

INTERPRETATION OF THE MEANING AND SIGNIFICANCE OF THE CONCEPTS OF "SELF-DEVELOPMENT" AND "DEVELOPMENTAL EDUCATION" IN SCIENTIFIC AND PEDAGOGICAL RESOURCES

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ABSTRACT

In pedagogy, there are a number of scientific ideas that help us understand the meaning and importance of the concepts of "self-development" and "developmental education." They serve to generate ideas about the interrelationship between education, development and self-development. This article discusses the essence and significance of the concepts of self-development, developmental education, and their interrelationships.

Keywords: Self-development, developmental education, understanding, content and essence, interdependence, scientific views, principles.

INTRODUCTION

Modern pedagogues require not only re-education, but also creative approach to professional problems, continuous learning, personal and professional development. The ability of professional and creative self-development is one of the most important qualities for every specialist, including modern pedagogues. These qualities should be developed by future teachers in higher education institutions.

The idea of self-development in the learning process is becoming crucially important today. The concept of development of higher education in the Republic of Uzbekistan till 2030 defines priorities for reforming the system of higher education in the Republic of Uzbekistan, upgrading the process of training highly qualified personnel with modern knowledge and high moral qualities, modernization of higher education, advanced education, development of social and economic sectors based on the use of technology, and the gradual development of the educational process in higher education institutions based on the credit-module system.[1] Undoubtedly, the credit-module system requires students to study independently, research and develop themselves. Self-development plays a key role in the formation of future teachers. At present, methods are being developed to identify the essence of self-development and identify ways to enhance the effectiveness of personal and professional self-development of future teachers. However, it should be noted that although some work has been done on this topic, the issue of studying some of its aspects is still relevant. In particular, to ensure self-development of students studying in psychology and pedagogical education in higher education institutions; One of them is the formation of students' self-development competencies in the context of the pedagogical education cluster. Pedagogical observations show that there is a conflict between the students' self-development, as well as the need for self-development pedagogical staff in higher education today and the low level of self-development.

LITERATURE REVIEW

According to the analysis of the literature, pedagogical observations show that the need for self-development of students, as well as the need to train teachers capable of continuous self-development in higher education today and the need for self-renewal, constant low level of self-improvement. indicates the need to study as a problem. Obviously, this contradictory situation in the context of the innovative cluster of pedagogical education requires the disclosure of the factors influencing the effective formation of students' self-development competencies and pedagogical conditions, first of all, to clarify the essence of the concepts of "self-development", "self-development competence". In order to study the concept of "self-development competence" the students of higher education institutions, first of all, the interrelated "self-development" contributes to the successful implementation of the social function, which must be effective and self-fulfilling) and should be brought the concept of "competence" (interrelated knowledge, skills, abilities, methods of work, the ability to apply knowledge in everyday life, applied to solve different problems at different levels and processes), and then the meaning of the concept under consideration as well as job description.

Many Western European countries have adopted the term "competency-based teaching" in their education systems. In the pan-European TUNING project, the concepts of competencies and skills are interpreted as knowledge and understanding (theoretical knowledge of the academic field, the ability to know and understand), what to do and how to do it. General competencies are divided into three groups: instrumental (ability to know, understand and use ideas, imagination, methodological ability, understanding environment, efficient use of time, independent decision-making, use of technology, computer and information management skills, communication skills), interpersonal (ability to express one's feelings and attitudes, critical thinking, social skills, ability to work in a team) and systematic (including the ability to relate to each other as part of the whole, to assess the position of each component in the system, to plan changes to improve the system and design a new system) competencies.

The competency approach focuses not on the learning process, but on its outcome, the changing role of the teacher at education, and thus the change in the methods of organizing education and evaluating its results. In addition, the competency approach involves strengthening the practical orientation of education [3]. Given the importance of the acquired knowledge, more emphasis is placed on its practical application.

In this approach, the content of education is changed and focused on formation of new opportunities for the learner, the development of his personal skills and abilities, for example: learning to read, i.e. problems in the field of educational activities, including the purpose of learning, identifying the necessary source of information, finding optimal ways to achieve the goal, evaluating the results obtained, organizing their activities, in collaboration with other learners are taught to solve performance problems[4].

