

# THE ROLE OF COGNITIVE AND SOCIAL SKILLS IN TEACHERS' SELF-REGULATION

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**Abstract:** This article examines the impact of cognitive and social skills on teachers' self-regulation, particularly in the context of job stress and emotional control. It highlights the significance of self-determination, self-improvement, and self-actualization in pedagogical education. The findings suggest that enhancing teachers' cognitive and emotional competencies can mitigate job-related stress and improve teaching effectiveness.

**Keywords:** teachers' job stress, social-emotional control, cognitive skills, self-actualization, self-regulation

## Introduction

The article discusses the work stress of teachers caused by various reasons and its negative effects on their self-regulation during the learning process. Teaching is recognized as a highly stressful profession, with various factors contributing to job-related stress. The importance of the role of teachers' cognitive and social skills during self-regulation is emphasized by referring to a number of local and foreign sources, and ways out of the problem in question are shown. It is stated that stages such as self-determination, self-improvement and self-realization are of particular importance in

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terms of organizing the content and technologies of pedagogical education. The article also discusses the fact that emotional control, strategies for managing and regulating emotions serve to increase the teaching effectiveness of teachers. The importance of following the principles of determining one's own pedagogical "Self" in terms of professional specialization and organizing one's own activities in order to achieve the implementation of the policy put forward by the state in the field of education is significantly emphasized.

## **Literature Review**

Research indicates that approximately 60% of teachers in Australia report unacceptable levels of job stress (Eurydice, 2017). Stressors such as poor working conditions, time pressures, and challenging student behavior have been identified as significant contributors to teacher burnout (Borg & Riding, 1991). Furthermore, studies have shown that teachers' emotional and cognitive competencies are essential for managing stress and maintaining a positive learning environment (Petrillo & Donizzetti, 2013). Teachers face a variety of stressors in their work environment, which necessitates the development of enhanced cognitive, emotional, and classroom management skills. These skills serve as protective factors against work-related stress. Additionally, the cognitive and emotional competencies of teachers are increasingly recognized as essential professional skills to address the growing demands from the various components of the educational system, including students, families, government agencies, and local communities (Wubbels and Tartwijn, 2006). In summary, the competency model presented by Ilyasov for school teachers aims to equip educators with a diverse range of skills and activities that enhance their teaching effectiveness. By mastering these competencies, teachers can create a more dynamic, responsive, and quality-focused educational environment that meets the needs of their students (Ilyasov, 2018).



## Methodology

This article employs a qualitative approach, synthesizing findings from various studies on teacher stress, self-regulation, and emotional intelligence. The analysis focuses on the interplay between cognitive and social skills and their impact on teachers' well-being and instructional quality. Teaching has been identified as a highly stressful profession, as workload-related issues have been found to have a significant negative impact on teachers' feelings of stress, dissatisfaction and even disengagement from the profession (Wubbels and Tartwijk, 2006). In a global context, a 2017 survey of 18,234 Australian teachers found that 60% of teachers reported unacceptable levels of job stress. Furthermore, new teachers in the early years of their teaching careers often struggle to transition into the profession, experiencing high levels of stress and anxiety, which can lead to early burnout (Suarez and McGrath, 2022).

Borg and Riding, back in 1991, identified four main stressors related to the school culture of that time, which were explained as “bad student behavior”, “poor working conditions”, “poor staff relations” and “time pressures”. The working environment in schools seems to be complex in modern times as well [Italian Ministry of Education. 2004–2005; Suarez and McGrath, 2022; Weiland, 2021]. Petrillo and Donizzetti (2013) highlight the increasing and complex role of teachers in the education system, and also note that society places greater responsibilities and expectations on them. The Eurydice report highlights that while approximately 50% of teachers in Europe say they experience stress at work, on the other hand, teachers working in a collaborative school environment report that they tolerate stress better, are more confident in their work and have a positive impact on student motivation (European Commission, 2021; Gearhart, et al., 2022).

