MODESTUM

OPEN ACCESS

Model for Student Spiritual and Moral Orientations Forming in Humanistic Paradigm Context

Roza Sh. Akhmadieva [1*], Ekaterina I. Artamonova [2], Mariya B. Zatsepina [2],
Liudmila N. Vakhrusheva [3], Svetlana V. Savinova [3], Vladimir M. Shinkaruk [4],
Veronika V. Kuznetsova [5]

[1] Kazan State University of Culture and Arts, RUSSIA
[2] Moscow State Regional University, RUSSIA
[3] Vyatka State University, RUSSIA
[4] Volgograd State University, RUSSIA
[5] Moscow State Pedagogical University, RUSSIA

ABSTRACT

The paper relevance is determined by the student youth social crisis: a lack of moral values; the absence of moral patterns, the dominance of glamorous attitudes in the personal values formation, the student youth's unformed moral core, which determine the moral vacuum of the educational space. The authors consider the humanistic (phenomenological) education paradigm comprehensively, presenting it as a system that implements conditions for the trainee spiritual and moral development, granting him freedom of moral and ethical choice in real life. The main conceptual idea of the paper is related to the author's position that the humanistic paradigm determines the need for increased attention to high-quality professional and personal moral characteristics, especially in demand against the backdrop of pragmatization and blurring of spiritual and moral guidelines. The authors propose a model for the students spiritual and moral orientations formation in the context of the humanistic paradigm, which includes the following units: the targeted; structurally-substantial; process-technological; criterion-diagnostic; organizationally-activities. The paper is intended for researchers, educators, and psychologists dealing with the problems of personal qualities formation, including the spiritual and moral orientations of student youth.

Keywords: spiritual and moral orientations, student youth, humanistic education paradigm, model of spiritual and moral orientations formation

INTRODUCTION

In the context of global socio-cultural transformations and the concepts formation for the Russian society development, the role of vocational education, oriented toward a humanistic paradigm, is growing. Education modernization is considered in the general context of socio-economic life's various aspects reforming, in close interaction with other reforms, providing them with trained morally-oriented cadres. Therefore, the vocational school faces the task of preserving the imperishable moral and ethical values of education and updating its content in accordance with the requirements of the 21st century.

The educational (pedagogical) paradigm is defined by scientists as "a set of theoretical and methodological guidelines adopted by the scientific pedagogical community as a model for solving pedagogical problems at a certain stage of education development" [1]. Consequently, the educational paradigm includes benchmarks for the

* **Correspondence:** Roza Sh. Akhmadieva, *Kazan State University of Culture and Arts, Kazan, Russia*.
✉ roza79.08@mail.ru

creation of pedagogical systems, concepts, theories, and technologies for interaction between participants in the educational process [2-8].

There are two value-oriented directions of educational systems development dominate in the modern world: one is based on the paradigm of the professional rationality's person formation, the other is based on the paradigm of a humanistic personality formation.

The main emphasis in the context of the traditional paradigm is made on the trainees' intellectual development. The education leading goal is competence, the teacher forms a personality with a reproductive life style; the educational process is oriented towards the average student, whose personal characteristics are not taken into account. In this regard, scientists and practical teachers talk about the crisis in education; in their opinion, this crisis is caused by "a deficit of moral values in the educational process. The lack of moral patterns and the dominance of glamorous attitudes in personal values formation supplant historically established moral traditions. The absence of the personality moral core is determined by the moral vacuum of the educational space. The researchers see the way out of the educational deadlock in the humanistic education paradigm development [9].

The humanistic (phenomenological) paradigm is defined as an education paradigm that places the learner in the center of attention as an entity of life, as a free and spiritual personality with a need for self-development. It is aimed at developing the student's inner world, interpersonal communication, dialogue, and helping in personal growth. The humanistic educational paradigm is a cultural code that determines the worldview, thinking and behavior of people included in the educational activities system, the educational community culture dominant value [10, 11].

There are the following *contradictions*, directly related to the formation of students' spiritual and moral orientations:

- between the urgent need for the student youth spiritual and moral orientations formation in the humanistic paradigm context and the lack of this issue's development in the theoretical and practice-oriented aspects;
- between the need to supplement general pedagogy with methodological grounds, structural and substantial components and criteria characteristics of students spiritual and moral orientations formation in the humanistic paradigm context.

