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УДК 159.9

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SCHOOL PSYCHOLOGICAL SERVICE: HISTORY AND PROSPECTS

On the basis of historical and psychological analysis reveal features of the development of school psychological services in the XX–XXI century. Traced genetics, theoretical and methodological links of modern school practical psychology with child psychiatry, medical psychology and pedagogy of XVIII–XIX centuries. It is shown that the modern school is the result of a psychological complex, controversial and dramatic struggle of scientific concepts, ideas and views on the role and purpose of Educational Psychology, training and education of students. The role of pedology and pedological studies in establishing the methodological framework of school psychodiagnostic given the difficulties and errors in implementing pedologists testing that focused mainly on the selection of children rather than providing their intellectual and personal development. The new post-war stage of history of psychological services have been significant changes in its methodological principles as in foreign countries of Europe and the United States and the former Soviet Union, and later in Ukraine.

Summarizing the experience of dynamic growth in SPS in Ukraine allowed the author to draw conclusions about the cultural and historical peculiarity of this process and outline the perspectives and characteristics of psychological service as an integral part of the educational system of modern Ukraine.

Keywords: school psychological service, practical psychology, psychodiagnostic, pedagogy, psychiatry, pedology.

У статті на основі історико-психологічного аналізу розкрито особливості розвитку шкільної психологічної служби у XX – на початку XXI століття. Простежуються генетичні, теоретичні та методичні зв'язки сучасної шкільної практичної психології з дитячою психіатрією, лікувальною педагогікою та психологією XVIII–XIX століть. Показано, що сучасна шкільна психологічна є результатом складної, суперечливої та

драматичної боротьби наукових концепцій, ідей, поглядів на роль та призначення психології у справі освіти, навчання та виховання школярів. Розкрита роль педології та педологічних досліджень у створенні методичної бази шкільної психодіагностики, вказано на труднощі та помилки у проведенні педологами тестування, що були спрямовані в основному на селекцію дітей, а не на забезпечення їх інтелектуального та особистісного розвитку. На новому повоєнному етапі історії психологічної служби відбулися значні зміни у її методологічних засадах, як у зарубіжних країнах Європи та США, так і в колишньому Радянському Союзі, а в подальшому в Україні.

Узагальнення досвіду динамічного розвитку шкільної психологічної служби в Україні дозволило зробити висновки про культурно-історичну своєрідність цього процесу та намітити перспективи та особливості розвитку психологічної служби як невід'ємної складової системи освіти сучасної України.

Ключові слова: шкільна психологічна служба, практична психологія, психодіагностика, педагогіка, психіатрія, педологія.

В статье на основе историко-психологического анализа раскрыты особенности развития школьной психологической службы в XX – начале XXI века. Прослеживаются генетические, теоретические и методические связи современной школьной практической психологии с детской психиатрией, лечебной педагогикой и психологией XVIII - XIX веков. Показано, что современная школьная психологическая является результатом сложной, противоречивой и драматической борьбы научных концепций, идей, взглядов на роль и назначение психологии в деле образования, обучения и воспитания школьников. Раскрыта роль педологии и педологических исследований в создании методической базы школьной психодиагностики, указано на трудности и ошибки в проведении педологами тестирования, которые были направлены в основном на селекцию детей, а не на обеспечение их интеллектуального и личностного развития. На новом послевоенном этапе истории психологической службы произошли значительные изменения в ее методологических принципах, как в зарубежных странах Европы и США, так и в бывшем Советском Союзе, а в дальнейшем в Украине.

Обобщение опыта динамического развития школьной психологической службы в Украине позволило сделать выводы о культурно-историческое своеобразие этого процесса и наметить перспективы и особенности развития психологической службы как неотъемлемой составляющей системы образования современной Украины.

Ключевые слова: школьная психологическая служба, практическая психология, психодиагностика, педагогика, психиатрия, педология.

Among modern branches of applied psychology in Ukraine is a priority school psychological service. Over the past two decades, school psychological service (SPS) achieved considerable success: held its organizational formalization,

passed a number of legal and instructional guidance documents that govern its activity, intensively trains personnel specialists-psychologists and social workers.

