



## **Education as the Management of Research Universities Students' Socialization**

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### **ABSTRACT**

The relevance of the study is reasoned by the demand for professionals who are not only competitive in the labor market, but also ready to construct career in the flow of social transformations. The processes of socialization and vocational education are dialectically interrelated. Education, as a structural component of vocational education is considered as the management process of socialization, providing personal self-realization, its positioning as an active entity of social reality. The purpose of the paper is to identify the characteristics of education as a management process of research universities students' socialization. The leading method is the method of action research, allowing to obtain new knowledge about education as the management of socialization process and to propose methods of educating of research universities students. The article defines the essence of socialization, as a process of assimilation of social experience by joining the social environment and active reproduction of social relations' system; functions are clarified (assimilation of social information, the development of diverse forms of activities and communication, the awareness of being the actor of social reality, self-realization, participation in the reproduction of social experience) and types (positive, negative, reformation) of socialization; the features of education as a students' socialization process management are revealed (subjectivity, adaptability, humanity, dedication, nationality); the methods of education are proposed (psychological-pedagogical, subject-creative, cognitive-oriented) as the management process of research universities students' socialization. Article Submissions can be useful for teachers of research universities; for centers of personnel advanced training and retraining in the training content selection and structuring of research universities' scientific and pedagogical staff.

**Keywords:** Research Universities, Self-realization, Personal Significant Actions, Functions of Socialization

**JEL Classifications:** A23, I23, I26

## **1. INTRODUCTION**

### **1.1. The relevance of the study**

Formation of the person essentially depends on the totality of the conditions prevailing in a particular socio-economic situation (Yadov, 1979). Until recently, vocational education transmitted to the youth system of norms, guidelines of socially acceptable behavior, which ensured the preservation of the public order of society. Rapid change and diversity of social orientations, political imbalances in society created a situation of uncertainty in vocational education (Gukalenko & Danyluk, 2005; Ivanov et al.,

2014). At the same time there are different trends: Differentiation of educational institutions, which form its own regulatory model of the graduate; the selection of the minimum of knowledge, abilities, skills ("basic component"), which would ensure adaptation of graduates to the conditions of the social environment; development of students' ability to self-realization in the ever-changing modern society in accordance with their needs and values. This led to the dialectical relationship of vocational education and socialization (Zimnaya, 2004; Ivanov et al., 2014). The society required from research universities professionals' training which are not only competitive in the labor market, but also ready to construct their

career in the flow of social transformations (Covrov, 2006). Education indicators of a research universities' graduate are not only the knowledge, skills, competencies but axiological-semantic self-determination (Lunev and Pugacheva, 2013; Khairullina et al., 2016; Shaidullina et al., 2015a, 2015b). Education, as a structure constructing component of vocational training is considered as the management of socialization process, providing personal self-realization, positioning as an active actor of social reality. The purpose of the paper is to identify the characteristics of education as a management of research universities students' socialization.

## 1.2. The Essence of the Socialization Process

It is found that socialization is defined as the process of: (1) Assimilation of a certain system of knowledge, norms and values by an individual, allowing him to operate successfully as a full member of society (Yadov, 1979); (2) identity formation (Gurova, 1981); (3) The dialectical interaction of the individual with the social environment, in which, on the one hand, society, through education and the inclusion of a person in various activities and communication forms socially-significant qualities, values, knowledge, skills, and on the other hand-personality itself is the actor of the society development, competent participant of social relations, institutions, communities (Likhachev, 1995; Barabanova and Ivanov, 2012).

It is determined that the essence of socialization is that it is a bilateral process including, on the one hand, mastering by the individual of social experience by entering into the social environment, on the other hand, is the process of active reproduction of social relations of the individual at the expense of activities.

## 1.3. The Functions of the Socialization Process

It is established that the socialization process performs the following functions. First of all it is the assimilation by the individual of socially important knowledge, values, norms of behavior, that is, the social information which is necessary for the successful functioning as a full member of society. Secondly, on the basis of the individual's social information obtained, the mastering of various forms of activities, communication in order to assimilate social experience. Thirdly, as a result of assimilation of social information and social experience by the individual his awareness of being an actor of social reality, i.e., being a capable party of social connections. Fourthly, due to the self-awareness of the actor of social reality the personal self-realization of the individual, which includes the search for social identity, allowing knowing of their social statuses and functions takes place. Fifthly, as a result of self-realization, the individual takes part in reproduction of social experience due to its active - transformative activity.

## 1.4. Types of Socialization Process

It is found that the process of socialization is represented by three types: Positive, negative, reformation.

