

## **EQAC “Establishment and Development of Quality Assurance Centers in Azerbaijan Universities”**

**586351-EPP-1-2017-1-AZ-EPPKA2-CBHE-JP**

### **Final Report of Mingachevir State University on preparation of Pilot Program**

#### **1) Name of the Pilot program: English Language Teacher**

Total number of Bachelor students: 103

1. Name of pilot subjects: Practical English/Grammar of the English language; Lexicology of Foreign language; Country study; Phonetics; Foreign language; Phonetics, Intensive English, Country study; Methodology of the English language

Number of pilot teachers: 9

#### **Annex 1 – official documents for selection of pilot program, subjects and teachers**

#### **2) Program commission**

##### **When was it established?**

06.11.2019

**About the members:** *The members of the Commission are the Vice-rector for scientific issues, dean of the faculty “Pedagogy”, head of the department “Foreign languages”, staff of the Quality Assurance Center, pilot teachers, manager of the project and a student.*

##### **The responsibilities and the tasks of Program commission:**

- regularly participate in trainings and surveys;
- conduct a survey of pre-designated pilot students and involve interested partners in the process of designing teaching materials and curriculum;
- designate a new syllabus form that complies with European;
- conduct a survey among the teachers teaching the pilot subject to identify problems with existing teaching methods;
- participate in a series of trainings conducted by the Quality Assurance Department and be closely acquainted with the University's Quality Policy, New Teaching Methods, Stakeholders in the University's Activities, European Standards and Guidelines, and more;
- participate in discussion meetings with pilot teachers in order to find out needs and gaps and find necessary solutions and provide support.

#### **Annex 2. Official documents about the approval of program commission**

#### **3) Monitoring of Pilot teachers’ teaching method**

The goal of the monitoring: Identify existing needs and gaps in the teaching-learning process

How many lessons observed? 9

Who were the observers? The Commission members

Results of the observation:

Lesson observations will help to quickly explore the problems associated with teaching foreign languages. It turns out that there is a need to address the following problems with language teaching.

1. Insufficient material and technical base
2. Lack of oral reading materials
3. Improve work with dictionary
4. Problems with the application of modern training technologies
5. Requirements for the development of oral speech skills

### **Annex 3: Report on monitoring**

#### **Mingachevir State University**

#### **Report on lesson observations in the specialty “Foreign language teacher” within Pedagogical faculty, selected for Pilot Project**

Lesson observations were held with the participation of teachers from the Department of Foreign Languages and the Department of Education at Mingachevir State University, within the framework of the EQAC Project, in order to monitor the situation of teaching process at the lessons within Pilot Specialty. In this regard, in November and December of 2019/2020, the lessons held by the teachers, conducting different courses on specialties, the lecturers M. Ismayilov (Subject: Translation, XD16), A. Hajiyeva (Subject: Reading and Speech-5, XD17), K. Aliyev (Subject: Reading and Speech-5, XD17) were observed. The drawbacks and advantages of subject teachers as well as the process itself were explored during observations and their needs were identified.

M. Ismayilov (teacher) explained to students how to master translation techniques on the topic “Practical work on the text” on translation subject, showed the versatility of translation on bayati. It should be noted that, the teacher taught the subject both in Azerbaijani and English. It was found that students' secondary school knowledge levels and skills were not satisfactory, appearing that students had poor speaking (presentation) skills and lack of rich vocabulary. The teacher emphasized the need to improve classroom-based reading materials and vocabulary to address the current problem, and strengthen the material and technical basis for the use of modern teaching techniques for better language acquisition.

The subject ‘Discussing about dignity and behavior’, taught by teacher K. Aliyev, allowed students to independently share their thoughts and develop verbal communication skills. At the same time, writing and presenting short stories containing new words was one of the main prerequisites for mastering the subject. The teacher was teaching only in English, and the lack of ICT resources and the lingophones resulted with the teacher constantly talking. It should be noted that one of the problems in the group was the difficulty in obtaining extracurricular materials, often provided by personal funds of teachers.

The teaching method by A. Hajiyeva, to facilitate the acquisition of language, was positively accepted by the observing staff. Thus, during the classroom, the teacher spoke only in English, having paid more attention to practical tasks which in turn was meant to enhance the students' vocabulary, by using synonymic and antonym variants of the words, as well as encouraged them freely prepare daily news and newsletters for presentation. Homeworks were discussed, analyzed and corrected timely at the lessons. It should be noted that teachers and students were good at using available ICT resources in the classroom - computer sets and projectors.

