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Dissertation council FD 2.49 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at the Khazar University

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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

SYSTEM OF PLANNING AND ORGANIZATION OF UPBRINGING WORK IN HIGHER SCHOOLS

Speciality**:** 5802.01 - Organization and Planning of Education

Field of science: Pedagogy

Applicant: **Zulfiyya Shamsaddin Shiriyeva**

Baku - 2025

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GENERAL CHARACTERISTICS OF THE RESEARCH

The relevance of the topic and degree of its development.
The issue of the education and upbringing of the younger generation has a significant impact on all aspects of life globally, playing a crucial role in the economic and cultural development of the state and the progress of the nation. In the present era, the issue of educating young people as individuals with a broad worldview, high moral qualities, harmonious development, spiritual richness, and physical perfection is of great importance.

The social order for the upbringing of citizens who are educated, highly moral, businesslike, capable of making independent decisions in situations of choice, and who have a sense of responsibility for the future destiny of the country is reflected in the requirement for a well-rounded, fully developed individual. This is outlined in key documents such as "The Law on Education" of the Republic of Azerbaijan[1], "State Strategy for the Development of Education in the Republic of Azerbaijan"[2], "The Law on Youth Policy" of the Republic of Azerbaijan[3], and other significant documents. The rapid development of science and technology, changes in people's lifestyles, values, and standards, as well as other such factors, require a shift in the approach to education, calling for it to be illuminated from a new perspective. The scope of young people, the internet, social networks, and the opportunities provided by mass media create a new educational space, and without considering their influence, it is impossible to organize the upbringing of the growing younger generation effectively, whether within the family or any educational institution.

In the university environment, students are involved not only in

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[1] "The Law on Education" of the Republic of Azerbaijan. Baku: Qanun, 2009.
[2] "State Strategy for the Development of Education in the Republic of Azerbaijan". / Azerbaijan School, 2013, No. 5.
[3] "The Law on Youth Policy" of the Republic of Azerbaijan. (09.04.2002) Internet / URL: www.mys.gov.az

the educational process but also in the process of upbringing. The duration of education at the university is a time when young people engage in close communication with their peers, strive to demonstrate and realize their abilities, and form their worldview and behavioral models. The educational process influences the level of the individual's education and the expansion of their knowledge, acting as a factor that stimulates their activity and effort in learning.

Upbringing, as a purposeful process of socialization, is an integral part of the unified educational process.

In recent years, global social changes have made it necessary to reconsider the traditional approach to the education and upbringing of university students. There is a need for scientific research on the content of education and upbringing, aimed at aligning it with the needs of the state, society, and the individual, based on the interests and capabilities of students. Additionally, the theoretical aspects of the problem need to be developed and prepared.

The development prospects of an individual depend on the quality of the education and upbringing they receive. The formation of the elite class in society, the transformation of material wealth into human capital, the elevation of individuals to a more civilized and perfect level, and the preparation of qualified specialists make the effective organization of educational and upbringing activities at universities extremely important. Higher education is tasked with producing citizens who acquire the necessary knowledge, life skills, and effective use of ICT in line with the interests of the family, society, and state, and who are raised with moral values.

The development of youth at the level of modern requirements lays a foundation for a more reliable guarantee of the prosperous future of the country and the nation. In his speech at the First Global Forum on Youth Policy (October 28, 2014), the President of the Republic of Azerbaijan, Mr. Ilham Aliyev, stated: *"Azerbaijan is a young, independent, dynamic, and modern country that has clearly defined its priorities and goals. As Azerbaijani youth, we will achieve even greater successes in the future, with our great potential being the leading force behind our success"*.

The main goal of youth policy in the Republic of Azerbaijan is to create conditions for the physical, intellectual, and moral development of youth, to help realize their potential and abilities, solve their social problems, and ensure the protection of their rights.

The educational reforms carried out in our republic, the transition to the Bologna education process, the alignment of our education with world standards, and the continuous improvement of higher education require changes in the preparation of highly qualified personnel and the organization of educational and upbringing activities in educational institutions. While the goal of developing well-rounded individuals remains relevant, there is a need to adopt new approaches to the problem and develop perfect scientific criteria. The foundation of the transition to the new education system is the shift to a new system of upbringing. Quality higher education and excellent upbringing are the guarantees of a successful future for young people. The education of youth at universities is not limited to acquiring knowledge in their chosen field; the university environment also influences the formation of students as individuals. The quality and effectiveness of education depend on the mutual influence of the teaching and upbringing processes, as well as their quality and efficiency.

Considering the above, the relevance of the research work can be linked to the innovations in the modern education system. In this regard, the dissertation reflects the general social and pedagogical functions of upbringing, its goals and objectives, laws, key principles, as well as the optimal ways of planning and organizing educational activities aimed at developing social competencies in students.

The various aspects of the problem we are investigating have been studied by several pedagogues, psychologists, and sociologists. Among the scholars who have recently conducted research on educational work in Azerbaijan are Y.Talibov, A.Hashimov, A.Agayev, Z.Qaralov, N.Kazimov, A.Alizadeh, H.Alizadeh, L.Qasimova, H.Ahmedov, A.Abbasov, R.Husseinov, F.Rustamov, P.Aliyev, F.Sadigov, and others. In their works, the laws, characteristics, principles, components, and methods of organizing

educational activities have been thoroughly analyzed.

In the scientific works of many researchers (E.Bondarevskaya, L.Baybarodova, L.Baykova, L.Novikova, N.Boritko, N.Selivanov, N.Talanchuk, N.Shurkova, and others), the educational function of educational institutions has been considered in the context of changing conditions, and the management of educational systems and their regularities have been studied. In the works of N.Boldyreva, Y.Sokolnikov, T.Ilina, and other pedagogues, the principles, functions, forms, and methods of planning have been analyzed.

The development of new forms and methods for improving the effectiveness of the educational process, as well as the problems of pedagogical diagnostics, has been the focus of research by scholars such as A.Abbasov, A.Mehrabov, L.Qasimova, A.Pashayev, H.Ahmedov, I. Podlasiy, and others.

The object of the Research is the educational process in higher schools environment and its participants.

The subject of the Research is the system work on the conditions for planning and ways organization of educational activities in universities.

