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ON THE HISTORY

AND ROLE OF EDUCATIONAL PSYCHOLOGY IN PEDAGOGY: BASED ON THE EXAMPLE OF AZERBAIJAN

SOBRE LA HISTORIA Y PAPEL DE LA PSICOLOGÍA EDUCATIVA EN LA PEDAGOGÍA: BASADA EN EL EJEMPLO DE AZERBAIYÁN

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ABSTRACT

In this article, the birth, development and existence of the branch of science known as Educational Psychology is examined. It aims to contribute to the correct positioning and conceptualization of educational psychology as a scientific field of study in Azerbaijan, especially in the present day. One of the most distinctive characteristics of being a scientific field is the formation of a community that interacts on the basis of a framework for the field and a common language and concept. Therefore, in this article, educational psychology, accepted as a scientific field, is examined in parallel with these two elements. Although educational psychology is a branch of science, it is also known as a concept identified with a course offered under the same name. It was observed that the first research on educational psychology was carried out based on the courses offered under the same name in higher education institutions that train teachers. An improvement in the quality of the field of educational psychology or a weakening of the function of this field is a problem of educational sciences. Therefore, the existence of this field must be addressed by both educational scientists and experts in educational psychology. This article was written with this awareness, and since it was thought that an ontological analysis would be incomplete without building a background, the historical method, whose subject is the ontological evaluation of educational psychology, was used in this article.

Keywords:

Psychology, Educational psychology, Pedagogy, Pedagogical psychology.

RESUMEN

En este artículo se examina el nacimiento, desarrollo y existencia de la rama de la ciencia conocida como Psicología de la Educación. Se pretende contribuir al correcto posicionamiento y conceptualización de la psicología de la educación como campo científico de estudio en Azerbaiyán, especialmente en la actualidad. Una de las características más distintivas de ser un campo científico es la formación de una comunidad que interactúa sobre la base de un marco para

el campo y un lenguaje y concepto comunes. Por lo tanto, en este artículo, la psicología de la educación, aceptada como campo científico, se examina en paralelo con estos dos elementos. Aunque la psicología de la educación es una rama de la ciencia, también se conoce como un concepto identificado con un curso ofrecido con el mismo nombre. Se observó que la primera investigación sobre psicología de la educación se realizó con base en los cursos ofrecidos con el mismo nombre en las instituciones de educación superior que forman a los maestros. Una mejora en la calidad del campo de la psicología de la educación o un debilitamiento de la función de este campo es un problema de las ciencias de la educación. Por lo tanto, la existencia de este campo debe ser abordada tanto por los científicos educativos como por los expertos en psicología de la educación. Este artículo está escrito con esta idea, y como se pensó que un análisis ontológico estaría incompleto sin construir un trasfondo, en este artículo se utilizó el método histórico, cuyo tema es la evaluación ontológica de la psicología educativa.

Palabras clave: Psicología, Psicología educativa, Pedagogía, Psicología pedagógica.

INTRODUCTION

One of the special attention areas in the modern period of the Republic of Azerbaijan is the education system. For this, the recent decisions made by the President of the Republic of Azerbaijan were based on the development of the education system, the application of new innovative methods and projects in higher education institutions, and the improvement of the social situation of the teaching staff and the promotion of higher education in Azerbaijan to the international level (directions of the reforms had been determined due to the Decree of the President of the Republic of Azerbaijan dated May 22nd, 2009, No. 295) (Mammadov et al., 2018). This is in line with the necessity to consider the psychology of all the individuals in the education process, which is of great interest and relevance (Swinson, 2023).

Educational psychology is a field formed as a result of the interaction between education and psychology. However, the starting point of this interaction is psychology. In other words, educational psychology is a field that emerged as a result of psychology's interest in education (Thorndike, 1910). However, as Tumlriz (1952) puts it, it is a field that does not lose its presence in those fields even though it is involved in education and psychology. Therefore, it is a frontier science that exists at the border where two main areas interact with each other. For example, Hall-Quest (1915) published "Present Tendencies in Educational

Psychology" in the Journal of Educational Psychology, Edward Lee Thorndike (1910) published "The Contribution of Psychology to Education", and Watson (1926) made their evaluations about the field in their article titled "What Should Be Taught in Educational Psychology?" by examining the educational psychology course offered in their period.

