

## **Professional Competence of a Teacher by Design of the Education Activity with Account of the Value Component of Personality of Senior Pupils**

Artem Edikovich Islamov,  
Vladimir Vladimirovich Yepaneshnikov and Albina Zulfatovna Minakhmetova  
Yelabuga Institute of Kazan (Privolzhsky) Federal University,  
Kazanskaya St. 89, Yelabuga, Republic of Tatarstan

---

**Abstract:** This study considers the aspects of formation of professional competence of a teacher in terms of design of the educational activity with account of the value component of the senior pupils' personality as one of significant characteristics of a modern citizen. The study is aimed at investigating and developing the pedagogical conditions of formation of professional competence of a teacher by design of the educational activity with account of the value component of the senior pupils'. The reasoning presented in the study is meant for future pedagogues, teachers of all kinds of educational institutions, heads of educational institutions dealing with the issues of improvement of the teachers' professional qualifications.

**Key words:** Education, goal of education, educational activity, value component, value, competence, pedagogical competence, professional competence

---

### **INTRODUCTION**

The fundamental reforming of the Russian society, changing of the life values and conditions of the social life activities determined the necessity of re-thinking and substitution of the entire set of the world-view, socio-economic, socio-cultural and other components of personality of a modern Russian. By virtue of the objective laws determining the macro-social changes realization of the specified necessity is related primarily to formation in the new generation of citizens of personal features that are socially relevant from the perspective of the changes in process.

### **MATERIALS AND METHODS**

The methodological framework of the study was: dialectics as the study of development and universal correlation of processes and phenomena; modern philosophical ideas of the public relations and public; ideas of dependence of the individual and personal development on the social factors, content and nature of educational activity and communication; provisions concerning the cultural-historic determination of the psychic, the unity of consciousness and activity reflected in the studies of the leading national and Foreign psychologists L.S. Vygotsky, C. Levin, S.L. Rubinstein. The theoretical framework of the study were the conceptual ideas relating to the issues of organization of

educational activity in conditions of the secondary school educational activities (V.A. Karakovsky, V.I. Lizinsky, I.I. Shilova, N.E. Schurkova), management of the school development (V.S. Lazarev), different socio-psychological theories of a personality and social groups (A.A. Bodalev, A.I. Dontsov, A.V. Petrovsky, E.V. Shorokhova, V.A. Yadov), the motivation concept (B.S. Alishev, M.G. Rogov, R.H. Shakurov) as well as the system approach theory presented in the studies by V.A. Barabanshikov, B.F. Lomov, A.I. Prokhorov. By considering a class of pupils as the system and observing the interpersonal relations within it, we relied on the system-pragmatic approach.

The leading in our study were the pedagogical, sociological and psychological concepts of determinacy of the external effect on the changes in a personality by the internal factors, concerning the active role of the subject of educational activity in the pedagogical process, concerning the multi-level system and periodization of the pedagogic process.

Such approach to investigation and solution of the issues determined the choice of the research methods. These are the analysis of the results of activity, documentation, the study and generalization of pedagogical experiences as well as methods of analysis and synthesis of the theory of values and motives of learners within the context of solving the tasks of design of the educational activity with account of the requirements of the modern society.

The study is based on the use of the results of activity, documentation, pedagogical experience as well as method of analysis and synthesis of the theory of values and motives of learners within the context of solving the tasks of design of the educational activity with account of the requirements of the modern society.

## RESULTS

It was found out that by design of the educational activity with account of the value component of the pupils' personality a teacher shall feature a set of professional competences. There were distinguished the most important components of the teacher's professional competence with regard to the specified subject of the research. For successful design a teacher shall be able to objectively evaluate the state of the class that of separate pupils by the most priority parameters be able to determine the pedagogically relevant and achievable goal of education with further selection of the methods and techniques of achievement thereof.