Teachers of educational practice try to introduce the idea of humanization in the educational process, but the lack of appropriate pedagogical mechanisms hinders this implementation. It is necessary to develop new conceptual approaches and modern pedagogical technologies for the student youth spiritual and moral orientations formation, developed within the framework of the humanistic paradigm.

The study practical significance, reflected in this paper is to develop an educational and methodological algorithm for the student youth spiritual and moral orientations formation in the humanistic paradigm context using the fund of evaluation tools for their formation.

METHODOLOGICAL FRAMEWORK

In the process of the tasks posed solving, *the following methods were used:*

- *theoretical:* a comprehensive analysis of domestic and foreign psychological, pedagogical and methodical literature on the research problem; system analysis of Federal State educational standards of higher professional education, curricula, dissertational research; theoretical modeling;
- *empirical: pedagogical experience's analysis and generalization; observation; conversations with teachers and students; interviewing; questioning; testing; pedagogical experiment (ascertaining and forming); research results processing.*

To clarify the model structural components, various types of analysis of the accumulated empirical data were used:

- comprehensive, based on the components' isolation and tracking included in the learning structure;
- level, based on the identification of each structural component's formation level of the phenomenon under study;
- comparative, based on the levels comparison of information activity skills formation in the traditional and experimental training conditions.

The education humanistic paradigm realizes the conditions for the trainee moral development and self-development, giving him or her freedom of moral and ethical choice in real life activity. This paradigm determines the interaction between the teacher and the student in the educational process as its equal subjects. It contributes to the individual's creative, spiritual development, the establishment of moral dialogue, assistance and support in the moral and ethical self-education of a person's self-improvement.

The model development for the students' spiritual and moral orientations formation in the humanistic paradigm context with the aim of integrating its essential postulates determines the connection of the system-

activity, personality-oriented and competence-based approaches that make it possible to study the process in the unity of its components and the links between them.

In this model, *the system-activities* approach is the *study general scientific basis*, as it provides the pedagogical process structuring as a components system whose interaction is aimed at achieving morally-oriented learning and upbringing goals on the basis of its basic system properties accounting for: integrity, multilevel and integrative nature. *The theoretical and methodological strategy* consists of *the ideas of the competence approach*, as the process of students' spiritual and moral orientations formation is conditioned by their active activities in realizing their personal potential in the process of general and professional competences forming [12].

A *person-centered approach* here defines a *practice-oriented tactic*, establishing the entity-entity nature of the relationship between the teacher and students. It provides the conditions creation for the student's integral personality development, that is, the readiness formation for moral self-determination. Personally oriented learning makes the foundations for moral self-realization, self-development, self-regulation and ethical adaptation [13-16].

Dedicated approaches: system-activities, competence and personality-oriented make up the *general scientific basis, theoretical and methodological strategy and practice-oriented tactics of the model development* for students' spiritual and moral orientations formation in the humanistic paradigm context.

RESULTS

The model designing is a views system on the students' spiritual and moral orientations formation in the humanistic paradigm context, the study goal awareness, the ability to transform social and moral goals into moral personal goals. In order to identify the specifics of the structural components construction of the model under consideration, an analysis of the works of A. A. Bratko [17] and A. N. Dakhin [18] was carried out.

In the model of the students' spiritual and moral orientations formation in the humanistic paradigm context, we identified the targeted, methodological, structural-content, process-technological, organizational-activities and criteria-diagnostic units (**Figure 1**).

The target unit determines the study purpose - to form the students' spiritual and moral orientations in the humanitarian paradigm context in the process of mastering the general and professional competences reflected in the educational curricula.

The methodological unit reflects the methodology of the students' spiritual and moral orientations formation in the humanistic paradigm context as a set of ways for achieving the effectiveness of the process under investigation. The study theoretical and methodological base, the results of which are reflected in the paper, are the following approaches: competence, personally oriented, system-activities.

The essence of the identified approaches is disclosed in the following principles' implementation:

The approaches considered above determine *the principles for the students' spiritual and moral orientations formation:*