At resolution of the Cabinet of Ministers of the Republic of Uzbekistan on 6th April, 2017 "On approval of state educational standards for general secondary and secondary special, vocational education" it is mentioned the necessity to ensure continuity and consistency of teaching general education, to create a modern methodology, to improve the state educational standards of general secondary and secondary special, vocational education on the basis of a competent approach, to organize the development and implementation of a new generation of teaching materials [2].

According to V. Medvedov and Y. Taturi, the competency-based approach at vocational education focuses not on the content of education, but on the results of its competence [5; 46-47-pages].

This approach changes the content of education, the formation of new opportunities for the learner, the development of his personal potential, for example: learning to read, that is, to identify problems in the field of learning, including the purpose of learning, identification of necessary source of information. Students will be taught to find the best methods to achieve goals, evaluate the results obtained, organize their activities, solve problems in collaboration with other students.

The analysis of scientific philosophical and psychological categories shows that at the present stage of formation of scientific knowledge, the concepts of self-development, self-organization, self-education, self-movement and many other "self" are actively used. The emergence of the term "self" and their active use indicates a shift in philosophical, psychological and pedagogical thinking.

The formation and development of a person is a continuous and extremely complex process, which is influenced by many factors, both spontaneously and purposefully. The most important of these are socialization, upbringing and self-development.

The content of self-development was seen by K.N. Venttsel in the most complete self-expression. At the same time, the development of the student should be the product of his independent study and creativity. As a result, he should be given the opportunity to set his own personal goal and come to it consciously. According to the educator, the student develops his skills and abilities according to the laws determined by his personality, and therefore there can be no single education for the whole system, the educator must strive to find a unique system that helps each person to express himself. [6].

COMPARATIVE ANALYSIS

Continuing this idea, we can add that self-development is possible if a person understands the need for goal-oriented self-transformation, and at the same time takes action in the process of planning, self-management, etc. can be seen as a catalyst for development, the student achieves self-improvement by doing so.

The study of the phenomenon of "self - development" is actively carried out in psychology and pedagogy. Russian scientist S. L. In his conception, Rubenstein sees man as an active interaction with the environment around him, and through this interaction he changes himself and his world [7]. K.A. Abulkhanova - Slavskaya sees self-development as a vital strategy. According to them, a person seeks suitable ways to realize his potential, to integrate into life. The strategy of self-development provides a qualitative change in the relationship of man with the being, allows to find a new solution to the problem, a new dimension of life, to rise to the stage of creatively changing the qualitatively new, social essence of individual activity [6].

The integration of education in our country into the world education system, globalization in the educational process requires a modern interpretation of the problems of development, personal development, self-development and self-education. The task of higher education in our country is not only to provide knowledge to future professionals, but also to form their readiness for further professional and personal self-development, self-expression and activation of creative potential. Thus, the modern tasks of modern education include not only the socialization of the individual, but also the continuous development of the professional, emotional and spiritual-moral spheres. Depending on the conditions and requirements that arise

in a changing society, prospective professionals need to have the skills and qualifications to be able to change their areas of activity. This requires them to work tirelessly, develop and be creative. After the independence of our republic, great changes have taken place in the education system of our country. Socio-economic, legal, psychological, pedagogical and methodological bases of upbringing a highly qualified person have been created. However, there are number of problems in the educational process that cannot be achieved without solving them. One of them is the formation of self-development competence in future professionals [3].

The concept of development of the higher education system in our country and the strategy of its reform are undoubtedly inextricably linked with the idea of a humanistic paradigm aimed at pedagogical influence on the individual, including professional development.

In the process of explaining the essence of the structure of "self-development competence", first of all, it is necessary to define the concepts of "development", "personal development".

