



**ACCESSIBILITY AND HARMONIZATION OF HIGHER EDUCATION  
IN CENTRAL ASIA THROUGH CURRICULUM MODERNIZATION  
AND DEVELOPMENT**

**Project Ne 561553-EPP-1-2015-I-BG-E PPKA2-CBH E-J P**

**ERASMUS+ Programme  
KA2 - Capacity-building in the Field of Higher Education 2015  
Coordinated by Burgas Free University**

**DEV. 2.5.1 - Modernised curricula  
Country; The Republic of Kazakhstan**



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Kostanay State Pedagogical Institute  
Faculty of Foreign Languages  
The Department of Foreign Languages

«Approved» by  
The Council of the Faculty  
№ 10 Minutedated «23» June, 2017  
Chairperson of the Council: K.K. Esirkepova



## Syllabus

Discipline Professional orients of the teacher

Specialty Foreign Language: two Foreign Languages

form of education: full time

credits: 2

	Форма обучения			
	очная	очная сокращенная	дистанционная на базе технического и профессионального послесреднего образования (срок обучения 3 года)	дистанционная на базе высшего образования (срок обучения 2 года)
Всего часов по РУП В том числе	90	90	90	90
лекций				
практических (семинар.)	30	30	30	30
СРСП	30	30	30	30
СРС	30	30	30	30
Экзамен (семестр)	5	3	5	3

Elaborated by V.V. Danilova, PhD, candidate of pedagogical sciences, MD in psychology and pedagogy, senior teacher of foreign languages on the base of the Programme of courses for extra-curricula education for the graduates and trainers of pedagogical staff based on the programmes for professional development of the Republic of Kazakhstan, public enterprise "Nazarbayev Intellectual Schools", 2015.

Reviewed and recommended at the meeting of the Department

№ 11 Minute dated 19, June, 2017

Chairperson  M.I. Kudritskaya

Approved by the Methodical bureau of the Faculty

№ 6 Minute dated 20, June, 2017

The head  D.A. Alieva

Data on reapproval

№	Academic year	Data on changes in the syllabus	The date of reapproval, # of the minute of the meeting of the department	Signature of the chairperson

## SYLLABUS

<b>1.NAME, CODE AND THE NUMBER OF CREDITS ON THE COURSE</b>						
<b>The name of the course</b>	<b>The name of the course</b>				<b>Number of credits</b>	
Professional orients of the teacher	ПД 07 KB4/TK4				2	
<b>2.CONTACT DATA</b>						
<b>Full name</b>	<b>Time and venue</b>				<b>Contacts</b>	
Viktoriya Valerievna Danilova	Lectures	Seminars	SWST			220 room
	According to the timetable	According to the timetable	According to the timetable			
<b>3.BRIEF DESCRIPTION OF THE COURSE</b>						
<b>goal</b>	The goal of this rate is the following: To help readiness of students of final years of higher education institutions for continuous professional development in the conditions of dynamically changing world. To provide with knowledge necessary for development of their practice in forming of readiness of pupils for active and successful functioning in the modern world. To provide practical readiness of students of final years of higher education institutions for the organization of the training process promoting education at pupils of skills of independent training, self-control, personal development. To assist readiness of students of final years of higher education institutions for education of the active citizen, future specialist competent of the sphere of information technologies capable for constructive dialogue in questions of teaching, training and education.					
<b>objectives</b>	To create conceptual understanding of theoretical bases of discipline in the context of her seven modules. To inform students of final years of higher education institutions of the modern concept of school leadership and the principles of development of leadership skills of the teacher for improvement of processes of training and teaching. To prepare students of final years of higher education institutions for work within professional network community of teachers.					
<b>competences to be formed</b>	This discipline is aimed at professional development of students of final years of higher education institutions, answers the purpose of strategic plans of development of the Kazakhstan education, is based on results of modern scientific research and the best practices of teaching. Thematic content of discipline is approved with the key principles of recommendations of UNESCO and OECD about development in students of functional literacy and contains a number of the general instructions of methodical nature promoting their successful use in school practice in the context of seven modules of the Program: New approaches in teaching and training. Training in critical thinking. Estimation for training and training estimation. Use of information and communication technologies in teaching and training. Training of talented and gifted pupils. Teaching and training according to age features of pupils. Management and leadership in training.					
<b>4.PREREQUISITES AND POSTREQUISITES OF THE COURSE:</b>						
Prerequisites	<b>Пререквизиты курса:</b> Basic English A1,methods of teaching FL, psychology, pedagogy.					
Postrequisites	<b>Постреквизиты курса:</b> materials gained will be of paramount importance when having the internship or in real professional activity.					

