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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**THE PEDAGOGICAL FOUNDATIONS OF EVALUATING
THE TEACHER'S INSTRUCTIONAL ACTIVITY IN
GENERAL EDUCATION SCHOOLS**

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GENERAL CHARACTERISTICS OF THE RESEARCH

Relevance and degree of scrutiny of the topic. In recent years, reforms have been implemented in the field of education, just as in all other areas of the country. These reforms stand out particularly for their content, form, and scope. They encompass the content of education, its management, financing, as well as the enhancement of educators' knowledge and skills, among other aspects.

The “State Strategy for the Development of Education in the Republic of Azerbaijan” approved by the order of the president of the Republic of Azerbaijan, Mr. Ilham Aliyev on October 24, 2013, emphasizes the role of teachers in the development of learners and their formation as knowledgeable and skilled individuals. The achievements of learners directly depend on the academic knowledge, skills and competence of the teacher.

Educators have always held a special position and importance in society and the state. This is because teachers through their knowledge and skills have contributed to the development of society, fostered the moral growth of individuals and played a key role in enhancing their intellectual level.

At the 11th Congress of Azerbaijani Teachers in 1998, national leader Heydar Aliyev spoke on this matter, stating: “Those who devote their lives to teaching are truly selfless, loyal to their people and nation, and show heroism at the same time. Teaching is not an easy profession. Some think that anyone can be a teacher. At times, even those unfit for teaching end up in this profession. Such instances exist today and may also arise in the future. However, the overwhelming majority of Azerbaijani teachers are deserving of this title. If that were not the case, could Azerbaijan’s current achievements in science, economy, culture, and progress have been possible? We have received all of these from schools, universities, teachers, and from you” [24].

The pedagogical foundations for evaluating teachers' instructional activities in general education schools remain one of the research areas maintaining its relevance among pedagogical studies.

As is known, pedagogical literature has primarily focused on the general theoretical issues of pedagogy, the organization of pupils' activities, the theory and history of teaching and upbringing, as well as the current state and future possibilities of the educational process. In this field, textbooks, monographs and numerous articles have been published and continue to be published. However, the evaluation of teachers' instructional activities, which represents one of the key components of the pedagogical process and carries the main burden in organizing and implementing teaching, has not been studied as extensively as the aforementioned scientific-pedagogical topics. Nonetheless, it cannot be claimed that no work has been done in this area until now. Both global and Azerbaijani pedagogues have published articles and theses in pedagogical press addressing the activities of teachers to varying degrees. Notable examples include the pedagogical research of academician M. Mehdizade, professor N. Kazimov, professor A. Agayev, professor F.B. Sadygov, professor A. Mehrabov, professor A.N. Abbasov, professor H.H. Ahmadov, professor I.H. Jabrayilov, associate professor A.M. Abbasov, associate professor I.A. Javadov and other scholars.

Foreign pedagogues and psychologists such as N.I. Alekseev, Sh.A. Amonashvili, E.V. Bondarevskaya, V.V. Serikov, I.S. Yakimanskaya, I.A. Zimnyaya, Lingart, D.B. Elkonin, L.V. Zankov, V.V. Davidov and others have expressed valuable thoughts on teaching, its essence, new learning concepts, the teacher's instructional activities and other pedagogical issues.

However, the mentioned matters have not thoroughly covered the teacher's instructional activities, nor have they highlighted all its aspects, the tasks to be accomplished and the challenges ahead in this field. These aspects underscore the relevance of researching the evaluation of teachers' educational activities.

In the research, modern requirements for teachers' educational activities were studied and the opinions expressed in this field so far were summarized to draw conclusions about these requirements. Alongside discussing the modern requirements for instructional activities, the study also addressed the contemporary demands placed on teachers themselves. It is often the case that more attention is

given to teachers' professional and methodological knowledge and skills. However, other essential aspects of teachers are overlooked. This can lead to issues that may ultimately diminish the social prestige of the profession. A teacher occupies a role in society and engages in activities that place them at the center of public attention. Just as a modern teacher cares about the development of their professional and methodological skills, they must also pay attention to the development of their image as a teacher.

