

DOI [https://doi.org/10.58442/3041-1831-2024-29\(58\)-187-199](https://doi.org/10.58442/3041-1831-2024-29(58)-187-199)  
UDC 37.015.3:005.32

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## FACTORS THAT HAVE A POSITIVE INFLUENCE ON STUDENTS' LEARNING ACTIVITY

**Abstract.** At the center of significant changes taking place in society is education and attitude towards it. It is motivation that prompts a person to achieve the goal he has set for himself. Furthermore, the reason for any success of a person depends not only on his knowledge and skills, but also on his motives. An unmotivated person is idle in doing something and often fails to achieve the goal he has set for himself. From our standpoint, the stronger a person's motivation is, the more successful his activity will be. All kinds of teacher-student relationships are more successful because of motivation. If the teacher doesn't influence the students, they won't be nimble in training, positive motives will not arise, and the student won't be able to set a successful learning target. The issue of learning motives is a rather difficult experimental task. If we want to improve the quality of education and training, then solving this problem is principal. Analysis shows that, the number of students who do not want to acquire knowledge is constantly increasing. Even among primary school pupils, it shows itself. It is worth noting that, motivation is not congenital, it is an acquired quality. The teacher's professionalism and proficiency are the main means of developing motivation. Achieving high motivation in the learning process is important for success in training and future life. Motivation may not always be high, it depends on the student's feelings, circumstances, the specific subject being studied and the personality of the teacher. A pupil's desire to learn does not depend on only one motive, it consists of a system of motives that are related to each other and complement each other. Learning motivation is an important issue that characterizes the child's mental development. A student who has a passion for learning will definitely have success in learning. The dynamics of learning motivation show itself in practically all aspects of the student's activity and behavior.

**Keywords:** motivation; teacher-student relationship; training activity; training methods; learning; educational technology.

## INTRODUCTION / ВСТУП

**Statement of the problem / Постановка проблеми.** The rights and responsibilities of teachers are established in Article 33 of the Law of the Republic of Azerbaijan “On Education”, adopted on June 19, 2009, and in Article 23 of the Law of the Republic of Azerbaijan “On General Education”, adopted on May 27, 2019.

As noted in other official documents adopted in connection with training and education, each teacher fulfills the duty of “forming an active civic position, educating them in the spirit of patriotism and Azerbaijanism, preparing them for independent life and work,” and is obliged to motivate students for educational activities.

A decrease in interest in educational activities should not escape the attention of teachers. Students' overall positive attitudes toward school are waning. Coming to school every day is not as exciting as the first day, but the child gradually gets used to school. Understanding the essence of learning and increasing interest in the content of learning are enhanced by the ability to acquire knowledge. If teachers can achieve this, motivation will not decrease.

A number of researchers explain learning as the successful acquisition of subject content through teaching methods. Many educators emphasize learning as an individual cognitive activity chosen by the student independently. Another group of scientists directs teaching activities towards the subject itself. Foreign teachers and psychologists value it as a way to gain personal development and spiritual experience.

Many experts identify three types of needs: achievement, connection and power (dominance). All this is due to the high standards achieved. Achievement is not a result, but a path to success. Connection (linking) – mutual cooperation and a sense of belonging to something, – the possibility of social communication, power (power) – the highest priority area of human demand. Power comes from a person's knowledge and life experience in a particular field of activity.

Demands are characterized by strength and intense desire. The motive for educational activity is precisely the acquired needs. The student first tries to satisfy the most necessary need for him. Research shows that motivation is a broad concept and should be analyzed from different perspectives. Motivation is considered the psychological basis of learning. That is why emotional stability in the learning process is one of the important factors in the reliability, success and effectiveness of the educational process. On the other hand, management theories view motivation as the process of motivating oneself or others to engage in goal-directed behavior, stimulating or implementing specific actions

to achieve one's own goal or the goal of an educational institution. On the other hand, motivation is characterized as the satisfaction of a certain personal need, the willingness to make any effort to achieve goals [7].

In conclusion, I would like to note that the problem of learning motivation has come a long way. Research shows that motivation is important for learning. Motivation can activate the student's intrapsychic process using external stimulation of the student's activity. The main influencing factors here are goals, the influence of the external environment, attitudes towards achievement and social needs.

What is the current state of educational motivation? Every teacher working in an educational institution knows that if a student is not interested in the learning process, if he does not understand his current needs, then it is almost impossible to develop his life skills. On the other hand, not all teachers pay due attention to the formation of motivation, and therefore the quality of education decreases. From this point of view, it is necessary to find out what factors influence the increase in students' learning motivation.

**Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій.** In the modern period, many researchers such as R. Huseynzade [6], M. Ismikhonov [6], P. Aliev [2], E. Kazimov [7], A. Eminov [3] and others consider teacher competence as a unity of knowledge and skills related to a specific profession, as well as ways to implement specific professional activities. The teacher's competence is emphasized as a desire based on continuous self-education and self-improvement, a creative and responsible attitude towards one's professional activities. Professional competence is the desire and readiness of an individual to solve professional problems.

Motives and needs are related to each other and can change under the influence of each other. As we noted above, the motives for learning activities change under the influence of external and internal components. If there is a certain goal and the possibility of achieving it, external components help in overcoming failures, and internal motives stimulate the individual to action. Analysis of studies shows that stimulating motivational factors can manifest themselves independently, in parallel and simultaneously.

### **AIM AND TASKS / МЕТА ТА ЗАВДАННЯ**

The *purpose* of motivation: to create conditions for organizing learning that contribute to increasing the level of educational motivation among schoolchildren.

#### **Tasks:**

- to form educational and cognitive motives;
- contribute to maintaining the student's internal position;

- continue to develop the communication skills of cooperation in communicating with peers, necessary for the successful completion of the learning process;
- increase self-confidence and develop independence;
- develop self-awareness and adequate self-esteem;
- provide an atmosphere of emotional acceptance that reduces feelings of worry and anxiety in learning and communication situations;
- develop reflection, return a sense of responsibility for the results of activities, and cultivate the will.

### **THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ**

Pedagogical and psychological approaches to the concept of learning motivation.

In recent decades, studies have appeared by domestic and foreign scientists studying the issues of low motivation of students in order to stimulate them to engage in learning activities. Scientists have noted a number of factors that contribute to increasing the motivation of students' learning activities. Given the results of the analysis, all these factors are presented in descending order of importance:

- in order to increase students' interest in learning, it is necessary to create a learning business environment, implement this factor, introduce appropriate educational technologies that can interest students, apply psychological and pedagogical literature, and also strive to create student independence;
- the second important and necessary factor is a favorable learning environment, which can have either a positive or negative impact on the student's own world. It should be noted that a psychologically favorable learning environment can motivate students, while an unfavorable one can contribute to the emergence of negative emotions and, naturally, reduce motivation;
- the third factor is the student's focus on himself. This process is called "self-planned," "independent," or "autonomous learning".

The resulting motives are considered to be actual needs for students. Therefore, when designing curricula, in addition to including educational standards, it is necessary to take into account modern scientific achievements.

In the process of motivating learning, students should develop skills of self-control and self-assessment. Once the main learning task is understood and accepted, the plan for the work ahead is discussed and notes are taken. It puts the work in perspective. The teacher then tells you what you need to know and what to do to learn the subject. This begins the preparatory stage of studying the material. Discussions end after each child has assessed their understanding of

the topic as best as possible. Children write down what material they have covered and what they need to do to prepare for the next lesson. At the stage of cognitive activity, the essence of the subject is comprehended, training activities and operations are carried out.

The reflective assessment stage is the last stage of teaching the subject. At this stage, students analyze their activities and evaluate them. The final stage should be carried out in such a way that children can experience the joy of being able to cope with the work done and the difficulties. For example, it may be useful to give children the following task: draw a diagram of the material covered or highlight the main concepts. "Ask questions about the topic to see how well you have understood the material." To develop the ability to evaluate your own work, you can give the following homework: draw up basic questions related to the topic covered, and indicate in advance how you understand these questions. For example, good, very good, excellent, or I couldn't master it. On another sheet of paper, list the skills they should have learned while learning the topic and how they learned them: good, bad, or not at all. This is a useful, adequate option for self-assessment and finding out the cause of gaps and preparing to eliminate them. The main issue should be that self-control and assessment motivate students to further activities [6].

The problem-based developmental method plays a key role in the educational motivation of schoolchildren. Namely, the emergence of requirements and motives occurs in the process of student's initiative. No matter how much schoolchildren hear about the benefits of reading, if they do not try it themselves in their studies, they will not develop the appropriate motivation. Students should try to create, develop and strengthen positive motives. If the activity arouses their interest, the child will have positive feelings while completing the task. At this time, he will have the desire and motivation to learn. During the lesson, the teacher tells and shows the lesson, but for some children this is not enough. Schoolchildren listen or don't listen, see or don't see, some of them are busy with their own affairs: dreaming, thinking about something, etc. To involve such children in educational activities, it is necessary to stimulate thinking. At this time, it is necessary to create a problematic situation for any practical activity. And immediately after that, asking a problematic question can stimulate further thinking.