School Psychological Service is regarded today as an important factor in science of education and development of schoolchildren, increase of the efficiency of educational process in general. Obviously, there is considerable success in organizational, technical, staffing psychological service of education, including school psychological service in our country. The accumulated experience of researchers, trainers, educational psychologists can draw some generalizations and theoretical conclusions.

There was a task to analyze the theoretical sources of school psychological service as a scientific discipline, to understand the experience of history of SPS as history of the struggle of ideas, different theoretical approaches and views on the role and place of psychology and psychologists in the case of teaching, education and development of schoolchildren, to offer historical periods of its formation and development since the mid of XIX century until the end of XX century, to identify the main trends of the beginning of twenty-first century in the article.

Historical and psychological analysis showed that the idea of care for children, which is central to the whole practice of Educational Psychology, at first developed by doctors, including child psychiatrists. Although the term "child's psychiatry" appeared in the scientific literature rather late – in the 30's. XX century, but the concept of "mental disorders of childhood" existed long ago. This is evidenced, as noted Buianov, the fact of publication in 1911 of the first review in the history of child psychiatry 273 papers on mental illness of children [1, 8].

The development of child psychiatry during the XIX century led to the separation in its three main areas: clinical-psychopathological, psychological and medical pedagogical.

The last, in our opinion, is directly related to genetic, theoretical and methodological relationships with school psychology. Ideas that have been developed and embodied in the life of famous European scientists Friedrich Froebel (1782-1852), Jean Itar (1775-1833), Johann Pestalotsi (1746-1827) actually launched medical pedagogy. At first they specifically initiated a study of mental disorders of children, mainly mental retardation and compensation of these disorders by means of pedagogical techniques. There are many schools for mentally defective children in the second half of the XIX century in European countries, including France, Germany and Switzerland and at the end of XIX century medical and pedagogical direction already encompassed the problems related not only with intellectual disabilities, but also the nature of the correction of various deviations of children's character with the help of moral influence.

A considerable achievements in the development of this area of child psychiatry belongs to A. Lazurskii (1874-1917). His works "The school characteristics" (1913), "Natural experiment and his school use" (1918) were mainly medical-pedagogical and psychological. They played a significant role in better understanding the nature of abnormalities in childhood and allowed to choose more productive the methods of treatment and educational impact on mentally ill children.

The achievements of health-educational and psychological approaches in child psychiatry at the turn of the XIX and XX centuries were considerable, but the practical needs of the school put more and more questions that go beyond the competence of doctors and scientists-psychiatrists. Intensification and specialization of production required of improvement of professional training, of creation of a system of career guidance, but financial system required a prudent and reasonable spending on education.

Problems and contradictions in education of most developed countries are acutely felt in the last quarter of the XIX century. Progressive educators, civic and political leaders have drawn attention of teaching public to the necessity to put the whole thing of education on the psychological basis. Gradually ripened an idea of using of methods of psychology in teaching practice, particularly in the diagnosis of the level of development of children.

Thus, during the XIX century, almost entirely, especially in the second half, took place preconditions of maturation and development of school psychological service. These are prerequisites for development of therapeutic pedagogy, child psychology, psychology of individual differences, the development of ideas of individual approach in pedagogy; development of the system of production and growth of contradictions in the education and upbringing of the younger generation, preparing them for life and work.

A new stage in the history of SPS coincided with the beginning of the XX century. This is the first time the creation of organizational forms of school psychological service. It was at this time in the United States (1915) and England (1913) started their activities first school psychologists, and in Boston F. Parsons founded on vocational guidance bureau (1908) [2].

One of the first ideologists and trainees of applying of survey methods in school was a prominent American psychologist Stanley H. Holl (1846-1924), which began publication of the first magazine of age, children and applied psychology. In his famous work "Essays on the study of the child" the author tried to apply evolutionary ideas as a principle of explanation patterns of ontogenetic development. To study the psyche of children of all ages Hall widely used questionnaires that were distributed to teachers in order to collect information about how children imagine the world. Questionnaires for students included questions concerning their moral and religious feelings, attitudes toward others, various records, etc. [3, 10-11].