Lesson observations will help to quickly explore the problems associated with teaching foreign languages. It turns out that there is a need to address the following problems with language teaching.

1. Insufficient material and technical base
2. Lack of oral reading materials
3. Improve work with dictionary
4. Problems with the application of modern training technologies
5. Requirements for the development of oral speech skills

#### **4) Trainings for teaching staff**

Number of trainings organized: 6

Number of teachers participated: 50

Date of trainings: November 4 and 5; December 18, 2019; December 27, 2019; January 7-10; February 6, 2020;

Results of the trainings: The academic-administrative staff was trained on different subjects as Deeper understanding of ESG guidelines and standards, Preparation of learning outcomes, Bloom taxonomy and how to apply it in teaching process, Fishbone structure, Preparation of syllabus based on ESG standards, Student centered teaching, New teaching methods, The importance of survey attendance

#### **Annex 4: Approved Agenda of trainings (link to videos if possible) and report on training**

##### **Annex 4 (Approved Agenda of trainings (link to videos if possible) and report on training)**

##### **Report of pilot teachers training session at MSU**

##### **(Mingachevir State University)**

Mingachevir State University organizes training session for pilot teachers with the help of Quality Assurance Department within ERASMUS+EQAC Project.

Overall six trainings were organized at different times. The trainings were attended by all academic-administrative staff as well as pilot teachers. Nearly 50 teachers attended the trainings and a wide range of topics like “Deeper understanding of ESG guidelines and standards, Preparation of learning outcomes, Bloom taxonomy and how to apply it in teaching process, Fishbone structure, Preparation of syllabus based on ESG standards, Student centered teaching, New teaching methods, The importance of survey attendance, Azerbaijan National Qualification Framework” were discussed, analyzed and answered.

The final four days' training was organized by Lithuanian expert at Baku Business School. The training was held in 4 sessions and each session was dedicated to raise the awareness and deliver information on how to design qualitative curriculum by considering various factor and meet the demand of labor market. The following issues were discussed at the training: What is National Qualification Framework, and how to consider its requirements while preparing syllabi; What are European Standards and Guidelines, and how to consider its requirements while preparing syllabi; Application of Bloom taxonomy; How to design learning outcomes, which meet labor market demand; How to design assessment methods to ensure all learning outcomes; What is the difference between objectives and Learning Outcomes; How to shift from teacher centered education system to student centered education system; What is the difference between generic and professional competencies; How to involve students to the learning process? How to ensure that our study program and teaching materials meet the demand of labor market fully.

As a result, existing needs and gaps were identified and the ways to overcome them were discussed. The participants were asked to prepare draft syllabi by considering resources that they had been provided. Participant list were prepared and participants who participated all sessions were provided with certificates. Coordinator University (Baku Business University) of EQAC Project participated in the second session and monitored the training ongoing. The training was published in our and project's websites.

After the training, held at BBU, pilot teachers organized training for academic-administrative as well as the students studying at Pilot specialty and delivered new skills and knowledge gained during the trainings.

<http://mdu.edu.az/index.php/az/khaebaerlaer/510-minzh-evir-d-vl-t-universitetind-ezhadz-layih-sinin-r-hb-rl-rinin-i-tirak-il-eszh-standartlar-sas-nda-t-lim-ke-irilib>

<http://mdu.edu.az/index.php/az/khaebaerlaer/508-minzh-evir-d-vl-t-universitetinin-m-kda-lar-na-eszh-standartlar-zr-seminar-trening-ke-irilib>

<http://mdu.edu.az/index.php/az/khaebaerlaer/615-minzh-evir-d-vl-t-universitetind-erasmus-egadz-layih-si-r-iv-sind-pilot-ikhtisas-zr-t-gdimat-ke-irilib>

<http://mdu.edu.az/index.php/az/khaebaerlaer/583-minzh-evir-d-vl-t-universitetind-ezhadz-layih-si-r-iv-sind-n-vb-ti-t-lim>

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<http://mdu.edu.az/index.php/az/khaebaerlaer/597-minzh-evir-d-vl-t-universitetinin-n-may-nd-hey-ti-avropa-t-hsil-ekspertl-ri-il-t-limd-i-tirak-edibl-r>

**Report was prepared by Samira Ahmadova**

**Manager of the Project**

## **5) Conducting survey among teaching staff**

Number of participants: 50

Number of round tables organized with teachers: 5

Main findings: Overall, about 70% of the respondents complaint of the lack of interactive teaching methods, provision of training equipment, projectors, electronic boards, computer equipment, cabinets and less textbooks and sources provided by university library. Most teachers are interested

in foreign language courses as well as self-development courses, training and seminars on working with smart boards, student centered teaching methods. They suggest that the number of students are reduced and the period for one academic hour be 80 minutes.

