

PEDAGOGICAL MANAGEMENT OF UPBRINGING ENVIRONMENT IN MODERN UNIVERSITY

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The relevance of the study is conditioned by the society's need in university graduates who is focused on universal values and capable of self-realization. The purpose of the paper is to reveal features of pedagogical management of upbringing space of the modern university. The leading approach to the study is an integrative approach that enables to consider educational space as a multidimensional and multifunctional formation, which is created by the efforts of all the entities of the pedagogical process, and possesses the ability to perform as an integrated condition of professional and personal development of man. The study involves 400 teachers, 500 students who defined performance criteria for management by the upbringing university space (comprehensive development of cooperation of the teacher and student; respect of all the entities of management for human values, rights and freedoms of man and citizen, taking into account individual and age characteristics of students, the continuity of generations, development of a sense of participation and responsibility for the vital functions of the university). The main results of the study are to identify the stages of pedagogical management of upbringing space (program-oriented, process-evaluation); characteristic of activities of the group curator, as a goal-oriented teacher in the creation of conditions for the upbringing of students' motivational activity on the development of human values and the ability to self-realization. The significance of the results obtained is that the implementation of teaching management in stages control system ensures the system integrity of the upbringing space and increases the efficiency for the creation of conditions for the formation of a stable orientation of students in the development of human values and the ability to self-realization. Characteristics of the group supervisor's activity allow targeting of conditions for the formation of each student's attitude on human values and personal self-development.

Keywords: upbringing space, the curator of the student group, pedagogical management.

INTRODUCTION

The relevance of the study is conditioned by the society's need in graduates of universities focused on universal values and capable of self-realization. The problem of upbringing of students is one of the most controversial in the pedagogy of higher

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education. Is it necessary to educate adults? The answer to this question depends on what is meant by upbringing. If it is understood as the impact on individuals in order to create the necessary qualities for teacher, university, society, the answer can only be negative. If as the creation of conditions for self-development of personality in the process of university education, the answer should be clearly positive. Currently, a new system of values and aims of upbringing is formed; the concept of the individual is reviving, based on the ideas compliance with nature, culture and individual development; there is new educational paradigm of education in which the pedagogical reality is reflected by the new language of science (Lutkin, 2010). Upbringing in the context of modern concepts becomes a reflection of the subject-subject relationship of the teacher, students and their parents; based on cooperation, co-creation of trainers and trainees, which is dominated by equal sharing of personal experiences (Fayzullina & Saglam, 2015; Covrov, 2016). As a public good upbringing integrates the processes of training and upbringing. The object of our study is students' upbringing process. Upbringing is concrete historical by character. It is due to the organization of society and reflects social contradictions of its time (Gukalenko & Danyluk, 2005). The essence of upbringing is to ensure the assimilation by the individual of the system of social knowledge, norms and values for sustainable development of society by means of specially organized interaction (Zimnaya, 2004; Fayzullina & Saglam, 2016). The main thing in upbringing - is the creation of conditions for development of the person as the subject of activity. Subject of research is pedagogical management of upbringing space of the modern university. It is necessary to control not the individual, but the process of its development and formation (Likhachev, 1995). Management is a process of the activity of the subject in order to change the object to achieve the goal. Pedagogical management is the process of creating conditions for the implementation of the educational needs of the individual, social and cultural needs of society, the objectives of the educational policy of the state. The purpose of the paper is to reveal features of pedagogical management of upbringing space of the modern university.