Purpose and Objectives of the Research. The purpose of the research is to scientifically and theoretically substantiate and develop the pedagogical conditions for educational work in modern universities that are aimed at the development of social competencies in students, supporting their physical, moral, and psychological well-being, as well as to consider the effective planning and organization of educational activities.

According to the hypothesis of the research if the scientific and theoretical problems of planning educational work at universities are studied and the optimal ways of organizing the educational process are investigated, the university's socio-cultural environment will be beneficial for the formation of students as individuals.

-Students will gain the opportunity for self-realization and self-development;

-Academic achievements will be regulated;

-Propaganda against harmful habits among young people will

be strengthened;

-A positive attitude toward a healthy lifestyle will be formed;

-Motivation for ethical norms and humanist values will be generated;

-Competence in the future field of specialization will increase, etc.

Considering that the topic has not been sufficiently studied, the following tasks were addressed in accordance with the purpose, object, and subject of the research to achieve the set goals:

-Scientifically substantiate the essence and necessity of educational work in the socio-cultural environment of higher education institutions;

-Investigate and pedagogically analyze the problems of university students;

-Identify the principles of planning work in universities;

-Study the characteristics and methods of organizing educational work with students;

-Analyze the role and functions of teachers in organizing educational work in universities by generalizing their duties;

-Develop the pedagogical conditions for organizing educational work aimed at the development of social competencies in students;

-Obtain information on the application of new technologies in the planning and organization of educational work.

Research Methods. The following methods were used in the research: theoretical analysis and composition, pedagogical observation, pedagogical interview, surveying and pedagogical experiment.

Key Points for Defense:

1. The primary task in education today is to cultivate a citizen who deeply understands Azerbaijan's national and spiritual values, and possesses patriotic qualities, while also being equipped with competitive professional competencies and knowledge in a globalized world. The re-evaluation of this mission, which falls on Azerbaijan's universities, is crucial. In addition to being a hub for education, research, and innovation, it is important for universities to

be involved in creating an educational environment that fosters the holistic development of youth within a new discourse.

2. The education of students in higher education is not limited to acquiring the specialization they choose; the university environment also influences the formation of students as individuals. It is essential to create a socio-psychological environment and a socio-cultural educational atmosphere that allows students to develop general cultural and professional competencies.

3. The purpose of planning educational work is to regulate pedagogical activities and ensure the fulfillment of requirements such as planning and systematization, continuity, and management of outcomes within the pedagogical process. Planning involves identifying effective methods and techniques, as well as all types of resources needed to achieve complex tasks.

4. The methods and tools for organizing educational work are directly related to the goal sand content of the educational activities, making them essential elements in the realization of the educational process. Human activity, from a procedural perspective, consists of several components (organization of activity, stimulation, and control). The organization of educational work is not directed at individual components of the activity but at the activity as a whole. In this sense, organizing educational work should ensure the organization of the activity, stimulation, and control of the process.

5. The teacher is considered the central figure in the educational institution. However, in modern times, the requirements for the teacher's functions have changed: objective self-assessment of their capabilities, adaptation to the trends in global education.

6. The main goal of the educational work in higher education is the cultural and comprehensive development of the student's personality, preparing them to live in a changing social environment, and to form an active, socially responsible citizen and professional.

Scientific novelty of the research: The scientific novelty of the research is explained by the fact that, for the first time, the pedagogical conditions for organizing educational work aimed at the development of social competencies in students have been identified

and theoretically substantiated. It also reveals the characteristics and pedagogical problems of organizing educational work in modern higher education institutions in the context of changes occurring in the higher education system.

Theoretical significance of the research: The scientific results, ideas, and recommendations presented in the dissertation may be of interest to doctoral students researching in the field of pedagogy, as well as students specializing in teaching. The research work may be useful in the implementation of educational activities in higher education institutions.

Practical significance of the research: The results of the dissertation can be applied in the practice of planning and organizing educational work in universities. Additionally, the research materials can be used in lectures on educational theory.

Approval and application of the research: The research results have been implemented at several international, national, and other scientific conferences. On the topic of the dissertation, 19 works have been published, including 10 articles in scientific journals (3 of which are abroad) and 10 conference thesis (2 of which are abroad). The articles were published in journals recommended by the Higher Attestation Commission of Azerbaijan and Russia.

The name of the organization where the dissertation work was carried out. The work was performed at the Department of Economics and Management of Education at the Institute of Education of the Republic of Azerbaijan.

The total volume of the dissertation in characters. The research work includes an introduction, three chapters with 10 paragraphs, a conclusion, a list of references, and appendices. The introduction consists of 24,697, I chapter 97,105, II chapter 45,257, III chapter 64,154, the conclusion 7,455, the list of references 25,093, and the appendices contain 20,749 characters. The total volume of the work is 148 pages (284,510 characters). The dissertation includes various sources of scientific-methodological and pedagogical literature, and internet resources.

MAIN CONTENT OF THE RESEARCH

The introduction substantiates the relevance of the research, outlines the object and subject of the study, the degree of development of the topic, the objectives and tasks of the work, as well as the scientific hypothesis. It also provides a brief overview of the scientific-theoretical methodology, research methods, scientific novelty, theoretical and practical significance, the key points for defense, the approbation and application of the research.

The first chapter of the research work, titled **"Educational Work in Higher Education Institutions: Goals and Tasks"**, consists of three paragraphs. The first paragraph, titled *"The Presentation of the Problem in Scientific-Methodological and Pedagogical Literature",* examines concepts related to the development and education of personality, explores the essence, characteristics, and principles of educational work, which has become the subject of many pedagogical, psychological, and sociological studies. The works and research published in recent years are evaluated in terms of the problem at hand.

The study of human personality, its individual, unique potential, and creative qualities has always intrigued researchers. The idea of youth education has raised many traditional issues in the field of pedagogy, especially in the context of societal informatization and socio-economic development.

The study of scientific and methodological literature on the education of students in higher education institutions, particularly in the 20th and 21st centuries, shows that the changes brought about by reforms in various fields have defined new goals and tasks for society regarding the education of modern youth.