A look at the psychological and pedagogical aspects of the concept of "development" shows that scholars interpret it differently. For example: 1) strengthening, consolidation; 2) achieving a certain level of spiritual, mental maturity, consciousness, culture and other similar qualities; 3) to reach a certain level of strength, power, maturity; to raise the level of something; 4) to spread something on a large scale by using the force; 5) distribution, deepening or implementation of something new; 6) the process and result of a qualitatively improved new state, the transition from the simple to the difficult, from the bottom to the top.

So, development is a specific process, as a result of which innovation emerges, something qualitatively new emerges. Three types of development can be distinguished in relation to future professionals: physical, mental (mental) and social.

Personality is seen as the inner essence that determines a person's interaction with the outside world. Such an understanding of personality and the specificity of its development make it possible to describe "personality development" as a fundamental human ability. As a result of development, a person becomes a real subject of his life and makes his vital activity the subject of practical changes. In this case, vital activity aimed at achieving a conscious goal is considered as a form of active attitude of the subject to existence, and it is within the framework of this vital activity and active relationship that a person develops himself [4].

The book "Pedagogy: Big modern encyclopedia" describes the self-development of the individual as follows: self-development of the individual - the process of enriching his functional abilities and other personal qualities in the process of various purposeful activities. It is based on the acquisition of social experience and cultural achievements and their use in one or another type of activity. The process of an individual's self-development and its outcomes are determined by two factors: the individual's ability to read and participate in "cognitive" activities, i.e., the quality and level of his or her education; is determined by the nature and extent of the implementation of socio-cultural experience in the real environment in which the subject operates [9, - p. 513].

Self-development is a conscious activity aimed at the full expression of oneself as a person. Self-development implies a clear understanding of the purpose of the activity and its existence, ideals, and personal orientation.

Self-development - is the constant work on oneself, self-improvement and the formation of personal qualities. In this process, man relies on his goals and desires and constantly acquires new knowledge to achieve them. This process is the foundation for success in life.

According to Yo.R. Najmiddinova, the essence of the concept of "competence" is reflected in its complex nature, to be more exact, the integration of knowledge, skills, values, directions and attitudes, each of which is equally important for the implementation of professional activities. A key aspect of competence is the ability to carry out a daily activity or a completely new activity based on a unit of knowledge, skills, values, directions and attitudes. Competence can also be understood as the ability to apply knowledge, skills, attitudes and experience in familiar and unfamiliar professional situations [10, -251-p].

In our opinion, competence is an interrelated knowledge, skills, abilities, methods related to the activities carried out within certain subjects and processes. They are used in the process of effectively solving problems at different levels.

Based on the above considerations, we propose the following working definition of the concept of "self-development competence": self-development competence consists of a person's need and ability to learn independently, which necessitates a clear goal and activation of their capabilities and abilities. indicates that he understands.

Self-development competence consists of an individual's need and ability to learn independently, his or her understanding of the need to set a personal goal and activate one's abilities and skills in relation to it. It is clear from this interpretation that self-development as a process of independent intellectual-emotional-practical activity of an individual becomes integrated and effective only based on the ability of the individual in life.

Based on a special analysis of the phenomenon of self-development, it can be concluded that the source of self-development competence is self-assessment (regular self-assessment of an individual based on self-analysis - an important means of self-awareness). Motives are an important structural element of an individual's self-development competence. Motives lead to the activation of the individual in cognitive activities, the formation of goal-oriented practical training, as well as the formation of confidence in working on themselves in the system of values. In this case, the goal is the main component of self-development competence and manifests itself as a regulator of the individual's personal self-development, self-control (the ability to independently assess one's own situation, the level of achievements in one's activities) and the ability to self-improvement, formation, self-correction of one's own mistakes, which implies the formation of willpower to implement the results of self-development in practice.

Such an interpretation of the concept of "self-development competence" means that his independent mental-emotional-practical activity can be fully bloody and productive in any field only because of the abilities he has acquired during his life.

Based on the results of a special study of the phenomenon of self-development, it can be concluded that the self-assessment of the individual as a source of self-development competence (the product of regular self-assessment based on self-analysis, which is the main means of self-awareness).

