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СТУДЕНТТИК ТОПТО ПОЗИТИВДҮҮ МОРАЛДЫК-ПСИХОЛОГИЯЛЫК КЛИМАТТЫ КАЛЫПТАНДЫРУУНУН ПСИХОЛОГИЯЛЫК-ПЕДАГОГИКАЛЫК ШАРТТАРЫ

Аннотация. Макалада студенттик топто позитивдүү моралдык-психологиялык климатты калыптандыруунун теориялык жана практикалык аспектилери каралат. «Моралдык-психологиялык климат» түшүнүгүнүн мазмуну, анын түзүмү жана студенттин инсандык өнүгүшүнө тийгизген таасири ачып берилет. Гуманисттик принциптердин, өз ара аракеттенүү педагогикасынын жана эмоционалдык колдоонун маанилүүлүгү баса белгиленип, алар адам аралык мамилелерди гармониялаштыруунун жана студенттердин жогорку окуу жай шарттарына натыйжалуу адаптацияланышынын негизги факторлору катары көрсөтүлөт. Макалада ишеним, өз ара жардам жана ачык баарлашуу атмосферасын камтыган жагымдуу билим берүү чөйрөсүн түзүүнүн психологиялык-педагогикалык шарттары жана практикалык ыкмалары берилет.

Изилдөөлөр көрсөткөндөй, гуманисттик ыкманы жана өз ара аракеттенүү педагогикасын ишке ашыруу студенттердин мотивациясын бекемдөөгө, эмпатияны, толеранттуулукту жана жоопкерчиликти өнүктүрүүгө, ошондой эле келечектеги адистин профессионалдык жана моралдык маданиятын калыптандырууга өбөлгө түзөт. Макала педагогдорго, кураторлорго, психологдорго жана билим берүү тармагындагы жетекчилерге арналган болуп, эффективдүү жана гумандуу билим берүү чөйрөсүн түзүүгө кызыккан адистер үчүн маанилүү.

Негизги сөздөр: моралдык-психологиялык климат, студенттик жамаат, билим берүүнүн гуманизациясы, өз ара аракеттенүү педагогикасы, эмоционалдык колдоо, педагогикалык эмпатия, билим берүү чөйрөсү, адам аралык мамилелер, психологиялык комфорт, профессионалдык өнүгүү.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ ПОЗИТИВНОГО МОРАЛЬНО-ПСИХОЛОГИЧЕСКОГО КЛИМАТА В СТУДЕНЧЕСКОЙ ГРУППЕ

Аннотация. В статье рассматриваются теоретические и практические аспекты формирования позитивного морально-психологического климата в студенческой группе. Раскрывается содержание понятия «морально-психологический климат», его структура и влияние на развитие личности обучающегося. Подчеркивается значение гуманистических принципов, педагогики взаимодействия и эмоциональной поддержки как ключевых факторов, обеспечивающих гармонизацию межличностных отношений и эффективную адаптацию студентов к условиям высшей школы. Представлены психолого-педагогические условия и практические методы создания благоприятной образовательной среды, включающей атмосферу доверия, взаимопомощи и открытого общения. Исследования показывают, что реализация гуманистического подхода и педагогики взаимодействия способствует укреплению мотивации студентов, развитию эмпатии, толерантности и ответственности, а также формированию профессиональной и моральной культуры будущего специалиста. Статья адресована педагогам, кураторам, психологам и управленцам в сфере образования, заинтересованным в создании эффективной и гуманной образовательной среды.

Ключевые слова: морально-психологический климат, студенческий коллектив, гуманизация образования, педагогика взаимодействия, эмоциональная поддержка, педагогическая эмпатия, образовательная среда, межличностные отношения, психологический комфорт, профессиональное развитие.