RESEARCH METHODOLOGY

The leading approach to the study is an integrative approach that enables to consider upbringing space as a multidimensional and multifunctional upbringing, created by the efforts of all the entities of the pedagogical process, and possesses the ability to perform as integrated condition of professional and personal development of man (the trainees and the trainer). The term "space" came in pedagogy from mathematics and physics, meaning a set of objects and the distance between them (Vinnichenko, 2010). The philosophical idea of space characterizes it as a form of existence of life. The space is a relation between the respective objects, determines the order of their location and extent, characterizes all forms of matter in motion,

including social (Bakhchieva, 2013). The upbringing space can be characterized by the following parameters: 1) integrity, which is the result of heterogeneity, of elements of upbringing space and of the relationships between them, and ensures the effectiveness of the impact of upbringing space on the personality; 2) the result of differentiation (i.e. the definition of the tasks and functions of each element of upbringing space) and integration (interconnection of all the elements into one unit) (Shipova, 2013); 3) the composition of educational services (Pugacheva, Lunev & Stukolova, 2014); 4) the quality of the implementation of these services (Lunev, Pugacheva & Stukolova, 2014); 5) the availability of educational services (Lunev & Pugacheva, 2013b); 6) availability of methods for assessing the quality and accessibility of educational services (Lunev & Pugacheva, 2013c). During the research the following methods were used: theoretical (analysis, synthesis, generalization and systematization); sociological (observation, interviews, questionnaires, expert estimation).

RESULTS

The main results of this study are: 1) stages of pedagogical management of upbringing space; 2) the content of the activities of the group curator.

Stages of pedagogical management of upbringing space

The following management stages are identified: program-target, process-evaluation. On the first - program-target stage, the objectives are defined, a special program is developed. The purpose is to create conditions for the formation of a stable orientation of students in the development of human values and the ability to self-realization. Achieving this goal leads to the formulation of the following tasks: formation of students' high moral culture, active civil consciousness and patriotic awareness, legal and political culture; development of personal qualities necessary for effective professional activity; strengthening and improvement of physical health, the pursuit of a healthy lifestyle and fostering of intolerant attitude to smoking, drugs, alcoholism, antisocial behavior; preservation and enhancement of the historical and cultural traditions of the university, the continuity in the education of students; development of forms of student self-government. Setting of goals and objectives determine the content of the program: professional labor education, civil and legal education, cultural and moral education, physical education.

In the course of vocational and labor education, as initiation to the profession, a number of interrelated problems is solved: a conscious attitude towards their chosen profession is formed; fostering of honor, pride and love for the profession, conscious attitude to the professional duty, understood as a personal responsibility and obligation; professional culture, ethics of professional communication; the development of professional competencies are formed (Lunev & Pugacheva,

2013a). Vocational and labor education includes: acquaintance of students with profession-gram, including characterization of content, conditions, regime and organization of work, vocational qualification and psycho-physiological requirements for each student's awareness of their compliance with them and understanding of the social aspects of professional work; disclosure of social and cultural potential of the profession and the student's introduction to it in order to comprehend the perception of the profession as a special type of culture; reporting of historical and technical information about the profession; acquaintance with the available professional expertise and traditions in this field of work; involvement of students in professional roles (Lunev & Pugacheva, 2016).

Civil legal education provides for the formation of active life position, the upbringing of humane qualities of the person, possession of skills and abilities of realization of the rights and freedoms of man and citizen participation in the implementation of anti-corruption policy at the University (Slonevskaya, 2008; Lunev & Pugacheva, 2013d; Yarovova, 2015; Shilova, 2015). The main methods of civil legal education - humanization and humanitarization of education, democratization of university life, development of the system of extracurricular activities with students and student self-government. Components of the humanization of education - it is the human need for emotional contact, is the desire of the individual to feel it the subject of interest and sympathy, ability of empathy understanding of others; humanistic interpersonal dialogue between all actors of the educational process, psychological and pedagogical methods of influence on the consciousness and behavior of each other; students' personality-role participation in the organization of the educational process; humanistic orientation of the person of the teacher, psycho-pedagogical methods of management of training and upbringing process. The process of education of humanity, as a set of personality traits, and allows the use of the term "humanization of education", which reveals the pedagogical aspect of humanism. Humanity is a set of personality traits, which express the relation of man to man: the recognition of the person the supreme value, respect for his honor and dignity; a manifestation of care about the person based on a variety of moral traits - sensitivity, responsiveness, kindness, tact, humility, compassion; intolerance of all evil - falsity, hypocrisy, humiliation, insults, indifference, subservience, rudeness, arrogance, lack of tact; the ability to act independently in accordance with their abilities and outlook (Lunev, Pugacheva & Stukolova, 2013).

