

The Formation of Social and Cultural Immunity of University Students: Educational Governance Mechanisms

Nikolay N. Kosarenko^a, Vladimir V. Kulakov^b, Alexander V. Ostroushko^c, Maryus Y. Murkshtis^d and Sergey A. Nevskiy^e

^aPlekhanov Russian University of Economics, RUSSIA; ^bRussian State University of Justice, RUSSIA; ^cFinancial University Under the Government of the Russian Federation, RUSSIA; ^dRUDN University (Peoples' Friendship University of Russia), RUSSIA; ^eAll-Russian Research Institute of the Ministry of Interior of the Russian Federation, RUSSIA

ABSTRACT

The research urgency is caused by necessity to find adequate solutions to the university students' socio-cultural immune system formation to the challenges of modern anti-social and extremist behavior and activities norms. In this regard, priority attention in the article is devoted to establishing of the theoretical and methodological approaches to the development of mechanisms to manage social and cultural immunity of the students as a practical outcome of the educational process of the University. A leading research method is a method of pedagogical monitoring, which allowed in the course of continuous and ongoing monitoring of the process of students' social and cultural immunity formation to justify the educational mechanisms of this process management. The article reveals the content of the concept "social and cultural immunity of University students"; based on the results of the study a complex of educational governance mechanisms of social and cultural immunity of the students has been revealed (basic knowledge and practical skills in educational activities; social and cultural ideals, as a condition of identification of the "I"; critical thinking); productivity of the identified complex has been proven using the motivational, cognitive, axiological and activities criteria of socio-cultural immunity development. Suggested in the article the results of the study may be useful for practical activities of teachers, educators and curators of universities.

KEYWORDS

Sociocultural immunity, educational governance mechanisms of social and cultural immunity; safety of the educational environment; socio-cultural values; critical thinking

ARTICLE HISTORY

Received 07 June 2016
Revised 21 July 2016
Accepted 22 July 2016

CORRESPONDENCE Nikolay N. Kosarenko ✉ nkosarenko@yandex.ru

© 2016 Kosarenko et al. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.



Introduction

The relevance of the research problem

Changing of the requirements to the modern specialist's training puts before the higher education system tasks that require its rational transformation and modernization. This is due to the scale and pace of developmental processes of modern civilization, on the one hand, and a profound crisis of its values, on the other, the overcoming of which requires going beyond the economic and rational considerations to human cultural traditions, ideas, socio-cultural values and value orientations (world Declaration on higher education for the XXI century, 1998). These issues are actualized by the intensification of migration processes in the beginning of XXI century, bringing the modern universities in the situation to choose moral and ethical issues of personality of future specialist, among which the problem of formation of students' sociocultural immunity to the challenges of various psychological, social, moral, religious strains, to resistance to the destructive, extremist manifestations in the society, in the educational environment and in interpersonal communication, occupies a vanguard position. Concrete scientific data about the person, which are available for modern field of knowledge (philosophy, biology, medicine, psychology, pedagogy, sociology, social psychology, etc.), prove that social and cultural immunity of the individual student of the University is one of the important regulators of vital functions, performed through a system of values which, unlike the norms, imply the choice of an object, condition, needs, goals. These data confirm another important trend - formed social and cultural immunity allows the individual in society to separate the good from the bad, perfect or avoided state, truth and delusion, beauty or ugliness, fair or unfair, permissible or forbidden, significant and insignificant (Beck, 2000). The results of the study confirm theoretical and practical significance of the problem of University students' sociocultural immunity formation, competing in the modern realities as an "antidote" against intruding massively by social networks patterns of behavior, deprived of human values, often humane sense. In this respect, an important aspect is the development of a complex of educational governance mechanisms of University students' social and cultural immunity, giving it the character of directed (institutionalized) form, relevant to the purposes and interests of the individual and society (Demidova, 2011; Uledov, 1980; Baklashova, Galishnikova & Khafizova, 2015; Sakhieva et al., 2015a; Ivanov et al., 2015; Lopatina et al., 2015). But these questions in educational process of higher school at the present time are poorly developed. Moreover, due to the lack of the methodological basis in the development of social and cultural immunity of the students in the mass practice of universities it is substituted by factors of socialization. Therefore to talk about holistic understanding of the phenomenon in the educational activities of universities is premature. Urgent attention of researchers belongs to the development of theoretical and methodical bases to form the structure and content of social and cultural immunity of university students and complex of educational governance mechanisms to manage this process. The solution to this problem defines the purpose of the study.

