

Theoretical model of formation conditions of corporate research culture of future education psychologist

Abstract. *In developing a model for enhancement a corporate research culture of educational psychologists, we relied on the concept of “development of a corporate culture”, which we interpret as the process of creating values by a higher educational institution that determine the life of the institution. It is included in the holistic pedagogical process that stimulates the subjects of education to active research activities.*

Realizing the importance of the development of the corporate research culture of teachers-psychologists for the practice of education, in the model we see a subsystem in the system of training future specialists. The structure of the model involves the inclusion of the following components: the goal, objectives, content of the University, subjects of the educational process. Structural components of the educational environment: material, organizational, developmental. Technologies: means, methods, activities. Principles: methodological and general theoretical provisions.

We believe that the proposed model has a broad applied, universal character, since the corporate research culture is an internal transformation of the individual. These transformations occur throughout the entire professional activity, so the staged components of the model can find their application in the post-graduate period.

Key words: *corporate research culture, corporate identity, the principle of cultural congruence, cultural and developing environment, multiculturalism, conceptualization, worldview module.*

DOI: <https://doi.org/10.32523/2616-6895-2021-135-2-191-201>

Received: 28.12.20 / Accepted: 6.05.21

Introduction

The analysis of the theoretical and methodological foundations of a corporate research culture formation, the definition of mechanisms and indicators allowed us to understand its essence as a key variable in the modernization of education and the system of innovative management of activities based on common values, attitudes, norms, and efforts of all employees in achieving corporate goals.

Common values and beliefs determine the norms of behavior of subjects of educational activity of an educational institution. The teaching staff of the University is the initiator of

management technologies for the development of corporate culture of future specialists, which determines the culture of the educational institution.

In modern practice, it is impossible to achieve the effectiveness of the team's work in higher educational institutions without clear goals, tasks of stable functioning of the institution, and solving the “cultural issue”. A corporate culture, controlled by a manager, delegates authority and the need for joint efforts.

In development of the model of development of a corporate research culture of educational psychologists, we relied on the concept of “development of corporate culture”, which we

understand as the process of creating values by a higher educational institution that determine the life of the institution and are included in the holistic pedagogical process that stimulates the subjects of education to active research activities.

It should be noted that the formation conditions of a corporate research culture should be aimed at the self-development of future educational psychologists, it should activate the scientific and cognitive processes that are formed by future specialists in the educational environment as a research analyst, being able to analyze and generalize scientific factors.

They should form an information literacy or culture: the ability to collect and organize information, to focus on sources on paper and electronic media. Therefore, the main indicator of the educational environment of the formation of a corporate research culture is research activity, which allows determining the activity and mobility of future specialists in the structure of professional education.

The main body

Realizing the importance of the development of the corporate research culture of educational psychologists for the practice of education, in the model we can see a subsystem in the system of future specialists training. The structure of the model involves the inclusion of the following components: the goal, objectives, content of the university, subjects of the educational process. There are material, organizational, developmental structural components of the educational environment. Technologies are means, methods and activities. Principles are methodological and general theoretical provisions.

The theoretical position of modeling “Conditions for the formation of a corporate research culture of future educational psychologists” was the position of humanistic, culture congruent education, revealing the model of personal development focused on creative self-realization and the value bases of professional and personal values.

The differentiating feature of the humanistic position is attention to personality, a clear

orientation on conscious development of independent, scientific thinking, orientation of future educational psychologists in independent cognitive activity.

The corporate research culture defines the system of scientific and professional values of future educational psychologists, putting them at the center of pedagogical influences and interactions, providing a search for cultural components of normative principles of behavior, flexible attitudes, universal and professional values that determine the formation of dynamism of professional activity.

The validity of reliance on the principle of cultural conformity lies in the fact that in the process of forming a corporate research culture of any specialist, including an educational psychologist, the main leitmotif should be the awareness that the future specialist is:

- A person capable of cultural transformation and development;
- Bearer of the value of culture;
- Creator of the cultural and developmental environment.

In the foreground should be the installation that higher professional education is a professional community that builds relationships based on interaction and dialogue, where the culture of dialogue in a multicultural and multinational educational space is one of the theoretical provisions and it determines the nature of communication, the quality of joint activities aimed at achieving professional goals.

The dialogue principle, which is the basis for designing a model for managing the development of corporate research culture of educational psychologists, providing a dialogue of individual needs and common values of the team, the development of the ability to relate their values and the values of other members of the corporation, building an individual style of activity within the cultural values of the team. [1, Paxolkov N. A. Innovative strategy of the University in improving the quality of education. Paxolkov, Yu. V. Shepeleva // *Innovation*. 2007. No. 4. Pp. 70-73.]

Innovative and democratic transformations in Kazakhstan have caused the development

of ideas of humanization in education, which is centered on the personality of the student, where the nature of humane relations between the subjects of education is aimed at achieving common goals of education.

For the development of the desired model, the idea of multicultural corporatism is of great interest to us, which determines the direction of the model for the development of corporate research culture. Multicultural corporatism, in our case, is understood as the achievement of integration of relationships and successful interaction of members of corporate activities.

The principle of multiculturalism allows us to provide conditions for the implementation of the model of managing the development of corporate research culture in a multinational educational environment, where it is achieved through dialogue, integration, and cooperation.

Consequently, the definition of fundamental ideas and principles allowed us to understand the main characteristics of the environmental reality of university, to form its holistic image, which is necessary for an adequate assessment in the situation of making a management decision to create conditions for the formation of corporate research culture.

To identify the essential aspects, the nature of the relationship of the structure, and determine the content of the process of forming the conditions of the corporate research culture, we used modeling methods proposed by N. F. Talyzin. [2, 108 p.].

The basic idea is the model as an analog of activity.

The theoretical model developed by us is considered not only as a tool of cognition but also as an educational environment where a future specialist, in our case, a future teacher – psychologist, resides and carries the function of forming a corporate research culture. It is a factor in setting the value of professional qualities. This is confirmed by the fact that the educational environment of an educational institution is directly related to the subjects of the educational process.

The condition for the formation of the corporate research culture of the future educational

psychologist acts not only as a result and the academic environment, as well as its prerequisite for development, and as a necessary basis for the development of the research ability of everyone and aims to set up corporate scientific activities in accordance with their free intention [3, 219 p.].

The fundamental leitmotif for creating the model is the opinion of V. G. Razumovsky, who notes that a corporate research culture is not only the possession of culture but also activities that require continuous improvement of scientific, subject, and methodological training [4, P. 7-13].

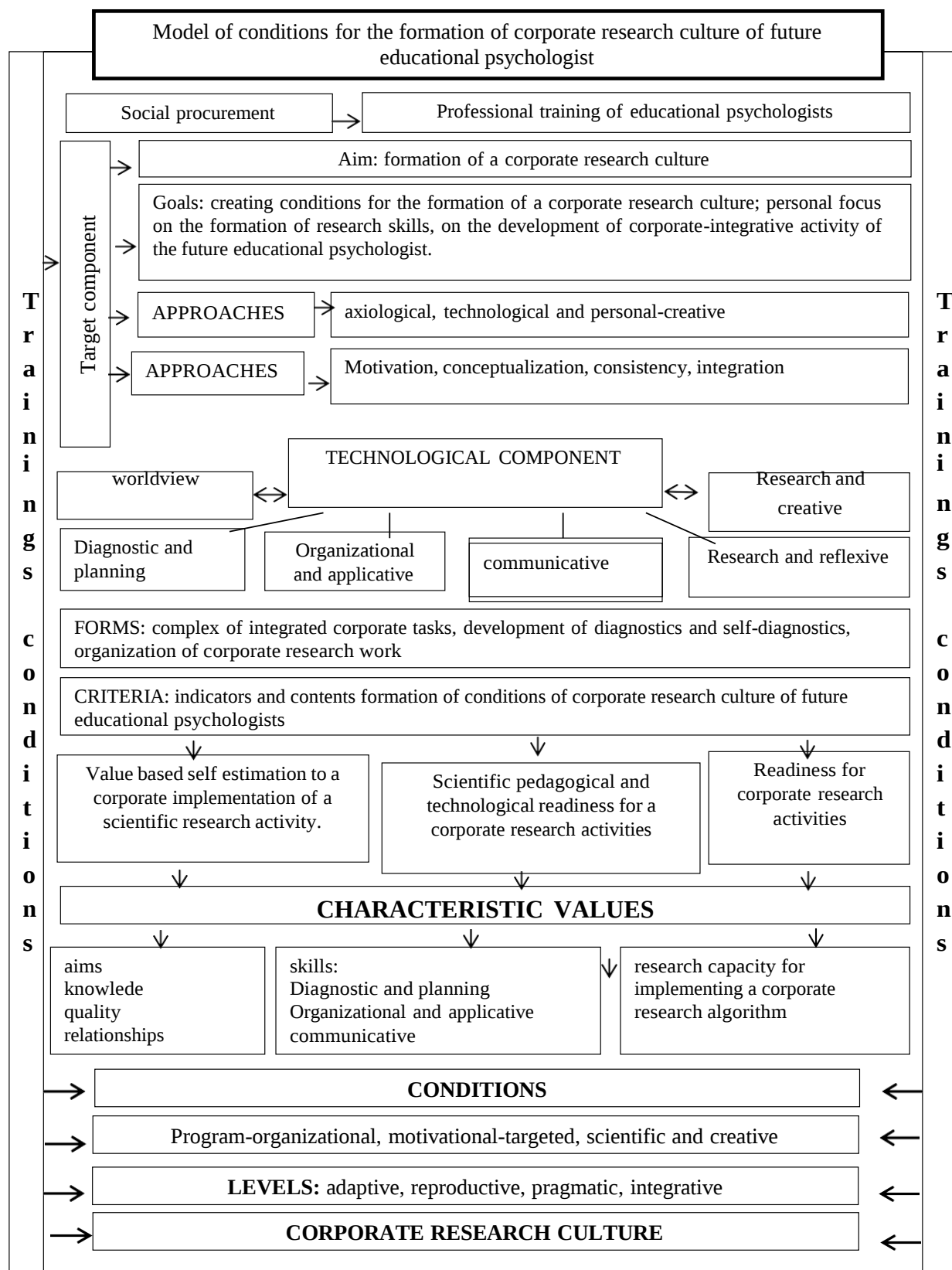
The purpose of creating conditions for the formation of the corporate research culture of the future educational psychologist is an integral, dynamic, structural-level personal education, which determines the ability to master corporate research activities.

The leading mechanisms of the conditions are the inclusion of the future specialist in educational, professional, and corporate scientific activities, placing him/her in the position of the subject of scientific activity and reflection of this activity.

Our task is not to completely “translate into the language of another culture”, i.e., the culture of another person. The fundamental culture is the general culture of the student him/herself. Each future educational psychologist acts based on personal, individual experience accumulated in the process of learning, educational and professional activities. In this case, we abandon the simple accumulation of knowledge, our task is to merge with the help of reflection and personal experience of the student him/herself, putting the future researcher, not in a ready-made form, but finding a form with certain content. The fusion of theory with experience makes knowledge be individual, focuses on a personal approach, creates certain forms, means, and conditions for transformation and translation.

The main conceptual idea is to create an educational environment aimed at the self-development of future educational psychologists, activation of cognitive processes as a researcher-analyst, being able to analyze and generalize scientific factors. The formation of corporate research culture is the ability to integrate into

Modal of conditions for the formation of corporate research culture of future psychologists



collective activities and use various sources. The value characteristics are the goals of corporate professional scientific activity, its structure, the range of problems to be solved, and the performance of professional functions by it.

In the following table, we tried to describe the formation conditions of a corporate research culture: Modal of conditions for the formation of the corporate research culture of future psychologists (Fig.1).

When developing a theoretical model of the formation of corporate research activity in future educational psychologists, the following key structural components are identified: target, technological, and performance evaluative. Each component is a projection of the corresponding activity of the teacher-psychologist to master the culture we are looking for.

The target component is aimed at preparing future educational psychologists for corporate research activities, at implementing professional motivation, and forming a corporate research culture in the educational space of the university and its prospective significance in professional activities. There is a formation of holistic scientific and pedagogical knowledge that performs a guiding, motivating function. A conscious goal in the activity of an educational researcher determines the choice of methods, actions, and acts as a means of management, reconciliation of the results of actions with forecasting. It also sets emotional attitudes towards knowledge of the psychological and pedagogical cycle, creative attitudes that involve the formation of creative and creative motives. Implementation of the target component of the model of the formation conditions of corporate research culture is possible under the condition of development of motivation of achievement in the process of creation of integral pedagogical knowledge as a product of professional cognitive and scientific activity.

It should be noted that research activities in their content should be aimed at the formation of future educational psychologists of corporate research culture, which forms a system of self-development of the teacher, where the following structure of scientific knowledge is distinguished:

knowledge of scientific professional problems; knowledge of ways to solve scientific problems; ability to apply scientific knowledge.

The content is value motivational, professional and pedagogical, axiological integrity of the future education psychologist, the position of co-creator (co-author), cognitive and effective relation to the purposes of education and scientific research and education, the willingness to translate generalized goals into specific objectives, implementing the research, finding the best way of a technological embodiment of their objectives.

The values and results of corporate research culture are mastered in the process of interaction between culture and activity. A prerequisite for the analysis and solution of educational and professional problems is the use of new methods and forms of organization for mastering knowledge, skills, and abilities of research activities. Forming the activity of thinking and cognitive processes, corporate research culture contributes to the development of its creative projects, activates research functions.

When creating the theoretical model we studied the work of scientists of near and far abroad: studies on psycho-pedagogical problems of scientific-research activity of students L.I. Aksenov, V.I. Andreev, S.I. Arkhangel'sk, Y.K. Babanskiy, V.V. Davydov, etc.; research on the practice of organizing scientific-research and educational-research work of students E.P. Elyutin, I. Lerner, P. I. Pitkasilta, V.A. Slastenina, etc.; the problem of formation of research skills of students during

In the works of these authors, research culture was considered as a complex process in its organization, involving the activity of all its participants and the mobilization of special skills in the structure of professional education.

In the process of substantiating the value bases, we were guided by the following methodological approaches: cultural, value-based, activity-based, system-related, competent, synergetic, process-based, resource-based, etc.

In our work we have explained in detail the methodological approaches, to avoid unnecessary descriptiveness, we will briefly focus on some approaches.

Cultural approach

The validity of this approach is explained by the fact that pedagogical culture acts as a result of the pedagogical freedom of the individual, and its prerequisite is the basis for the development of the ability of an individual.

The value-based and resource-based approaches are justified by the fact that the future educational psychologist as a specialist is the value and resource basis of the society. The professional and pedagogical activity itself is considered as a value, and the possession of the corporate spirit, integration, motivation in the overall result is the creative goal of modern society.

We are interested in the synergetic approach because any activity, including corporate activity, involves not only the personal self-organization of a member of the corporate research but also merging into a collective activity and determining the direction of the goal, requiring constant self-education of the researcher.

The competency-based approach is justified by the fact that the corporate research culture is a component of professional research training, which provides not only a research culture but also a culture of collective research activities, it saturates the content of training, providing research competence.

System-based approach. Without the system approach, it is not possible to present both the training of a future specialist and the implementation of research activities. The system approach at university is dominant in the organization of educational activities. A system approach to the construction of this model allows us to consider it not as some random elements, but as a functional unity of interrelated components.

The model of conditions for the formation of the corporate research culture of the future education psychologist includes three methodological approaches in combination: axiological, technological, and personal-creative.

The content of the axiological approach provides for the position of recognition of pedagogical values and the inclusion of

humanistic, value-based ideas and concepts in the holistic pedagogical process of preparing the corporate culture of the future education psychologist.

The implementation of this model will be based on the following principles: motivation, conceptualization, consistency (O.A. Igumnov).

The principle of motivation gives awareness of the need and readiness of the future education psychologist in the formation and improvement of his/her own professional research culture.

The principle of conceptualization ensures the formation and development of the professional research culture of the future education psychologist based on the humanistic orientation of scientific and professional training.

Compliance with the principle of consistency determines the view of the formation and development of professional research culture as a purposeful systematic activity that increases the level of scientific and pedagogical culture and ensures its connection with the humanitarianization and humanization of education.

The values and results of corporate research culture are mastered in the process of interaction between culture and activity. A prerequisite for the analysis and solution of educational and professional problems is the application of new methods and forms of organization for mastering knowledge, skills, and abilities of research activities.

By forming the activity of mental and cognitive processes, we contribute to the development of our creative projects and the activation of research functions.

The structural component of the model is the technological component, where the corporate research culture of the future teacher is based on methodological, psychological, pedagogical, and socio-cultural knowledge, the fundamentalization of subject knowledge, the ability to make sense; mastering generalized methods of professional activity, analytical and predictive, reflexive, project-based, research-oriented, and other skills that involve solving professional problems.

Therefore, the technological component of the model includes methods and techniques of research activities of an educational psychologist in a team, defines didactic tools, a stable, consistent, purposeful, holistic nature of the process of forming scientific knowledge, and it also provides a choice of methodological techniques and stimulates emotional and intellectual cognitive activities, creative interpretation of scientific knowledge and life experience, which are reflected in the following modules:

- worldview;
- diagnostic and design;
- organizational and applied;
- communicative;
- research and creative;
- research and reflexive.

The *worldview module* reveals the motivational and valuable self-determination of research activities in a team, the adoption of a subjective position that ensures the effectiveness of the search and research process, self-education and self-organization, its development and creative implementation, mastery of the categories associated with research.

As the technological component has a complex structure, which implies readiness for technological and pedagogical skills, organization of technological processes, and projective activity,

it contains diagnostic and design-oriented, organizational, and communicative components.

The diagnostic and design module assumes the readiness of future teachers-psychologists for diagnosis and self-diagnosis. Based on the results of reflection, this module involves the practical application of knowledge and the creation of didactic and methodological projects.

The transformation of theoretical knowledge into practical actions is reflected in self-organization and operation, its concretization in the system of goals and objectives.

The organizational and applied module considers the organization of educational and cognitive activity and involves mastering knowledge on the basics of the organization of the educational process. Reflection of one's

activity is the ability to analyze pedagogical phenomena and facts, to justify the expediency of the designed educational tasks, to develop a program of creative self-development based on self-diagnosis data.

Professional and content-based characteristics of this module include knowledge of the content of training courses, joint activities, knowledge of the interests of society and science; the desire to enrich the field of knowledge-intensive knowledge and modern educational technologies that allow us to consider scientific, professional, and corporate training in the context of general humanitarian problems.

When transforming theoretical knowledge into practical actions on a reflexive basis, self-organization and operations, its concretization in the system of goals and objectives are viewed.

The communicative module provides promotion of own style and humanistic orientation of research activity of pedagogical communication.

The research and creative module assume the future specialist's readiness for corporate research activities, creative vision, knowledge of the methodological apparatus of research, formulation of scientific problems, selection and application of methods, logical sequence, planning of a meaningful algorithm, implementation, and interpretation of research.

The research-reflexive module requires the allocation of the following stages: actualizing, technological, constructive-creative, corrective-optimizing stages, which provide awareness of the continuity and integrity of research as a logically completed scientific unit, the relationship, and interdependence of the results with the public requests that were received in solving each research task. It should be noted that the first two stages determine the expansion of research activities through the use of various sources of didactic, methodological, and psychological knowledge.

Forms as a way of implementing a technological or content-procedural component include a diverse set of integrated corporate tasks, mastering diagnostics and self-diagnostics, and organizing corporate research work.

Integrated lectures based on psychological and pedagogical content are filled with theoretical and methodological knowledge, determine the effectiveness of their application in practice, expand the horizons and deepen knowledge about research work.

The model of the conditions for the formation of the corporate research culture of the future education psychologist is determined by the parameters aimed at identifying the assessment of the studied phenomenon as a cultural one.

The problem of measuring corporate research culture is related to the problem of criteria and levels of its formation. When determining the requirements for the criteria, we based on the need for objectivity to include the most significant characteristics, the main indicators of corporate culture, to measure the subject of the study, in our case, these are the conditions of the corporate culture.

Goals, knowledge, qualities, and attitudes can serve as indicators of the value attitude to the corporate research culture.

The goal setting in any activity is the dominant axiological function, it is the main meaning of the formation of the desired culture of the teacher-psychologist. This installation assumes preparation for scientific activity and the acquisition of scientific and professional competence.

Knowledge, as a category of value, as an indicator of the professional development of a future specialist, represents a certain system and in the form of a theory in the formation of corporate research culture. This is psychological and pedagogical knowledge related to both professional and research activities. The system of methodological knowledge allows you to organically integrate reproductive and productive cognitive activity, organize the design and construction of scientific research and creatively solve the tasks set.

The quality is expressed as a personal property that helps to carry out research. The qualitative indicator has pedagogical abilities: academic, speech, the transformation of knowledge into activity.

Individual and personal characteristics of the future specialist: creative activity, determination, confidence, responsibility in the implementation of scientific work, as well as relationships with partners in research: demanding, objectivity, benevolence, conviction.

Creativity is self-analysis, reflection, rejection of stereotypes, ability to make value judgments, independence of judgment, variability, critical thinking.

Relationships determine the interaction of future education psychologists in the process of professional and research activities with colleagues, as well as with their own professional activities and with the future profession.

An indicator of professionalism, versatility is considered technological readiness, the elements of which are diagnostic and design, organizational and applied, and communication skills. Each of these elements is defined through specific skills.

The diagnostic and design element is expressed through the skills of setting the scientific apparatus: goals, tasks, etc.

Organizational and applied skills: determination of the research algorithm and the resources used.

Communicative involves the ability to use rhetorical techniques in a speech that enhance the impact, to manage your emotional state.

The professional readiness of the future education psychologist to research creative activity is expressed through the presence of creative potential, the ability to see the problem, and interpret the content of the study in a logical sequence.

The components of corporate research culture formation are expressed through adaptive, reproductive, pragmatic, and integrative levels.

The adaptive level can also be called the passive level and the social component. This level includes psychological training. At the adaptation level, the leading activity is an educational and cognitive activity aimed at intensifying and identifying the process.

The study of the basics of pedagogical and psychological sciences, self-realization in research

activities, and awareness of itself as a participant in research activities is a necessary condition for training a specialist.

The applied nature is manifested in the establishment of subjective relations between members of corporate activities and determines organizational activity, constructive-prognostic and prognostic tasks.

The creative activity of the future education teacher is manifested in standard pedagogical and research situations. In the course of their activity, each researcher is aware of the need for self-improvement and self-development.

The pragmatic level has a purposeful, stable, conscious, communicative, and heuristic character, promotes the choice of ways and means of professional activity, and the introduction of active methods of problem forms of research organization, expresses the humanistic orientation of interaction with students.

Integrative level. This level is an indicator of the degree of effectiveness, the level of psychological and pedagogical knowledge, which is manifested in analytical and reflexive skills, scientific improvisation. There is a combination of scientific and pedagogical interests of the researcher.

The reflexive level is creative independence and scientific ability, which create conditions for self-realization, creativity, which increase scientific and professional competence.

Conclusion

The combination of subject-methodological and scientific training in the process of forming a corporate research culture provides for the expansion and deepening of knowledge, interdisciplinary and intra-disciplinary integration, and the formation of scientific concepts.

