

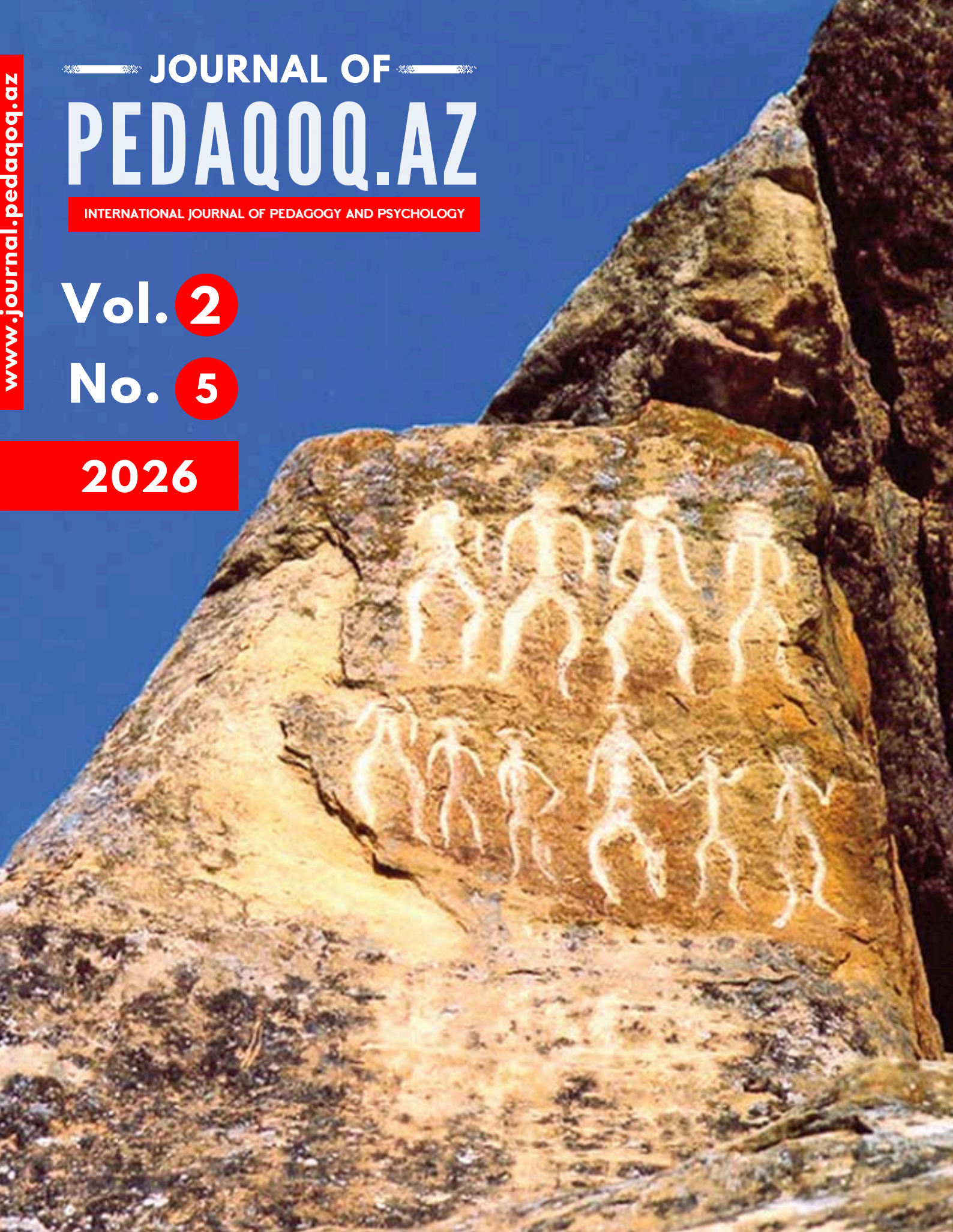
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THE DIDACTIC ESSENCE AND FUNCTIONAL CHARACTERISTICS OF TRAINING AND SEMINARS IN A COMPETENCY-BASED MODERN EDUCATION SYSTEM

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Keywords: training, seminar, competency-based education, didactics, professional development, adult learning, constructive alignment, training transfer, higher education, assessment

Abstract. Within contemporary education and professional development, the concepts of training and seminar are frequently used interchangeably despite representing fundamentally different pedagogical formats. This conceptual ambiguity often results in methodological inconsistencies during instructional design, inappropriate selection of learning activities, ineffective assessment practices, and limited transfer of learning outcomes into professional practice. Although both formats contribute to continuing education, they differ substantially in terms of educational objectives, didactic principles, participant engagement, instructional methods, assessment strategies, and expected learning outcomes. This study examines the didactic essence and functional characteristics of training and seminars within the framework of competency-based education. Drawing upon contemporary theories of adult learning, constructive alignment, experiential learning, instructional design, and training transfer, the article analyzes the pedagogical foundations that distinguish these two instructional formats. It argues that training primarily focuses on developing practical

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competencies through structured practice, guided performance, continuous feedback, and measurable behavioral change, whereas seminars are intended to deepen conceptual understanding, promote critical reflection, facilitate academic discussion, and strengthen analytical reasoning. The paper further examines common methodological problems observed in higher education institutions and professional development programs, where seminars frequently deteriorate into passive lecture sessions and training programs are reduced to information delivery without opportunities for practical application. Such deviations from their original pedagogical purposes significantly reduce instructional effectiveness and limit the achievement of intended learning outcomes. In response, the study proposes an integrated methodological model in which seminars and training are sequentially organized according to constructive alignment principles, thereby combining theoretical understanding with competency development and facilitating the transfer of learning into authentic educational and professional contexts. The findings highlight that the appropriate selection and systematic integration of these instructional formats constitute an essential prerequisite for improving the quality, effectiveness, and sustainability of competency-based education.