## 5 .THEMATIC PLAN

№	Topic	Literature	Number of hours			Visual aids and technical devices
			Sem.	SWST	SWS	
1.	Subject, object, methods of the discipline, main goals	M:1,2,3,4 A:12,13	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
2.	Group work at the lesson of FL	M:1,2,3,4 A:12,13	2 h.	2 h.	2 h.	Presentation, multimedia, schemes

3.	Dialogic teaching at the lesson of FL	M:1,5,4 A:22,24,8	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
4.	Critical thinking in teaching FL	M:1,6 A:15,16	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
5.	Assessment for education	M:1,4 A:17,28,19	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
6.	Assessment of education .	M:1,5 A: 8,12, 15	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
7.	Self-assessment.	M:1,2 A:29,10,27, 18	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
8.	Peer assessment	M:1,2,4 A:13,15,20,23, 25	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
9.	ICT in teaching and learning.	M:3,4,6 A:14,20,25	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
10.	Teaching talented and gifted	M:1,4,3 A:12,19,21	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
11.	Lesson-Study technology	M:1,6 A:12,14,23,27	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
12.	The account of age peculiarities for teaching and planning	M:1,5,6 A:15,18,22	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
13.	Management in education	O:1,4,5 A:17,19,26	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
14.	Inclusive education	M:1,3,5 A:14,18,20	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
15.	Complex realization of seven modules of the discipline	M:1,2,5 A:24,25,26	2 h.	2 h.	2 h.	Presentation, multimedia, schemes
<b>Total</b>			<b>30</b>	<b>30</b>	<b>30</b>	

## 6.CONTENT OF THE COURSE

### Seminars

week	topic	content
1.	Subject, object, methods of the discipline, main goals	Rules of work in group
2.	Group work at the lesson of FL	Communication barriers
3.	Dialogic teaching at the lesson of FL	Stages of creation of group
4.	Critical thinking in teaching FL	Critical thinking and methods of its development
5.	Assessment for education	Estimation for training of FL
6.	Assessment of education .	Training estimation. Formativny and summativny estimation
7.	Self-assessment.	Self-estimation.
8.	Peer assessment	Peer estimation
9.	ICT in teaching and learning.	Use of ICT in training of FL.
10.	Teaching talented and gifted	Training of talented and gifted pupils. Acceptance of planning of ABCD

11.	Lesson-Study technology	Lesson-Study technology. Group planning of a lesson
12.	The account of age peculiarities for teaching and planning	Accounting of age features of pupils when planning a lesson of FL
13.	Management in education	Management and leadership in training. Formal and informal leaders
14.	Inclusive education	Inclusive education. Distinctions in an interpretation of the concept "inclusion".
15.	Complex realization of seven modules of the discipline	Complex sale of seven modules of discipline. Preparation of a portfolio of the teacher of FL

#### TASKS for SWST

week	topic	literature	content of the task
1.	Subject, object, methods of the discipline, main goals	M:1,2,3,4 A:12,13	Rules of work in group
2.	Group work at the lesson of FL	M:1,2,3,4 A:12,13	Communication barriers
3.	Dialogic teaching at the lesson of FL	M:1,5,4 A:22,24,8	Stages of creation of group
4.	Critical thinking in teaching FL	M:1,6 A:15,16	Critical thinking and methods of its development
5.	Assessment for education	M:1,4 A:17,28,19	Estimation for training of FL
6.	Assessment of education .	M:1,5 A: 8,12, 15	Training estimation. Formativny and summativny estimation
7.	Self-assessment.	M:1,2 A:29,10,27, 18	Self-estimation.
8.	Peer assessment	M:1,2,4 A:13,15,20,23,25	Peer estimation
9.	ICT in teaching and learning.	M:3,4,6 A:14,20,25	Use of ICT in training of FL.
10.	Teaching talented and gifted	M:1,4,3 A:12,19,21	Training of talented and gifted pupils. Acceptance of planning of ABCD
11.	Lesson-Study technology	M:1,6 A:12,14,23,27	Lesson-Study technology. Group planning of a lesson
12.	The account of age peculiarities for teaching and planning	M:1,5,6 A:15,18,22	Accounting of age features of pupils when planning a lesson of FL
13.	Management in education	O:1,4,5 A:17,19,26	Management and leadership in training. Formal and informal leaders
14.	Inclusive education	M:1,3,5 A:14,18,20	Inclusive education. Distinctions in an interpretation of the concept "inclusion".
15.	Complex realization of seven modules of the discipline	M:1,2,5 A:24,25,26	Complex sale of seven modules of discipline. Preparation of a portfolio of the teacher of FL

### 7.INSTRUCTIONAL GUIDELINES FOR SWS

To present the results of your research, show notes on the topics below, or prepare schemes, charts and the like to summarize the information. Above all, you have to be able to speak on the topics!