Another aspect ensuring the relevance of the research relates to the evaluation of teachers' instructional activities, as this is one of the key issues in regulating pedagogical activities. To this end, identifying the indicators for how and by which parameters teachers' pedagogical activities in general education schools are evaluated, as well as summarizing the work done in this area, constitutes one of the central aspects of the research. Evaluating teachers' instructional activities is a rather complex process. It is essential to develop an evaluation mechanism that eliminates uncertainties for those seeking to assess teachers' educational activities. Both at the level of executive bodies of the educational process and within schools, decision-makers should be able to use the established evaluation parameters to make accurate judgments about the effectiveness and quality of teachers' instructional activities.

Another significant issue addressed in the research is the evaluation of teachers' instructional activities within the framework of teacher-pupil relationships. The educational process cannot take place without the involvement of both parties. The level of instruction is determined by the quality of the moral atmosphere prevailing in the teacher-pupil relationship. When viewed from a broader perspective, it is well known that the overall goal of the teaching and upbringing process is for pupils to acquire knowledge and skills and to develop as individuals. This is a complex process that requires time. At the center of this process stands the pupil, while the teacher acts as a guide, director, and shaper. This activity is based on the mutual relationship and cooperation between the parties. Exploring new theoretical ideas and practical work in this field is also one of the tasks of the research.

Another important issue addressed in the research is the teacher's pedagogical role in the assessment of pupils' achievements and the organization of this process. In-school assessments are conducted based on approved regulations. However, this does not imply that the approved regulations fully implement the methods and tools intended for assessment. Research indicates that the supervision of teachers' instructional activities in this area is not at the desired level and the objectivity of the assessments is not always ensured. In this study, the shortcomings identified through the examination of school practices have been revealed and scientifically grounded theoretical propositions have been put forward.

One of the issues addressed in the research concerns the importance of the connection between family and school in the proper and effective organization of pupils' activities, as well as the solutions to the problems in this area. Family and school function as social institutions that are similar in nature and complement each other. However, while the upbringing process mainly takes place within the family, the school serves as a pedagogical environment where both upbringing and education are carried out continuously. Both the family and the school play a significant role in influencing the personality development of pupils.

In addition to the theoretical aspects of the issues addressed in the research, practical areas of activity have also been identified. Most importantly, the evaluation of teachers' activities, the organization of pupils' activities, and the teacher-parent connection have all been included in the research through the conduct of pedagogical experiments.

As a result, this research provides a comprehensive and thorough study in the field of organizing and evaluating teachers' instructional activities, contributing to the elimination of the identified gaps in this area.

The object of the research is the process of evaluating teachers' instructional activities.

The subject of the research is the organization of the pedagogical foundations for evaluating teachers' instructional activities in general education schools.

The purpose of the research consists of the following objectives related to the evaluation of teachers' instructional activities:

1. Identifying the problem through data collection and analysis;
2. Determining the pedagogical foundations for evaluating teachers' educational activities in general education schools;
3. Providing relevant recommendations regarding the problem.

Research tasks. The following tasks have been set to achieve the main goal during the investigation of the problem:

- Studying the essence and issues of instruction;
- Analyzing pedagogical and psychological literature related to the research and summarizing the findings in this area;
- Examining school practices from the perspective of the problem;
- Identifying the modern requirements for teachers' instructional activities;
- Analyzing the design and planning of teachers' educational activities;
- Determining the methods for organizing and evaluating pupils' learning activities;
- Conducting a pedagogical experiment and analyzing its results.

Research methods. During the research, the following methods were employed:

1. Study and analysis of pedagogical and psychological documents and sources. Documents related to the evaluation of teachers' instructional activities in general education schools, including pedagogical and psychological literature, were reviewed and comments were made on them.

2. Observation of traditional and modern models of education. The experiences of school administrators and pedagogical staff in applying traditional and modern models for evaluating teachers' educational activities were observed.

3. Interviews, induction and deduction, and statistical methods. The work experience of teachers was examined, school activities were observed, and the collected data were analyzed, categorized, and summarized in the relevant sections of the dissertation.

4. Pedagogical experiment. A pedagogical experiment was conducted to verify the hypothesis of the research. The experiment was carried out during the 2021-2024 academic years in School No. 284 in Baku, as well as in School No. 3 in Lerik district and Schools No. 3, 4 and 10 in Lankaran.