Introduction

The rapid transformation of contemporary education has fundamentally altered expectations regarding teaching, learning, and professional development. Educational institutions are increasingly expected not only to transmit knowledge but also to develop competencies that enable learners to apply acquired knowledge effectively in authentic professional and social contexts. Consequently, competency-based education has become one of the dominant paradigms in modern educational systems, emphasizing measurable learning outcomes, practical performance, continuous assessment, and lifelong learning. Within this context, the instructional formats employed during educational activities have gained particular significance, as the selection of an inappropriate teaching method may considerably reduce the effectiveness of the entire educational process. Although various instructional formats are used in higher education and continuing professional development, the concepts of training and seminar remain among the most frequently misunderstood and incorrectly applied. In educational practice, the terms training and seminar are often

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used interchangeably, frequently serving merely as labels for educational events rather than representing distinct pedagogical approaches. Such terminological ambiguity extends beyond linguistic preference and creates significant methodological inconsistencies during instructional planning and implementation. Learning objectives are frequently mismatched with instructional strategies, assessment methods fail to measure intended outcomes, and participants often complete educational activities without acquiring the competencies originally expected. This situation is particularly evident in universities, teacher professional development programs, public sector in-service education, corporate training initiatives, and lifelong learning environments, where instructional effectiveness largely depends on selecting educational formats that correspond to clearly defined learning outcomes. From a pedagogical perspective, training and seminars should not be regarded simply as alternative teaching techniques but rather as two instructional models grounded in different epistemological assumptions, didactic principles, learning theories, and assessment philosophies. Training primarily aims to develop practical competencies by enabling participants to perform specific professional tasks through guided instruction, repeated practice, structured feedback, and performance evaluation. In contrast, seminars seek to promote conceptual understanding, critical thinking, academic dialogue, and reflective learning by encouraging participants to analyze theoretical perspectives, evaluate evidence, and construct well-reasoned arguments. While both formats contribute significantly to professional development, their educational functions, participant roles, instructional methodologies, and expected learning outcomes differ substantially. Recognizing these differences is essential for designing educational activities that effectively support competency development. The theoretical foundations supporting this distinction have been established through several influential educational frameworks. Knowles' theory of adult learning emphasizes that adult learners are autonomous individuals whose motivation depends largely on the immediate relevance of learning to professional practice and real-life problem solving. Similarly, Kolb's experiential learning theory conceptualizes learning

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as a continuous cycle involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. Within this framework, seminars primarily facilitate reflection and conceptual understanding, whereas training provides opportunities for active experimentation and competency acquisition through practical performance. Furthermore, Biggs and Tang's constructive alignment model proposes that instructional activities and assessment methods should be systematically aligned with intended learning outcomes. Consequently, if the desired outcome involves practical competence, training becomes the appropriate instructional strategy; if conceptual understanding and analytical reasoning are expected, seminars provide a more suitable educational environment.

Despite the availability of well-established theoretical models, educational institutions frequently fail to preserve the original pedagogical purposes of these instructional formats. Seminars are often transformed into passive lecture sessions dominated by one-way communication, while training programs are reduced to presentations that provide information without offering opportunities for guided practice, performance assessment, or feedback.

The present study seeks to clarify the didactic essence and functional characteristics of training and seminars within the framework of competency-based education. Specifically, it addresses four interrelated research questions: (1) What are the theoretical and pedagogical boundaries that distinguish training from seminars? (2) Which categories of learning outcomes are most appropriately achieved through each instructional format? (3) Why do these educational formats frequently lose their methodological integrity in practice? (4) How can universities and professional organizations systematically select and integrate training and seminars to maximize educational effectiveness? By answering these questions, the article aims to provide a comprehensive methodological framework that supports evidence-based instructional design and contributes to improving the quality of higher education and professional development programs in contemporary competency-oriented educational systems.

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Main part. The transition from knowledge-oriented education to competency-based education has significantly transformed the methodology of teaching and learning across higher education institutions and professional development programs. Contemporary educational systems increasingly emphasize the acquisition of competencies that integrate knowledge, practical skills, attitudes, and professional values rather than the simple accumulation of theoretical information. Consequently, instructional formats should be selected according to the intended learning outcomes instead of institutional traditions or administrative preferences. Within this context, training and seminars represent two fundamentally different pedagogical models whose appropriate application directly influences the quality of educational outcomes. Training is generally understood as a structured instructional process designed to improve participants' ability to perform specific professional tasks through guided instruction, practical exercises, repeated performance, and systematic feedback. Unlike conventional classroom teaching, training aims to produce measurable behavioral change by enabling learners to demonstrate newly acquired competencies in authentic professional situations. Contemporary instructional design therefore considers effective training not as an event but as a process consisting of several interconnected stages, including needs assessment, formulation of competency-based learning outcomes, instructional design, guided practice, performance assessment, and post-training transfer support. The success of training is ultimately determined not by participant satisfaction but by observable improvements in workplace performance and professional practice. Seminars, by contrast, originate from the academic traditions of higher education, where learning primarily occurs through intellectual dialogue, collaborative inquiry, and critical reflection. Rather than emphasizing procedural competence, seminars seek to deepen conceptual understanding, strengthen analytical reasoning, and cultivate evidence-based academic discussion. Participants are expected to engage actively with scholarly literature, analyze competing theoretical perspectives, defend arguments using empirical evidence, and evaluate alternative interpretations through structured discussion. Consequently, seminars contribute

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primarily to the development of higher-order cognitive processes such as critical thinking, synthesis, evaluation, and academic communication rather than immediate professional performance. These differences become particularly evident when comparing their instructional objectives. Training focuses on answering the question "How should this task be performed?", whereas seminars primarily address "Why does this phenomenon occur?" or "Which theoretical explanation is most convincing?" Therefore, the instructional strategies, participant responsibilities, learning activities, and assessment methods adopted within these formats naturally differ. Training relies on demonstrations, simulations, role-playing activities, performance tasks, case-based exercises, and immediate corrective feedback. Seminars, on the other hand, employ academic discussions, literature reviews, debates, presentations, reflective analysis, and collaborative interpretation of complex educational problems. Although both approaches promote active learning, they do so through fundamentally different pedagogical mechanisms.

