

Research Article

THE ROLE OF THE “TEACHER-STUDENT” RELATIONS IN THE FORMATION OF “RESIDUAL” KNOWLEDGE

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ABSTRACT

As a research method, a complex approach notifies a study of vocational training in a junction of socio-economic, psychological and pedagogical problems; the most important requirement of the complex and comprehensive approach is to be taken into account of the mutual effect of different content factors which cause an efficiency (productivity) of the vocational training (2). The complex approach makes an extensive use of opportunities of the systematic approach which is the general scientific method. In a complete, self-improving and self-regulating society the relationship is linked and forms a unity rather complete as well as mutual, because the premises mutually complement each other at the foundation of society; we are talking about natural environment and population growth. Natural and social factors have been fully coordinated with each other here. Taking into account all these; we can say that it is impossible to study the society, and the ability of the education system which is an important part of society without an integrated approach.

Keywords: *Residual Knowledge, Material–Technical Base of the University, Teacher’s Personality, Teacher–Student Relations, Moral and Psychological Condition and Quality of Education*

INTRODUCTION

It is known that the process of residual knowledge formation substantially depends on the organization of education. And the successful organization of the education system is connected with a systematic and comprehensive way of work organization. In terms of general scientific approach, the principle of systematic character has special significance due to life and development (Joseph and Ian, 1977). As a whole, in all spheres of life, the development of science and new technology significantly expanded possibility of the systematic character, here it increased opportunities to move towards improvement (Blauberg *et al.*, 1978). Self-organizing capabilities of the system should be evaluated in terms of synergetics first, because in terms of a systematic approach to synergetics creates new chances and good opportunities for the improvement of governance in every social sphere. As it is known, synergetics itself is a systematic approach to a variety of complex open non-linear systems; this approach takes into account a tendency of those systems to a non-stability, size inequality, bifurcation, disasters and self-organization (Khaken, 1985). As one of the forms of social life, the training area also requires a systematic, i.e. comprehensive approach.

It is known that the yield and quality of the education system influences all areas of public life in very country. Taking this into account, the improvement of the education system management is one of the main directions of the state social policy. In order to form professional skills and abilities of thousands of studying young people we have to take into consideration the impact of the processes in all spheres of public life. A standard of life, prestigious profession, the study, conducted on vocational guidance, the situation in the labour market and a special role of such like other factors should be added here.

MATERIALS AND METHODS

Methods

The education system is constantly improving in the Azerbaijan Republic. The new education law and a number of important legislative acts have been adopted during the years of independence, and this has created a foundation to carry out deep structural changes in education.

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Correct expression of the new quality of education is the request of today's time. Being applied, new ideas about quality should become the norm. Bearing complex character, the modernization must be transformed into a social norms system and develop its activity in this area.

The Republican leadership bases on such a principle on conducted social policy in education area that it is impossible to overcome problems only through financing here, they have to be solved by complex means. In this connection, it is necessary to implement the project, which aims to solve problems in a complex way in the field of the modernization of education. The main goal is to improve the quality of education for young people. To achieve this, it is important to measure the effectiveness of teaching on the basis of new approaches. The main challenge facing the country's education system is an institutionalization, i.e. officialization of changes going on.

The work is going on to establish a network of public administration bodies in the complex modernization of education in the country, in the field of public participation as well as local government bodies. These structures don't have a real impact upon financial division yet. It is believed that in the near future, in the distribution of the stimulating part of wages their active participation will be provided, and this is, in its turn, has been connected with their mandatory participation in an assessing the education quality. The implementation mechanism of this direction is the following:

- The transmission of some important authorities to the public administration bodies in education system;
- Public administration training;
- Preparation and adoption of the standard base which regulates the activities of bodies governing public education.

Baku State University has chosen a few priority areas in its activities, including:

- A new system of wages;
- Normative financing;
- Improvement and development of education institution's network.
- A new system of education quality evolution.
- Consideration of civil order.

