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Methods of Teaching Philosophy in Technical Higher
Educational InstitutionsIndira Kuntuova^{a*}, Roza Mazhidenova^{**}, Serik Mendybayev^{**}^{*}*KazNU, 157-98 Sheychenko st, Almaty 050008, Kazakhstan*^{**}*KazNTU, 22 Satpayev st, Almaty 050006, Kazakhstan***Abstract**

Relevance of the study is due to the new requirements that apply to Kazakhstan engineer in the contemporary socio-economic conditions in the world. This paper explores the system of value formation among students of technical higher educational institutions in the teaching of philosophy. The research objective is theoretically to prove and approve system of formation of valuable orientations of students of technical higher educational institutions in the course of philosophy teaching. Theoretically justify and approve the formation of a system of value orientations of students of technical higher educational institutions in the teaching of philosophy. The methods of research are methods such as analysis of the subject of research, study and analysis of the scientific and methodological literature on the topic of research, the study of the regulatory program and educational planning documentation, simulation, design, system analysis, synthesis, interview, summarize the results of the study. As a result, the study identified the social and philosophical, psychological, and educational background of system design of value formation among the students of technical higher educational institutions in the course of teaching philosophy, and also proves the concept and designed the model of the formation of the value orientations of students of technical institutions in the teaching of philosophy. In accordance with the object and purpose of the work was to determine the theoretical and practical implications of the design of the system of value formation among students of technical higher educational institutions in the teaching of philosophy. In particular, the refined concept of "value orientation", examined the psychological mechanisms of the system of value orientations of the individual.

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^a Corresponding author. Tel.: (+7) 707 819 12 93E-mail address: kazindirak@mail.ru

1. Introduction

Relevance of research is caused by the new demands made to a profession of the engineer in the conditions of current trends of social and economic development in the world and in Kazakhstan. In the solution of this important task a special role to be allocated for technical universities.

Possibilities of philosophy at technical university define two multidirectional factors – a profile and status of the higher educational institution (or university). The profile allocates technical specialization as the main vector of high educational institutions (or universities) and allocates for philosophy, along with other non-core subjects, an office role in training. The status, placing emphasis on the social and humanitarian purposes of technical education, on the contrary, attaches it special significance. After all the idea of institution (or university) has cultural and philosophical character and is connected with the principles of completeness and generality of knowledge and education, an ideal of universally developed personality.

Nowadays, the meaning and role of the university is difficult to overestimate. This is not just an educational institution, and one of the most important institutions of modern civilization, aiming to reproduce its basic cultural values. Cultural and humanistic mission of the university is to create conditions for the development of free and responsible personality with creative and critical mind, intellectual and moral potential. The key principles of the modern university are the freedom, creativity, critical.

The relevance of cultural and humanitarian role of the university gives a strengthening idea of continuing education, the desire of people who already have a high school diploma to get a second, third higher education, often far from the primary education.

The range of disciplines became mobile, habitual profession quickly become outdated and no longer meets the demands of the times. Education reduce to learn a particular profession, to assimilate the knowledge, worldviews, cultural norms and moral principles that are linked to the already known forms of work and life, and are not sensitive to change. A graduate of the university to become a good specialist and professional affairs elected, but lost in the new and familiar environment.

Another trend of the day and the challenge of higher education is an innovation. Modern experts must not only be proficient in their profession, but also to show creativity, have a penchant for invention and innovation. Education cannot claim to be the creator of innovative spirit, intuition, a sense of new creative talents – the case of Nature or God. His business is a creating the conditions for the manifestation of the creative potential inherent in each, forming incentives for creative self-development.

The crisis of the traditional university education is systemic in nature and linked to its orientation to produce professionals with the regulatory parameters of professional and personal development. It does not form the students' awareness of personal freedom, open opportunities for creative initiative. Educate finished the profession rather than the methods of mastering a new profession, teach specific knowledge, not a way of obtaining new knowledge.