One of the most influential theoretical perspectives supporting competency-based instructional design is the principle of constructive alignment proposed by Biggs and Tang. According to this model, effective educational design begins with clearly defined Intended Learning Outcomes (ILOs), followed by the selection of Learning and Teaching Activities (LTAs) capable of producing those outcomes, and finally the development of appropriate Assessment Tasks (ATs) that accurately measure learners' achievements. This sequential alignment provides a practical framework for determining whether training or seminars represent the more appropriate instructional strategy. For example, if an educational program expects participants to design digital learning environments, develop competency-based curricula, implement formative assessment strategies, or operate educational technologies, practical training constitutes the most appropriate instructional format because these outcomes require observable performance. Conversely, if learners are expected to evaluate educational theories, compare policy alternatives, analyze ethical dilemmas, or critically examine research evidence, seminars provide a more suitable environment for achieving these

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conceptual objectives. Failure to align instructional methods with intended learning outcomes frequently results in ineffective educational practice and limited competency development. This principle has particular significance within teacher education and continuing professional development. Educational institutions frequently organize seminars on classroom assessment, digital pedagogy, curriculum reform, or inclusive education while expecting participants to acquire practical teaching competencies. However, discussion-based seminars alone rarely produce measurable changes in professional performance. Likewise, reducing conceptually demanding topics such as educational philosophy or curriculum theory to procedural training exercises limits opportunities for critical reflection and academic inquiry. Consequently, selecting instructional formats solely on the basis of organizational convenience rather than pedagogical objectives undermines the effectiveness of competency-based education.

The distinction between training and seminars becomes even more apparent when examined through contemporary theories of adult learning. Knowles' principles of andragogy emphasize that adult learners differ significantly from younger students because they possess extensive prior experiences, seek immediate practical relevance, and demonstrate stronger intrinsic motivation when educational activities directly address authentic professional challenges. Consequently, instructional design for adult learners should encourage autonomy, problem-solving, collaborative participation, and practical application rather than passive knowledge transmission. Kolb's experiential learning theory further strengthens this methodological distinction by conceptualizing learning as a continuous cycle involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. Seminars primarily facilitate reflective observation and conceptualization by encouraging participants to analyze experiences, evaluate theoretical perspectives, and construct conceptual understanding through discussion. Training, however, provides opportunities for active experimentation by allowing participants to practice newly acquired competencies under realistic conditions while receiving structured feedback that supports continuous improvement. Rather than competing instructional formats, training and

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seminars therefore represent complementary components within the broader experiential learning cycle. The integration of these theoretical perspectives suggests that effective competency-based education should combine conceptual understanding with practical application. Educational activities that emphasize only theoretical discussion frequently fail to produce behavioral change, whereas purely procedural instruction without conceptual reflection often results in superficial competence that cannot be adapted to unfamiliar professional situations. Consequently, combining seminars and training within an integrated instructional sequence provides greater educational value than relying exclusively on either format independently.

One of the most important distinctions between training and seminars lies in the assessment of learning outcomes. Within the framework of competency-based education, assessment is expected not only to measure knowledge acquisition but also to determine whether learners are capable of applying acquired competencies effectively in authentic professional contexts. Consequently, assessment methods should be aligned with the objectives of each instructional format. Training programs typically employ performance-based assessment tools such as simulations, demonstrations, practical assignments, workplace observations, portfolios, and competency checklists. In contrast, seminars primarily utilize reflective essays, academic presentations, debates, literature reviews, and evidence-based discussions, since their primary purpose is to deepen conceptual understanding and critical thinking rather than develop procedural skills [Anderson & Krathwohl, 2001; Biggs & Tang, 2011]. The effectiveness of training has been extensively investigated in educational and organizational research. Kirkpatrick's four-level evaluation model clearly demonstrates that participant satisfaction alone cannot be regarded as evidence of successful learning. Instead, effective evaluation should consider four interconnected dimensions: participants' reactions, learning achievement, behavioral change, and organizational outcomes. Nevertheless, numerous professional development programs continue to rely almost exclusively on post-training satisfaction questionnaires, creating an illusion of effectiveness while failing to

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determine whether newly acquired competencies are transferred into professional practice [Kirkpatrick & Kirkpatrick, 2006]. Another crucial issue concerns the transfer of learning from educational settings to real workplace performance. Baldwin and Ford's transfer model, later expanded by Burke and Hutchins, indicates that the long-term effectiveness of training depends not only on instructional quality but also on learner characteristics, organizational support, opportunities for practice, supervisory encouragement, and continuous follow-up after training has been completed. Therefore, training should not be viewed as an isolated educational event but rather as a continuous developmental process integrated into professional practice. Without appropriate institutional support, even carefully designed training programs may fail to produce sustainable improvements in professional performance [Burke & Hutchins, 2007]. Recent studies in the field of continuing education have similarly emphasized that instructional formats should be selected according to intended educational outcomes rather than institutional traditions or administrative preferences. Examining models of additional education based on distance learning technologies, Mammadov [2022a] argues that contemporary lifelong learning systems require flexible instructional models capable of integrating theoretical knowledge with competency development. According to this approach, training and seminars should not be perceived as competing educational formats but rather as complementary instructional strategies whose effectiveness depends on their alignment with clearly defined learning outcomes. Such an integrated perspective has become increasingly important as continuing education expands through online, blended, and face-to-face learning environments. The importance of selecting appropriate instructional formats has also been highlighted in studies focusing on the organizational models of additional education in Azerbaijan. Mammadov [2022b] emphasizes that the modernization of lifelong learning systems requires educational institutions to diversify instructional approaches according to the competencies expected from different learner groups. The study concludes that competency-based professional development cannot be achieved solely through information transmission but requires the integration of practical