More recent research has shown how burnout and the work context affect students' experiences, showing how student well-being decreases as stress levels increase. Most studies confirm the strong negative impact of burnout on school relationships: burnout levels and teachers'



self-efficacy affect their assessment of student behavior, as well as their ability to provide a functional learning environment (McLean, et al., 2018; Weiland, 2021).

Researchers have noted that healthy and effective teachers are the cornerstone of an educational institution, and their well-being directly impacts the quality of teaching and student achievement (Peggy and Norma, 2007). Competent teachers can contribute positively to creating a good school environment, which in turn impacts teachers' well-being (Hamre, et al., 2010). Social-emotional competence helps teachers respond to environmental demands and effectively utilize their resources. Conversely, the accumulation of teachers' emotional distress can lead to burnout, which in turn leads to fatigue, disinterest in students, indifference, and emotional detachment, which in turn reduces the quality of teaching. The teacher's self-regulation skills play a key role in overcoming such situations (Burel, et al, 2021).

Teachers' exposure to multiple stressors in their work environment requires them to have more cognitive, emotional, and classroom management skills. These skills are also protective factors against work-related stress for teachers. Teachers' cognitive and emotional skills are also becoming professional skills needed to meet the increasingly urgent demands put forward by the various structures that make up the school and its related systems (students, families, government agencies, and local communities) (Wubbels and Jan , 2006).

The emotional sphere also plays a major role in regulating human behavior and interpersonal relationships, in understanding and expressing reality. Life facts form various emotional states towards ourselves. The ability to control emotions is an indicator of resilience. Emotional resilience is understood as the body's resistance to unpleasant factors or the ability to maintain a normal state. Emotional resilience is also interpreted as the ability to "control oneself". The ability to properly manage emotional processes is an integral element of mental health. The level of mental health is considered to be analogous to the variable frequency of emotional processes. Mental health has a positive effect on a person's ability to overcome life difficulties and other vital activities. Mental health is observed in a person's attitude towards himself and the people around him, in general,



towards various events, social and economic difficulties throughout his life. In order to be mentally healthy, a person must definitely determine his strengths and weaknesses and be able to subordinate his ego to his will. It is also worth noting that a person always tries to affirm himself. The process of self-affirmation is caused by both social and biological needs. As long as a person cannot affirm himself, he becomes dissatisfied with himself, condemns himself, and the course of the process works to the detriment of mental health. The successful solution of the problem depends on self-awareness (Gurbanova, 2019).

## **Result**

Self-awareness is a process of a person's awareness of himself as an individual, the orientation of his consciousness to himself, as well as the process of learning, managing, and evaluating his own activities. According to some scientists, the meaning of "self-awareness" is close in meaning to the concept of "personality". Vygotsky noted that the development of self-awareness occurs according to a scheme close to the development of higher mental functions, while A.N. Leontiev proposed to distinguish knowledge (as an idea of one's own physical capabilities and the boundaries of the body) and self-awareness (generalized individual experience with the help of speech) in the structure of self-awareness. The value context of various approaches to the problem of self-awareness is that self-awareness stems from a conscious attitude. A conscious attitude shows that self-awareness is conditioned by consciousness, and is realized precisely thanks to it. If self-awareness is realized at a high level, then self-affirmation gives way to self-actualization (Jabbarov, 2017; Jabbarov et.al, 2023; valik, 2020; Aliyeva et al, 2021). A person who is able to realize his desire and realize himself is satisfied with his life. And being satisfied with his life means living a healthy life (Gurbanova , 2019).

Self-actualization is manifested in a person's revealing his own potential, in his understanding and evaluation of events, and in his behavior and attitude in accordance with this. Self-actualization also manifests itself as a way of understanding events, as emotional feelings, pleasant feelings, a



state of satisfaction with oneself and life that arise in people. The content and form of education, its functions, cultural conditions, etc. also play an important role in the development of the levels of self-actualization of the personality (Jabbarov , 2017). Jabbarov (2017) considered the self-actualization of the personality to be the main task of education and noted the difficulty of achieving effective organization of the self-actualization of the personality in education without studying the psychological essence of the educational process, its form and content, as well as the degree of its impact on the personality. Jabbarov (2017) calls “education for self-actualization an education aimed at the development of an independent, self-confident, free and responsible individual and citizen who is morally sound and capable of contributing to the development of society” (Jabbarov ,2017).

