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Hibrid tədris formasının üstünlüklərindən biri də odur ki təhsilin həm əyani və həm də distant formasından istifadə olunur. Təhsildə müəllim-şagird əməkdaşlığı, telekommunikasiya və yeni informasiya kommunikasiya texnologiyalarının köməyi ilə həyata keçirilən informasiya axını təmin olunur. Bu proses müəllim-şagird, şagird-şagird əməkdaşlığının yaranmasına yönəlir. Belə nəticəyə gəlmək olar ki, hibrid təhsil-tədris prosesini social ə şəffaf edən komanda fəaliyyətidir. Bu komandalardan biri sinfidəki, digəri isə onlayn dərslər iştirakçılarıdır. Şagirdlərə komandada əməkdaşlıq etməklə yanaşı, onlayn başlantı bacarıqları formalaşdırılır və inkişaf etdirilir. Müəllimin əsas metodik sərəfətlərindən biri müəllim-şagird, şagird-şagird əməkdaşlığının təşkili və idarə olunmasıdır.

Təhsil mütəxəssisləri hibrid dərslərin təşkilini həftənin müəyyən günlərində sinif rejimində, digər günlərində isə onlayn qoşulma təklifi verirlər. Müəllimlərlə aparılan sorğulara əsaslanaraq demək olar ki, müəllimlər şagirdlərin onlayn qoşulma və ya pandemiya dövründə məktəbə gəlmək imkanlarına uyğun olaraq, şagirdlərin dərslərə hansı formada qoşulacaqlarını müəyyənləşdirirlər.

Pandemiya dövründə hibrid dərslərin təşkilində daha çox ehtiyac yarandı. Təhsilənlər və təhsilənlər arasında social məsafənin yaradılması, sinfdə şagird sayının azaldılması məqsədlərindən irəli gələn hibrid dərslər günün tələbinə çevrildi. Bu zaman müəllim sinfdə olan şagirdlərlə onlayn qoşulan şagirdlər arasında hansı bölgünün aparılacağı üzərində düşünür. Hibrid dərslər forması bir sıra xüsusiyyətləri özündə cəmləşdirir.

- Klassik və yeni texnologiyaların sintezini yaradır.
- Həm şagirdlər, həm də şagirdlə üçün uygundur.
- Məsafəli öyrənmə imkanı verir.

Distant öyrənmə imkanı olmayan şagirdlə isə məktəbə gələrək dərslə iştirak edirlər.

THE IMPACT OF ENGAGING ONLINE PROGRAMS ON EFL LEARNERS' WRITING ABILITIES IN HIGHER EDUCATION AND EVALUATION

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ABSTRACT

For EFL learners, writing is a difficult task. It requires relevant and engaging learning materials as a result. The goal of this study is to assess and examine how storyjumper, a digital learning tool, affects EFL students' capacity for narrative writing. The research approach of choice was action research in the classroom. The participants in this study were eighteen students in the English Department. As an analysis approach, descriptive statistics were performed for the quantitative data and descriptive analysis for the qualitative data. The findings showed that storyjumper improved EFL learners' capacity for narrative writing. It is demonstrable by the increase in exam scores for narrative writing. The mean score for the first test was 53.01, whereas the mean score for the second cycle was 74.06. Furthermore, storyjumper had an impact on the writing process as well. They started writing quickly, actively participated, and maintained attention on the task at hand. Ultimately, the storyjumper improved the narrative writing process and test for EFL students.

KEY WORDS: Improvement, Storyjumper, Digital Learning Media, Collaborate

INTRODUCTION

Information and communication technology has been the preferred tool used by educational and teaching institutions in recent years to improve the effectiveness of instruction. Focusing on relevant, efficient, practical, and successful assessment apps and programs is urgently needed. The development of suitable connections between the instructor and the educational institution, as well as careful planning, are essential for the success of beneficial assessment initiatives in educational institutions, including the utilization of efficient software. In order to do this, the program is also looked at, and the online evaluation is done with careful preparation. It is precisely what to do in advance in selecting the proper application and the right assessment technique, regardless of the form of evaluation planning and method execution. Following the principle of preventing assessment from becoming tedious, boring, and unbearable the study effort is devoted to this real problem by closely analyzing it.

