

REPUBLIC OF AZERBAIJAN

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ABSTRACT

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

**ANALYSIS OF QUALITY ASSURANCE PROBLEMS IN
AZERBAIJANI EDUCATION SYSTEM**

Specialty: 6312.01-Theory, methodology and history of sociology

Field of science: Sociology

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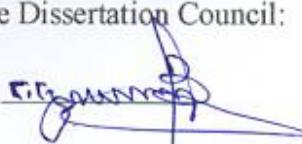
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INTRODUCTION

Relevance and development of the topic.In modern times, the problem of education has been widely studied in a number of aspects compared to other areas of social life. However, this conclusion and imagination should not be assertive. Because there are still many issues in this area that need to be studied and resolved. It is known that the progress of each stage of historical development of society depends on the development of education, the correct assessment of its importance for society and social life. This dependence has brought to the fore the inevitability of scientific and technological progress in all periods of historical development, accelerated the development of education, and set important complex tasks to solve. The reforms carried out in the field of science and education in recent decades have created ample opportunities for the development of our country, the improvement of the living standards of the population, the implementation of national priorities. However, from a scientific point of view, we can say with full determination that the quality of education is at the root of all reforms. From this point of view, the problem studied in the current research is important due to its urgency.

The results of research have shown that the role of education in the modern information society, where globalization is widespread, is growing day by day. It is no coincidence that the United Nations, the world's center of international evaluation, has declared the 21st century the century of education. From this point of view, we can say that the role of education in the formation of highly intelligent human capital, in building a strong economy that creates the basis for sustainable development has never been more relevant. The modern pace of development proves that education as a social institution is constantly improving and evolving. This, in turn, makes it important to ensure quality in education. And the quality assurance of education is ultimately - the progress of society, socio-political, with high moral values, It means human capital that meets the highest requirements in terms of science and professionalism, can work and live in any democratic society, and is able to use its

personal knowledge and skills for the benefit of society. International conferences on education in recent years have commented on the teaching methods of the 21st century, all of which are aimed at improving the quality of education, especially higher education.

Experience shows that the abundance of wealth is not the main indicator of the state's progress. The main task is to ensure the transformation of these resources into human capital, which is the driving force of society, which at the present stage are the most important tasks of education. History has shown that the United States, Japan, South Korea, etc. Developed countries such as the United States have gained their power not from their material wealth, but from the human capital that a strong education system has given to society. In this regard, The National Leader of the Azerbaijani people Heydar Aliyev noted that a bright, happy future will be built on the shoulders of educated and well-educated youth.

As the education system covers a wider area, the research focuses on quality assurance in higher education, which is one of the most important branches of education. Because, in general, the issue of quality assurance in education depends on the purposeful and successful implementation of quality teaching methodologies and standards in higher education.

Although the quality assurance of higher education has been studied from various aspects and spectator positions in the sociological science of Azerbaijan, this issue has not been complex in terms of a wide range of research. That is why the topic is new and relevant in terms of the object of sociological research.

The level of development of the problem is to some extent reflected in the writings of Azerbaijani and world philosophers, educators and sociologists. Scientists and researchers from around the world have approached the issue of quality in the education system, both from a historical and theoretical-philosophical point of view, and have put forward various scientific concepts. The works of T. Parsons, R. Merton, O. Conte, H. Spencer, M. Weber, H. Kareyev, P. Sorokin and other European and American pedagogues and sociologists on various fields of education can be attributed to this series. For example, this problem is discussed in T. Parsons's

"System of Modern Societies".¹, R. Merton's "Dynamic Functionalism"², August Count's "A View from Russia"³, H. Spencer's "Mental, Spiritual and Physical Education"⁴, M. Weber's "Research on the methodology of sciences"⁵, H. Kareyev's "A look at the current state of sociology in Russia in the XIX-XX centuries"⁶, P. Sorokin's "Social and cultural mobility"⁷ based on theoretical and empirical levels in his works.

Talkott Parsons, American sociologist-theorist, founder of the school of structural functionalism, one of the founders of modern theoretical sociology "System of modern societies"⁸ In his book, a comprehensive analysis and explanation of the important connections between the concepts of socialization, differentiation and internationalism of social and cultural systems, the French sociologist O. Conte "Positive Philosophy Course"⁹In his work, he

¹Parsons, T. The school class as a social system: Some of its functions in American society. - Harvad Educational Review, 29 (1959)

²Merton, R. Dynamic functionalism // Modern American Sociology / Ed. Dobrenkova V.I., M.: 1994, - p. 78-93

³Auguste Comte: A Look from Russia / Ed. signature. A.I. Volodin K.H. Delakarov S.B., Rocinsky B.M., Shaxmatov Ed. K.H. Delokarov; Resp for the issue of B.M. Shakhmatov / Moscow.: RAGS Publishing House, - 2000

⁴Spencer, G.; Upbringing mental, moral and physical / Moscow: CD Librocom, - 2013. - 230 p.

⁵Weber, M.; Research on the methodology of science [M.I]. In 2 h. Ch. 1. / M. Weber; lane. M.I. Levina; AN USSR, Int Science. inform. in general. science. Moscow., 1980. 202 p.

⁶Kareev, N. A look at the modern state of sociology II Sociology in Russia in the XIX-XX centuries. History. sociology. Sociological education. Text. - Moscow: - 1997.