The different aspects of the problem we are researching have been examined by a number of pedagogues, psychologists, and sociologists (B.Slastenin, E.Burdukovskaya, Y.Gilinskiy, A. Elizade, E.Barishnikov, A.Heshimov, A.Agayev, A. Abbasov, A.Mudrik, L.Mardakhayev, M.Bakhtin, M.Montessori, I.Podlasy, A.Kolchina, P.Pidkasisty, M.Stankin, N.Talanchuk, Y.Rapatsevich, L.Novikova,

K.Liymets, E.Bondarevskaya, etc.). Researchers view education as a social phenomenon, an activity, value, system, influence, interaction, and the process of managing personality. Thus, these approaches reflect various aspects of education, characterizing it as a fragment of social reality.

In the second paragraph titled *"Organization of Educational Work as an Important Activity Direction of Higher Education Institutions"*, the components of organizing educational work and the educational activities carried out within the structural divisions of higher education institutions are analyzed.

The system of organizing educational work, considered an essential activity direction for universities, has a complex structure that combines several components:

-The objectives expressed in the initial concept;

-Activities ensuring the realization of the intended ideas;

-Subjects who organize and participate in the activities;

-Relationships formed in the course of activity and communication;

-The environment internalized by the subjects;

-Management, which unites the components of the system and ensures its development.

In the context of higher education, the work of educating students is viewed as a process of joint activity between teachers and students, aimed at the development of important personal qualities related to professionalism. It also involves creating conditions for their self-development and self-actualization. Based on the established objectives, the main goals of organizing educational work, which is a priority activity for universities, can be summarized as follows:

-Assisting students in their self-education, self-realization, and the acquisition of broad social and professional experience;

-Fostering high moral qualities and behavioral norms in students.

The goals of organizing educational work in higher education institutions can be further expanded to include the following:

-Strengthening and developing the best traditions of the university, ensuring continuity of academic and cultural excellence;

-Raising awareness among future professionals about the social role of their chosen professions, fostering a responsible attitude towards their professional duties;

-Forming a sense of patriotism and an active civic stance in university students;

-Creating organizational and pedagogical conditions for the formation of important personal and professional qualities in students, fostering morally developed and forward-thinking individuals in the context of a dynamic, democratic, and multi-ethnic society;

-Enhancing students' general cultural level, aesthetic taste, and their skills in behavior, speech, and communication culture;

-Improving the system of support for first-year students as they adapt to university life and culture;

-Expanding the activities of student clubs and organizations focused on professional and personal development;

-Instilling motivation and healthy lifestyle habits in university graduates, encouraging participation in sports activities and engaging students in athletic clubs;

-Implementing preventive measures against drug abuse, smoking, alcohol consumption, nationalism, and extremist manifestations within the student environment;

-Fostering relationships among educational stakeholders based on the principles of humanism, ensuring a respectful and supportive atmosphere in the academic community;

-Engaging students in extracurricular, socially significant activities, teaching leadership skills, and promoting student activism as part of university governance;

-Creating conditions for the development of student initiatives and the realization of various student-led projects, enhancing student empowerment and creativity;

-Ensuring social protection for students and providing psychological support services to address their needs;

-Improving the quality of educational and social life in student dormitories, promoting a holistic and healthy living environment;

-Facilitating inter-university and inter-institutional cooperation in the fields of educational work and socio-cultural activities, sharing best practices and strengthening community ties.

These measures aim to support the overall development of students, ensuring their active participation in university life while promoting healthy lifestyles, leadership, and responsible citizenship. They contribute to the creation of a university environment where students thrive academically, socially, and personally.

In the third paragraph, titled *"The Role of Educational Work in the Formation of Student-Youth as Personalities"*, the issue is approached from a broad perspective, analyzing the role of educational work in the formation of students' personalities and its main components. The goals and objectives are outlined as follows:

Intellectual: to develop students' logical thinking, intellectual potential, research skills, and to enhance their independent thinking abilities; to equip students with knowledge, skills, and habits, shaping scientific worldview; to foster an interest in reading and acquiring new knowledge, and to involve them in self-education activities.

Citizenship-Patriotism: to form a citizenship position and political culture in student-youth; to instill respect for state laws and symbols; to cultivate a sense of patriotism and readiness to serve the country; to prepare for fulfilling citizenship duties, defending the interests of the state, and carrying out constitutional responsibilities.

Legal: to form knowledge about law and legal norms in the younger generation; to instill respect for the constitution and adherence to behavioral norms, fostering intolerance towards violations of the law; to shape legal culture.

Moral: to shape moral consciousness (national-spiritual consciousness, attachment to ancestry, patriotism, etc.); to form a moral stance (showing courage in difficult situations, demonstrating care and sensitivity towards others, helping, etc.); to develop a moral character (patience, tolerance, politeness, humility, compassion, etc.).

Ethical: to instill universal and national ethical norms in the

individuals being educated; to cultivate a sense of personal dignity (honor, freedom, equality, discipline, etc.); to instill moral experience and knowledge about proper communication, social behavior, and rules of etiquette.

Professional-Labor: to create a comprehensive understanding of the role of labor in society and an individual's personal life; to develop a demand for creative labor among youth, cultivate a strong work ethic, business acumen, and initiative; to guide students toward professional orientation in their chosen fields and ensure the preparation of competitive professionals.

Cultural-Mass and Aesthetic: to shape aesthetic sense and demands, and develop aesthetic consciousness among the youth; to enhance aesthetic taste and abilities; to form a knowledge system about world culture and art; to properly evaluate beauty and harmony in nature, society, and human relationships; to discover creative abilities; to engage students in various types of activities.

Sports-Health: to form a positive attitude toward a healthy lifestyle; to ensure the proper physical development and health of the younger generation; to create demand for regular physical activity and sports; to instill knowledge and habits related to physical culture, hygiene, and medicine; to adhere to sanitary-hygienic standards, daily routines, and proper nutrition habits; to cultivate essential volitional and spiritual qualities (endurance, agility, etc.); to achieve physical, mental, and emotional resilience.

Ecological: to explain human dependency on nature and the necessity of living in harmony with it; to form the foundations of global ecological thinking; to instill a sense of responsibility toward nature, which constitutes the foundation of life; to involve the younger generation in environmental protection activities; to foster an attitude of frugality toward natural resources and material wealth; to provide youth with information about ecological issues.

Economic: to form knowledge about economics, its role in society, entrepreneurship, and business practices in the younger generation; to prepare youth psychologically and practically for economic activities; to develop a system of economic knowledge,

skills, and habits; to cultivate thriftiness, and a caring attitude toward public property, etc.

The second chapter of the dissertation, titled **"The Scientific-Theoretical and Practical Problems of Planning Educational Work"**, consists of three paragraphs. In the first paragraph, titled *"The Essence, Content, and Main Directions of Planning Educational Work"*, the concept of planning educational work is explained. Planning educational work is viewed as a pedagogical management function that involves the formation of ideas about the future state and outcomes of the educational process. It includes selecting the content, forms, and methods of activity, determining the time frame for implementation, and identifying participants.

The essence of planning educational work lies in forecasting the state of pedagogical events and processes, as well as realizing the potential of individual or group participants in order to achieve desired outcomes. Essentially, it is about organizing a system of activities that lead to the accomplishment of these goals.

The second paragraph of the second chapter of the dissertation, titled *"Functions and Principles of Planning in Educational Work"*, characterizes the functions of pedagogical planning. These functions can be briefly described as follows:

-Predictive: Presenting the expected outcomes through specific actions.

-Guiding: Determining the specific directions of the activity.

-Coordinating: Reflecting how and by which means the activity is organized, as well as its subject and object. It also involves illustrating the relationships between different types and subjects of activities, along with specifying the space and time.

-Monitoring: Using the plan to oversee the achievement of set goals and verify the plan's alignment with reality.

-Reproductive (descriptive): Restoring the scope and content of the completed tasks according to the plan after a certain period.

By adhering to the appropriate principles during planning, the plan becomes a supportive tool in organizing educational work and a document that implements a system approach to the organization of

the pedagogical process. Let us review some of these principles:

The principle of relevance - the content of the plan should align with the normative and legal documents of the Ministry of Education of the Republic of Azerbaijan and the university, as well as the job responsibilities of the employees of the educational institution.

The principle of timeliness - the planning process must reflect significant events in the state and society, and should be directed towards solving critical issues in organization of educational work.

The principle of scientific basis and technological innovation - the planning process should reference the essence of educational work, the theoretical propositions of key concepts, research on the planning and organization of educational activities, as well as new technological projects.

The principle of goal orientation - in planning, the content and form of work are designed to achieve specific goals and objectives. Every activity helps in solving the tasks set. The implementation of the planned actions should be pedagogically and psychologically justified to align with the goals outlined in the plan.

The principle of systematization - directs the planning process to view it as a complex system consisting of interconnected and interacting components of the educational process.

The principle of specificity - this principle prevents the unsubstantiated repetition of work carried out in various collectives. The correct selection of specific forms and methods of educational work depends on the understanding of the specific characteristics of the pedagogical situation in each collective. Following this principle ensures that the plan includes specific tasks, defines their execution duration, and specifies the organizers and participants.
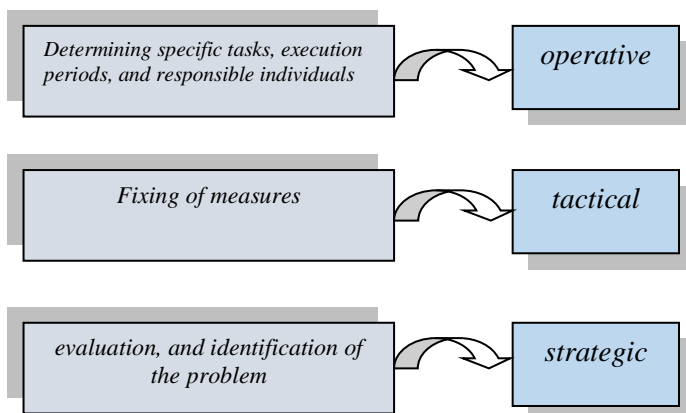
The principle of individuality - this principle highlights the necessity of considering the individual characteristics of the youth in the preparation of the plan and the organization of activities. Here, the individuality of each person is valued, and the development of each individual is one of the primary tasks of the modeled system.

The principle of sequence-involves correctly defining the ways, timelines to achieve the set goals in a coherent and logical sequence.

The principle of cyclicity -shows that new plan for educational work is based on the analysis of previous results. The algorithm for developing the plan follows a sequence of activities according to the set tasks and the timeline for their execution. This process includes: analyzing the current state of the educational process and the results achieved during the previous period; modeling the educational process within collective activities; specifying pedagogical goals and making necessary adjustments; and preparing the educational plan.

It can be concluded that the functions and principles of pedagogical planning enable the regulation of educational activities, ensuring the alignment, consistency, systematization, and management of the process, and connecting the educational process with societal life and students' practical activities.

The levels of planning are characterized in the scheme 2.2.1 below:

Determining specific tasks, execution periods, and responsible individuals	→	*operative*
Fixing of measures	→	*tactical*
evaluation, and identification of the problem	→	*strategic*

Scheme 2.2.1. Levels of Planning

In the third paragraph titled *"Diagnostic Assessment of the Application of Planning"*, pedagogical diagnostics are evaluated as an evaluative procedure aimed at clarifying the current situation and determining the level of educational effectiveness. The paragraph discusses various widely used methods in planning diagnostics, such

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as surveys, different tests, and incomplete statements. The following *Table 2.2.1.* presents several examples of test samples with various contents.

Test samples included in the survey conducted with students

Questions	Answers
1. How do you assess higher education? a) Higher education is a symbol of prestige. b) People with higher education differ from those without it. c) Although education provides knowledge and experience in a particular field, it does not change the person. ç) A person can acquire knowledge and skills independently, and a diploma is necessary for getting a job. d) Your option.	*a b c ç d* ○ ○ ○ ○ ○
2. When evaluating a piece of art, what should be considered? a) The reputation of the author. b) The emotional impact of the art piece. c) Its format. ç) I am not interested in art. d) Your option.	*a b c ç d* ○ ○ ○ ○ ○
3. Your attitude towards conflicts. a) I try to stay away from conflicts. b) I am not prone to conflicts, but I defend my position stubbornly. c) I easily give in to provocations, and later feel regret. d) I do not like conflict situations. e) Your option.	*a b c ç d* ○ ○ ○ ○○
4. What do you think is the most current problem for young people today? a) Moral emptiness. b) Getting a job and building a career. c) The tendency to harmful habits. ç) Emotional and psychological problems. d) Your option.	*a b c ç d* ○ ○ ○ ○○

The indicators to be considered when creating a diagnostic map for any student group (such as students' health status, attendance, academic achievements, and interpersonal relationships) have been analyzed in the research work. It can be concluded that the diagnostics of the application of planning compares the differences between the initial and final results and determines the effectiveness of the educational process. Diagnostics shows the dynamics of educational work by studying the obtained results together with the ways and forms of achieving them.

The third chapter, titled **"Optimal Ways of Organizing Educational Work",** consists of four subsections. The classification of *"Means, Forms, and Methods of Efficient Organization of Educational Work"* is provided in first paragraph. It also addresses the issue of determining students' competencies, including professional and general cultural competencies. General cultural competencies include: the ability to speak and write fluently in the state language; the ability to construct reasoned arguments; the ability to adapt to new environments; respect for democratic values and the rule of law; and knowledge of the logical sequence of events. Professional competencies include skills such as communication, working with ICT, and applying the knowledge acquired during the teaching process to professional activities, among others. Competence is a set of integrative characteristics (personal qualities, abilities, knowledge, skills, and habits) of a person that are activated, formed, developed, and used in teaching and practical activities. Competencies can be summarized as follows: collaboration, responsibility, openness to innovation, organizational skills, independence, adaptation to the environment, communication culture, building interpersonal relationships, business acumen, adherence to ethical norms, digital skills, creativity, teamwork, leadership, making agile decisions, initiative, striving for success, resilience to stress, and more.

In the mentioned chapter, the educational activities conducted with student youth are grouped as follows:
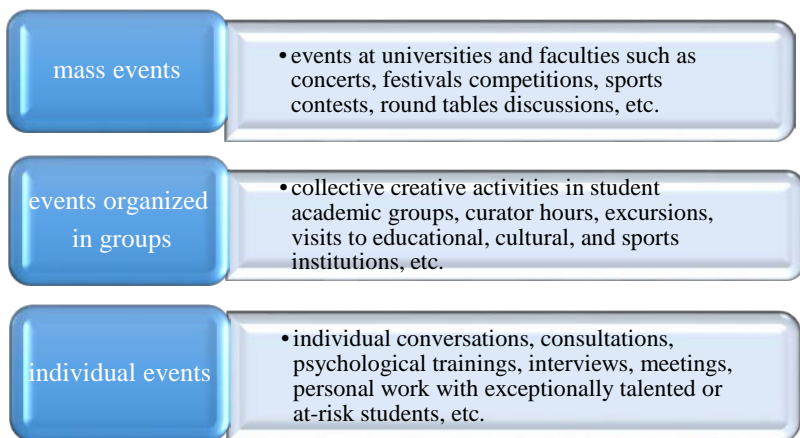
mass events	• events at universities and faculties such as concerts, festivals competitions, sports contests, round tables discussions, etc.
events organized in groups	• collective creative activities in student academic groups, curator hours, excursions, visits to educational, cultural, and sports institutions, etc.
individual events	• individual conversations, consultations, psychological trainings, interviews, meetings, personal work with exceptionally talented or at-risk students, etc.

Fig.3.1.1. Classification of educational activities

It is impossible to underestimate the importance of various types of competitions, olympiads, quizzes, debates, or discussions in the realization of young people's creative potential and the formation of their activities. Meetings, conversations, lectures, thematic nights, conferences, olympiads, and other events influence the aesthetic and artistic perception of adolescents and young people, creating positive impressions about free communication and joint recreation. In the educational process at universities, active forms of educational and developmental activities, such as intellectual games, brain rings, open forums, competitions, training, presentations, and roundtables, are widely used.

It can be concluded that, for the effective organization of educational work, it is appropriate to form the qualities, abilities, knowledge, skills, and habits required in students and young people in order to help them establish their place in modern society and overcome difficulties in adaptation.

In the analysis of interpersonal relationships, a survey was conducted among the students of BSU, AUL, AzTU, ASPU, UNEC to assess their opinions, and their relationships were examined. The students were asked the following question: "Are you satisfied with the relationships within your group and among its members?" The

survey conducted regarding the relationships within the student group yielded the following results:
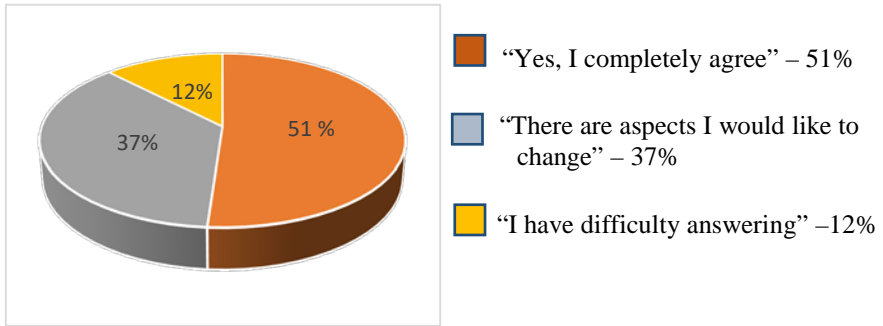

Fig.3.1.2. Survey Results, in percentage

In the modern era, where information technologies are rapidly developing and penetrating all areas of societal life, the application of ICT in the formation of young people as individuals has been set as a requirement. The concept of information culture has been integrated into the educational environment, and the role of multimedia tools has increased. With the help of modern resources based on media technology, live viewing, visual observation, and sound effects enhance the effectiveness of the teaching and educational process with their unique properties and functions. These issues are discussed in the second paragraph, titled *"Application of New Technologies in Educational Work"*.

The main objectives considered in the application of new pedagogical technologies to the educational process are as follows: ensuring the initiative, activity, and independence of the individuals being educated; the formation of moral and spiritual values and social competencies in them; creating conditions for the self-realization of the personality in terms of intellectual and creative development; fostering important personal qualities such as industriousness, organization, responsibility, discipline, and coherence; and instilling an interest in the values of the world's nations in young people within the context of an open society and its open borders.

"The Pedagogical Analysis of the Organization of Upbringing Work and the Evaluation of Results" is presented in the third paragraph. Based on the pedagogical analysis conducted in the research, the necessity of considering a number of priority issues in organizing the upbringing process in higher education institutions is emphasized:

-Upbringing is an interactive process. The educational process can yield positive results through the efforts of both the educator and the learner based on mutual trust.

-The individual psychological characteristics of the learners (interests and inclinations, desires and wishes, ideals, temperament type, health, overall development level, etc.) must be studied and considered in the educational work.

-The educational process should be based on the principles of humanism, should be carried out by experienced personnel.

-The application of new technologies in the educational process should be incorporated.

-The educational process should align with the interests of the state and society.

-The rights of the learners must be respected, their opportunities and abilities, as well as their creative initiative, should be properly assessed, and the microenvironment of the learners should be taken into account.

-It is advisable to reveal and disseminate innovation models and programs for organizing the educational process.

-Complex measures should be implemented across all areas of educational activity, ensuring the high-level realization of individual and preventive educational work. Not only students, but also parents should be educated.

-Educational work teaches young people to recognize their personal dignity, trust in their own strength, demonstrate their positive qualities, approach themselves with constructive criticism.

-Educational work helps young people to acquire cultural values, understand national identity, beauty, and harmony.

-Educational work develops self-assessment, self-education,

and self-discipline motives in students, contributing to their formation as individuals.

-Educational work fosters a sense of patriotism in students and young people, teaching them loyalty to their homeland, service to the nation, and readiness to defend it.

-Educational work helps young people recognize their social mission, developing a sense of responsibility, professional ethics, and work culture.

-Educational work creates conditions for the involvement of youth in the social, economic, and cultural life of society.

-Educational work promotes the formation of healthy lifestyle.

-Educational work teaches young people to live as worthy citizens in society.

It should also be noted that during the research, an experiment was conducted at BSU, where students' self-assessment was carried out, and a survey with questions related to educational work was conducted. The results of the experiment are presented in the fourth paragraph of the dissertation under the title *"Experimental Work".* The experimental study aimed to assess students' attitudes toward education, behavioral norms, healthy lifestyle, civic duty, and other related factors, as well as to explore their social activity.

The questions included in the survey to determine the level of students' educational behavior are presented in Table 3.4.1.

Table 3.4.1.
Questions presented for students' self-assessment

Questions	Evaluation				
I. Attitude towards Education 1.1. I use additional literature when preparing for seminars and exams.	4	3	2	1	0
1.2. I listen to lectures with interest and take notes.	4	3	2	1	0
1.3. I am interested in reading and acquiring new knowledge.	4	3	2	1	0
1.4. I develop my intellectual potential.	4	3	2	1	0
II. Citizenship and Patriotism					
2.1. I respect state laws and symbols.	4	3	2	1	0

2.2. I am deeply interested in the history, customs, and traditions of my people.	4	3	2	1	0
2.3. I know my constitutional rights and duties.	4	3	2	1	0
2.4. I believe I am ready to serve and defend my homeland.	4	3	2	1	0
III. Moral and Spiritual					
3.1. I adhere to behavioral norms and rules.	4	3	2	1	0
3.2. I treat people with understanding, care, and sensitivity.	4	3	2	1	0
3.3. I am polite and courteous in communication.	4	3	2	1	0
3.4. I am able to control my anger.	4	3	2	1	0
IV. Healthy Lifestyle					
4.1. I follow personal hygiene rules.	4	3	2	1	0
4.2. I try to avoid harmful habits.	4	3	2	1	0
4.3. I enjoy engaging in sports.	4	3	2	1	0
4.4. I pay attention to proper and healthy nutrition.	4	3	2	1	0
V. Aesthetic					
5.1. I value beauty and harmony in life.	4	3	2	1	0
5.2. I enjoy visiting theaters, museums, exhibitions, and other cultural centers.	4	3	2	1	0
5.3. I pay attention to my appearance and clothing.	4	3	2	1	0
5.4. I am involved in music, art, or applied creativity.	4	3	2	1	0
VI. Social Activity					
6.1. I successfully complete the tasks assigned to me.	4	3	2	1	0
6.2. When I know I am right, I am able to insist.	4	3	2	1	0
6.3. I actively participate in public work.	4	3	2	1	0
6.4. I finish the work I start.	4	3	2	1	0
VII. Self-Education					
7.1. I am able to manage my behavior and emotions.	4	3	2	1	0
7.2. I approach myself critically and can admit my mistakes.	4	3	2	1	0
7.3. I try to make my thoughts a reality.	4	3	2	1	0
7.4. I am responsible for my actions and behavior.	4	3	2	1	0
VIII. Tolerance					
8.1. I try to accept people's individual characteristics.	4	3	2	1	0
8.2. I am against hostility, aggression, and violence.	4	3	2	1	0
8.3. I respect the customs and traditions of other nations.	4	3	2	1	0
8.4. I understand that different approaches to events and the plurality of ideas are possible.	4	3	2	1	0

IX. Industriousness					
9.1. I understand the exceptional role of labor in the formation of a person's character.	4	3	2	1	0
9.2. I have a positive attitude toward hardworking people.	4	3	2	1	0
9.3. I try to balance mental and physical work.	4	3	2	1	0
9.4. I value creative initiatives.	4	3	2	1	0

The students were asked to read the questions, answer them, and evaluate themselves on a five-point scale (4, 3, 2, 1, 0).Thus:

4	3	2	1	0
Always	Often	Sometimes	Rarely	Never

Through this method, we aimed to uncover their interests, needs, and motivations. The results obtained from the student groups were analyzed and summarized. After the survey was completed, the results of each item were collected and divided by 16 (the maximum number of points). Then, the scores for all items were added together and divided by 9. Finally, the total score for each student was summed up and divided by the total number of students. In this way, the level of educational behavior within the group was determined.

With the help of this method, it has been possible to study the individual educational behavior level of each student as well as the overall level of the group.