The collective form of educational activity also helps to increase students' interest in learning. According to experts, the form of teamwork can motivate even the weakest children. Thus, in the process of collective problem solving by classmates, a poorly reading child is forced to complete the task assigned to him, otherwise he may cause criticism from his friends.

During collective activities in a school group, he communicates with his friends, observes what interest they have in the activity, how important this



work is for them, and he himself evaluates this activity, understands why learning is important. This involves the student in an active learning process, gradually becomes his need and leads to the creation of motives [3].

The formation of constant positive motivation requires a serious analysis of student work. In the process of analysis, it is necessary to note all the positive aspects of the student's assimilation of educational material and point out the shortcomings. In particular, one should be wary of flagging complaints about someone not fully grasping the material without naming either student by name.

*The role of the teacher in creating positive motivation for learning.* As a rule, primary school students have a positive attitude towards school. For them, everything at school is new and interesting; the students believe that the teacher knows more than anyone else, and they try to complete all the tasks given to them without words. Although interest in educational activities is higher in the early grades, later it begins to noticeably decline.

Despite the efforts of teachers, students' learning interests are not stable:

- if teachers do not support them, then their interests will fade and it will be impossible to awaken them. Learning materials and assignments sometimes make students bored and tired;
- do not understand the material well (children sometimes cannot explain what and why they are interested in the subject);
- lack of orientation towards results (they cannot cope with difficulties until the end of primary school). All this leads to a decrease in children's interest in learning.

At the beginning of learning activities, interest arises in the external aspects of learning at school, then in learning activities, in the content of learning and, finally, in the skills of acquiring knowledge [1].

During the learning process, students' cognitive interests may change. Their interests shift from individual facts to patterns and principles. Psychological research shows that children's interests in acquiring knowledge begin to develop from the beginning of the second grade.

Social motives, which are indicators of understanding the social significance of learning, the importance of education, help to understand the importance of learning for its own sake.

Attitude motives are formed in children who want to hear praise from the teacher. Schoolchildren try to take a certain position among their peers.

Interest in learning activities increases in the first and second grades, but drops significantly in the fourth grade.

It is also necessary to emphasize the role of the teacher's personality in motivating students' learning activities. The problem of developing interest in learning remains relevant today. According to the observations and conclusions of

teachers and psychologists, the successful result of educational activities depends on what feelings this activity evokes, that is, on motives. That is why motives are considered the main component of educational activity. Success in learning depends on many things, including students' interest in learning, desire to learn, and understanding of the importance of acquiring knowledge. Increasing learning motivation is associated with determining its real level and understanding the possible prospects for the development of each student and the class as a whole.

*The main ways to form a positive attitude towards learning activities.*

There are enough methods and principles to satisfy the educational interests of students in educational activities. Thus, educational activity is not limited only to the function of transferring and acquiring knowledge. Training also serves the functions of stimulation, motivation and learning management. The use of one or another method in the educational process is implemented in different ways. Their choice depends on the didactic goals of the teacher in the process of preparing for the lesson, the level of preparation of the students and the teacher at the same time. Sometimes the use of methods and principles also has the function of motivating students. Consequently, such methods have the ability to influence the motivational sphere of students [4].

1. The content of educational material reaches children through the information they receive from the teacher and educational materials. Any information that does not satisfy the student's interest and demand does not provoke him to action. Only information that matches the interests and needs of the student can interest him and motivate him to learn. In younger schoolchildren, only when favorable conditions are created, an understanding of events occurring in mental activity arises and develops, as well as an interest in self-assessment. When choosing educational and illustrative materials, the teacher must take into account the interests of students, and the content of the selected materials should lead to the emergence and development of new interests in the future educational activities of children. All of these selected materials must be accessible to children, based on their previous knowledge and life experiences, and at the same time, the materials must be new, interesting, and sometimes challenging.

2. Correct construction of learning activities. The content of the material being taught should be learned through learning activities. Learning activities include such actions as: motivational, cognitive activity and reflection-evaluation.

During the motivation stage, students must understand why and how a particular part of the program will be taught, and what they need to do to successfully complete the basic course materials. This stage depends on the implementation of the following training activities.