Literature Review

The essence of the concept "socio-cultural immunity" of University students

In this study, as a set of stable knowledge of social and cultural bases of human values that make possible the tolerant understanding and cooperation of people, development of those patterns of behavior in socio-cultural environment is used that positively affect the conversion of conventional norms and rules, values, customs and traditions, socio-cultural roles, attitudes and orientations, characters and values of students, opposing anti-social, illegal and extremist manifestations in behavior and activities.

Alternative approaches to study the research problem

Originality among the approaches to study sociocultural immunity have works of sociologists and social psychologists of the English school, which give to this phenomenon the features of the information exchange, passion or energy between more than two entities of social group or society, not excluding the possibility of the response to impact. This logic of research is natural for most contemporary works in this direction. Here it is possible to distinguish two main aspects: 1) the procedure which is determined by the significance of the mechanisms and stages of formation of sociocultural immunity; 2) effective, which is manifested in internalized sociocultural values, attitudes and psychological qualities depending on a social personality type. These ideas have been tested in some studies (Kh'ell & Zigler, 1997) as factors of interiorization of socio-cultural values of the immunity, turning them into autonomous incentives to counter anti-social behavior and activities.

In contemporary Russian psychological – pedagogical literature (Galeev, 1998; Shaikhidinova, 2004) current problems of development of students' social and cultural immunity are caused by the tasks' solution to adapt them to contemporary problems of society. Many researchers (Zinchenko, 1994; Osipov, 1995; Ukhtomskiy, 1996; Sakhieva et al., 2015b) on the basis of the results obtained analyze the condition of socio-cultural immunity among different groups of students, with denoting of possible peculiarities of pedagogical work with them. Another group of authors in a special series highlights the problem of formation of students' sociocultural immunity in the educational environment of the University, identifying the environment and the socio-cultural space of society (Demidova, 2011). To date, the special significance belongs to the research, which is caused by the modernization of the educational process through the formation of social and cultural immunity of the students as a leading strategy of safety of the educational environment of the University (Minaev & Prokhozhev, 2004; Wimmer, 2008).

The structure and content of this study justify theoretical and methodical approaches to formation of social and cultural immunity of students and educational governance mechanisms for this process during the implementation of those patterns of behavior that positively affect the conversion of conventional norms, rules and value attitudes of students. The results obtained can be used as a socio-cultural basis of educational environment's safety for a successful self-actualization and self-realization of students.

Results

Safe educational environment of the University - pedagogical condition of formation of social and cultural immunity of the students



In the course of the study it is found that leading one among the factors that influence the socio-cultural parameters of immunity of the individual is a safe educational environment. This trend is confirmed by 70% of students and 89% of teachers (Minaev & Prokhozhev, 2004). The concept of "safety" in this study is considered as protection of the vital educational needs and interests of the University students and teachers from internal and external threats that violate the stability and quality of the educational process. The purpose of the development of a safe educational environment is the creation and maintenance of active, creative educational space, which is dominated by socio-cultural patterns and conventional norms of humanity, mercy, tolerance, aimed at neutralizing of the negative impact of risks and threats in the external environment. In the course of the study factors of negative influence of external environment were systematized and grouped according to the objectives of deviant activities: 1) addiction; 2) nationalist and religious extremism; 3) terrorism. Assessing the degree of influence of identified risks and threats on students' training in the research process, the justification is carried out of aspects of the reconstruction of the entire system of a safe educational environment from the interaction of all stakeholders (family, school, institutions of vocational education, youth organizations, creative unions, mass media, religious denominations, etc.) to the state as the guarantor of socio-cultural and legal norms' fulfillment. Correctional criteria in this process are socio-cultural patterns of values and norms of the educational environment that are identical to the goals of society. The study includes a rating of the socio-cultural patterns, confirmed by students' answers:

- form personality's socio-cultural immunity, focused on the active life and civil position, personal responsibility for the implementation of the humanitarian scenario of social development in a complex multipolar conditions of life of people (89% of positive answers);

- to overcome the risks and threats for the immunity, originating from the means of Internet resources in social networks, producing the substitution of the values of real social space by values and attitudes of virtual worlds, preaching the cult of permissiveness, aggression, denial of the positive experience and culture of the older generations, depriving students of the information field of socio-cultural meaning (87% of positive answers);

- to implement the active scenario of a safe educational environment, focused on the formation of social and cultural immunity of the students (85% positive answers):

1) the physical content and the surrounding environment: □architecture of the educational space, the degree of openness and closeness of design constructions, size and spatial structure of classrooms and other rooms in the building, the easiness of their spatial transformation when there is a need, the opportunity and latitude of spatial movements of the entities (87% of positive answers);

2) subject content and the environment: the material conditions of organization of educational process in training classes, educational and industrial practices, forms of extracurricular work; living conditions of students in hostel; educational resources (technical facilities, computer equipment, etc.); physic - chemical, biological, hygienic conditions (microclimate, clean air, etc.) – (87% of positive answers);

3) socio-pin component of the environment as a personal example of teachers and students, their personal and professional culture, experience, lifestyle, results of activities, creating conditions for professional education (educational curricula, implemented methods of training and education, providing productive personal and professional self-development of students) – (87% of positive answers);

4) standards of conduct and the relationships of students with fellow students, teachers, representatives of other groups, providing expansion of the trajectories of personal and professional self-development and self-realization (76% positive answers);

5) socio - pedagogical "construction" of the group (own) and groups with whom students and teachers contact, presence of "leaders", "successful", "stars", "backward", "rejected", etc. (75% of positive answers);

6) the real place of a student and teacher in the structure of micro - and macro-society, inclusion of entities in other groups, the level of protection of the individual in this group from various kinds of suppression: information, somatic, subject (75% of positive answers);

7) informational component of environment: acts and rules of functioning according to the socio-cultural principles of humanism – the Charter, rules and laws of the internal regulations of the University; "unwritten laws," the traditions of the pedagogical community, accepted norms of attitude to people by fact, to their opinions; rules of personal and public safety; educational resources of advertising; personally addressed impact □ the ideas expressed in one form or another; requirements, orders, advice, requests, instructions, messages (75% of positive answers).

Forms of realization of social and cultural immunity of the students

The study has two kinds of forms of realization of social and cultural immunity, actively manifested in behavior and in educational activities of University students: institutionalized or directed and of naturally non-directional (Demidova, 2011).

Institutionalized form is a specially designed by University model of patterns - the aggregate of social and cultural values, norms and rules of behavior which are mobile, mutate under the influence of the educational environment, are oriented on goals and interests of society, oppose the negative external effects.

Natural - is a model of patterns of the immediate environment of the individual, "automatically" generating the susceptibility of socio-cultural values, norms and rules of conduct of this environment, often negative, not consistent with the objectives and interests of the society.

In fact, in both cases, corrective criteria to decrease or increase social and cultural immunity of the individual student are socio-cultural values and norms.

Each form is characterized by its specificity, individual factors, differs by means of assimilation by the person of social and cultural experience of the formation of the immunity.

The study substantiates the ways of implementation of institutionalized forms of social and cultural immunity of students, among which the leading position belongs to targeted education. In the educational environment of the



University education becomes a part of a specially organized, programmed activities with the purpose to form among the students necessary and profitable senses, psychological and physiological qualities, intellectual abilities, critical thinking. This process is carried out with the purpose of systematic purposeful influence on the spiritual and physical development of personality, formation of necessary patterns of values for society and structures of professional, social and cultural activities. The structure of such focused education includes education, enlightenment and socio-cultural impact.