Motives that lead to the activation of a person's needs in cognitive activities and the targeted formation of practical training for him, as well as belief in the necessity of such activities are important structural elements of self-development competence. In this case, the main

component of competence is the person's goal of self-development meaning an important component is self-control, the ability of the individual to self-assess, and of course his behavior.

DISCUSSION

Self-development is, of course, inextricably linked to developmental learning. In general, the modern tasks of education should include not only the socialization of the individual, but also the preparation for continuous self-development in the professional, emotional and spiritual-moral spheres.

Depending on the conditions and requirements of the society it's raised in a changing society, prospective professionals must have the skills and qualifications to change their areas of activity. This requires them to work tirelessly, being developed and being creative. After the independence of our republic, great changes have taken place in the education system of our country. Socio-economic, legal, psychological-pedagogical and methodological bases of upbringing a highly qualified person have been created.

However, there are number of problems in the educational process that cannot be achieved without solving them. One of the requirements is to develop professional skills and creativity through the formation of self-development competence in future professionals.

We have agreed number of psychological-pedagogical and educational literature published in recent years in order to study the state of self-development in students. They mainly talked about the methods of educating students and exercises to prepare them for professional activities. However, the formation of self-professional and creative competence is directly related to practical activities [4]. Therefore, first, it is necessary to talk about ways to form the competence of personal-professional and creative self-development.

In the formation of competence for personal, professional and creative self-development depends not only on the characteristics of students' thinking (search for innovation, sudden discovery, understanding, sensitivity, etc.), but also on internal factors (interest, passion, passion, will, purpose, creative joy, inspiration). should also be noted. It follows that in the whole process of continuing education, that is, in schools, colleges and higher education institutions, special attention should be paid to the creative self-development of students. This was one of the factors in training qualified and creative professionals.

Personal-professional and creative development of oneself requires continuous work. The result of creative activity is innovation. But not everyone can innovate. We discuss below the levels of novelty of the product of creative activity, the interdependence of creativity, development and education. This is because in many cases, people are unaware of most of the news because their information competence is not sufficiently formed. The competence of scientific awareness in creative activity ensures the self-development of the individual and, in this case, the interdependence of education, the construction of innovation on an existing basis, not accidentally. In this regard, developmental education is one of the most important areas in the theory and practice of teaching.

Developmental education is one of the most important areas in the theory and practice of teaching. to be more precise, developmental education means the organization of teaching in such a way that the content of the educational process, teaching methods and forms are aimed at the full development of the student. First, it is necessary to dwell on the different aspects of developmental education. Developmental education is also carried out through three main

pedagogical tasks, namely, teaching (education), development and upbringing. These tasks can be introduced in the study of the topic in each lesson.

But developmental education is different from information-reproductive education (based solely on giving information, dry memorization, mastering ready-made knowledge). In developmental education: a) the educational task (teaching, educational task) implies a thorough acquisition of theoretical concepts (laws, laws, theories) and practical skills, rather than dry memorization of ready-made information materials, as in the information-reproductive system. They are studied separately from:

- the educational information according to their important features;
- the task of development involves giving priority to the creative activity of students at all stages of educational activities in order to master the methods of scientific creativity;
- the task of education involves the development of students' skills of independent application of the basic technologies of social creativity (or some of their actions).

These all require consistent communication and collaboration between teachers and students.

The structure of developmental education consists of increasingly complex subject matter, which requires students to acquire new knowledge, skills and competencies, requires the creation of new schemes of solutions and the development of new methods of activity. This not only activates previously acquired knowledge and methods of activity, but also puts forward new hypotheses, seeks ideas and develops original solutions. As a result, students have the opportunity to develop their intellectual and personal qualities, professional skills in the educational process. In the process of developmental education, the main task of the teacher is to organize educational activities aimed at developing students' independent knowledge and professional skills.

The task of development of education is carried out by involving students in various activities aimed at enriching their creative imagination, thinking, memory, speech, practical professional skills. The teacher engages students in a variety of learning activities, further developing their knowledge and skills. One of the most important issues in developmental education is the development of the student's learning activities, and this is undoubtedly related to their self-development. In developmental education, the student not only acquires certain knowledge and skills, but also acquires ways to manage their learning activities.