In the process of educational motivation, students should develop skills of self-control and self-assessment. Once the main learning task is understood and accepted, the plan for the work ahead is discussed and notes are taken. This puts the work into perspective. Then the teacher tells you what you need to know and what to do to learn the topic. This begins the preparatory stage of studying the material. Discussions end after each child has assessed their understanding of the topic as best as possible. Children write down what material they have covered and what they need to do to prepare for the next lesson [8]. At the stage of cognitive activity, the essence of the subject is comprehended, training activities and operations are carried out. The reflective assessment stage is the last stage of teaching the subject. At this stage, students analyze their activities and evaluate them.

The problem-based developmental method plays a key role in the educational motivation of schoolchildren. Namely, the emergence of requirements and motives occurs in the process of student's initiative. No matter how much schoolchildren hear about the benefits of reading, if they do not try it themselves in their studies, they will not develop the appropriate motivation. Students should try to create, develop and strengthen positive motives. If the activity arouses their interest, the child will have positive feelings while completing the task.

During collective activities in a school group, he communicates with his friends, observes what interest they have in the activity, how important this work is for them, and he himself evaluates this activity, understands why learning is important. This involves the student in an active learning process, gradually becomes his need and leads to the creation of motives.

Forming constant positive motivation requires a serious analysis of the student's work. In the process of analysis, it is necessary to note all the positive aspects of the student's assimilation of educational material and point out the shortcomings. Dissatisfaction, in particular, should be noted with caution when saying that someone has not yet fully mastered the material without naming any student by name [2].

Despite the fact that a child who comes to school begins educational activities, his play activities continue. The essence of games in school is focused on solving cognitive problems. The solution of cognitive problems is solved by mental tension and overcoming difficulties. This encourages students to engage in intellectual work. At the same time, it develops their logical thinking. By mastering any program material through gameplay, children strengthen their memory and attention by observing, comparing, classifying and grouping objects according to their characteristics, using accurate and correct terminology on the spot, describing objects and events, obtaining certain information about what they are talking about, necessity and their quality. Through play, children learn about color, shape, size and



volume. During the game, physical, aesthetic and moral qualities are formed. By following the rules of the game, schoolchildren learn to control themselves and their actions, which leads to the formation of such qualities as will, discipline, action according to plan, and the desire to help each other.

The more interesting methods the teacher uses in his lessons, the more effectively the students are consolidated, they are able to generalize and systematize the knowledge they have acquired. Experiments show that the use of gaming technologies leads to the discovery of unknown aspects of students' personality. According to experts, interesting games created by a teacher can provide learning motivation even to the weakest and shyest students. The teacher must be able to carry out technological operations to develop the educational motivation of schoolchildren: that is, eliminate fear, use hidden ways to involve children in practical activities, provide motivation, personal exclusivity, pedagogical influence and mobilization of activity, etc.

As we have already mentioned, the teacher's personal example plays a special role in the development of schoolchildren's learning motivation. The style of a teacher's pedagogical activity refers to tasks, the choice of resources that belong only to him, the skills of pedagogical influence on the formation of the student's personality, and the ability to communicate with students.

The final stage should be carried out in such a way that children can experience the joy of being able to cope with the work done and the difficulties. For example, it may be useful to give children the following task: draw a diagram of the material covered or highlight the main concepts. "Ask questions about the topic to see how well you have understood the material." To develop the ability to evaluate your own work, you can give the following homework: make up the main questions related to the topic covered, and before it make a diagram of how you understand these questions.

## **RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ**

Let's look at some teaching methods that promote motivation. The comparison method is a very effective tool not only for cognition, but also for motivation.

Non-traditional lessons play a big role in motivating students: gaming and integrated ones, which undoubtedly belong to emotional methods of motivation. These are, as a rule, lively, interesting lessons, full of inventions and fantasies. An integrated lesson is a godsend for a teacher who wants to make interdisciplinary connections.

To motivate learning, it is necessary that when teaching, the teacher focuses on the individual achievements of students, encourages and reinforces the student's achievements, comparing them not with the results of other students, but with his own, individual standards built on his past successes and failures. The result of such

a learning strategy is an increase in the attractiveness of success, self-confidence and, as a result, optimal motivation and successful learning.

## **RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ**

Based on all of the above, we can come to the following conclusions:

Teacher-student relationship is one of the factors that has the strongest influence on learning motivation. The quality of teaching and education increases as a result of the influence of the teacher-student relationship on learning motivation. Properly structured learning motivation leads to more and better academic performance for both students and teachers. A student who is motivated to learn can be more successful in life than a student who is not motivated to learn.