Freedom and creativity are impossible without a critical attitude towards life; the reality is manifestation of doubts about their authenticity and validity. Even in traditional art there is a critical intention as an attempt to rethink the inherited experience, putting thereby questioning existing forms of its realization. It is impossible to fully feel free and creatively active, not test their reality, not wanting to positive change. The very choice of a new business, profession, forms of life, its values of parameters are always already there is a practical critique of the world present being.

2. Technical intelligence, its structure and features

The problem of a culture and identity is the eternal and always current. The democratization of society necessarily involves a high level of development of the entire population. Only a competent, independent-minded and responsible person, a person can do something in the community. Modern culture is focused

not so much on the assimilation of information, but rather on the process of generating a living thought in the mind of the individual. But the birth of an idea how to stimulate the state of consciousness is only possible in the process of identity formation.

The education system, according to V.S. Bibler, the objective is to form a "man of culture", that is, a person who is not willing to accept the mechanical knowledge, and is able to reflect on their own. Experience of teaching philosophy shows that the students sometimes there are pessimistic and even nihilistic assessment of scientific and humanistic knowledge – they are clearly marked in relation to the pragmatists their mastery. Here we must bear in mind the number of students. The most significant is the general decline in the spiritual life of society. Young people often do not read anything, the habit of self-education they have, no communication skills, often there are no words to express their thoughts. And in the social position of students in recent years there have been significant changes. They have become more critical, active; admit that they can express their dissatisfaction with the qualifications of the lecturer. That is, she lost stability, which was based on the relationship between the older and younger, educated and experienced – and uneducated, untrained.

The severity of the loss of a moral compass sometimes affects their inadequate behavior. But we just work with them. Society also needs to take into account the socio-educational adaptation of students to the process at the university. They have to adapt to a new system of training for them, for regime change work and leisure, to join the new team.

Experience shows that in recent years, in constant touch within the school microsociety attenuated. And if a student is not able to assert themselves within this society, then he has a moral and psychological discomfort. Here we see how great the role of the lecturer as a person "conductor" of philosophy. As noted in the methodological literature, the identity of teachers to students is the epitome of personified philosophy. This assured all experienced lecturers. Since the dialogues of the lecturer and the student, as well as monologues lecturer define the dialectic of philosophical texts. It is up to the individual lecturer philosophy of communication with him, and depends interest in philosophy. "From the lecturer personality – the personality of the student" – in our opinion, it the essence of modern pedagogy and methodology of high educational institution (or university). Structure of technical intelligence has been investigated Russian scientists such as V.P. Zaharov, M.G. Davletshin, T.V. Kudryavtseva, N.D. Levitov, P.M. Yakobson. According their opinions, for the technical characteristic of the practical intellect, and not a theoretical orientation enough developed spatial imagination, the ability to combining, and sometimes the ability to act skillfully hand (manual dexterity). The structure of technical intelligence was proposed by V.P. Zakharov, which is including: technical knowledge, mathematical skills as applied to digital and figurative material, skills and reading skills, build and transform the drawings; manipulation of sensorimotor skills with technical devices, non-verbal intelligence. According to T.V. Kudryavtseva, technical intelligence is a fusion of thoughts and actions in their relationships and mutual transitions. For the technical characteristic of conceptual thinking and practical-shaped structure and efficiency of the process as it is manifested in the ability to effectively apply knowledge in a variety of conditions, with limited time to make decisions. In addition, technical thinking is spatial thinking, and specific technical thinking lies in its content-psychological structure.

The proposed by N.D. Levitov structure of technical intelligence include: calculation of the material in time and space (good eye, the ability to evaluate and determine the time, rapid orientation in the material, the perception of motion), spatial awareness (memory for shapes and distances, vivacity and accuracy of spatial concepts, design fantasy), mathematics calculation (analysis and synthesis of technical devices). Thus, despite some differences in the structure of technical intelligence, proposed by different authors, all of them agree that one of the important components of technical intelligence is spatial awareness, and the other - the relationship of concepts and logical and practical thinking, its efficiency. Last seen in the ability to effectively apply knowledge in a variety of conditions, with limited time to make decisions.