Quality indicators monosemantically impact the other in one of the study stages which are connected with one another. It is more clearly seen from reports of the State Commission on Student Admission. For example, we can note the following on university admission.

High school graduates are accepted to universities through test exams every year. The knowledge gained by graduates is demonstrated during the entrance exam. Specialties are being accepted due to accumulated points. Analysis shows that the knowledge indicators of young people who receive more prestigious professions are superior to the others. Let's consider some facts in order to describe the overall picture. In 2012 according to the results of the examination conducted by the State Commission on Student Admission 41.7 per cent of 96 thousand 471 applicants gained score of 0-100; 22.95 % = 100-200; 15.6% = 200-300; 15.5% = 300-500; and 4.79% = 500-700 points (School Curriculum and Standards Authority, 2011).

As it is known, "The draft reform of the higher education system of Azerbaijan" which calls for reforms in the education system of Azerbaijan is among the projects to be financed on the World Bank loans in 2014" [2].

In order to carry a complex project out, first of all, to improve the higher education system has been taken into account (improvement of management, quality assurance mechanisms in higher education, expanding and equalization of higher education access, conducting of financial reforms). Then changing of institutional leadership and management in higher education institutions, improving of internal mechanisms of quality management within higher school, competitiveness, implementation programs of innovation grants have been taken into account [2].

Certain work has been done in this regard. In order to increase the management efficiency, in a lot of high schools, including the BSU; an automated management system of the educational process is used. This system implements an inclusion and storage of necessary materials, information processing and forms the

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necessary documents in a centralized way. The automated management system arranges a complex of sophisticated network program, here, in the educational process the collecting and storage of information are provided in a centralized way. A separate module is determined for each structural unit in a server through software complex. Depending on the system user, the separation regime of the allowing access has been conserved for all program modules of the automated system. Creation of such opportunities is a ground to improve the quality of education.

The development of integrated education conserves as well as the use of interactive training forms. The interaction of the education process participants based on a dialogue is the basis of the interactive training. First and foremost, during the learning process interactive methods are focused to develop students' skills to read, assimilate and critically analyze information, communicate effectively and take joint action.

As a result of the proper organization of the interactive training, the solution of tasks and challenges is obtained in a problematic way, the formation of students and teacher training, in an oriented motivation, actively searching for a solution of the problem faced, awakening students' initiative are provided. Meantime, the students and teachers' speech freedom right is respected, tolerance to any position, mutual respect and so on are demonstrated.

Thus, in accordance with the set out requirements related to the modern era education in the high education system, reforms that are conducted should be of systematic and comprehensive character, the positions and responsibilities of all participants in the educational process should be determined correctly. From the basic training view-point the opportunities of each student should be determined and motivation should be strengthened in the teaching process. Here, greater responsibility falls on the teacher staff.

No doubt that school training substantially impacts on education quality in the next high school stage. However, it is known that organization of education i.e. the financial base of the university, human resources, supply of libraries, laboratories and research centers operating characteristics and quality of nigh school collective also have an impact an education quality. We conducted a survey of student staff in four state Universities (Baku State University, Lenkoran State University, Ganja State University and Nakhchivan State University) about the importance of complex problem solving. On the basis of casual selection, the respondents had been selected among students of each high school and an eleven-question survey had been conducted. 450 questionnaires were distributed, 404 of them were returned and analyzed. The analysis has been conducted by means of SPSS program and necessary results have been achieved.

Table 1: The age structure of respondents (404 people)

Age				
Age	Total respondents	In percents	Reliable percentage	A crowd gathered
16	1	.2	.2	.2
17	38	9.4	9.4	9.7
18	83	20.5	20.5	30.2
19	115	28.5	28.5	58.7
20	91	22.5	22.5	81.2
21	54	13.4	13.4	94.6
22	16	4.0	4.0	98.5
23	3	0.7	0.7	99.3
25	1	0.2	0.2	99.5
26	1	0.2	0.2	99.8
37	1	0.2	0.2	100.0
Total	404	100.0	100.0	

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As shown in the table, 94.6 percent of respondents are young people of 16-21 ages. It should be further noted that the majority of respondents were female students (302 people), 98-boys, people didn't answer the questions.