⁷ Sorokin, P. Social and cultural dynamics: Research. изм. in large systems of art, truth, ethics, law and society. relations / Per. with English. B. B. Sapova. - Saint-Petersburg: Izd-vo Rus. Christian. humanities. - 2000. - 1054 p.,

⁸Parsons, T. The system of modern societies / Per. with English. L.A. Sedova and A.D. Kovaleva. Under the editor. M.S. Kovalev. - Moscow.: Aspect Press, - 1998. - 270 p.

⁹Comte, O. The Spirit of Positive Philosophy, - Moscow: Direkt-Media, -2002.- 201 p.

gave a broad interpretation of the idea of educational reform, highlighted the need for education in two stages, the first of which is that the process of human socialization is related to the family and the second to school. The English philosopher and sociologist H. Spencer wrote "Mental, moral and physical education".¹⁰In his work, he considered upbringing as the main content of social being - man. According to the scientist, the natural sciences are leading for human life and activity, and the humanities are secondary.

Sociology of education in the former USSR, starting from the 80s and 90s of the XX century F.R. Filippov's "Sociology of Education"¹¹, "Research methodology of educational systems" by V.N. Turchenko¹², L.Y. Rubina's "On the socio-humanitarian concept of education in pedagogical universities"¹³, S.I. Grigoriev's "Fundamentals of Modern Sociology"¹⁴, D.L. Konstantinovskiy "Dynamics of social behavior and activity of youth in the field of education"¹⁵, I.V. Bestuzhev-Lada's "Problems of social forecasting"¹⁶ has found its broad and scientific interpretation in his works entitled. No matter how young the issue of quality in higher education is in the scientific opinion of Azerbaijan, during the years of independence, our scientists have significant views and opinions on this problem. "Freedom and Progress" by CT Ahmadli, one of our

¹⁰Spenser, G. ; Educational mental, moral and physical / G. Spencer. - Kiev: Librocom, - 2015. - 816 p.

¹¹Flippov, F. Sociology of education / F. Filippov. - Moscow: Nauka, - 1980. - 200 p.

¹²Turchenko V.N. Methodology of research of educational systems. / B.H. Turchenko A.D. Kopytov - Tomsk: IROS RAO, - 2008. - 238 p.

¹³Rubin, L. Ya. On the concept of socio-humanitarian education in a pedagogical university // - Pedagogical Education in Russia. - 2007. - №1, - c. 18-27.

¹⁴Grigoriev, S.I. Fundamentals of modern sociology. Textbook for students of humanities universities and faculties./ S.I. Grigoriev, Rastov - Moscow: Pedagogical Society, - 2002. - 256 p.

¹⁵Konstantinovskiy, D. L., Dynamics of orientation and social behavior of youth in the field of education / D. L. Konstantinovskiy.- Saarbruken: Lambert Academic Publishing, - 2012.-363 p.

¹⁶Bestuzhev-Lada I. B. Problems of social forecasting / I. B. Bestuzhev-Lada, ed. A. M. Gendina. Issue. 1-14. - Krasnoyarsk: Krasnoyarsk State. ped. in-t, - 1975-1989. - 320 p.

academics and professors,¹⁷S.S. Khalilov's "Education, training, upbringing"¹⁸, H.A. Isaxanli's «What is happening in the higher education system in the modern world and "The State Program on Reforms in the Higher Education System of the Republic of Azerbaijan for 2008-2012"?¹⁹, "What is good, what is bad?: On the development of higher education and quality indicators of universities"²⁰, R. Mammadzade's "Quality as one of the leading directions in education"²¹, R.A. Agamaliyev's "Azerbaijani education towards the XXI century: governance, priorities, reforms"²², M.C. Mardanov's "Azerbaijani education at a new stage of development"²³, «Azerbaijani education on the way to reform: successes, problems, tasks»²⁴, «Azerbaijani education: successful results of reforms 2009-2010 »²⁵, «History of Azerbaijan education” (in 3 volumes)²⁶, İ.Ə. Rustamov's "Philosophical problems of

¹⁷Ahmadli, C.T. Freedom and Progress / Text, C.T. Ahmadli. - Baku: Inam Pluralism Center, - 1999. - 28 p.

¹⁸Khalilov, S.S. Education, training, upbringing / S.S. Khalilov. - Baku: Azerbaijan University, - 2005. - 650 p.

¹⁹Isaxanli, H.A. What is happening in the higher education system in the modern world and how good is the State Program on reforms in the higher education system of the Republic of Azerbaijan in 2008-2012? / R.H. Isaxanli. - Baku: Khazar University, - 2008. - 118 p.

²⁰Isaxanli, H.A. What is good, what is bad?: On the development of higher education and quality indicators of universities // R.H. Isaxanli, - Baku: Khazar news, - 2004. № 169, - p. 6-9.

²¹Mammadzade R.M. As one of the leading directions in quality in education / R.M. Mammadzade. - Baku: Teacher, - 2010. - 170 p.

²²Agamaliyev, R.A. Azerbaijan education towards the XXI century: Management, priorities, reforms. Monograph. / R.A. Agamaliyev. - Baku: Education, 1998. 376 p.

²³Mardanov, M.C. Azerbaijan education at a new stage of development / M.C. Mardanov. - Baku: Çaşıoğlu, - 2009. - 528 p.

²⁴Mardanov, M.C. Successes in education reform in Azerbaijan, problems, and challenges / M.C. Mardanov. — Baku: Education, — 2001. — 114 p.

²⁵Mardanov, M.C. Azerbaijan education: successful results of reforms 2009-2010 / MC Mardanov. — Baku: East-West, — 2010. — 243 p.

