

The background is a dark, grainy, and textured surface, possibly representing a microscopic view or a high-contrast image. A prominent orange-bordered rectangular box is centered on the page, containing white text. The text is arranged in four lines and reads: "Professional self-determination as a quality criterion of competitive specialists training".

**Professional self-
determination as a quality
criterion of competitive
specialists training**

PROFESSIONAL SELF-DETERMINATION AS A QUALITY CRITERION OF COMPETITIVE SPECIALISTS TRAINING

LA AUTODETERMINACIÓN PROFESIONAL COMO CRITERIO DE CALIDAD DE LA FORMACIÓN DE ESPECIALISTAS COMPETITIVOS.

ABSTRACT

In accordance with the competence-based approach, a specialist developing professionally should be able to create something new in his profession, even in a small way. The solution to the problem of professional self-determination of the individual is carried out in two dimensions: theoretical-oriented and practice-oriented. Recently, the interest of professional educational organizations to the problem of self-determination of students has increased due to the fact that timely and reasonable choice of profession, training specialty is a guarantee of both personal success of future professionals and sustainable development of society. The main characteristics of self-determination as a psychological and pedagogical phenomenon are: belonging to the subject, processuality, consciousness, independence. Self-determination is a conscious, independent, purposeful process of identification and disclosure of the essential forces of personality, ways of development and realization of its capabilities and abilities, carried out in interaction with other people. Analysis of the essence of professional self-determination from the standpoint of philosophy, psychology, sociology, acmeology, pedagogy confirms the complexity and diversity of this phenomenon, the need for a systematic approach to its study.

KEYWORDS: specialist, profession, professional self-determination and its levels, competence approach.

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RESUMEN

De acuerdo con el enfoque basado en la competencia, un especialista que se desarrolle profesionalmente debería poder crear algo nuevo en su profesión, incluso de manera pequeña. La solución al problema de la autodeterminación profesional del individuo se lleva a cabo en dos dimensiones: orientada a la teoría y orientada a la práctica. Recientemente, el interés de las organizaciones educativas profesionales en el problema de la autodeterminación de los estudiantes ha aumentado debido al hecho de que la elección oportuna y razonable de la profesión, la especialidad de capacitación es una garantía tanto del éxito personal de los futuros profesionales como del desarrollo sostenible de la sociedad. Las principales características de la autodeterminación como fenómeno psicológico y pedagógico son: pertenencia al sujeto, procesalidad, conciencia, independencia. La autodeterminación es un proceso consciente, independiente y resuelto de identificación y revelación de las fuerzas esenciales de la personalidad, las formas de desarrollo y la realización de sus capacidades y capacidades, llevadas a cabo en interacción con otras personas. El análisis de la esencia de la autodeterminación profesional desde el punto de vista de la filosofía, la psicología, la sociología, la acología, la pedagogía confirma la complejidad y la diversidad de este fenómeno, la necesidad de un enfoque sistemático para su estudio.

PALABRAS CLAVE: especialista, profesión, autodeterminación profesional y sus niveles, enfoque de competencias.

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INTRODUCTION

The goals and objectives of the modernization of the Russian educational complex are determined by the orientation of the country's economy to the development of high-tech industries, regional and national labor markets, the need for advanced training of workers and specialists in market conditions. The culture of self-determination is the basis of the competence-based approach on which the State Standards of Professional Education of the Third Generation are based. In accordance with this approach, a specialist developing professionally should be able to create something new in his profession, even in a small way (a new technique, method, etc.), to be solely responsible for the made decision, to determine the goals, based on their own value bases (Abdulatipova & Tsakhaeva, 2017; Abuzjarova, 2018; Badakhova, 2017; Borovikova, 2017; Borisova & Novoseltseva, 2016; Borisova et al, 2018).

The period of study at college is the most important in the life of the future specialist, as it is at this time he becomes a member of industrial relations, he forms views on the profession, the system of values changes, and there are motivations for professional activity. V. Putin, speaking about the importance of the secondary vocational education system (hereinafter – SVE), urged to orient it to the needs of the national business: “Training in lyceums or technical schools today has actually become an intermediate link before entering the university, sometimes the very meaning of education is lost, and in fact its main purpose – the reproduction of qualified middle-level personnel”.