Sharing the opinions of the authors on the structure of technical intelligence and technical capabilities, we note that for the development of technical intelligence in the learning process of students in high school

means to contribute to the development of any discipline their logical, imaginative, spatial thinking and imagination, to form a system of knowledge, including professional, to develop practical thinking by addressing the problems of varying complexity, the problems of the jobs in the relevant professional aptitudes of students (in learning any discipline), the performance of the real exchange rate and degree projects, developing the ability to make decisions in different situations, capacities for anticipation (foresight), forecasting, programming, etc. All of this will ensure and improve the quality of training in technical education institutes (universities).

3. Conditions that ensure the quality of learning and training

To the conditions that contribute to the quality of teaching and the quality of training in high school, in our opinion, are: the humanization of education and its most important aspects - individual training and humanization of education, development of a common cultural and psychological participants in the educational process; professionalism of the teachers, as a significant factor in the development and professional growth expert in the course of his training and the creation of a creative learning environment at the university. We analyze the impact of these conditions on the success of the training activities, and hence to improve the quality of training in technical colleges.

In recent years, the problem of humanization, and humanization of education receiving a lot of attention at conferences and in publications of philosophers, psychologists, and teachers. Thus, the authors collectively publish, expressing different opinions and different revealing the concept of "humanization" and "humanization" of education, often identifying the concept of humanization, and humanization, agree on one thing, that the humanization of education should contribute to the formation of general and psychological culture of engineering students the university.

Humanization of education we mean an appeal to the individual, individuality pupils, students, creating conditions for the fullest realization of human potential for the formation of a fully developed and harmonious personality.

In the problem of humanization of education, there are two main aspects: the humanization of education and individual training. In this case, under the humanization of education is understood, for example, not only the study of students of technical schools of various humanities disciplines, but also the introduction of elements of humanitarian components in the educational process in general scientific, general engineering and specialist disciplines. It assumes familiarity students of any discipline, with the history of science, major scientific schools, prominent scientists and discoveries, the most important achievements and prospects of the development of relevant industry knowledge.

The growth of the quality of higher engineering education, training engineers of the new formation is a priority program of industrial-innovative development of Kazakhstan. The modern economy and the labor market in the country in dire need of specialists of high qualification, professional, competent, efficient in terms of competition, volatile and unstable market conditions. Today, the phenomenon of irremovable subjective, human factors in life, in the economy, production, labor is manifested in the constant growth of their intellectual and humanitarian component.

Structural changes in the economy, in society requires a change of the strategy of higher education, that is, experts do not need to be given, and with constantly updated parameters of professional and life growth. These days, requires not just knowledge, skills and abilities that are rapidly becoming obsolete in conserving habits and routine, and creativity, creativity and self-development, freedom of thought and action, a willingness to change in life and work, openness to the world and to all new, optimism and faith in ourselves. The objectives of education and training, professional and humanitarian training in high school in the same freedom and creativity, both as a modern profession and life. Creativity is not only the discovery of something new, as well as freedom of expression, openness to the world, his vivid vision and perception, constantly expanding the horizons of truth, knowledge and life.

Under the new conditions and requirements change in teaching philosophy, as its subject related to the ideals of freedom and creativity, rational and critical knowledge and attitude to the world. The teaching of philosophy should be efficient and pragmatic, based not on abstract contrasts of spirit and matter, ideals and life, and rely on real forms of their cooperation in the practice of science, studies, work, and life. In this respect, for the teaching of interest values that bind ideas and practices, knowledge and life, affect learning and student behavior. The traditional method of considering a simple student recipient of knowledge, without taking into account its outlook, personality, his specialty, his motives and incentives for learning. It is inefficient, it is not conducive to personal and professional growth has little effect on his post-graduate life.

When choosing a method of teaching philosophy associated with the values, you must consider the factors that affect learning. Among them are the factors of value:

- 1) the teaching
- 2) the perception of students.

The first group of influencing factors related to the nature of values and the quality of teaching. They are:

- a) activity and subjectivity of values,
- b) consistency, integrity value consciousness,
- a) the identity of the teacher.

The second is related to the qualitative composition of the students and take into account:

- a) the technical profile of the university,
- b) the locus of academic philosophy,
- c) the number of students (age, ethnicity, urban and rural origin).

