) express an attitude on the problem. F.Y Baykov, studying the management of students' cognitive activity, notes that the first important condition for achieving this is a differential approach to learning. He says that special attention should be paid to the role of emotion which regulates temperament in the formation of cognitive activity. Y.G. Venediktova, I.V. Skilkova developed methods for determining the temperament types of young students.

The object of research is the characteristics of temperament manifested in the educational activities of young schoolchildren.

The subject of the research is the characteristics of taking into account the types of temperament in the learning activities of young students.

The goals and objectives of the research are to determine the psychological means of taking into account the temperament of young students in the learning process.

The objectives of the study include:

- to study and analyze psychological theories about temperament types;
- to distinguish the manifestations of temperament types in learning activities;
- to develop a methodology for researching the problem;
- to clarify the psychological and pedagogical problems of the impact of temperament characteristics of young schoolchildren on learning activities;
- to study the role of temperament in the formation of individual style of young schoolchildren;
- to study the dependence of the learning activity of young schoolchildren on the type of temperament;
- to develop examples and make proposals on the differentiation of young students according to temperament types;
- to show ways to organize group work according to temperament types;

- to show the directions of work with teachers and parents according to the temperament types of young schoolchildren.

Research hypothesis. If the temperament types of young students are taken into account, a number of changes will take place in their individuality, communication and learning activities:

- a) the process of formation of individual work style in young schoolchildren will be intensified;
- b) the learning activity of young schoolchildren will increase in a learning environment built in accordance with the characteristics of temperament;
- c) there will be opportunities to work more productively in differential groups according to temperament types.

The theoretical ideas by P. Hippocrates, I.P Pavlov, G.B Ananyev, N. Eysenck, R. Kettel, B.S. Merlin, Y. Strelyau, V.D. Nebilis, V.M. Rusalov and others constitute the methodological basis of the research. The sources we refer to are humoral, energetic, genetic, constitutional, psychophysiological and psychological ideas about temperament, concepts and theories, theories of individuality and personality, age and development, as well as learning theories.

Research methods. The following methods were used in the study:

- The methodological basis of the research was established through the theoretical analysis of the psychological and pedagogical literature on the problem;
- The characteristics of the temperament types possessed by young schoolchildren, their impact on learning activities were studied through the observation;
- Preliminary facts about the problem were collected during interviews with parents, teachers and psychologists;
- Through the questionnaires conducted among parents, teachers and young schoolchildren, the type of students' temperament have been determined;
- The application of the test method allowed us to re-compare the results of our surveys on the temperament types of young schoolchildren, and ensured that the results were more accurate;
- The influence of temperament characteristics on determining the social status of students using sociometric method was studied;
- Differences in the temperament type of young schoolchildren are also based on the quantitative and qualitative analysis of the products of their activities;
- Mathematical-statistical methods (descriptive statistics, correlation, e-mail analysis and Windows programs, qualitative analysis and interpretation of content, statistical analysis of empirical materials obtained);
- In the classes, games, trainings and consultations, young schoolchildrens' abilities to adapt learning activities suitable for

their characteristics of temperament, to develop individual style, self-discipline, self-regulation have been developed.

- The main provisions of the defense:

- 1. Taking into account the temperament types of young students is carried out in the learning process, intensifies the process of formation of their individuality, as well as individual work style with them.

- 2. In the pedagogical process, the regulation of communication and relationships with young students according to the types of temperament improves their self-regulation and increases their self-confidence.

- 3. Informing parents and teachers about the temperament types of young students expands their individual approach, as a result the efficiency in the organization of groups and assignments is provided.

Scientific novelty of the research. The scientific novelty of the research is that the problem of temperament, which is less studied than other problems of psychology, was studied through the educational activities of young schoolchildren with the help of modern methods, the information obtained was discussed with teachers and parents. The results were taken into account in interpersonal relationships, training tasks, and ways of differentiation and individualization suitable for curriculum training were identified.