### 1.4.1. Positive type of socialization

Under positive socialization is understood the assimilation of socially significant knowledge, values, norms of behavior, which allows a person successfully to interact with other people in the system of social relations, the ability to implement and meet the needs ensuring simultaneously public life's reproduction.

A characteristic feature of positive socialization can be considered social conformity, the essence of which is obedience to the law, subordination to group standards and requirements. It is found that due to positive socialization, human integration into existing human social relationships takes place successfully, that manifests itself in material well-being, career development, receiving recognition and support among other people.

### 1.4.2. Negative type of socialization

Under the negative socialization of the individual is understood the rejection from the assimilation of socially significant knowledge, values, norms of behavior. In practice, negative socialization of the individual is manifested as deviant (deviant) behavior. It is found that, on the one hand, as a result of negative socialization the social life is disorganized, the integrity of society as a system is destroyed, the conflicts of generations are generated, but, on the other hand - this is an objective progressive process, which should be considered as a form of social contradictions, which are the source of social development.

### 1.4.3. Reformation kind of socialization

Reformation socialization is a process of rejection from the assimilation of socially significant knowledge, values and norms of behavior, due to the fact that the person consciously wishes to acquire new knowledge, develop new value orientations and social attitudes.

## 1.5. The Essence of Education

It is found that education at every stage of socio-historical development according to its purpose, content and forms has concrete historical nature. It is due to the nature and organization of society and therefore reflects the social contradictions of its time (Gukalenko and Danyluk, 2005). The essence of education is to ensure assimilation of social knowledge, norms and values by the person for sustainable development of society through specially organized interaction of socialization's entities with of the individual (Zimnaya, 2004). The main thing in education - is the creation of conditions for development of human as activities' entity, it is necessary to manage the process of development and formation and not the person itself (Likhachev, 1995).

## 1.6. The Essence of Management

It is established that management is the process of entities' activities in order to change the object to achieve the goal.

## 2. MATERIALS AND METHODS

### 2.1. Methods of Study

During research the following methods were used: Analysis of regulatory documents, compilation of teaching experience, content analysis, foresight, systematization and generalization of facts and concepts, modeling, method of expert evaluations, observation, questioning and pedagogical experiment.

### 2.2. Experimental Base of the Study

Experimental work was carried out on the basis of the Kazan Federal University. The experimental work included 328 teachers and 350 students.

### 2.3. Stages of the Study

The study was conducted in three stages:

- At the first stage modern state of the studied problem in the pedagogical theory and practice was analyzed; the research program was developed;
- At the second stage the essence of socialization was defined; the functions and types of socialization were clarified; the peculiarities of education as the management of the students' socialization process were revealed; methods of education were proposed;
- The third stage involved the systematization, interpretation and synthesis of the research results; theoretical conclusions were refined; and the obtained results were processed and presented.

## 3. RESULTS

The main results of this study are: (1) Features of education as the management of students' socialization (subjectivity, adaptability, humanity, commitment, nationality). (2) The methods of education as the management of the universities students' socialization process (psycho-pedagogical, subject-creative, cognitive-oriented).

### 3.1. The Content of Education Features as the Management of Students' Socialization Process (Subjectivity, Adaptability, Humanity, Commitment, Nationality)

#### 3.1.1. Subjectivity

Man is not only the object but also the actor of public relations, who, possessing autonomy, a relative independence, consciously defines his life positioning. Student is the actor of education, for whom the process of beliefs, attitudes, values and self-affirmation of their social and professional life developing is urgent. The student is characterized by autonomy, independence, propensity to reflection, creativity, the need for self-improvement and constant work on himself. It is found that subjectivity determines the object-creative methods of students' education. Subjectivity allows to consider education as a process by which the students their own "I" is formed and the uniqueness of the individual is manifested (Zimnaya, 2004). Subjectivity of education allows the student in the process of socialization not only to learn the social experience, but to transform it into his own values, positioning, orientations, realizing himself as personality, actively affecting the life circumstances of other people (Gukalenko and Danyluk, 2005). It is revealed that the subjectivity of education provides the priority of the student's interests in comparison with the interests of the state, society, various social groups and other participants of education; socio-pedagogical support to students, including assistance in the development of his or her diverse interests.