The factors of the first group are:

- a) Values should not be declared to be easy for the students information about the ideal qualities of things and phenomena. Values are not knowledge, but motives and motivations, attitudes and behaviors of consciousness. They define the shape of life, give it meaning, and become beliefs. They need to be developed, recognized and accepted by the individual as a personal sense of his life. Values are not digested in a general way, and personally. For the student, talk about values will be blank if he personally would not survive a situation of choice of ideals and values, revising beliefs. No person is of value preferences and interests.

Education, philosophy in particular, seeks to assert universal, humanistic values and ideals, but they are assimilated limited. They have a low potential for social integration, as isolated impersonal universal human needs and interests. A higher integration potential with values that mark the social, cultural and ethnic differences between people. A student is more likely to sympathize with the wishes and interests of the neighbor's party, friend, relative, neighbor, co-religionist than abstract rights, the carrier of universal values. The teaching of philosophy can make a positive contribution to the treatment of the individual in person, a social subject, showing the unity and completeness of the human race, the general and the specific, universal and unique in life.

- b) Values are not separated, linked to the mutual influence. Value consciousness - a living integrity, ordered in time and focused on the priority target. On the important stages of life the same values come to the fore, speaking as a decisive motive for action, they are consolidating other values, substituting and hiding them in his shadow. Formed the phenomenon of value orientation, ie consolidation of values, which aims to achieve a significant personality for her life goals. Promote the formation of such an orientation - the purpose of education. But it should not impoverish the contents of the value orientation, as a subjective individual is often singled out any one of values motive of an action and not noticed the hidden influence of other valuable impulses. The student must show the fullness and richness of the inner world of man, the difficulty of choosing such a value orientation, which would be clearly and precisely identified the main goals in life and work, and not to sacrifice other life values and ideals, humanistic character would wear.

c) Personality affects the quality of teaching, learning efficiency. But for many subjects that influence is limited. For example, lectures on physics can be interesting or boring, and lecturer, his manner, style of training - attractive or repulsive, but it has less to do with the content of the subject - you just need to know the physics. With the philosophy of the case is different: it is not enough to know the student and to understand it. Philosophy - teaches us not knowing the causes of things, and understanding of the world and man, it is a form of personal self-development, intellectual and moral development of man. A textbook example - Socrates, who was called "the philosophy of walking". Not only did his words with actions, way of life, he taught philosophy according to its nature and spirit. His manner of teaching (maieutic), destroying stereotypes of consciousness, patterns of thought, the illusion of omniscience, awakened from a mental companion of sleep, develops critical thinking, making him the most to raise questions and seek answers to them. We must remember that the essence of the philosophy student opens not only in the study of educational material, but also in the form of a teacher, through his manner of teaching, behavior, communication. You cannot have high words the teacher disagreed with his actions, such training is flawed and destroys the personality of the student. ✎

The second group includes the following influences:

a) technical colleges philosophy - the non-core discipline. It is perceived by students as a supplement to an obscure specialty. They find it difficult to understand the specifics of philosophy, the nature of its problems, its intrinsic abstract speculation. Discussed issues of philosophy of man, society, culture, poorly perceived by students of a technical college. They were closer and clearer science, its subject, the type of its rationality, the language of the exact terms of strict formulas and proofs. The teacher requires knowledge of the natural sciences and engineering, the ability to see the problems and prospects of scientific knowledge, to show the close relationship of philosophy and science, to reveal the philosophical, ideological, social, cultural, humanitarian basis of scientific knowledge, and technology. Given the tendency of students to formal, rigorous and precise way of thinking, the teacher should strive for a simple, clear style of teaching philosophy. Do not get involved in lengthy arguments to be academic, to use the language of edification, teachings. Realism philosophical abstractions, their standard of living and the practical meaning of successfully uncover if the teacher takes into account the level of knowledge and level of understanding of the student, the range of his interests.