The practical significance of the research is that the individualization and differentiation of the scientific-theoretical ideas and proposals put forward in the dissertation, the developed examples, the applied methods and techniques, the results obtained in the primary grades can be used in teaching, more effective mastering of teaching materials, identification of developmental ways, increasing students' activity in practice. In addition, dissertation materials are of practical importance for educators, practical psychologists, parents, and researchers conducting research in this field.

Approbation and application of the research. The results of the research were tested in front of secondary school teachers at scientific-practical conferences held by the Institute of Educational Prob-

lems. The results of the research were reflected in the articles published in the schools.

The structure of the dissertation. The dissertation consists of an introduction, 3 chapters covering 9 half-chapters, as a result, a list of references and appendices.

MAIN CONTENT OF THE STUDY

The general nature of the dissertation is explained in the "Introduction" in the appropriate form. The relevance of the topic is substantiated, the object and subject of the dissertation, the goals and objectives are clarified, the scientific-theoretical and methodological bases, theoretical and practical significance are determined, the obtained scientific innovations are stated, information on approbation and structure is given.

The first chapter is called "Theoretical issues of the Problem" and consists of three paragraphs. In the first paragraph, temperament theories are interpreted in a historical context as one of the oldest problems in psychology. Based on the author's analysis, we can substantiate the essence of the theories about temperament types in such a way that the main purpose of all these analyzes is to determine the properties of temperament. Most researchers distinguish temperament properties according to the following important features:

- sensitivity: sensitivity to environmental irritants;
- reactivity: the strength of the emotional response to external and internal irritation;
- activism: encouraging examples of spiritual culture to overcome internal and external barriers that prevent the adoption of socially significant innovations;
- speed of reaction: reflection of mental processes and, in a sense, the transformation of mental states into motivating forces;
- rigidity: easy and quick adaptation to new conditions;
- extraversion: directing individual's activity to the surrounding world;
- Introversion: directing activity to the excitement and thoughts of the subjective world.

It can be concluded that temperament does not express the motivation, goals and objectives of the learning activities of young students, but its speed, dynamics, intensity, reactivity, sustainability and stability of movements. Temperament is more responsible for the quantity than for the quality of the training activity, and to what extent the results of the training are performed within a certain period of time. In the second section, entitled "Characteristics of the manifestations of temperament", the author examines the analysis of the manifestations of temperament characteristics of young students in world psychology, approaches to the importance of their consideration, as well as gives examples to help teachers. Mass application of these examples, of course, can be difficult for teachers, but it can also be used by psychologists and teachers who love their work and strive to achieve better results in students in a shorter way. The application of these examples is also important for parents to monitor their children's learning activities, to influence and help them in an effective way. Most researchers distinguish the following properties of temperament due to its important features and interdependence.

-Sensitivity, which is a manifestation of sensitivity of a person to the irritants of the world around him.

-Reactivity that reflects the strength of the emotional response to external and internal irritation.

-Activity that removes internal and external barriers that prevent a person from mastering the patterns of spiritual culture and social renewal.

-The speed of the reaction, which reflects the mental processes and, in a sense, the transformation of the mental state into a motivating force.

-Quick and easy adaptation to new conditions - rigidity. The direction of individual's activity to the surrounding: people, events, things - extraction. The direction of a person's activity to his own subjective world, excitement and thoughts - introversion.

Temperament properties are highly correlated with properties of the nervous system and other biological factors. In addition, these properties are inherited and passed down from generation to generation. Tempera-

ment properties are manifested in all spheres of life, including the learning activities of young schoolchildren. It should be borne in mind that some children tolerate optimal developmental influences, show restraint in dealing with the irritants created by the situation, and are motivated to achieve the set goal. Others are far from this opportunity and interest. They show indifference to developmental influences, and any side effects in this area are seen as an attack on their personality and health. Such children belong to the group of children who are difficult to bring up and there is a need to work with them using special methods.