All the tasks must be viewed at the practical classes and classes guided by the teacher (SWST)

Requirements:

1. All the tasks must be handed in the appropriate week;
2. Practical tasks must be done in the written form and checked once a week.
3. Theoretical questions can be performed in various ways.
4. All tasks must be done!

Computer testing is the final form of the examination.

Requirements:

Types of tasks include:

1. Oral answer
2. Written answer
3. Analysis of words/phrases/sentences
4. Report/presentation/cluster

### TASKS FOR SWS

№	Topic, task, Type of the self-work	Number of hours	Literature	Hand in	Results
1	Scheme "group work"	2 h.	M:1,2,3,4 A:12,13	1 week	scheme
2	Booklet "Communication barriers"	2 h.	M:1,2,3,4 A:12,13	2 week	booklet
3	Interview with the teacher of FL on the organization of group work	2 h.	M:1,5,4 A:22,24,8	3 week	interview
4	10 tasks for critical thinking at lesson of FL	2 h.	M:1,6 A:15,16	4 week	tasks
5	5 techniques of assessment	2 h.	M:1,4 A:17,28,19	5 week	scheme
6	Scales of assessment and peer assessment	2 h.	M:1,5 A: 8,12, 15	6 week	Assessment rubrics
7	5 techniques of self-assessment	2 h.	M:1,2 A:29,10,27, 18	7 week	Techniques for assessment
8	Replenishment of the website of the teacher of FL	2 h.	M:1,2,4 A:13,15,20,23,25	8 week	www.wix.com
9	Creation of a portfolio of the teacher of FL	2 h.	M:3,4,6 A:14,20,25	9 week	www.wix.com
10	Carrying out lesson of peer planning (FL)	2 h.	M:1,4,3 A:12,19,21	10 week	Lesson planning
11	Planning based on ABCD planning goals	2 h.	M:1,6 A:12,14,23,27	11 week	Lesson planning
12	Creation of creative tasks for pupils of 5-7 classes on the subject "House/family", "My Friend".	2 h.	M:1,5,6 A:15,18,22	12 week	Creative tasks
13	Role play "Leadership in training"	2 h.	O:1,4,5 A:17,19,26	13 week	Role play
14	Distinctions in an interpretation of the concept "inklyuziya". Preparation of a social roller / poster	2 h.	M:1,3,5 A:14,18,20	14 week	poster
15	Preparation of a portfolio of the teacher of FL – the scheme (that I learned that else I want to learn)	2 h.	M:1,2,5 A:24,25,26	15 week	www.wix.com
<b>TOTAL</b>		<b>30</b>			

### 8.POLICY OF THE COURSE, ACADEMIC BEHAVIOUR AND ETHICS

Course participants are obliged to:

- arrive on time;
- be ready with the tasks given in the times specified by the present syllabus;
- come to lectures having looked through the main terms and definitions;
- thoroughly prepare for practical classes;
- actively participate in the discussions.

Course participants have the right to:

- ask questions concerning the course materials at any time;
- openly express their opinions in discussions even if they are different from what the lecturer states;
- ask for examples and explanations for the course materials to get a best view;

- use any sources available to prepare for the discussions, including Internet;
- leave the classroom in case of emergency for a brief period without asking for the lecturer's permission.

Any linguistic description may have a practical or theoretical purpose. A practical description is aimed at providing the student with a manual of practical mastery of the corresponding part of language (within the limits determined by various factors of educational destination and scientific possibilities). Since the practice of lingual intercourse, however, can only be realized by employing language as a unity of all its constituent parts, practical linguistic manuals more often than not comprise the three types of description presented in a complex.

As for theoretical linguistic descriptions, they pursue analytical aims and therefore present the studied parts of language in relative isolation, so as to gain insights into their inner structure and expose the intrinsic mechanisms of their functioning. Hence, the aim of theoretical grammar of a language is to present a theoretical description of its grammatical system, i.e. to scientifically analyze and define its grammatical categories and study the mechanisms of grammatical formation of utterances out of words in the process of speech making.