Table 2: Gender structure

Gender	Total respondents	In percents	Reliable percentage	A crowd gathered
Female	302	74.8	74.8	74.8
Male	98	24.3	24.3	99.0
No answer	4	1.0	1.0	100.0
Total	404	100.0	100.0	

First of all, teachers' attitude towards the students has been valued in general. It became clear that partially agreed (42.6 %) and the attitude of which was not good (11.4%), made up more than half of the respondents. This is a serious basis for an anxiety.

Table 3: The teachers' attitude towards the students

	Total respondents	In percents	Reliable percentage	A crowd gathered
Hard to answer	20	5.0	5.0	5.0
Fully agree	151	37.4	37.4	42.3
Partly agree	172	42.6	42.6	84.9
Attitude is not good	46	11.4	11.4	96.3
No answer	15	3.7	3.7	100.0
Total	404	100.0	100.0	

One of only three people confirmed the fact of normal relations with the teacher. What stands on the basic of that fact of partially agreement or bad relations? We should look for the reply to this question in the responses to all remaining questions. Let's pay attention to them now.

The respondents' answers to the question "The factor contributing to the student's perfect study" were as the following:

Table 4: The factor contributing to the more well-run student

	Total respondents	In percents	Reliable percentage	A crowd gathered
a-d	231	57.2	57.2	59.4
b-d	65	16.1	16.1	75.5
c-d	65	16.1	16.1	91.6
No response	1	0.2	0.2	91.8
d	33	8.2	8.2	100.0
Total	404	100.0	100.0	

*(a. data explanation in a clear and interesting way; b. students' motivation by teachers; c. the teacher's competence and professionalism in the material explanation, d. others...)

As it is seen from the table, 25.5% of respondents (115 people) noted (a) factor—"data explanation in a clear and interesting way"; 15.6% (63 people) noted (c) factor—"the teacher's competence and professionalism in the material explanation"; 14.1% (57 people) noted (a) and (c) factors; 13.1% (53 people) noted (b) factor—"students' motivation by teachers; but for the contribution to the well-run students who showed "other" reasons, the respondents noted the following:

- There should be necessary funds; laboratory and practical exercises, information and communication technologies and visual aids should be used more— 10 people.
- The teacher's moderate attitude, encouraging the students and creating interest in science – 8 people.

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- The teacher's exigency and sympathy should be implemented in a mutual unity – 5 people.
- There should be a good student-teacher relationship – 4 people
- The student's interest in science and want for studying – 4 people
- To use more local literature and provide additional information – 2 people
- The teacher's delivering the lecture – 1 person
- A scholarship for good study – 1 person
- The student's motivation (encouragement) by his family – 1 person.
- The student's understanding the material perfectly well – 1 person
- The objective evaluation of the test and correct test results – 1 person
- Work on free issues – 1 person
- The teacher's non-distinction among students- 1 person
- There should be funds for studying – 1 person

As it can be seen, both: the professionalism and moral- psychological levels of student-teacher relations should be fully compatible with each other so, that it would be possible to obtain necessary qualities in training.

