FUNDAMENTALS OF PROFESSIONAL TRAINING OF SOCIAL TEACHERS IN THE ORGANIZATION OF CULTURAL AND LEISURE ACTIVITIES

Abstract. This article examines the formation of students' readiness to organize cultural and leisure activities, which are laid in extracurricular activities of students, their participation in realization of own interests and cultural needs, contributing to correction of their leisure culture, as well as active participation in volunteer organizational work with various categories population. The culture of a student's personal leisure in this regard is one of the important factors in preparation of a social teacher for organization of cultural and leisure activities, since a subject capable of organizing his or her leisure will be able to initiate the leisure of his/her pupils.

Keywords: time, leisure, competence, cultural and leisure activities.

In the professional activity of a social teacher, an important place belongs to the organization of the leisure of pupils, the involvement of a modern young person in the cultural and leisure environment. The developing infrastructure of leisure institutions creates favorable opportunities for organizing cultural and leisure activities, and its expedient use by a social teacher makes high demands on his professional activities.

The possibilities of realizing the potential of cultural and leisure activities are largely determined by the uniqueness of those with whom the social teacher works, his professional training and practical experience. All this should also be taken into account in the preparation of a social pedagogue engaged in various areas of the
pedagogical space. The professional training of a social pedagogue requires not only to master the qualification of an organizer of cultural and leisure activities, but also to contribute to the formation of leisure culture among those with whom he works. This process is significantly complicated by the perception of the essence of cultural leisure, as one of the types of free time that meets the recreational needs of various categories of people. It is with them that the social teacher interacts, realizing the tasks of professional activity.

Taking into account the importance of professional training of social educators for organization of cultural and leisure activities, certain experience has been accumulated in pedagogy and psychology for a more in-depth study of this issue. In particular, many aspects of the professional training of a social teacher are reflected in the works of V. G. Bocharova, M. A. Galaguzova, I. A. Lipsky, L. V. Mardakhaev, L. L. Sultanova, and others.[1, 2, 3, 4, 5]; approaches to the personality-oriented training of a social teacher in the context of the humanistic and cultural paradigm are defined (S. A. Belicheva, I. A. Zimnaya, B. Yu. Shapiro [6, 7, 8]); the specifics of the professional activity of social teachers of various specializations are highlighted (H. H. Nikitina, M. A. Petukhov [9]); indicators of the professional suitability of a social teacher and competence are established (V. N. Gurov, M. P. Guryanova [10, 11]); the idea of the socio-cultural development of a social teacher is substantiated (Yu. S. Mozdokova [12]), etc.

According to the analysis of the problem of social pedagogy in Kazakhstan, we can note the dissertations of G. Zh. Menlibekova [13]), Sh. Zh. Kolumbaeva [14]), M. T. Baimukanova [15]), etc.

The term "cultural and leisure activities" for a long time did not have a scientifically representative meaning. Due to the historical changeability of society, this category acquired different autonomy. In the second half of the XX century, a methodological turn took place in the humanities. "Neo-Kantian epistemology, within the framework of which the research of V. Windelband [16], G. Rickert [17] and M. Weber [18] was carried out, showed that the interpretation of so-called objective reality is conditioned by cognitive tools of scientist, categorical apparatus used by him" [19]. In accordance with this, it is necessary to pay attention to the
understanding of cultural and leisure activities from the point of view of various scientific and conceptual provisions.

The analysis of the category "cultural and leisure activities" is relevant to consider from the point of view of the autonomy of each concept contained in this semantic unit. The studied phrase consists of three terms: "culture", "leisure", "activity", which are the objects of scientific knowledge of philosophy, pedagogy, psychology, linguistics, history, cultural studies, and sociology. It is advisable to pay attention to the key concept in the above phrase - "leisure", which originates from the Latin language (ligere), which means "to be free". And having passed into the French lexicon - (loisir), it underwent only a minor change - "to be allowed". This understanding of leisure is related, implying choice and the absence of compulsion. In ancient Greece, the word "leisure" (scholar) meant "serious activity without the pressure of necessity" [20, 223].

The problem of perception of free time, that is, leisure, was considered by many philosophers in the ancient period. So Aristotle [21] interprets leisure as time free from any material-necessary occupations and as an integral property of the civil state. Socrates, who paid attention to social life, praised leisure as a precious asset. In Pindar, Aeschylus and Herodotus, the concept of "leisure" becomes synonymous with the word "freedom" or "rest from something" [22, p. 292]. Sophocles compares leisure to "doing nothing, idleness." Thus, among the thinkers of that time, there was no single approach to the understanding of leisure.

Having considered some of the philosophical teachings of the Middle Ages, we can note that leisure activities were not the central link of the study of either patristics or scholastics. However, studying the divinity and sinfulness of man and calling him to live in unity with nature, the philosophers stated leisure as a purposeful activity of the mind, having a divine origin, enclosed in the framework of spirituality and aimed at self-improvement.

"Three things" belong to a person, L. B. Alberti notes [23, 263] in the treatise "On the Family": soul, body and time. The soul is free, not subject to Fortune; the body is created by nature as an instrument of the soul and man disposes of it as freely as the soul. And, finally, time-if it is used intelligently, actively, belongs to a person.
To own time means to actively use it for the benefit of yourself and others, to spend it, but not to lose it. Time by Alberti [24] becomes the most important factor of earthly existence and acquires a moral meaning. It implements the freedom of will, directed to the self-improvement of a person and his active affirmation in the outside world. Time ceases to be the exclusive prerogative of God, according to Christian doctrine, and passes into the power of man.

Philosophy, according to Michel de Montaigne, is primarily concerned with the scientific understanding of human morality. It leads a person to virtue, which consists in living according to the laws of nature, in the pursuit of happiness, peace and physical comfort. The ideal of knowledge is not religious, but secular. One of the privileged positions is occupied by artists. Leisure becomes more free in the choice of forms and is aimed at experiencing bright positive emotions. Masquerades, art exhibitions, and mass celebrations are held.

The humanistic orientation of the Renaissance, which contributes to the development of anthropocentrism, implements new manifestations of man in his free time. Man is praised and exalted to the utmost - he is the pinnacle of the universe, who has the right to freedom, creativity, glory, and bliss in life [25]. Thus, a new system of values is emerging, where man and nature come first. The design of Renaissance culture and philosophy determines the appearance of "secularization" - liberation from church influence, including methods and forms of leisure activities.

The XVII century opens the period of Modern philosophy. The development of technology causes the emergence of scientific knowledge and the development of rational thinking. The epoch of the New Time brings to the fore the problems of human cognition. The empiricists-Francis Bacon [26], John Locke [27, pp. 137-405] - single out the only source of knowledge - experience. They agree that the content of all human knowledge is reduced to experience. Therefore, considering leisure activities as socially useful, a person acquires new knowledge and skills through a natural learning process based on primary experience and feeling, through classes conducted in their spare time. "The first kind of knowledge is sensory knowledge, the second and third are intellectual knowledge" [28]. At the same time, a person fills his spiritual (feelings, sensations) and material (movement, position of the body
in space), since, according to the dualist R. Descartes [29], the human world consists of two "substances: spiritual and material". Hence, leisure, which is present in the life of a person, satisfies not only social needs, but also personal ones, bearing an individual character that promotes self-expression.

J.J. Rousseau first expressed the idea of morality and the problem of alienation of man. In this regard, we pay attention to the balance of work and free time, as well as the availability of various types of leisure activities.

German classical philosophy, which originated in the XVII-XIX centuries, united the general methodological principles of the construction of philosophical knowledge: rationalism, dialectics, historicism, thanks to the works of I. Kant, I. Fichte [30, 266].

I. Kant combined the best living of life with labor: "Work is the best way to enjoy life." Georg Wilhelm Friedrich Hegel [31] idealized the process of unfolding the world mind, which, in his opinion, passed through three stages: logic, nature and spirit. In our work, we pay attention to the last component of this component - "spirit", since the history of human spiritual life depends on it, which is filled not only with the time of professional improvement, but also with the time in which a person can most fully express his personal orientation - free time.

Working hours are beginning to be distinguished from other types of time: free, family, and religious. Working hours play a dominant role in industrial society. Time is not only a form of social existence and a space for creating the material wealth of society, but also acts as a measure of labor and all human activity.

By the beginning of the XX century, leisure time entertainment has acquired quite extensive forms, a diverse focus: museums, theaters, libraries, fairs, aristocratic clubs and interest groups, art exhibitions, folk readings in parks and gardens.

Leisure activities were also carried out as part of the expansion of educational services to the population: free schools, Sunday and evening Sunday schools, educational courses and clubs were created, the first people's universities appeared. The workers began to create amateur organizations for the purpose of their education, which would later be used by revolutionary figures to promote their ideas.
Public organizations developed, which united representatives of the same professional fields.

A. F. Volovik and V. A. Volovik in their work "Pedagogy of leisure" define leisure activities as "activities carried out during non-working hours" [32, p.11]. They also determine the features, principles, and levels of leisure activities. Thus, the specific features of leisure activities are: the presence of a person's need for this activity; diversity in the focus of the subject; independent choice of the type of leisure; differences in the nature of leisure activities - from socially significant to antisocial.

Leisure activities have three levels: consumption, creativity and exteriorization, which are realized through such principles as interest, recreation, cognition and joint activity.

In our opinion, there is no consistency in this concept that determines the cause-and-effect relationships in the scientific justification of leisure activities. So, if leisure activity is the time spent outside of work, then the time budget (non-working time) is equated to leisure time. We believe that it would be wrong to describe, for example, the time required to travel to work as a leisure activity. Therefore, from our point of view, leisure activities cover only a part of the budget of non-working time, which remains after the fulfillment of physiological needs and the implementation of economic and family needs.

Another contradiction, which we would also like to note, is that the above-mentioned authors include consumerism in their leisure activities in the form of watching TV shows, feasting, etc. We, relying on the theory of activity of A. N. Leontiev [33], believe that in the process of leisure activities, since after all, this is one of the types of human activity, the individual interacts with the surrounding world, establishing the most important life relationships. Hence, a person engaged in leisure activities is active and leisure activities cannot be equated with rest. A. F. Volovik and V. A. Volovik point out that leisure activities can be both socially useful and antisocial. But if we turn to the lexical origin of the very concept of "leisure" (the data are given in our work above), then the meaning of this word does not include illegality, but rather denotes freedom and permissibility of
actions. Moreover, in Ancient Greece, leisure was compared to learning, so leisure does not initially imply associality and can not be negative. The authors, indicating the principles of leisure activities, indicate the role of interest, which acts as the dominant need. But today it is necessary to take into account the new approaches in the management system developed by psychology. Thus, in order to increase the index of team cohesion and form a common focus of interests among colleagues, corporate leisure is arranged in organizations of the new generation, which does not always correspond to the interests of an individual.

The next principle is the provision on joint activities. "Leisure involves such interaction, in the process of which people are in a certain relationship of mutual dependence and mutual responsibility" [32, p. 76-87]. From this it can be stated that the authors exclude the individual form of activity from leisure, which is also not very correct, since leisure activities, like any other type of activity, can be carried out by a person both individually and together with other people.

Thus, leisure activities are only a certain part of the free time limit, carried out individually, in a group or en masse, having a positive orientation and performing recreational and developmental functions.

In the pedagogical field, thanks to the works of such scientists as I. V. Bestuzhev-Lada [34], the methods of leisure activities were defined and classified, which were based on the goals achieved as a result of such activities: educational, educational, recreational, methods of organizing creative activities. To date, the main concepts of leisure activities have been identified: activity-based, psychoanalytic, medico-biological, socio-cultural, nature-oriented, techno-economic, and socio-managerial.

Humanity, building a single planetary civilization of the XXI century, is following the path of integration of national cultures, globalization of the humanistic values inherent in them. Scientific and technological progress, the dynamism of social life, the expansion of international contacts, the rapid development of such mass media as the Internet and satellite television, have led to the formation of a new systemic quality - universal culture. Therefore, the leisure activities of today's society are culturally oriented and interiorize the cultural values of various ethnic
groups, accompanying the life activity of the individual. Such activities at the present stage of development of cultural studies, pedagogy, sociology and other sciences would be correct to call cultural and leisure activities.

M. A. Ariarsky [35] in their works define cultural and leisure activities as an area of socio-cultural activity, manifested in the field of free time.

In summary, we can state that the term "cultural and leisure activities" for a long time did not have a scientifically representative meaning and acquired the status of a category of science only at the end of the XX century. The historical and philosophical analysis showed that the concept of "cultural and leisure activities" was interpreted from the standpoint of the autonomy of each component of this semantic unit. After analyzing various approaches to understanding the essence of the category of cultural and leisure activities, we determined that this scientific unit from the point of view of the subject area of research is part of the professional activity of a social teacher, which is aimed at activating the appropriate self-expression of each pupil and contributes to the development of his creative personality, improving the culture of leisure.

The role of social pedagogy, from the point of view of P. D. Pavlenko, is to mediate between the social environment and certain branches of pedagogical science [36, p. 11-20].

M. V. Firsov and E. G. Studenova [37] believe that, on the one hand, "social workers and social educators are engaged in solving the same problems, and their tasks are implemented in the same plane", on the other hand, they note the difference between them, which is that "the activity of a social worker is aimed at maintaining the development and rehabilitation of individual and social subjectivity, while a social teacher educates a person in society".

Thus, considering the question of the relationship between "social pedagogy" and "social work", we can state that there are different points of view on this issue. So, some scientists separate these categories and believe that it is necessary to distinguish between the functional responsibilities of a social worker and a social teacher. Others consider it inappropriate to separate these concepts, since both social work and socio-pedagogical work are based on the pedagogical aspect. In this
situation, some scientists relate these concepts as interchangeable. There is also an integrated approach that makes it possible to consider the complementarity of these two categories, either in the methodology or in the functional aspect. Thus, the activity of a social pedagogue is focused on working with all categories of the population, whose problems are solved together with social workers who specialize in certain profiles. And, in this case, the concepts of "social teacher" and "social worker" are related as general and special.

We adhere to the view of scientists who consider it necessary to reconcile social work and social pedagogy as complementary sciences, but having their own autonomy, since the object and subject are much broader in social work, and technologies and methods are much more diverse in social pedagogy.

In our work, we will turn our attention to the specifics of preparing a social teacher for cultural and leisure activities.

Referring to the dictionary of social pedagogy, we determined that "a social pedagogue is a specialist in social and pedagogical work with children and parents, with adolescents, youth groups and associations, with the adult population in the conditions of educational and specialized institutions, at the place of residence" [38].

The analysis of the studied problems and clarification of the main concepts of the study showed that, in general, the presented conceptual apparatus of the issue under consideration is quite broad, which is due to the subject of the study. The regularization and unification of terminology is particularly relevant in the field of professional training of social educators and the identification of the features and structure of this training. As you know, there are two sources of the content of education, on the basis of which the content of the projected technology of training a social teacher for cultural and leisure activities is built.

On the one hand, for the future specialist, the life experience gained in the process of socialization is important and, within the framework of our research, it takes the form of assimilation and the formation of an individual's leisure behavior. Building such a system of acquiring life experience, although it is a platform for the initial development of professional abilities, is not enough for the acquisition of professional competencies.
On the other hand, for the professional training of a social teacher for cultural and leisure activities, it is important to translate "life experience" into "life experience". This approach was outlined in vitagenic learning, developed by Doctor of Pedagogical Sciences A. C. Belkin. According to his approach, the teaching focuses on such concepts as "life experience and life experience" [39].

The experience of life is information that is not lived by a person, but is only related to his awareness of certain aspects of life and activity. As a rule, such information is not personally significant and does not carry special value for the student. According to A. C. Belkin, most educational technologies provide only information that does not activate students' knowledge. If, in the course of learning, the transmitted information is perceived by the student as personally significant, then it is fixed by long-term memory and is in constant readiness for updating in new situations, which determines the life experience. "The inclusion of subjective experience in the educational material generates a new psychodidactic reality, the assimilation of which expands the experience of the individual, gives personal meaning to knowledge and skills, enriching life experience" [39, p. 123.]. Thus, the source of professional development is both outside of the person and in him. And one of the main aspects in the professional formation of a social teacher-organizer of cultural and leisure activities is not only early career guidance and the diagnosis of the orientation of the individual, but also the activation of the subjective position of the future specialist when conducting leisure activities.

After analyzing the features of the professional training of a social teacher and the specifics of the organization of cultural and leisure activities, we found that at the first stage it was important to diagnose the readiness of students to organize cultural and leisure activities. Practice clearly shows that the readiness of a social teacher to organize cultural and leisure activities is formed on the basis of the professional training of a social teacher. Understanding the essence of the practical activity of a social teacher in cultural and leisure activities allowed us to determine his readiness for the organization of cultural and leisure activities as a set of professional knowledge, skills, skills and qualities of a specialist's personality,
manifested in the need, ability and determination at the moment to implement cultural and leisure activities and achieve the required results.

The levels of readiness of a social teacher to organize cultural and leisure activities are: professional and creative (the ability to design cultural and leisure activities for different categories of the population; targeting, success and timeliness of the organization of cultural and leisure activities; possession of methods, techniques, means and forms implemented in cultural and leisure activities and the ability to creatively apply them in the organization and conduct of cultural and leisure activities); situational-creative (knowledge of the methods of organizing group interaction with a specific group in the usual conditions); reproductive (the ability to reproduce cultural and leisure activities according to a given scenario), and the criteria for their evaluation: motivation in the organization of cultural and leisure activities; level of knowledge; degree of ownership of cultural and leisure activities technologies.

The manifestation of the cognitive component of readiness for the organization of cultural and leisure activities was evaluated by the level of knowledge of students, shown by them in the testing process: knowledge of the methods of cultural and leisure activities, the basics of the organization of cultural and leisure activities.

This component was determined by testing during training courses and elective classes. To do this, tests were compiled to check the residual knowledge, which contained questions both open (answer the question) and closed (choose the correct answer from the available ones), as well as questions for compliance (identify pairs) and establishing a sequence (arrange in accordance with the order). The choice of the semantic meaning of the questions and topics of the developed course "Organization of cultural and leisure activities" was determined in accordance with the selected competencies necessary for a social teacher to organize cultural and leisure activities. To determine such a set of competencies, the "Professionogram" method was carried out, as a method of multiple collection of statistical material by interviewing working social teachers.

The testing was conducted among social educators in educational schools. The testing procedure was carried out individually. All forms were filled out in
accordance with the requirements presented in the test. The "Professionogram" method was presented in the form of questions that must be answered in accordance with the following scale: - "not the right quality»; - "little needed»; - "desirable"; - "necessary". According to these qualities, a set of competencies necessary for the successful organization of cultural and leisure activities by a social teacher was established in accordance with which, and the knowledge necessary for the theoretical preparation of a future specialist for the organization of cultural and leisure activities was determined.

The results of the "Professionogram" method were processed and presented in the form of a table. The results were carried out and processed in accordance with the instructions and the criteria for quantitative and qualitative data processing. According to the results of the study, a professionogram was made for each social teacher, which graphically reflected the professional qualities of a social teacher necessary for the implementation of cultural and leisure activities. (Table 1)

The results of the study of the most important professional qualities of the personality of a social teacher who organizes cultural and leisure activities in his professional activity

| rank | qualities          |
|------|-------------------|
| 1    | Creativity        |
| 2    | Communicativeness |
| 3    | Motor qualities   |
| 4    | Thinking          |
| 5    | Emotional         |
| 6    | Imaginative       |
| 7    | Sensory-perceptual|
| 8    | Speech            |
| 9    | Strong-willed     |
| 10   | Mnemic            |
| 11   | Attentive         |

From the results obtained, listed in the table (see Table 1), it can be seen that such qualities as: creative, communicative, motor, mental and emotional were more significant for working social teachers who implement cultural and leisure activities. The least preferred qualities are mnemonic and attentional.
The analysis of the literature, as well as diagnostic data of the real manifestation of the qualities necessary for the organization of cultural and leisure activities, allowed us to identify the following professional competencies of a social teacher cultural and leisure activities:

- animator – the ability to organize socio-cultural events outside of school hours;
- artistic - the ability to correctly use body plastics; managerial-the ability to design the structure of the, to carry out the distribution of powers and responsibilities;
- empathic - the ability to understand another person, to show empathy and tolerance; willingness to respond emotionally;
- creative - the ability to put forward new ideas when organizing and conducting;
- ethno-cultural-the ability to conduct cultural and leisure activities taking into account the ethno-cultural characteristics of the participants;
- communicative - the ability to analyze and design interpersonal, group and organizational communications;
- recreational - the ability to create an atmosphere of recreation and recreation for participants of cultural and leisure activities;
- cultural and educational-knowledge of the culture of thinking, the ability to generalize and analyze information, setting goals and choosing ways to achieve it in the organization of KDD;
- marketing - the ability to study the needs of the population in cultural and leisure activities and the promotion of these services;
- analytical-analysis of the demand for cultural and leisure activities.

These competencies were identified in the groups of relevant professional competencies: special competence, social competence, personal competence, individual competence. Special competence - the ability to design your professional future, the knowledge of the actual professional activity at a sufficiently high level. Social competence - knowledge of methods of organizing group interaction, knowledge of communication techniques. Personal competence - possession of techniques of personal self-expression and means of countering professional deformation of the individual. Individual competence - knowledge of the techniques
of self-realization and the development of individuality within the profession, readiness for professional growth.

Practice clearly shows that the readiness of a social teacher to organize cultural and leisure activities is formed on the basis of the professional training of a social teacher. Professional readiness is a set of personal qualities, theoretical knowledge, practical skills and abilities acquired by a specialist, which allow at any time to successfully solve the tasks facing him and perform functional duties. Understanding the essence of the practical activity of a social teacher in cultural and leisure activities allowed us to determine his readiness for the organization of cultural and leisure activities as a set of professional knowledge, skills, skills and qualities of a specialist's personality, manifested in the need, ability and determination at the moment to implement cultural and leisure activities and achieve the required results. It characterizes the professional competence of a social pedagogue in the field of organizing cultural and leisure activities.

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