

- хологический механизм
сихол. наук. – Новоси-
льво развития социаль-
ности школы: Дис... канд.
од ред. В.А. Спивака. –
ых установок в реаль-
труда): Дис... канд. пси-
исследования образова-
с. Феникс, 1999. – 538 с.
В.С. Библера. – Кемеро-
убельского. – М.: Новая
убельского. – М.: Поли-
М.: ИП РАН; КСП; Ака-
демические средства теории
и., 1995. – 800 с.
ред. М.М. Поташника. –
ПИМИО, 1993. – 105 с.
ции культурно-истори-
167 с.
е опосредование и сово-
С. 57–63.
М.: Наука, 1978. – 392 с.
атики: опыт разработки
ЦСПО РСФСР, 1991. –
я, программа, методы. –
готовности учащихся в
хода в системе высше-
ной, профессиональной
тв. ред. Б.П. Яковлев. –
ла. – М.: Флинта, 1997. –
тиированного обучения //
тические основы и прак-
и самоорганизации со-
существ и культуры, 1995. –
334. Ясвин В.А. Образовательная среда: от моделирования к проектированию. – М.: ЦКФЛ РАО, 1997. – 248 с.
 335. Ященко Е.Ф. Психология коллектива: Учеб. пособие. – Челябинск: Изд-во УрГУ, 2001. – 83 с.
 336. Anzieu D., Martin J.Y. *La dynamique des groupes restriants*. – Paris, 1976.
 337. Arrow H., Poole M.S., Henry K.B., Wheelan S., Moreland R. Time, Change, and Development: The Temporal Perspective on Groups // *Small Group Research*. – 2004. – Vol. 35. – Issue 1. – P. 73–105.
 338. Asch, S.E. *Social psychology*. – N. Y., 1952.
 339. Bales R. *Interaction process analysis*. – Cambridge, 1950.
 340. Bass B.M. *Leadership, psychology and organizational behavior*. – N. Y., 1960.
 341. Bizman A.; Yinon Y. Intergroup conflict management strategies as related to perceptions of dual identity and Separate Groups // *J. of social psychology*. – Provincetown, 2004. – Vol. 144. – № 2. – P. 115–126.
 342. Brever M.B. In-group favoritism: the subtle side of intergroup discrimination // *Codes of Conduct: Behavioral Research and Business Ethics*. D.M. Messick, A. Tenbrunsel (eds.). – New York: Russell Sage Found, 1996. – P. 160–171.
 343. Cartwright D., Zander A. Introduction to group membership: introduction. – In.: D. Cartwright and A. Zander (eds.), *Group Dynamics*. – N. Y., 1968.
 344. Cattell R.B. Concepts and methods in the measurement of group syntality. – *Psychol. Review*, 1948. – v. 55.
 345. Caws P. The distributive structure of the social group // *J. of social philosophy*. – Mal-
den (MA), 2005. – Vol. 36. – № 2. – P. 218–232.
 346. Colbeck C.L.; Campbell S.E.; Bjorklund S.A. Grouping in the dark: What college students learn from group projects // *J. of higher education*. – Columbus, 2000. – Vol. 71. – № 1. – P. 60–83.
 347. Collins B.E. *Social Psychology: social influence, attitude change, group process*. London, 1970.
 348. Das T., Tend B. Between trust and control developing confidence in partner coopera-
tion in alliances // *Academy of management review*. – 1998. – Vol. 23. – P. 491–512.
 349. Deutsch M. Cooperation and conflict. A personal perspective on the history of the so-
cial psychological study of conflict resolution // *International Handbook of Organiza-
tional Teamwork and Cooperative Working*. Ed. by M.A. West D. Tjosvold and
R.G. Smith London, UK: John Wiley. – 2004. – P. 9–43.
 350. Deutsch M. The effects of cooperation and competition upon group process. – In.: D. Cartwright and A. Zander (eds.), *Group Dynamics*. – N. Y., 1968.
 351. Ellemers N., Kortekaas P. and Ouwerkerk J.W. Self-categorization, commitment to
group and self-esteem as related but distinct aspects of social identity // *European
Journal of Social Psychology*. – 1999. – Vol. 29. – P. 371–389.
 352. Fiach H., Zueeh I. Zweiphasige Lehrerausbildung – Yesehichte. Consequence und
Perspective. – *Pedagogik und Schulalltag*. – 1991. – Ig. 46. – № 61–74.
 353. Fine G., Holyfield L. Secrecy, frust and dangerous leisure: generating group cohesion
in voluntary organization // *Social Psychology Quarterly*. – 1996. – Vol. 59. – P. 22–38.
 354. Fish H., Zueeh I. Zweiphasige Lehrerausbildung – Gesechich. Consequence und Per-
spective / *Pedagogic und Schulalltag*. – 1991. – Ig. 46 – S. 61–74.
 355. Fraser I.W. Preparing teachers for democratic schools: The Holmes and Carnegie re-
ports five years later. A critical reflection // *Teachers college record*. – 1992. – № 1. –
P. 94–96.
 356. Futoran G.C., Kelly J.R., McGrath, J.E. TEMPO: A time-based system for analysis of
group interaction process // *Basis and Social Psychology*. – 1989. – Vol. 10. – P. 211–
232.