Specifically, educational psychology investigates the phenomenon of learning in the context of the educational environment and the characteristics of the student, and how these characteristics affect learning (Greene, 2022). It deals with issues such as the learning process, factors affecting learning, developmental and individual characteristics of the student, motivation, classroom management and interpersonal processes in the classroom, and evaluation of learning products. In other words, educational psychology seeks answers to the questions of who, where, and how one learns (Bacanli, 2015).

It is involved to the answer to the question "who" is the student; student, baby, child, adult, teenager, adult, whoever is the person who participates in the learning process. The answer to the question "where" is school, and school is any place where education takes place. The answer to the question "how" is the student's learning process throughout education. The aim of educational psychology is to provide scientific principles, rules, and laws to educational workers in order for the student's learning process to be effective (Graesser et al., 2022). In this regard, educational psychology is an applied science and is oriented towards practice. It develops theories regarding the development of the student, the formation and prediction of their behavior, and their direction toward educational goals (Basharan, 2007).

Taking into account the above, the aim of this paper is to discuss the role of educational psychology in pedagogy. To do so, the dilemma that gave rise to the field will be analyzed as well as the historical evolution of its early years. The dynamics of the discipline in the context of the Republic of Azerbaijan will also be analyzed.

DEVELOPMENT

Educational psychology concept

The basis for the emergence of educational psychology is based on the movement that occurred with the birth of experimental psychology and the acceptance of education as a scientific field. This also corresponds to a period in which both education and psychology began to be accepted as scientific fields of study rather than philosophical fields. According to Tumlriz (1952), the first educational psychology studies began with Friedrich

Herbart's (1746-1827) evaluation of education as a field based on psychology. Following Herbart, the experimental psychology laboratory established by Wilhelm Wundt (1832-1920) in Leipzig, Germany, in 1879 can also be considered an important step. Both authorities were the starting point for psychology and education to be accepted as fields of science. In this process, in parallel with the disappearance of the shadow of education being seen as a philosophical field, a course was observed in which psychology began to become an experimental field and then turned towards education. As a result, with the ideas developed and the steps taken by these two authorities, the interaction between education and psychology began, and then the field of educational psychology was born (Lukina et al., 2022).

It is stated that the interaction between psychology and education, which is the basis for the formation of educational psychology, especially in the USA and continental Europe, has developed in two dimensions. Developments in the first dimension first began with the publication of the work titled "Outlines of Psychology with Specific References to Educational Theory", written by the British author James Sully in 1885. This work, which is a primary reference source for teacher training programs, focuses on genetic psychology and child research (Slavin, 2018). This dimension of interaction marked the beginning of courses on educational psychology offered in teacher training institutions.

In the second dimension created by the interaction between education and psychology, the foundations of the field later known as "school psychology" were laid. In particular, the psychology clinic established by Lightner Witmer (1867-1956) at the University of Pennsylvania in 1896 to prepare psychologists to assist educators in solving children's learning problems is a first step. Because it is stated that this institution is the first child guidance clinic in America. The Children's Study and Pedagogical Research Bureau, founded a short time later by William Healy (1869-1963) in Chicago in 1899, is seen as a similar institution. Based on these models, psychology clinics established in different parts of the USA have provided services to students on issues such as mental developmental delay and learning disabilities (Berliner, 1993). These centers can be considered as the prototypes of the fields that will be called "school psychologist" and "psychological counseling" in the future.

After the preliminary steps mentioned above, it is accepted that educational psychology was born and began to develop as a branch of science in the years following the publication of Edward Lee Thorndike's (1874-1949) book "Educational Psychology" in the USA in 1903. As a matter

of fact, along with this work, which deals with topics such as learning, behavior and reaction, and measurement of learning results, a course with the same name was taught by Thorndike at Teachers College, Columbia University until 1940. For this reason, the conceptualization made under the name of educational psychology and the paradigm developed for the first time in this field are based on Thorndike (Williams, 2021).