These circumstances necessitate qualitative changes in the functioning of the SVE system, search for ways to intensify the formation of a competitive specialist, socially mobile, professionally independent, able to implement not only the accumulated experience of previous

generations, but also their creative potential in the design, creation and development of new equipment, production equipment, technologies, services and jobs (Gasanova et al, 2017; Gadzaov & Dzerzhinskaya, 2018; Daudova et al, 2016; Bolotin et al, 2017; Zulaeva et al, 2018; Ilkevich & Medvedkova, 2017; Kuznetsov, 2018; Sergeeva & Trubakova, 2017; Morozov et al, 2018; Zare & Rajaeepur, 2013)

Certainly, strengthening of responsibility of the person for the social and professional destiny has to be accompanied by strengthening of responsibility of educational institution for quality of specialist training. The increasing role of the person in the formation of individual “educational routes” requires educational technologies that allow “waking up” the individual, giving the student to show their interest in their professional life, giving them freedom and choice. However, according to experts, secondary specialized educational institutions (hereinafter – SSEI) do not depart from the traditional knowledge paradigm of educational activities, where the person is the object of influence, which generates his lack of initiative, irresponsibility and immaturity. Creating successful conditions for self-expression and self-realization of each student's personality, identifying and realizing his potential has not become a universal practice yet.

To solve these problems, according to scientists and teachers-practitioners, is possible from the standpoint of self-developing pedagogical systems that determine the main activities of educational institutions, employers, the entire professional community to ensure the quality of the professional environment in general and vocational education in particular. Among the most important theses are: strengthening the role of professional self-determination, active position of students in the manifestation of their interests and focus on professional and creative achievements; formation of adequate self-assessment of the graduate as the most important personal characteristics of the quality of professional training; growth of activity of the teaching staff, as well as all social partners, ensuring the development of the professional environment and the purposeful formation and development of the future specialist (Tsahaeva et al, 2016; Tsahaeva et al, 2017; Gadzaov & Dzerzhinskaya, 2018; Yazovskikh, 2018; Pozharskaya & Deberdeeva, 2017; Golub et al, 2017;

Trifonova, 2017; Enygin et al, 2017; Kryazheva & Vinogradskaya, 2017; Taova, 2017).

RESEARCH METHODOLOGY

According to the researchers (V.I. Andreev, B.M. Bim-Bad, M.S. Kagan, A.V. Petrovsky, etc.), among the "values" of personality, the value of self-realization in modern education is a priority, correlating and integrating a variety of different values. It is based on the understanding of a man as the self-value of the highest order, which is the necessary basis for the existence of all other values. The nature of the value of self-realization is existential and has a meaning-forming value in the life of the individual. Experimental and theoretical developments carried out abroad (R. Burns, A. Maslow, D. Super, et al.), and in Russia (E.I. Golovakha, E.A. Klimov, A.K. Markova, S.N. Chistyakova et al.), showed convincingly that the various parameters of life self-determination of the individual perform an essential function in the regulation of professional self-determination.

Professional self-determination is considered by researchers both as a process and as a result of professional development, each step (stage) of which is characterized by a different content. A particularly important role in this case is given to early adolescence, because it is in this time the problem of choosing a profession becomes the "affective center of the life situation" (L.I. Bozhovich, I.S. Kon, L.F. Obukhova, V.I. Slobodchikov, D.I. Feldstein, D.B. Elkonin, E. Erikson, et al.).

The solution to the problem of professional self-determination of the individual is carried out in two dimensions: theoretical-oriented and practice-oriented. In theory, scientists are trying to answer questions about the essence of professional self-determination, its structural components, the principles and approaches of the study of this phenomenon. "Practicians" create conditions, select funds, develop and test models of the most effective professional self-determination of the individual at various levels of education. But both believe that a high level of professional self-determination is observed in a small part of graduates of schools and vocational schools. As a result, difficulties of school students in choosing a profession, a low percentage of securing graduates of universities and colleges for jobs in the specialty, social and economic losses of the state. The need to

find and create a set of conditions for professional self-determination of young people, as well as the need to develop adequate methods of its implementation, became obvious. This search is now in several directions, including the study of pedagogical opportunities of students' research activities as a factor of professional self-determination of future specialists.