A total of 59 teachers participated in various types of the pedagogical experiment.

Provisions presented for defense.

- The identification of the formation of a highly reputable educator who ensures the effective acquisition of educational content as a key strategic direction in the “State Strategy for the Development of Education in the Republic of Azerbaijan” enhances the importance of evaluating teachers' instructional activities.

- It is essential that the evaluation of teachers' instructional activities be conducted on pedagogical foundations.

- Defining the parameters of the pedagogical foundations established for evaluation is a crucial tool for ensuring the objectivity of the evaluation.

- Evaluating teachers' instructional activities positively contributes to the development of education by enhancing teachers' professionalism and competence.

The following provisions represent **the scientific novelty of the research:**

1. For the first time, the scientific-pedagogical foundations of the general theoretical issues of teachers' instructional activities have been developed.

2. The modern requirements for teachers' instructional activities have been comprehensively studied.

3. The role of evaluating teachers' instructional activities in improving the quality of education in general education schools has been explored.

4. The pedagogical foundations for the evaluation of teachers' instructional activities have been identified.

Theoretical significance of the research. The theoretical significance of the research lies in the fact that the general theoretical issues of instruction and the key characteristics of teachers' educational activities, as reflected in pedagogical and psychological literature, have been analyzed during the study. The planning and design of the instructional process, which constitutes the foundation of teachers' educational activities, have been thoroughly examined. Additionally, the modern requirements for teachers' instructional activities have also been comprehensively investigated. The theoretical significance of the research is further emphasized by its potential to benefit specialists engaged in the study of teachers' instructional activities, teachers of general education schools and theorists, providing them with specific directions.

Practical significance of the research. To study the current state of teachers' instructional activities, a diagnostic experiment was conducted through a survey among a selected group of teachers from general education schools. The experiment aimed to explore teachers' perspectives and gather their opinions.

For the first time in the Republic of Azerbaijan, new scientifically and pedagogically grounded methodological approaches have been developed to inform and guide education professionals through the study and scientific-pedagogical analysis of existing practices regarding the problem of evaluating the instructional activities of general education school teachers. This indicates that the results of the research can be utilized in the following areas:

1. In the initial teacher training programs and teaching materials of pedagogical higher education institutions;
2. In the content of professional development and methodological service training courses;
3. In the content of training courses for the preparation of education managers.

Approval and application of the research. The author has published 6 articles reflecting various aspects of the research topic

and the main content of the dissertation, including one article published abroad. Additionally, the author participated in three international scientific-practical conferences, delivering presentations aligned with the core essence of the dissertation. These presentations were also published, thus passing through the approval process.

Institution where the dissertation was conducted. The dissertation was carried out at the Institute of Education of the Republic of Azerbaijan.

Volume of the dissertation. The dissertation consists of an introduction, two chapters with seven subsections, a conclusion and a list of references.

The introduction contains 11,652 characters, Chapter 1 has 90,370 characters, Chapter 2 includes 136,769 characters, the conclusion consists of 6,768 characters and the list of references comprises 11,666 characters. The total volume of the research is 164 pages, amounting to 259,019 characters.

MAIN CONTENT OF THE RESEARCH

The introduction substantiates the relevance of the research, defines its object and subject, purpose, scientific hypothesis, tasks and methodological foundation. It also outlines the research methods employed, presents the scientific novelty, theoretical and practical significance, the provisions proposed for defense and provides a concise summary of the research outcomes.

The first chapter of the dissertation is titled "**General theoretical issues of the research**". This chapter consists of three sections. In the first paragraph, titled "The Essence and issues of the Concept of Instruction" it is noted that the profound life and activities of national leader Heydar Aliyev have always been connected with education. The efforts of teaching staff working in general education institutions were always under the attention of the national leader. He consistently valued teachers' work, considering the teaching profession superior to all others. His statement, "I know no title higher than that of a teacher in the world" supports these views.

While discussing the general theoretical issues of instruction, first and foremost, the essence, content and characteristic features of the concept of instruction are explained. In the transition from traditional to modern education systems, the essence, content, and nature of instruction have undergone changes. In a traditional instructional environment, the teacher was at the center as the organizer of the educational process. However, in the modern instructional process, the teacher takes on the role of a guide, supporting pupils in independently acquiring knowledge and skills. From this perspective, the essence of instruction gains new features and becomes enriched.