In his three-volume work, Thorndike defines educational psychology and, in a sense, draws the boundaries of the field with the content he presents. Thorndike also positions the field of educational psychology. According to him, educational psychology is defined as a sub-branch of applied psychology, developed to provide practical benefits to education. Thorndike is the authority who developed the multifactorial intelligence theory, as well as focusing on topics such as individual differences, measurement of intelligence and learning, adult education, research methods, and statistics. On the other hand, before Thorndike, William James (1842-1910), Stanley Hall (1844-1924), and John Dewey (1859-1952) played a very important role in the formation of educational psychology as a scientific field. These authorities have interesting and meaningful relationships with each other, almost like a network. Because Hall, Dewey, and Thorndike are students of James. Based on the interaction between the mentioned authorities, Berliner (1993) states that the grandfather of educational psychology is James, and its great uncles are Hall and Dewey.

According to this interpretation made by taking into account the kinship lineage, it is clearly implied that Thorndike is the father of the field. James is the person who initiated the transfer of psychology studies, which progressed under the dominant influence of philosophy, to the laboratory in the USA. This step constitutes the beginning of psychology and, in parallel, the education toward which psychology is directed, becoming an experimental field. Hall, who was a student of James and also of Wilhelm Wundt, suggested that the environment should be taken into account in order to learn the beliefs and feelings of the individual. Hall pointed out that everyone, not just selected people, can be a data source to produce findings about learning. Hall, who was also the president of the American Psychological Association, abbreviated as APA, in 1888, positioned his educational courses and seminars within the psychology department in the same year. Dewey is an authority that combines philosophy, psychology, and pedagogy and bases education on experience and functionality. In his historic speech when he was president of the American Psychological Association in 1899, he pointed out that education is likely to fail if educational

psychology neglects the teacher (Berliner, 1993). The ideas put forward by all three authorities formed the basis for considering education with a scientific approach.

In other words, education, which has been given meaning under the influence of philosophical inquiries, begun to be accepted by these authorities as a scientific field of study based on research, experiment, and observation. Scientists such as Ivan Pavlov (1849-1936), John B. Watson (1887-1958), and Burrhus Frederick Skinner (1904-1990), who lived in the same period as Thorndike, should also be counted as pioneering authorities who laid the groundwork for the field of educational psychology with their experiments on learning and the theories they developed. According to Watson, who became the founder of behaviorism by following Pavlov, who contributed to the theory of classical conditioning with his experiments, schools of thought dealing with the mind (functionalism) and research methods (introspective observation) are not scientific. In order for psychology to be a branch of science, concepts that can be measured and observed, like physical sciences, must be examined. For psychologists, the only thing to focus on is observed behavior (Aliyev & Cabbarov, 2014). According to Watson, who was the first person to receive a doctorate in psychology at the University of Chicago (1926), people are not born, they are created; in other words, a baby can be turned into an adult such as a trapeze artist, musician, criminal, etc. through conditioning (Basharan, 2007).

It is also important to follow Bloom's Taxonomy in education. Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr. Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). It is most often used when designing educational, training, and learning processes (Mammadova & Huseynov, 2019).

Development trend of educational psychology in Azerbaijan

Before the invasions of Tsarist Russia, during the khanates, education was mostly given in mosques by religious officials. The secondary school section was called a madrasah (Mahmudov, 2008). A new era of education began in Azerbaijan with the invasions of Tsarist Russia at the beginning of the 19th century. Patriots such as Bakihanov and Zakir, two of the important educators of the period, were aware that the country's education would not be developed and supported by Tsarist Russia, and the public's awareness could not be raised. For this reason, they

proposed to the authorities of Tsarist Russia in Azerbaijan to open new-style schools.

After Bakihanov, a new movement emerged in the field of education. One of the leaders of this movement was the writer, educator, and philosopher Akhundov. These people gave importance to teaching the Russian language and believed that this language would be very useful in this century, either as a language of science or as a need of the period. The Gori school (seminariat) opened in 1876 and its branch opened in Azerbaijan in 1879 were of great importance in training the teachers of the period. The manager of the branch, Chernyayevsky, carried out important activities in recruiting local students to education (Agayev, 2004, p. 23). Also, important educators of the period, Mammadkuluzadeh, Narimanov, Rashid Bey Efendiyev, Mahmudbeyli, Köç rli received education in this seminary. These people played later a major role in the preparation of Azerbaijani language textbooks.

