

Artículo de investigación The Technology of Forming A Future Specialist's Basic Economic Culture

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Recibido: 5 de noviembre del 2019

Aceptado: 3 de enero del 2019

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Abstract

Despite a significant role of a society's economic culture and a worker's personality in the life of the society, an enterprise or another person, the problem of forming economic culture is underdeveloped in pedagogic and economic literature. It is still not clear how the processes of forming an individual's basic economic culture and a specialist's professional education in the conditions of continuous economic education are interconnected. Low effectiveness of a person who is not economically educated is underestimated. The process of a person's economic culture growth causes significant problems as it appears to be a complex integrated phenomenon characterizing the manufacturing and entrepreneurial activities (the most important values accepted by the society members; dominating ethical standards of economic activity; the code of behavior; the system of formal and informal norms of economic activity; rituals, customs and traditions, individual and community interests; the level of the company

Аннотация

Несмотря на огромную роль экономической культуры общества и личности работника в жизни общества, предприятия, отдельной личности, проблема формирования экономической культуры в педагогической и экономической литературе рассмотрена недостаточно. До сих пор неясно, как будет соотноситься между собой процесс формирования базовой экономической культуры личности и процесс профессионального образования специалиста в условиях непрерывного экономического образования. Недостаточно осознается то, что в обществе жизнедеятельность человека, не обладающего экономической культурой, не будет эффективной. Значительные проблемы возникают и в процессе овладения личностью экономической профессиональной культурой, представляющей собой сложное интегрированное явление, относящееся к производственной и предпринимательской

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consciousness and management, the manager's organizing and administrative activity; availability and high quality of company's basic and business documents; state-of-the-art office equipment, etc.). The economic component is a part of each block of requirements to the specialist and as a consequence is not an independent direction. However, its formation cannot be reached by a single learning discipline or a course of disciplines, but requires a system approach. The move to the market economy, the integration into the international educational space, the processes of democratization and humanization of the society life have required the Russian system of education to respond to a whole range of demands: to make the process of the specialist's preparation for life and the specialist him/herself more flexible, able to respond to the changes in social processes; to adapt the graduates to the market relationships, which depend on the occupation level and the level of proposition in a work sphere; to ensure the flexibility of education which will facilitate a more comprehensive realization of a person's creative potential.

Key Words: Economic culture, the specialist's economic training, economic knowledge, economic consciousness, economic experience, economic thinking, economic activity.

Introduction

A key component of the new pedagogic thinking is humanization which claims poly-subject essence of the educational process. The humanization of education suggests the unity of a person's general cultural, social-ethic and professional development. This social-pedagogical principle implies reconsideration of educational goals, content and technologies.

деятельности людей (совокупность наиболее важных ценностей, принимаемых членами общества; доминирующие моральные нормы экономической деятельности, принятый кодекс поведения, система формальных и неформальных норм экономической деятельности, ритуалы, обычаи и традиции, индивидуальные и групповые интересы; определенный уровень сознания и управления организацией, организационно-распорядительные действия менеджера, наличие и высокое качество учредительных и служебных документов, оснащение офиса высококачественными средствами и др.). Экономическая компонента входит в каждый блок требований к личности специалиста и поэтому, не определяется как самостоятельное направление, но в то же время формирование не может быть обеспечено каким-либо одним учебным предметом, либо циклом предметов, что требует реализации системного подхода к ее формированию. Переход на рыночную экономику, интеграция в международное образовательное пространство, процессы демократизации и гуманизации общественной жизни потребовали от российской системы образования выполнения целого ряда требований: сделать процесс подготовки к жизни и самого специалиста более гибким, способным реагировать на изменения социальных процессов; адаптировать выпускников к рыночным отношениям, которые будут зависеть от уровня занятости и уровня предложения в той или иной сфере труда; обеспечить вариативность обучения и тем самым способствовать более полной реализации творческого потенциала личности.

Ключевые слова: Экономическая культура, экономическая подготовка специалиста, экономические знания, экономическое сознание, экономический опыт, экономическое мышление, экономическая деятельность.

The realization of two goals by the same system is known to be impossible. The system of knowledge transmission via a distracted, impersonal form has outlived its usefulness (K.D. Ushinsky). This circumstance is an internal reason of the crisis in education, which is connected with a "lack of culture in education", with technocratic-mathematical overload in

education, its “humanitarian famine” (V.R. Dolnick). The lack of culture in education shows itself in the priorities of the state, politics, economy, industry needs and as a practical consequence of it – in the training of professional knowledge and skills in one particular specialty (Volkova, Panchenko, 2018).

The fact that this is the new social and economic conditions which determined the humanization of the educational system and the individualized approach to its realization is beyond any doubts. Therefore, the social and economic determination of its constituent and goal components, which also include the formation of the specialists’ economic culture, is indisputable. It is known that culture is both an objective and subjective reality at the same time. It is both a personal, internal characteristic and an external, regulatory, institutional component of human life (Wang et al., 2018).

From the point of view of modern economy, the integral human potential for creativity is a special form of intellectual capital (a resource which can bring profit). In this sense, the system of education, which extends and deepens the ability to think, understand and act, is first of all determined by the person’s moral, his/her aspiration to absolute ideals, to the highest perfection. Therefore, the formation of students’ economic culture and economic competence is determined by personal self-reflection and understanding of the social need in its formation in individuals, the society and state (R.K. Oga, T.Ch. Tebeeva, N.V. Latova, Y.V. Latov, T.S. Vuckolova, etc.) (Sergeeva et al., 2018c).

The imperfection of the existent activity reproducing, cognitive-image model of acquiring extra-subjective experience connected with the orientation in the subject field is obvious. It is now necessary to create a new system which would ensure the formation of the value and sense of the human being together with the specifics of professionally oriented economic activity.

The process of acquiring the components of the society’s economic culture by an individual is significantly dependent on the state of the pedagogic educational space in an educational institution; on the availability and quality of regional and local educational and manufacturing establishments; on the economic and managerial students’ activity; on the economic (professional and everyday) life of the society members (Sharonova, Trubnikova, Sokolova, 2018).

The crisis, whose roots are inside professional education itself, its methodological foundations, is determined by the move from the knowledge to the culture paradigm, from the “educated person” to the “cultured person” (E.V. Bondarevskaya), from the “abstractedly understood ‘social order’ to the needs and demands of the developing personality” (V.V. Serikov), and is connected with “a lack of culture in education” (V.P. Zinchenko), with “technocratic overload of education” (N.D. Nickandrov), with the “transmission of knowledge via a distracted, impersonal form which has outlived its usefulness” (Y.V. Senko), with the “saturation of the content with knowledge lacking sense” (A.N. Leontiev) (Bírová et al., 2018).

Literature review

The historic reasons for the economic education appearance are studied in the works of L.I. Abalkin (2003), T.Y. Lomakina and M.G. Sergeeva (2015) and others. P.F. Kapterev (1982), B.T. Likhachev (1998) believe that each educated person needs to have economic and social-economic knowledge. Different aspects of solving school and professional institution students’ problems connected with economic education are viewed in the works of N.N. Bedenko and M.G. Sergeeva (2014), O.A. Bulavenko (2005) and others. Particular aspects of the organization of school economic education are analyzed by L.A. Abalkin (2003), B.A. Reizberg, A.S. Prutchenkov, B.P. Shemyakin (1994) and others. O.L. Rakovskaya (2014), G.E. Koroleva (2016) and others write about methodological support of economic education. I.V. Bryzgalov (2004), V.A. Adolf, I.Y. Stepanova (2013) and others consider the questions of training qualified teachers in the context of economic education. Theoretical and methodological problems of the youth’s economic education are studied in the works of A.S. Batyshev (2003) and others, who claim the necessity to solve this problem starting from the comprehensive school. A.S. Bulatov (2005), Y.S. Vasiliev, V.V. Glukhov, M.P. Phedorov (2004) in their research dedicated to the personality becoming point to the dialectic interconnection and unity of labor and economic education. R.M. Guseinov (1994) and N.B. Koshkin (2007) show that economic education is one of the most important indicators of a person’s readiness for independent activity in modern conditions.

Research methodology

A person's economic culture is a personality characteristic which includes economic knowledge, economic consciousness, economic experience, economic thinking and their ethic realization in economic activity, in the process of acquiring the society's economic culture and its creation. The stage character of economic culture formation is based on the idea of continuous and multilevel professional education (Blinova, Dugina, Zabolotskikh, 2018).

The process of economic culture formation is formally divided into several steps (Gorev et al., 2018):

- the formation of basic economic culture (the economic education of students which includes basic knowledge about individual and family economy, preparation for manufacturing economic activity in the conditions of different proprietary types, forms of work modes, an introduction into the basics of social and economic protection of the youth in the conditions of forming market relationships);
- the formation of basic professional economic culture (deeper economic training for activity in the chosen type of work);
- the formation of professional economic culture (professional training within an economic specialty for activity in the chosen type of work).

Basic economic culture is a component of economic culture which implies obligatory for a given stage minimal knowledge, characteristics, qualities and values which allow a person to successfully acquire the society's economic culture. Professional economic culture as a constituent of a person's general economic culture leads to a complex of knowledge, characteristics, qualities and values which will allow the person to successfully acquire the society's professional economic culture, thus causing the necessity to form basic professionally-personal economic culture and fundamental professionally-personal economic culture (Sergeeva et al., 2018b).

The goal of economic culture formation in professional education institutions graduates consists in reaching the level of basic economic and basic professional economic culture for Bachelor degree graduates and professional

economic culture for Master degree graduates (Sergeeva et al., 2019b).

The tasks of economic education can be solved through the system of interdisciplinary integrated modules, which reveal the main structural elements of basic economic culture, professional economic culture, with dependence on the age specifics of cognitive abilities development and the leading activity at different stages of personal development.

The system of students' education should base on the analysis of market conditions, the society's economic consciousness, employers' requirements, students' economic activity and competence and the faculty's readiness for the realization of this education field. The main principles of a personality's economic culture formation are the leading goal and the idea of professional activity in a particular sphere, laws and principles, the acceptance of the fact that the centerpiece of economic culture formation is the introduction of learning modules focused on the basics of economic culture into the content of education. The continuity of economic culture formation can be effectively managed if the main constituents of its management are presented by the phenomena (such as students' education and moral characteristics, their professional economic competence, etc.), processes in the pedagogic activity (teaching, educating and developing a student as a personality in the field of economic culture), an activity (creative, labor, professional), whose functions are to inform, to motivate, to develop and to supervise (Neverkovich et al., 2018).

The main directions in the process of pedagogic projecting of economic culture formation are: students and faculty as the subjects of certain social relationships with their needs, interests, values, social status, roles; the society's structural component which is the collective of students; different ethic and interpersonal relations in the conditions of economic professional education; the element of a lifestyle which is the level of students' economic culture (Sergeeva et al., 2019a).

According to the new approach to education in Russia, the goal of education must be the formation of a personality's basic culture as a ground for further development. Basic culture is a basic minimum of general cultural premises of socialization which are necessary for non-antagonistic existence of a person in the society, "nuclear" components making the core of culture.

Based on the fact that economic socialization is a process of acquiring economic social norms, economic rules and values, acquiring economic knowledge, forming economic consciousness, economic experience, economic thinking and readiness for their ethic realization in the conditions of economic activity, it is possible to formulate the notion of “basic economic culture” (Utemov et al., 2018).

Result analysis

The notion of “basic economic culture” is a component of economic culture which means the minimum of knowledge, characteristics, qualities and values, necessary for a particular stage of development, which allow a person to successfully acquire the society’s economic culture.

However, basic economic culture is only a component of economic culture. This is why its influence does not lead to the formation of a personality’s economic culture, but to the formation of its basic components.

Professional economic culture as a constituent element of a personality’s general economic culture leads to the acquisition of knowledge, characteristics, qualities and values which allow

a person to successfully acquire the society’s professional economic culture thus resulting in the necessity to single out basic professionally personal economic culture and fundamental professionally personal economic culture, and actualizes the necessity to develop a pedagogical system of continuous development of a personality’s economic culture (Sergeeva et al., 2017).

The process of professional economic culture formation must base on the laws of professional education organization and consider: specifics of further professional activity; the expert community’s attitudes to the development laws of the industry where the graduate will work; public and government requirements to economic education, which are reflected in state educational standards; the content of education proposed by the state educational standards; the requirements of stage-based formation of professional economic culture and the division of the cycles of multilevel education; the learning situation which actualizes students’ personal functions and makes them wanted.

For this research, the stages and steps of students’ economic culture formation are of large importance (I.V. Bryzgalov (2004); Sergeeva et al., 2018a, see Table 1).

Table 1. Stages and steps of students’ economic culture formation

Stages	Steps	Tasks
Basic economic culture development	Learning, basic world view	The formation of the system of institutional knowledge and the cognitive basis of reasonable economic behavior
	Learning practical, personality oriented	Accumulating the experience of using institutional knowledge for conscious economic behavior; the formation of economic beliefs in a personally significant economic activity
	Propaedeutic	Accumulating the experience of using institutional and personal aspects of economic culture for a conscious choice of professional orientation; the formation of economic beliefs in a professionally significant economic activity
Basic general economic culture development (Bachelor degree students)	Learning, basic professional world-view	The formation of the system of institutional basic professional knowledge and the cognitive basis of reasonable professional economic behavior
	Learning practical, personality oriented	Accumulating the experience of using institutional knowledge for conscious economic behavior; the formation of economic beliefs in a personally significant economic activity in the sphere of physical culture
	Practical, professionally oriented	Realization of economic knowledge, beliefs and skills in practical, professionally significant activity, strengthening the motives of reasonable and ethic economic behavior
Professional economic culture development (Master degree students)	Learning, professional world-view	The formation of the system of professional economic knowledge, professional economic consciousness and thinking
	Learning practical, personality oriented	Accumulating the experience of conscious economic behavior; the formation of professional economic competence; the formation of the whole professional economic culture
	Creative economic development	The formation of the abilities to adapt the whole professional economic culture to certain conditions and specifics of professional activity

A key component of economic culture is *economic competence*, which we see as an integral professional quality characteristic of a personality which includes economic skills, economically significant personal qualities (competitiveness, initiative, mobility, entrepreneurship, independence in taking decisions, criticism) and reflects readiness and ability to effectively realize professional activity in different spheres and sectors of economy through building one's own professional career, resulting from one's own individual values and projecting them in accordance with the society's strategy of development, ethic norms and rules (Dolzich, Dmitrichenkova, 2018).

With this in mind, *economic competence* is an open system of knowledge, skills, the experience of practical economic activity and personal responsibility, which actualizes and enriches in the process of professional activity in the course of real economic problems appearance, which a graduate of a professional educational institution faces.

The analysis of competence classifications on different bases (the context of tasks: general cultural and professional; the level of competence spread: corporate, managerial, professional; the level of development: threshold, differentiating; the essence and content: cognitive, personality, functional, social, etc.) allowed us to work out the *structure of students' economic competence* which includes the following economic skills:

- *key*, i.e. basic economic knowledge necessary for the adaptation to professional activity in the market conditions;
- *professional*, i.e. the ability to use economic knowledge in practice, the ability to estimate new economic situations and take corresponding optimal, economically profitable decisions;
- *complementary*, i.e. the ability to take creative economic decisions, to behave effectively on the labor market, to self-educate continuously, etc.

The choice of the module content within learning disciplines became the basis of the proposed structure of economic competence: general humanitarian and social economic disciplines determine key skills; general professional disciplines help develop professional skills; special disciplines (professional modules) build complementary skills. The proposed structure and content of economic competence works for economic and non-economic specialties at different levels of professional education (see Table 2).

The verified and described principle of economic competence states that in the course of continuous economic education in the system of professional education, a competitive personality grows who is characterized by a definite level of economic competence necessary for professional activity in different spheres and sectors of economy.