Ways of natural forms are the direct contact of students, in which there is an exchange of abilities, behavior skills, activities which are inherent in the personal culture. As a result of this exchange there is not only a kind of the transfer and assimilation of a variety of mostly chaotic experience, but is a distortion of the compatibility of social and cultural values of immunity. About the dangers to use natural forms of immunity warned scientists of the 60-ies of the previous century (Feinberg, 1966). They prove that attempts to rely on natural forms of immunity of the individual even in conditions of developed socialism, is fraught with serious dangers. And the main danger according to them lies in the uncontrolled increase in the number of individuals deviating from the essential moral and ethical norms in the direction of social pathology. Striking confirmation of this trend in modern conditions is the negative impact of social networking on the uncontrolled destruction of the structure of social and cultural values. The study identifies risk factors and threats from social networking, manifested in the realization of the objectives of deviant activities of students: 1) addiction - 55% of students fell into addiction through social networks; 2) the nationalist and religious – extremism manifestations - about 60% of the students are involved in this activities through the network; 3) terrorism - more than 80 % of the students are under its influence through the network.

The data obtained permit to identify a set that dominates in the implementation of the goals of institutionalized forms of social and cultural immunity of students from many pedagogical principles that are important for the development of social and cultural values of the individual:

1. The principle of vitality of objectives is a compliance of values' structure of patterns of social and cultural immunity of the students with values' system and value orientations of the society in relation to the world, people, and professional activities. It is important that that on the basis of these values in the inseparable unity the needs and motives of students, personal and social characteristics of educational objectives in high school were formed. The principle of goals' vitality requires that each target in the development of social and cultural immunity in the educational process would be solved by the teacher on the basis of an interdisciplinary approach: at the level of the classes theme, intercourse and inter-cycle levels;

2. The principle of diagnostics – is to identify opportunities for correct determination of its achievement's degree. The goal should be formulated using logical and available for checking characteristics so that one can control the process of formation of socio-cultural values of immunity;

3. Integrity principle – involves the implementation of goal's setting and goal's achieving with required completeness in the process of major types of

activities: educational – cognitive, value – orientation, transformative, communicative;

4. The principle of purposefulness is effective in the process of using of specific purposes to increase social and cultural immunity at lectures, seminars, practical training in joint activities of students and teachers. This principle prevents the distortion of the main purpose of the educational process - formation of social and cultural values of immunity;

5. Project principle – the main purpose is not the exclusive assimilation of socio-cultural values and norms, but development, absorption and search of new technologies of educational activities. Teachers must teach students highlight emerging issues in the formation of social and cultural immunity, to find creative ways to solve them;

6. The principle of professional orientation – any knowledge, any process and result of learning are conceptualized from the point of view of their professional activities. Thus, in the classroom activities are simulated for using of sociocultural immunity in situations close to real;

7. The principle of self-development – all actions of teachers and students are directed to themselves. This is a restructuring of one's personal and socio-cultural position, attitudes, rejection of values and norms, which are manifested negatively in society, identifying of ways of creative activities, achievement of results and monitoring by each of the participants, the group as a whole;

8. The principle of personalization gives to each of the participant personal responsibility for any statement and behavior at the training session;

9. The principle of partnership presupposes equality of positions of all students, the right of everyone to own belief, opinion, opportunity to express and defend it, and the presence of different approaches, attitudes, point of view to put to the problem for study.

The use effectiveness of the established set of principles of institutionalized forms of social and cultural immunity of students in the educational process is confirmed by the criteria of average values at the higher rating of 5 points (See. table 1).

Table 1. The rating of pedagogical principles of institutionalized forms of social and cultural immunity of the students

Principles	The criteria (average values of 1-5 points)
1 Vitality of goals	4,8
2 Diagnostics	4,5
3 Integrity	4,5
4 Purposefulness	4,4
5 Project principle	4,1
6 Professional orientation	4,1
7 Self-development	4,0
8 Personalization	4,0
9 Partnerships	4,0

Educational governance mechanisms of social and cultural immunity of the students



The study substantiates a set of educational mechanisms, creating favorable opportunities for effective management of social and cultural immunity of students: 1) basic knowledge and practical skills of educational activities; 2) socio-cultural ideals as a condition of identification of the "I"; 3) critical thinking of students.