²⁶Mardanov, M.C. Azerbaijan education history: in 3 volumes, III c / M.C. Mardanov. — Baku: Education, — 2011. — 671 p.

development of natural-scientific knowledge in Azerbaijan"²⁷, F.N. Ibrahimov's "Interpretation of pedagogical concepts: in the" system-structural "perspective"²⁸, A.O. Mehrabov's "Conceptual problems of modern education"²⁹, «Methodological issues of quality assurance in the education system"³⁰, M.C. Mahmudov's "Bologna Process and Azerbaijan"³¹, «Bologna process problems, perspectives realities"³², Q.Y. Abbasova's "Sociology of Science and Education"³³, YEAH. Alizade, Q.Y. Abbasova, R.M. Mahmudova's "Socio-pedagogical issues of education"³⁴ and in the works of other scientists, the principle of analysis and application was creatively used in the study of the problem.

The above-mentioned scholars have explained the various issues of the problem in one way or another in their works, but the complex historical study of the problem has not been fully reflected in their works. Thus, although these works provide some information on the issue of quality in higher education, which we have studied, in general, the topic we have studied in them has a general character.

²⁷Rustamov, I.A. Philosophical problems of development of natural-scientific knowledge in Azerbaijan (XIX-early XX centuries) / IA Rustamov. — Baku: Diplomat, — 2001. — 518 p.

²⁸Ibrahimov, F.N. Interpretation of pedagogical concepts in the "system-structural" perspective / F.N. Ibrahimov. - Baku: Mütərcim, - 2012. - 744 p.

²⁹Mehrabov, A.O. Conceptual problems of modern education / A.O. Mehrabov. - Baku: Mütərcim, - 2010. - 516 p.

³⁰Mehrabov, A.O. Methodological issues of quality assurance in the education system // A.O.Mehrabov.- Baku: Higher education and society, - 2012, № 1, - p. 68-74

³¹Mahmudov, M.C. Bologna process and Azerbaijan/ M.C.Mahmudov ..- Baku .: ADPU, - 2008. - 340 p.

³²Mahmudov M.C. Bologna process problems, perspectives realities /M.C. Mahmudov. - Baku: Science and Education, - 2010. - 503 p.

³³Abbasova, Q.Y. Sociology of science and education: Textbook / G. Y.Abbasova. - Baku: Baku University Publishing House, 2002. - 130.

³⁴Alizade, H.A, Abbasova Q.Y., Mahmudova R.M. Socio-pedagogical issues of education. Monograph. / H.A. Alizade, Q.Y. Abbasova, R.M. Mahmudova, - Baku: BSU, - 2008. - 400 s.

Object of research and subject: The object of the dissertation is the higher education system of the Republic of Azerbaijan. Establishment and development of the higher education system in Azerbaijan, cooperation with the former Soviet Union and the world in this field, formation of an independent education system as a result of independence in the late twentieth century, integration into world education along with new development trends, education reforms, Bologna application of the system to Azerbaijani education, problems and achievements in this field, results of research on the application of the Bologna system on the example of individual universities, extensive analysis of these results from a philosophical, sociological and pedagogical point of view, measures taken to ensure quality in higher education is the subject of research work.

Research goals and objectives:The purpose of the dissertation is to summarize the historical and modern work on quality assurance in the higher education system of Azerbaijan and the results obtained on the example of the activities of individual universities. The main objectives of the dissertation are defined as follows:

- Ensuring the effective integration of theoretical and empirical educational research from a sociological point of view, defining the theoretical and methodological bases of modern educational sociology;

- to develop methodologies for wider application of advanced teaching and learning technologies applied in the world to the Azerbaijani education system in terms of ensuring the quality of the Azerbaijani higher education system in the globalized world;

- to make theoretical and practical recommendations to assist management entities in improving the quality of the higher education system;

- to identify the leading theoretical directions for improving the quality of education in foreign countries, to evaluate their effective methods of work and to determine the methods of application to the higher education system of Azerbaijan.

It is known that in order to achieve the goal set in any research, it is necessary to perform specific tasks, in which an attempt is made to solve the following tasks:

– To analyze the views of world and Azerbaijani scientists on the theory and history of education from the scientific-theoretical, sociological context;

– Analyze the documents reflecting the current level of development of education in the world and in Azerbaijan in terms of content standards;

– To comment on the application of Bologna education to Azerbaijani education in connection with the quality assurance of higher education in the modern, independent Azerbaijani education system;

– Provide practical proposals for the development of a modern secular and flexible national education and quality concept in line with the realities of Azerbaijan.

Research methods: Research and scientific researches carried out in Azerbaijan and abroad on the problem studied in the dissertation were used as a theoretical and methodological basis. Analysis and synthesis in research work, survey and interview, The methods of comparison, generalization, grouping, comparative and systematic analysis have been widely used.

In order to more fully realize the goals and objectives of the dissertation and to study the necessary issues, the author uses various sociological research materials, including professors, teachers, students, parents, trainees at the Sheki branch of the Azerbaijan Teachers' Institute (now the Sheki branch of ADPU), Sheki, The results of observations, interviews and questionnaires conducted by the pedagogical staff of the general education institutions included in the Oguz and Gabala Education Departments were widely used, relevant generalizations were made on the basis of the obtained results and analysis of official documents.