b) The philosophy of the technical universities of Kazakhstan taught for 1-2 courses. Her study, along with general disciplines such as mathematics, physics, chemistry, history of Kazakhstan. If these courses are introduced to the basics of the specialty, philosophy - with the bases of the social, cultural, human existence, philosophy. The level of understanding of these issues strongly depends on age. The essence of the philosophical issues more clear and close to senior students and less obvious undergraduates. Student years strongly influence the pace of growing up: at the undergraduate level is much higher intellectual and moral development, knowledge and understanding of life and psychological stability, quality awareness and value orientations. Year students are less critical of themselves and others, are more dependent on the authority of teachers, adults need help, hint. In teaching an undergraduate at setting educational objectives should be largely determined by the goals of education.

c) On the junior year studying 18-19-year-old young people who just got out of school and family. They are still heavily dependent on the learned values of the influence of cultural and national traditions. This is particularly evident in the form of national and cultural differences of value concepts, both individual students and student groups in mono-and multi-ethnic composition. Heterogeneous student audience, and with respect to religion and the place of his birth. In this case, there is a direct relationship between these factors. Religiosity is more common in people from the rural youth with a strong tradition of a patriarchal culture. Weaker than it is expressed in the urban students, brought up on the values of urban, western culture.

4. The method of teaching Philosophy

Students adulthood and is sphere where revised and re-formed long-term value systems, as well as the foundations of the future life of the student. The influence of teaching, the teachers on the process of growing up, personal development should not be exaggerated, but we should not underestimate. By the age of twenty young people have already formed a certain world view, values, that is not easy to change. Most that can count the teacher - it will affect the value orientation, to help the conscious rather than the spontaneous choice of beliefs, priorities in life. It is important to change the uncritical self-perception, to show the value of a meaningful relationship to yourself and life. Teachers need to help young people make the right choices, avoid mistakes, dangerous delusions, and reckless behavior in life.

Forms of learning can be different: the experience of teaching philosophy has a long and he is constantly updated. This experience is diverse, but united in one. It varies in severity as being philosophy, that is, problematical, rationality, creativity, critical, freedom of thought. These qualities are the philosophy and the basic mandatory requirements and the method of teaching. They are perfect, but promising, that is, any practice training is not perfect, but it should work.

The method of teaching is to be modern, that is, changing the philosophy and its public perception. In our time, blasé knowledge, ideas and beliefs dominance of pragmatism and individualism marked by the quality of philosophy does not lose its relevance, but the need for new forms of its presentation. The interest in the philosophy of the modern listener and the reader is not able to cause trivial techniques abstruse reasoning, teaching, building up in the format "in the world of wise thoughts." Philosophy should be open not only to professionals but also to be available the widest possible audience. The method of teaching philosophy should not only be substantively meaningful, but also take into account the subjective, psychological mechanisms of assimilation of information, in particular, the methods of the psychology of perception of advertising. This requires some explanation.

Unacceptable comparison with the philosophy of a tradable commodity, a teacher with the merchant, and students with potential buyers of knowledge. But this is not about the merits of trade philosophy, and on its subjective existence, her understanding of psychology and learning. Science of psychology more than any of their applications, advertising - one of many such applications. In advertising, the psychological theory used to interest and attract the attention of potential customers. Any sphere of activity these days, to be effective, must always maintain public interest in himself, blow one's own trumpet, as is done, for example, politicians, PR-holding company. In need of psychological knowledge and philosophical education in high school, because the desire to study philosophy must be preceded by a lively interest in it.

So, it is important in teaching, first, to convey to the students the spirit of the philosophy expressed in the above-noted as critical problems, rationality, creativity, critical and freedom of thought. Secondly, this is not a stencil, a dull pattern of edification, and that it was interesting and fun, gave food to the mind and heart. From here follow the main features of our proposed method of teaching philosophy, playing the role of psychological mechanisms of learning:

- a) the provocation,
- b) the motivation
- c) the experience,
- d) appeal

Features of the method of teaching philosophy should correlate with its distinguished qualities in a special way to stimulate their expression.

The urgency of studying the value orientations of students is due, above all, the problems of the formation and development of the society, the need to preserve the traditions and the reproduction of normative rules of conduct. Important and relevant features of the age cohort of Kazakh students may also include the complexity of the processes of formation of the system of values associated with the systemic crisis of transition to a market economy. This kind of crisis hinders the reproduction of existing social

structures, norms, traditions, and the formation and development of the society as a whole. The new social environment requires each individual new level of consciousness, and other behaviors.