In order to increase the speed of learning, the content of teaching materials and teaching methods usually helps to be improved.

Improving the content of the training material involves:

- ✓ rational choice of educational material, clear separation of basic, additional and secondary information in it;
- ✓ redistribution of time for learning the material (the new material should be described at the beginning of the lesson, as it will be more active for students to receive information);
- ✓ collecting the necessary teaching materials in the early stages of the study of science in order to acquire the knowledge necessary for effective independent work;
- ✓ optimal selection and fragmentation of the study material, taking into account the spiral development of the learning process;
- ✓ ensuring the logical consistency of previously acquired and assimilated new information;
- ✓ optimal usage of the training time.

Teaching methods can be improved in the following ways:

- Widespread use of team forms of teaching (group work, role-playing games and business games);

- Usage of different forms and elements of problem-based learning;
- Individualization of education when working with a group of students and considering the individual characteristics of students in the development of individual tasks;
- Achieving educational effectiveness;
- Using the latest scientific achievements in the field of social, pedagogy and psychology in the educational process;
- Increasing the usage of modern audiovisual and technical means of teaching.

There are number of general requirements for developmental education. The most important of these are: goal-orientation, motivation, practical orientation, independence, gradual implementation of training, as well as the presence of feedback

The goal-oriented nature of education implies a clear vision of the purpose of teaching. Learning motivation can be varied: the interest in acquiring new knowledge and skills; aspiration to work in the future profession; desire to communicate with others, etc.

Independence. Students are not able to develop themselves without to be taught to learn independently and without independent learning, and no one can force them to develop themselves.

Practical orientation of education. Industrial training is primarily focused on acquiring the knowledge and skills needed to perform specific tasks in a particular organization.

The gradual implementation of training implies the consistency of the program and the comprehensive implementation of education.

Availability of providing the feedback. The essence of this principle is that the learning outcome should be consistent with its objectives. Educational effectiveness is assessed on the basis of achieving the learning objectives.

The pedagogical process has a certain structure, the purpose, principles, content, method, form and means of teaching are its important elements. It should always be born in mind that the tasks of teaching (education), upbringing and development are inextricably linked and are carried out in a single pedagogical process. In order to continuously develop and educate students mentally during the learning process, first of all, the teacher must learn to record the level of development of the students. If students have a clear goal and the need to learn independently, their learning and intellectual development will be more successful. The student thoughts, searches for a specific task, and this work involves several actions. In order for him to observe, analyze, and apply certain rules in order to solve learning problems, the teacher must teach the student to think deeply. That is the task of developing education. A student who learns to think and analyze sets a goal and achieves it. Therefore, he can work on developing and improving on himself. Depending on the level of organization of teaching, it is possible to accelerate or slow down the development of the student. However, it should be noted that a student's self-development depends on several factors.

Both education and upbringing serve to develop the student's personality. Therefore, there seems to be no need to talk about the developmental task of education. However, practice shows that the developmental task of education can be successfully accomplished in the teaching process. In this case, a special direction of development of education is formed. Students are involved in activities aimed at developing sensory perception, movement,

intellectual, volitional, emotional, motivational and professional skills. In this connection, in the sixties of the last century, the term "developmental education" appeared in pedagogy.

Developmental education involves not only the acquisition of knowledge and special competencies in students, but also their general development and the establishment of special measures in this regard. It should be noted that education is always focused on the development of students. If education is not sufficiently focused on the development of personal and professional qualities in students, then the content of teaching will be narrower, and it will not be possible to use different methods.

In this sense, the introduction of developmental education implies the need to expand the field of developmental impacts and strengthen the elements of self-development and creativity in educational activities.

For the personal, professional and creative development of students in the educational process, it is necessary to organize teaching in an order of increasing difficulty, to ensure that students understand the content of their educational activities. At the same time, in the educational process it is necessary to acquaint students with such concepts as "self-development", "personal-professional development", "creativity", "creative thinking", "development of professional skills" and explain their interrelationships and differences. As mentioned above, development covers all areas of the individual. And that is why, in modern didactics, ways are being sought to expand the developmental impact of education. The peculiarity of the developmental task of education is that it cannot exist independently but is the result of the tasks of teaching (education) and upbringing. Hence, student development depends on the extent to which educational and pedagogical tasks are successfully introduced in the teaching process.