### **9. QUESTIONS FOR FORMATIVE AND SUMMATIVE ASSESSMENT**

**The exam will include- defense of the portfolio (10 tasks – 100%), oral exam – 3 questions from the list below:**

#### **Theoretical Questions for the Examination on the discipline “Professional directions of the teacher”**

1. General contents of the subject. 7 Modules, aims and objectives of the subject
2. Group work. Definition. Stages of the development.
3. Group work. Assets and drawbacks. Ways of group division.
4. The notion of critical thinking. Mechanism of critical thinking.
5. Levels and characteristics of critical thinking.
6. Means of developing critical thinking at the lessons of FL.
7. Different approaches to ICT definition. The aims of using ICT in education.
8. SAMR technology.
9. The notion of assessment. Formative and Summative assessment.
10. The methodology of setting SMART aims.
11. The means of assessment and peer assessment at the lessons of FL.
12. The notion of psychological training. The functions of psychological trainings at the lesson of FL.
13. Types of psychological trainings at the lessons. The role and place of psychological trainings in the structure of the plan of the lesson of FL.
14. The notion of ability, capability and talent. The characteristics of the capable pupil.
15. The ABC planning for capable and talented.
16. Examples of exercises for capable and talented at the lesson of FL.
17. The notion of underachievement. The ways of identifying of underachievement of pupils.
18. The reasons of underachievement of pupils.
19. The ways of work with underachieving pupils.
20. Inclusion, segregation, integration, exclusion. The notion of inclusive education.
21. Principles of inclusive education.
22. The main points of the “Convention of the rights of disable people”. The problem of inclusive education in the Republic of Kazakhstan.
23. The notion of leadership in education. The types of teachers-leaders according to M.Talen.
24. The functions and polarity of leadership.
25. Tests for identifying leadership. Sociometrics.
26. The notion of case, the brief history of development of case-study method.



27. The structure of the case. Algorithm of solving the case.
28. Two types of schools of case-study. Assets of case-study method usage.
29. Level tasks at the lessons of FL for talented and underachievers, examples of exercises for teaching reading.
30. The differences between the aims of the group and the group work. Rules of the group work.

## 10.KNOWLEDGE ASSESSMENT GRADED SCALE

Table 1

### Rating scores gained through all assessment types

Class type/ form of assessment	Rating score in %	coefficient	1 summative		2 summative		Total summative assessment rating score in %	Final assessm ent Number of classes/t asks
			Number of classes/ tasks	Ratin g score in %	Number of classes/ tasks	Rating score in %		
Lectures	0/100%	0	0	0	0	0	(1 summative+2summative)/ 2+final 100% or 60 rating score	-
Seminars	50-100 for 1 participa tion	0, 4	30 classes	50	30 classes	50		-
CPCII/CPC	50-100 for 1 task performa nce	0, 6	10 tasks	50	10 tasks	50		-
Examinatio n	-	-	-	-	-	-		CT
CT		-		-	-	-		-
Total rating (in %)	-	-	-	100% or 30 rating score	-	100% or 30 rating score		(1SA+2 SA)/2 + FA

Table 2

### Formative (FA) and Summative (SA) Assessment Rating periods

week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Type	FA	FA	FA	FA	FA	FA	At	FA	FA	FA	FA	FA	FA	FA	At
of the assessment	1	2	3	4	5	6	1	8	9	10	11	12	13	14	2
points	50- 100 %	50- 100 %	50- 100 %	50- 100 %	50- 100 %	50- 100 %	Average % 30 points	50- 100 %	50- 100 %	50- 100 %	50- 100 %	50- 100 %	50- 100 %	50- 100 %	Average % 30 points

Table 3

### Examination rating score

Assessment of accuracy, %	Score	Mark
90-100	37-40	5 (excellent)
75-89	31-36	4 (good)

50-74	20-30	3 (satisfactory)
0-49	0-19	2 (unsatisfactory)