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PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION OF A POSITIVE MORAL AND PSYCHOLOGICAL CLIMATE IN A STUDENT GROUP

Abstract. The article examines the theoretical and practical aspects of forming a positive moral and psychological climate within a student group. It reveals the essence of the concept of a “moral and psychological climate,” its structure, and its influence on the personal development of students. The significance of humanistic principles, the pedagogy of interaction, and emotional support is emphasized as key factors ensuring the harmonization of interpersonal relationships and the effective adaptation of students to the conditions of higher education. The article presents the

psychological and pedagogical conditions and practical methods for creating a favorable educational environment that includes an atmosphere of trust, mutual assistance, and open communication. Research shows that the implementation of a humanistic approach and the pedagogy of interaction contributes to strengthening students' motivation, developing empathy, tolerance, and responsibility, as well as forming the professional and moral culture of future specialists. The article is intended for teachers, curators, psychologists, and education managers interested in creating an effective and humane educational environment.

Keywords: moral and psychological climate, student group, humanization of education, pedagogy of interaction, emotional support, pedagogical empathy, educational environment, interpersonal relations, psychological comfort, professional development.

The problem of moral and psychological climate occupies one of the central places in the psychology of the collective and pedagogy of higher school. It is considered as an important factor in the effectiveness of the educational process and the development of the personality in the conditions of educational interaction.

The term "moral and psychological climate" was introduced into Russian science in the 1960s and 1970s in the works of L.I. Umansky, A.N. Lutoshkin, and B.D. Parygin. These researchers considered climate as an integrative characteristic of interpersonal relations, reflecting the level of moral norms, psychological comfort and satisfaction with joint activities.

Thus, according to the definition of L.I. Umansky, the moral and psychological climate is "a set of prevailing moods, value orientations and relationships in the team, which determine the nature of its life" [1]. A.N. Lutoshkin believed that the climate is "an emotional background created by people in the process of joint work and communication, influencing the productivity of activity and the well-being of the individual" [2]. In turn, B.D. Parygin considered the moral and psychological climate as reflection of socio-psychological processes that determine "the degree of social maturity and moral development of the collective" [3].

Modern researchers V.A. Slastenin, I.F. Isaev, E.N. Shiyanov, E.P. Ilyin, emphasize that in the educational environment, the concept of moral and psychological climate acquires an educational and humanistic content. It covers the system of value orientations, emotional states and communicative ties that form an atmosphere of mutual trust and cooperation between the subjects of the pedagogical process.

The psychological and pedagogical aspect of the study of the moral and psychological climate is associated with the determination of factors affecting its condition. Abulkhanova-Slavskaya points out that the moral and psychological climate is formed under the influence of the personal attitudes of the team members, the style of pedagogical communication, and the peculiarities of the organization of joint activities [4]. A similar position is taken by A.A. Bodalev, noting that the optimal climate is possible only if the participants of communication develop empathy, tolerance, and the ability to understand the emotional states of other people [5].

The research of V.A. Kan-Kalik and N.D. Nikandrov in the field of pedagogical communication shows that it is the nature of interaction between the teacher and students that determines the psychological atmosphere of the study group. The authoritarian style of pedagogical leadership leads to tension and formalism, while the democratic style contributes to the development of initiative and a sense of responsibility among students [7].

From the standpoint of higher school pedagogy, the moral and psychological climate is considered as part of the educational environment, which includes spiritual, moral, social and communicative components.

Thus, the analysis of scientific sources allows us to conclude that the moral and psychological climate is a complex characteristic of the student body, including moral norms, emotional relations, value orientations and forms of interaction. It is formed under the influence of pedagogical conditions, features of communication and the level of development of the subjects of the educational process.

The student team is a special socio-psychological community, united by the goals of education, professional self-determination and personal development. As L.I. Umansky notes, any small group, including an educational one, goes through the stages of formation - from adaptation and the formation of norms to cohesion and collective identity. At each stage, a certain system of relationships is formed, which determines the moral and psychological climate of the team [1].