Therefore, we believe that taking into account the characteristics of temperament manifested in young students is the most effective individual approach that leads to the success of both teachers and parents, as well as students.

Chapter II of the study, entitled "Methods of researching the problem of taking into account the types of temperament in the learning activities of young students", examines in detail the impact of temperament types on the learning activities of young students, emphasizing the importance of individuality and personality. In general, there is a wide range of dependence between the learning activities and temperament types of young schoolchildren. Traces of temperament can be found in some form in all processes, from simple irritability, to its frequency, strength and impact, to decision-making in learning activities. The author considers these relations in two directions:

1) temperament properties that determine the formation of students' cognitive abilities (perception, memory, speech and thinking) and their consideration in the individual approach;

2) dependence of the formation of psychomotor skills in students on individual style.

According to the author, determining the individual characteristics of the child, especially the type of temperament, is a problem for the teacher. The individualization of training and education requires the teacher to have special knowledge and practical (diagnostic) skills about the age and individual structure of the student. In this case, it is easy to classify the psychological characteristics of the individual characteristics of the student. Our analysis shows that the shortest and rightest way of

individual approach is to study the temperament of students, to build educational work on this basis, to develop individual work style. Diagnosing personality is the shortest and most effective way to do this.

According to the author, the different perception and study of learning materials depends on the individual-typological characteristics of students, their ability to work, cognitive abilities, the ability to perceive and analyze information, their interest in different subjects. depends. All this makes it necessary to clarify the role of temperament in the formation of individuality, as well as individual style of young students. This is because in modern education, it is important to obtain the necessary scientific facts at a time when each student's personality is approached individually and group work is carried out with them. In chapter II, entitled "Differentiation of young students according to temperament types", the author's analysis shows that the shortest and rightest way of individual approach is to study the temperament characteristics of students, to build educational work on this basis, to develop individual work style. Individual diagnosis is the shortest and most effective way to do this.

It is clear from the analysis that individual style must be related to the natural structure of the individual. An individual style that is not based on temperament cannot be sustainable. In this case, the student's success and ability to use his time effectively is limited. Therefore, the temperament factor should be taken into account in the formation of individual style in young schoolchildren. It is important that teachers acquire the necessary knowledge and practical skills in this area.

The analysis conducted in the third paragraph of second chapter, entitled "Assessment of young schoolchildren relations according to Temperament", clear that temperament play an important role in the group activities of young students in the learning process. Its influence is reflected in the structure of students' behavior, speed, intensity and other properties of movements. More melancholic students have problems with group activities.

The nature of the students' answers allowed us to make a number of considerations. During communication each choice of operation de-

pends on the requirements of the activity, the maturation and development of individual characteristics.. The choice of operation is the cell in which age and individuality act as a whole. It is more advisable to follow students' group relationships during research stage of lesson. Conversations with students about the reasons for group choices, questions they asked, as well as observation of their interaction in the group led us to the conclusion that group relationship of young students does not exactly depend on the type of temperament. These dependencies manifested themselves in several ways:

If the student's temperament type is more phlegmatic or melancholic, they feel more comfortable in relationship with their sanguine and choleric peers, rely on their help, and feel confident in the group's success in solving urgent tasks;

- Students are more confident and in need of a patient, calm, discreet peer (group member) in handling small but focused writing presentations.
- Since group relationships are influenced not only by temperament type but also by character and abilities, children have different views in independent grouping, they have difficulty in deciding which tasks are best for grouping, in this case peers with suitable characters are preferred.

Chapter III, entitled "Regulation of the organization of educational activities of young school-children according to the properties of temperament", consists of three paragraphs.

In the first paragraph, entitled "The role of temperament types in the self-discipline of young schoolchildren", the author have made systematic observations to study how self-discipline occurs in young schoolchildren. Self-discipline, which is the basis of a student's success in school and is directly related to his or her temperament, develops extensively from an early age. Therefore, the development of self-discipline in young schoolchildren has been one of the main tasks in the study. It becomes clear that although self-discipline is related to the type of temperament by its origin, it becomes a social side of the personality by combining with the moral and ethical qualities formed on its self-regulatory character. From this point of view, self-regulation can be considered as one of the structures that create a connection between the

individual and the person. In order to develop a high level of self-discipline, it is necessary to develop students' personal qualities.