Table 4

**Критерии выставления оценок на семинарском, практическом, лабораторном занятиях и СРСП**

Баллы		Критерии выставления оценки
А	95-100	Демонстрация глубокого и полного знания по теме, изучаемому вопросу; полного понимания сущности рассматриваемых понятий, явлений и закономерностей. Умение составлять полный и правильный ответ на основе изученного материала; выделять главные положения, самостоятельно поддерживать ответ конкретными примерами, фактами; самостоятельно аргументировано делать анализ, обобщать выводы. Умение устанавливать межпредметные (на основе ранее приобретенных знаний) и внутрипредметные связи.
А-	90-94	Четко сформулирована проблема, предусмотренная формулировкой вопроса. Содержание ответа изложено достаточно полно в соответствии с требованиями, предъявляемыми программой. Содержание ответа изложено последовательно. Существенные фактические ошибки отсутствуют. Выводы убедительны и опираются на богатый фактический материал. Но имеются лишь 1-2 незначительных отклонения от темы, предложенной вопросом; 1-2 несущественные фактические ошибки, а также несущественные погрешности другого типа, нарушающие требования, изложенные в критериях соответствия
В+	85-89	Знание основного программного материала по теме. Полный и правильный ответ; незначительные ошибки и недочеты при воспроизведении изученного материала, определения понятий, неточности при использовании научных терминов или в выводах и обобщениях; материал излагается в определенной логической последовательности. Но при этом допускается одна негрубая ошибка или не более двух недочетов, и студент может их исправить самостоятельно при требовании или при небольшой помощи преподавателя; в основном усвоил учебный материал; подтверждает ответ конкретными примерами.
В	80-84	Умение самостоятельно выделять главные положения в изученном материале; на основании фактов и примеров обобщать, делать выводы, устанавливать внутрипредметные связи. Применять полученные знания на практике, использование научных терминов. Но не обладает достаточным навыком работы со справочной литературой, учебником, первоисточниками (правильно ориентируется, но работает медленно). Допускает негрубые ошибки в изложении.
В-	75-79	Некоторые важные факты упускаются, но выводы правильны; не всегда факты сопоставляются и часть не относится к проблеме; ключевая проблема выделяется, но не всегда понимается глубоко; не все вопросы удачны; не все противоречия выделяются.
С+	70-74	В ответе допущены существенные отклонения от темы. Анализ проблемы, предусмотренный вопросом, носит фрагментный, неполный характер.
С	65-69	Студент лишь в отдельных случаях показал связи изучаемого положения с общими проблемами; знание основных понятий, значимых для ответа на предложенный вопрос, и умение использовать их в процессе ответа.

C-	60-64	Частичные нарушения причинно-следственных связей; небольшие логические неточности, ошибки в ряде ключевых фактов и почти во всех деталях; детали приводятся, но не анализируются; факты не всегда отделяются от мнений, но студент понимает разницу между ними.
D+	55-59	Большинство важных фактов отсутствует, выводы не делаются; факты не соответствуют рассматриваемой проблеме, нет их сопоставления; неумение выделить ключевую проблему (даже ошибочно); В большом количестве присутствуют грубые фактические ошибки. В ответе студента отсутствует понимание связи анализируемой проблемы с фундаментальными и основополагающими проблемами;
D	50-54	Не понимание и не знание значительной и основной части программного материала в пределах поставленных вопросов, не способность применения их к решению конкретных вопросов. При ответе допущены грубые ошибки, которые студент не может исправить даже при помощи наводящих вопросов.
F	0-49	Не усвоено и не раскрыто основное содержание материала; отсутствие выводов и обобщений. Грубейшие ошибки в ответе студента. Существенное отклонение от темы и изучаемой программы в процессе изложения ответа. Отказ от ответа.

Table 5

**Система оценок с использованием буквенных символов**

Баллы	Оценка по буквенной системе	Цифровой эквивалент баллов	Оценка по традиционной системе
95-100	A	4,0	Отлично
90-94	A-	3,67	
85-89	B+	3,33	Хорошо
80-84	B	3,0	
75-79	B-	2,67	
70-74	C+	2,33	Удовлетворительно
65-69	C	2,0	
60-64	C-	1,67	
55-69	D+	1,33	
50-54	D	1,0	Неудовлетворительно
0-49	F	0	
I (Incomplete)	-	-	«Дисциплина не завершена» ( не учитывается при вычислении GPA)
P (Pass)	-	-	«Зачтено» (не учитывается при вычислении GPA)
NP ( No Pass)	-	-	«Не зачтено» (не учитывается при вычислении GPA)
W (Withdrawal)	-	-	«Отказ от дисциплины» (не учитывается при вычислении GPA)
AW (Academic Withdrawal)	-	-	«Снятие с дисциплины по академическим причинам» (не учитывается при вычислении GPA)

AU (Audit)	-	-	«Дисциплина прослушана» (не учитывается при вычислении GPA)
Атт.		30-60 50-100	Аттестован
Не атт.		0-29 0-49	Не аттестован
R(Retake)	-	-	Повторное изучение дисциплины

## 11. THE LIST OF REFERENCES FOR THE COURSE

### Main literature (ML):

1. Государственная программа развития образования в Республике Казахстан на 2011–2020 гг., утвержденная Указом Президента Республики Казахстан от 7 декабря 2010 года №1118.
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