According to A.N. Lutoshkin, the moral and psychological climate of a student group is manifested through the emotional states of its members, attitude to educational activities, the level of mutual understanding and the degree of satisfaction with being in the team [2]. The student environment is characterized by high dynamism of interpersonal relations, emotional openness and the desire for self-realization. Therefore, the climate here is especially sensitive to the style of pedagogical interaction and the nature of the organizational culture of the university.

K.A. Abulkhanova-Slavskaya emphasizes that the period of study at the university is the most important stage in the formation of personality, accompanied by the intensive development of self-awareness and social activity [4]. With a favorable moral and psychological climate, students feel protected, trust in teachers, which contributes to the development of their internal motivation, creative potential and social maturity. On the contrary, an unfavorable climate causes anxiety, a sense of alienation and a decrease in self-confidence.

The research of V.A. Slastenin shows that the pedagogical environment of the university should ensure not only the intellectual development, but also the emotional well-being of students. The author notes that a positive moral and psychological climate is formed on the basis of humanistic relations, respect for individuality and pedagogical support. In this context, the most important role is played by the teacher, who is not just a translator of knowledge, but an organizer and coordinator of interpersonal interactions.

V.A. Kan-Kalik and N.D. Nikandrov emphasize that successful pedagogical communication at the university is based on the principles of dialogue, trust and mutual understanding. The relationship between the teacher and the student acquires a subject-subject character, which creates the basis for the formation of an atmosphere of cooperation. At the same time, it is the style of pedagogical communication – democratic, partnership, empathic – that becomes the determining factor in the state of the moral and psychological climate in the study group.

A.A. Bodalev noted that the emotional background of a team directly depends on the ability of its members to empathy and mutual understanding. In the student environment, where young people are experiencing a transition to adulthood and professional identity, emotional support and recognition from teachers are of particular importance. The lack of such support leads to alienation, a decrease in educational activity and an increase in conflict [5].

A feature of the student team is its "temporary nature", which requires purposeful pedagogical work to unite and maintain group unity. As E.P. Ilyin points out, the moral and psychological climate in the study group is subject to constant changes: in the first years, the processes of adaptation and self-assertion prevail, and in the senior years, the processes of self-actualization and professional self-

reflection. Therefore, pedagogical support should be flexible and correspond to the age and psychological characteristics of students [6].

A positive moral and psychological climate in the student group contributes to:

- the formation of positive self-esteem and self-confidence;
- development of communication skills and the ability to cooperate;
- strengthening internal motivation for learning activities;
- reducing the level of conflict and stress;
- the formation of a sense of belonging to the academic community.

The moral and psychological climate in the student body is a complex socio-psychological formation that includes emotional, moral and communicative components. Its development is possible only under the condition of pedagogical support based on a humanistic approach, trust and respect for the student's personality.

The creation of a positive moral and psychological climate at the university is a complex and purposeful process, including a system of psychological and pedagogical influences aimed at developing trusting relationships, forming humanistic values and ensuring the emotional well-being of students.

The main task of the teacher is to create an educational environment in which each student feels like a person capable of self-expression and creative activity. A positive climate does not arise spontaneously; It is formed as a result of thoughtful pedagogical work based on humanistic principles, mutual understanding and cooperation.

One of the key psychological and pedagogical conditions is the principle of humanization of the educational process. It involves the recognition of the uniqueness and value of each person, respect for the individual characteristics and needs of students. Humanization of the educational space makes the learning process not only a means of transferring knowledge, but also a way of personal growth. In such an atmosphere, the student feels not an object of educational influences, but an active participant in educational interaction.

A teacher focused on humanistic principles shows attention, empathy and respect, which contributes to the formation of a sense of security and confidence in students. This attitude reduces anxiety, increases motivation and stimulates the desire to get involved in the learning process. As a result, the emotional involvement of students in the team is strengthened, the sense of trust and mutual support is strengthened.

An important condition is the implementation of the principles of pedagogy of interaction, which is based on the subject-subject nature of relations. In traditional pedagogy, the vertical model prevails – "teacher – student", where one transmits knowledge, and the other passively assimilates it. The pedagogy of interaction, on the contrary, is based on dialogue, co-creation and equality of participants. Here, the teacher acts not as a controller, but as a partner, a mentor who helps the student to reveal his own capabilities.