The basis of the phenomenon of self-actualization is the need for growth, development and self-improvement. It is thanks to self-improvement that self-actualization becomes a real event for the individual. Self-improvement is characterized as the process of acquiring knowledge and modeling pedagogical activity on its basis. The role of self-improvement in the formation of abilities for the conceptual description of the process of creating and implementing specific pedagogical technologies and methods is great. Self-improvement is possible only thanks to the spiritual strength, moral thinking and purposeful activity of a person (Jabbarov 2017).

The stage of self-determination is of particular importance in terms of organizing the content and technologies of pedagogical education. In psychology it is an important concept that determines the ability of each person to make choices and manage their own lives. This ability plays an important role in psychological health and well-being. Richard M. Ryan and Edward L. in their work “Theory of Self-Esteem and Facilitation of Intrinsic Motivation, Social Development and Well-being” discussed the possibility of achieving positive results in a work environment such as teaching by being more motivated or self-determined. The stage of self-determination is of particular importance in terms of organizing the content and technologies of pedagogical education. The self-confidence of a person who is confident in his autonomy and that the decisions he makes are based on free thinking results in his being more competent (Ilyasov ,2018).



According to Bandura's concept of self-efficacy (1986), teachers will cope best with stressful situations if they believe in their ability to fulfill the tasks and responsibilities assigned to them and overcome the challenges associated with their professional roles. Flammer (2015) believes that people who perceive their ability to make a difference feel good about themselves and, as a result, they act. Self-efficacy beliefs influence how people perceive themselves, how they feel, and how they are motivated in different situations, which increases their likelihood of success. Teachers' self-efficacy is defined as their belief in their ability to push themselves further and have a positive impact on their students' learning, as well as plan, organize, and implement the instructional activities required to achieve educational goals. Self-confident teachers are those who believe in their ability to effectively teach students with learning and behavioral challenges, provide necessary subject knowledge, foster positive relationships with parents, be patient in implementing instruction, positively influence their students' personal and academic development, use innovative strategies to overcome barriers, such as limited resources, and encourage students to engage in creative activities (Mikaël et al.,2011).

Teachers should use self-regulation strategies in addition to self-efficacy to effectively and efficiently manage their own behavior. Self-regulation allows people to acquire the knowledge and skills they need to succeed in their personal lives as well as to function effectively (Sitzmann & Ely, 2011). It is also the ability to develop cognitive control of emotions in order to adapt to the processes that people encounter on the way to their perceived goals, as well as to the changes imposed on them, and it includes people's control over their own thoughts, feelings, behaviors, and learning environment (June ,2023). It is also an active, systematic, and self-directed process by which people identify their learning goals and then attempt to regulate, manage, and control their cognition, motivation, and behavior, as well as to transform their mental abilities into practical skills; thus, they can be learned and applied (Eric.,2020). Self-regulation strategies are essential skills for people who plan and control their behavior; they have both direct and indirect effects on human behavior and are a more comprehensive and versatile alternative to the concept of learning strategies. People use more cognitive and metacognitive strategies to self-regulate, trust their abilities, and use a variety of resources to



achieve their goals, which increases their effectiveness (Mikaël et al, 2011). Another simple definition is that self-regulation is “self-control.” A person with good emotional self-regulation is able to keep their emotions in check. They are able to resist impulsive behaviors that could worsen their situation and can lift their mood when they feel down. They have flexible emotional and behavioral responses that are well-adapted to environmental demands (Jaime ,2017).