As mentioned above, development covers all areas of the individual. And that is why, in modern didactics, ways are being sought to expand the developmental impact of education. The peculiarity of the developmental task of education is that it cannot exist independently but is the result of the tasks of teaching (education) and upbringing. Hence, student development depends on the extent to which educational and pedagogical tasks are successfully introduced in the teaching process.

These three functions of education cannot be thought of as "three parallel lines that do not intersect" in the flow of the learning process. as a consequence, it can also activate the first cause. The unity of the tasks of teaching and upbringing is the basis of the task of the development of education. The development task accelerates the educational and pedagogical tasks. The tasks of education are dialectical in nature.

Russian scientist L. S. Vygotsky described one of the most important laws of psychology. He acknowledged that education leads to development. A person develops because of the content of education. Learning is an activity. The basis of educational activities is communication and cooperation [9, -7-p].

CONCLUSION

In summary, the theory and practice of collaborative pedagogy was developed by teacher-innovators in the middle of the last century. Based on the analysis of articles published by

experienced teachers and pedagogical scholars and the experiences of their followers, the general methodological principles of developmental education can be highlighted.

At first, a healthy psychological environment is created in the classroom based on the following conditions: mutual respect in the process of communication, adherence of teachers and students to the rules of the educational institution, the teacher's fair treatment of student work, helping students in the learning process, ensuring their success clearly define the level of mastery of the material, the practical orientation of his creative activity.

Secondly, creative assignments form the basis of students' learning activities (from the first lesson to the last lesson on the topic).

Thirdly, not all information, but only theoretical laws (general, general subject and subject concepts) or only professional knowledge (special sciences, professional sciences) are mastered.

Fourth, theoretical laws are not ready for students (although theoretical laws are ready for information and reproductive education), but students can analyze and systematize scientific information, solve problems, conduct research and expertise, design and forecast activities independently or with the help of a teacher. describe them through important features.

Fifth, creative assignments and practical work are done to use algorithms, some of which are developed by students and developed in subsequent learning activities.

Sixth, the structure of the teaching material is structured in such a way that the basic concepts of previously studied topics are developed in the process of learning new topics.

Seventh, in the educational process, students gradually master the methods and technologies of scientific creative activity and, finally, independently design new technologies of creative activity and apply them not only in the study of one subject, but also in the study of other subjects.

Eighth, the mastery of new methods and technologies of creative activity is carried out first in groups, then in pairs, and then gradually moves to individual work.

Ninth, monitoring and analysis of learning outcomes on a topic includes not only theoretical laws, but also methods and technologies of creative activity, as well as analysis of the activity process itself and results at the emotional, informational, theoretical and methodological levels.

According to modern didactics, knowledge is reflected in students' skills. Consequently, education involves not only imparting knowledge to students, but also developing in them the skills to apply knowledge to acquire new information and solve vital problems.

Therefore, in addition to imparting knowledge to students in the process of teaching an educational task, they develop general and specific skills. Ability is the ability to master the method of activity, the ability to apply knowledge in practice. In other words, skill is practical knowledge. Special skills will be related to the methods of work in certain areas of the profession, science, subject. For example, special skills related to the subject area include the ability to work with laboratory research, diagrams, maps. Acquiring skills in specific occupations is also a special skill [4].

General skills and competencies may include oral and written speech, information acquisition, reading, book work, essay writing, and more. The analysis of the educational task naturally leads to the demonstration and description of its integral connection with the development task. The developmental task of education means that the knowledge acquired in the teaching process leads to the development of students. This development occurs in all areas: students' speech and thinking grows, there are positive changes in the areas of sensory and motor, emotional-will and need-motivation, professional interests and activities.

Taking everything into conclusion, the study of the interdependence of self-development, education and development is one of the most pressing issues of the modern didactics.

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