Modern High Education School, which is one of the most important social institutions, also in crisis. One of the mechanisms to overcome it becomes integrative international programs. These processes are aimed at increasing cooperation between European states, the formation of new information flows and mechanisms of joint decision-making on the most important issues of the organization of the system of higher education.

At the same time, contributes to the modernization and intensification of the crisis of the traditional system of values, if the socio-cultural and historical features of society are not sufficiently taken into account. The interaction of the processes of modernization and traditionalism is controversial and contradictory. They are seen as incompatible in conflict with the traditional values that complement each other, or how relevant existing cultural forms.

Philosophy is the creative manifestation culture of thinking, which is based on certain general assumptions and based on them, opening up new horizons, shifts the boundaries and establishes itself as a free thinking.

In the teaching of philosophy, there is a single circuit setting for each topic of discipline. For each allocated five troubled jobs, each of which the following approximate scheme has:

- a) the nature of the topic;
- b) the classics of philosophy of the subject;
- c) the categorical apparatus of topic;
- d) the current presentation of the subject;
- e) the methodological importance of the topic, its practical significance.;

Philosophy serves the ideological and methodological basis of all activity. In this context, a particular challenge is the study of the dynamics of philosophical knowledge in a broad historical and cultural context of his relationship with the logic of the evolution of mankind's spiritual culture, philosophical understanding of contemporary social realities.

The main tasks of teaching philosophy are:

- to show students the complexity and diversity of human exploration of the material and the spiritual world;
- to show the complexity of the formation of philosophical reflection;
- to introduce students to philosophy as a system of categorical structures;
- to identify the causes and reveal the diversity of philosophical views of the world;
- to teach students to analyze real-world situations in the philosophical methodology;
- to reveal the complex mechanisms of communication philosophy and other areas of human knowledge and activity.

5. Conclusion

In this connection with originality the goals, objectives, content, forms and methods of the learning process, and also because of the age and psychological characteristics of students of technical high school has its own specifics.

Socio-economic conditions require that graduates of technical colleges qualities such as entrepreneurship, communication skills, a willingness to adapt to new working conditions. Those skilled in the production have to deal with the abundant flow of information that it needs to properly take process and transmit, which is impossible without availability of personal communication reserves.

Thinking of the modern engineer and skilled workers of the XXI century is much more complicated, includes adjacent types of thinking: logical, intuitive figurative, practical, scientific, aesthetic, ethical, philosophical, psychological, political, economic, environmental, ergonomic, administrative and communicative.

Several researchers noted that technical educational institute's (university's) students are inherent in the development of non-verbal intelligence, the structure of which included the ability to meaningful activities, more developed spatial concepts, formal-logical thinking, a combination of synthetic and analytical thinking (L.A. Baranova, L.N. Borisova V.N. Druzhinin, L.N. Sobchik). The high level of concentration, switching attention, visual memory, high speed and accuracy of the flow of mental operations. Researchers point that the students of technical educational institutes (universities) gain introverted personality in learning, knowledge dominance motivation, desire for independence, the lack of desire to dominate, awareness, responsibility, low level of emotion when communicating with fellow students, a critical attitude towards the environment.

For technical college student an important stage of professional development is the development of mental abilities: significantly develop theoretical thinking, the ability to abstract, to generalize. Qualitative changes in cognitive capabilities, are characteristic:

- unconventional approach to the already known problems;
- ability to include specific problems in a more general problem;
- the ability to set a fruitful common questions even on the basis of objectives set are not the best way.

We think that cognitive activity includes a wide range of tasks. It may be a constituent of various kinds as an academic and extracurricular activities of students, contributing to deepening and broadening the scope of knowledge of the students in their chosen specialty. We proceed mainly from the necessity of forming a student of creative personality qualities, needs, and opportunities to go beyond the material being studied, the capacity for self-development and lifelong learning.

In general, cognitive activity, acting as an important factor in the development of students, is characterized by the need to expand the overall outlook, raising the intellectual level.

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