Based on the overall results, the following levels have been determined:

-Low level (up to 0.5): Characterized by unstable behavior and weak self-expression. The behavior of the individual is regulated not by internal needs but by external demands and instructions. Self-regulation is situational, and there is no clear psychological preparedness for communication.

-Medium level (0.6-0.8): Characterized by stability in behavior and the presence of self-regulation. The active social position and the necessity of communication and interaction are not fully realized, and some discrepancies between the personality's character traits are evident.

-High level (0.8-1): Indicates the presence of stable and positive moral behavior experience and the development of an active social position. Stable psychological attitudes in communication and interaction are also noticeable.

The results of the self-assessment of students in both experimental and control groups are presented in Table 3.4.2

Table 3.4.2. The results of students' self-assessment in the experimental and the control groups

Faculties	course	The number of students		Results					
				High		Medium		Low	
		exp.	cont.	exp.	cont.	exp.	cont.	exp.	cont.
Philology	II	55	54	18	14	30	27	7	14
Physics	II	46	45	15	12	26	22	5	12
Social Sciences and Psychology	III	28	27	9	7	15	13	4	8
International Relations	III	22	23	7	5	12	10	3	6
Geography	III	25	26	9	6	14	11	2	8

We analyzed the results obtained in student groups and summarized them.

Experimental Group (176 students):
High results (32%): 58 students
Medium results (56%): 97 students
Low results (12%): 21 students

Control Group (175 students):
High results (25%): 44 students
Medium results (47%): 83 students
Low results (28%): 48 students

The results show a comparison between the two groups, with the experimental group showing a higher percentage of students with high results (32% vs. 25%) and a lower percentage with low results (12% vs. 28%) compared to the control group. The results of this survey or assessment would likely be represented in Table 3.4.3.

Based on the comparative analysis of the results, it can be concluded that the performance of the students in the experimental

group was higher than that of the students in the control group.

№	The issues we want to get answers to	Results					
		High		Medium		Low	
		exp.	cont.	exp.	cont.	exp.	cont.
1.	How do you evaluate the role of higher education institutions in the education of personality?	29	22	40	39	18	25
2.	What should universities primarily focus on developing: a specialist or a personality?	31	28	32	28	24	30
3.	Which factors are most important in educational work?	27	19	47	46	13	21
4.	Who plays the leading role in organizing educational work at universities?	22	13	45	44	20	29
5.	What should be the criteria for evaluating education?	26	17	38	39	23	30
6.	Your suggestions for increasing the effectiveness of educational work.	30	21	41	42	16	23

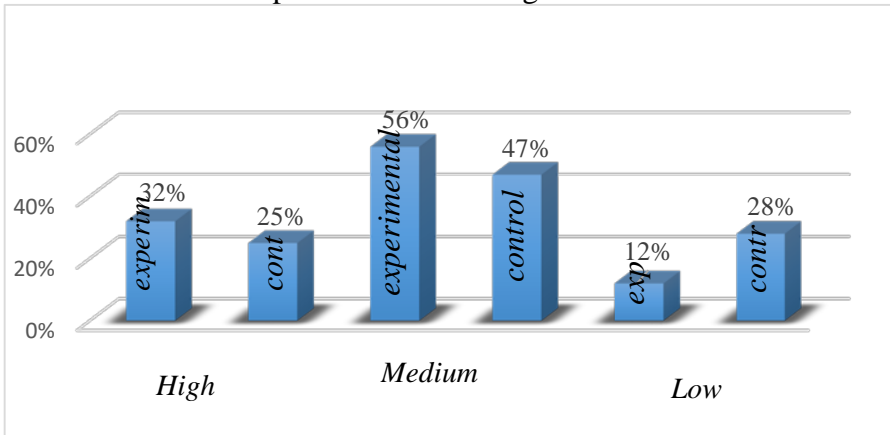The results are presented in the diagram 3.4.1.

Diagram 3.4.1. Results of the experimental and control groups, in percentage

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In conclusion, the experimental work reveals that the higher education environment plays a crucial role in the self-realization and self-development of young people. A systematic and purposeful approach to student education has proven to be effective.

Based on the findings, we can draw the following **conclusions:**

1. Education and Civilization: Education has become a necessary reality alongside the emergence of civilization, evolving through a historical path in line with societal demands. The study of human personality and its qualities has always been of interest to researchers. The idea of educating young people became particularly relevant during periods of societal development.

2. The Importance of Education: The future development of an individual depends on the quality of education and upbringing. The formation of an elite class in society, the advancement of individuals to a more civilized and refined level, the preparation of qualified specialists, the social orientation of the personality, self-affirmation, and identification in society are all crucial aspects of educational work in higher education institutions.

3. The Socio-Cultural Environment of Higher Education: Higher education institutions create a socio-cultural environment that facilitates the development of the educational process's nurturing component. Analyzing the components of the educational system, it can be concluded that the organization of educational work in higher education involves three core functions:

-Integrative Function: It unites educational influences.

-Regulatory Function: It regulates and manages the educational process.

-Developmental Function: It ensures the dynamics of the educational system.

4. Quality higher education and excellent education are the guarantee of a successful future for students and youth. The quality and effectiveness of education depend on the mutual interaction of the teaching and educational processes, as well as their quality and efficiency.

5. Before "educating" each individual, their natural qualities,

emotional-psychological state, health, overall development level, interests and inclinations, and unique traits must be studied. In other words, the work of education begins not with teaching, but with learning.

6. The main essence of planning educational work is to predict the future state of pedagogical events and processes in advance and to outline a system of activities to achieve the desired results. Relevant principles (appropriateness, relevance, scientific and technological basis, systematization, specificity, sequence of actions, etc.) have been analyzed in the research.

7. The means and methods of organizing educational work are related to the goals and content of the educational activities, and therefore are important elements in realizing the educational process. A person who is unable to use IT may be deprived of the adaptive mechanisms of a dynamically developing society. In the modern era, achieving goals without utilizing new pedagogical technologies in the educational process is impossible.

8. According to the concept of educational activity, educational work with young people at universities should be carried out based on traditional values such as morality, statehood, patriotism, collectivism, and mutual assistance, as well as new values such as initiative, creativity, tolerance, and prudence.