The essential pedagogical documents involved in organizing the instructional process such as the curriculum and the instructional program are also explained in this section. While discussing the general theoretical issues of instruction, the components of instruction are distinguished, including the teacher's educational activities and their characteristics, the pupil's learning activities and their features, as well as the general theoretical aspects of the lesson.

At the same time, the thoughts and ideas of pedagogues explaining the essence of the general theoretical issues of instruction are discussed.

The section concludes with the following finding: the general theoretical issues of instruction represent a broad concept. The main focus of pedagogical science is the study of the content, form and methods of instruction.

The second paragraph of the first chapter is titled "***Analysis of pedagogical and psychological literature from the perspective of the problem***". This section discusses the ways in which the pedagogical foundations for evaluating teachers' instructional activities have been incorporated into the analysis of pedagogical and psychological literature. It also addresses the concepts of evaluation, grade and grading. Every research work is based on the analysis of previously expressed ideas in the field and the formulation of certain conclusions.

This section incorporates the analysis of works by professors N. M. Kazimov, "The foundations of pedagogical mastery"; A. O.

Mehrabov, "Monitoring and evaluation in the education system"; M. Ilyasov, "Modern problems of teachers' professionalism and pedagogical competence"; and associate professor I. Javadov, "Monitoring and evaluation in general education schools". These works extensively discuss teachers' instructional activities, their theoretical aspects, as well as teachers' pedagogical mastery, professionalism and competence. All of these serve as a valuable foundation for forming opinions about teachers' instructional activities. However, a scientific-theoretical concept regarding the pedagogical foundations and parameters for evaluating teachers' instructional activities is, to a large extent, absent.

The third paragraph of the first chapter is titled "***Analysis of the situation in school practice from the perspective of the problem***". This section examines and summarizes school practices to determine the impact of teachers' instructional activities on improving the quality of education.

The diagnostic experiment was conducted with teachers of the Azerbaijani language and literature, as well as history, from School No. 284 in Baku, Schools No. 3, 4, and 10 in Lankaran, and School No. 3 in Lerik. Of course, conducting the research with a broader scope at this stage could have enriched the study with more pedagogical ideas and insights. However, ensuring the specificity of the research within a certain timeframe allows for faster data collection and facilitates drawing generalized conclusions through comparison.

During the diagnostic experiment, teachers were given several surveys regarding the planning, organization and evaluation of their instructional activities. The primary focus was on understanding which essential steps teachers take, starting from the preparation phase of the instructional process to its organization, management and evaluation. Additionally, the essence of each of these three phases was identified, along with the methods and techniques used at each stage and their impact on the instructional process. The experiment revealed that some teachers do not approach the planning of the instructional process with sufficient seriousness. In particular, they neglect the importance of preparing daily lesson plans.

Furthermore, significant shortcomings were identified in the understanding and application of modern teaching methods, as well as in organizing and evaluating pupils' learning activities. In this regard, the diagnostic experiment holds great significance, as the teachers' responses to the surveys were systematized, leading to specific conclusions.

The second chapter of the dissertation, titled **"The system of teachers' instructional activities in general education schools"** covers four sections. The first paragraph, ***"Modern requirements for teachers' instructional activities"*** examines the evolving expectations placed on teachers. It is highlighted that throughout all historical stages of the pedagogical process, special attention has always been given to teachers and their instructional activities. Over time, the requirements for teachers and their instructional activities have changed in content and have been replaced with new ones.

The dissertation highlights the valuable thoughts expressed by several prominent figures regarding the teaching profession, its nature, the personality of the teacher and their instructional activities.

In the research, the modern requirements for teachers have been systematized and a new set of requirements has been developed. These include the teacher's passion for the profession, mastery of subject-related knowledge, teaching methodology, attention and care for pupils' personalities, level of cooperation, proficiency in pedagogical technologies, ability to use technical tools, being a researcher and creative individual, possession of psychological knowledge and the study of national and international practices. All of these aspects are classified as modern requirements for teachers' instructional activities.