#### 3.1.2. Adaptability

In the socialization process the born human biological body which is programmed to assimilate human culture, becomes a full human personality, possessing both its specific individual psychological features and the set of socio-typical, socially significant peculiarities, knowledge and skills, allowing fully participate in

public life. The process of socialization is carried out throughout the life of a person through an organized and controlled (education) and natural effects (Lunev and Pugacheva, 2013a). The ability to adapt to social reality contributes to a more rapid assimilation of social experience of life activities in specific social groups and to the successful formation of the personality as an integrated entity of social life (Covrov, 2006). Adaptability of education is reasoned by the student's variable surrounding conditions. In the practice of vocational education these conditions are not always possible to be controlled (media, family, etc.), they can only be taken into account. Adaptability of education provides for the inclusion of such uncontrollable external conditions in the managerial process and application to achieve the goal: Assimilation by the student of a certain system of socially significant knowledge, skills, values, norms of behavior and functioning in the system of social relations as an active actor, by subject and creative activities and communication.

#### 3.1.3. Humanity

Humanism (humanity) includes a system of moral and ethnic values and ideals, in the center of which there is a man as the highest value. The definition of humanism is that it is the principle of worldview, recognizing the man as the Supreme value and universal norms of behavior - the basis of human activities, involving the creation of conditions for comprehensive and harmonious development of man - the conscious subject of his actions. The main components of humanism is the Golden rule of morality; unity of purpose (the attainment of happiness of man, all-round development of his abilities) and selected means (following the Golden rule of morality in all circumstances); moral culture of the personality; the versatility, the applicability of humanism to all social systems; freedom, i.e., the ability of a person to act independently, in accordance with its abilities and worldview; creation of conditions for the existence of versatile and harmonious development of all abilities of the person. The manifestation of the components of humanism in the practice of education allows speak about its humanity. Humanity of education is reasoned by the positioning of students as entities of social reality in the process of actively transforming activities and aimed at optimizing of their self-realization (Gukalenko and Danyluk, 2005). Under the self-realization, we understand the choice of a person's social role and social position in the system of social relations based on understanding of goals in life implying the inclusion of the person in the system of social relations. It is found that self-realization is characterized by the dialectical unity of the students' desire to integration, inclusion in the social community, and the desire to be allocated out from this community as a valuable in itself individual and to form its identity (Covrov, 2006). Humanity of Education ensures students' formation of a reflective position to their participation in the system of social relations, and adequate assessment of the implementation of the complex of social roles; the students' assimilation of value norms for decisions' making in situations, development of behavioral strategies; the students' assimilation of intelligent models for problems' solving for successful interaction with society. It is the humane education contributes to the graduates' training able adequately to understand and exercise their rights and responsibilities, to adapt to the social environment, to be productive members of society.

### 3.1.4. Commitment

Dedication (commitment) means education's ability for self-organization and self-governance through information processing. The goal's presence entails the integration of educational influences into a certain sequence or system. The ability to form objective involves the presence of entities of education, possessing freedom of choice when making decisions. The commitment of education involves identifying of discrepancies between personal life situation and purpose. The goal's implementation is the process of discrepancy overcoming. The commitment of education can successfully adapt to uncontrollable external conditions, recognize their impact and to have a priori information about them. It is established that the commitment of education allows consider the socialization as a complex process of interaction between the individual and the environment, carried out deliberately, purposefully and unintentionally. Purposefully, intentionally socialization is performed by a range of social institutions through education. Unintentional socialization is connected with experiences, students' destiny lessons which they receive and reflect on the process of social interaction and participation in activities. The commitment of education provides for the formation of an adequate attitude of students to the realities of life and the success in self-realization.

### 3.1.5. Nationality

Nationality of education is reasoned by the existing in society national idea, and is turned to timeless national values. In the works of famous Russian researchers Gukalenko and Danyluk (2005) as a pedagogical axiom is suggested the idea that the necessary things for any person are the abilities to read, write and count, the knowledge of bases of their religion and knowledge of their homeland. Nationality as a feature of education will help to consolidate the society. Undoubtedly, the education using the national values, develops in the personality the most relevant things from the point of view of national cultural traditions, and allows get closer to the grounds and mechanisms of formation of the national character (Zimnaya, 2004). Nationality of education mediates the formation of students' civic consciousness, that is, a holistic quality of personality, which reflects the awareness of their rights and responsibilities, duty, and civic responsibility to society.

## 3.2. The Methods of Education as the Management of Research Universities Students' Socialization (Psychopedagogical, Subject-creative, Cognitive-oriented)

### 3.2.1. Psychological and pedagogical methods of education

It is found that psychological and pedagogical methods of education are presented in several groups: (1) methods aimed at the assimilation of social experience (discussion of social problems' solutions; independent work with special literature; almanacs; business and role games); (2) methods aimed at the active reproduction of social relationships (respectful treatment; the ability to listen to any interlocutor; major mood; respect to other people's opinions; friendly tone of communication; the ability to admit cases of being wrong; the creation of a good reputation, conditions for growth; organization of reflection; the creation of a favorable psychological climate; differentiated assistance); (3) methods that encourage active activities (sincere recognition

of merit; expression of approval regarding the slightest of luck; frequent variable promotion).