1. Basic knowledge and practical skills in educational activities in the pilot study are considered in relation to the structure of personality traits. The first set of qualities is fundamental (core, system, integrative) qualities of personality that determine its focus on the socio – professional guidance of the upcoming life activities and on the formation of the student as a carrier of general culture. To this hierarchy of qualities can be referred and a world view of personality; its values and ethical aspirations and orientation; identity; social and cultural immunity, meeting the requirements of the educational environment, society and personal needs in implementation; readiness to engage in social professional work; autonomy and entrepreneurship; motivational – oriented and professionally – oriented components of qualities of personality. The second set of qualities involves the characteristics of knowledge systems necessary to implement these qualities in the academic and other activities. Since the knowledge system is a mixture of general, polytechnic and special knowledge that have specific features in realization of the basic functions of the students, then in unity they constitute a meaningful basis for the development of social and cultural immunity of the individual. Each type of knowledge plays its individual role in the implementation of its core functions. The third set of qualities is a system of general, polytechnic and special abilities, which provide the prediction of the future (professional activities, family, career, etc.), in the achievement of which sociocultural immunity plays a crucial role.

The study justifies the fact that in the real educational process of the University the purposes to form sociocultural immunity of students are based, on the one hand, on the acquired knowledge and skills in each subject, and on the other - intellectual abilities of thinking (Humanities, natural science, economic, etc.), the developed interest in subjects studied, specific training activities, etc. A significant role in this process belongs to goal-setting of basic knowledge and practical activities, due to the principles of institutionalized forms of social and cultural immunity of the students (see table 1).

2. Socio-cultural ideals as a condition of identification of the "I" in the course of the research are a necessary mechanism of the directed impact on the student's personality, from compliance with which depends the success of educational activities. The violation of this trend, focus on abstract ideals leads to negative phenomena, "feeds" negative values of the immunity of the individual. It is found that suggestion through the identification involves pre-excitation of feelings and emotions of students associated with their belonging to a certain group. This means that social and cultural immunity of the individual is formed not by the physical environment, but that system of norms, values and rules with which it is related. But not the system of norms, values and rules with which it is connected, but that one with which it is identified. Members of student groups through the psychological mechanism of identification develop a sense of solidarity, a sense of "We", cementing the group. As a referent group students choose those to which they don't belong and the values of which are not always positive, but they serve as a model for them. It is found in the study that

if a student is saturated with the values of the chosen group, this group forms its inherent social and cultural patterns of immunity.

3. Critical thinking of students. The study uses the definition developed by the National Council of USA on critical thinking development (Halpern, 2000): "Critical thinking is an intellectually organized process aimed at active work on comprehension, application, analysis, synthesis or evaluation of information received or generated by observation, experience, reflection, reasoning or communication as a guide to action or to the formation of the convinced immunity." Theoretic – methodical and practical significance of the aggregate of intellectual skills is defined for the development of the social and cultural immunity of students: analysis (insights); the advancement, formulation, development of hypotheses; establishing, creating, finding of analogies, metaphors; the activation of previously acquired knowledge; revitalization of causal relationships; analysis of the importance; compare – comparison – contrasting; application in real conditions; the counterargument; evaluation and credibility; synthesis of ideas; learning of other points of view.

In the study, high rates of formation of students' sociocultural immunity are confirmed by the implementation of experimental algorithm of critical thinking:

- evaluation – the comparison of new knowledge with previously acquired knowledge is conducted in order to determine what new, significant for the development of social and cultural values of immunity has been received, to identify inconsistencies or other important characteristics of the information;
- generalization - a synthesis of the main ideas is conducted to develop a new concept, a new look at the problem how to form sociocultural immunity. It is determined whether the new knowledge influences on personality assessment and are there any attempts to resolve differences;
- analysis - initial criteria for evaluating both for the information and its sources are discussed and applied;
- application - additional information is selected, appropriate strategies are developed and applied;
- comprehension – the main ideas are summarized to be drawn from the information collected; understanding, interpretation of information are evaluated through discussion with partners, experts and practitioners in this field of knowledge;
- knowledge - knowledge is determined owned by the students about the socio-cultural immunity, critical thinking as one of the important mechanisms of its formation, the experience is determined gained in the process of working with information.