The main provisions of the defense: The main provisions defended in the dissertation are as follows:

1. Which is the main leading standard and principle of the Bologna system the problems of the application of the Quality

Assurance System among Azerbaijani universities have been studied from a sociological point of view, and its wider application has been analyzed in the form of a program;

2. Sociological research has shown that one of the contradictions that significantly hinders the implementation of innovations aimed at improving the quality of education is the fact that teachers, students and employers are virtually excluded from the process of developing and implementing the content of reforms;

3. Quality assurance of education was assessed in the context of its position and role in society, the needs of the labor market for graduates, their ability to adapt to existing socio-economic conditions;

4. Each university and any other educational institution must have special programs to improve the quality of education, internal quality assessment standards;

5. Improving the training of specialists in accordance with the needs of the labor market, taking into account the existing realities and world experience in the education system, gradually get rid of specialties that do not meet the requirements of the labor market, always take into account the suggestions of participants and specialists ;

6. Respecting the views and suggestions of students in solving the fateful problems of universities, creating conditions for future implementation of practical proposals, the active participation of teachers, parents and the public in this work and their close participation in the process can accelerate the solution of these problems.

7. In the course of the research, the level of professionalism and social status of youth and teachers, the positive and negative aspects of quality assurance in the modern education system of Azerbaijan were considered as the main criteria.

Scientific novelty of the research:The scientific novelty of the research is determined primarily by the problem statement. Thus, although limited research has been conducted to date on the problem of quality assurance in the higher education system, which is important for the development of the higher education system in

Azerbaijan and has a special meaning for achieving an important position in the world education system. was not sufficient to develop proposals.

The dissertation is based on the materials of a specific sociological study conducted in 2012-2018. The object of research was the teaching staff of the Sheki branch of AMI (now: Sheki branch of ADPU), students, parents and teachers of secondary schools included in Sheki, Oguz, Gabala Education Departments. The volume of the selected population was 558 students, 117 teachers and 85 parents. A mass sociological survey was conducted during the study. This dissertation is the first monograph devoted to a comprehensive and systematic study of the problem of quality assurance in the higher education system of Azerbaijan with new and objective criteria.

Theoretical and practical significance of the research is closely related to its scientific innovation. The results of the dissertation include the development and improvement of the modern concept of education of the Republic of Azerbaijan, the future research of the higher education system of Azerbaijan, the development of effective, efficient, national quality standards meeting various world standards and modern requirements. It can be widely used in the organization of new aspects of educational mechanisms, the development of modern methods of inclusive education priorities in terms of quality, the application of quality distance education as an advanced technology in higher education, bachelor's and master's degrees, textbooks and teaching aids.

Theoretical and methodological provisions, generalizations and results reflected in the dissertation can be used in the implementation of reforms in the education system, improving the quality of higher education, compiling lecture texts, textbooks, monographs and various curricula to improve the quality of education.

Research materials can also be useful in the organization of lecture courses on sociology of education, additional education and various special courses. At the same time, the results of the study are remarkable in terms of more effective application of principles that

can serve to improve the quality of education in the future, the expansion of the statistical fund characterizing the state of the education system in the country.

The dissertation serves to preserve the national socio-psychological, socio-pedagogical memory and the educational traditions of Azerbaijan, which have been formed for many years.

The following results were obtained during the research:

1. Quality assurance in education should be assessed as an objective existence, a statistical reality based on the views of students and teachers, as a result of which these views should be compared with each other and a final conclusion should be made about a particular educational institution;

2. The structure of interrelated and substantiated elements and indicators for the assessment of the problem of quality assurance of education: assessment of the general state of education in higher education, the content of forms and methods of taught subjects and organization of the teaching process, quality of educational environment and conditions the quality of work should be considered as the quality of interaction of educational participants;

3. Quality assurance in education should be characterized as a learning process and its outcome, which, in the opinion of the respondents, is an important factor influencing the educational process and the interaction of the main subjects of the learning process;

4. Evaluate the quality of education in the context of its position and role in society, the needs of the labor market for graduates, their ability to adapt to existing socio-economic conditions;

5. The results obtained from universities belonging to different legal-organizational forms should be compared and analyzed over time.

Approbation and application. The main content of the dissertation is reflected in the author's monograph of the same name, articles published in scientific journals of the Republic of Azerbaijan and foreign countries, theses of national and international scientific conferences.

Name of the organization where the dissertation work is carried out: The dissertation work was carried out at the "Sociology" department of Baku State University.

The total volume of the dissertation with a sign, indicating the volume of the structural units of the dissertation separately: The dissertation consists of an introduction, three chapters, a conclusion, a list of references and an appendix. The introductory part of the dissertation consists of 10 pages, the first chapter 35 pages, the second chapter 19 pages, the third chapter 60 pages, the final part 5 pages, the literature part 18 pages, the additional part 5 pages. The dissertation consists of 155 pages and 288,000 characters.

MAIN CONTENT OF THE DISSERTATION

The "Introduction" of the dissertation examines the relevance of the topic, its degree of development, object and subject, goals and objectives, scientific novelty, theoretical and methodological bases, practical significance, approbation and structure of the work.

«Theoretical and methodological problems of the higher education system in modern conditions In the first paragraph of the first chapter entitled "«**Theories and approaches to higher education**»" it is noted that the higher education system is one of the social institutions that determines the existence, formation and perfection of society as a whole and its members. Education is one of the factors that stabilize society and is an area that shapes its interests, worldview, an important element that shapes the mentality of society, a complex and multifaceted mechanism that covers the human mind, intelligence and all spheres of public life.

This section also contains interesting ideas and a number of theories on education from ancient times to the present day. Thousands of years ago, the Chinese philosopher Confucius, the genius of antiquity Aristotle, the Greek philosopher Pythagoras, the fourteenth-century Islamic philosopher and sociologist, statesman and historian Ibn Khaldun expressed special views on education and its philosophy. considered as a key factor. There is a difference in the interpretation of the concept of education in today's scientific

thought. This diversity provides a different approach to education, giving it different definitions.

Prominent representatives of Azerbaijani pedagogy A. X. Pashayev, F.A. Rustamov, F.I. Ibrahimov, Z.İ. Garalov and R.L. Huseynzadeh expressed interesting views on the concept of "education".

Extensive discussion and study of the relationship between social theory, sociology, philosophy and education creates theoretically objective conditions for the study of the conceptual structure of education and modern processes in education. Social, cultural, reproductive relations, the interaction between major social forces and education systems, and the degree of interdependence; defines the implementation of social policy in education, equality of opportunity and social justice.

Many of the theories and methods used in the study of higher education today are due to the mechanisms used in the study of the philosophical aspect of education.

Theories about education, including higher education its history is ancient and multifaceted. These theories cover many fields of science. These include pedagogy, androgyny, curriculum, educational policy, educational philosophy, basics of education, sociology of education, organization and leadership, etc. we can give an example of theories. «The various technologies and theories used to uncover the true nature of education are in fact one of the most important factors in uncovering the unique language and methods of teaching between teacher and learner. It is in this complex sociological process that the required application of training methods for the prompt and accurate solution of many problems is irreplaceable for the results to be satisfactory in terms of quality. »³⁵. The most important point here is that the correct choice of scientific theories applied in sociological research in various fields of

³⁵Analysis of QA Trends in higher education in the EU, SOUTHEAST EUROPE, and Bosnia and Herzegovina. [Electronic resource] WUS Austria 2009, 47 p. / Web,http://www.wusaustria.org/files/docs/Publications/QA_Analysis_BiH.pdf

education is one of the factors that directly affect the effectiveness of the results obtained. Therefore, the terminology, methods and tools of each of the applied theoretical methods play an invaluable role in accurately conveying the mission of education in society to a wide audience.

The most methodologically important role in the formation of the theory is played by the idealized object - the ideal type, the construction of which is of great importance for various fields of knowledge, the stage that makes any theory necessary for the creation of specific forms.

The provisions and methodologies studied in the application of theories of higher education are often identical in expressing the main content of education. The content of education, as an important element of the whole learning process, is conditioned by the element that comes before it - the purpose of learning. While examining the main purpose of training, we refer to the following theories that reveal the content of education in the history of pedagogy in the XVIII-XIX centuries: According to the theory of formal education, the purpose of training is to develop pupils 'and students' minds. According to educators in this position, school years are not enough to learn scientific knowledge. The main task is to develop the minds of students: a person who develops mentally can acquire the knowledge he wants independently. This theory offered to teach subjects that allow mental development in school - ancient and modern languages, mathematics. In the past, training in classical gymnasiums and madrassas was based on this. "According to the theory of material education, the purpose of training is to provide practical knowledge and skills that are directly needed in life. According to educators in this position, the subjects that provide useful life knowledge at school - natural sciences, botany, biology, chemistry, physics, etc. should be held. This is how training in real schools used to be" According to the educators in this position, the subjects that provide useful life knowledge at school - natural sciences, botany, biology, chemistry, physics, etc. should be held. This is how training in real schools used to be " According to educators in this position, the subjects that provide useful life

knowledge at school - natural sciences, botany, biology, chemistry, physics, etc. should be held. This is how training in real schools used to be ”³⁶The principle of progressiveism, which is an integral part of the philosophy of education, began to take shape in education in the late nineteenth and early twentieth centuries during the transition of socio-political processes in American society to a modern quality category.

Researcher S. Valiyeva Talking about existentialist theory, he writes that *«However, it should be borne in mind that progressiveism is not the only theoretical basis of humanism. This emphasis on the individuality of the child in humanistic education has become more complete with the unique views of psychologists, humanists and existentialists on the solution of this problem. Among the proponents of this direction are psychologists Carl Rogers, Abraham Maslow and Arthur Combe can be named.* ³⁷.

«The essence and content of the reforms implemented in the higher education system” in the second paragraph entitled It is noted that modern goals and challenges can be achieved only through the implementation of successful reforms in science and education.

Numerous orders, decisions, laws, more than twenty state programs on the development of education in Azerbaijan have been adopted in different years, and these documents have created a strong nomenclature base for the high development of various fields of education.

An important step in this direction was taken in 1993, which was a two-level higher education - bachelor's and master's. In the same year, for the first time, undergraduate students were admitted to 23 higher education institutions in the country as a pilot project. The foundation for the significant development of modern Azerbaijani education was laid by the Constitution of the Republic of Azerbaijan,

³⁶Mahmudov, MC The Bologna Process and Azerbaijan. Part II / M. Mahmudov. - Baku: ADPU, - 2008. - 340 p.

³⁷Veliyeva, S. Theories of personality [Electronic resource] Baku: / Web, <http://mesafedenmekteb.edu.az/ru/psychologist-blogs/490-%20C5%9Fpersonalitytheories.html>

adopted on November 12, 1995 in a nationwide referendum. Article 42 of the Constitution substantiates the right of citizens of the Republic of Azerbaijan to education³⁸. In the period after the restoration of state independence in our country, important work has been done in the field of updating, improving and developing the content of general education. The basis of the process of integration of the education system of the Republic of Azerbaijan into the world education system is the implementation of reforms in accordance with international standards, development of education and strengthening of its material and technical base. It was established with the establishment of a state commission to ensure the Bank's investment and to organize reforms in the field of education in the Republic of Azerbaijan.

*"Reforms in the field of higher education, which is one of the fruits of the second historical and eternal independence in our country, are carried out mainly in cooperation with European structures, the European Union and the European Commission. Cooperation with these higher structures ensured the accession of the Republic of Azerbaijan to the Bologna system, one of the most important innovations in the field of higher education. Azerbaijan joined the Bologna Process in 2005, which envisages the creation of a single higher education space in Europe and began in 1999."*³⁹.

The first steps to join our country in this system were taken in 2004. In the same year, at the initiative of the Directorate General of the Council of Europe, a conference of Caucasian education ministers was held in Strasbourg, at which a special declaration was adopted. According to the declaration, a report was prepared by the Ministry of Education to join the Bologna system in Azerbaijan in

³⁸The Constitution of the Republic of Azerbaijan// Adopted on November 12, 1995 (as amended and supplemented on August 24, 2002). - Baku: Law, - 2014, - 48 p.

³⁹Abdulsalimli, I. M. Analysis of quality assurance problems in the education system of Azerbaijan. Monograph / I.Abdulsalimli. - Baku: Science and education, - 2018.- 238 p.

2004 and submitted to the European Commission. . After this document, Azerbaijan joined the Bologna process "⁴⁰.

Since 2005, new educational standards have been developed in Azerbaijan as part of curriculum reform. Today, these standards have a special place in various subject curricula. These standards, which express the content of the training, are important in forming the basis of the curriculum.

In the second paragraph of the second chapter of the dissertation **“The impact of global processes on quality assurance in higher education”** entitled **“The problem of quality assurance as one of the important factors of the Bologna system”** in the late twentieth century - 1998 France, Germany, Italy and Great Britain between the Ministers of Education and the representatives of 29 European countries on 19 June 1999 in Italy Bologna. The application of the Bologna process to the education of Azerbaijan, agreed in the city of Baku, was studied. A year later University of Sarbonna on the 800th anniversary of its creation "Sarbonna Declaration" Accepted June 19 1999 - Ministers of Education of 29 European countries in Bologna Declaration" Was signed. In the declaration 2010 - joint until European Higher Education Zone The principles of the formation of the EHEA were defined. «In international education, the Bologna process defines three main stages of higher education: *“1. Bachelor; 2. Master; 3. Doctoral program”*⁴¹. The first steps to join the Bologna process in the Republic of Azerbaijan were taken in 2004. A special declaration was adopted at the conference of education ministers of the Caucasus in Strasbourg on May 17-18 of that year at the initiative of the

⁴⁰Ağaverdiyeva, N. Ali Bologna system in education // Voice. - 2010, 26 June. - s. 10.

⁴¹Ibrahimli, X. Higher education in Azerbaijan and the Bologna process // Integration into European higher education: problems, prospects Materials of the scientific-practical conference held jointly by the Foundation for Applied Research and the Azerbaijan Tourism Institute, - Baku: Honorary Film Film Studio, - November 10, 2011, - p. 63-64 Stu

Directorate General of the Council of Europe. Pursuant to the provisions of this declaration, on May 19, 2005, at a conference held in Bergen, Norway, our republic was elected a full member of the Bologna Process. The first initiative to join the Bologna process in our country was taken by the Azerbaijan University of Languages. After a year of internship, the university administration, seeing the difficulty of implementing this work within one faculty, raised the issue with the Ministry of Education to move to a credit system in other faculties, and with the consent of the ministry, this work began in all faculties in 2006-2007 academic year. This important process was applied in the same year at the "Faculty of Informatics" of Ganja State University, and since 2007-2008 this work has been expanded to include mathematics and foreign languages. Ganja State University is a participant in the European Union's "Erasmus Mundus"–"Foreign Cooperation Initiative" program in this direction.

In the second paragraph of the second chapter of the dissertation "External and internal evaluation in the quality assurance system" The problem is summarized in the example of the assessment of the achievements of students conducted in the Sheki branch of AMI (now the Sheki branch of ADPU), where the researcher works. Research has shown that the Bologna system, curriculum, modern teaching methods, modern innovations have created significant changes not only in the form but also in the essence of higher education. As a result, education has become personality-oriented, purposeful, and the role of students in this work has increased significantly. They have gained independence in the choice of subject and teacher. This important selection process also reveals a new approach to the teacher factor that ensures the quality of education. Thus, a teacher who is in danger of not being selected by a student feels a deeper sense of responsibility.

Today, the Bologna process and the favorable conditions it creates for higher education in Azerbaijan play a key role in our entry into the world education system as a full member. We must strive to ensure that our education and qualified personnel are recognized in the world arena through this key, and that every citizen with a diploma from any university abroad can increase both their

professionalism and outlook in accordance with their specialization. In order to achieve these goals, the Bologna process gives this historic opportunity to Azerbaijani education. It is the civic duty of everyone to use this opportunity for the future of our education.