In the dissertation, an analysis of the modern requirements for teachers' instructional activities reveals a combination of demands that align with traditional expectations, as well as some that differ from them. Among the traditional requirements, a teacher's passion for the profession and mastery of subject-specific knowledge, along with its practical application, are universal demands across all eras and pedagogical systems. These two qualities stand out as the most essential for teachers. If a teacher lacks the necessary knowledge and

skills related to their profession or does not love their job, achieving success in the instructional process is impossible.

A teacher's attention and care for the personality of pupils not only ensure their acquisition of knowledge and skills but also contribute to their development as individuals.

The level of a teacher's collaboration refers not only to cooperation with colleagues but also to mutual collaboration with pupils within the classroom environment and during the instructional process.

Mastery of pedagogical technologies and the ability to use technical tools are essential for teachers to effectively manage the instructional process, which increasingly relies on advanced technical capabilities.

A teacher's role as a researcher and creative individual involves continuously exploring innovations related to their profession and field of expertise, learning from them, and applying them in their work. This not only includes studying new practices but also developing new teaching methods and techniques independently.

A teacher's possession of psychological knowledge facilitates the proper establishment and management of relationships both within the professional collective they work with and with pupils in the classroom environment. As an individual, a teacher may not always exhibit non-standard psychological behavior. In the instructional process, teachers encounter hundreds of pupils raised in diverse family environments. Naturally, misunderstandings are inevitable in such a complex process. However, a teacher equipped with psychological knowledge and skills can find the most optimal solutions even in the most challenging situations.

Studying national and international practices is crucial for teachers to compare innovations and apply them in their work.

All of these mentioned requirements have been thoroughly justified in the dissertation, with both their theoretical and practical possibilities demonstrated.

In the second paragraph of the second chapter, titled ***"Evaluation of the design and planning of teachers' instructional***

activities" the design and planning of teachers' instructional activities, as well as the requirements associated with them are discussed, as indicated by the title.

Today, a teacher is someone who has completed specialized training courses and engages in pedagogical activities professionally. While performing their professional duties, a teacher must design and plan their activities. When evaluating a teacher's instructional activities, special attention should be given to how they plan and implement their instruction. Without planning, it is impossible to successfully organize and manage not only instructional activities but any process in general. By planning their instructional activities, the teacher defines all the steps in advance, from the initial phase to the final stage. This allows the teacher to structure the lesson effectively, ultimately improving the quality of instruction. It is also possible that some planned steps may not be fully implemented during the lesson for various reasons. This, in itself, becomes a tool for refining the instructional process. By identifying such shortcomings in their lessons, the teacher can work toward eliminating them, which, in turn, enhances the quality of their instructional activities.

This section also identifies relevant evaluation parameters and indicators for assessing teachers' instructional activities. While teachers' knowledge and skills are periodically assessed, there must be specific evaluation mechanisms and parameters for school administrators, method union leaders, and other educational stakeholders to study and assess teachers' instructional activities within the school environment. At this stage of the research, these parameters have been developed and prepared.

These include:

I. The teacher's general worldview and methodological preparation.

The teacher's teaching activities are evaluated based on their general worldview and level of methodological preparation, which influence pupils' acquisition of necessary knowledge and skills, improvement of the moral and psychological atmosphere during the lesson, their development as individuals, and ultimately the establishment of the lesson on sound pedagogical and psychological

principles. The teacher's general worldview and methodological preparation can be assessed using the following parameters:

1. Alignment of the teacher's methodological preparation with the lesson's goals and content;
2. Provision of necessary information to pupils during the lesson;
3. Logical and precise responses to pupils' questions about the topic;
4. Effective feedback on pupils' thoughts related to the topic;
5. Appropriate use of interdisciplinary integration during subject teaching;
6. Clarity, systematization, and consistency of teaching methods applied during the lesson, ensuring alignment with the lesson's objectives.

II. Planning pupils' learning activities.

When planning learning activities, it is essential to consider activities that ensure effective learning and develop the intended knowledge and skills in pupils. Learning activities can be evaluated according to the following indicators:

1. Suitability of the selected teaching methods and approaches for the lesson's objectives;
2. Ensuring pupils' active participation in the lesson;
3. Facilitating collaboration between teacher-pupils and pupils-pupils;
4. Use of visual aids and technical tools during the lesson;
5. Encouraging research and exploratory tendencies among pupils;
6. Utilization of integration (intrasubject and intersubject) during the lesson;
7. Proper time management throughout the lesson;
8. Selection of assessment methods and tools appropriate to the lesson's objectives.