### 3.2.2. Subject creative methods of education

Subject creative methods of education include dialogical methods of communication, the creation of educative situations, a variety of educational and creative activities, social attempts and methods of projects. In the center of the subject-creative methods of education there are joint activities of students and teachers in implementing of developed goals and objectives together. The teacher does not transmit ready models of culture, but creates, develops them together with the students.

#### 3.2.2.1. Social attempts

Social attempt is a set of sequential actions related to the implementation of specially organized social activities. Social attempt involves student's self-assessment of his or her possibilities based on social behavior way's choice in the course of development of various social roles. Social attempts can be either pedagogically organized activities in real-life situations (conferences, business games, trainings, excursions, field trips) or special inclusion of students in simulated life situations (actions, participation in social movements, professional societies).

#### 3.2.2.2. Method of projects

Work on the project method involves not only the presence and awareness of some problem, but the process of its disclosure, solutions that includes planning of actions, the presence of design or hypothesis to solve this problem, a clear distribution of tasks for each participant in case of close cooperation. The method of projects is used in the case when there is any creative task, which requires integrated knowledge from different fields, and the application of research methods. For the method of projects it is essential to define the practical, theoretical and cognitive significance of the expected results. Method of projects is always focused on independent activities - individual, pair, group, which students perform for a specific period of time.

### 3.2.3. Cognitive oriented methods of education

Cognitive-oriented methods are presented by lectures-conversations, lectures-discussions, lectures-panels, lectures-consultations. These methods are focused on the transmission and memorization of information; the accumulation, compilation and reproduction of knowledge.

#### 3.2.3.1. Lecture-conversation

The lecture-conversation is the simplest form that allows attracting of the attention of students to important issues, to determine the content and pace of presentation of educational material taking into account specifics of the audience. Student participation in lectures-the conversations can be achieved with the help of many different techniques. During the lecture, the teacher asks the students questions designed to determine their level of awareness on this issue. To save time it is recommended to formulate the questions so that they could be given definite answers. Taking into account them the teacher builds further arguments. During the lectures students can be offered to formulate their variants of problems' solutions, principles, methods, etc.

### 3.2.3.2. Lectures-discussions

Lecture-discussion is very interesting. In comparison with the lecture-conversation, the teacher organizes between students free exchange of views. It animates the educational process and stimulates the students. Lecture - discussion form of training involves updating of the students' knowledge and the subsequent joint participation of teachers and students in problem solving tasks. At the beginning of the lecture students should be invited to ask the teacher questions about the previous lecture's material, then it is advisable to respond to them, using the elements of the discussion and gradually introducing new material. During the second half of the session students are fully explained the new material: Unknown concepts are disclosed, a correlation between the lecture material and questions studied earlier is traced, the main sources are identified, exercises for a better understanding of it are suggested and task to the next lesson is given. To identify issues for future discussion at the beginning of each lecture course a series of examinations or tests is held. A free exchange of opinions is possible in the intervals between logically-designed sections of an educational material. The student acts in a role of the ordinary participant of the discussions, mini-lecturer, which contributes to his or her self-realization. If the teacher offers to discuss not questions but specific situation, then this is the lecture with a case study. The situation can be presented to the students orally or as a video. The disadvantage of this lecture may be that its discussion would take too much instructional time.

### 3.2.3.3. Lecture-panel

The lecture panel is a special form of discussion involving a limited number of speakers - highly qualified specialists in their field who express their opinions in a number of consecutive short lectures. Such lectures usually are supplemented by the discussion and expressed experts' opinion. Discussion of some specific issues by the most famous specialists in this area allows show students the complexity, the variety of options of possible solutions. Speakers report the maximum amount of information (theoretical and practical aspects of the problem) and exchange views on the debated issue of the curriculum for a limited period of time. As an additional technique an essay can be used, which involves an oral presentation by the student of the scientific content of the material, which is not interrupted by questions and with the aim to provide additional information material. There is also a lecture using the technique of feedback. During this lecture questions to the students are asked in the beginning and in the end of each logical section. The first group of questions is asked in order to find out how students are knowledgeable in the subject matter. The second group of issues is asked in order to check the level of assimilation.