In the experimental section entitled "Organizing the work with teachers, parents and young students by considering the temperament types", the author preferred to organize psychological counseling to make changes in the relationship of parents and teachers with students in terms of temperament types. According to the author, high-quality and effective, purposeful methodology, as well as a well-established procedure of psychological counseling influences the perceptions of teachers and parents about the individual psychological characteristics of young students and is able to create constructive changes.

The conclusion shows that individuality is a whole system, combining ethnogenic, hereditary, national, individual and social factors itself, which has its own components, properties, possibilities of influence, the limitations and ability to adapt to the environment.

Individuality has the property of elasticity, but the social qualities formed outside it, no matter how close they are to the individual, cannot be fully integrated into this system. These structures are used as a tool only in isolated situations. From this point of view, it is impossible to accept the education of the individual as a reality and to make any property to be psychologically dependant on social demands.

The results of the research allow us to say that in school practice, the preservation of individuality of students is one of the important requirements of modern pedagogical psychology. In this area, temperament is the area that needs to be clarified and kept in the center of attention in the first place. In theories on temperament complex, multifaceted psychological features of personality are associated with it.

Temperament determines the content of the psyche: the formal-dynamic aspect, speed, energy, variability, agility, mobility, reactivity, direction of activity. In this sense, temperament incorporates the appropriate features of a child's psychological characteristics in a way that makes the most optimal use of his or her energy and dynam-

ic potential. Temperament properties are universal and are manifested in all spheres of life.

These properties are highly correlated with properties of the nervous system and other biological systemic factors. In addition, these properties are inherited and passed down from generation to generation.

It is not right to accept temperament as an assessment criterion in learning process of young-school children.

The content of behavior, characteristics of personality, and the level of their development are determined by upbringing. Temperament is only a condition for the formation of these and other signs of the psyche. The fragmentation of behavior is determined and nurtured through education. Defects in a child's behavior, lack of interest in education, and difficulties in this area have nothing to do with temperament. Such an adverse effect can occur when the methods of upbringing, the environment, in general, the influence of the world around the child does not correspond to his temperament.

The shortest and most direct way to approach young students individually is to individualize and differentiate students according to their temperament characteristics, along with learning the content of their interests and abilities. An individual approach to them is the shortest and most effective way to do this.

Unfortunately, this issue is still not sufficiently taken into account in school practice. However, knowing the ways of approaching each student individually is a key condition for school success.

The temperament characteristics of young students cover many mental phenomena, from the speed of their thinking to the emotional-volitional reactions that accompany these processes. However, the performance of training tasks depends not on the strength and frequency of training movements, but on the quality and level of productivity. Here the organization of psychological trainings that accelerate the pace of intellectual processes in accordance with the properties of temperament, mental development games, rigorous training etc. is an important factor. Under such conditions, more sophisticated forms of brain structures become active.

The research has once again proved that at present, students' lack of interest in reading, new information about subjects, scientific knowledge, especially intellectual passivity is related to the organization of the educational process. We believe that this problem can be solved by the optimal organization of educational activities in the following ways:

- a) by motivating students to learn subjects;
- b) by creating interest in the topics covered by presenting the topics taught in the teaching process as an integral part of the subject in relation to other topics;
- c) by making sure that self-awareness is an important means of self-realization;
- d) by achieving the construction of cognitive activity at the level of self-expression, the acquisition of a creative nature;
- e) by creating a tolerant, humane environment in the educational process;
- g) by systematically changing the student's usual pace of work, taking into account the characteristics of temperament.