- *the principle of integrative integrity.* This principle ensures the educational tasks integration in the students' spiritual and moral orientations formation in the humanistic paradigm context;
- *the principle of acmeology*, which consists in influencing the moral and ethical experience of the individual, stimulating it's professional and ethical properties development. Akmeology nature - "a sign of vertex in social entity's creative potential realization and the person's vital activity property, characterizing it's aspiration to the heights of personal, professional development and self-improvement expressed in professional skills" [19]. The result of this influence is the students spiritual and moral orientations formation;
- *the principle of creativity*, i.e. the development of personality qualities that affect its self-determination and self-improvement, the creative nature of the activity, the ability to search for moral approaches to solving fundamentally new tasks, both in the professional sphere and in related fields. The student's creativity as a moral personality occurs, as practice shows, in the process of his or her emotional experiences realizing. The content of this principle is determined by A.F. Losev [20] as the relevance of the integrative human personality, all of its inscrutable integrity and individual quality, making it the most and every moment of its existence unique and special one.
- *the principle of referention* the educational space with cultural and moral universals of outstanding people. Sh. A. Amonashvili [13] notes that education is the process of the learner inner world forming on the basis of the surrounding world's imaginative perception. The principle of referention provides moral dialogue based on the humanistic call of different generations as the correlation of professional legal communication's entities historical experience on the basis of moral traditions analogy. Moral dialogue is leading one in the content of moral standards of students' spiritual and moral orientations formation in the humanistic paradigm context of students' professional and ethical competency in interactive subject-subject interaction. This process effectiveness is in the establishment of joint value and moral attitudes, the moral problems

Target Unit	Target				
	Students' spiritual and moral orientations formation in the humanistic paradigm context				
	⇓				
Methodological Unit	Approaches:				
	System-activity		Competence based		Personally Oriented
	Principles:				
	integrative integrity, akmeology based , creativity, referentation				
	Functions;				
	Cognitive	Culture-creative	Aesthetic	Creative-hermeneutical	Feedback
	⇓				
Structurally-substantial Unit	Structural components:				
	Cognitive component	Emotionally valuable		Communicative	Based on activities
	⇓				
Process-technological Unit	Technological and didactic-methodical provision				
	Project technologies: projects of moral and ethical orientation based on "step-by-step cooperation"				
	⇓				
Organizational-activities Unit	Complex of organizationally-activities conditions				
	Didactic conditions: - systemic morally-oriented goal setting; - modular provision of the integrative integrity of professional and general competencies of moral direction; - technologies' development that ensure the effectiveness of the ethically oriented learning modules implementation.	*Psychological conditions:* -Positive attitude making to moral values in the teaching material; - entity-subject humanistic interaction between a teacher and a student; - Providing an atmosphere of psychological moral comfort in the teaching and educational process.		*Educationally- environmental conditions:* -creation of a moral forming educational environment; - preparation of educational and material resources: selection and systematization of publicist and artistic works containing examples of moral models of outstanding people personality; - presentation of the student's personality moral values in the process of public speaking.		
	⇓				
Criteria diagnostic Unit	*Integrative criteria*				
	Cognitive	Emotionally valuable		Communicative	Operationally-activities
	Уровни				
	Low, amorphous		Medium, local-situational		High, autonomous

Figure 1. Model of the students' spiritual and moral orientations formation in the humanistic paradigm context

definition, personally significant for the communication subjects, the moral and ethical self-cognition development. Moral and ethical dialogues reflect the function of moral culture, which, according to M.M. Bakhtin, "is to promote the improvement of man in all types of activities ... It is important to note that moral culture is the most subtle and unconstrained means of forming true humanness in man" [21].

The following main functions of students' spiritual and moral orientations formation in the humanistic paradigm context are defined:

- *cognitiv*e - is manifested in the enrichment of students with moral knowledge;
- *culture-creative* orients to cultural and moral discourses in the dialogue of cultures in the cultural and moral context of the academic disciplines content; creative application of moral knowledge, abilities and skills in the socio-cultural context in professional activities;

- *aesthetic one* actualizes the emotional-figurative aesthetic self-actualization of the moral attitude, the students' ethical ideal on the basis of the moral universals intersection;
- *creative-hermeneutical* one orients on understanding of professional activity moral aspects;
- *feedback* encourages the determination of the results and effects of professional and ethical actions with a view to their correction.

3d unit of the model - structurally-content.

The following structural components of the students' spiritual and moral orientations are revealed in the humanistic paradigm context: cognitive, axiological, communicative, emotional, reflexive, activities based.

1. *The cognitive component* includes the professional and ethical knowledge integrative integrity as a basis for comprehending any fact about its conformity or non-conformity with moral values and societal meanings.
2. *Emotionally-valuable* - a set of moral values, moral beliefs and personality traits, a system of ethical motives for its life activity, "ethical values-knowledge," "ethical values-qualities," "ethical values-relationships." A conscious choice of personally significant ethical value orientations.
3. *Communicative component* – the individual's ability and need for moral communication that regulates joint activities; communicative and ethical skills presence; moral dialogue with partners in communication, stimulating the students' moral and ethical thinking development on the basis of communicative and moral discourses in the process of subject-subject interaction on the basis of hermeneutical creation of moral meanings in the sphere of value positions' intersection.