In the first paragraph of the third chapter of the dissertation **“The problem of quality assurance in the integration of the higher education system of Azerbaijan into the European educational space”** entitled **“The current state of the higher education system of Azerbaijan”** They spoke about the current state of the higher education system in our country and its integration into the European space. It was noted that the process of integration of our country into the world education system, in particular, higher education institutions into the European higher education space has become one of the main foreign policy priorities of the leadership of the Republic of Azerbaijan. President of the Republic of Azerbaijan Ilham Aliyev has signed an order dated January 31, 2008 "On some measures for the integration of higher education institutions of the Republic of Azerbaijan into the European higher education space." It is mentioned in the order «The membership of the Republic of Azerbaijan in the Council of Europe since 2001 has accelerated the integration of our country into the European space. As part of these processes, the Republic of Azerbaijan has taken an important step towards the integration of the country's higher education institutions into the European education system by signing the Bologna Declaration adopted by the Ministers of Education of European countries. »⁴². The Ministry of Education was instructed to prepare a "State Program on Reforms in the Higher Education System of the Republic of Azerbaijan in 2009-2013", as well as to harmonize the list of specialties (programs) at the bachelor's level of higher education with the relevant documents adopted by UNESCO. A

⁴²Official website of the President of the Republic of Azerbaijan. [Electronic resource] Baku: / Web, <http://www.president.az/documents/decrees/page/11>

working group of specialists has been set up in the relevant ministry.⁴³.

For this purpose, the first Science and Education Center was established in 2007 at Baku State University with the financial support of the Civil Research and Development Fund of the United States of America. In 2007-2013, Ganja State University expanded international relations and implemented many projects in the field of higher education.

The second paragraph of the third chapter, **“The problem of quality assurance in the higher education system of Azerbaijan,”** analyzes the ways to ensure quality in the education system of our country. It is known that the social demand of the state, society and students for the education system is quality education. The purpose of all reforms in the field of education, as we can see from the content of the reforms, was to improve its quality. It is not for nothing that the quality of education in the pedagogical literature is characterized as "... a social category that reflects the state and effectiveness of the educational process in society, demonstrating the conformity of citizenship, professional and domestic competence to the requirements of society"⁴⁴.

Pedagogical meetings confirm that the following four elements are mainly involved in the implementation of higher education and quality assurance: “1. Learners, those who want to get a certain higher education degree (bachelor, master, doctor), ie students. 2. Teachers, ie scientists, teachers, highly qualified specialists. 3. Conditions and environment in which the learner and the teacher work, ie the moral environment, management and logistical resources in the university. 4. Ideas and programs based on

⁴³Education reforms in Azerbaijan. [Electronic resource] Baku: / Web, http://www.azerbaijans.com/content_1729_en.html

⁴⁴Ibrahimov, F.N. Interpretation of pedagogical concepts in the "system-structural" perspective / F.N. Ibrahimov. - Baku: Mutercim, - 2012. - 744 p.

teachers when teaching students, ie modern and dynamic model of education, curricula”⁴⁵.

Modern experience shows that the influx of students to higher education is closely linked with the quality of education there. According to Professor Hamlet Isaxanli, there are seven aspects that ensure quality: “1. *Plans and programs related to education and training.* 2. *Organization of students and student life.* 3. *Scientists and teaching activities.* 4. *Education policy, seriousness of teaching and environment.* 5. *Material and physical resources.* 6. *Library.* 7. *Development and action plans*”⁴⁶. It is known that the quality assurance in the teaching process depends on the teacher's factor. What are the ideal qualities required of a teacher with perfect knowledge has long been in scientific thought. According to the above-mentioned ideas, the modern Bologna system has given students special freedom in choosing a quality teacher, which has become the main tool to ensure the quality of education at the level of world standards. Management issues also play an important role in ensuring the quality of higher education. It is known that public universities in Azerbaijan are managed by a person elected or appointed in accordance with the established procedure - the rector. In European countries, there is an organization called the "Rectors' Conference", which unites university rectors, who are actively involved in the formation of higher education policy in general in areas such as quality of education, research, student and specialist exchange.

The third chapter of the dissertation “**Prospects for quality assurance in the higher education system of Azerbaijan**” The third paragraph describes the prospects for quality assurance in education. In the modern world, the development of ICT, rapid scientific and technological progress, the need for higher education

⁴⁵Zhuravleva, H. Didactics of higher schools / lecture presentations / H. Zhuravleva.- Novosibirsk, - 2009.

⁴⁶Isaxanli, HA The concept of quality in education and the American experience // - Baku: Higher education and society, - 2012. № 1, - p. 52-58.

in society has increased. It has become impossible for qualified personnel to operate in all sectors of the economy without being aware of advanced technologies and without making proper use of the prospects for the development of science.

In recent years, a new model has been introduced in the field of additional education for teachers, based on a modular-credit system, creating a competitive environment, taking into account incentives and career development, and active interactive learning technologies have been tested. At the same time, the methods used by most teachers in the teaching process lag behind modern requirements. The results of our research, conducted in accordance with purposeful and various sociological methods, give us reason to say that today, along with the successes achieved in education in Azerbaijan, there are still many problems. The inconsistency of decisions in the field of education policy, the spontaneous export of a number of applied methods, regardless of the natural conditions and reality, from other countries, the existing personnel problems in some areas,

In accordance with the results of research on quality assurance in the higher education system of Azerbaijan and the results of our sociological surveys, we put forward the following proposals in order to further improve the quality of our higher education system:

- the world experience should be widely used in order to further improve the quality assurance in higher education;

- every university and any other educational institution must have special programs to improve the quality of education;

- each university must have internal quality assessment standards;