Among the components of self-regulation, intrinsic interest, mastery-goal orientation, and emotional control have been found to have the highest correlations with teacher success. Teachers who are more interested in their work, as a result of significant correlations with intrinsic interest—beliefs about personal interest in the profession—are shown to be more successful (Yesim & Uzuntiryaki.,2009). This can be interpreted as reasonable from a common sense perspective, given that individuals with higher levels of intrinsic interest in their profession are expected to demonstrate greater persistence, commitment, and investment in effort. This, in turn, will result in the successful performance of their professional duties. Existing research has also confirmed that teachers’ high intrinsic academic interest is a useful predictor of their job performance (Bembenutty, ,2005).

According to Mislavsky, self-regulation is the maintenance of a person in effective activity, which requires a certain amount of work on himself and thus covers the moment of his formation as a personality in its highest manifestations. For Morosanova, the individual level of perceived self-regulation is closely related to the tendencies to strive for and be directed towards set goals. Like self-regulation, motivation is also considered a process of controlling human behavior. While motivation is a factor that moves and directs a person, self-regulation is the ability to maintain the necessary level of activity. Various aspects of the problem of self-regulation have been studied at the psychophysiological, individual-psychological, and pedagogical levels. Manisomova (2021) noted that the approach to the study of human self-regulation from the position of structural-functional analysis provides perspective opportunities for entering educational practice. The formation and development of the process of self-regulation in a specific personality determines its evolution as a personality, the success of educational activities, and professional destiny (Mansimova.,2021).





Teachers' self-regulation skills are intended to enhance their professional well-being, such as emotional exhaustion and job satisfaction, which directly affect the quality of their work. Social and emotional competencies are crucial for preventing burnout and enhancing teacher well-being. Being able to connect with our own emotions and feelings before reacting to students' misbehavior, finding ways to relax after a stressful day, or identifying our internal triggers are ways to use our emotional intelligence to feel better about ourselves and the world around us. The focus of this article is on the role of cognitive and social skills in teachers' self-regulation and how they can cope more effectively with extracurricular workloads. The main reason for conducting work in this direction lies in the hypothesis that self-regulation competencies have a beneficial effect on an individual's ability to cope with professional stress (Italian Ministry of Education, 2004–2005). That is, teachers with high self-regulation competence may feel less emotionally exhausted in the face of heavy workloads outside of school, thereby conserving personal energy and resources. Improving teachers' well-being and their ability to cope with professional stress are important goals from a positive psychology perspective that emphasizes personal health, happiness, and growth (Diener, 2000). However, teachers may decide to allocate the saved energy to other professional challenges, such as instruction when working with students. Indeed, teacher self-regulation has been shown to positively predict the quality of their instruction (Klusmann, et al. 2008).

There is a significant correlation between the goals of mastery-goal orientation in learning and the goal of mastering the learning task according to self-determined standards (Yesim & Uzuntiryaki, 2009). This finding is also consistent with previous research that has confirmed a positive relationship between the types of goals that individuals adopt for learning and their performance. For example, Dweck and Leggett showed that students who adopted a learning or mastery orientation (focused on developing and improving ability) exhibited more successful learning behaviors than those who had a performance-goal orientation (aimed at demonstrating competence) or a performance-avoidance orientation. Similarly, Hsieh, Sullivan, and Guerra (2007) attempted to explain the dynamic interaction between students' understanding of mastery goals and successful college performance



(Jeremy,2007).

Emotional control – the significant relationship between strategies for managing and regulating affect, mood, and emotions and teacher success means that teachers’ effective management of their emotional states tends to increase their teaching effectiveness (Yesim & Uzuntiryaki.,2009). Research on successful performance has shown that high levels of emotional competence are an indicator of potential for academic and professional success (Goleman, 1995). In particular, in the area of teaching effectiveness, Wubbels and Levy (1991) found that teachers’ emotional intelligence plays a significant role in enhancing not only their own but also their students’ cognitive and affective achievement (Peggy et.al, 2007).