The activities component is the moral and ethical knowledge and competences' creative application in professional activities; the developed ability to project in the moral context professional activity in the process of solving the tasks of protecting, studying and disseminating the Russian society cultural and moral values.

In the procedural and technological unit, design technologies are presented that ensures the effectiveness of the students' spiritual and moral orientations formation. The system-forming component of the project technology is the learner personality, which determines the basic professional educational program filling (BPEP) with such competencies as:

- the ability to project one's own educational process
- the using modern technologies (corresponding to general and specific patterns and features of the individual's age development);
- possession of design and innovate activities ways in education and in future professional work;
- realizing oneself as a person with a competencies basic level as a set of humanitarian knowledge, abilities, skills;
- professional mobility and adaptability in accordance with personal needs, the needs of the world and domestic labor market.

Project activity for students appears as a specific form of creative self-activity, in the process of which a project of moral and ethical orientation is born. The organization and use of the student's project activity in the process of vocational training requires the selection of new strategic and tactical landmarks by the educational institution. In strategic terms, the student's project activity is a step-by-step formation of the future profession's moral and ethical image. The tactics of project activity is manifested in its unique capabilities, manifested in such moral-personal developmental functions as the freedom and creative initiative development; critical thinking; life emotional-value enrichment; social and moral orientation.

Using the project training technology is associated with the algorithm making of the teacher's and student's actions system at different stages of the project of moral and ethical focus or "step-by-step cooperation." "They include the following" steps":

1) the teacher and student joint work on the project theme of a moral orientation and its design;
2) joint development of the project task;
3) the student's own development of the project;
4) the design results generalization, the project presentation;
5) reflection.

The organizational and activities unit includes a set of organizational and activities conditions for the students' spiritual and moral orientations effectiveness in the humanistic paradigm context.

Didactic conditions:

- systematic moral goal-setting in the curricula, plans' and subject studies' content;
- educational and modular provision for the integrative integrity of professional and general competencies of moral orientation;
- technologies development that ensure the effectiveness of ethically oriented training modules.

Psychological conditions:

- the orientation on a positive attitude to moral values in the teaching material;
- entity-subject humanistic interaction between the teacher and student;
- providing an atmosphere of psychological moral comfort in the teaching and educational process.

Educational environment conditions

- educational institution's morally forming educational environment creation;
- educational and material resources preparation: selection and systematization of publicist and artistic works containing examples of moral models of outstanding people personality; visual materials selection.
- presentation of the student's personality moral values in the process of public speaking.

The criteria-diagnostic unit integrates in its structure the components of the students' spiritual and moral orientations: the cognitive, the communicative, the emotionally-valuable, the operationally- activities, isolated in the content unit of the model.

Levels of personal moral development, presented by L. Kolberg: 1) before-moral level (egotistic rules of conduct); 2) conventional morality (external standards of conduct); 3) autonomous morality (internal self-dependent behavioral system) is the basis for the levels of the students youth spiritual and moral orientations [17].

Three levels of students' spiritual and moral orientations are singled out: low (before-moral) amorphous; medium local situational; high autonomous.

The meaning should be expanded wider:

- *low (before-moral) amorphous* level-is characterized by the lack of a value-moral orientation in professional activity; weakly expressed moral association of critical thinking; episodic manifestation of professional communication moral aspects;
- *the average, local-situational level* - is characterized by the domination of external forms of behavior; lack of clear internal moral values in professional activities; an unsystematic manifestation of moral feelings;
- *high, autonomous* is characterized by an internal, independent moral and ethical norm of behavior, by the presence of conscious positive moral feelings, experiences related to the ethical attitude towards other people and to their professional duties in accordance with the moral value orientations developed by society.

The model of the students' spiritual and moral orientations formation in the humanistic paradigm context is introduced into the educational organization's educational process on the basis of the organizationally-activities conditions identified in unit 5, implemented in the curricula developed in accordance with the professional profile and the students' training level in accordance with system maintenance of the general and professional competences formation. The implementation effectiveness is determined on the basis of the criterion-diagnostic system of the students' spiritual and moral orientations formation, reflected in the 6th unit of the model, which allows monitoring the dynamics of their formation.

DISCUSSIONS

A special place in the process of studying the students' spiritual and moral orientations formation in the humanistic paradigm context is modeling as a general scientific method of scientific study. It is modeling, in the opinion of E. Levina [22], deduces pedagogical research to the level of methodological knowledge. The study of pedagogical systems modeling is reflected in the works of A. M. Novikov & D. A. Novikov [23], E. V. Yakovlev & N. O. Yakovleva [24], E. Y. Levina & V. S. Shcherbakov [25], I. M. Zaripova et al. [26], Y. N. Ganieva et al. [27], A. R. Shaidullina et al. [28], A. V. Kazakov, V. G. Zakirova & J. Bírová [29], G. Zh. Fahrutdinova, I. E. Konovalov & Y. V. Boltikov [30], E. I. Cherdymova et al. [31]. Modeling is considered as an integrative point of theory and empiricism in pedagogical research [4, 12, 32].

Spiritual and moral orientations as the basis of the students' moral competency in the humanistic paradigm context are, in the opinion of G. K. Selevko integrative formation. In his definition, the spiritual and moral orientations in the structure of moral competence are "the readiness, ability and need to live according to moral laws" [33]. Investigations of the young students' spiritual and moral orientations' structural components by A.K. Markova [34] disclose the interrelation between the criteria for the students' moral and humanitarian orientations formation. In the process of developing a model for the students' spiritual and moral orientations formation in the humanistic paradigm context, we took into account that modeling as a theoretical method of studying the pedagogical system considered as a logically built set of elements includes goals, content, design of pedagogical technologies, criteria for determining its effectiveness. The development of our model as a pedagogical system was carried out in the integrative integrity of targeted, content, procedural and effective-diagnostic mechanisms.

All the above mentioned structural and system characteristics of the model (goal and objectives, approaches, theoretically grounded principles) are interrelated, interdependent and form the basis for the students' spiritual and moral orientations formation in the humanistic paradigm context. This pedagogical model significantly

expands the concept of the process for students' spiritual and moral orientations formation, shows the trajectory of their formation in accordance with the system provision of general and professional competences formation.

CONCLUSION

The results of this study can be used in further study of the problems on developing practice-oriented educational and methodological complexes for the students' spiritual and moral orientations formation in the humanistic paradigm context, depending on the profile and level of student preparation in the current conditions of dynamic socio-cultural changes. It is planned to enrich technologies as a cultural form of educational innovations that provide for students moral and personal trajectory development, built on the basis of specially organized educational situations with the goal of life activities' spiritual and moral value models forming. It is necessary further to develop criteria-diagnostic tool for the students' spiritual and moral orientations effectiveness formation in the humanistic paradigm context.