After Wundt's scientific school in Europe, S. Holl founded in 1883, the first US psychological laboratory, the results of which were implemented in the practice of teaching. The names of Stanley Hall and Oscar Chrisman related the phenomenon in the history of pedagogy and school psychological service as pedology. The term "pedology" was used as a synonym for "child psychology", "educational psychology" [3, 11].

Pedology appeared from acutely understanding need to obtain synthesized knowledge of the child for the purpose of better education and training of young people. To the pedology relied optimistic hope of solve the tasks that were beyond the power of other sciences, each of which considered a child only on one side,

their-specific methods. The main method of pedology for a long time was the method of tests that have become so popular that in fact replaced all other methods.

Huge influence on the subsequent development of school psychology made the works of French scientist Alfred Binet and his colleagues of the diagnosis of mental development and the psychology of individual differences. In 1905 he founded the teaching laboratory and at the same time was the first version of its measurement scales of intelligence. This date is considered the start of testing actual movement, and Binet – its founder. Interestingly, in his works Binet traditionally devotes considerable space to anomalies of development, particularly in his book "Abnormal Children" (1911). And the scale was developed by A. Binet and T. Simon for the Ministry of Education of France with a practical purpose – to find a simple method of distribution children by level of development. This idea has been so popular that today school psychologist often seen as the person whose purpose with the help of testing to identify children in need of training, not in ordinary bur in special schools. In this approach, we see the influence of the ideas of medical pedagogy.

The research of A. Binet and his co-authors have given a powerful impetus to the development of pedology. Creating a new science that explores the child holistically at different age stages was met by representatives of various sciences and enthusiastic educators. It was believed that if talented psychologists, educators, sociologists, doctors start doing together, they can quickly answer the question how to prepare a new type of man, which required the XX century. This understanding of the actual needs of education has led to the fact that at the beginning of XX century in the West, and from 1904 in Russia pedology became known as psychological, medical and social research on child development. Simultaneously the reflexology developed as the science of behavior, experimental pedagogy, educational psychology.

Ground for the development of pedology in Russia at the beginning of XX century was particularly favorable. The interest of teachers and parents in it was associated with considerable difficulties of obtaining of high school education, without which it was impossible to enter the public universities. Training programs have been overwhelmed, taken into account few the age and individual characteristics of schoolchildren. Among the pupils were many suicides. Statistical data pointed to the correlation of neuro-mental disorders with the number of years of education. Pedologists gave hope to find a way out of this situation [6]. The center of their attention was the physical and mental development of children. Deeply and carefully exploring the child, especially by clinical methods pedologists both treated and educated him. As the basis of the educational system were laid humanistic principles and ideas of Jan Amos Komensky, Jean-Zh. Russo, Johann Heinrich Pestalozzi, Johann Friedrich Herbart, K.D. Ushinskiy which the pedologists considered as their ideological teachers.

It's not a child who has to adapt to the learning system, they said, but rather - programs and methods should be adapted to the child. Individuality of a child,

especially its nature, behavior, health - mental and physical, should determine choice of means of pedagogical influence. The main task of mental training to the point of view of pedology is to develop independent thinking and the role of teachers is to create favorable environment for the child to develop his abilities. In his reports on pedological and educational conventions, in lectures for the students at the University of Shanyavsky pedologists tried to provide answers to specific questions - how to prevent overwork of the child? How to develop his attention and memory? How to educate "difficult" children? and others. The first pedological studies in Russia in the first decade of the XX century doctors, psychologists, clinicians have begun to realize (A.P.Nechayev, GI Rossolimo, A.F.Lazurskiy, VP Kashchenko) who basically continued to develop traditional approaches to the study of the child, established in the XIX century., and their ideas and works first been criticized for being considered a child abstractly, without social context, statically [7].