The most disappointing factor is that the staff did not answer all the questions, and this indicates a less desirable participation in the survey.

## **Annex 5: Report on survey of teaching staff**

### Mingachevir State University REPORT On the survey results conducted among teachers

In 2019/2020, Mingachevir State University conducted a survey of teachers to improve their professionalism, identify their needs and existing problems. 50 teachers (pilot teachers included) responded to the 16 questions in the survey. The Department of Quality Assurance and Evaluation at the Department of Education analyzed the survey results and obtained the following results:

1. In assessing the performance of the university based on the 13 criteria, teachers gave the following answers:

average (3), good (4) and excellent (5)

2. What are your strengths and weaknesses as a teacher? Evaluation based on the 8 criteria for the question:

a) as the strengths the following answers are predominate: “My professional skills”, “My ability to collaborate with students”, “My research potential”, “Practical experience in limited activity”.

b) As the weaknesses the followings predominate - My ability to apply interactive teaching and learning methods”, “Practical knowledge of the subject I teach during internship period (I do not participate in the practice).

3. How do you plan to develop your skills in the future? Based on the 14 criteria to the question, the following answers are given:

1. I will participate in seminars and trainings.

2. I will attend conferences as a listener and participate in presentations

3. As an expert, I will participate in trainings

4. I will be involved in research activities

5. I will participate in internship programs in the country and abroad

6. I will prepare and publish articles related to my research activities

4. Are there appropriate facilities at the university to help ensure the quality of your work? The followings are the answers to the question:

a) 12 people - The library has enough educational resources and materials

26 people - Not enough

12 people - Unresponsive

b) Technical equipment in classrooms for efficient organization of the educational process?

7people- not enough

30 people- Absence

13 people - Unresponsive

c) Favorable conditions for the development of teaching materials

15- partially

16 people – Absence

19 people - Unresponsive

d) 18 people - Establishing a suitable environment for lecture preparation

20 – yes

15 people – Absence

15 people - Unresponsive

e) Is your work load optimal?

16 people - Optimal

14 people - Not optimal

20 people – Unresponsive

5. Do you update the content of your teaching subject in conjunction with current publications and teaching materials in the University Library?

26 people - Yes

12 people - No

12 people - Partly

(It was noted that there are few resources for teaching Russian, English, dictionaries and books, there are no resources for the content of the subject, at the same time, internet usage is preferable, etc.)

6. What are your opinions about university students?

80% - active, purposeful, responsible and initiative

20% - not interested in learning and are engaged in extracurricular activities

7. What methods and ways can be used in order to raise interest and motivation in students for a subject? Followings are the answers given:

a) We regularly discuss the role of the subjects taught in their future professional activities;

b) I use interactive and motivating methods in the learning process;

c) During the lessons I create an environment where exchange of thought are realized.

d) I do my best to make my subject interesting and understandable;

e) I think that my personal skills and qualifications have inspired my students;

8. What challenges do you face in assessing student outcomes? Answers to the question:

a) Students do not pay enough attention to learning theoretical materials;

b) Students do not benefit from the time allotted for counseling;

c) Students are not inclined to access information on course resources;

d) Students do not have enough time to study freely.

9. What teaching materials do you use in your classroom?

a) Traditional lectures

b) Discussions (exchange of ideas)

c) Group work projects

d) Presentation methods

e) Group Games

f) Free works by using publications, articles, and various sources of information

10. What teaching materials / equipment do you use in your classrooms?

a) Computer

b) Internet

c) Interactive/smart board

d) Graphic Projector

e) Video Materials

f) Audio Materials

11. Can you teach the subject in a foreign language?

Yes, 9 people (in Russian) –

Yes, 4 people (in English),

Yes, 4 people (in Russian and English);

No, 31 people

2 people – Unresponsive

12. Have you advised the distant education to students who are temporarily away from Azerbaijan?

8 people - Yes

24 people - No

18 people - I don't know enough about it

13. What do you think about distance education?

I don't have enough information.

This form of education as an electronic university is also desirable.

It is more profitable in terms of students' financial situation and physical health.