The functioning of the model assumes the university period of formation of the corporate research culture, which has its own characteristics, so the research culture is one of the indicators of the competence qualities of the future teacher-psychologist, whose main function is the cognitive function, and the result is its preparation.

We believe that the proposed model has a broad applied, universal character, since the corporate research culture, first of all, is an internal transformation of the individual. These transformations occur throughout the entire professional activity, so the staged components of the model can find their application in the post-graduate period.

If during the university period the foundations of corporate research culture are formed, then in the process of professional activity there is complete self-realization incorporate research activities.

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Болашақ педагог-психологтардың корпоративтік зерттеу мәдениетін қалыптастыру жағдайларының теориялық моделі

Аннотация. Педагог-психологтардың корпоративтік зерттеу мәдениетін дамыту моделін әзірлеуде біз «корпоративтік мәдениетті дамыту» ұғымына сүйендік, оны жоғары оқу орнының, мекеменің ты-

ныс-тіршілігін анықтайтын және білім беру субъектілерін белсенді зерттеу қызметіне ынталандыратын тұтас педагогикалық процеске кіретін құндылықтарды құру процесі деп түсінеміз.

Педагог-психологтардың білім беру практикасы үшін корпоративтік зерттеу мәдениетін дамытудың маңыздылығын сезіне отырып, модельде біз болашақ мамандарды даярлау жүйесіндегі ішкі жүйені көреміз. Модель құрылымы келесі компоненттерді қамтиды: университеттің мақсаты, міндеттері, мазмұны, оқу процесінің субъектілері. Білім беру ортасының құрылымдық компоненттері: материалдық, ұйымдастырушылық, дамытушылық. Технологиялар: құралдар, әдістер, қызмет. Принципітері: әдіснамалық және жалпы теориялық ережелер.

Біз ұсынған модельді кең қолданбалы, универсалдық сипатқа ие деп санаймыз, өйткені корпоративтік зерттеу мәдениеті - бұл, ең алдымен, жеке тұлғаның ішкі өзгеруі. Бұл өзгерістер бүкіл кәсіби қызмет ба-рысында орын алады, сондықтан модельдің көрсетілген компоненттері жоғары оқу орнынан кейінгі ке-зеңде олардың қолданылуын таба алады. Егер университет кезеңінде корпоративті зерттеу мәдениетінің негіздері қалыптасса, онда кәсіби қызмет процесінде корпоративті зерттеу қызметінде толық өзін-өзі жүзеге асыру жүреді.

Түйінді сөздер: корпоративтік зерттеу мәдениеті, корпоративтілік, мәдени сәйкестілік қағидасы, мәдени-дамытушылық орта, көпмәдениеттілік, концептуализация, дүниетанымдық модуль.

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Теоретическая модель условий формирования корпоративной исследовательской культуры будущих педагогов-психологов

Аннотация. В разработке модели развития корпоративной исследовательской культуры педагогов-психологов мы опирались на понятие “развитие корпоративной культуры”, которое мы понимаем как процесс созидания высшим учебным заведением ценностей, которые определяют жизнедеятельность учреждения и включаются в целостный педагогический процесс, стимулирующий субъекты образования к активной исследовательской деятельности.

Осознавая значимость развития корпоративной исследовательской культуры педагогов-психологов для практики образования, в модели мы видим подсистему в системе подготовке будущих специалистов. Структура модели предполагает включение следующих компонентов: цель, задачи, содержание вуза, субъекты образовательного процесса. Структурные компоненты образовательной среды: материальный, организационный, развивающий. Технологии: средства, методы, деятельность. Принципы: методологические и общие теоретические положения.

Мы считаем, что предлагаемая модель имеет широкий прикладной, универсальный характер, так как корпоративная исследовательская культура - это, прежде всего, внутреннее преобразование личности. Эти преобразования происходят на протяжении всей профессиональной деятельности, поэтому постановочные компоненты модели могут найти свое применение и в послевузовский период.

Ключевые слова: корпоративная исследовательская культура, корпоративность, принцип культуросообразности, культурно-развивающая среда, поликультурность, концептуализация, мировоззренческий модуль.

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