Humanitarization of higher education cannot be something external, not included in the overall and holistic training and educational process. It should permeate the internal process of training and upbringing of the individual, and be based on the purposeful activity of all stakeholders of the University: departments, managerial and organizational departments, teachers and students. The constituent elements of the humanitarization of the educational system at the university are:

teaching of a wide range of compulsory and optional courses in the social sciences and humanities, including of natural-scientific and technical knowledge into a single system of knowledge about man, society and nature; development of democratic methods of communication with students, the statement of the principles of cooperation pedagogy and development of students' activity in educational and research activities, restoration and development of scientific schools of outstanding scientists and educators; expansion of self government starting in the activities of university structures, overcoming of the alienation of students to participate in the formation of a new educational policy. The democratization of university life involves the development of such a system of relations between all participants of the training and educational process, which is based on the constant expansion of the rights and powers, as well as the duties and responsibilities of all subjects of the university management (administration, teachers and student groups). It means decentralization of power the university administration, the strengthening of the elective principle and ideally University's transformation into a "self-governing" system. Students' participation in extracurricular activities at the University creates optimum conditions for the disclosure of their creative abilities, comprehensive development and self-realization, the acquisition of organizational and managerial skills.

Cultural and moral education is directed on the development of intelligence (Guslenko, 2011). Intelligence as an indicator of the moral and social maturity of the person is manifested in its education and culture, honesty and integrity, absence of indifference to the pain and suffering of others. The real intelligentsia is always characterized by a high awareness of civic duty and civic dignity, responsibility to the people and the high personal culture. Intelligence is a measure of culture and education of the person (Merezhko, 2011). The main methods of cultural and moral education of students is widespread involvement in active engagement in amateur performances, acquaintance with different types and genres of art, personal example and authority of the teacher, the strength of the university tradition, the humanistic character of the university atmosphere (Kharkovskaya & Meshkov, 2014).

Physical education aims at the formation of bodily health, maintaining a healthy lifestyle, the development of personal qualities that will provide young people with mental stability in an unstable society. In the development of the students' personality a great place belongs to the work on themselves. Physical education gives results only with the active pursuit of the student to self-education and improvement. Self-education intensifies the process of physical education, establishes, expands and cultivates practical abilities and skills (Lunev et al., 2013).

The second stage - the procedural and evaluative. At this stage, the conditions for achieving the goals and objectives of the program are created, as well as the effectiveness of management of educational space is evaluated. For the effectiveness of vocational and labor education the of students' mandatory management practices

is provided in the conditions of the production team and the student self-government at the University; involvement of students in research work. For example, the basic methods of scientific research work of students include the following: the work of student research circles, creative research groups performing research on issues related to the research interests of individual teachers and departments as a whole; participation in scientific conferences, presentations of speech and reports on research; participation in studies conducted by departments; cooperation with industrial enterprises; participation in international programs; submissions of research activities in the competitions at various levels (university, regional, national, etc.); Research work carried out on an individual plan. To the development of basic research work carried out by students contributes organizational and mass events conducted at all levels from the department to the country: scientific seminars and conferences, competitions of scientific works, competitions in the disciplines and specialties. The university annually conducts international and national student conferences and competitions, regional competitions, exhibitions. Student teams are actively involved in international, national, regional competitions, contests, exhibitions and conferences, on the basis of the results they are awarded with diplomas and certificates. Student works are published in academic journals.

Civil legal education includes participation in actions aimed at protecting the rights and freedoms of students; involvement of students in the activities of youth social movements; meetings with veterans, thematic book exhibitions; patronage over the mass graves; visiting of thematic expositions and exhibitions; organization of student government in hostels. For example, a student dormitory council, being a public body of self-management, is created for a broad involvement of students in the preparation and carrying out of actions aimed at strengthening of humanistic norms and rules of a healthy lifestyle assist management of the dormitory in improving the housing and consumer services. With the student council commissions are formed: on the organization of leisure, cultural and media work, information and decoration, health and fitness and sports, crime prevention, housing, sanitation and hygiene. Thus, each student potentially possesses the opportunity to be heard and understood, and above all – by his friends, who, in turn, are involved in the process of co-creation, constructive and fruitful human communication. Attention to each other's personality is stimulated. All this lays the foundation for the formation of healthy teamwork, promotes social adaptation of the person who is in a completely unfamiliar environment for themselves and faced with the need to see themselves in a new social status. The most important tool of fostering civic consciousness is education by history. There are university conferences, contests of student work, and competitions on the history of the Fatherland, native land, science and technology. Themed books are published about veterans, the university's history, materials for which are prepared by the students. In order to improve the system of students' civil-law education and to create conditions for

active civic consciousness, civil self-determination, responsibility, the Association of discussion clubs “Man and Society” is organized. Preparation and participation in “round tables”, debates, discussions, devoted to discussion of the most pressing problems of modern society, contribute to the development of students’ desire to work, not only to meet their needs, but also for the Fatherland prosperity, to enhance its credibility among the other countries of the world community.

Cultural and moral education provides for the organization of students’ leisure, holding of cultural mass events. The University has the creative teams of various kinds: theaters - studios, dance and folk ensembles, intellectual club, KVN -club of joyful and smart members, creative association “Leader”. Students are united by the interests there and have the opportunity for self-realization. Annual carrying out of large-scale cultural events (“Day of Knowledge”, “University Day”, “Student Spring Theatre”, “KVN Cup” and others) contributes to a moral culture, preserves and increases traditions of the university.

Physical education at the University is conducted in two directions: physical culture and mass sports work. Involvement of students and staff in systematic physical training and sports is aimed not only at promoting a health, but also a healthy lifestyle. There are a large number of sports associations, clubs, and sections in various sports, supported by the new sports trends every year in the university. Every year a growing number of first-grade sportsmen, candidates for master of sports and masters of sports are increased. The university held massive events dedicated to the Day of the University, the Day of Defenders of the Fatherland, the International Women’s Day, and the Day of Victory in the Great Patriotic War (1941-1945.), in which students have the ability to participate. Regular participation in sports and public events throughout the training period and contributes to the improvement of such important qualities as general endurance, courage, commitment, initiative, communication skills; healthy lifestyle, prevention of deviant behavior in the youth environment. The university held special preventive measures: conversations about the dangers of smoking, alcohol, drugs, lectures on healthy lifestyles, individual work with students. The cooperation with the regional center of AIDS prevention, regional dispensary on drugs prevention and prevention of socially significant diseases is organized. The deterioration of the situation on HIV infections in the region implies the need for measures aimed at the prevention of AIDS. Annually, there are lectures and “round tables”, an exhibition of posters on the subject for the students and staff. In student environment information is spread about organizations that can provide psychological and medical assistance in case of emergencies. Regularly monitoring of students’ opinions is carried out with respect to a healthy lifestyle, drug addiction, AIDS, on the basis of which the adjustment is carried out of the strategic objectives of prevention and planning measures.

The study involves 400 teachers, 500 students of national research universities of Kazan (Russia). During questioning of teachers and students the criteria of

management efficiency of the educational university space were identified: widespread development of cooperation between the teacher and student; respect by all the management entities of human values, rights and freedoms of man and citizen; taking into account individual and age characteristics of the students; the continuity of generations, the development of a sense of participation and responsibility for the vital functions of University.