III. Organization of pupils' learning activities.

Assessment enables the teacher to determine the extent to which pupils achieve the learning objectives and provides guidance for future educational activities. The planning of assessments allows

the teacher to evaluate whether pupils have acquired the intended knowledge and skills. This process can be assessed using the following indicators:

1. Considering the school's material and technical resources, as well as pupils' age and cognitive levels, when selecting learning tasks;
2. Familiarity of pupils with the teaching methods applied;
3. Providing equal opportunities for all pupils during the lesson;
4. Ensuring individualized approaches in the lesson;
5. Alignment of the selected learning tasks with the lesson's objectives;
6. Use of self-assessment and peer-assessment methods during the lesson;
7. Assessing the entire class;
8. Ensuring comprehension of the lesson by all pupils.

In the third paragraph of the second chapter, titled ***"Evaluation of the organization and implementation of pupils' learning activities"*** the following issues are emphasized:

At the core of every teacher's instructional activities lies the organization and evaluation of pupils' activities. In this regard, the teacher must pay attention to the following aspects during the instructional process:

1. Providing an initial diagnosis and planning of pupil activities. This is the first step in organizing pupil activities. At this stage, the teacher identifies the initial level of pupils' knowledge and skills and determines the instructional needs of each pupil accordingly.
2. Applying forms of instructional organization. The lesson is the primary form of organizing instruction. However, teachers can use different forms in the teaching-learning process. The focus must still remain on content mastery and the proper organization of pupil activities.
3. Methods and techniques used in organizing pupil activities. Every teacher can employ multiple techniques during the lesson. These methods must serve the instructional goals and the chosen

approach should be clear to pupils to avoid confusion during the process.

4. Opportunities for implementing instructional principles. Instructional principles are fundamental to the organization of teaching. The teacher must structure the instructional process in accordance with principles such as systematization, sequence, pupil-centeredness and others.

5. Efforts to shape pupils' personalities. The formation of a pupil's personality, a psychological concept, is achieved through deliberate and structured efforts by the teacher. During lessons, the teacher should use all opportunities to ensure the harmonious development of pupils as individuals.

6. Ensuring learning motivation. This is a key part of modern instruction. Teachers must use contemporary methods and techniques to boost pupils' motivation and stimulate their engagement in learning activities.

7. Efforts aimed at cognitive development. Cognition is a psychological concept, and one of the most important goals for schools and teachers is to foster cognitive processes in pupils. Through this, pupils acquire subject-specific knowledge and skills, and their cognitive processes, such as memory, thinking, imagination, attention, and perception are developed.

8. Establishing teacher-pupil relationships. This bilateral process plays a significant role in ensuring the proper organization of instruction and enhancing its effectiveness.

9. Developing reading culture among pupils. Promoting a culture of reading is one of the essential pedagogical tasks teachers must focus on during the instructional process.

10. Evaluating pupils' learning activities. Evaluation allows teachers to determine the level of success achieved during and at the end of each process. Teachers must accurately assess pupils' achievements and identify their future development prospects.

11. Designing assessment tools and incorporating standards. Teachers must be familiar with the methods and tools of assessment. This allows them to determine the alignment of pupils' learning activities with quality indicators.

All these mentioned aspects enable the teacher to properly organize pupils' learning activities and assess them. When the teacher evaluates pupils' achievements, they are also assessing their own performance, as the learning activities and achievements of pupils are directly dependent on the quality and effectiveness of the teacher's instructional activities.

The fourth paragraph of the second chapter of the dissertation is titled "***Organization of the pedagogical experiment***".

The instructional experiment was organized in 2021, involving Azerbaijani language and literature, as well as history teachers from School No. 3 in Lankaran and School No. 3 in Lerik. During the experiment, training sessions were conducted with the teachers who would be teaching in the experimental classes, focusing on modern teaching methods and techniques designed for the effective organization of instruction. As a result of these training sessions, subject teachers were provided with information on the application of new teaching methods and techniques, lesson management, pupil achievement assessment, and other related matters. A conducive learning environment was created to equip the teachers with the necessary knowledge and skills.