Azerbaijan's Russian-centered, outward-closed modernization model, which was subjected to the Sovietization process after World War II, continued until the collapse of the Soviets, and the remaining two-year period (1918-1920) became the "temporary years of independence". Initially, the Ministry of Public Education organized a commission to write and publish textbooks in the Azerbaijani language, which included educational psychology. Teaching aids and textbooks were also purchased from Turkey. One of the most important tasks facing the Azerbaijan Democratic Republic was the training of national personnel in Azerbaijan. Baku State University was founded on September 1, 1919, by the parliament of the Azerbaijan Democratic Republic. Well-known scientists were invited to provide the university with professors and teachers. 1 million manats were allocated for the purchase of equipment and books. The works titled "Talim va Tarbiya", published in 1918, are among the first studies in the field of educational sciences.

During this period, discipline was used as a root concept in academic circles that evoked cultivation, development, and maturation. As a matter of fact, in teacher training programs, courses related to the teaching profession were given under the name of "training". Since the first years of the Republic, education has begun to be interpreted with the word "pedagogy" in relevant academic environments and publications. In this regard, the pedagogy department was opened at Baku State University in 1919 (Mahmudov, 2008). Thus, the function of considering education as a scientific field was continued by this department. Apart from the pedagogy department, courses under the name of pedagogy have begun to be given in other institutions that train teachers. In this course and related publications,

child, development, education, and training issues were addressed holistically.

On April 28th, 1920, Azerbaijan was invaded by Bolshevik Russia. A connection could not be established between Azerbaijan, which came under Soviet control after the 1920s, and Turkey, which had declared the Republic regime, and two separate modernization processes took place. An important step towards pedagogical studies was taken with the Pedagogical Institute established in 1921. Scientists carried out pioneering studies at this institute, where the first studies on experimental pedagogy were conducted. The interaction between the fields of psychology and education is clearly observed in the studies carried out at the Pedagogical Institute. As a reflection of this interaction, a course called “pedagogical psychology” began to be given since 1939. This naturally created a strong interaction between pedagogy and psychology. However, during this period, there was no course offered under the name of educational psychology in higher education institutions and teacher training schools in Azerbaijan. There was no published work with the same name.

During the USSR period, the number of primary schools in Azerbaijan increased from 1600 to 1875 between 1969 and 1982, and the number of students increased from 110 thousand to 147 thousand (Mahmudov, 2008). According to the same source, the number of secondary education students, which was 368 thousand in 1970, reached 710 thousand in 1982. Many reforms in the field of general secondary education and vocational education carried out throughout the USSR between 1984 and 1987 were also implemented in Azerbaijan. After independence was officially declared on October 18, 1991, there had to be changes in education, as in everything else, and this had already begun. But it was not easy to change a system that was built on a single ideological system for 70 years and was managed from a single center.

The educational reforms of the independence era restarted in 1991. The Azerbaijani state implements a continuous education policy. However, Article 2 of the Education Law states the following regarding the state's education policy (Milli Majlis of the Republic of Azerbaijan, 2009): 1) Education for everyone in line with state standards, 2) Ensuring equal opportunity in education, 3) Democratization of education and its state-public characteristic, 4) Humanization of education, 5) Autonomy of educational institutions, 6) Education should be human-centered, 7) Education should take into account individual differences, 8) Education should be scientific and secular, 9) Establishing solid relations with science, production, and educational institutions of foreign countries, 10)

Educational institutions being independent of political, civil, and religious establishments and movements.

The main goal of the education reform was to increase the efficiency of education based on new approaches, to accelerate the application of the positive aspects of international experience to national education, and to raise the overall level of education. World experience also shows that economically powerful countries were able to achieve rapid development only by raising the level of education and developing human capital. In order to raise education to the level of modern standards, the national leader Heydar Aliyev created the State Commission for Education Reforms in the Republic of Azerbaijan, and with the Decree signed on June 15, 1999, the “Educational Reform Program of the Republic of Azerbaijan” (Ahmadov, 2014) was approved.

The educational psychology course was subject to its first significant change in 1998 since it was first offered. In line with the “Restructuring of Education Faculties” project, the content of the course was divided into two main topics, and its name was changed to “Development and Learning”. However, the name “Development and Learning” was changed in 2005, and it turned into educational psychology again. Similar meanings have been made, and a content in the same line has been followed since the times when educational psychology was first introduced both as a field of science and as a teaching profession course. For example, Chalabiyev (2008), in his work “Psychology in the Education System”, stated that educational psychology, as a sub-branch of applied psychology, is a field that examines educational issues and problems from a psychological perspective and aims to increase learning efficiency in school. The same work is largely similar to the first published works in terms of content.