The content of the activities of the group curator

Participation in the upbringing of students is professional responsibility and public duty of every university lecturer. Acting as curator of the student group is a type of direct participation of the teacher in the educational work with students. Acting as curator is considered by the administration as one of the most important conditions for the establishment of an incentive allowance for teacher. The main objective of the curators is the formation of a developed, active student identity, capable in their work to demonstrate civic, professional and moral qualities. Appointment and dismissal of the performance of duties of the curator is made by the order of the Dean on the proposal of the head of the department, and coordination with the Deputy Dean for educational work. The curator is assigned to group at the 1st and 2nd training courses and is directly subordinated to the head of the department. In groups of senior courses curator continues to work, if such a decision is taken at a meeting of the department. Coordination of the curators is carried out by The Deputy deans and vice-rector for educational work. In their work curators are guided by the University Charter, Regulations on the curator of the student group, program of educational activities of the university.

The curators' duties include organizational work with students: regular interaction with the group leader; holding of general meetings of the group on training and upbringing issues; acquaintance of students with the university structure, basic services; ensuring of speedy adaptation of students to the educational system at the university. The next group of obligations is related to the upbringing process: regular check of attendance by students; monitoring of students' progress; assist students in dealing with potential conflicts with the teachers; active work with individual students during the student's record and examination sessions; timely information of parents about the threat the student's dismissal from the institute. The third group of duties includes upbringing work: direction of efforts to create an organized cohesive team in the group; students' acquaintance with the history and traditions of the university, the internal regulations of the university and a dormitory, the University Charter; involvement of students in research activities; promotion in the development of various forms of students' self-government; conducting surveys; identification of talents and informal leaders. The presence of foreign students in group does not alter the basic objectives of curators. However, in this case, the curators' duties should also include: formation

of foreign students' respect and understanding of Russian cultural values, legislation, social and educational systems; educational support for the full, active and equal inclusion of foreign students in the life of the group and the university, prompt adaptation, the successful development of the curriculum.

The curator has the right to: receive organizational and methodical assistance from the deputy deans and vice-rector for upbringing work; use the university infrastructure for events with the group; make proposals to improve the forms and methods of upbringing work; attend academic classes of the group; have access to information about students contained in the documentation of the student deans and personnel department; establish contact with the parents of students and their families; apply directly to the dean of the Faculty on the issue of candidates of a group leader and the student's matching with the post of a group leader; participate in addressing the students' establishing to the forms of incentives and penalties, payments, transfers to other specialties, giving of sabbatical leave and transfer to the repeated training. Supervision is included in the individual teacher's work plan in the amount of 100 hours per year. The curator makes the report on the work at the department meeting at least once per semester. When the curator makes the report he should reflect: the training activities of the group; relations in the team; unresolved or difficult issues of education of the student team. Activities of a curator are assessed on the following parameters: rising of students' progress from course to course; participation of students in research work on the profiling department; the level of discipline in the group; retention of students' contingent. For a good job in the student group, high levels of group in training, scientific work, the curator by the head of the department can be presented for stimulation.

DISCUSSIONS

The problem of educational space in recent years is paid much attention by researchers. At the same time, along with the concept of "upbringing space", very often the terms "educational space", "upbringing environment" is used. The concept of "educational space" is used in the studies of E.A. Yamburg (1991), N.V. Kuzmina (2002), A.V. Gavrilin (2004), considering the problems of modernization of education, refers to the idea of the formation of educational space, allowing each student to be trained in the zone of proximal development, that is, according to its psycho-physiological characteristics, aptitudes and abilities, and the real social conditions of existence. It should be finally admitted - says E.A. Yamburg (1991) - that useless was an attempt to give uniform, standard for all education. According to N.V. Kuzmina (2002), education must take into account the processes of globalization, which stimulate democratization processes, the creation of theories that enhance the quality of education across the educational spaces.

The essence of the concept "educational space" is considered by A.V. Gavrilin (2004), N.L. Selivanova (2004), I.G. Nikolayev (2000) and other authors. In the

works of A.V. Gavrilin (2004) educational space is understood as a multidimensional and multifunctional education, through which impact of all factors of education and other spaces is manifested (vital, substantive, environmental, informational, social, cultural, etc.) on the process of personal development and self-realization. Considering the educational space as an ideal object, A.V. Gavrilin defines it as a temporary combination of energy sources that can ensure the development of the individual in accordance with the defined objectives. When specifically fixed, defined externally (etalon) goals of education the relations in educational space are authoritative in nature and focused on the transfer of fixed socio-cultural heritage (in terms of knowledge, skills and abilities) and to prepare for life. If the purpose of education serves domestic valuable reference point on the development and self-realization, if the student's life is a value in itself - then we are dealing with a humanitarian educational space with humanistic relationships. In the works of N.L. Selivanova (2004) it is noted that under the educational space can be understood a dynamic network of interconnected pedagogical events, by efforts of social actors at various levels (collective and individual) and able to perform as integrated condition of personal development. Under the collective actors, in this case, according to N.L. Selivanova (2004), the professional communities are understood, which set a goal of education. Individual actors in this case are, of course, teachers, parents, students, doctors, all kinds of people, meeting with whom can be turned for the student into the event. In this case, the mechanism for creation of educational space becomes an "event" in which the key point is the joint activity. In the study of I.G. Nikolaev (2000) educational space is defined as the goal and the result of the systemic organization of students' upbringing in the conditions of a megacity environment. The educational space is understood by I.G. Nikolaev (2000), as a result of constructive social-pedagogical activity of creative and integrative nature.

Thus, the educational space is considered by the listed authors 1) as a dynamic network of interconnected pedagogical events that can act as integrated condition of personal development of man, 2) as a place in which individual and group subjects of education carry out special operations, forming multiple connections and relationships that create the conditions for personality development. We believe that the discrepancies in the definition of educational space are conditioned by objective factors, since space itself is multidimensional.

The concepts of "upbringing space", "educational space" and «upbringing environment» are very similar in content. The presence of these concepts and different interpretations of their content are conditioned by the ambiguous definition of extension, that is, the boundaries of the space, environment; structural content; the level of interaction of entities of educational process. Central moment in the general scientific understanding of the environment is to perform its context function in relation to any existing objects and the developing process in it. Social

environment's management allows to actualize the potentially existing in it resources. Social environment acquires the characteristics of the upbringing environment in the result of management of objectively existing circumstances. The space also determines the actual existential characteristics, "it constitutes" an object. Creating of upbringing space gives rise to qualitatively new resources, developing on the basis of constructive activity of its entities. The upbringing space is the result of creative activities of its entities and exists in environmental context. Existence of upbringing space necessitates pedagogization of the environment. All of the above and determined the methodological basis and purpose of the study.

CONCLUSION AND RECOMMENDATIONS

Features of pedagogical management of upbringing space of the modern university are: first, program-target and process-evaluation stages of the managerial process; secondly, the activities of the group curator, as a teacher who is goal-oriented on creation of conditions for the upbringing of students' motivational activities for the development of human values and the ability to self-realization. Implementation of pedagogical management in stages (program-targeted, procedural and evaluative) ensures the systemic integrity of upbringing space and increases the efficiency of conditions' creation for the formation of a stable orientation of students on the development of human values and the ability to self-realization. Characteristics of the group curator's activity allow targeting of conditions for the formation of each student's orientation on human values and personal self-development.

The study results enable to outline prospects for further research of the problems associated with the methods' identification of the pedagogical management of upbringing space of the modern university, the managerial mechanism to monitor the upbringing space of the modern university. Paper Submissions may be useful for managers and university professors; Staff of continuous professional training and retraining centers for the selection and structuring of the content of continuous professional development of universities' teaching staff.

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