

Artículo de investigación

## Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university

Verificación del apoyo a la gestión de la trayectoria profesional y educativa de los estudiantes en el entorno educativo sociocultural de la universidad

Verificação do apoio gerencial da trajetória profissional e educacional dos alunos no ambiente educacional sociocultural da universidade

Recibido: 16 de enero de 2019. Aceptado: 06 de febrero de 2019

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### Abstract

The relevance of the study is determined by the processes of modernization of vocational education and the transition to the educational standards of the third generation, which open up new opportunities for students and teachers. Step-by-step management support of professional and educational trajectory of students requires organizational conditions and the development of technology for its practical implementation. Identifying the level of motivation in students when choosing a future profession allows assessing the level of inclusion of students in educational and cognitive activities and determining how far it is from the optimal motivational level, which allows the student achieving their goals, advancing in professional and personal development. At the initial stage of diagnosis, the analysis of professional experience of students, successes and problems in the training practice of the first year of training is

### Resumen

La relevancia del estudio está determinada por los procesos de modernización de la educación vocacional y la transición a los estándares educativos de la tercera generación, que abren nuevas oportunidades para estudiantes y profesores. El apoyo paso a paso de la gestión de la trayectoria profesional y educativa de los estudiantes requiere condiciones organizativas y el desarrollo de tecnología para su implementación práctica. Identificar el nivel de motivación en los estudiantes al elegir una profesión futura permite evaluar el nivel de inclusión de los estudiantes en actividades educativas y cognitivas y determinar qué tan lejos está del nivel motivacional óptimo, lo que permite al estudiante alcanzar sus metas, avanzando en lo profesional y en el desarrollo personal. En la etapa inicial del diagnóstico, el análisis de la experiencia profesional de los estudiantes, los éxitos y los problemas en la

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carried out, at the next stage, the results of research activities on the results of the second year of training are analyzed. Activity-practical criterion, indicators of which are formed professional skills, primary professional experience, being in a sense the total overall performance indicator of professional and personal development of students, also changes qualitatively in the direction of improvement.

**Keywords:** Professional and personal formation, quality of training, technology of vocational training, organizational and managerial conditions.

práctica de capacitación del primer año se lleva a cabo. En la siguiente etapa, se analizan los resultados de las actividades de investigación sobre los resultados del segundo año de capacitación. El criterio práctico de la actividad, cuyos indicadores son habilidades profesionales formadas, experiencia profesional primaria, siendo en cierto sentido el indicador de rendimiento global total del desarrollo profesional y personal de los estudiantes, también cambia cualitativamente en la dirección de la mejora.

**Palabras claves:** Formación profesional y personal, calidad de la formación, tecnología de la formación profesional, condiciones organizativas y de gestión.

## Resumo

A relevância do estudo é determinada pelos processos de modernização do ensino profissional e pela transição para os padrões educacionais da terceira geração, que abrem novas oportunidades para alunos e professores. O apoio passo a passo da gestão da trajetória profissional e educacional dos alunos requer condições organizacionais e o desenvolvimento de tecnologia para sua implementação prática. Identificar o nível de motivação dos alunos na escolha de uma profissão futura para avaliar o nível de inclusão de alunos em atividades educativas e cognitivas e determinar o quão longe é o nível motivacional ideal, que permite que o aluno alcance seus objetivos, o progresso na profissional e no desenvolvimento pessoal. Na fase inicial do diagnóstico, ocorre a análise da experiência profissional dos alunos, sucessos e problemas na prática do primeiro ano de treinamento. Na etapa seguinte, são analisados os resultados das atividades de pesquisa sobre os resultados do segundo ano de treinamento. O critério prático da atividade, cujos indicadores são habilidades profissionais treinadas, experiência profissional primária, sendo de certa forma o indicador do desempenho global total do desenvolvimento profissional e pessoal dos estudantes, também muda qualitativamente na direção da melhoria.

**Palavras-chave:** Formação profissional e pessoal, qualidade da formação, tecnologia de formação profissional, condições organizacionais e de gestão.