Through reflection and creative thinking exercises, this research seeks to enhance the writing assessments given during the teaching process. Research was done to understand the function and role of writing assessments in education as well as how best to use them as quality indicators as education progresses; A strategy for the operation and implementation of the assessment program was established, along with planning for writing assessments in higher education institutions (as well as in all educational institutions); Research and documentation have been done on the top writing assessment programs; the program's benefits and drawbacks, as well as its challenges, were disclosed; Recommendations for the short and high-quality planning of the writing assessment were made.

This study employed StoryJumper, an evaluation instrument that focuses on writing ability, to gather data and to tackle with the problems that were mentioned above. Using Storyjumper may add intrigue to writing. It's because Storyjumper has a ton of tools that help learners with their writing assignments. Once they have completed their storyjumper writing, students can click the link to share their work with others. That claim was in favor of (Olthouse & Miller, 2012). They said that more intelligent students prefer to use virtual platforms to showcase their writing prowess to communities. It indicates that the students are quite eager to use StoryJumper for their writing assignments.

One of the most challenging English skills that EFL learners should be aware of is writing. To write well, one must be more thoughtful, focused, and in a positive state of mind. "Some factors caused writing in English considered challenging, such as spelling, vocabulary, and grammar," according to (Kusumawardhani, 2018). Fair enough, there are a lot of factors to consider while writing a piece. Stated differently, writing is a difficult task for EFL learners. Stated differently, writing is a difficult task for EFL learners. (Richards & Renandya, 2002) who claim that writing is one of the challenging parts of mastering English language skills support this theory. For EFL learners, it does provide unique challenges. Nearly all EFL students lack enthusiasm for writing assignments. To write well, they require more knowledge, concentration, inspiration, and a positive attitude. It is corroborated by (Brown, 2001), who asserted that writing is an activity that requires a lengthy thought process. Writing assignments thus require engaging strategies. Writing evaluations is no different. For students, completing tests within a certain time frame might be tough and tedious.

Therefore, one way to solve the writing difficulty is to include technology into the writing process. According to (Sundari & Leonard, 2021) using technology as a writing aid. The reason for this is that technology has practically made learners' lives closer. They take pleasure in displaying their written work on it. According to (Olthouse & Miller, 2012), more intelligent students would rather use virtual platforms to showcase their writing skills to communities. It is evident that using technology in writing assignments for EFL students is advised (Emert, 2014). A StoryJumper is one of such technological tools.

The topic's relevance is supported, the research work's purpose is stated, its theoretical and theoretical foundations are clarified, and scientific advancements are showcased in the introduction. The research project titled "The need and fundamental role in the application of evaluation using writing programs" delves into the fundamentals of evaluation, elucidating its guiding principles, elucidating the necessity and demand for writing evaluations, and providing information on the most recent and qualitative methods employed in the application of evaluations, including the most innovative program launched and its execution. The study work's second chapter, "Evaluation of writing and world experience," offers advice on how to evaluate written speaking capabilities online and how to utilize the most cutting-edge tools and programs to help you verify these abilities

objectively.

The findings and recommendations derived from the study are presented in the thesis's "Result" section.

THE NEED AND FUNDAMENTAL ROLE IN THE APPLICATION OF EVALUATION USING WRITING PROGRAMS

The use of educational assessment apps is essential for delivering customized performance reports that are based on immediate feedback. With the use of educational evaluation applications, teachers may gain a thorough insight of their students' learning curve. Digital technologies are crucial for a number of reasons. First off, authors with little experience writing academically in a foreign language can benefit greatly from the use of digital tools to hone their writing abilities. The productivity of the writing process may be increased by using these technologies to automate a variety of writing processes, including paper preparation, text organization, evaluation, and proofreading. Second, theory-based viewpoints that take into account the digital tools' potential for teaching effectiveness—including their capacity for social, cognitive, and rhetorical learning—as well as their justice and ethics should guide the selection process. Thirdly, digital tools may offer transparent grading and formative feedback, both of which are essential for developing strong writing skills. To properly include digital writing tools into their lessons, educators must also modify their pedagogical approaches and have a solid understanding of digital literacy. Lastly, using digital tools into education at all levels may help with writer identification, writing growth, and digital literacies. One such tool is digital storytelling.

Storyjumper is a digital storytelling tool. Creating tales utilizing multimodal resources, such as text, photos, music, and videos, is what digital storytelling entails. As a literacy tool, it plays a crucial role in providing multilingual students—many of whom are members of minority groups—with the chance to not only share their personal narratives with their language resources, but also to draw additional connections from a lesson's material.

Translanguaging is the process by which students use every language tool at their disposal to convey meaning. It's a method used to help bilingual and multilingual children succeed academically and strengthen their language skills. One method universities recognize and capitalize on the linguistic resources kids bring to the classroom to support their learning is through translanguaging strategies (Cordi & Masturzo, 2013). The characteristics of Storyjumper are used to assess writing skills using a paradigm based on computer-aided language learning (CALL) and its engagement principles (Egbert & Shahrokni, 2018). A bookmaking tool called Storyjumper may be used to create topical or multimodal storybooks. The books are multimodal because the user can choose to interpret the text using vibrant colors, rich visuals and props, and audio. A variety of books, including "all about me books," "narrative writing," "reflective journals," "group books," "teach a topic books," and "diaries," may be created using this program. Users can choose from pre-made books in the repository to use as a model for their own, start writing a book from scratch, or select and modify any template to build custom storybooks that fit their themes (Egbert & Shahrokni, 2018). Although Storyjumper is the subject of this study, other bookmaking programs like Storybird and Book Creator may also be used to create multimodal books. Each program has its own advantages. In Storyjumper, an educator can establish a class with any number of students and teachers, plan lessons in a variety of subjects (such as English, Foreign Languages, and any other subject), create templates for students to use for their book projects, facilitate interactive group bookmaking, and oversee and evaluate students' work both during and after it is completed.

Depending on their interests, students can choose to write alone or in groups, and they can share their writing with anybody they choose. All in all, Storyjumper's multimodality choices make it intriguing, especially considering our broad student base with varying interests, experiences, and methods of absorbing or presenting information. Today's educational institutions must incorporate social contact as a fundamental component of language acquisition and engagement (Egbert & Shahrokni, 2018). When students have opportunities for social engagement, they become engaged.

Storyjumper has the ability to provide students with timely feedback, which is critical for engagement and optimal learning. During the bookmaking process and when the book is finished, the instructor may keep an eye on the students' work and offer feedback by altering the books or making comments on them. Students have the option of peer review, where they can provide comments on the

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books of their peers, in addition to the teacher's assessment. Students can receive additional feedback on their books from readers outside of the classroom by sharing their works with other people. This is the main supportive function for teachers to evaluate and give feedback in writing assessment which makes the evaluation process crystal-clear for students showing and correcting their mistakes by giving valuable and appropriate recommendation for improvement which really help learners in their future assessments. So, rather than having paper-based boring writing assessments and having no idea what mistakes they made this unbelievable tool unveils the new world for students.

EVALUATION OF WRITING AND WORLD EXPERIENCE

In second language (L2) classrooms, creative writing as storytelling is a pedagogical method for developing oral and written skills. However, adding multimodality to writing strengthens students' voices, creativity, and literacy abilities even more (Ohler, 2006). In order to express meaning, multimodality refers to the blending of many modalities such as texts, still and moving pictures, speaking, writing, layout, and gestures (Adami, 2016). Assigning narrative projects to students and including several modalities into them encourages learning, develops higher order thinking abilities, and increases possibilities for the kind of meaningful and imaginative language usage that is essential for second language acquisition (Gee & Hayes, 2011). Tools that facilitate multimodality are essential for 21st-century linguistically and culturally diverse classrooms, given the significance of providing second language (L2) learners with a variety of chances to construct and convey meaning (Cowan & Cress, 2017).