The work “Organization of Psychological Services in Schools” (Alizade, 2011) focused on learning and development, as well as classroom management and measurement and evaluation in education. Alizade also makes a definition of the field by stating that most of the information to be used to fulfill the role of the teacher in the classroom is within the scope of educational psychology. However, other works published under the name of educational psychology, especially in recent years, are very similar to each other in terms of the content of development and learning issues. In these works, sufficient explanations about educational psychology are not made, and connections that can be made to make practical inferences about education, training, and teaching are not established.

Some final remarks

As was stated, education is a field that began to be the subject of psychology studies towards the end of the nineteenth century. This orientation also marks the beginning of education becoming a scientific field. Because, in relation to education, the observation of behavior and learning in experimental environments has been carried out through psychology research. Therefore, it can be said that the foundations of education becoming a scientific field, not limited to the philosophical framework, were laid by psychology research. At this point, educational psychology was born but at the same time in this process, education has also become a scientific field of study.

In this context, the field of educational sciences has also gained its modern framework. Because a period has begun in which research, experiment, and observation are at the forefront in the examinations and investigations regarding education. Therefore, the starting point for the emergence of educational psychology as a scientific field was psychology. The aims, content, and boundaries of educational psychology were first developed by psychology authorities. As a matter of fact, educational psychology was first stated to be a sub-branch of psychology with the leadership of William James, Stanley Hall, and John Dewey, and the concrete steps of Edward Thorndike, and it was included in the classification of the American Psychological Association in this way.

It is thought that this situation sheds light on the endless discussions in the academic circles in Azerbaijan about the field in which studies will be carried out by establishing connections between psychology and education, and what their boundaries and content will be. Educational psychology has been defined from the beginning as a field that contributes to education, teaching, and learning. As a matter of fact, even in Rustemov's work "Principles of Psychology in Education," there are the following striking statements: "Education is the main issue of psychology; it is nothing more than an explanation of the spiritual relations between the tutor and the child in individual education and between the teacher and the student in mass education" (Rustamov et al., 2021, p. 8).

Indeed, it is difficult to say that educational psychology can fully replace the pedagogy course. Because pedagogy dealt with issues such as education, training, learning, child, and family within the framework of a holistic approach by associating them with each other. However, when we look at the first works published within the scope of educational psychology, it can be seen that information about certain subfields can only be brought together in a disconnected manner. It is observed that two main issues, mainly focused on development and learning, come to the fore.

Likewise, books published under the title of educational psychology include two basic topics: "development" and "learning." Therefore, the educational psychology course was neither a more developed version of the pedagogy course it replaced, nor could it stay away from the determined content of the pedagogy course. Assuming that the pedagogy course is a river with its own flow, there has been no change such as the river growing, shrinking, or branching with the educational psychology course that replaced it. For this reason, it was necessary to present and functionalize educational psychology as a unique field rather than as a replacement for pedagogy, which has a certain knowledge. Thus, pedagogy should continue as the theory of education through the interaction between psychology and education in the publications prepared by these authorities was quite strong.

CONCLUSIONS

Today, educational psychology is positioned within the field of educational sciences in Azerbaijan. However, it is difficult to say that this positioning is fully established and internalized. Considering the discourses and tendencies of the field and especially the experts in the field of psychological counseling, it can be said that there is even dissatisfaction with this positioning. As a matter of fact, it is stated that psychological counseling should, in a sense, be defined as a separate scientific field outside the field of educational psychology and educational sciences. It seems more functional and correct to take such a step in Azerbaijan. In this way, the uncertainty regarding the position of educational psychology will be overcome. It is thought that any new meaning and new step to be taken regarding educational psychology within the context of the framework presented above will not only improve educational psychology but also improve educational sciences, which have become blocked and have become meaningless, especially in recent years.

In this article, the two-dimensional interaction between psychology and education is examined through educational psychology. Evaluations focused on educational psychology are also valid for the field of psychological counseling, which is closely related to this field. In this respect, it is important that people who are on the way to specializing in educational psychology can adequately fulfill the responsibility and awareness of being an educational scientist. In this sense, it is noteworthy that the authorities who took pioneering steps regarding educational psychology were also important theorists in the main fields with which they were identified.

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