In connection with the transition to the high-tech economy, the society determines the social order for training specialists with the skills to solve inventive problems, the ability to determine the level and prospects of development of scientific and technical creativity. Constant updating of information flow, new discoveries, rapid change of technologies also orient education to a new level of development of science and technology, the formation of students' search style of thinking, attracting them to active intellectual activity. In this regard, the use of research as a basis for the construction of educational technologies creates conditions for the development of students most important tool for the rapid development of reality – the ability to absorb not the amount of ready knowledge, but methods of acquiring new knowledge in a rapidly increasing their number.

However, the research activity of students (hereinafter – RAS), as a mandatory element of vocational training, is a fairly new direction in the activities of the SSEI, as for a long time it was considered the prerogative of higher education and the lot of the most gifted students. Traditionally, in secondary specialized educational institutions educational research activities were carried out, the main purpose of which was the educational result and which was considered as a form of organization of the educational process (N.A. Moreva, L.G. Semushina, N.G. Yaroshenko, et al.), and not as a way of self-development and self-realization of the essential forces of the future specialist.

Taking the above into account, we can assume that the quality of professional training of graduates of colleges, the level of their professional self-determination will be determined by the fact how this type of independent activity of students as research work is organized, to what extent it meets the requirements of scientific research and future professional activities, as well as related to the potential

employment of graduates. The basis for this assumption is the fact that the activities of the individual for professional self-determination and research activities, like any holistic activity, have the same organizational and psychological characteristics and methodological grounds, namely: anticipation of the result; awareness of the possibility of achieving it, the availability of appropriate means and orientation in interpersonal relations; evaluation of the process and results of activities; solution of common organizational tasks.

RESEARCH RESULTS

The quality of education in a broad sense is understood as “a balanced correspondence of education (as a result, as a process, as an educational system) to diverse needs, goals, requirements, norms (standards), conditions”. As one of the priorities of updating the system of professional education in Russia and the most important criterion of its quality is the competitiveness of specialists, which involves not only the free possession of the profession, orientation in related fields, readiness for effective work in the specialty at the level of international standards, but also a high level of social and professional self-determination of graduates, the formation of Self-concept of personality. That is why in recent years the interest of professional educational institutions to the problem of self-determination of students is increasing, and it has become axiomatic statement that timely and informed choice of profession, specialty training is a guarantee of both personal success of future professionals and sustainable development of society.

It is known that to characterize the stability of society, the UNO recommends the use of the concept of sustainability capital, which consists of three interrelated and interdependent components: $C_s = C_a + C_n + C_{k+t}$, where C_a – man-made (anthropogenic, technogenic) capital; C_n – natural capital; C_{k+t} – human capital. Moreover, the importance of human capital (knowledge, skills, health, traditions, culture of people) for the creation of man-made capital increases dramatically in the modern conditions of domination of information technology. Nevertheless, a significant part of human capital is unclaimed because of simple inattention to it or inability of the person to realize and reveal his/her own potential, self-determination in life and profession.

The great attention to the problem of vocational education in general and secondary vocational, in particular, is determined by the following circumstances.

Firstly, a deep study of the issues of professional self-determination of students' personality meets the urgent needs of development, modernization and restructuring of the vocational education system. This is due to the fact that the incompleteness of socialization and professional self-determination of the individual, the stretching of this process over time is one of the main reasons for the lack of satisfaction of graduates with the profession, opportunities and prospects for career and social growth, and, consequently, the turnover of workers and employees, which in a shortage of qualified specialists causes considerable damage to the economy. In addition, there are a number of factors that complicate the development of professional education: restructuring the system of continuous education, optimization of the number of educational institutions, reduction of growth of students, the reorientation of graduates of secondary special educational institutions to other spheres of professional activity, replacement of monoprofessionalism with polyprofessionalism, etc.

Secondly, students of colleges are mainly older teenagers and youth, and for representatives of these age groups self-determination (social, personal, professional, moral, etc.) is the main task. In youth, the value of self-realization includes the desire to show their individuality as clearly as possible in accordance with their achievements, thereby to attract attention, to assert themselves, to gain respect among friends, which is dominant in this age period, regardless of the socio-cultural situation. A. Maslow noted that it is necessary to use the internal activity characteristic of this age in the educational process in the direction of self-creation, to search for the vocation of a young man, his creative vocation, his destiny.