With StoryJumper, you can set assessment that don't even seem like work, making you the "cool/fun" instructor. Students like making their own StoryJumper books, especially when they can do it along with their peers. Students feel that they are doing it for themselves and each other rather than simply "another boring homework assignment" from the teacher when they share their stories and artwork, original characters, and innovative books.

RESEARCH METHOD

Classroom action research was chosen as research design in this study. The step of this classroom action research design is proposed by me, which is consisting of planning, implementing, observing and reflecting. The participants of this research were students in English Department of Azerbaijan University of Languages in 2023/2024 years, which is consist of 18 students. Those participants were taken writing subject in this first semester. They have basic in producing writing text. Data was gathered through testing and observation. Prior to beginning the cycles, the participants who were EFL learners were given a pretest by the researcher. Additionally, the researcher completed cycle 1's standard writing assignments before moving on to cycle 2's storyjumper writing. Cycle 2 was carried out in four stages: planning, carrying out, observing, and reflecting. Creating a lesson plan, teaching materials, storyjumper as a learning tool, writing exam (in this case, on writing subjects), and observation list are all part of the planning stage or phase. Next, there was an activity by using Storyjumper in narrative text composing throughout the implementation stage. Before engaging in writing exercises with Storyjumper, EFL students should be familiar with its functioning procedures. In addition, they must to comprehend the idea of writing, its general patterns, and the aims. The researcher allowed the students to write a narrative essay using the storyjumper, depending on their inventiveness, once they had mastered its operation. Again, storyjumper offers a ton of fascinating features. Although it's likely that the students may require longer time to finish their stories, the instructor will still be able to supervise their work. In addition to reminding students of the time restriction, the researcher (teacher) can also offer guidance to students who make mistakes when completing narrative writing exercises. The observation phase was carried out as the learning process progressed. In this stage, the researcher watched how EFL students responded to the learning process as well as their writing activities. The final phase is to reflect. In this phase, the researcher assessed the action or activity that was carried out, examined the test results, came to a provisional conclusion, and got ready to take more action.

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Table 1. The Assessment of Writing Rubric

Assessment Point	Competencies	Score Level
Content	Excellent-Very Good : Relevant to the topic, development thoroughly of thesis, substantive, knowledgeable	30-27
	Good-Average : Topic relevant, lack detail of the thesis was limited development, enough range, enough knowledge	26-22
	Fair-Poor : Thesis adequate development, minimal substances, minimal knowledge	21-18
	Very poor : Not relevant, non-substantive, have not knowledge about the subject.	16-13
Organization	Excellent-Very Good : Cohesively organization, logical sequencing, well organized, succinctly writing, ideas supported, perfect expression	20-18
	Good-Average : Incomplete sequencing but it is logical, limited support, the appearance of main idea but loosely organized	17-14
	Fair-Poor : Lacks of logical sequencing, confusing ideas, non-fluent expression	13-10
	Very poor : Cannot evaluate, bad organization, uncommunicative writing	9-7
Vocabulary	Excellent-Very Good : Appropriate registered, mastery of word composition, correct word choice, correct usage, perfect range	20-18
	Good-Average : obscured meaning, occasional incorrect word choice and usage, adequate range	17-14
	Fair-Poor : Confused meaning, word choice and usage are errors frequently, limited range	13-10
	Very poor : poor knowledge of word form and vocabulary, not proper evaluate, translation tool result.	9-7
Language Use	Excellent-Very Good : Minimal errors in language use such as pronoun, number, preposition, article, complex and perfect composition	25-22
	Good-Average : Some errors of language use, minimal problem in composition, simple composition	21-18
	Fair-Poor : Maximal problem in composition, frequent error in language use, confused meaning,	17-11
	Very poor : Bad composition, error dominated of language use, unreasonably.	10-5
Mechanics	Excellent-Very Good : Minimal errors of mechanics such as paragraphing, capitalization, punctuation, spelling	5
	Good-Average : Occasional mistakes of mechanics, obscured meaning	4
	Fair-Poor : Frequent mistakes in mechanics, obscured meaning	3
	Very poor : Error dominated of mechanics, unreasonably.	2