The next question sounded like the following: It would be more expedient if the following opportunities should be used at lessons (we can show some answers):

- a. Lectures and discussions;
- b. Writing of course work and essays;
- c. Using of test method;
- d. The organization of the conference and disputes
- e. The organization of industry practices
- f. The creative workshop conditions
- g. Other ideas (views)

It would be more expedient to use these opportunities at lessons:

Table 5: It would be more expedient to use these opportunities at lessons

	Total respondents	In percents	Reliable percentage	A crowd gathered
a-b-c-d-e-f	154	38.1	38.1	38.1
b-c-d-e-f	10	2.5	2.5	40.6
c-d-e-f-g	165	40.8	40.8	81.4
No response	8	2.0	2.0	93.4
d-e-f-g	18	4.5	4.5	87.9
e-f-g	13	3.2	3.2	91.1
f-g	29	7.8	7.8	98.3
g	7	1.7	1.7	100.0
Total	404	100.0	100.0	

As you can see from the answers, it is advisable to use all forms of education in a complex way. For example, “the organization of industry practices” has been chosen by the majority (108 people) of respondents’ answers (26.7 %). 12 % of respondents (50 people) consider “the lectures and discussions” as an advisable method of teaching. All the responding students give the preference to the conducting of interesting and colourful lessons. In addition, the following proposals have been put forward:

- the use of visual aids, information and communication technologies – 3 people
- the removal of free work – 1 person
- having a lot of practical work – 1 person
- the full implementation of the Bologna system – 1 person
- interesting lessons with efficient games – 1 person
- no lecture courses, seminars only – 1 person
- the increasing of specialization subjects – 1 person

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- the teacher's usage of logical questions, tests and conducting survey lessons – 4 people
- the students' ideas should be given a priority and let the teacher–student relations be friendly, but not so serious – 2 people

Let's recollect that, survey responses have been summarized in the republican four high schools. Thus, regardless of the specialty course and higher schools, there is a commonality of students' views on the improvement of the teaching process. The idea of the lecture removal may seem radical, but there is some truth here: the lecture should be transferred from one – sided and bored process of data transferring into the process of problematic discussions, disputes and take an advantage to form a stimulating and creative activity.

Main Ideas

Now it is clear from the facts that the students have expressed their attitude towards the subjects taught, experience, lessons and seminars' weight. However, such a question was addressed to them:

What can be improved in the curriculum in the process of education?

- new academic subjects (which ones)
- another idea

The responses to this question were as follows:

What can be improved in the curriculum applied to the educational process?

Table 6: What can be improved in the curriculum applied to the educational process?

	Total respondents	In percents	Reliable percentage	A crowd gathered
a	135	33.4	33.4	33.4
a-b	5	1.2	1.2	34.7
b	183	45.3	45.3	80.0
No answer	81	20.0	20.0	100.0
Total	404	100.0	100.0	

45.3 percent (183 people) of the respondents expressed their personal opinions and proposals (b) and 33.4 percent (135 men) mentioned “new academic subjects” to the question what can be changed in the curriculum in the education process.

At the same time, five respondents (1.2 percent) expressed their own opinions together with “new academic subjects”. Here, the percentage of those personal opinions should be given as well. At the same time, 20 percent (81 men) of the respondents didn't answer this question and almost, never had a special thought about the question. “Other ideas” means the following:

- Increase the hours of specialized subjects, improve disciplines and reduce non-major subjects' hours – 57 men.
- Modernize the curriculum, visual aids, information and communication technologies should be used more, improve the material and technical base – 14 men.
- Subjects to be taught by the best professionals more deeply and conduct more qualitative lesson – 14 men.
- Increasing the duration of the pedagogical practice and applying the learned into practice – 13 men.
- Whether the teacher's responsibility and move off those negative impact on education – 11 men.
- Test examination – 11 men.
- No modified curriculum, everything is fine – 8 men.
- Increase hours of foreign language and information science – 18 men.
- The students should choose elective courses and teaching of more effective subjects, deepening and simplification of subjects – 5 men.
- Lower exam passing score and check more fair – 4 men.
- The subject of the speech culture is important – 4 men.
- To comply with the terms of the Bologna Process system and simplify the training – 3 men.
- To cancel the system of the Bologna Process, change the system and curriculum – 3 men.

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– To create conditions for the development of youth, send them to study abroad and modernize education – 3 men.

Thereby, the offers almost cover all areas of education and define ways to improve the overall quality of education.

A few questions have been associated with the students' attitude to classes. First of all, we were interested in time budget connected with the training.

Approximately how many hours per week do you spend for classes? (Options: 1–2; 3–4; 5–6; more). The following results were obtained:

The distribution of time budget related to the training

Table 7: Approximately how many hours per week do you spend for classes?

	Total respondents	In percent	Reliable percentage	A crowd gathered
1–2 hours	69	17.1	17.1	17.1
3–4 hours	64	15.8	15.8	32.9
5–6 hours	105	26.0	26.0	58.9
more	163	40.3	40.3	99.3
No answer	3	0.7	0.7	100.0
Total	404	100.0	100.0	

The respondents' answers to the question connected with time allotted for lessons during the week were as follows: I spend more than 5-6 hours (40.3 per cent), 5-6 hours (26 per cent), 1-2 hours (17.1 per cent) and 3-4 hours – 64 men (15.8 per cent). At the same time 3 men (0.7 per cent) didn't answer the question. So, it is gratifying that 66.3 per cent of the students allocate time for lessons. 3-4 hours and less time allocations a week by the rest of the students for their classes are the basis for anxiety: these students start preparing for lessons by lectures or textbooks only from session to session.

But, which sources do both: the best and less reading students appeal to more? In order to answer this question, let's turn to the next table.

What sources do you use during the preparation for classes? (a. internet resources, b. books, c. conspectus, d. other variants, e. I repeat what the teacher and student fellows said f. in general, I don't prepare for lessons).

What kind of sources do you use during the classes preparation?

Table 8: What kind of sources do you use during the classes preparation

	Total respondents	Percentage	Reliable present	A crowd gathered
a-b-c-d-e	212	52.5	52.5	52.5
b-e	104	25.7	25.7	78.2
c-d	66	16.3	16.3	94.6
d-e	6	1.5	1.5	96.0
e	13	3.2	3.2	99.3
f	3	0.7	0.7	100.0
Total	404	100.0	100.0	

In response to the question What kind of sources do you use for your classes preparation, 20% of the respondents chose "books", 17.1%- "books and internet resources", 16.3% "internet resources", 0.7% (3 men) chose the answer of "As a rule, I don't prepare for my lessons".

There was another current problem that interested us. The question was: "The deficiencies in students' practical realization" (options: a. the lack of allotted time; b. low quality of knowledge obtained; c. non-serious attitude towards the students during the practice; d. what else? The results obtained are shown in the table below.

The drawbacks in the realization of the practice by students.

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Table 9: The drawbacks in the realization of the students' practice

	Total respondents	Percentage	Reliable percent	The crowd collected
a	165	40.8	40.8	40.8
a-b	7	1.7	1.7	42.6
a-b-c	3	0.7	0.7	43.3
a-b-d	2	0.5	0.5	43.8
a-c	8	2.0	2.0	45.8
a-d	1	0.2	0.2	46.0
b	76	18.8	18.8	64.9
b-c	6	1.5	1.5	66.3
b-d	2	0.5	0.5	66.8
c	87	21.5	21.5	88.4
c-d	1	0.2	0.2	88.6
no response	17	4.2	4.2	92.8
d	29	7.2	7.2	100.0
Total	404	100.0	100.0	

Conclusion

According to respondents, the most important missing feature in the students' manufacturing experience is "the lack of allotted time". In particular, 165 students (40.80 per cent) chose this response. A lot of respondents (76 men) have been anxious about the low quality of knowledge obtained. 87 students emphasized non-serious attitude towards the students during the practice. Together with responses in public and private the proportion of students who expressed their own opinions has been of 34 to 353. We consider that, the organization of the practice is currently the weakest link in high schools.

The final outcome of the research shows that, in the formation of the residual knowledge the role of the material and technical base of higher school, teacher's personality, teacher-student relations, moral and psychological terms and the quality of education are rather great.

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