Discussion

The results of the study confirm theoretical and practical significance of the problem of formation of sociocultural immunity of students in the educational process of the University, acting in the modern reality as "antidote" against intruding massively by social networks and external environment of patterns of behavior, values, which often are deprived of human, humane sense. In this respect, an important aspect is the development of a complex of educational governance mechanisms of social and cultural immunity of the University students, giving it the character of directed (institutionalized) form, relevant to



the purposes and interests of the individual and society. Urgent attention of researchers belongs to the development of theoretical and methodical grounds of formation of the structure and content of social and cultural immunity of students and complex of educational mechanisms to manage this process. In the course of the study the productivity of the revealed complex is proved. Using the criteria of formation of socio-cultural values the priorities are established of indicators of social and cultural immunity of students in the educational process of the University:

1) motivational as the readiness to assimilate the norms and values of the educational environment and on this basis to transform the current socio-cultural norms of personal immunity are shown by 89% of respondents; 2) cognitive as possession of competences of social and cultural development, objective assessment of their own position in the socio-cultural interaction with teachers, fellow students, planning of social and cultural interaction with others in the process of educational and professional activities are shown by 89,7% of the respondents; 3) axiological as redefining of the attitude to the underlying norms and values of social and cultural immunity is preferred by 87% of respondents; 4) activities as the experience of formation of new values of social and cultural immunity, taking place in the current educational environment is preferred by 86.7% of the respondents.

Conclusion

This study confirms the theoretical and practical significance of the research problem as urgent trend in the development of social and cultural immunity of students from the influence of modern anti-social or extremist norms of behavior and activities. Based on the results of the study in this paper the theoretical - methodical approaches are established to the development of mechanisms of management of social and cultural immunity of the students as the practical results of the educational process of the University. The article reveals the content of the concept "social and cultural immunity of University students"; based on the results of the study it reveals a complex of educational governance mechanisms of social and cultural immunity (basic knowledge and practical skills of educational activities; social and cultural ideals, as a condition of identification of the "I"; critical thinking); it proves productivity of the identified system using the motivational, cognitive, axiological and activities criteria of development of socio-cultural immunity. This problem as a research direction is not exhausted by the solution of the studied aspects. Particular interest to study belongs to problems of the relationship of social and cultural immunity of the personality and psychology of religions.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Nikolay N. Kosarenko, PhD, Associate Professor of the Department of State and Legal Disciplines, Plekhanov Russian University of Economics, Moscow, Russia.

Vladimir V. Kulakov - Doctor of Law, Professor, Head of the Civil Law Department, Russian State University of Justice, Moscow, Russia.

Alexander V. Ostroushko - PhD, Associate Professor of the Department of Public Law and Procedure, Financial University Under the Government of the Russian Federation, Moscow, Russia.

Maryus Y. Murkshitis - PhD, Associate Professor of the Department of Criminal Law, Criminal Procedure and Criminalistics, RUDN University (Peoples' Friendship University of Russia), Moscow, Russia.

Sergey A. Nevskiy - Doctor of Law, Professor, Chief Researcher of All-Russian Research Institute of the Ministry of Interior of the Russian Federation, Moscow, Russia.

References

- Baklashova, T.A., Galishnikova, E.M., Khafizova, L.V. (2015). The Effects of Education on Tolerance: Research of Students' Social and Ethnic Attitudes. *Mediterranean Journal of Social Sciences*, 6(1 S3), 335-340.
- Beck, U. (2000) Risk society. Moscow: Progress Tradition. 384p.
- Demidova, L. T. (2011) Socio-cultural value of the content of the Humanities as a factor of socialization of a student. Kazan: Publishing house of Kazan state Energy University. 88p.
- Feinberg, Z. I. (1966) To the question about planning of sociological components of personality. *Proceedings of the Symposium "People in a socialist and a bourgeois society"*. Moscow: Publishing house "Institute of practical psychology", 3-11.
- Galeev, Z. G. (1994) Theoretical and methodological aspects of socialization. Essays in social anthropology. Kazan: publishing house of KFEI. 45p.
- Halpern, D. (2000) The psychology of critical thinking. St.Petersburg: Peter. 512p.
- Ivanov, V. G., Shaidullina, A. R., Drovnikov, A. S., Yakovlev, S. A. & