

## On increasing the general level of thinking of hearing-impaired requirements

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### **Abstract.**

The effective management of a student audience in a higher education institution depends to a large extent on the teacher's professional competence, professional skills, pedagogical skills, level of theoretical and methodological training in the subject, and personal qualities. Proper teacher-student relations are important in this area. In order to achieve high results, it is necessary to know the level of education and upbringing of the student audience. Therefore, it is necessary to thoroughly study the student body, the student group and each student. In this sense, the article considers student learning as a means of effective audience management.

**Keywords:** student learning, learning process, student audience, management, student auditorium management, student management

In order to get acquainted with the student audience, to get a clear idea of the academic group, the student body, it is necessary to study students in the learning process, during lectures and seminars, extracurricular activities, in their spare time. The learning process helps to gather the necessary information about the upbringing, level of education, tendencies, abilities, talents, tastes, creativity of both individual students and the student group as a whole, to know their feelings and emotions, worries, difficulties.

There are some professors who do not consider it necessary to waste time on the issues discussed, and conclude that it is not their job. Of course, such a position is unacceptable. It is not without reason that an academic group (or individual students, a

group of students) is ahead or behind, exemplary behavior or indiscipline, high or low performance. It is the cause of every deed, action, deed.

During the survey, one of the university teachers was asked, "Do you have any information about the students you are lecturing with? Do you know them well? " When asked questions, he said in surprise:

- I am sent to the lecture hall, not to study students. If I had to study the students one by one and start collecting information about them, who would teach the lesson? There is no time for students to study.

Another teacher's answer was:

-We are given hours to teach, we write topics in the magazine. The dean's office checks. In less than an hour, when a lecture is given, there is talk. There is no time for discipline or discipline.

Apparently, there are teachers with such a position.

K.D. Referring to such teachers, Ushinsky wrote: "It is not enough for a teacher to take his subject seriously, to talk about it seriously, to start his work with a full sense of its importance; The school administration, the parents themselves, and all adults, including the child (in our study, the student - S.M.), should also respect the efforts of the child (student - S.M.) to cross the great path that humanity has traversed with the help of the teacher "(31, 71).

As you know, there are different ages. Each age group has its own characteristics. The age periods are classified differently from the ancient ones. For example, the Qur'an focuses on three age periods: a) childhood; b) youth; c) old age.

However, there are a number of other classifications. The saints (Prophet Muhammad, Hadrat Ali), some of the thinkers (Aristotle, N. Ganjavi, etc.) were seven or seven years old; the other part (Y.A. Komensky et al.) classifies it as six-six. Regardless of how the age periods are divided, three areas are brought into focus in the development of personality: 1. Anatomical-physiological development. 2. Psychological development. 3. Intellectual and spiritual development.

Why does a teacher or a parent need to learn about age?

K.D. Ushinsky answers this question: "If pedagogy wants to educate a person in all respects, he must first study the person in all respects" (31, 86).

The student years coincide with the period of youth. Development in this period consists of two stages: early adolescence (15-18 years) and adulthood (18-25 years).

A teacher who gives a lecture or conducts a seminar in a student audience must be familiar with the characteristics of youth, or more precisely, the psychology of age. Age psychology considers the problems of personality development, its characteristics at the appropriate age, the dynamics of mental development, the general patterns.

"Age psychology studies the dynamics, patterns of mental development from birth to the end of life, the characteristics of the development of mental processes and properties of personality in ontogenesis. The subject of age psychology is the driving forces, conditions and regularities of human mental development. Under the concept of the driving forces of mental development are understood the reasons that stimulate the mental development of a person and direct him in a certain direction. The driving force of a child's mental development is, first of all, the dialectical contradiction between the new needs that arise in the activity and the ability to meet those needs.

This contradiction is typical not only for young children, but for all ages. However, when these contradictions manifest themselves, they have a specific feature depending on age. The name of the conditions of mental development refers to the internal and external factors that always affect them, and although they are not the driving force, they affect development and direct the course of development. As for the regularities of mental development, they consist of general and special regularities. With the help of these regularities it is possible to record the mental development of a person and with the help of it to manage that development”(32).

The student years coincide with the period of youth. The teaching staff working with the student audience should learn: In the youth, the personality is at the stage of comprehensive development. Secondary education years are behind us. This or that person studies at universities, colleges, serves in the army, or works in industry, construction, etc. is engaged in labor activity in enterprises. During this period, young people tend to broaden their worldview to moral purification and perfection. They are ready to follow the rules of ethics and coexistence, the rule of law, to protect the honor and dignity of the team and family of which they are members, to defend the Motherland. They think about independent family life, some get married, some get engaged.

All this increases the sense of responsibility in young people, they continue training in their chosen specialties, try to grow as a good specialist.

Young people strive to be role models and succeed in interpersonal relationships. They perceive each other and interact with each other. Moral qualities such as chastity and honor are formed in girls, masculine dignity and honor are formed in boys, and they acquire ideas and beliefs. Young people develop patriotism, national pride, self-awareness, self-esteem, national self-consciousness, sense of duty and responsibility, creative activity and social activity, communication, and acquire spiritual wealth. They have a need for self-education and self-education.

Prof. A. As Gadirov writes, “During his youth, new personality traits, especially the tendency to behave like a good person, self-awareness, are noticeable. Thanks to the development of self-awareness, which is an important psychological phenomenon at a

young age, young people begin to better understand their personality, abilities, moral qualities, self-esteem, position in the group, see the pros and cons. Then the concept of "I" becomes more sustainable, self-government, self-determination is formed. ... 345-346).

The teaching staff should also get acquainted with the socio-psychological characteristics of the youth. As we know, young people develop with the help of biological, psychological, psychosexual and sociological factors.

In this regard, prof. A.A. Gadirov wrote: "From the biological point of view, due to the evolution of the young organism, the body changes physically, the body is strengthened, the ability to move and work is significantly developed. The physical development of the body in the early years of life, mainly, is completed.

Psychologically, young people already understand their "I", personality, strength, external beauty; cheerful, courageous, confident and optimistic about life, in them the joy of life, the love of living and creating manifests itself more vividly: cognitive activity is distinguished by its comprehensiveness, and the worldview is a bit broader.

When it comes to the development of youth in terms of psychosexuality, the completion of puberty, the transition to the second and third sexual characteristics is a central problem and manifests itself as a complex biosocial phenomenon. This, of course, is not the result of biological and physiological changes, but the product of the interaction of biological and social forces. Being a man and a woman, assimilating that role, getting married, loving, protecting women's honor and dignity are new qualities that manifest themselves in youth "(19, 341-342).

Prof. A.A. Gadirov also commented on the sociological aspect. We read: "In the sociological aspect, the youth, by its very nature, is sociologized and acts independently and responsibly, and the individual-psychological nature of the youth's personality is nurtured by social relations. In other words, it grows up as a set of social relations, as a sociological being, and takes an active approach to life events "(19, p. 342).

Prof. A.A. Gadirov concludes that "the end of the transition to adolescence, the formation of self-awareness, the formation of a socio-psychological entity - is an important stage in the development of the younger generation" (19, 342).

In order to get acquainted with the student's personality and study the student audience, it is necessary to take into account both the general psychological requirements and the specific conditions of the pedagogical process.

The teacher should learn about the interests, tendencies, entertainment of students, the emotional state of individual students, the nature of their relationships with peers and teachers. In this area, of course, the study of the student's personality by pedagogical and psychological methods helps. The results of the diagnostic study should be analyzed.

Pedagogical-psychological diagnostics is one of the necessary components of the pedagogical process, a reliable tool for determining the socio-psychological characteristics of the student body in terms of improving and increasing the effectiveness of the

educational process.

The management of the learning process is based on the level and opportunities of students' preparation and education, upbringing and development. All this is provided by diagnostics. Diagnosis is of Greek origin and means to clarify knowledge. Diagnosis is closely related to forecasting. Forecasting is of Greek origin, it means to foresee the future.

The study should serve to reveal the characteristics of the mental development process of each student, the results of the diagnosis of mental development should be evaluated by comparing these results with existing norms.

Pedagogical-psychological diagnostics plays an extremely important role in improving, optimizing and perfecting the pedagogical process. Through diagnostic methods, the teacher acquires information about the pedagogical process, students' health, quality of education and upbringing, the level of education and upbringing of student boys and girls, groups, analyzes, evaluates the obtained information, predicts the development of the pedagogical process and students.

The following functions of pedagogical diagnostics are noted in the existing literature:

1. Control-corrective function. This function involves data collection and improving the quality of the pedagogical process;
2. Predictive function. This feature focuses on problems such as anticipating, developing, and forecasting students' development paths.
3. Educational function. In the process of diagnosis and related to it, the teacher has the opportunity to have an educational impact on students.

In the pedagogical process, diagnostics performs a number of tasks. Among them are informational, predictive, evaluative and developmental functions.

Informational function of diagnostics:

1. Determines the level of development of the student.
2. Reveals the will of pedagogical relations.

Predictive function of diagnostics:

1. Clarifies possible opportunities for student development.
2. Gives a forecast on the results of the organization of relations with students.

Evaluation function of diagnostics:

1. Forms an idea about the effectiveness of pedagogical relations.

2. Determines the effectiveness of the use of various educational and teaching aids in the pedagogical process.

Developmental function of diagnostics

1. To use diagnostic methods to reveal the student's opportunities and development perspectives.

2. To create conditions for self-assertion, self-confidence and self-development

on the basis of diagnostics.

Some requirements must be observed when working with diagnostic methods. These requirements may include:

1. The content of diagnostic methods should provide information on the expected results.
2. The results of pedagogical-psychological diagnostics should be effectively investigated and accurate information should be obtained.
3. Diagnosis should reveal not only the actual level of development of this or that individual feature, but also taking into account the immediate development zone.
4. Based on the results of pedagogical-psychological diagnostics, corrective work should be carried out with the student audience, individual students.
5. The study of the psyche of students should be carried out taking into account their individual characteristics.
6. The results of the diagnosis should be for the benefit of the students, not to their detriment.
7. The study of the student's personality should be carried out in the natural conditions of the pedagogical process.
8. The importance of diagnostics should be explained to students.

Conversation method. This method is considered one of the most reliable methods of pedagogical and psychological diagnosis. Conversation is a verbal communication with a student. Through it, the intellectual level and individual characteristics of the student, student group, student audience are studied. The difference between a diagnostic conversation and a normal conversation is that a diagnostic conversation serves for a comprehensive study of the student's personality.

John Locke once wrote: "People who come in contact with children need to know their nature and abilities in a very thorough way, to see where they are easily inclined, who is approaching them, what their innate traits are, how they can be improved, what they are capable of."

When working with students, these and similar features (of course, taking into account the characteristics of the age, the characteristics of that age period) should be in the center of attention.

With the help of the conversation, the teacher invites the student to talk and during the conversation he learns about the student's interests, teaching and working activities, attitudes to his peers and himself. However, due to high or low self-esteem, as well as insufficient understanding of some features of their activities, the student may give inaccurate or incorrect answers during the conversation. In many cases, this is the case. Nobody wants to reveal their secrets and difficulties. Therefore, the materials collected from the conversation with the student should be compared with the information obtained by other methods.

The conversation can be standardized or free. In the first case, the pre-selected questions are asked in the appropriate order. In the second case, unplanned questions arise depending on the situation and the course of the conversation in order to get the necessary information. These questions are addressed to the student.

The teacher should try to make the conversation positive. To do this, the teacher must comply with the following conditions. Teacher:

- 1) create favorable conditions for conversation, fertile atmosphere, be sincere. The student must understand that the teacher is working for his good.
- 2) be sincere and polite during the conversation, and try to be sincere with the student.
- 3) should not draw hasty conclusions from the conversation.
- 4) understand the student, share his joys and sorrows, provide appropriate assistance.
- 5) consider the questions to be asked to the student in advance, and do not include questions that may touch the student's heart or insult his / her identity.

It is advisable to conduct the conversation in a very natural and sincere atmosphere, live. The conversation should not be of a special nature and should not disturb the student. It is not right to immediately ask questions about work - training, attitude to behavior, shortcomings in the work. All this will become clear in the course of a sincere conversation.

During the conversation, trust and confidence should be shown, an atmosphere of kindness and sincerity should be created.

It is not advisable to use unpleasant advice and reminders during the conversation. It is necessary to talk to the student with respect, valuing him as a person (the student feels it himself).

Observation method. This method is a reliable method of learning the object that teachers are most often referred to. Observation ensures the purposeful study of students' behavior and activities in natural conditions (in the learning process - lectures, seminars, extracurricular activities, breaks, etc.). Observation is convenient and convenient for the teacher, it gives him a lot of new information. Every contact with students allows for observation, but observation must be methodologically expedient. Observation allows the student to see in natural conditions.

Professor Y.Ş. Karimov considers it expedient to classify scientific observation on the basis of the following conditions: 1) by object; 2) according to the purpose; 3) according to the volume; 4) according to time (16, 74-75).

According to the professor, observation is a purposeful, planned perception of the being around us for a long time. It is a method of perceiving existence directly. In the process of observation, it is not enough to look, it is necessary to be able to see.

Observation stimulates our thinking by being a source of perception of the existence around us. Unlike ordinary observation, observation is a purposeful, planned process, so it plays the role of a provider of the process of perception” (16, 70).

Observation should be purposeful, systematic, and planned, and the teacher should know exactly what he or she wants to determine. The observation should be made so that one or another student does not know that it has been observed. Otherwise, he will not behave as he really does. The communication between students and teachers during the observation should be business-like, and the shortcomings identified should not be accompanied by harsh assessments and emotional reactions. Students should feel the teacher's kindness, and the teacher should talk not only about the shortcomings, but also about the positive features, and show ways to overcome these shortcomings.

**Inquiry method.** This method of learning is a good tool for studying the motivation, interests, and concerns of young people, student audiences, student groups, and student groups.

**Questionnaire method.** This method allows to determine the degree of influence of the student audience on the student's personality, the position of students, each student boy and girl in the team. The questionnaire is a method of collecting information about students based on their answers to specially prepared questions. It is important that the questions are clear and concise. The use of questionnaires gives a clear idea of personality traits, students' values, attitudes, and motives.

Surveys are open and closed. In open questionnaires, the student writes answers to the questions. In closed questionnaires, the student chooses one of the answer options provided and answers. Open surveys provide richer and more detailed information than closed surveys. The materials provided provide relatively little information, as the questionnaires provide possible options for answers.

It is possible to get the necessary information from closed questionnaires for easy review and quick conclusion.

Example: Students are asked to mark the answers they think they need.

1. What challenges do you face in your relationship?
  - a) with your teachers d) with your peers in the neighborhood
  - b) with your fellow students d) (for free expression)
  - c) in the family
2. If you are having difficulties in a relationship, what are the reasons for it?
  - a) I have difficulty communicating d) I have communication
  - b) I don't have many or no friends
  - c) in relationships e) my good qualities
  - I do not see the insincere attitude I witness
  - d) they do not understand me b) we have no common interests



f) (for free answer)

Diagnostic methods play a special role in the study of student personality. During the diagnosis, various methods, tools, rules and styles are used to determine the student's condition. The teacher collects information about the student's condition, his compliance with existing norms, behavior, education, development. Diagnostics is used to slow down or speed up, correct, or complete the object in question.

A teacher who uses diagnostic methods allows the following tasks to be performed:

1. To improve the learning performance of students and the student audience as a whole.

2. To create a high moral and psychological climate in the student audience.

3. To increase the level of education and self-education of students.

4. As a result of the analysis of the level of development of the student audience, the organization of the student body, the level of moral and psychological atmosphere in the classroom, as well as the place and role of individual students in the team.

5. The comparison of the obtained indicators reflects the direction and dynamics of the studied mental manifestation, which makes it possible to assess the pace of development, the effectiveness of the pedagogical effects.

6. The collected materials help the teacher to plan their activities, taking into account the socio-psychological characteristics of the student audience. In addition, with the help of leaders, it eliminates unfavorable, unpleasant pedagogical situations.

Learning about individual students is also important in getting to know the student audience. This makes it necessary to study their individual characteristics.

Of course, the result will be effective if the teacher knows exactly what traits will affect the student and will succeed. Because the teacher gathers more and more accurate information than he knows the student's strengths and weaknesses, opportunities, skills and abilities.

Being aware of the individuality of students is also an indicator of the pedagogical competence and pedagogical skills of the educator.

Here, one issue should be in the center of attention: the student audience, individual student boys and girls should learn their personality, individual characteristics, positive and negative situations from an early age, not after creating some anxiety. Considering this. Teachers involved in the experiment received information about students from the curators of the academic group or groups at the beginning of the first lectures or seminars. This greatly facilitated their activities and work with the student audience.

The study of individual characteristics of students is a continuous process. These features do not remain unchanged. In the process of formation and improvement of both

the nature of the activity and the knowledge, skills and habits of the student, there are changes in the personality and intellectual field, then the ability to control their temperament develops. For some reasons (improper teacher-student relations, misunderstandings with fellow students, family circumstances, financial situation, etc.), negative changes in the student's personality may occur. Teachers should be interested in eliminating the negative manifestations, take care of their education, encourage students to self-education.

In some cases, the teacher encounters difficulties in learning students. It is possible that some features of the student are masked by other features.

Or the difficulty may be related to the student's temporary situation (pessimism, discouragement, family conflicts, extreme fatigue, etc.).

The study of the individual characteristics of the student should not be considered separately from the characteristics of the student body, the interaction of team members. When working with students, not only their individual characteristics, but also their sexual characteristics should be in focus.

In order to study the student audience in the higher education institutions participating in the experiment, assessment (rating), physiological, genetic, magnetophonographic, cinematographic, testing, expert, monitoring, statistical, modeling methods were also used.

When managing a student audience, there are problems that a teacher cannot overcome without relying on age physiology. Physiological methods help in this case. Professor Y.Ş. Karimov writes: "Pedagogical research often talks about the development of students' ability to work. Many external and internal factors must be taken into account in order to maximize energy development with minimal effort: 1) physiological (age, sex. Health status. Nutrition, total load, rest, etc.); 2) physical (noise, vibration, temperature, air composition-microclimate, etc.); 3) mental (how he feels, mood, sympathy, etc.)" (16, p. 205).

In order to study the student audience in the higher education institutions participating in the experiment, monitoring research and complex psychological tests were used. The method of pedagogical consultation was also used to determine the quality of training. Using this method, the focus is on identifying and evaluating three levels of students' learning activities (high, medium, and weak).

Diagnostic researches in Ganja State University are carried out in the student body on the following topics:

- students' value orientations;
- social roles of students;
- team organization;
- level of disagreement in the student audience;
- ranking of personality traits according to their importance;

- condition of pedagogical atmosphere;
- Diagnosis of the level of education of students;
- The level of satisfaction of students with the organization of the pedagogical process, training and educational process in the student audience, etc.

2. Is the student's attention focused on the lesson, not distracted?
3. Does the student feel confident and free enough when the lesson is asked and called to the board?
4. Can the student control his emotions in successful and unsuccessful situations?
5. Can the student behave when speaking? Doesn't he allow unnecessary haste in his speech? Doesn't he use too many words in his speech?
6. How do you behave when something happens when you need to control yourself? and so on. (45).

This questionnaire can also be used when working with students.

Try to summarize the issues discussed in the chapter. Specifically, we came to the conclusion that student learning helps the teacher to plan their activities properly. He can easily manage the audience, taking into account the individual, sexual and age characteristics of students, the level of education and naturalness, self-education and self-education.

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