In the control phase of the experiment, the effectiveness of the instructional methodology was determined. The process was analyzed through assessments conducted in both the control and experimental classes, and the initial and final results were compared. The comparison revealed that the results of pupils in the experimental classes had improved compared to those in the control classes. This led to the conclusion that the instructional methodology was effective.

The research has allowed the following conclusion to be drawn.

Based on the above, the identification of the pedagogical foundations for evaluating teachers' instructional activities in general education schools emerges as a significant and relevant issue. This is related, on the one hand, to the fact that teachers' instructional activities represent a multifaceted and complex field of work and on the other hand, to the lack of clearly defined pedagogical foundations

for evaluating the instructional activities of teachers working in general education schools.

A teacher's instructional activity is a constantly evolving and developing field. As science and technology advance and new pedagogical relationships emerge in instruction, the demands placed on teachers also increase. Requirements that are relevant for a certain period are replaced by others, reflecting the characteristics of the time. Therefore, as the psycho-pedagogical nature of instruction changes, teachers must also adapt their instructional activities accordingly. In this context, it becomes crucial to determine the pedagogical foundations on which the evaluation of teachers' educational activities will be based.

In this regard, the pedagogical evaluation of instruction becomes increasingly relevant. The pedagogical foundations for evaluating teachers' instructional activities encompass the general theoretical aspects of the instructional process, the teacher's characteristics as a person and pedagogue, the requirements placed on their instructional activities, the planning and design of pedagogical activities, the organization of pupils' activities and the identification of factors influencing the instructional process.

The organization of a teacher's educational activities in accordance with psycho-pedagogical principles is the key to the success of both teaching and upbringing. This activity requires the teaching and learning processes to be organized in line with the demands of the modern era. An instructional process based on the laws and principles of teaching and upbringing theory ultimately contributes to the development of a young generation with a comprehensive worldview, raised in accordance with national moral values and equipped with modern knowledge and skills. For this, it is essential that teachers structure the instructional process in alignment with the demands of the time and the achievements of pedagogical science.

In the dissertation, the pedagogical foundations for evaluating teachers' instructional processes in general education schools were established through the study of the general theoretical aspects of the instructional process, the analysis of pedagogical and psychological

literature, the investigation of the school environment and the examination of the requirements placed on teachers and other factors. These efforts have led to the confirmation of key propositions and the formation of the following conclusions:

Based on the key propositions of leading approaches in modern science, the fundamental concepts underlying the problem of determining the pedagogical foundations for evaluating teachers' instructional processes in general education schools are analyzed.

Pedagogical evaluation plays an essential role in identifying all aspects of teachers' instructional activities. At the same time, the pedagogical foundations of evaluation must be aligned with one another, ensuring that the goals of the activity are defined, along with appropriate ways to achieve them.

The theoretical and practical analysis of the research problem, grounded in the study of the general aspects of instruction, pedagogical and psychological literature and the school environment, has made it possible to specify the concept of "pedagogical foundations of evaluation" and to determine its structure.

A teacher's educational activity lies at the core of the pedagogical process. The future of individuals, society, and the state is shaped through the teacher's efforts. It is essential that this activity be structured in accordance with pedagogical foundations. Teachers' instructional activities become more effective and beneficial when their evaluation is carried out based on these foundations. Identifying these foundations requires studying the demands of modern pedagogy and psychology. A teacher's personal qualities, professional skills, ability to design and plan the instructional process, pedagogical abilities, competence, capacity to organize and evaluate pupils' activities and mastery of modern teaching technologies all serve as key pedagogical foundations.

For the evaluation of teachers' instructional activities, a "Diagnostic experiment" and a "Control experiment" were developed and tested.

The structure of the pedagogical foundations for evaluating teachers' instructional activities has been identified, and 8 pedagogical foundations have been determined.

The conduct of the diagnostic experiment made it possible to determine teachers' attitudes toward the instructional process in general education schools. Through surveys addressed to teachers, various aspects were explored, including teachers' attitudes toward instruction, the pedagogical aspects they consider important, their self-identification as teachers, the level of teacher-pupil relationships, the instructional environment and its characteristics, challenges encountered in teaching, the organization of pupil activities and other related factors. These efforts helped identify optimal elements that influence the quality of instruction.