### 3.2.3.4. Lectures-consultations

At the lectures-consultations, the students are explained some advice, often the most difficult or practically significant questions about the topic studied. At the same time a detailed study of topics can be offered to students for independent work. Experience shows that the lecture-consultation can be offered both before and after self-study of the teaching material. If the lecture-consultation takes place after the self-study of the teaching material, it can be

organized as a press conference and the students prepare questions in written form in advance and give them to the teacher. Very successful are lectures with computerized resources: Interactive satellite lectures, slide lectures, computer video conferencing and video lectures with synchronous or asynchronous transmission over computer networks.

## 3.3. The Stages of Education Methods' Implementing as Management of Research Universities Students' Socialization

The implementation of these methods suggested the following experimental stages' conducting: Ascertaining, forming and control.

### 3.3.1. Ascertaining Stage

As a part of the ascertaining stage the students' attitude to different types of socialization is revealed (positive, negative, reformation). It is found that 93% of students believe that their social success and well-being are directly dependent on their ability to build appropriate relationships with other people and the success to assimilate the formed values in the society. In the survey, 97% are able to give examples from their lives when their rejection of the assimilation of socially important norms of behavior, values, knowledge, led to various conflicts with other generations in different areas of social reality: The family (87%), professional (30%) and others. Examples of reformation socialization could give 48% of the students: The political opposition, members of national liberation movements, historical figures (Jeanne d'arc, Copernicus, Bruno, Lincoln). This stage showed that 77% of students make decisions based on life experience. Under life experience they understand "the knowledge received in life" (17%), "a set of standard situations that help when making decisions" (42%), "lessons learned from mistakes made in life" (22%). This stage of experimental work showed that one of the effective methods of educating as the management of socialization is social attempts. In the process of social samples students' certain social position and social responsibility is formed.

### 3.3.2. Forming stage

On the forming stage the efficiency of methods of education was tested as the management of socialization of research universities students. During the implementation of psychological and pedagogical methods solutions to social problems were discussed with the students; the anthologies on the theme "the Public movement" were produced; a business game was held. Within academic disciplines the students prepared abstracts, revealing the issues of self-realization, essay on theme "What means for me the expression "to take a civil position?." When implementing domain-creative techniques the participation of students in Olympiads, students' scientific conference "elf-Realization of young people: Problems and prospects," competition and protection of social projects of development of civil society, socially important actions, the activities of urban public organizations, the student government was organized. During the implementation of the cognitive-oriented methods lectures-conversation (the ratio of personal and group values), lecture-discussion (person - object or an actor of socialization),

lecture-panel (Standardization and fashion as regulators of social life), lecture-consultation (Socialization: Stages and mechanisms) were organized.

### 3.3.3. Control stage

At the control stage the criteria of effectiveness of education as a management of socialization of research universities students were defined: Research activity of students, the commitment and persistence of students in achieving goals, the willingness of students to make independent decisions in a situation of choice, the responsibility of the students for the choice of means to achieve the goal, the awareness of students of their rights and responsibilities, duty, and civic responsibility.

## 4. DISCUSSIONS

Important theoretical and practical significance to study belongs to the works by Gukalenko and Danilyuk (2005), Zimnaya (2004), devoted to the development of socio-pedagogical foundations of upbringing. The essential characteristic of self-regulation mechanisms of individual behavior is given in the works of Yadov (1979), Covrov (2006). Sociological problems of education are identified by Gurova (1981). Philosophical Foundations of Education are developed by Likhachev (1995). However, analysis of scientific papers shows that the problem of features of education as a management process of students' socialization is debatable by nature.

## 5. CONCLUSION

It is established that education as the management of research universities students' socialization: Ensures the success of students' self-realization and self-correction of socially significant values and qualities; it forms a subject-subject relationship between teachers and students on the basis of cooperation and co-creation, which is dominated by an equal sharing of personal experiences; it creates conditions for the formation of students' readiness for the assessment of social reality on the basis of interiorized moral standards.

Article submissions can be useful for teachers of research universities; for centers of training and retraining in the selection and structuring of the content for professional development of the research universities' teaching staff.

Taking into account the obtained results of this study a number of research challenges and promising directions that require further consideration can be allocated: The establishment of relations between the processes of education, upbringing, socialization; identification of features of pedagogical management of students' interaction with the social environment.

## 6. RECOMMENDATIONS

It is found that the effectiveness of education as a management of research universities students' socialization will be increased with the active engagement of learners with the social environment, active participation in purposeful change in solving social, spiritual and creative tasks.

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