**Theoretical aspects of formation of the value component of the senior pupils' personality:** Formation of the world-view (value) component of a person represents a complex multi-factor process relating to the most diverse spheres of the human life and activity. Therefore, it seems to be impossible to speak of the value component of personality of a senior pupil outside the context of the activity the participant of which he is. According to Schurkova (1986), 'Personality is formed and developed through activities. The more extensive the activity organized by a pedagogue will be the more opportunities for the target impact on establishment of the socially valuable pupils' attitudes to phenomena of the surrounding reality on formation of their self-consciousness, self-cultivation of spiritual needs of a person including the needs for labor, creativity, communication, commitment to other people will be created' (Schurkova, 1986). This is proved in particular by the results of the pedagogical studies performed within the frameworks of theory of environmental education (V.A. Can-Calik, V.N. Nikitenko etc.). The impact of communication and other forms of interaction on formation of different personal features is referred to in the studies by V.L. Vinogradov, G.V. Gamalskaya, L.N. Kulikova, T.N. Malkovskaya, V.G. Maralov, L.I. Novikova, L.A. Nikonenko, N.F. Radionova, R.H. Shakurov, etc. The positive effect of the fruitful interpersonal relations on the emotional well-being of members of a contact group is confirmed by the

studies by N.P. Anikeyeva, G.M. Andreyeva, Y.L. Kolominsky, S.V. Kondratyeva, E.S. Kuzmin, N.N. Obozov, A.V. Petrovsky, etc.

The extensive theoretical and practical material was also accumulated in the area of studies of the learners' values and motives. The values and motives of learners, correlation of the value component of a personality with different aspects of the social interaction were investigated at: vocational educational institutions by O.S. Grebenyuk, V.I. Kovalev, V.D. Shadrikov, B.P. Andreyev, T.L. Badoyev, etc. at specialized secondary schools by R.H. Shakurov, B.S. Alishev, I.A.B. Bakhtina, O.A. Anikeenok, P.N. Osipov etc. at the higher school by V.T. Lisovsky, Y.I. Leonavichyus, Z.N. Prisyagina, E.N. Faustova, S.P. Dyrin etc. at the occupational re-training departments by E.À. Zhuravleva, I.M. Gorodetskaya, E.K. Zavyalova, M.V. Dmitriyeva, A.V. Kosovaya etc. All of this allows stating that by the present time there had been created the necessary scientific-theoretical framework for solution of the tasks of design of the educational activity of senior pupils within the context of establishment of the value component of a personality.

Along with that despite the possibilities of the practical application of achievements of psychology, social psychology, sociology determined by identification and scientific substantiation of the laws, regularities and mechanisms of formation and development of the value component of a personality in general and pupil's personality in particular, the essence of the joint activity and its features at different stages of the communities development in the conditions of a modern school these opportunities are not always fulfilled. One may also note the not always appropriate use by the secondary educational institutions of the significant potential of developed and tested in the specific conditions of a Russian school concepts by V.A. Karakovsky, N.E. Schurkova, E.A. Yamburg and other teachers-innovators. All of this results in that in the senior classes the inconsistency of the content and structure of the value component of the learners' personality as against the requirements set by the society is shown up. The specified inconsistency has to be eliminated during the process of the pedagogically correctly designed educational activity.

The role of the value component in the structure of a personality can hardly be overestimated. The modern psychological and socio-psychological studies (B.S. Alishev, M.G. Rogov, R.H. Shakurov, etc.) point to the mental cores of values, their backbone role in the formation of the world view and perception, regulation of the human activity in all spheres. Being the core of

personality, fulfilling the role of catalyst and regulator of the human activity the values that are most widespread across the society naturally determine the state of the entire society in whole.

In the dedicated literature the following interpretations of the term 'value' may be found. Value represents the 'human, social and cultural meaning of the particular objective phenomena'. Basically, all the variety of the objects of human activity, public relations and incorporated natural phenomena may act as the 'objective values' the objects of the value-conscious attitude. The methods and criteria on the basis of which the procedures of evaluation of the relevant phenomena are performed are fixed in the public consciousness as the 'subjective values' (attitudes and estimates, imperatives and taboos, goals and projects expressed in the form of common ideas) act as milestones of the human activity' (Ilyichev *et al.*, 1983). 'The values represent the fundamental believes that the specific ideas, goals and behavior patterns are more preferable than the other ideas, goals and behavior patterns, etc. (Zankovsky, 2002). Alishev (2000) proposes a somewhat another interpretation of the value essence. He believes that 'values may be defined as universal psychic complexes formed by the most common to a large extent intuitive ideas of a person about goodness, the place of a human in the world and among other people that in each particular life situation are filled with the specific content and allow as criteria, firstly, to specify the attitude, secondly, to perform the choice of behavior options' (Alishev, 2000).

Despite the existing inconsistencies in the definition of value it shall be noted that all researchers to one extent or another agree that values bear the direct relation to the needs of a personality and therefore are naturally related to its motivational component playing the role of the specific world-view framework of the human activity. According to the researchers, the system of values allows an individual to perform ranking of his needs and interests by the degree of priority, thus, motivating different kinds of activity. Along with that the human needs and interests in their turn may exert significant effect on the structure of the value component of a personality.

Generally speaking, the educational activity represents the kind of the social activity during the process of which as the result of the targeted subject-object and subject-subject interaction the expected and pedagogically substantiated changes in the pupil's personality take place.

At the first approximation, the process of the human establishment may be represented as some 'black box' at the 'entry' of which we observe a newborn and at the

'exit' a mature, person that is able to independent existence. Using the experience accumulated by philosophy, psychology, sociology, pedagogical sciences, etc. Let's try to find out what happens inside of this 'black box' to answer the question what determines the most significant characteristics of an adult person that passed through the complicated path of education.

Let's start with the simplest things. Many qualities of a future personality are determined by nature itself, the genetic information that was 'written' by the generations of ancestors of a particular person. These are: body structure, racial peculiarities, tendency to certain diseases, character traits, temperament, physical strength and endurance, emotional sensitivity, etc. Let's call, these properties biotic inheritable. We may affect the intensity of some but not all of them.

Besides, one may speak of the socially inherited properties though the mechanism of their transfer from one generation to another is fundamentally different as compared to the biotic inheritable ones. The most important of the socially inherited properties include: orientation towards a particular behavior pattern, professional interests, the nature and level of cultural development, word-stock, stereotypes of sexual interaction, intelligence level and some others. As a rule, all of these properties are determined by the closest social environment of a child his family and feature the value nature.

Apart from the biotic and socially inherited properties the process of the human establishment is hugely affected by the environmental characteristics that in their turn may be divided into biotic and social ones.

We will refer to the biotic characteristics of the living environment anything that may have effect on the biological properties of a human: environment conditions, geographic features of the environment (climate, landscape, water reservoirs, woodlands, etc.), remoteness from industrial centers and some others.

The social characteristics of the living environment include the features of the political system, the degree of the production development, presence of a network of recreational and entertainment facilities, national-cultural and historical features of the environment, me and characteristics of the educational infrastructure and some others.

It is obvious that the biotic and socially inherited properties may be somewhat changed under the influence of external conditions. If the inherited properties are consistent with the environmental characteristics they will be fulfilled to the fullest extent during the process of the human establishment. If there is no such consistency, the 'environment' will inhibit the development of inherited properties.

**Organization of educational activity with account of the value component of the senior pupils' personality:** Let's consider the role of the education system in the process of the bio-psycho-social establishment of a human. In pedagogics the term 'education' has a double meaning in the broad and narrow, pedagogical sense. 'Education in the wide sense means mastering of the set of universal human values, knowledge, methods of creative activity, social, moral and aesthetic relations. Education in the narrow sense is the specially organized targeted formation of the social, moral-aesthetic relations'. The interpretation proposed by Nigmatov (2000) represents in the generalized form the understanding of 'education' that is most frequently used in the science.

Comparison of the education definitions in the broad and narrow senses points at the two aspects that are fundamentally relevant from the logical point of view. Education in the narrow sense is characterized by:

- Purposefulness
- Special organization of the process of formation of a human as an object and a subject of various relations

However from the perspective of dialectics, education in the broad sense is also object-oriented. Understanding of duality of the category 'objective' with regard to duality of education is of huge methodological importance.

By defining 'education' within the context of duality of the category 'objective' it may be assumed that orientation of education in the broad sense is related to the objective though the 'objective relationship' (the alternative of understanding of the 'objective') with the existing in the potential form result of action of causal chains resulting in the changes of a person during the process of his formation. Education in the narrow sense is determined by the objective in the first meeting of this category as the conscious anticipation of the result of the organized pedagogical impact.

Such definition of the context of 'education' seems to be rather logical and correct being, however, not exhausting. The issue consists in the fact that the 'objective' and 'subjective' objectives not always can be distinguished. The subjective (anticipated) objective of education may be equal to the objective one and may differ from it. Thus, in case of the expressed positive bio-psycho-social predisposition in a child that inherited biologically and the relevant environmental conditions the objectives of education in the broad and narrow senses almost coincide. In this case, the role of education is almost reduced to control and slight correction of the natural process of the child's development. There can

also be another situation when the natural makings of a child are extremely unfavorable or when a child appears in an aggressive (to him) social environment. The objective goal (potential results) of the spontaneous, pedagogically uncontrolled process of the child's formation may be socially negative. In this situation, the task of education is the fundamental change in the 'causal chain' causing the change in the result of the process of the child's development in the positive direction. Here, education in the broad and narrow senses will differ.