At this time, pedology formed several theoretical concepts of child development - reflexological, biogenetic and sociogenetic, each defended their interpretation of human psyche and the methods of research them. The most significant contribution to the next development of school psychological service have sociogeneticists who left for science the huge factual material about the effects on formation of the child's person the interpersonal relationships in macro- and micro-environment, and a system of scientific methods.

The struggle of ideas among pedologists took place in this period in the background of deployment of mass pedological movement in the country, which involved tens of thousands of people. Pedology was to become basis for pedagogy, to bring a new level of learning and education of adults and children. In order to develop ways of educational work with the masses, it was decided to hold pedologist's Union Congress, held from December 27 1927 to January 3, 1928 in Moscow. On the congress were well represented all that time psychological and pedagogical, methodical sciences of the child. Worked the sections: prepreschool, preschool, first school-age, difficult childhood, research-methodological and organizational program. There were discussed the problems of education and training, vocational guidance, audience reaction to film and theaters repertory, methods of studying of personality and more. The reports of M.Ya. Basova, P.P. Blonskii, L.S. Vygotsky, A.S. Zaluzhny, L.V. Zankov, O.R. Luria, V.M. Miasischev, A. Smirnov, I.A. Sokolyansky and many others (a total of 550 papers were presented) discovered the problems of mental, labor, physical, sexual education, psychological and pedagogical analysis of failure, diagnosis of types of the nervous system, causes of "difficult" childhood, learning features of abnormal children. The congress decided to establish the Pedagogical Society of the USSR and the special magazine "Pedology" [11].

After the Congress of pedologists became a period of heated discussions, attacks, accusations against pedology, political and ideological pressure. During the discussions in 1932 in the company of teachers-marxists treated the problem of using the concept of Freud in the science of education and development, the role and importance of reflexology, the relationship of theory and practice,

methods and techniques of study of the child, the role of teachers and psychologists in pedagogical process. Harsh criticism suffered staging by pedologists the questions about gifted and talented children and the need for them the most favorable conditions.

Most fully pedologist's views on education and development of children exposed in the works of L.S. Vygotsky and P.P. Blonsky. In particular, Blonsky print in the pedagogical journals several applied articles: "Pedological analysis of a lesson" (1933.), "The pedology can help schools" (1933), "How to ensure future teachers knowledge of age features of children" (1934) and others. In 1934 he published a textbook "Pedology" for higher educational institutions where he identified subject, categories and tasks of pedology [1]. At the same time were published the most profound works of L.S. Vygotsky: "Fundamentals of pedology" (1934), "On pedological analysis of the pedagogical process" (1935), "Pedology of preschool age" (1933). Vygotsky considered the problem of development of the child with fundamentally new positions than was customary in Western pedologists. Their ideological teachers were Hall, Thorndike and Meumann.

The source of personal development, according to Vygotsky – is not genetic mechanisms and interpersonal relationships within the system. A fundamentally new interpretation of Vygotsky was the concept of "environment", which he understood as culture environment. These conceptual positions later became the basis for the development of psychological techniques of interpersonal and group interaction used in modern practice of psychology, including school. Thus, pedological movement was a mass phenomenon of social and cultural life in the 20's first half of 30-ies, and his contribution to the development of pedagogy and psychology is not really appreciated. In 1936, the decree of the Central Committee of the CPSU (b) "On pedological distortions in the system of Narkompross" activity of pedologists was criticized. Pedologists were charged with biologism, reductionism, eclecticism, political indifference, uncritical application of the bourgeois research methods, abusing statistical methods and others. Special discredit experienced test method (test studies that have become widespread, in fact, had serious flaws have indicated by Blonsky, Vygotsky, Krupskaya and Makarenko), which resulted in the termination of vocational guidance and liquidation during 1937-1938 of institutions and organizations of vocational guidance that existed in the system of education, in manufacturing, transport, trade. Ultimately pedology was condemned as harmful pseudoscience and pedologists declared enemies of the people.