Source: Jacobs et al, 1981, as cited in Brown, 2004

In this research, the theory of Jacobs et al. was employed to write the analytical rubric. It is composed of thirty points for content, twenty points for vocabulary and structure, twenty points for language usage, and five points for mechanics (Jacobs et al., 1981, as quoted in Brown, 2004). Writing that consists of the ideas developing logically is referred to as content. Excellent writing is defined as addressing the given issue, having well-developed, concrete ideas, being free of unnecessary details, and reflecting the writer's thoughts (Brown, 2004). The writing's introduction, body, and conclusion make up its organization. Vocabulary assessment comes next. It refers to word choice in writing, which takes into account the expression's quality and word choice. Moreover, it involves linguistic usage. It concentrates on essay writing grammar, including pronouns, numbers, prepositions, articles, difficult compositions, and excellent compositions. The mechanics assessment point is the final one.

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When an essay adheres to English writing rules like paragraphing, capitalization, grammar, and spelling, it is considered outstanding.

Storyjumper's impacts on EFL learners' writing abilities as a digital learning tool have been studied. There are two ways to explain the research findings: as quantitative results and as qualitative results. A test's quantitative result was gathered. The results of the observation, interviews, and documentation were then combined to create the qualitative result. The exam result was evaluated using a written evaluation of Jacob's theory. They were mechanics, vocabulary, structure, topic, and language usage. Researchers started to worry about such while evaluating the writing output of EFL students. Figure 1 shows an example of student writing outcomes.



Figure 1. EFL learner writing result on Storyjumper

Following the evaluation of every piece of writing produced by EFL learners, it was discovered that the cycle 1 participants had the lowest mean score. Ultimately, in cycle 2, the mean score increased even further.

Table 2. EFL Learners' writing achievement

Aspects	Cycle 1 test	Cycle 2 test
Content	17.35	22.57
Organization	11.45	15.56
Vocabulary	10.5	14.42
Language Use	9.25	15.25
Mechanic	4.28	6.26
Total	53.01	74.06

The table above showed that the improvement was occurred on EFL Learners' writing ability. Before they practiced to writing assessment using StoryJumper the total of mean score was 53.01. After implemented it, the test result of cycle 2 was increased become 74.06. Moreover, there are learners who made some errors in writing. They are frequent made errors in words and used incorrect vocabularies.

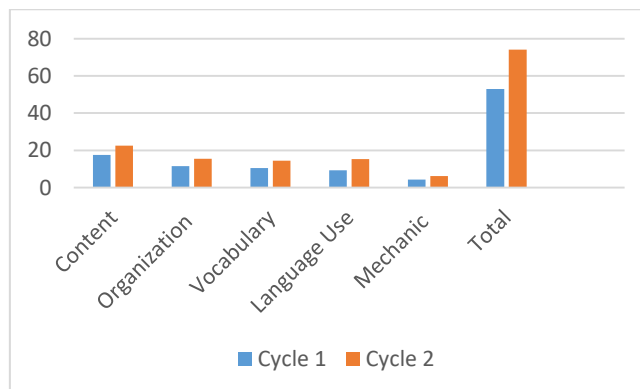


Figure 2. Chart of EFL Learners' writing achievement

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Even though the EFL students had studied texts, they were perplexed about where to begin writing before storyjumper was included to the writing program. Even though there were ten minutes remaining, several of them had barely written one phrase on their paper. It required more time for them to begin writing. Following the implementation of Storyjumper in Cycle 2, the EFL students appear eager to begin writing. Numerous elements on it might aid pupils in formulating their ideas. As far as we are aware, Storyjumper's characteristics facilitate writing activities.

As a complex process, writing needs storyjumper as appropriate and interesting learning media for the EFL learners. Through to the finding research, it revealed that the improvement of narrative writing ability of the EFL learners was occurred after implemented storyjumper. This result is supported by (Damavandi, 2017) who stated that implemented technology as digital storytelling tool in the writing class gave positive effect more than traditional way because it make the learners generate their ideas in their writing result. This finding research is also relevant to (Zakaria, 2016), who claimed that students give positive response in writing digital storybook.

CONCLUSION

The study's findings support the conclusion that storyjumper, a digital tool for telling stories, improves EFL students' writing skills in particular. Two points provide for the proof of the proposition. First, the test result is better than the first test; in this example, the writing exercise was completed before StoryJumper was included to Cycle 1. The test's mean score was 53.01. After that, there was a noticeable improvement in Cycle 2, with a mean score of 74.06. Based on an analysis of students' narrative writing processes, the test's mean score was determined using Jacob's theory. Certain statistics demonstrated that storyjumper had a favorable impact on learning outcomes in addition to exam scores. They are as follows: (1) they started writing quickly because they found a lot of inspiration from the storyjumper's features; (2) they appeared to actively participate in and enjoy the narrative writing process; and (3) the EFL students were concentrated on their writing assignment.

The research showed and proved that Storyjumper, as a pedagogy-supporting tool, fits into the dynamics of modern classrooms. On the one hand, students must be given the chance to construct meaning in multimodal ways, such as through the use of tales, the blending of text, images, and audio, and the option of translanguaging, in light of cultural and linguistic diversity. However, in order to accomplish literacy development especially digital literacy and language development, technology must be integrated in ways that enhance student engagement. Storyjumper can stimulate and develop higher-order cognitive abilities. It encourages bi/multilingual students to develop their writing voices and gives them a sense of ownership because they are not just users of technology but also creators of it.

Scientific experiment showed that when given a variety of possibilities to use technology for business, education, and global contribution, students learn even more. Because Storyjumper has the capacity to captivate children, teachers and students may make the most of the chances for literacy and language development that Storyjumper offers.

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ÖLKƏNİN İQTİSADI İNKİŞAFINDA TƏHSİLİN ROLU

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XÜLASƏ

Ölkənin iqtisadi inkişafının və sabitliyinin əsasının formalaşmasında insan kapitalının rolu tez-tez müzakirə olunur ki, bu fikrə həm alimlər, həm tədqiqatçılar, həm də siyasətçilər və insanların özləri diqqət yetirirlər. Aydın oldu ki, konkret cəmiyyətin necə inkişaf edəcəyində tək qanunvericilik bazaları, resurslar və istehsal potensialı deyil, həm də insanların özləri də mühüm rol oynayır. Belə mühüm konsepsiya çərçivəsində özlüyündə heç də az əhəmiyyət kəsb etməyən bir amil var - təhsil institutunun inkişafı və onun əhalinin geniş təbəqələri üçün əlçatanlığı. Azərbaycanda təhsil müəssisəsinin mövcud vəziyyətini və onun uğurlu fəaliyyətinin dövlətin tərəqqisinin qlobal istiqamətləri, xüsusən də davamlı iqtisadi inkişaf əlaqəsini təhlil etməyə çalışsaq. Problemin öyrənilməsinin mühüm aspekti Azərbaycanda təhsil sisteminin təkmilləşdirilməsi siyasətinin dünyanın aparıcı iqtisadi gücləri ilə tətbiqinin effektivliyinin müxtəlif göstəricilərinin nəzərdən keçirilməsidir. Əlbəttə ki, təhsil sisteminin təkmilləşdirilməsi və dünyanın iqtisadi gücləri ilə