- existing curricula, modern teaching methods and teaching materials should be redesigned;

- control over the renewal and improvement of the textbook base should be increased, textbooks from the Soviet period should be replaced with new ones in the higher education system;

- young people should be involved in the process of scientific research, teaching process and pedagogical practice management;–

the Bologna system applied to the higher education system should be further improved in accordance with the experience gained over the past years;

–control over the improvement of the quality of foreign language teaching in higher education institutions should be increased, for this purpose, the involvement of highly qualified teachers from abroad should be organized in our universities, internships of local teachers should be organized in the world's leading universities;

–in connection with the adoption of new standards in the higher education system and in education in general, the current curricula should be improved, and programs that do not meet the requirements of the time and current conditions should be abandoned;

–in connection with the adoption of new standards in the higher education system and in education in general, the current curricula should be improved, and programs that do not meet the requirements of the time and existing conditions should be abandoned;

–to provide employment assistance to university graduates after graduation, as in the world's leading countries, and to turn the demand for them in the labor market into supply;;

–to relieve teachers of the burden of seeking additional income in order to meet the existing requirements, to reconsider their salaries at the beginning of each school year in accordance with the results of the previous school year, to stimulate teachers with satisfactory performance, and thus to meet the results of monitoring. it is necessary to achieve quality improvement;

– financing mechanisms in education should be carried out in accordance with the quality of education;

– students' opinions and suggestions in solving the fateful problems of the university should be respected, and conditions should be created for the future application of their practical proposals.

Although the governing body is responsible for implementing the above recommendations, the active participation of teachers,

parents, students and the public can accelerate the resolution of these issues. As a result, our people can achieve a sustainable, high-quality education that meets world standards.

In the "**Result**" part of the dissertation the research is summed up, the main conclusions are summarized, certain important suggestions and recommendations on the topic are given.

The main content of the dissertation is reflected in the following published scientific works of the author:

1. Analysis of quality assurance problems in the education system of Azerbaijan. Monograph / I.Abdulsalimli. - Baku: Science and education, - 2018.- 238 p.

2. Azerbaijan: modern youth and democracy // Materials of the Republican scientific conference on features of moral education of youth in the modern stage of the Azerbaijani society, - Baku: Teacher, November 27, - 2008, - p. 47-51.

3. The role of support points in raising the level of specialization // Education of the elderly in modern conditions: materials of the Republican scientific conference on problems and perspectives, - Baku: Teacher, - April 30, 2009, - p. 92-97.

4. Globalization in the human worldview // Materials of the Republican scientific-practical conference on topical problems of the humanities in the context of globalization, - Baku: Eurasia University, - March 15, - 2011, - p. 235-237.

5. Strategy of life // Materials of the XV Republican scientific conference of doctoral students and young researchers, part II, - Baku: BSU, - December 9-10, 2011, - p. 82-84.

6. Theoretical and methodological problems of the higher education system in modern conditions // - Baku: Revival - Journal of the XXI century, - 2013, № 180, - p. 279-286.

7. Heydar Aliyev is the architect of the national education system // - Baku: Pedagogical News of ADPU, - 2013, № 4, - p. 173-176.

8. Analysis of quality assurance problems in inclusive education // Materials of scientific-practical conference on problems

of application of inclusive education in Azerbaijan and ways of their elimination, - Baku: AMI, - May 2, - 2014, - p. 92-94.

9. Competent approach to improving the quality of teacher training // - Baku: Actual problems of studying the humanities. Collection of inter-university scientific articles, - 2015, № 1, - p. 131-136.

10. Sociological analysis of the problem of quality assurance in higher education. // - Budapest, Hungary: Science and Education a New Dimension, - 2015, - III (7), - Issue 42, - p. 103-107.

11. The problem of quality assurance in education // - Togliatti, Russia: Vector of TSU. Series: Pedagogy, Psychology, - 2015, № 1, - p. 11-13.

12. The issue of improving the quality of teacher training // - Baku: Scientific works of the Institute of Philosophy and Law of the Azerbaijan National Academy of Sciences, International scientific-theoretical journal, - 2015. № 1 (24), - p.118-124.

13. Measures taken to eliminate illiteracy and modernize education in Azerbaijan in the early twentieth century (during the Azerbaijan Democratic Republic) // Azerbaijan Republic-100: Materials of the international scientific conference dedicated to the 100th anniversary of the Azerbaijan Democratic Republic on the first Parliamentary Republic in the Muslim East. Baku: BSU, - May 21-23, - 2018, - p. 659-664.

14. Steps taken to eliminate illiteracy, development of education and integration into world education in Azerbaijan during the Azerbaijan Democratic Republic // Materials of the scientific conference dedicated to the 100th anniversary of the Azerbaijan Democratic Republic on the Azerbaijan Democratic Republic, - Ganja: ADAU, - May 23-24, - 2018, - p. 134-141

15. The problem of quality assurance in the higher education system of Azerbaijan // Proceedings of the 2nd International Scientific and Practical Conference, - Hamburg, Germany: January 26-28, - 2021, - p. 281-288.

16. Perspectives of quality assurance in the system of higher education of Azerbaijan // Proceedings of the 7th International Scientific and Practical Conference, - Tokyo, Japan: February 6-8, - 2021, - p.451-460.

The defense of the dissertation will be held on 29 noyabr 2028 at 11-00 at the meeting of BED 3.02 One-time Dissertation Council operating under the Institute of Philosophy and Sociology of the Azerbaijan National Academy of Sciences.

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