357. Gersik C.J. G. Revolutionary Change Theories: A Multilevel Exploration of the Punctuated Equilibrium Paradigm // Academy of management journal. – 1991. – Vol. 16. – № 1. – P. 10–36.

358. Greenwood J.D. Social facts, social groups and social explanation // Nous. – Bloomington. – 2003. – Vol. 37. – № 1. – P. 93–112.

359. Guzzo R.A. Dickson M.W. Teams in organizations Resent research on performance and effectiveness // Annual Review of Psychology. – 1996. – Vol. 47. – P. 307–338.

360. Harrison D.A., Mohammed S., McGrath J.E., Florey A.T., Vanderstoep S.W. Time matters in team performance effects of member familiarity, entrainment, and task discontinuity on speed and quality // Personnel Psychology. – 2003. – Vol. 56. – Issue 3. – P. 633–669.

361. Hawleu W.D. A critical analysis of the Holmes Group & proposals for reforming teacher education. – 1986. – № 4. – P. 47–51.

362. Homans G. The human group. – N. Y., 1950.

363. Hoos K. Lehrerprobleme – über die Unwegbarkeiten der Erziehenpersonlichkeit und ihre Auswirkungen auf den Schule. – 1988. – In/So. № 3. – S. 229–312.

364. Hornsey M.J.; Hogg M.A. The effects of status on subgroup relations // Brit. j. of social psychology. – Leicester, 2002. – Vol. 41, pt 2. – P. 203–218.

365. Janson Ulf. Togetherness and Diversity in Pre-school Play // International Journal of Early Years Education. – 2001. – Vol. 9. – № 2. – P. 135–143.

366. Johnson C.; Schaller M.; Mullen B. Social categorization and stereotyping : «You mean I'm one of «them»? // Brit. j. of social psychology. – Leicester, 2000. Vol. 39, pt 1. – P. 1–25.

367. Lewin K. Resolving social conflicts. – N. Y., 1948.

368. Levine A. Why innovation fails: The institutionalization an termination of innovation in higher education. – Albani, 1980.

369. Marks M.A., Mathieu J.E., Zaccaro S.J. A temporally based framework and taxonomy of team processes // Academy of Management Review. – 2001. – Vol. 26. – P. 356–376.

370. Mayo E. The Human Problems of an Industrial Civilization. – N. Y., 1955.

371. Maslow A.H. Toward a psychology of Being. – N. Y., 1968. – 344 p.

372. McFarland D. Resistance as a social drama: A study of change-oriented encounters // Amer. j. of sociology. – Chicago, 2004. – Vol. 109. – № 6. – P. 1249–1318.

373. Murphy I. Helping teachers prepare to work in restructured schools. – Journal of teacher education. – 1990. – Vol. 41. – № 4. – p. 50–56.

374. On being loud and proud: Non-conformity and counter-conformity to group norms // Hornsey M.J., Majkut L., Terry D.J., McKimmie B.M. // Brit. j. of social psychology. – Leicester, 2003. – Vol. 42, pt 3. – P. 319–335.

375. Pendry L.; Carrick R. Doing what the mod do: priming effects on conformity // Europ. j. of social psychology. – Chichester, 2001. – Vol. 31 – № 1. – P. 83–92.