Recent studies (Ya.E. Nurmi, D.A. Leontyev, E.V. Chelobanov et al.) show that at the age of 16-17 the development of the psychological functions of planning is not completed, it continues even after twenty. It follows that graduates of vocational schools are often not ready to make a mature, full-fledged life, career choice because of the lack of formation of the relevant psychological functions. However,

at the heart of the process of self-determination at this age is the choice of future areas of activity, therefore, the issues of professional self-determination of students should occupy an exceptional place in the educational activities of colleges.

Thirdly, the problem of professional self-determination is a key one in psychology and pedagogy of professional training, where it is considered, on the one hand, as a "core", the most significant component of professional development of a person, on the other hand, as a criterion of one of the stages of this process (E.A. Klimov). The study of the basic psychological and pedagogical laws of professional self-determination, the development of a system of criteria and indicators of its success are the basis for conscious and purposeful management of this process through the system of professional orientation of students and in the course of vocational training.

It should be noted that this problem has many different approaches, models and conceptual directions. For example, they include: "a three-factor model" by F. Parsons; models of professional development (theory of life stages of Ginsberg, Ginsburg, Axelrod; the theory of scenarios types of Miller and Forsh; the Lehmann's theory of productivity patterns; E.A. Klimov's theory of stages of becoming a professional, V.A. Bodrov's theory of the steps to becoming an adult professional; D. Super's theory of stages of professional maturation of the personality); motivational theories (motivational and hygiene theory of job satisfaction of F. Herzberg, "valence – wait – force" model of V. Froome; the concept of Mac Clelland about the "need to achieve"; the hierarchical theory of needs of A. Maslow, on the basis of which Ann Roe built a psychological classification of occupations); the theory of "individuality" or the development of "self-understanding" (the concept of the development of "self-understanding" by L. Tyler, model of career choice of John Holland; study of the formation of "self-understanding" (D. Tirman, O'Hara).

Fourthly, the functional approach to the training of specialists, which contributed to the absolutization of the powers of professionals, led to the formation of an adaptive strategy of students' personality, reducing the level of creativity, personal responsibility, and leaving social and moral values. In

this regard, the orientation of the educational process on the formation of students' values of life and professional self-realization has become extremely relevant. The results of the phenomenological study of subjective images of the world of adolescents, conducted by N.D. Osukhova, testifies to alienation (from the feelings, from itself and the opportunities, from the relations with other people, from the existence), being a painful way to survive, to adapt in modern conditions. The data of A.G. Zapesotsky show that for 70% of young people the value of creative work, as a way of self-realization of the individual, the form of social vocation and the conditions of prosperity of society, lost its relevance. A number of researchers (L.V. Vedernikova, N.E. Eremina, A.R. Lopatin, N.M. Trofimova, V.V. Yastrebov and others) indicate the paramount importance of work in this direction.

Fifthly, in modern conditions each of the subjects of the educational process must perform certain functions of self-development, self-realization and have a set of specific tools and methods. G.M. Kodzhaspirova notes that "...subjectivity is a person's ability to be a strategist of their activities, to set and adjust goals, to realize motives, to build plans of life independently". This definition, in our opinion, corresponds to the status to be accepted by the student as a subject of the educational process, especially when he becomes a participant of educational and research work. It is in this case that the future specialist transforms into the internal plan of the person new functions for himself, taking them as life values. As a researcher, the student independently motivates his work, sets goals, determines and finds the best ways to achieve them, analyzes and corrects its activities. Thus, he becomes the subject of training and at the same time solves the problem of personal professional self-determination.

As a fundamental scientific problem, the problem of professional self-determination has three levels of resolution: methodological, theoretical and experimental. In this regard, our study highlighted these aspects.

The problem of professional self-determination of a person is one of the actively developed problems and is studied within the framework of various conceptual approaches (philosophers, teachers, psychologists, sociologists, methodologists), which makes it mul-

tifaceted in the context of consideration, methods of solution and definition of the concept of “self-determination”, which is used in a wide range of values – from making vital decisions to single independent actions. As a result, the phenomena having different contents are generalized by one concept.