14. Assess the university environment with a 5-point system:

20 people - 5 (excellent)

17 people - 4 (good) -

7 people - 3 (sufficient)

1 person - 1 (bad)

4 people – Unresponsive

15. What question would you like to discuss at a university faculty meeting?

a) Optional subjects

b) New educational buildings, the hostel

c) Strengthening of the material base

d) Student-centered teaching

e) Development of programs

f) Differentiation of Salaries

g) Involvement of teachers in IT courses, training, and seminars

h) Strengthening foreign language learning opportunities for teachers and engaging them with appropriate language courses

i) The presence of successful people (experts) at lectures, seminars, meetings at the University.

j) Discuss the ways to improve the quality of teaching.

16. What are your suggestions for making changes in the organization of the learning process to improve the quality of teaching?

a) Dividing the group into two sections depending on the number of students in the subject (seminars);

b) Strengthening the material and technical base;

c) strengthening the library's supply;

d) Organizing foreign language courses for students and teachers

e) Organization of Master Classes

f) Supply Chairs with ICT

d) Amendments to the Regulations, one academic hour last 80 minutes

## **6) Trainings for students**

Number of trainings organized: 3



Number of students participated: 40

Results of the trainings: Students were trained on Involvement of students in management process, ESG standards and its compliance with national standards, Student centered teaching, Fishbone structure

#### **Annex 6: Report on student trainings:**

##### **Annex 4 (Approved Agenda of trainings (link to videos if possible) and report on training) Report of pilot teachers training session at MSU (Mingachevir State University)**

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Overall five trainings were organized at different times. The trainings were attended by all academic-administrative staff as well as pilot teachers. Nearly 50 teachers attended the trainings and a wide range of topics like “Deeper understanding of ESG guidelines and standards, Preparation of learning outcomes, Bloom taxonomy and how to apply it in teaching process, Fishbone structure, Preparation of syllabus based on ESG standards, Student centered teaching, New teaching methods, The importance of survey attendance, Azerbaijan National Qualification Framework” were discussed, analyzed and answered.

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**Report was prepared by Samira Ahmadova**

**Manager of the Project**

## **7) Survey among students**

Number of students participated in surveys: 343

Main findings: Overall, about 75% of the respondents asked for provision of training equipment, projectors, electronic boards, computer equipment, cabinets and suggested that the university library be provided with the necessary teaching materials and books, and the academic hour for one lesson be 80 minutes.

It should be noted that the analysis showed that some of the students did not answer the questions in properly (thoroughly), but the majority of the respondents answered all the questions seriously and noted the pros and cons and made their suggestions.

### **Annex 7: Report on student survey**

Mingachevir State University  
Quality Assurance of Teaching Department and  
Evaluation Unit  
REPORT

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1. In assessing the performance of the university on the 13 criteria, teachers gave the following answers:

I rate on average (3), good (4) and excellent (5)

2. What are your strengths and weaknesses as a teacher? From the 8 criteria to the question:

a) The strengths of the answers are: "My professional skills", "My ability to collaborate with students and instill value", "My research potential", "Practical experience in isolation".

b) Weaknesses - My ability to apply interactive teaching and learning methods, Practical knowledge of the subject I teach (not participating) prevails.

3. How do you plan to develop your skills in the future? Based on the 14 criteria to the question, the following answers are given:

1. I participate in seminars and trainings.

2. I attend conferences as a listener and participate in presentations

3. As an expert, I participate in trainings
  4. I will be involved in research activities
  5. I participate in internship programs in the country and abroad
  6. I will prepare and publish articles related to my research activities
4. Are there appropriate facilities at the university to help ensure the quality of your work? The following are the answers to the question:
- a) The library has enough educational resources and materials - 10 people  
Not enough - 24 people  
No answer - 11 people
  - b) Technical equipment in classrooms for efficient organization of the educational process  
presence - 4 people; absence - 25 people; unresponsive - 13 people
  - c) Favorable conditions for the development of teaching materials - 15 people; absence - 16 people; unresponsive - 11 people
  - d) Arrangement of suitable environment for preparation of lectures - 18 people, absent -7 people, 18 people without answer
  - e) Is your work load optimal?  
Optimal - 16 people  
Not optimal - 6 people  
No response - 20 people
5. Do you update the content of our teaching subject in conjunction with current publications and teaching materials in the University Library?
- Yes - 26 people  
No - 8 people  
Partly - 12 people
- (It is noted that there are few resources for teaching Russian, English, dictionaries and books, there are no resources for the content of the subject, at the same time, internet usage is preferable, etc.)
6. What are your thoughts on university students?
- 80% of active, purposeful, responsible and enterprising people  
20% of those who are not interested in learning and are engaged in extracurricular activities
7. What are some ways in which a subject can be of interest and motivation for a student? Following are the answers given:
- a) We regularly discuss the role of teaching subjects in their future professional activities;
  - b) I use interactive and motivating methods in the learning process;
  - c) I create an environment in which lessons can be exchanged;
  - d) I do my best to make my subject interesting and understandable;
  - e) I think that my personal skills and qualifications have inspired my students;
8. What challenges do you face in assessing student outcomes? Answers to the question:
- a) Students do not pay enough attention to learning theoretical materials;
  - b) Students do not benefit from the time allotted for counseling;
  - c) Students are not inclined to access information on course resources;
  - d) Students do not have enough time to study freely.
9. What teaching materials do you use in your classroom?
- a) Traditional lectures
  - b) Discussions (exchange of ideas)
  - c) Group work projects
  - d) Presentation methods

- e) Group Games
- f) Free work using publications, articles, and various sources of information

10. What teaching materials / equipment do you use in your classrooms?

- a) Computer
- b) Internet
- c) Interactive plate
- d) Graphic Projector
- e) Video Materials
- f) Audio Materials

11. Can you teach the subject in a foreign language?

Yes - 9 people (in Russian), 4 (in English), 3 (in Russian and English);

No - 31 people

7 people without reply

12. Have you provided distant education advice to students who are temporarily away from Azerbaijan?

Yes - 8 people

No - 24 people

I don't know enough about it - 18 people

13. What are your thoughts on distant education?

I don't have enough information.

This form of education as an electronic university is also a goal

### **8) Updated syllabus**

Number of syllabus updated (the name of subjects): 6 Practical English; Grammar of the English language; Lexicology of Foreign language; Country study; Phonetics; Foreign language, Phonetics

Number of teachers prepared the syllabus : 5

### **Annex 8: Updated program**

### **Annex 9: Updated syllabuses**

### **Annex 10: Approved teaching methods and assignments**

**Updated syllabus, program and assignments (which are included in the syllabus) are attached as additional files.**



## MINGƏÇEVİR DÖVLƏT UNIVERSİTETİ

ƏMR № - 231

Mingəçevir şəhəri

06.11.2019-cu il

**ESG (Avropa standartları və təlimatları)  
standartları əsasında yeni kurikulumun  
universitetdə praktiki tətbiqinə başlanılması  
haqqında**

Avropa Komissiyasının "Erasmus+" proqramı çərçivəsində Bakı Biznes Universiteti (BBU) tərəfindən hazırlanmış "Azərbaycan universitetlərində keyfiyyət təminatı mərkəzlərinin yaradılması və inkişaf etdirilməsi" ("EQAC") layihəsi çərçivəsində ESG standartları əsasında yeni kurikulumun universitetdə praktiki tətbiqinə başlanılması məqsədi ilə aşağıdakı mərhələlər nəzərdə tutulmuşdur:

- Pilot ixtisasın seçilməsi;
- Pilot fənlərin seçilməsi;
- Pilot proqram komissiyasının təşkili;
- Pilot müəllimlərin müəyyən olunması;
- Sərəfənin keçirilməsi.

Pilot ixtisas olaraq bakalavr təhsil pilləsində Pedaqoji fakültənin tərkibində tədris təşkil edilmiş Xarici dil müəllimliyi ixtisası seçilmişdir.

Qeyd olunanları nəzərə alaraq,

**Əmr edirəm:**

**1. Universitetdə pilot ixtisasın keçirilməsi üçün pilot proqramı komissiyası aşağıdakı tərkibdə yaradılsın:**

- |                                  |  |
|----------------------------------|--|
| 1. Əyyubov Vəysəl Seyfəl oğlu    | prof. Elmi işlər üzrə prorektor əvəzi, sədr;           |
| 2. Zeynalov Nizami Dilançı oğlu  | t.f.d., dos. Pedaqoji fakültənin dekani, üzv;          |
| 3. Əzizova Zənfəra Mirsəfər qızı | fil.f.d., dos. Xarici dillər kafedrasının müdiri, üzv; |
| 4. İsmayilov Mayıl Yolçu oğlu    | fil.f.d., Xarici dillər kafedrasının dosenti, üzv;     |
| 5. Məhərrəmov Vəfa Eldar qızı    | fil.f.d. Xarici dillər kafedrasının dosenti, üzv;      |
| 6. Zeynalov Üzeyir Ələmşah oğlu  | Tədris şöbəsinin müdiri müavini, üzv;                  |