Works of scientists P.P. Blonsky, L.S. Vygotsky and others were removed from libraries. It was actually the tragic end of pedology [5].

It should be noted that at this time pedology as a separate science already existed in the West. It actually "dissolved" in other sciences, gave a strong impetus to the development of various branches of psychology and pedagogy. Substantial effort on pedology struck First World War, and later totalitarian regimes that were established by the Nazis in Germany and Italy. There were

internal causes of the crisis in pedology – in particular, has not been found object of this science, not developed categorical apparatus.

A new stage in the development of school psychology began after the Second World War. At this time the school psychological service most actively developed in the United States, where it is now one of the main areas of applied psychology. In the 60's there was established a professional organization of school psychologists who began to study objectives and role of PSSH, its ethical and legal principles, problems of professionalization of school psychologist, the content of his professional training, etc. In 1980 the United States was organized the National Association of School Psychologists.

Central functions PSSH for a long time considered the functions of measurement and assessment of individual skills and abilities using standardized tests. Implementation of practice of tests in American schools has contributed, in fact, the emergence and development of the service "Haydens". However, the recent trend reevaluation of views on measurement of abilities and qualities as the basic in practice of psychological assistance to children. It says that "testing is to determine the prospects of pupils, it gives incorrect results when examining adolescents from lower social strata and culturally backward areas" [8].

However, as wrote E. Stones, recently grow number of studies in which instead of the distribution of people in groups, which are designated as mentally retarded, stupid, or those who are not easy in training, attention is fixed on specific learning difficulties specific pupils in order to identify the nature these difficulties [10].

There has been a growth of problems in the Soviet system of education and training in the end of 70's. of XX century. This is actualized issues and topics that do not actually developed from the time of resolution on pedology.

Particular attention of researchers is attracted to the difficulties of child's behavior, associated with its individual characteristics, with influence of biological factors. Interest to objective methods for studying of psyche, psychodiagnostic problems, comprehensive, multidisciplinary approach to science - these trends are becoming more visible. The idea of creating of psychological service in school is becoming increasingly popular. Since that time the current stage of development PSSH.

The first staff psychologist in the former Soviet Union began working in Estonia in an agricultural school in 1970. The first theoretical consideration of the problem was realized by H.I. Liymets in 1973 Since 1975 has been working a number of psychologists in special boarding schools and from 1980 in secondary schools. Active search of forms of practical participation of psychologists in the school was made possible, according H.I. Liymets by virtue of theoretical and practical preconditions as implementation of a systematic approach to psychological and pedagogical analysis of the processes of personal development; identify certain general laws of mental development and the working of diagnostic of level of development; approach to education as a process of management development and understanding relationships in individual and collective development; deepening of the integration process of scientific cognition at the

level of pedagogy; improve the psychological training of future teachers and others.

One of the determinant moments in the formation of PSSH modern school associated with the release of the fundamental work of J.K. Babanskii "Optimize of the learning process" (1972). The idea of optimization was based on the detection and implementation of real educational opportunities of pupils. For teachers relied function of diagnosis and assessment of these opportunities. However, assessment of intellectual, volitional, emotional sphere and working of methods for their development for teachers has been very challenging. Babanskii, as noted William C. Cala and V.V. Raudik, was only possible at the time by: mutual compensation of teachers their incompetence [5]. Discussions of the causes of failure of pupils took place in the form of pedagogical consultations. From this pedagogical context came out experiments on the organization of PSSH, held in Moscow in 1982

During the 70's and beginning of 80's. the problems of PSSH actively discussed by scientists, educators, government and community leaders, writers and journalists. The magazine "Problems of Psychology" held in 1983 "The Round table" - in the same year in Tallinn took place the All-Union Symposium "Psychological Service in school." In 1984 in Moscow took place the first All-Union Conference on Problems of psychological service in the Soviet Union in which worked a section "Psychological Service of School". According to the results of the experiment and summarize of best practices of school psychologists, scientists and practitioners under the guidance of laboratory scientific foundations of children's Applied Psychology Research Institute of General and Pedagogical Psychology of the USSR was able to formulate purpose and objectives of PSSH, to solve a number of methodological problems, determine the content and forms of the school psychologist's work, its functions, rights and responsibilities, to develop provisions of the psychological service of Education (1989).