DISCUSSION

In the academic dictionary of the modern Russian language self-determination is interpreted as the action of the verb “gain independence”, which means: to realize themselves, their public interests, to determine their own existence, their place in life, in society, to begin to exist independently.

The scientific literature speaks about personal, social, life, professional, moral, family, religious, existential self-determination. On the basis of the criterion of the potential for freedom of self-realization (range of maneuver within the framework of the performed mastered activity), the following main types of self-determination are identified: self-determination in a specific labor function, operation; self-determination in a particular labor post; self-determination in a specialty; self-determination in a profession (in a group of related specialties); life self-determination (where professional self-determination is the most important part); personal self-determination (as the highest level of life self-determination); self-determination in culture, access to “social immortality” as the highest level of personal self-determination.

Analysis of the concept of “self-determination” on the basis of the logic of the system analysis (B.F. Lomov) allows revealing its essential features. The word “self-determination” has an action. On the one hand, the determination is a search, the process of setting the essential features of an object or phenomenon, on the other hand, the result, the outcome of a specific search process. The first part of the word “self” points to the peculiarities of the search process: it is carried out consciously (a person as a subject of self-determination sets a goal, selects funds, implements, corrects, evaluates)

and independently (a person relies on internal attitudes).

Thus, the main characteristics of self-determination as a psychological and pedagogical phenomenon are: belonging to the subject, processuality, consciousness, independence. Based on these characteristics, it is possible for us to formulate such a working definition of “self-determination”. Self-determination is a conscious, independent, purposeful process of identification and disclosure of the essential forces of personality, ways of development and realization of its capabilities and abilities, carried out in interaction with other people.

Focusing on this definition, we undertook a study of the essence of the concept of “professional self-determination”.

In general, national and foreign pedagogy accumulated considerable experience in the theory and practice of management of the process of professional self-determination of the individual, that had largely predetermined modern approaches to solving this problem. At the same time, it should be noted that today the approaches that reduce the subject of the study of professional self-determination and the success of a specialist to a certain amount of personal factors are replaced by the understanding of the need for research at the level of the subjective paradigm that considers the integrity of the individual on the basis of their life concept and focuses on the value-semantic sphere of the individual as the main component of their professional self-determination and development.

Our approach to solving the problem of professional self-determination of students is determined by the position of L.M. Mitina that “professional development is inseparable from the personal – the basis of both is the principle of self-development, determining the ability of the individual to turn his own life in the subject of practical transformation, leading to the highest form of life of the individual-creative self-realization”. We do not strictly distinguish between personal and professional self-determination, believing that personal self-determination

determines the development of other types of self-determination. Self-determination in all forms of self-development of the individual is aimed at the maximum disclosure of its capabilities and abilities, adequate and flexible behavior, to perform actions that meet the expectations of significant for others and their own tasks. In other words, the role of self-determination is to reveal the potential of the individual, which will contribute to professional growth.

At the same time, we believe that if a graduate of a professional educational institution acquires a positive experience of self-determination, self-development in the process of learning and participation in educational and research activities, the more successful he will broadcast it in his professional and social activities. In this regard, in our dissertation research we are talking about the self-determination of the individual at the stage of its professional development. This position for us is a methodological basis for finding approaches to the study of the problem of professional self-determination of the personality of college students.

Professional self-determination of a person is a complex and long process that covers almost the entire life of a person, requires special measures of assistance and psychological and pedagogical support and does not end with the choice of a profession. It should be considered as a central and leading component of the life and professional development of the individual.

CONCLUSIONS

Analysis of the essence of professional self-determination from the standpoint of philosophy, psychology, sociology, acmeology, pedagogy confirms the complexity and diversity of this phenomenon, the need for a systematic approach to its study. Taking into account the dialectical correlation of social, acmeological, psychological and pedagogical aspects of the self-determination process, professional self-determination can be represented as a process unfolded in time; as an activity, taking different content, depending on the stage of development of the person as the subject of work; as the process and result of realizing the identity of their needs, motives, interests ("I want"); capabilities, aptitudes, professionally significant abilities ("I can"); relatively stable, entrenched psycho-physiolo-

gical qualities ("I have"); their ratio with the requirements of social and industrial situation to the person ("they demand"). ■

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