376. Rijswijk W.van; Haslam S.A. Who do we think we are? The effects of social context and social identification on in-group stereotyping // Brit. j. of social psychology. – Leicester, 2006. – Vol. 45, pt 1. – P. 161–174.

377. Sheehy P. On plural subject theory // J. of social philosophy. – Malden (MA), 2002. – Vol. 33. – № 3. – P. 377–394.

378. Simon B.; Aufderheide B.; Hastedt C. The double negative effect: The (almost) paradoxical role of the individual self in minority and majority members' information processing // Brit. j. of social psychology. – Leicester, 2000. – Vol. 39, pt 1. – P. 73–93.

379. Sugden R. Team preferences // Economics a. philosophy. – Cambridge, 2000. – Vol. 16. – № 2. – P. 175–204.

380. Taylor F. Principles of Scientific Management. – N. Y.: Harper & Row, 1911.

381. Terry D.J.; Hogg M. group norms and m Leicester, 2000. –

382. The IMPACT of t foot, D. Abbot e.a.

383. Thesen vor Reformen. – 1991. – Ig. 3

384. Thibaut J.W., Kelley H.H. The so Kelley H.H. The so

385. Thompson V. Bure

386. Van Prooijen J.-W. Univ. Leiden. – Le

387. Vanbeselaere N. T situations with cr 2000. – Vol. 140. –

388. Wall E. The prob № 2. – P. 187–197

389. Weber M. The Th 1947.

390. Webster M. Status cial science research

391. West M.A., Ander Psychology. – 199

392. Witte E.N., Leche Gruppenarbeit: Zu Bd. 28. – № 4. – S

393. Yinger R.I., Hend Journal of teacher

394. Zaltman G., Dunca

381. Terry D.J.; Hogg M.A.; McKimmie B.M. Attitude-behaviour relations : The role of in-group norms and mode of behavioural decision-making // Brit. j. of social psychology. – Leicester, 2000. – Vol. 39, pt 3. – P. 337–361.
382. The IMPACT of the current changes on teacher professionalism M. Osborn. P. Brodfoot, D. Abbot e.a. / Teachers college record. – 1992. – Vol. 94. – № 1. – P. 138–151.
383. Thesen vor Reform der Lehrerbildung in den ehemaligen DDR // Das Hochschulwesen. – 1991. – Ig. 39. – № 1. – S. 6–9.
384. Thibaut J.W., Kelley H.H. The social psychology of groups. N. Y., 1959. Thibaut J.W., Kelley H.H. The social psychology of groups. – N. Y., 1959.
385. Thompson V. Bureaucracy and innovation. – Administer. Sci. Quart., 1965, June.
386. Van Prooijen J.-W. Procedural justice and group dynamics: Proefschrift Doctor an de Univ. Leiden. – Leiden: Kurt Lewin inst., 2002. – 164, [4] p.
387. Vanbeselaere N. The treatment of relevant and irrelevant outgroups in minimalgroup situations with crossed categorizations // J. of social psychology. – Provincetown, 2000. – Vol. 140. – № 4. – P. 515–526.
388. Wall E. The problem of group agency // Philos. forum. – Boston, 2000. – Vol. 31. – № 2. – P. 187–197.
389. Weber M. The Theori of Social and Economic Organizations. – N. Y.: Frec Press, 1947.
390. Webster M. Status climats, performance expectations, and inequality in groups // Social science research. – N. Y., 2004. – Vol. 33. – № 4. – P. 724–745.
391. West M.A., Anderson N.R. Innovation in top management teams // Jornal of Applied Psychology. – 1996. – Vol. 81. – № 6. – P. 680–693.
392. Witte E.N., Lecher S. Sozialpsychologische Kleingruppenforschung und betriebliche Gruppenarbeit: Zum Verhaltnis von Theorie und Praxis // Gruppendynamic. – 1997. Bd. 28. – № 4. – S. 351–363.
393. Yinger R.I., Hendriks M.S. An overview of reform in Holmes Group institutions // Journal of teacher education. 1990. – Vol. 41. – №. 2. – P. 21–26.
394. Zaltman G., Duncan R., Holbeck J. Innovations and Organizations. – N. Y., 1973.