Table 2. The structure and content of students' economic competence, with regard to the level and profile of professional education

Economic competence		Key economic competence	Professional economic competence	Complementary economic competence
Levels	Non-economic specialties	Abilities to use economically determined technologies	Abilities to calculate and analyze basic economic	Abilities to make records and process documentation of invested finance

The classification base is the content of modules of learning disciplines:
 1st module – general humanitarian and social-economic disciplines;
 2nd module – general professional disciplines;
 3rd module – special disciplines (professional modules)

Levels of professional education: primary (PPE), secondary (SPE), higher (HPE)

Non-economic and economic specialties

		indicators of company performance		
SPE	Economic	Abilities to use resources of economic information, calculate basic economic indicators of company performance, to make documentation records of economic operations	Abilities to make accountant and statistical statements; make an inventory of assets and liabilities; participate in making perspective plans of manufacturing and marketing goods; etc.	
			Abilities to calculate the economic effect of business investments, estimate risks of launching an entrepreneurial venture	
	Non-economic	Knowledge of economic theory theses, economic basics of an enterprise functioning, common methods of an enterprise management Knowledge of regulatory managerial information in professional activity; abilities to reflect business operations in accountant statements and process the documentation; abilities to make an inventory of assets and liabilities, to make bookkeeping, tax and statistical statements, to estimate the enterprise's liquidity and financial solvency	Knowledge of the production and technological processes organization; ability to make a business plan	Knowledge of basic economic methods of an enterprise management; ability to find and use necessary economic information
			Knowledge of economic statistical methods of processing economic information; abilities to estimate the effectiveness of company performance and make a progress plan for the enterprise development	Knowledge of risk types in economic activity and the criteria of their minimization, principles of financial calculations; the order of financial business activity analysis; ability to use computer technologies for processing financial records
	Economic			
Non-economic		Knowledge of the basics of economic analysis, exchange and state sector; the competitive market functioning; the main notions of properties; macroeconomic problems of inflation and unemployment	Knowledge of main theories in the field of humanitarian and social economic sciences; ability to scientifically analyze socially significant economic problems and processes and to use economic statistical methods in different types of professional and social activity	
			Knowledge of computer technologies in the economic science and education; ability to organize one's own work on the scientific economic basis; ability to use computer economic methods for finding, storing and processing information	
HPE	Economic	Knowledge of the problem of choosing an optimal economic solution, economic strategy or economic policy; economic limitations; economic risks; economic analysis	Ability to analyze and use for managerial purposes the information about assets, liabilities, the capital, cash flow, costs and revenue, financial performance of a company activity	
			Ability to adapt to a related professional activity: managerial business activity, financial and credit activity, expert consultation activity, taxation activity, assets estimating activity; internal economy activity; scientific methodological activity, law activity; scientific pedagogical activity (within the specialty)	

Conclusions

The society is now facing the need in a methodological change of the system of economic education, which consists in the shift

of the focus from economic training to the formation of economic culture, which will allow a person to be easily integrated in the global and the changing Russian economic space. A person's economic culture is a personality

characteristic which includes economic knowledge, economic consciousness, economic experience, economic thinking and their ethic realization in economic activity, in the process of acquiring the society's economic culture and its creation.

The effectiveness of the educational system in forming a person's economic culture should be estimated on the ground of its components development in graduates, on the one hand, and process characteristics reflecting the relevance of the process quality to national and world standards, including state educational standards, on the other hand.

Low effectiveness of the existing practice of economic culture formation in educational institutions can be explained by: the characteristics of market relationships in the society which reflect the underdevelopment of state economic institutions; low tempos of the society's economic development; instability of tendencies and directions of the economic policy and the society's modernization; teachers' and parents' unpreparedness for the transmission of their own economic experience in the conditions of market relationships because of its lack, which results in students' insufficient knowledge and understanding of the main economic principles and ideas; insufficient relevance of the stages of economic competence formation to the person's economic culture, which prevents the acquisition of social norms, rules and values together with understanding and accepting one's own social and economic roles; insufficient development of the content and methodology of economic culture formation at different stages of personal development; insufficient attention to the study of the economic component of the future professional activity in the process of specialist training which comes together with haphazard economic knowledge, which becomes obvious if compare the goals and the content of state educational standards; low level of students' basic economic culture; misunderstanding by future specialists of the economic processes in their working sphere, their unpreparedness for self-reflection, for the responsibility for their professional and financial status.

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