During the emotional connection of teacher-student relationships, students interpret and value the information they receive not just as knowledge, but as wealth. In this context, the facts and events perceived are better remembered because they become innate and have personal meaning, and they become a motivating tool for behavior. As a result, students, after graduating from school, more clearly understand their place in society, understand well what their state, people, nation, language and religion expect from them, and act accordingly (Babayeva et al. 2020; Mansimova.,2021; Vakil, 2020; Jabbarov et al.2023). To implement all these, a high level of pedagogical skill is required from the teacher. Pedagogical skill is the skill of people engaged in educational activities – teachers and educators. Pedagogical skill is of social importance because it serves a single educational and upbringing work (Jeremy,2007). According to Makarenko, pedagogical skill is the ability to know the features of the pedagogical process, to build it and to put it into action. Mastering pedagogical skills is accessible to every teacher who works on himself (Babayeva et al, .2020). Professional pedagogical skills play a major role in the development of teacher competence (Babayeva et al, .2020). A competent approach to the pedagogical process requires deep knowledge and skills from the teacher. That is why professionalism and competence are mutually related. The teacher’s mastery of pedagogical values, protection of these values, and functioning as an innovative teacher in the pedagogical process are the criteria for pedagogical mastery. Correct and effective use of the acquired skills in certain



pedagogical situations, and the ability to convey information and knowledge to students in various and optimal ways, in a flexible manner, indicate the effectiveness of the teacher's professional activity. Pedagogical competence requires creative thinking, innovative tendencies, requirements, special skills for pedagogical activity, independence, enthusiasm, responsibility and love for the profession from the teacher. A teacher who can embody these in himself presents himself as a teacher through his activity and also realizes himself as a personality, and values himself as a citizen. (Ilyasov, 2018).

In pedagogical literature, the structure of the school teacher's competency model – novel competency, and the following types of activities within this framework are noted: Technological (mastering and effective use of pedagogical technologies in the teaching-learning and upbringing process); Project-constructive (designing educational (working) programs, participation in the development of the main educational programs of the educational institution, construction of tasks that ensure the formation of universal educational activities and basic competencies); Analytical (analysis of the compliance of educational and methodological complexes with state standards; selection of tasks that ensure the formation of basic competencies and universal educational activities); Prognostic (predicting the results of mastering basic educational programs based on the analysis of the proposed educational and methodological complexes); Assessment (application of a new system for assessing the results of mastering basic educational programs: ball rating system, portfolio of learning outcomes, etc.); Monitoring (mastering and using technological monitoring to determine the quality of the teaching-learning process and teaching) (Ilyasov,2018; Aliyeva et al., 2021).

Pedagogical competence is created by teachers' regular work on themselves. Having creative thinking, a tendency towards innovation, being able to diagnose and analyze the effectiveness of the innovations they implement, and drawing conclusions play an important role in this process (Ilyasov, 2018).

Based on the sources cited above, it is clear that the ability to manage one's thoughts, actions, and feelings in different situations has significant implications for personal and academic success. Also, understanding students' emotions in the classroom is important for solving interpersonal



relationships and personal issues, as well as improving the quality of teacher-student relationships. To do this, teachers, with the support of school psychologists and social workers, should use their cognitive and social skills productively, as well as encourage open conversations with children about feelings. Taking into account all this, a modern teacher, in addition to implementing state policy in the field of education and upbringing of the growing generation, should acquire new competencies, as well as valueological knowledge and skills, and be able to implement the personality orientation of education.

## **Discussion and Conclusion**

The findings reveal that teachers with high levels of cognitive and emotional skills are better equipped to handle stress and maintain effective teaching practices. Emotional control and self-regulation strategies are critical for preventing burnout and enhancing job satisfaction. Moreover, teachers who engage in self-improvement and self-actualization are more likely to experience professional fulfillment and contribute positively to the educational environment.

The article concludes that fostering cognitive and social skills in teachers is essential for enhancing their self-regulation and coping mechanisms. Educational institutions should prioritize professional development programs that focus on emotional intelligence and self-regulation strategies to improve teachers' well-being and instructional effectiveness.

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