Based on the proportional relationship between the quality of instruction, the level of pupil achievement and teachers' instructional activities, a control experiment focused on measuring pupil achievements was developed and tested.

As a result of the “Control experiment”, the outcomes of the control and experimental classes were analyzed. Significant changes were noted, including an improvement in the quality of instruction, teaching with a new methodology, a considerable increase in pupil achievements, the application of modern pedagogical approaches, and adherence to principles in determining teaching methods and techniques.

By identifying the general theoretical aspects of instruction, analyzing pedagogical and psychological literature, studying school practices and evaluating pupil achievements, recommendations related to pedagogical evaluation were developed.

Thus, when determining the pedagogical foundations for evaluating teachers' instructional activities, comprehensive pedagogical and psychological requirements must be observed. These foundations should be established in such a way that the teacher's instructional activities are evaluated accurately.

The following proposals have been put forward regarding the research:

- A normative legal framework should be established to eliminate subjectivity and ensure efficiency in the assessment of the teaching activities of teachers working in secondary schools.

- The learning outcomes of the pupils taught by teachers should be adopted as the main criterion for evaluating the pedagogical activities and professional level of secondary school teachers.

- The internal and external evaluation of teachers' pedagogical activities and professional levels should be conducted using criteria prepared based on unified requirements.

- Based on the results of the internal and external evaluation of teachers' pedagogical activities and professional levels, appropriate legal, organizational-pedagogical, and incentive measures should be taken:

- The dissemination of the work experience of teachers whose pedagogical activities and professional levels are deemed satisfactory by evaluators;

- Nomination of teachers whose pedagogical activities and professional levels are deemed satisfactory by evaluators for state awards;

- Involvement of teachers whose pedagogical activities and professional levels are not deemed satisfactory by evaluators in professional development courses;

- Giving teachers whose pedagogical activities and professional levels are not deemed satisfactory by evaluators a one-year period to achieve progress in their activities, re-evaluating their activities and taking appropriate measures if no progress is observed.

The content of the research, its main scientific ideas and the results obtained are reflected in the following works published by the applicant:

1. The teacher's teaching activity as an object of pedagogical assessment // – Baku: Scientific Works of the Institute of Education of the Republic of Azerbaijan, – 2019. Vol. 86, No. 5, – p. 80-85.
2. Ways to increase the effectiveness of the teacher's teaching activity // – Baku: Scientific Works of the Institute of Education of the Republic of Azerbaijan, – 2020. Vol. 87, No. 2, – p. 15-19.

3. Stimulation of student activity as a means of improving the quality of teaching // -Baku: Scientific Works of the Institute of Education of the Republic of Azerbaijan, – 2020. Vol. 87, No. 4, – p. 51-54.
4. Planning as a pedagogical basis for evaluating the teacher's teaching activity // – Baku: Scientific Works of the Institute of Education of the Republic of Azerbaijan, – 2021. Vol. 88, No. 4, – p. 40-44.
5. Modern requirements for the teaching activity of a teacher // – Baku: Scientific Works of Baku Girls' University, – 2021. Vol. 12, No. 2, – p. 64-68.
6. The teaching activity of a teacher as a subject of assessment // Materials of the International Scientific Conference on “Development Strategies of Modern Education: Successes and Challenges”. – Nakhchivan: – November 26-27, – 2021, – p. 193-200
7. Modern requirements for the professional activity of a teacher // Municipal education: innovations and experiments, – 2022, No. 1 (82), – p. 58-63.
8. School-based continuous development of a teacher as a priority issue // Materials of the International Scientific Conference on “Development Strategies of Modern Education: Successes and Challenges” Part II (abstracts). – Nakhchivan: – December 15-16, – 2022, – p. 348-350
9. Evaluation of the educational activity of the teacher: What should you pay attention to? // VII International scientific-practical conference "Psychological-pedagogical problems of modern education: ways and ways to solve them", – February 27, – 2024, – p.217-131
10. The essence and issues of the concept of instruction // BULLETIN OF POSTGRADUATE EDUCATION Collection of scientific papers Educational Sciences Series Education/ Pedagogy: – Київ. – 2025. Issue 31 (60), (33,624), – p. 155-172.

The defense will be held on the 11th of October of 2025 at 14⁰⁰ 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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