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activities, collaborative learning, reflective practice, and systematic assessment of learning outcomes. These findings strongly support the distinction between seminars and training proposed in the present study. Historical analyses of continuing education in Azerbaijan provide additional evidence regarding the evolution of instructional methodologies. According to Mammadov [2022c], additional education in Azerbaijan has gradually evolved from predominantly lecture-based instruction toward learner-centered educational models emphasizing competency development, professional adaptation, and lifelong learning. This transformation reflects broader international educational reforms that increasingly prioritize competency acquisition over passive knowledge transmission. Consequently, contemporary educational institutions are expected to employ integrated instructional models that combine theoretical understanding with practical application instead of relying exclusively on traditional lecture-based teaching. The distinction between training and seminars is particularly significant in higher education institutions responsible for preparing future professionals. Universities frequently organize academic seminars intended to promote scientific discussion, critical reflection, and theoretical inquiry while simultaneously offering practical training designed to develop occupational competencies. Treating these two instructional formats as interchangeable often leads to methodological inconsistencies and diminished educational effectiveness. For example, competencies such as curriculum design, digital pedagogy, assessment literacy, educational leadership, and classroom management cannot be fully developed through discussion-based seminars alone. Conversely, conceptually demanding topics—including educational philosophy, ethics, educational policy, and research methodology—require academic dialogue and critical analysis rather than purely performance-oriented instructional activities [Knowles et al., 2020; Biggs & Tang, 2011]. For these reasons, an integrated instructional framework appears to represent the most appropriate methodological solution for competency-based education. Rather than viewing seminars and training as alternative educational approaches, educational institutions should organize them sequentially according to the principles of

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constructive alignment. Such a sequence may begin with seminars that establish theoretical foundations and encourage critical discussion, continue with practical training aimed at developing professional competencies, proceed to workplace implementation where participants apply newly acquired skills in authentic settings, and conclude with reflective seminars that facilitate evaluation of professional experiences and continuous improvement. This cyclical instructional model closely corresponds to Kolb's experiential learning theory while simultaneously supporting constructive alignment, thereby enabling educational institutions to integrate conceptual understanding, practical competence, reflective thinking, and lifelong professional development into a coherent pedagogical system [Kolb, 1984; Biggs & Tang, 2011].

Overall, the analysis presented above demonstrates that the distinction between training and seminars extends far beyond terminology, reflecting two pedagogically distinct instructional models that serve different educational purposes. While seminars primarily facilitate conceptual understanding, critical reflection, and academic discourse, training is designed to develop measurable competencies through structured practice, continuous feedback, and performance-oriented assessment. Consequently, the effectiveness of competency-based education depends not on choosing one format over the other, but on selecting and integrating both according to clearly defined learning outcomes, learner characteristics, and professional requirements. When instructional design follows the principles of constructive alignment and experiential learning, seminars and training become complementary components of a coherent educational process, ensuring both theoretical depth and practical competence. This integrated perspective provides a solid foundation for enhancing the quality, relevance, and long-term effectiveness of contemporary higher education and continuing professional development [Biggs & Tang, 2011; Kolb, 1984; Mammadov, 2022a].

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Conclusion

Training and seminars are two distinct instructional formats that fulfill different educational functions within competency-based education. While training is primarily intended to develop practical competencies and professional performance, seminars focus on expanding conceptual understanding, critical thinking, and academic discussion. Therefore, selecting an appropriate instructional format should always be guided by the intended learning outcomes rather than by institutional traditions or terminology. The effective integration of seminars and training can enhance the quality of teaching, strengthen competency development, and improve the overall effectiveness of higher education and continuing professional development programs.

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THE EFFECT OF SMARTPHONES ON STUDENTS' LEARNING AND MOTIVATION DURING THE EDUCATIONAL PROCESS

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Keywords: smartphones, educational process, learning motivation, educational psychology, mobile learning, student engagement, academic achievement, cognitive attention, digital learning, self-regulated learning

Abstract. The widespread use of smartphones has significantly transformed contemporary educational practices, creating new opportunities as well as new psychological and pedagogical challenges. As one of the most accessible digital technologies, smartphones enable students to obtain information instantly, participate in interactive learning activities, communicate with teachers and peers, and access educational resources regardless of time and location. At the same time, excessive or inappropriate smartphone use may reduce attention, increase cognitive distraction, weaken self-regulation, and negatively influence academic performance and learning motivation. This study examines the psychological effects of smartphone use on students' learning and motivation during the educational process. The paper analyzes both the positive educational potential of smartphones and the psychological risks associated with their uncontrolled use. Particular attention is devoted to learning motivation, cognitive attention, self-regulated learning, digital engagement, and classroom participation. Properly managed smartphone use can enhance learner motivation, facilitate active participation, and improve educational outcomes, whereas uncontrolled use may impair concentration and academic achievement.

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Introduction

The rapid development of digital technologies has fundamentally transformed contemporary education, making mobile devices an integral part of students' everyday learning experiences. Among these technologies, smartphones have become one of the most widely used digital tools due to their accessibility, portability, and multifunctional capabilities. In educational settings, smartphones provide immediate access to learning materials, online communication, interactive educational applications, and digital assessment platforms, thereby expanding opportunities for learning both inside and outside the classroom. Despite these advantages, the increasing use of smartphones has also raised important psychological and educational concerns. While smartphones can enhance learner engagement and facilitate access to educational resources, excessive or uncontrolled use may negatively affect students' attention, self-regulation, academic performance, and learning motivation. Consequently, educational psychologists have increasingly focused on understanding how smartphone use influences cognitive processes, emotional well-being, and students' overall learning behavior. Rather than considering smartphones as either entirely beneficial or entirely harmful, contemporary educational psychology emphasizes the importance of balanced and purposeful use. The educational value of smartphones largely depends on how they are integrated into the learning process, the instructional strategies employed by teachers, and students' ability to regulate their own digital behavior. The purpose of this study is to examine the psychological effects of smartphone use on students' learning and motivation during the educational process. Particular attention is given to the relationship between smartphone use, cognitive attention, learning motivation, self-regulated learning, and academic engagement, as well as to pedagogical approaches that promote the effective and responsible use of mobile technologies in education.

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Main part. The rapid integration of smartphones into education has transformed traditional learning environments by providing students with continuous access to digital information, educational applications, multimedia resources, and online communication platforms. From the perspective of educational psychology, smartphones can promote active learning by supporting students' autonomy, curiosity, and engagement in educational activities. Mobile technologies enable learners to access information instantly, participate in collaborative learning, complete online assessments, and receive immediate feedback, all of which contribute to increased academic motivation when appropriately integrated into instruction [Crompton & Burke, 2018; Sung et al., 2016]. Learning motivation is closely associated with students' ability to maintain attention and regulate their cognitive resources during educational activities. Smartphones provide numerous educational opportunities; however, frequent notifications, social media applications, and entertainment platforms may interrupt students' concentration and reduce the effectiveness of learning. Educational psychologists explain this phenomenon through the concept of divided attention, according to which repeated task switching increases cognitive load and decreases information processing efficiency [Rosen et al., 2013; Mark et al., 2015].

Experimental research conducted by Adrian F. Ward and colleagues demonstrated that even the mere presence of a smartphone can reduce available cognitive capacity, as individuals unconsciously allocate part of their attention to the device even when it is not actively used. This phenomenon, known as the "brain drain" effect, may negatively influence memory, problem-solving ability, and learning performance [Ward et al., 2017].

Russian educational psychologist V. S. Sobkin similarly notes that uncontrolled smartphone use during classroom instruction reduces students' sustained attention, weakens learning discipline, and increases dependence on external digital stimuli. Consequently, effective classroom management should include reasonable regulations regarding smartphone use while simultaneously encouraging their purposeful educational application [Sobkin & Kalashnikova, 2019].

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Self-regulated learning is considered one of the most important psychological factors influencing successful academic achievement. Students who effectively manage their learning goals, monitor their progress, and regulate their attention generally demonstrate higher academic motivation and better educational outcomes. Smartphones may support self-regulated learning by providing access to digital planners, educational platforms, note-taking applications, online libraries, and personalized learning resources [Zimmerman, 2002; Sung et al., 2016].

However, the same technologies may become sources of procrastination when learners lack sufficient self-control. Continuous switching between educational tasks and non-academic digital activities often decreases learning efficiency and increases academic stress. According to Larry D. Rosen, successful smartphone integration requires the development of digital self-regulation skills that enable students to distinguish between productive and distracting technology use [Rosen et al., 2013].

Teachers remain the central factor determining whether smartphones become effective educational tools or sources of distraction. Educational psychology emphasizes that technology itself cannot improve learning unless it is integrated into well-planned instructional activities aligned with educational objectives. Teachers should therefore design learning experiences that require active participation, critical thinking, collaborative problem-solving, and responsible technology use. Formative assessment applications, interactive quizzes, virtual discussions, educational simulations, and project-based learning activities represent practical examples of smartphone-supported instruction that can strengthen students' motivation while maintaining high levels of classroom engagement. Such activities encourage learners to participate actively rather than merely consume digital information [Crompton & Burke, 2018; Sung et al., 2016].

Russian researchers also emphasize that teachers should establish clear classroom rules regarding smartphone use and develop students' digital culture through systematic guidance rather than prohibition alone. Responsible smartphone

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use contributes not only to academic success but also to the development of digital citizenship and information literacy [Sobkin & Kalashnikova, 2019].

Contemporary educational psychology generally agrees that smartphones should neither be completely prohibited nor used without pedagogical regulation. Instead, balanced integration allows educators to maximize educational opportunities while minimizing psychological risks associated with excessive screen time, distraction, and technology dependence. The effectiveness of smartphone-assisted learning depends on students' self-regulation abilities, teachers' instructional competence, and the purposeful selection of educational activities. Overall, current empirical research demonstrates that smartphones can positively influence students' learning and motivation when they support meaningful educational interaction, collaborative learning, personalized instruction, and active knowledge construction. Conversely, uncontrolled or excessive smartphone use may impair attention, reduce academic persistence, and negatively affect learning outcomes. Therefore, the psychological impact of smartphones is determined less by the technology itself than by the educational context in which it is used.

Conclusion

Smartphones have become an integral part of contemporary education and significantly influence students' learning experiences and motivation. The findings of this study indicate that smartphones possess considerable educational potential when they are integrated into the teaching process through well-planned pedagogical strategies. Their effective use can facilitate access to educational resources, strengthen learner engagement, support self-regulated learning, and promote active participation in classroom activities. At the same time, the study demonstrates that uncontrolled or excessive smartphone use may negatively affect students' attention, concentration, and academic performance. These psychological risks highlight the importance of developing students' digital self-regulation skills and establishing clear guidelines for

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the educational use of mobile technologies. Teachers therefore play a crucial role in designing learning activities that maximize the instructional benefits of smartphones while minimizing potential distractions.

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DEVELOPING RESEARCH SKILLS IN STUDENTS

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Keywords: student, researcher, ability, talent, thinking methods, creative youth

Abstract. Developing independent, creative youth is one of the most important tasks facing schools. After all, an independent state needs capable, talented people. They are considered the driving force of society. The role of prudence in developing research skills is significant. This approach teaches students to accurately use other thinking methods, independently operate with grammatical concepts, and thus acquire relevant research skills. In-depth study of the Azerbaijani language expands students' research capabilities. Within this subject, students become closely acquainted with the sound system, vocabulary, stylistic and grammatical features of their native language, and have the opportunity to examine examples created in scientific, artistic, journalistic, and other styles. At the same time, their potential for better mastery of other subjects they will study in this language is expanded. In this context, the speech skills established in the content standards can be assessed as meta-skills, or information retrieval skills. Thus, to write a creative paper or prepare an essay on a specific topic, a student must possess information retrieval skills and a broad vocabulary. Students with strong information retrieval skills acquire complete, clear, and systematic information about literary material, along with independence, freedom of judgment, and excellent grammatical knowledge. Students' search and research skills guarantee the satisfaction of their creative needs. Developing a mechanism for implementing information retrieval in students should be considered a factor in developing their self-confidence.

Introduction

Putting forward the idea of implementing reforms in education and creating a modern system, as well as defining strategic directions in this area, the national leader of the Azerbaijani people, Heydar Aliyev, said: "Education is the future of the nation!", "Education is the locomotive of cultural development", "A highly cultured people will always develop, will always move forward."

The words of the national leader Heydar Aliyev about the role of the teacher in education have become a slogan today: "I do not know of a name on earth higher and more honorable than the name of the teacher", "Azerbaijani teachers are the most honorable people, standing in the vanguard among the most advanced intellectuals of our people." In our country, reform programs, issues of educational education, etc. are concepts aimed at the development of education. Teachers creatively apply the educational system and expand the research and creative capabilities of students.

Modern education requires not only the transfer of knowledge, but also the development of certain skills and habits, research and creative abilities. Developing students' thinking is a crucial factor in developing them as researchers. The primary benefit of a professional teacher during the learning process is that it enhances students' cognitive activity, challenges them to think, and guides them toward independent decision-making.

Cognition and thinking are essential human qualities. Above all, they encompass all aspects of personality and regulate their activity. Through cognitive activity, students develop logical, critical, and creative thinking. Thinking accelerates the process of understanding educational material and significantly facilitates its assimilation.

The knowledge acquired in this way becomes solid and long-lasting. Student research is one of the main advantages of modern education, and it also develops their search and research skills. Experience shows that discussing various ideas during thinking activities strengthens students' ability to discuss and formulate sound conclusions.

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The "I teach you" principle in the classroom, rather than "we learn together," fosters a sense of partnership, friendship, respect, and love between teachers and students. Student-centered learning enhances students' cognitive, creative, and research abilities, as well as their interest in the subject matter. As a result, this increases student engagement in the learning process and reduces psychological stress.

Main part. RESEARCH ABILITIES ARE DEVELOPED THROUGH ACTIVITIES

If the learning process is properly structured, students' talents and research abilities will be revealed and developed more quickly. Therefore, the teacher is the first to enter the mysterious, wonderful world of students. A teacher helps students correctly identify their research skills, approaches them individually, and guides their development in the right direction. A teacher is someone who fosters students' interest in science, research skills, thinking style, and adaptability to life. In language learning, to awaken interest in areas other than research and creativity, it is essential for the subject teacher to make the learning process vibrant. Various teaching methods are used today to identify talented students and develop their research abilities. Among these, methods that engage students in research are of the greatest importance.

To achieve this, the teacher must identify the area in which each student is talented. Taking into account all of the students' characteristics, engaging them in research is extremely beneficial to unleash their creative potential. Developing research abilities in the right direction can lead a student to greater success in the future. However, it is important to remember that engaging each student in research and inquiry requires the use of appropriate methods. Teachers must be aware of which methods and techniques are useful for developing students' research abilities. Experience shows that the use of interactive teaching methods in this work leads to successful results. It can be assumed that graduate students should be independent, freely express their thoughts, and not be afraid to make mistakes. A student's independence demonstrates their ability to freely express their thoughts in the future. This opens up a wide range of research opportunities in both Azerbaijani language and mathematics classes. Interdisciplinary communication can develop students' research

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abilities in both disciplines, or students can independently determine which discipline they want to master in depth and in which they will excel.

At the same time, it should be noted that the purpose of selecting and working with texts in Azerbaijani language classes differs significantly from other disciplines, leading to differences in the methods and techniques used for reading texts. In other disciplines (e.g., natural sciences, history, etc.), the texts presented to students require them to assimilate and memorize a specific topic, key facts, and related information.

Therefore, these texts are primarily purely informative and contain irrefutable information, confirmed by science. The goal of the Azerbaijani language course is not only to read and understand the text (actual perception, drawing conclusions), but also to analyze it in terms of content, ideas, structure, and style, as well as to express attitudes toward the facts and events contained therein. This paves the way for oral and written communication after reading or listening. Thus, the Azerbaijani language course uses not only informative texts but also argumentative, polemical, and evaluative ones.

Language is a system of phonetic, lexical, and grammatical means used for communication between people. Language is the primary tool for expressing thoughts and feelings and is closely linked to thinking, as language cannot exist without thinking, and thinking cannot exist without language. The use of research skills is the main topic of cognitive process research.

It should be noted that the teacher must be a researcher. The development of these research skills directly depends on how and by what means student engagement is enhanced and strengthened in the classroom. The most important task facing schools and teachers is to develop students who are able to freely express their thoughts and ideas anywhere and anytime, and who are capable of making independent judgments.

Today, lessons must be structured to maximize student engagement. In this regard, Z. Veisova notes that the essence of the new approach to the educational process lies in the fact that education is not limited to enriching students' memory with new scientific knowledge. At the same time, the main goal is the independent

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acquisition and assimilation of knowledge, the development of important skills and habits, as well as personal qualities and abilities based on the continuous development of thinking. In this process, students learn to determine cause-and-effect relationships between facts and events, identify patterns, draw conclusions and generalize, studying specially selected and easily understandable educational materials under the guidance of a teacher [Veisova, 2007].

RESEARCH STAGES

Students should gradually master the stages of research. They should know that the first stage involves collecting materials, the second stage involves summarizing and grouping the collected materials, and the third stage involves reaching a conclusion. After identifying the abilities and talents of a student who identifies with independence and creative qualities in the learning process, it is necessary to engage them in extracurricular activities. Competitions that stimulate creativity are the foundation of such activities. The teacher is a guide on the path to knowledge acquisition, and the student is a researcher, a discoverer of knowledge. During the development of the study, the following key features of interactive methods were identified:

- creating a consciously perceived problem situation;
- stimulating students' active research in solving the problem situation;
- creating conditions for students to freely acquire, explore, and assimilate new important knowledge.

It should be noted that the lexical meaning of the word "interactive" means based on interaction. Interactive learning is based on the theory of constructivism. According to this theory, students do not passively acquire knowledge, but rather construct and assimilate it through active engagement [Piaget, 1970; Vygotsky, 1978]. In this model, the teacher plays the role of facilitator-leader; students work independently and in groups; the learning process is built on interaction and collaboration. Interactive methods as a pedagogical concept actually include methods based on interaction. This implies creative, free research, scientific-cognitive, and educational activities of the

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student under the guidance of the teacher. Interactive learning is based on enriching students' memory with new scientific knowledge (information), as well as on the regular development of their thinking, creative thinking, research skills, the ability to acquire and assimilate new knowledge, and the ability to conduct research. Thinking and research activities are supported in the process of knowledge acquisition. Research shows that interactive teaching and working with students imply the following:

- development of thinking;
- creative application of knowledge;
- independence, freedom of thought, etc.