The study of motivational theories helps stimulate the joint activities of teachers and students, as well as their own activities. The educational process becomes effective when the teacher can skillfully guide the activities of students. The formation of the sphere of educational motivation of schoolchildren is monitored. Teachers or tutors can create a positive attitude towards learning activities.

## **CONCLUSIONS / ВИСНОВКИ**

To motivate students' educational activities, mastering scientific knowledge, forming specific educational activities, the student's position in interpersonal relationships, organizing collective activities, using a system of encouragement and criticism, creating a perspective, etc. can create favorable conditions. All these conditions are important. Each of these conditions presupposes the formation of a certain group of motives.

Motivation has a complex structure, where each method can have an impact both individually and in interaction. Therefore, learning motivation cannot be formed in parts. Only an integrated approach can ensure the formation of successful learning motivation. To create motivation, it is effective to use not one, but many methods. Taken together, this entire set of methods is a fairly effective means of developing successful educational motivation in schoolchildren.

Motivation for learning is one of the main conditions for the implementation of the educational process. It not only serves mental development, but also ensures the comprehensive development of the personality as a whole. Positive motivation for learning has a direct impact on instilling in schoolchildren the ideals of the future, creating a system of values, assimilating values and norms accepted by society, and acquiring active student behavior. When developing interest in learning, the age and individual

psychological characteristics of the student should be taken into account.

Strong and sincere relationships between teachers and students act as an incentive for schoolchildren to learn: they show high persistence and diligence in learning, show interest in learning, and show high academic performance. The personal and professional qualities of teachers are an important means of teaching. impact on student achievement. When teachers listen carefully to students, care about them, are always ready to provide the necessary help, arouse interest in learning, praise, be patient, allow them to participate in decision making, respect their opinions and personality, students become interested in learning. The teacher-student relationship in motivating students to learn may vary depending on the individual characteristics of both students (age, gender, ethnicity, socio-economic status) and teachers (gender, age, work experience, competence, etc.).

The quality of the teacher-student relationship significantly influences the quality of students' motivation to learn. Quality relationships build students' interest in the subjects taught, help them believe in their skills and abilities, and inspire students to become better learners.

**Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі.** Properly established teacher-student relationships allow students to feel psychologically safe in the environment and during the learning period, creating favorable conditions for the development of important social and academic skills.

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## ФАКТОРИ, ЩО НАДАЮТЬ ПОЗИТИВНИЙ ВПЛИВ НА НАВЧАЛЬНУ ДІЯЛЬНІСТЬ УЧНІВ

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**Анотація.** У центрі значних змін, що відбуваються в суспільстві, – освіта та ставлення до неї. Саме мотивація спонукає людину досягати мети, яку вона перед собою поставила. Крім того, причина будь-якого успіху людини залежить не тільки від її знань і вмінь, а й від її мотивів. Невмотивована людина байдикує, часто не досягає мети, яку поставив перед собою. На наш погляд, чим сильніша мотивація людини, тим успішнішою буде її діяльність. Усі види стосунків учитель-учень є більш успішними завдяки мотивації. Якщо вчитель не буде впливати на учнів, вони не будуть спритними у навчанні, не виникне позитивних мотивів, учень не зможе успішно поставити ціль навчання. Питання мотивів навчання є досить складним експериментальним завданням. Якщо ми хочемо підвищити якість освіти і навчання, то вирішення цієї проблеми є принциповим. Аналіз показує, що кількість студентів, які не бажають здобувати знання, постійно зростає. Навіть серед учнів початкової школи це проявляється. Варто зауважити, що мотивація не є вродженою, це набута якість. Професіоналізм й майстерність учителя є основним засобом розвитку мотивації. Досягнення високої мотивації у процесі навчання є важливим для успіху в навчанні та подальшому житті. Мотивація не завжди може бути високою, це залежить від почуттів учня, обставин, конкретного предмета, що вивчається, і особистості вчителя. Бажання учня вчитися не залежить від одного мотиву, воно складається із системи мотивів, які пов'язані між собою та доповнюють один одного. Важливим питанням, що характеризує психічний розвиток дитини, є мотивація навчання. Учень, який має пристрасть до навчання, обов'язково матиме успіх у навчанні. Динаміка навчальної мотивації проявляється практично в усіх аспектах діяльності та поведінки учня.

**Ключові слова:** мотивація; стосунки вчитель-учень; освітня діяльність; методи навчання; навчання; освітня технологія.

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*Стаття надійшла до редакції  
11 липня 2024 року*