This approach contributes to the development of communicative culture, the formation of a sense of responsibility for the team and the awareness of one's own importance. In an atmosphere of interaction and openness, students freely express their thoughts, are not afraid to make mistakes, and take the initiative. All this becomes the basis of trusting relationships, and therefore a positive moral and psychological climate.

Emotional support is of particular importance as a tool for creating a positive psychological atmosphere. Young people of student age are characterized by high sensitivity to assessment,

emotional reactions and attitudes from teachers. Sincere approval, timely support, attention to the emotional state of the student help to strengthen inner confidence, overcome stressful situations and maintain motivation to study.

Emotional support includes the teacher's ability to create a friendly atmosphere, show empathy, and maintain a positive attitude even when difficulties arise. This does not mean a decrease in requirements, on the contrary, strict, but fair and friendly relations form in students respect for the teacher and the desire to meet his expectations.

Modern education requires not only the transfer of knowledge, but also the creation of conditions for the full interaction of students. One of the key aspects of this process is the organization of joint activities, which allows you to form not only academic skills, but also social qualities, such as teamwork, responsibility and mutual assistance.

Joint activities of students within the framework of educational projects, creative assignments and volunteer actions play an important role in their personal and professional development. In such conditions, students learn to work in a team, find a common language with different people and solve problems together. This not only develops their communication skills, but also promotes emotional involvement, which in turn reinforces a positive climate in the group.

Emotional involvement that arises in the process of joint work forms a culture of communication. Students begin to perceive each other as like-minded people, which contributes to the creation of an atmosphere of trust and respect. In such an environment, it is easier to discuss ideas, share experiences and provide support, which, of course, has a positive effect on the overall moral and psychological climate.

However, to ensure a comfortable and productive atmosphere in the student group, it is necessary to regularly conduct psychological and pedagogical diagnostics of the climate. This process allows you to identify possible problems, such as tension, conflict, or anxiety in individual students. With the help of diagnostics, teachers can respond in a timely manner to negative manifestations and adjust the style of interaction in the group.

Analysis of the data obtained during the diagnosis provides valuable information about interpersonal relationships among students. Teachers can use this data to build individual pedagogical support, which is especially important for students who have difficulties in communication or adaptation.

The formation of a positive moral and psychological climate requires an integrated approach. It is important not only to humanize the educational process, but also to develop pedagogical methods of interaction. This includes organizing emotional support for students and actively involving them in joint activities.

Creating an atmosphere of respect and trust in the group is the task not only of teachers, but also of the students themselves. Each member of the team should be aware of his responsibility for maintaining a positive climate, which requires them to actively participate in the life of the group.

The formation of a favorable psychological atmosphere in a student group is a complex but necessary process that requires the joint efforts of all participants in the educational process. Only in conditions of respect, trust and cooperation is it possible to reveal the personal and professional potential of future specialists. Creating a positive moral and psychological climate is the key to successful learning and development of students, which will contribute to their future career and personal life.

The formation of a positive moral and psychological climate in the university is not only a theoretical task, but also a practical activity that requires a systematic pedagogical and organizational

approach. In order to create an atmosphere of trust, mutual understanding and cooperation in the student group, the teacher needs to use a variety of forms and methods of work focused on the development of communication, emotional culture and collective responsibility of students.

One of the most effective ways to strengthen a favorable climate is to organize various forms of joint activities. When students don't just attend classes, but interact, solve common problems, prepare projects, and participate in creative activities, collaborative connections are forged between them.

Joint practical and research work, creative competitions, organization of cultural and sports events contribute to the formation of group unity. It is important that students feel like participants in a common cause, and not executors of individual assignments. This sense of belonging builds a sense of responsibility, respect for the work of others, and develops trusting relationships.

Group project work is of particular importance. It brings students together, helps to identify leadership qualities, teaches them to listen and accept different points of view. In the process of cooperation, a culture of communication is formed, the ability to constructively resolve disputes, which directly affects the moral and psychological climate of the team.

The next direction is the development of a culture of communication between teachers and students. The teacher, acting as a mentor, creates an example of openness, respect and correctness. The emotional perception of the learning environment largely depends on the manner of communication of the teacher, his tone, intonation, attitude to the student.

It is important for the teacher to maintain a balance between exactingness and benevolence. Respect for the student, recognition of his successes, tactful help in case of failures create an atmosphere of trust. Regular feedback – discussion of not only the learning results, but also the psychological state of the group – helps to maintain an open dialogue and prevents the accumulation of dissatisfaction or misunderstanding.

A positive role is played by communication training, discussions, psychological games aimed at developing empathy, mutual assistance and the ability to hear others. Such forms of work are especially effective for first-year students who are just adapting to a new social environment.

The formation of traditions in the student community also contributes to the strengthening of the moral and psychological climate. These can be common holidays, meetings, thematic evenings, honoring the best students, joint participation in volunteer or charity events.

The presence of the group's own traditions creates a sense of community and emotional stability. Students begin to perceive their group as a "small family", where respect, goodwill and mutual assistance are valued. Traditions can be informal, for example, birthday greetings, joint hikes, discussion of the group's achievements. All this helps to strengthen positive emotions and reduce the level of conflict.

Creating a positive climate is impossible without giving students the right to initiative. It is important that students feel like subjects of educational and extracurricular activities, have the opportunity to influence decision-making regarding the life of the group.

Forms of student self-government – the headman, student councils, volunteer associations – develop a sense of responsibility, independence and confidence. When students see that their opinion is taken into account, that teachers and administration are ready for dialogue, this inspires trust and respect.

In addition, participation in self-government contributes to the development of organizational and communication skills necessary for future specialists. Such interaction becomes a school of social experience, forms positive attitudes and increases emotional comfort.

An equally important area is the creation of conditions for psychological support of students. Universities should have psychological assistance services where students can receive advice, support and guidance.

It is important for teachers to be able to notice changes in the behavior of students, manifestations of anxiety, fatigue or apathy. Tactful conversation, individual work, attention to the emotional state of the student make it possible to prevent the development of tension in the group in a timely manner.

Particular attention should be paid to the adaptation of first-year students. In the first months of study, many people experience difficulties - new requirements, a change of environment, a high educational load. During this period, it is important to organize activities aimed at consolidation, the development of trust and the formation of a positive attitude to learning.

The psychological climate largely reflects the personality of the teacher. Benevolence, fairness, consistency and pedagogical tact create an atmosphere of respect and trust. Students are especially sensitive to the teacher's attitude to themselves: sincerity and attention evoke a response, while coldness and formalism destroy the moral and psychological basis of communication.

The personal example of the teacher is a powerful educational factor. If the teacher demonstrates openness, empathy, conscientiousness and respect, then the same qualities begin to form in students. An atmosphere of cooperation and emotional comfort is becoming the norm of collective life.

Practical ways of forming a positive moral and psychological climate in the student body are based on real pedagogical actions: the organization of joint activities, the development of a culture of communication, the creation of traditions, the support of initiative, psychological assistance and the personal example of the teacher.

Each of these areas requires consistency, attention and pedagogical skill. Only with a combination of professional competence and sincere human attitude, it is possible to create an atmosphere in which a student feels not just a student, but a full-fledged member of a single educational community.

The formation of a positive moral and psychological climate in the university is not an end in itself. This is the most important condition that directly affects the effectiveness of the educational process, the development of the student's personality and the formation of a future professional. When an atmosphere of mutual respect, trust and emotional comfort reigns in the educational environment, significant socio-psychological and pedagogical effects are manifested.

One of the first results of a favorable moral and psychological climate is the growth of internal learning motivation. Students begin to perceive learning not as a duty, but as an opportunity for self-realization and professional growth. An emotionally comfortable atmosphere, the support of the teacher, friendly communication in the group reduce the fear of mistakes and stimulate a creative attitude to the learning process.

A psychological sense of security contributes to the manifestation of initiative and independence. Students are more actively involved in discussions, projects, scientific conferences, show interest in additional knowledge and self-education. Educational activity acquires a personal meaning, which increases the quality of mastering the material and the stability of motivation.

A positive climate in the group creates a space for open communication. In such conditions, students learn to interact, negotiate, show tolerance and respect for different points of view. Joint performance of tasks, participation in group projects and social events develop collective decision-making skills, leadership qualities, and the ability to cooperate.

These skills are necessary for a future specialist in any professional field. They contribute to the successful adaptation of graduates to work and increase their competitiveness. Thus, a favorable climate performs an important function of the professional formation of the individual.

A positive moral and psychological climate ensures the emotional balance of students, contributes to the formation of a sense of confidence and psychological stability. When there is an atmosphere of support and goodwill in the group, the level of anxiety, aggression and stress decreases. Students can more easily overcome difficulties related to the study load, exams or personal problems.

Emotional well-being affects the general state of health, increases concentration, and contributes to the harmonization of the personality. As a result, a stable internal motivation for learning and self-development is formed.

A favorable moral and psychological climate contributes to the strengthening of group cohesion. In such teams, there are fewer conflicts, misunderstandings and manifestations of isolation. Mutual support and a sense of belonging to a team create a sense of unity and common purpose. A group united by positive emotional ties becomes a self-regulating system: emerging difficulties are solved within the team without exacerbations. Mutual trust forms a culture of communication, where honesty, responsiveness and willingness to help are valued.

In a positive moral and psychological climate, students not only master professional knowledge, but also develop personally. Positive relationships with peers and teachers form in them a sense of responsibility, self-confidence, the ability to self-analysis and self-control. Such a climate stimulates a conscious attitude to the profession, helps to develop value attitudes that correspond to humanistic ideals. Students learn to perceive the educational process as a space for personal growth, where not only grades are important, but also the development of character, culture of communication, and the ability to empathize.

For a teacher, a positive moral and psychological climate means an increase in the effectiveness of pedagogical interaction. In a friendly atmosphere, it is easier to realize educational goals, activate the cognitive activity of students, develop critical thinking and creativity. The teacher receives feedback, which makes the learning process flexible and lively. The need for strict control and administrative measures is reduced, as students become intrinsically motivated participants in the educational process.

A positive moral and psychological climate in the student body has a multifaceted impact on the development of the personality and the quality of the educational process. It contributes to increasing motivation, developing social competencies, strengthening psychological health, and forming a culture of interaction and professional responsibility.

Curators of the student group of higher educational institutions play an important role. The activity of the curator is an important part of the university's activities, including being part of the educational process of the faculty and the department, is included in the individual work plan of the teacher and is considered as the main task of the department. The curator of the student group reads his executive work during the academic year in accordance with the plan of the academic year and the directorate of the institute is agreed, approved by the head of the department.

The work of the curator responsible for the educational work of the educational institution and institute is controlled through coordinators, deputy director, vice-rector, they also provide methodological assistance to curators, when necessary.

A teacher appointed to supervise must have social and professional competencies and have a high moral culture, personal preparation for educational work, be responsible and communicative, and the ability to create psychological and pedagogical conditions for the formation of a positive

moral and psychological climate in a student group is a mandatory requirement. The main directions and tasks of the curator's activities are: self-development and development of the personality of students and socio-psychological adaptation, by joint efforts for its successful implementation in society, in personal and professional terms to contribute to the formation [12, p.356].

Creating such an atmosphere requires from teachers not only professional skills, but also human sensitivity, the ability to see in each student a person capable of growth and self-development. This becomes the basis for the successful education of future specialists, for whom moral maturity and culture of communication are integral qualities of professionalism.

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