REFERENCES

1. Kodzhaspirov, G. M., & Kodzhaspirov, A. Y. (2005). *Dictionary on pedagogy*. Moscow: IKTS "Mart".
2. Bondarevskaya, E. V. (2007). Paradigm as methodological regulators of pedagogical science and innovative practice. *Pedagogy*, *6*, 3-10.
3. Kornetov G. B. (2006). *Theory and practice of education*. Moscow: ASOU.
4. Shiyanov, E. N. (2007). *Pedagogy: the General theory of education*. Stavropol: SCSI.
5. Yamburg, E. A. (1997). *Adaptive School for all*. Moscow: New school.
6. Slastenin, V. A., Isaev, I. F., & Shiyanov, E. N. (2002). Pedagogy. Moscow: Publishing center "Academy".
7. Shen, P., Gromova, C. R., Zakirova, V. G. & Yalalov, F. G. (2017). Educational Technology as a Video Cases in Teaching Psychology for Future Teachers. *EURASIA Journal of Mathematics, Science and Technology Education, 13*(7), 3417-3429.
8. Gorbunova, N. V., & Sabirova, E. G. (2017). Pedagogical Design of Future Teachers' Personal and Professional Route. *Man in India, 97*(14), 217-226.
9. Bondarevskaya, E. V. (2007). The anti-Crisis orientation of modern education. *Pedagogics*, *3*, 3-14.
10. Masalimova, A. R., Levina, E. Y., Platonova, R. I., Yakubenko, K. Yu., Mamitova, N. V., Arzumanova, L. L., Grebennikov, V. V., & Marchuk, N. N. (2017). Cognitive Simulation as Integrated Innovative Technology in Teaching of Social and Humanitarian Disciplines. *EURASIA Journal of Mathematics, Science and Technology Education, 13*(8), 4915-4928.
11. Yarullin, I. F., Nasibullov, R. R., Khuziakhmetov, A. N., & Nasibullova, G. R. (2017). Organizing Moral Education for Teenagers in the Course of Humanitarian Subjects. *Man In India, 97*(14), 349-357.
12. Khutorskoy, A. V. (2013). *Competence approach in education*. Moscow: Publishing house "Eidos", publishing house of the Institute of education of the person.
13. Amonashvili, Sh. A. (2012). *The basics of humane pedagogy. Book 3. The school of life*. Moscow: OOO "Amrita".
14. Bondarevskaya, E. V. (2000). *Theory and practice of personality-oriented education*. Rostov-on-don: Publishing house of Rostov pedagogical University.
15. Gazman, O. S. (2002). *Non-classical education of Moscow: MIROS*.
16. Ke, Z., Borakova, N. U., & Valiullina, G. V. (2017). Peculiarities of Psychological Competence Formation of University Teachers in Inclusive Educational Environment. *EURASIA Journal of Mathematics, Science and Technology Education, 13*(8), 4701-4713.
17. Bratko, A. A. (1969). *Modeling of the psyche*. Moscow: Nauka.
18. Dakhin, A. N. (2007). *Training and movement*. Novosibirsk: IPKIPRO.
19. Knyazeva, G. N. (2013). Acmeological as a condition of modernization of educational process in higher education. *International journal of experimental education*, *4*, 125-128.
20. Losev, A. M. (1988). *Daring spirit*. Moscow: Publishing house of Political literature.
21. Bakhtin, M. M. (2000). *Author and hero*. Moscow: Publishing house "ABC".
22. Levina, E. Y. (2013). The formalization of socio-pedagogical processes. K*azan pedagogical journal*, 1, 134-140.
23. Novikov, A. M., & Novikov, D. A. (2010). *The methodology of scientific research*. Moscow: Librokom.
24. Yakovlev, E. V., & Yakovleva, N. O. (2006). *Pedagogical concept: methodological aspects of the build*. Moscow: VLADOS.
25. Levina, E. Y., & Shcherbakov, V. S. (2014). Information management in educational institutions. *Integration of education, 1*, 14-18.
26. Zaripova, I. M., Shaidullina, A. R., Upshinskaya, A. Y., Sayfutdinova, G. B., & Drovnikov, A. S. (2014). Modeling of Petroleum Engineers Design-Technological Competence Forming in Physical-Mathematical Disciplines Studying Process. *American Journal of Applied Sciences*, 11(7), 1049-1053/

27. Ganieva, Y. N., Azitova, G. S., Chernova, Y. A., Yakovleva, I. G., Shaidullina, A. R., & Sadovaya, V. V. (2014). Model of High School Students Professional Education. *Life Science Journal*, *11*(8s), 1097-8135.

28. Shaidullina, A. R., Masalimova, A. R., Vlasova, V. K., Lisitzina, T. V., Korzhanova, A. A., & Tzekhanovich, O. M. (2014). Education, science and Manufacture Integration Models features in Continuous Professional Education System. *Life Science Journal*, *11*(8s), 478-485.

29. Kazakov, A. V., Zakirova, V. G., & Bírová, J. (2017). Modeling the Process of Forming Social and Cultural Competence among Students of Linguistics Faculty. *Man in India, 97*(14), 291-305.

30. Fahrutdinova, G. Zh., Konovalov, I. E., & Boltikov, Y. V. (2017). Pedagogical Model of Formation of Readiness of People with Health Disabilities to Integration into the Educational Environment of a Higher Education Institution. *Eurasian Journal of Analytical Chemistry, 12*(A Multidisciplinary Approach to science 5b), 607-618.

31. Cherdymova, E. I., Kuznetcov, V. A., Machnev, V. Y., Solovova, N. V., Sarbaeva, I. Yu., & Masalimova, A. R. (2017). Eco-Vocational Consciousness Formation Model of a Specialist in Modern Mega Polis. *Eurasian Journal of Analytical Chemistry, 12*(A Multidisciplinary Approach to science 5b), 493-507.

32. Valeeva, R. A., & Gafurov, I. R. (2017). Initial teacher education in Russia: connecting theory, practice and research. *European Journal of Teacher Education, 40*(3), 342-360.

33. Selevko, G. K. (2005). *Encyclopedia of educational technology*. Moscow: National education.

34. Markova, A. K. (1996). *Psychology of professionalism*. Moscow: international humanitarian Fund "Znanie".

http://www.eurasianjournals.com