Schools use various methods and techniques to develop students' research skills. The modern educational process is based on the requirements of new subject programs, or more precisely, curricula. Based on these requirements, the educational process emphasizes the development of students' creative thinking and research skills. Thinking is formed on the basis of linguistic material. Language is also a manifestation of thinking. Students have their own language of thought, and when they think and reason, they use words and sentences. Thinking is based on the language used to convey this idea to another person. Even when students think the same ideas, the words and sentences expressing these ideas may be different, meaning that each student may have unique words and sentences. To develop and develop students' creative thinking and research skills, it is necessary to provide them with information about the laws of thinking. The laws of thinking are studied through logic. At the same time, it is necessary to explain the laws of language (grammar) to students.

J. Devi (1938) also notes that learning is not limited to the transmission of theoretical information; students must learn through experience and engage in solving real-world problems. This approach is one of the key ideas behind modern interactive teaching methods. In lessons organized using the interactive method, both the teacher and students are active participants in the learning process.

Azerbaijani educators have also emphasized the importance of using interactive teaching methods in education.

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They believe these methods develop students' independent thinking skills and increase their motivation for learning [Alizade, 2010; Huseynov, 2015].

To this end, if we look closely at the motivation presented in grades 1-4 of the MMV, simple motivational tools for first-grade alphabet and calligraphy consist of pictures, questions, proverbs, and parables. However, primary school specialists have prepared and presented to schools motivational examples consisting of varied and interesting pictures for teaching reading and writing. These are the models, and listening texts are also examined according to these models:

- Reading
- Writing
- Spelling
- Expressing thoughts
- Problem-solving task
- Assignment
- Logical question
- Poster
- Event
- Proverbs
- Various tasks
- Hypothesis question
- General discussion
- Teacher's words
- Symbols on the board
- Brainstorming
- Diagrams
- Charts
- Speech
- Teacher's reading
- Integration with mathematics
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- Word associations
- Rhythmic music
- Meaning deduction
- Map of Azerbaijan
- Crossword
- Diversity
- Individual work
- Game
- Microphone
- Storytelling
- Listening
- Game "Exchanging Fairy Tales"
- Writing on the spot
- Continuation
- Expressive reading
- Presentation preparation
- Evaluation, etc.

Each or most of the models mentioned are repeated at least 5-10 times as methods, techniques, and tools. Twenty-eight of them are used as motivational models. This approach is particularly effective in Azerbaijani language lessons, as language learning requires practical activities [Gasimov, 2012].

Conclusion

Interactive teaching methods are based on teacher-student interaction and ensure students' active participation in the learning process. These methods enable students to develop critical thinking skills, research potential, creativity, and communication skills. The use of interactive methods in Azerbaijani language lessons creates the conditions for more effective development of students' language skills. One of the main goals of

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the modern education system is not only for students to acquire theoretical knowledge but also to develop the skills to apply this knowledge in practice. In the general education system, the Azerbaijani language is not only a means of communication but also a bearer of national and moral values, culture, and national identity.

As a result of educational reforms and curriculum reforms, student-centered learning has become a key focus. This approach aims to increase student engagement in the learning process, developing their skills in research, thinking, and independently formulating conclusions. The primary goal of developing students' research skills is to obtain objective information about the effectiveness of the learning process. Thus, cognitive activity associated with innovation and research skills is an indicator of students' level of engagement in the learning process. Teachers foster the effective and efficient application of knowledge and skills in practical activities by reviewing acquired knowledge and skills. When developing research skills, it is advisable to work on students' cognitive activity, emphasize their ideas when answering questions, create conditions for their independence, and prioritize the establishment of subject-subject dialogues.

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INCLUSIVE EDUCATION

WAYS OF INCREASING MOTIVATION IN INCLUSIVE CLASSROOMS: PEDAGOGICAL APPROACHES AND PRACTICAL STRATEGIES

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Abstract. Learning motivation is one of the key determinants of successful inclusive education. An inclusive classroom brings together students with diverse educational needs, abilities, learning styles, and socio-emotional characteristics, making the creation of a motivating learning environment both a pedagogical challenge and a professional responsibility. The effectiveness of inclusive education depends not only on ensuring equal access to education but also on maintaining students' willingness to participate actively in the learning process and achieve their academic potential. This study examines evidence-based pedagogical approaches that contribute to increasing students' motivation in inclusive classrooms. The paper analyzes the role of positive classroom climate, differentiated instruction, cooperative learning, formative assessment, individualized support, constructive teacher feedback, family involvement, and learner autonomy in strengthening students' intrinsic motivation. Particular attention is paid to the relationship between motivation. The article also discusses the responsibilities of teachers in designing motivating learning experiences that encourage participation, self-confidence, collaboration, and academic success for all learners. Based on contemporary research in inclusive pedagogy and educational psychology, the study concludes that sustainable motivation in inclusive classrooms can be achieved through systematic instructional planning, supportive teacher-student relationships, and the implementation of learner-centered teaching strategies that recognize individual differences while promoting equal educational opportunities.

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Introduction

Inclusive education has become one of the fundamental principles of modern educational systems, aiming to ensure equal learning opportunities for all students regardless of their individual abilities, backgrounds, or educational needs. Beyond providing access to education, inclusive classrooms seek to create learning environments where every learner feels accepted, respected, and encouraged to participate actively in classroom activities. In such settings, learning motivation plays a decisive role in determining students' academic achievement, social participation, and personal development. Motivation influences learners' willingness to engage in educational activities, overcome learning difficulties, and achieve educational goals. Since inclusive classrooms consist of students with diverse cognitive, emotional, social, and physical characteristics, maintaining a high level of motivation requires teachers to adopt flexible instructional strategies that address individual differences while promoting collaboration and equal participation. Consequently, creating a motivating classroom environment has become one of the central responsibilities of contemporary teachers. The purpose of this study is to examine effective pedagogical approaches for increasing students' motivation in inclusive classrooms. Particular attention is given to learner-centered teaching, differentiated instruction, cooperative learning, positive teacher-student relationships, formative assessment, and supportive classroom environments as essential factors contributing to sustainable learning motivation. The findings are expected to provide practical recommendations for improving instructional quality and strengthening inclusive educational practices in contemporary schools.

Main part. Motivation is widely recognized as one of the most influential factors affecting students' academic achievement, social participation, and personal development. In inclusive classrooms, where learners differ in their abilities, interests, learning styles, and educational needs, maintaining students' motivation becomes an

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essential component of effective teaching.