Important contribution to the development of theoretical concepts of PSSH are I.V. Dubrovina's works, her students and colleagues that provide a framework for further researches in the field of psychology.

Today, the main tendency of the development of service of Applied Psychology of education is its active formation as the system that provides multi-level psychological support to all subjects of the educational space. Its main structural systems are psychological, medical and social centers for children and adolescents, and staff psychologists who work directly in the educational institutions of different types.

During 90 years in Ukraine PSSH continues to evolve based on the principles set forth in the writings of I.V. Dubrovin, Yu.Z. Hilbuh, D.B. Elkonin, V.I. Voitko, K.M. Hurevych, D.I. Feldstein, H.S. Kostyuk, L.F. Burlachuk, A.V. Kirichuk and others. This are the principles of individual approach to students, the implementation of mental capabilities and reserves of every age, the full development of abilities of pupils; creating favorable for the development of individual psychological climate of educational process; practical psychologist's

professional interaction with teaching staff of the school; the unity of diagnostics, training, education and development and so on. Unlike models of PSSH prevailing in other countries, we develop a model of educational psychologist, but not a psychologist-doctor. This means that the psychologist is always in the context of school life, is a member of pedcollective and its activities by their nature and purpose of the objective coincides with the objectives of general education and development of schoolchildren.

Among modern branches of applied psychology in Ukraine the priority belongs to the school psychological service. Over the past two decades, it has made considerable progress: held its organizational formation, adopted a number of legal and instructional guidance documents governing its activities, intensively trains personnel specialists - psychologists and social workers. Notable event was the first (December 1990) and the II Congress (September 1996) Society of Psychologists of Ukraine, and Ukrainian Congress of Applied Psychology (1994), a number of scientific conferences. Further development of school psychological service were discussed at the traditional "Kostyuk's readings" in the pages of educational and psychological journals are shown. In 1997, the first issue of "Practical Psychology and Social Work." The author of one of the first publications V.G. Panok notes that education is perhaps the first area where there is a massive need for practical psychology. Place where turbulent processes of formation of a new pedagogy, which is impossible without a thorough knowledge of the individuality of the pupil, differentiation and individualization of learning, the use of new methods of education, promotion of self-development.

From 22 to 26 October 2005 in Kiev there was the First Congress of psychologists [4, 6-7]. The plenary was done report, "The theoretical basis of personality psychology" S.D. Maksymenko; "Problems of humanistic psychology" Sh.O. Amonashvili (Georgia); "Theoretical and methodological problems of psychological care to the population" E. Glyva (Australia); "Signs and symbolic expression in the principles of psychological regulation" V. Karapetyan (Armenia) and others. The Congress worked 10 sections, including "Practical work psychology: Methods and Technologies", Session Chair: V.G. Panok; "The psychology of learning and education in transforming education" Head: N.L. Kolominsky and S.I. Boltivets; "Psychological help to the family," Head: T.V. Hovorun, N. Yu. Maksimov, G.M. Bevez and other sections. There were held symposiums, held presentations, round tables, workshops, workshops and lectures.

The history and development of school psychological service indicates that the need for school psychologists is contingent upon certain historical and social conditions, at a certain level of psychological and pedagogical science and education. Psychological service cannot exist and develop in conditions of strict regulation of privacy by the state, in terms of educational voluntarism and authoritarianism. It is actually one of the institutions of a democratic society, designed to influence the education, training, and education of the younger generation, to promote the creation of optimal psychological and pedagogical conditions of individual students.

Today in Ukraine the state system of social and psychological service, in which the main place belongs to psychological service of education. In addition, the fast-growing non-state actors of various kinds of applied psychology that provide the needs of clients in the psychological care.

Prospects of PSSH we associate with the development in society of psycho-educational and humanitarian culture; convergence of education and healthcare.

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