Experience has shown that the most reliable way to train is to choose methods that suit the child's individual style. The organization of such kind of work goes through several stages: to achieve a successful solution of self-regulation; to create in the child a tendency to overcome his shortcomings; the habit of being able to interact actively with the world around him; to choose a course of action to respond adequately to external influences; to create a sense of confidence in the possibility of overcoming the shortcomings of temperament.

An individual approach can be considered a pedagogical principle only if the pedagogue is able to answer the questions that arise in this area: the nature of the individual, its variable, more or less probable aspects of change, or fixed aspects, etc.

In different learning situations, the teacher must be able to see these manifestations and choose the appropriate methods that will allow him to succeed. First of all, he should try to acquire generalized pedagogical knowledge about the genetics, physiology and psychology of the child's individual characteristics.

The study also found that learning success has a positive effect on children. It allows for different types of thinking, thought processes, the quality of the mind, the ability to establish cause-and-effect relationships, and overall development. At the same time, the parameter of individual differences does not provide complete and accurate information about individuality. Research has revealed the stable side, contradictions and shortcomings of individuals with choleric and phlegmatic temperaments which are considered more stable psychological parameters. These differences justify their behavior, psychological pace and activity in various activities, reflection, as well as assessments of peers.

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

1. Trainings on temperament and their psychological characteristics // - Baku: Institute of Educational Problems of the Republic of Azerbaijan, Scientific works, -2015. № 2, -. p 29-33.
2. Reasons for studying the temperament features of young schoolchildren // - Baku: Scientific Works of AUL, -2016. № 4, p. 301.
3. Psychological theories of temperament types. // -Baku: Pedagogical University news, -2015, № 3, p. 394-398.
4. Accounting for the biosocial nature of individuality in educational activity. // Azimuth of scientific research; pedagogy and psychology. -2016, Volume 5, №4, p.328.
5. Influence of temperament features on group relations of young schoolchildren // -Baku: Journal of Psychology, -2015, № 2, p. 52-61.
6. The influence of temperament types of young students on their learning activities // Improving the teaching process and modern educational concepts. Materials of the international scientific conference., - Nakhchivan, -2014, -p. 193.
7. Features of temperament types and its impact on the pedagogical process.// Priorities of Azerbaijan education: modern approaches. Materials of the international scientific conference. -Nakhchivan, - 2015, p. 292-293.

8. The role of the teacher in the formation of temperament characteristics of young students // Improving the teaching process and modern educational concepts. Materials of the international scientific conference. -Nakhchivan, -2014, p. 193-195
9. Features of temperament types and its role and consideration in the pedagogical process.// Proceedings of the XIX Republican Scientific Conference of Doctoral Students and Young Researchers, - Baku, - 2015, p. 268-270.
10. The role of individual-psychological characteristics of young students in the process of pedagogical activity. Strategic goals and tasks facing pedagogical sciences in Azerbaijani education. Materials of the Republican scientific conference.- Baku, -2015, p. 187.
11. The role of the teacher in the formation of temperament characteristics of young schoolchildren // Materials of the XX Republican scientific conference of doctoral students and young researchers, - Baku, - 2016, p. 428-429.
12. Temperament as a key factor in the process of self-regulation of young schoolchildren // Materials of the X Republican scientific-practical conference "History and modernity in education" dedicated to the 95th anniversary of our national leader Heydar Aliyev. - Baku, - 2018, p 25.
13. Temperament indicators of individuality in training activities. // Materials of the XXI Republican scientific conference of doctoral students and young researchers, - Baku, - 2017, p 217.
14. The relationship between self-discipline and temperament in young schoolchildren // the Ist International Scientific Conference of Young Scientists.- Ganja -2016., P 93.
15. The role of temperament features in the formation of individual style of young schoolchildren // Materials of the XXII Republican scientific conference of doctoral students and young researchers, - Baku, - 2018, p. 427-420
16. Taking into account the biosocial nature of the individual in the learning activity // The IIIrd International Scientific Conference of Young Researchers. Baku Engineering University - April 29-30. - 2019, p. 1385.

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