A pupil as a full-featured subject and object of the educational impact appears only provided that within this educational impact his unique individuality is taken into account; the design and implementation of the most optimal causal chain leading to the expected result is ensured.

The distinction and correlation of the objective and subjective goals of education (in the broad and narrow sense, respectively) may be represented in the form of differently directed vectors (Fig. 1).

The process of the pupil's development is affected by a variety of factors mentioned at the beginning. The integrated and poorly systematized effect of these factors without regard to the pedagogical impact determine the trend of the human education in the broad sense (vector 1) that describes his most probable future and corresponds to the objective goal of his development. 'A human child' soon arrived at the caring hands of educators, teachers. Starting from the babyhood and kindergarten a child experiences the impact of the pedagogically organized environment that adjusts his behavior (whishing or not), the formative impact of the adult and courtyard environment (vector 2).

And, finally, implementation of the individual and differential approaches to a child that allow forming the pedagogical goal of education of a particular person sets the vector of education in the strictly pedagogical sense (vector 3).

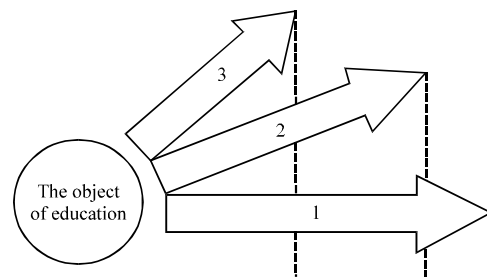


Fig. 1: Education trends; trend of education in the broad sense: 1) trend of the formative impact of environment; 2) trend of education in narrow sense

If these three vectors are unidirectional then their resultant is maximal, i.e., we achieve the maximum possible pedagogical result. And accordingly, divergence of vectors decreases the efficiency of the pedagogic labor.

Such approach to analysis of the education issues along with understanding of the biologically and socially inherited properties of an individual allows to generally define education as the pedagogically controlled process of adjustment of the bio-psycho-social establishment of a person in the specific conditions of his living environment.

The factors determining formation in a person of qualities of an independent subject of social activities are uncountable in their variety. Naturally, not all of them fall within the competence of pedagogues from the formal-functional point of view. Besides, the mechanisms of impact on many factors are unknown or unavailable to a human. This is why for the purpose of specification of the above-formulated understanding of education it makes sense to divide the unity of biotic and social factors into several groups by their 'manageability' and 'pedagogical correctness'.

The 'manageable' factors of the human establishment in the broadest sense include all the factors that can be affected by us to a lesser or greater extent. The degree of manifestation of this possibility allows us distinguishing from the entirety of factors the directly and indirectly controlled ones. Each of the specified groups of factors may in its turn be divided by controllability into controllable and weakly controllable ones. At the same time, the factors included in any of the specified groups are also differentiated by the 'pedagogical' controllability. From this perspective, the factors are subdivided into the following groups:

- Directly pedagogically controllable
- Indirectly pedagogically controllable
- Directly pedagogically weakly controllable
- Indirectly pedagogically weakly controllable

From the practical and theoretical perspectives filling each group of factors with the specific content is of great interest. Having the complete list of factors determining the formation of a human and having distinguished from their entirety those falling within the competence of pedagogics, we would not only specify the goals and tasks of education but identify the system of correlation of education with other social institutions. However, here we face certain difficulties relating primarily to the specifics of the socio-functional division within the objectively existing social system of the society. Design

as the process of 'creation of a project, prototype of an expected or possible object, state' constitutes an integral part of pedagogical activity (Prokhorov, 1993). Being oriented towards achievement of the optimal result under specific conditions the pedagogical design of educational activity in senior classes shall be performed with account of a set of conditions the main of which are:

- Bio-psycho-social features of a pupil
- The level and degree of formedness of the value component of the senior pupil's personality
- Socio-cultural features of the environment of the pupil's existence (in its macro- and micro-form)

Fulfillment of the specified conditions is related to solution of the following integrative task: adjustment of the system of value of senior pupils (including the social-professional perspective) corresponding to their bio-psycho-social features and meeting the needs of the closest social environment.

In order to solve the task set during the process of implementation of the designed educational activity one shall take into account the capabilities of various aspects of the pupils' interaction on some or other components of the value system.

## DISCUSSION

The main results of the study formed the basis of the thesis of the candidate of pedagogical sciences were reported and discussed at the research and practice conferences. The most significant provisions were provided as recommendations to the class masters by design of educational activity.

**Professional competences of a teacher by design of the education activity with account of the value component of personality of senior pupils:** Since, the educational activity is pedagogically controllable and since a teacher acts as the main subject while design of this activity the main pre-requisite of the successful design thereof is the competence of the pedagogical staff both in terms of organization of educational activity in senior classes and in terms of the pedagogically correct design with account of the value component of the senior pupils' personality.

The mentioned condition in different variations is frequently found in pedagogical studies which emphasizes its significance. Nevertheless, within each study competence means the set of professional qualities of a teacher that allows solving the tasks of the pedagogical process in an efficient way. This is why, it is needed to be specified what will be understood by competence within the frameworks of this study.

In the scientific studies, the following definition of competence may be found: "Professional competence of a teacher is a complex individual-psychological formation based on integration of experience, theoretical knowledge, practical skills and relevant personal qualities determining the readiness of a teacher for actual performance of pedagogical activity" (Kostyleva, 1997). The similar (by its nature) definition is provided in another study: "Pedagogical competence is the set of individual features of a personality consisting in the specific sensitivity to the object, tools, conditions of pedagogical labor and creation of the efficient models of formation of desired qualities in the pupils" (Karpetova, 2000). The presented definitions of the pedagogical competence and professional competence of a teacher are too general (applicable in any situation) and require detailing with regard to the subject of this study. The definition of the competence of pedagogical staff of a secondary school as a condition of the efficient design of educational activities is based on understanding of the essence, its distinctive features in terms of senior classes characterized by different level of development of the pupils' value component. In this context, it shall be specified which experience, practical skills and relevant personal qualities, generally speaking which set of personal qualities of a teacher allow to efficiently design the educational activity with account of the peculiarities of the value component of the senior pupils' personality.

Based on conclusions drawn as the result of the preceding theoretical analysis the following components of the pedagogical competence may be distinguished that appear to be the most relevant within the context of the research subject (Yepaneshnikov, 2003).

**Evaluative competence:** For successful design of the educational activity a teacher should be able to evaluate the state of the pupils' class that of separate pupils by the parameters are the most relevant to design of a project. According to the results of the preceding analysis these parameters may include: the level of development of the system of interpersonal relations in the pupils' class; the peculiarities of development of the value component of the senior pupils' personality; the prevailing style of relations between the senior pupils.

Speaking of the evaluative competence of a teacher we mean not only his ability to use the available methods of evaluation of the state of pupils' community and the personality of a pupil but also the ability to specify the necessary parameters on the basis of intuition, previous experience in pedagogical interaction with pupils 'by eye'. If the first quality is more important to a teacher-researcher aiming at obtaining the statistically recordable results

then the second quality is invaluable to a practical teacher that constantly faces the necessity of the prompt response to the situation established which excludes the possibility of lasting and thorough analysis. Actually, the ability to instantly find solution of a complicated situation is the main evidence of professionalism in any sphere of human activity.

Information obtained by a teacher shall be implemented within the project of the pupils' activity the execution of which in its turn will ensure the positive pedagogical result. This determines the following component of the pedagogical competence.

**Projective competence:** It is subdivided into the two independent components. These are firstly, the ability to determine the pedagogically relevant and objectively achievable goal and secondly, the ability to choose the appropriate methods of the goal achievement.

By determination of the goals of the designed educational activity one shall not rely on intuition and the common ideas of the education mission only. Though, speaking of the evaluative competence of a teacher, we emphasized the huge significance of evaluating the state of the class 'by eye', this quality is above price by daily, urgent interaction with pupils. Determination of the final and intermediate goals shall be supported by the sound studies of both the potential of the pupils' community and the school capacities in terms of fulfillment of this potential. This allows avoiding one of the common (Lazarev, 2002) mistakes by design non-systematicity of projects when the 'program developers prior to carrying out any analysis accept one or two ideas and develop a concept around them'.

Among other matters, the goal set shall have acceptable price. The price of the goal is the total amount of efforts taken for the goal achievement. If excessive efforts are required the goal will be unattractive. 'The price of the goal' mentioned by Lazarev (2002) represents the sufficiently developed psychological theory of a 'barrier' stating that the 'barrier' separating the subject from achievement of the goal set upon achievement the certain value ceases motivating the activity aimed at achieving the relevant goal.