9. It is important for students to meet a teacher with a brilliant personality, broad erudition, and high culture during their student years. The teacher directly influences students' education through numerous pedagogical skills. These include: analyzing pedagogical situations, the ability to assess reality accurately, asking concise and thought-provoking questions, engaging students in discussions, using new technologies and cognitive operations, expressing their feelings and attitudes through voice, facial expressions, and gestures, etc.

10. Today, the nature of the relationship between the educator and the educated has changed, taking the form of collaboration. In the formation of personality, a new approach is required regarding the relationships among the participants in the educational process.

11. Scientifically grounded criteria and indicators allow for the

evaluation of the effectiveness of the university's educational system, revealing the students' level of education and demonstrating its dynamics.

Based on the conclusions drawn from the research results, we present our **suggestions**:

1. In order to accurately determine the strategy for educational influence, the spectrum of current problems in the student environment of any university should be clearly presented.

2. Today, it is essential to develop practical methods to eliminate emotional-psychological tensions among students and young people, as well as the presence and support of social-psychological assistance services at universities.

3. Considering that electronic libraries are one of the main ranking indicators of university, it is advisable to expand the creation of university-scale electronic libraries based on electronic teaching content of departments, ensure the provision of means to use them.

4. Displaying video clips against harmful habits and promoting a healthy lifestyle on monitors in university corridors is an effective tool.

5. Identifying and spreading innovation models and programs in organizing the educational process, increasing professional competence in managing educational activities, familiarizing with the experience of previous years, relevant scientific-methodical literature, pedagogical intuition, and so on, may be necessary.

6. Expanding inter-university exchange of experience in planning and organizing educational work, and utilizing the best traditions of universities, may be significant.

7. Finally, we would recommend motivating the main subjects of the educational process, the teachers and students, to be more active.

The main theoretical provisions and practical suggestions of the dissertation work are reflected in **scientific articles and the abstracts of scientific-practical conferences:**

1. On the Formation of Students as Personalities // Azerbaijan school, 2013, №3.–p.100-103

2. The Example of Heydar Aliyev in the Education of Youth. / Materials of the Republican Scientific-Practical Conference dedicated to the 90th anniversary of National Leader Heydar Aliyev, on the topic "Current Problems of Modern Education." – Scientific Works of the Education Institute–2013, №3 – p. 129-130

3. Application of New Pedagogical Technologies in the Educational Process. / Materials of the International Scientific Conference on the topic "Pedagogical and Psychological Problems of Improving the Teaching Process". – Nakhchivan, December 6, 2013. – p. 114-116

4. Priority Issues in Organizing the Educational Process. / Materials of the XVIII Republican Scientific Conference of Doctoral Students and Young Researchers. – Baku, December 19-20, 2013. – p. 413-415

5. The Role of the Educator in Organizing Educational Work in Higher Education. / "Pedagogical Professionalism: Essence, Content, Prospects for Development" Scientific Proceedings of the International Scientific-Practical Conference.–Moscow, March 12-14, 2014. – p. 421-422

6. Aesthetic Education and the Spiritual Enrichment of Personality. // Azerbaijan School, No. 5, 2014. – p. 58-62

7. The Role of New Pedagogical Technologies in Organizing Extracurricular Educational Activities. / Materials of the International Scientific Conference on the topic "Improving the Teaching Process and Modern Educational Concepts." – Nakhchivan, December 16-17, 2014. – p. 250-251

8. Theoretical Aspects of Intellectual Education of Students and Youth. / BSU "Current Problems of Studying Humanitarian Sciences" Interuniversity Scientific Journal – 2015, №1– p. 233-236

9. The Competent Teacher Factor in the State Strategy for the Development of Education in the Republic of Azerbaijan. / Materials of the XIX Republican Scientific Conference of Doctoral Students and Young Researchers – Vol. 2. –Baku, April 7-8, 2015.–p. 326-327

10. Culture of Communication as a Spiritual Quality of Personality. / Materials of the Republican Scientific Conference on

the topic "Education Curricula: Practical Applications." Nakhchivan Teachers Institute. – Nakhchivan, April 24, 2015. – p. 15-17

11. National Mentality and the Education of Personality. / VII Republican Scientific-Practical Conference dedicated to the 92nd anniversary of National Leader Heydar Aliyev, on the topic "Education Development Strategy and Its Implementation." – Baku, Baku State University, May 7, 2015. – p. 479-482

12. The Museum Environment as an Important Component of the Education Process with Youth. // Azerbaijan school– 2015, №3 – p. 79-83

13. Main Directions of Planning Educational Work with Students // "Proceedings of the Samara Scientific Center of the Russian Academy of Sciences," Vol. 17, №1, 2015. – p. 866-869

14. The Social-Cultural Environment of Higher Education Institutions as the Main Factor in Organizing Educational Work. // Scientific Journal of Baku Girls' University, 2015, №2 – p. 79-83

15. Orientation of Students Towards a Healthy Lifestyle as the Main Goal of Physical Education. // Scientific Journal of the Institute of Sociology of the Russian Academy of Sciences. "Theory and Practice of Public Development," 2015, №18 – p. 318-321

16. Citizenship Education as a Component of Socialization of Personality. / Materials of the International Scientific Conference on the topic "Priorities of Education Policy in Azerbaijan: Modern Approaches" NTI.–Nakhchivan, November 25, 2016. – p. 100-101

17. Education of Personality in the Modern Socio-Cultural Environment: Pedagogical Analysis of the Problem. // Russian Academy of Education. Materials of the International Scientific-Practical Conference "Common and Unique in the Cultures and Traditions of Peoples"–Moscow, September 28-29, 2017.–p. 387-388

18. Socialization of Personality in the Context of Citizenship Education. // Azerbaijan school –2022, №3– p. 122-126

19. Социально-психологические аспекты межперсональных отношений в студенческой среде // Modern humanities success – 2025, №2.

The defense will be held on ____ _____ 2025 at _____ at the meeting of the Dissertation council FD 2.49 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at the Khazar University

Address: AZ–1096, Baku city, Mahsaty Gancavy Street,41 (Neftchiler campus).

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The defense will be held on *11 April* 2025 at *15 00* at the meeting of the Dissertation council FD 2.49 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at the Khazar University

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Abstract was sent to the required addresses on *27 February* 2025