## Introduction

The researchers' interest in the problem of professional and personal formation of students at the university is dictated by the variety of problems of modern higher education, where the first place is the problem of development of students as subjects of their own educational activities, their cognitive abilities, the formation of an integrated system of knowledge, skills, and experience of independent activity, manifested in the educational process, professional and practical activities, research activities and personal responsibility of students in the awareness and understanding of their professional and personal growth (Abdulatipova & Tsakhaeva, 2017; Akopyan & Hovhannisyan, 2017; Badakhova, 2017; Aminova et al, 2016; Borisova & Novoseltseva, 2016; Borisova et al,

2018; Gasanova et al, 2017; Gaivoronskiy, 2017; Daudova et al, 2016).

The research of modern scientists is engaged in the search for the conditions of organization and provision of the learning process, which guarantees the success of graduates training for professional activities and meets the needs of students in obtaining professional education (Zakharchenko, 2016; Zulaeva et al, 2018; Ilkevich & Medvedkova, 2017; Solopanova & Tselkovnikov, 2016; Sergeeva & Trubakova, 2017; Morozov et al, 2018).

The relevance of the study is determined by the transition to the educational standards of the third generation, which opens up new

opportunities for students and teachers. Teachers face the problem not only of the students' knowledge and skills transfer, but also the formation of the personality of the future graduate, capable of professional development. The article analyzes the conditions and security of professional and educational trajectory of students in the university. Professional motives and readiness for professional development of students, level of professional knowledge, readiness for their replenishment and improvement during the period of professionalization of the personality are presented. Formed skills and abilities, professional experiences are presented as a set of quality indicators of professional and personal development of students. The authors of the article hold the point of view that in the practice of higher educational institutions the task of organizing and providing the educational process with the guarantee of transition of the student to higher levels of professional and personal development is set before the teaching staff. Students, their professional and personal growth, requirements for professional and educational trajectory allow bringing the process of education to the students' personality, forming their professional and educational formation in the university, ensuring the management of their practical implementation (Tsahaeva et al, 2016; Tsahaeva et al, 2017; Gadzaov & Dzerzhinskaya, 2018; Yazovskik, 2018; Pozharskaya & Deberdeeva, 2017; Golub et al, 2017; Trifonova, 2017; Enygin et al, 2017; Kryazheva & Vinogradskaya, 2017; Taova, 2017).

### Research methodology

Features of formation of educational space of the student as the subject of his own professional and personal development are considered in works of L.V. Lvov, T.G. Mukhina, A.Yu. Sutugin, N.V. Pakharenko, B.A. Takhokhova etc.

In the works of I.Yu. Kudrina, N.Yu. Korneeva, A.A. Loskutov, N.V. Pakharenko, N.V. Uvarina, M.F. Fakhretdinova etc. the practical implementation of programs of support of professional and personal development of students in high school is focused on and the essence and understanding of vocational and educational trajectory of the student is revealed.

Thus, scientists and practitioners came to the conclusion that the support of professional and educational trajectory of students in high school requires the maximum use of the potential of the

student's personality, in identifying individual characteristics to "learning" and creating conditions for their development in the development of students "own" professional and personal development, that allows providing management of step-by-step support of professional and educational trajectory of the student and its practical implementation.

The provisions are put forward that to manage the phased support of the vocational educational trajectory of students, organizational conditions and the development of technology for its practical implementation are necessary, which requires strict adherence to the principles of differentiation and individualization in the organization of the educational process.

The technology of step-by-step support of professional and educational trajectory of students at the university was developed and implemented at the Department of Social Pedagogy of the Institute of Foreign Languages of RUDN (IFL RUDN). The proposed technology is determined on the one hand, with the activities of teachers, providing conditions and opportunities for professional and personal development of students, and on the other hand, with the personal characteristics and abilities of students to educational, cognitive and practical activities. It should be noted that the technology of step-by-step support of professional and educational trajectory of students at the university is managerial, directly effective, complex and continuous.

In the course of testing the effectiveness of the proposed technology of step-by-step accompanying activities aimed at the professional development of students, 22 students (13 girls and 9 boys) in one area of training were selected by random sampling.

At the preparatory (theoretical) stage the analysis of conditions, provision and opportunities of realization of professional and personal formation of students is carried out, the set of techniques, technologies, and tools for diagnostics and the analysis of results of realization of technology of step-by-step maintenance of professional and personal formation of students is defined.

Content-procedural (technological) – stage of technology implementation, determined with the provision of professional and educational trajectory of students and involves solving problems related to the algorithm of actions and

the organization of practical activities of the teacher to support the educational process, which are performed to achieve this goal, and includes: content-information, modular-matrix, administrative and technological support for the gradual professional development of students in the socio-cultural educational environment of the university.

Evaluation and effective (control) stage is designed to provide a comprehensive, objective assessment of professional and personal development of students through diagnostic tools: 1) survey of students and methods of identifying the level of motivation of students to professional and personal development and obtaining the results of motivational criteria; 2) technology of module-rating control of knowledge of students to obtain the results of cognitive and activity-practical criteria.

As motivation is the internal driving force of actions and deeds of the individual, teachers tend to excite it and manage it, take it into account in the construction of the educational process. The study used two control points of the level of motivation of students: at entering the university (the beginning of training) by means of a survey

of students and by the beginning of the third year, which allows assessing the impact of phased support of professional and educational trajectory of students during this period and establishing itself in its qualitative change.

The cognitive criterion is evaluated through the technology of module-rating system, which is a tool for the implementation of step-by-step support of vocational educational trajectory of students in the socio-cultural educational environment of the university, is the basis for the current control of knowledge of full-time students and is aimed at enhancing the independent work of students, ensuring a systematic, regular educational work in the development and improvement of the objectivity of evaluation of current and educational activities of students by teachers. It consists of two complementary parts: modular and rating. Analysis of professional and personal development of students is evaluated by criteria and indicators that allow providing a comprehensive, objective assessment of professional development of students and the appropriate levels: high level (HL), average level (AL), low level (LL) of professional and personal formation of students (table 1).

Table 1. Criteria-level characteristics of professional and personal formation of students

Criteria	Indicators	Diagnostic tools	Levels
motivational	professional motives, readiness for professional development	Survey "Motives for choosing a profession of a social worker"	HL- stable professional motives, high level of readiness for professional development
		The technique of diagnostics of personality on motivation to success by T. Ehlers, the technique of diagnostics of personality on motivation to avoid failures by T.Ehlers, the technique of diagnostics of the degree of risk preparedness by Schubert	AL- in general, professional motives, the average level of readiness for professional development LL- professional motives, professional development is carried out at the formal level
cognitive	professional knowledge, readiness for their replenishment and improvement during the whole period of professionalization of the personality	Module-rating system of current control of students' knowledge	HL- deep professional knowledge, generated interest in their replenishment and improvement AL- a sufficient level of professional knowledge, formed readiness for their completion LL- professional knowledge is shallow, have a formal character the lack of commitment to their completion

activity-practical	<p>formed professional skills, primary professional experience</p> <p>educational and practical, research activities</p>	<p>HL- formed professional skills and abilities, acquired considerable professional experience</p> <p>AL- professional skills basically formed, there is a small professional experience</p> <p>LL- professional skills and abilities are just beginning to form, no professional experience</p>
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At the content-procedural stage of the technology organizational and managerial conditions and ensuring professional and educational trajectory of students in the socio-cultural environment of the university were tested and refined. The test results showed that in the IFL of RUDN all necessary conditions for organization of educational process were created.

The final control of the results of the educational process is carried out directly by the specialists of the educational part under the guidance of the Deputy Director of the IFL RUDN. Current control of students' knowledge is carried out by the lecturer. The organization of the educational process is controlled by the head of the Department of Social Pedagogy. In the training part on all computers program IC "Learning process" is installed to systematize data on students, information and results of student progress, conducting electronic document management at the university. All students have access to the results of their learning activities.

According to the results of the test, it can be stated that the professional and educational trajectory of students is 100% provided in accordance with the requirements of the FSES HE and has a sufficient level of organization. All students are equally included in the socio-cultural environment of the university and have equal opportunities for creative self-realization and professional and personal development.

At the evaluative and effective stage of the technology, monitoring was carried out as a systematic analysis, a system of evaluation measurement and determination of trends, reflecting the level of professional and personal development, objective and continuous monitoring of the assimilation of knowledge of students, which will allow us to draw conclusions about the quality of the accompanying activities of teachers of professional and personal development of students using selected diagnostic tools.

As the step-by-step support of the professional and educational trajectory of students at the university is a concomitant process of the main process of professional and personal formation of students, its effectiveness should be evaluated based on the positions, what impact it has on the process of professional and personal formation of students, how it changes it.

### Research Results

Getting to work, to establish contact with students and obtain primary information about the personal characteristics of students, a survey is conducted to identify the motivation of students in the group when choosing a profession of a social worker and entering the university. The study of motivation makes a valuable contribution to the knowledge of personal characteristics of students. Identification of the level of motivation of students allows assessing the level of inclusion of students in the educational and cognitive activity and how far it is from the optimal motivational level, which allows the student to achieve their goals, to move forward in professional and personal development. According to the results of the survey it can be stated that 2 students at the time of admission had a high level of motivation in obtaining vocational education, which is 9.09% of the total group; 8 students had an average level of motivation, which was 36.37% of the total number in the group; 12 students had a low level of motivation, which is 54.54% of the total number of students in the group. Our further work was aimed at identifying the level of motivation, knowledge and professional practice by the beginning of the third year of study, which will allow ascertaining the effectiveness of professional and personal development of students and as a result concluding about the quality of phased support of students in the socio-cultural educational environment of the university.

To determine the level of motivation among students in vocational and personal development at a given period of time (beginning 3rd year) and determine the dynamics of its change testing of group students according to the following techniques is carried out: the technique of diagnostics of personality on motivation to success by T. Ehlers, the technique of diagnostics of personality on motivation to avoid failures by T. Ehlers, the technique of diagnostics of the degree of risk preparedness by Schubert. The testing was attended by 22 students (100%) enrolled in the group.

Testing of the group on the method of personality diagnosis for motivation to success by T. Ehlers showed us the following results: 10 students scored from 17 to 20 points, which refers to a moderately high level of motivation for success; 7 students scored from 11 to 16 points, which refers them to the average level of motivation; 5 students scored from 1 to 10 points, which is typical for a low level of motivation to success.

Testing of the group according to the method of diagnostics of personality on motivation to avoid failures by T. Ehlers gave us the following results: 4 students scored between 17 to 20 points, refers to the high level of motivation; 11 students scored between 11 to 16 points, attributed them to the average level of motivation; 7 students scored between 2 to 10 points, which is typical for low motivation to avoiding failures, protection.

The method of diagnosis of the degree of readiness for risk by Schubert distributed the test results of students in the following order: 2 students scored more than 20 points, which refers them to the group of risk-prone, 10 students scored from -10 to +10 points, which gives the average value of risk tolerance, 10 students scored less than 30 points, which puts them in a group of overly cautious personalities.

After processing the results, we were able to establish the following qualitative values of the levels of motivation of students and readiness for professional development (table 2).

Table 2. Levels of motivation of students and readiness for professional development

Criteria	Indicators	Levels	Indicator value
motivational	professional motives, readiness for professional development	HL- stable professional motives, high level of readiness for professional development	22,70%
		AL- in general, professional motives, the average level of readiness for professional development	40,90%
		LL- professional motives, professional development is carried out at the formal level	36,40%

The analysis showed that the level of motivation for professional and personal formation of students qualitatively changed, a transition to a higher level organization of personality is marked: the number of students with a high level of motivation increased by 13.61%, the average level of motivation is 4.53%, and that is important the learners with low motivation have changes in the direction of its increase by 19.14%.

The logs of attendance and accounting of the current progress of students in the disciplines of the semester with the deducted amounts of rating points provided by the module-rating system and filled in by teachers in each semester, also examination and test sheets (boundary

rating of students) in all disciplines in each semester were analyzed, the unloading of progress of students from the program IC "Educational process" was made, in the end, a detailed analysis was carried out and the rating of students in the academic discipline in the semester was revealed.

In accordance with table 1 "Criteria-level characteristics of professional and personal formation of students", the results were divided into three groups: the first – a high level of educational and professional knowledge – students have "excellent" (85-100 points) and "excellent and good" (80-84 points) marks; the second group – the average level of educational and professional knowledge, students have



“excellent, good and satisfactory” marks (85-100, 84-70, 50-69 points); the third group of students – a low level of educational and professional knowledge, students have “good” (70-84 points) and “satisfactory” (50-69 points) marks.

And as the step-by-step support of the professional and educational trajectory of students at the university is a concomitant process of the main process of professional and personal formation of students, its effectiveness should be evaluated based on the position of what impact it has on the process of professional and personal formation of students, how it changes it.

At 100% of the total academic performance in semesters, according to the cumulative result of 1 and 2 semesters, by the end of the first year of study only one has “excellent and good” marks, which corresponds to a high level (deep knowledge, formed interest in their replenishment and improvement), 60% of students in the group are trained on “excellent, good and satisfactory”, which corresponds to the average level (sufficient level of knowledge, formed readiness for their replenishment), and 36.36% of students in the group show a low level (shallow knowledge are formal, lack of readiness to replenish them). In general, all students (100%) of the group, but with different levels of knowledge have mastered the curriculum of the first year of training, certified and transferred to the next stage of professional and personal development – 2nd year.

The same scheme was used to analyze the ratings obtained in the disciplines of 3 and 4 semesters and to calculate the overall average performance of students in the second year of study. The overall performance in the development of disciplines, both in semesters and at the end of 2 year of study is 100%. This means that all students are certified and admitted to the next stage of training and will be transferred to the next course.

The results of the second year of study allowed us to obtain the following analysis data: 3 students showed deep knowledge, formed interest in their replenishment and improvement, which corresponds to the quality indicator 13.64% of students in the group are trained on “excellent, good”; “excellent, good and satisfactory” corresponds to the average level (sufficient level of knowledge, formed readiness for their replenishment) and this result showed 54.54% - 12 students; 7 students in the group show a low level (knowledge is shallow, formal, lack of readiness for their replenishment) and this figure corresponds to 31.82% of the total number of students in the group.

A comparative analysis of the data obtained in all disciplines of the four semesters allows us to draw conclusions about the quality of the knowledge obtained from students as a result of the phased support of professional and educational trajectory of students (table 3).

Table 3. Quality levels of educational and professional knowledge of students

Criteria	Indicators	Levels	Indicator value (%)			
			1 sem	2 sem	3 sem	4 sem
cognitive	professional knowledge, readiness for their replenishment and improvement during the whole period of professionalization of the personality	HL- deep professional knowledge, generated interest in their replenishment and improvement	18,18	4,54	13,64	22,73
		AL- a sufficient level of professional knowledge, formed readiness for their completion	50,00	72,73	68,18	54,54
		LL- professional knowledge is shallow, have a formal character the lack of commitment to their completion	31,82	22,73	18,18	22,73

According to the results of the analysis, it can be stated that the formation of knowledge in students changes qualitatively and goes to a higher level. By the fourth semester, the quality of LL reduced by 9.09% and students move to the average level of professional knowledge, they have increased professional development and attitude to the educational process; AL is the bulk of the group of students (50%) who are consistently trained on "excellent, good and satisfactory" and its dynamics changes under the influence of HL and LL changes; HL of professional knowledge, readiness for their replenishment and improvement is growing from semester to semester, which confirms the change in knowledge interest and attitude to their own professional and personal development in students, the level increased by 4.55% and corresponds to 22.73%.

### Discussion

According to the results of the analysis, it can be stated that the formation of knowledge in students changes qualitatively and goes to a higher level.

Activity-practical criterion of readiness of students for professional activity is difficult to assess in the study of a particular discipline, so it was evaluated at the stages of the report of students on the passage of training and practice (1 year of training) and research activities (2 years of training). This took into account such personal qualities and professional skills as organization, the ability to work independently and in a team, the ability to apply existing knowledge in solving new problems and practical training.

At the first stage of diagnosis the analysis of professional experience of students, success and

problems in the training practice of the first year of training is carried out, and then the second stage analyzes the results of research activities on the results of the second year of training.

It is important to note that among the results of the analysis there are no students who are not ready for independent work in practice. Evidence of this is 100% compliance with the requirements and tasks in practice.

Determining the factors contributing to the quality of preparation for research practice, we note the positive dynamics of changes in the formation of the level of knowledge of students. In the fourth semester of the HL of knowledge showed 22.73% of students from the total number of groups and AL – 54.54%, and this semester, unlike the previous 60% of disciplines, is discipline of the professional cycle, which suggests a close relationship of theoretical learning with practice.

The results of the diagnosis showed that after passing the research practice more than 80% of students formed responsibility for the quality of their work, there was a desire and ability to work in society, and as a result the level of motivation to learn more than 62% increased, which summarizes the professional and personal development at this stage, as a change to the side with the "+" sign.

In conclusion, the analysis of the results at all stages of professional and personal development of students, we conducted a comparative description of the levels of professional and personal development of students on the results of the first year of training and by the end of the second year of training. The results are presented in table 4.

Table 4. Comparative characteristics of the levels of professional and personal development of students at the beginning of training and by the end of the second year of training

Criteria	the first year of training (%)			the second year of training (%)		
	Motivational	Cognitive	Activity-practical	Motivational	Cognitive	Activity-practical
Levels						
High level	9,09	18,18	59,09	22,70	22,73	68,18
Average level	36,37	50,00	18,18	40,90	54,54	22,73
Low level	55,54	31,81	22,73	36,40	22,73	9,09



On the basis of the comparative characteristics of the dynamics of levels of professional and personal development of students of the 1 year of training and 2 year of training qualitative change in professional and personal development of students can be stated. There is a significant increase in the level of motivation of students: a high level of motivation by the end of the second year of training was observed in 5 students of the group, which is 22.70% and 13.61% higher than at the beginning of training (was at 2 students); the average level of motivation includes 9 students, which was 40.9% of the total number of students in the group and 4.53% higher than at the beginning of training (was at 8 students); with a low level of motivation left 8 students, which is 36.4%, which is 19.4% higher than at the beginning of training (was at 12 students). Qualitative transition of knowledge criterion from lower to higher level of knowledge: 5 students demonstrated a high level of knowledge, which corresponds to 22.73% of the total number of students in the group and increased by 4.55% in relation to the beginning of training; the average level of knowledge showed 12 students – 54.54% of the total number of students in the group and 4.54% higher than at the beginning of training; the low level went down to the point of 22.73% (5 students), which is 9.08% lower than at the beginning of training.

### Conclusion

Activity-practical criterion, the indicators of which are formed professional skills, primary professional experience, being in a sense the total overall performance indicator of professional and personal development of students, also qualitatively changes in the direction of improvement: a high level of formation of professional and practical knowledge and skills by the beginning of the third year showed 15 students, which corresponds to 68.18% of the total number of students and 9.09% higher than by the end of the first year of training – 13 students; the average level reached 5 students, which was 22.73% and 4.55% higher than by the end of 1 year of study – 4 students; at a low level there were 2 students, which is 9.09% and 13.64% lower than by the end of the first year of study – 5 students [7].

By the end of the second year of training, 5 students have a high level of motivation, knowledge and professional practice; 9 students with an average level of motivation, show a high

level of knowledge and professional practice; 6 students with a low level of motivation have a medium-low level of knowledge and professional practice; 2 students in a group are with a low level of motivation, knowledge and professional practice.

Thus, qualitative changes in indicators of professional and personal development of students, determined with the transition to a higher level, allow recognizing the testing successful; conditions of organization and ensuring professional and personal development of students necessary and sufficient; the technology of step-by-step support of professional and educational trajectory of students at the university, which is based on a modular rating system of control of students' knowledge assessment as management, direct-effective, comprehensive and continuous, which allows training students at organizing, accompanying, coordinating activities of teachers.

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