The correct strategic goal in the situation of design of the multi-stage process may be divided into the sequence of the correct tactical targets determining, in their turn, the main outlines of the path of achievement thereof.

If a teacher as the subject of design of educational activity evaluated the situation and determined the strategic and tactical goals correctly then the next step of design will be design of the sequence of actions as elements of the activity resulting in achievement of

these goals. After that the designed chain of action shall be implemented in practice (Islamov, 2014). Therefrom, it follows the next component of pedagogical competence.

**Activity-related competence:** With account of the specific features of a class as a social community the activity-related competence represents the ability of a teacher to implement a few kinds of activity in practice. These are: the communication-oriented activity, function-oriented and value-oriented activities.

Since, the communication-oriented activity aims at forming and maintaining stable relations between its participants at different stages of the class existence different social-pedagogical tasks are solved with the use of it. The first stage relating to the initial period of existence of the class as a social unity (after refitting thereof) requires from the teacher the autocracy of interaction with pupils. In such situation, the teacher undertakes the main activity management functions assigning them to senior pupils as the relations become more stable. At the second page of the class development the tasks of the communication-oriented activity are maintenance and pedagogical adjustment of the already established communicative relations within the context of solving the issue of the pupils' self-organization. And finally at the third stage the task of the teacher is forwarding the communicative relations towards the value orientation of the pupils' interaction with each other.

The function-oriented activity requires from the teacher appropriate distribution of roles between the class pupils, assigning these roles according to the pupils' individual features. By transition of unity to the value-oriented state the nature of the functional-activity-related interaction shall also be changed accordingly which also sets certain requirements to the pedagogical competence of a teacher.

### CONCLUSION

The specified and formulated competences of a teacher are the priority ones by design of the educational process. These competences shall be included in the set of professional competences by training of pedagogical staff.

Naturally, any educational activity shall not only take into account the involvement of the class in the complex socio-cultural system that is external to it but shall also aimed at integrating with this system which is of the main goals of education in general. This sets another necessary criterion of efficiency of the designed educational activity

in senior classes: appropriate coordination of the forms, techniques and methods of direct and indirect effect on the pupils' classes and their members with account of their typological features.

### ACKNOWLEDGEMENT

The research is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

### REFERENCES

- Alishev, B.S., 2000. Peculiar features of the structure of values of the modern student community. *Kazan Pedagogical J. Occupational Education*, 3 (20).
- Islamov, A.E., 2014. Concerning the issue of formation of the managerial competence of a future pedagogue (Digital version). *Modern issues of the Science and Education*, No. 2. <http://www.science-education.ru/116-12339>.
- Ilyichev, L.F., P.N. Fedoseev, S.M. Kovalev and V.G. Panov, 1983. *Philosophical encyclopedic dictionary*. Chief editorial board M.: Soviet Encyclopedia, pp: 840.
- Kostyleva, N.E., 1997. Psychological-pedagogical conditions of the efficient management of development of the professional competence of a teacher during the process of the school humanization and democratization: Thesis of Candidate of Pedagogical Sciences, pp: 253.
- Karpetova, M.N., 2000. Formation of pedagogical competence of a teacher of an educational institution: Thesis of Candidate of Pedagogical Sciences. M., pp: 192.
- Lazarev, V.S., 2002. Systemic development of school. M.: Pedagogical society of Russia, pp: 304.
- Nigmatov, Z.G., 2000. Educational theory and methodology. Courses of lectures in pedagogics. Z.G. Nigmatov, A.N. Huziakhmetov (Eds.), pp: 384.
- Prokhorov, A.M., 1993. *Soviet Encyclopedic dictionary*. Editor-in-chief 2nd Edn. M.: Soviet Encyclopedia, pp: 1632.
- Schurkova, N.E., 1986. You became the class master. N.E. Schurkova. M.: Pedagogics, pp: 112.
- Yepaneshnikov, V.V., 2003. Pedagogical conditions of design of educational activity in senior classes with account of the peculiarities of the value component of the senior pupils' personality: Thesis of Candidate of Pedagogical Sciences, pp: 230.
- Zankovsky, A.H., 2002. Organizational psychology: Text book for colleges for specialty 'Organizational psychology'. A.N. Zankovsky. M.: Flinta: MPSI, pp: 648.