Unlike traditional classrooms, inclusive settings require teachers to create learning environments in which every student feels valued, respected, and capable of making meaningful progress. Consequently, motivation should not be viewed merely as an individual psychological characteristic but as a pedagogical outcome influenced by instructional practices, classroom climate, and teacher-student interaction [Loreman et al., 2020; Alekhina, 2016]. Researchers emphasize that students are more likely to participate actively in classroom activities when they experience success, receive constructive feedback, and perceive themselves as equal members of the learning community. Therefore, inclusive education seeks not only to remove physical and academic barriers but also to eliminate psychological obstacles that reduce learners' confidence and willingness to participate [Loreman et al., 2020].

A positive classroom climate represents one of the strongest sources of learning motivation in inclusive education. Students who feel emotionally secure are generally more willing to express their opinions, cooperate with classmates, and participate in learning activities without fear of criticism or discrimination. Teachers play a central role in establishing such an environment through respectful communication, equitable treatment of learners, and the promotion of mutual understanding among students. Tim Loreman, Joanne Deppeler, and David Harvey argue that inclusive classrooms should foster a culture of acceptance in which diversity is regarded as a natural characteristic of the learning process rather than as a problem requiring special treatment. According to their practical guidelines, the development of positive interpersonal relationships and inclusive classroom values contributes significantly to learners' confidence, engagement, and long-term motivation [Loreman et al., 2020]. Similar conclusions have been reported by Russian researcher S. V. Alekhina, who notes that psychological comfort and a supportive educational environment constitute essential conditions for successful inclusion. Students are more motivated when teachers demonstrate empathy, recognize individual achievements, and encourage active participation regardless of learners' abilities [Alekhina, 2016].

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One of the most effective approaches to increasing motivation in inclusive classrooms is differentiated instruction. Since students learn at different rates and possess diverse cognitive abilities, identical instructional methods rarely produce equal learning outcomes. Differentiated instruction enables teachers to adapt learning objectives, classroom activities, instructional materials, and assessment methods according to individual learning needs while maintaining common educational standards. Successful learning experiences strengthen students' self-efficacy and increase their willingness to engage in future learning tasks. Conversely, repeated academic failure often results in decreased motivation, anxiety, and withdrawal from classroom participation. For this reason, teachers should provide learning tasks with varying levels of complexity, multiple opportunities for demonstrating achievement, and flexible instructional strategies that allow every learner to experience academic success [Loreman et al., 2020; Yeşilyaprak, 2018]. Turkish educational researchers also emphasize that differentiated instruction contributes significantly to learner motivation because it enables students to achieve realistic educational goals without experiencing unnecessary frustration. Educational activities should therefore recognize learners' strengths while simultaneously providing appropriate support for overcoming learning difficulties [Aktepe, 2021].

Cooperative learning represents another important strategy for strengthening motivation within inclusive classrooms. Rather than encouraging competition among students, cooperative learning promotes collaboration, shared responsibility, and mutual assistance. Working together toward common educational goals allows students to develop communication skills, empathy, leadership abilities, and respect for individual differences. Research conducted in Turkish educational settings demonstrates that cooperative learning significantly increases classroom participation and intrinsic motivation by encouraging students to support one another throughout the learning process. Students become more confident when they recognize that their contributions are valued by their peers, while learners with special educational needs benefit from increased opportunities for meaningful social interaction [Aktepe, 2021;

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Yeşilyaprak, 2018]. Similarly, Russian studies indicate that collaborative classroom activities reduce feelings of isolation frequently experienced by learners with special educational needs and strengthen their sense of belonging within the educational community. As a result, cooperative learning positively influences both academic motivation and social adaptation [Alekhina, 2016].

Teacher behavior remains one of the strongest predictors of student motivation in inclusive classrooms. Positive communication, constructive feedback, realistic expectations, and emotional support enable students to develop confidence in their own learning abilities. Rather than focusing exclusively on mistakes, teachers should recognize individual progress and encourage continuous improvement through formative feedback. Constructive feedback allows learners to understand their strengths and identify areas requiring further development without reducing their motivation. At the same time, teachers should encourage learner autonomy by involving students in goal setting, self-assessment, and reflective learning activities. Such practices increase students' sense of responsibility and strengthen intrinsic motivation [Loreman et al., 2020]. Family involvement also contributes substantially to sustaining students' motivation. Regular communication between teachers and parents creates consistent educational expectations and enables both school and family to provide coordinated support for learners. Turkish researchers have reported that students demonstrate higher motivation and greater educational engagement when schools establish effective partnerships with families and actively involve parents in the educational process [Yeşilyaprak, 2018]. Overall, contemporary research consistently demonstrates that motivation in inclusive classrooms depends on the interaction of multiple pedagogical factors rather than on any single instructional technique. Positive classroom relationships, differentiated instruction, cooperative learning, supportive teacher behavior, formative assessment, and family participation collectively create learning environments in which every student is encouraged to participate, develop confidence, and achieve academic success regardless of individual differences [Loreman et al., 2020; Alekhina, 2016; Aktepe, 2021].

Conclusion

Motivation is one of the fundamental prerequisites for successful inclusive education, as it directly influences students' academic achievement, active participation, and social integration. The findings of this study indicate that increasing motivation in inclusive classrooms requires a comprehensive pedagogical approach based on positive teacher-student relationships, differentiated instruction, cooperative learning, constructive feedback, and supportive classroom environments. These strategies enable learners with diverse educational needs to participate confidently in the learning process and develop both academically and socially.

Furthermore, the study demonstrates that teachers play a central role in fostering motivation by creating learning experiences that recognize individual differences while maintaining equal educational opportunities for all students. The purposeful application of learner-centered instructional methods and continuous collaboration with families can significantly strengthen students' intrinsic motivation and improve the overall quality of inclusive education. In conclusion, motivation should be regarded not only as a psychological characteristic of individual learners but also as an educational outcome that can be systematically developed through effective pedagogical practices. Strengthening motivation in inclusive classrooms therefore contributes to building more equitable, engaging, and successful educational environments that support the development and well-being of every learner.

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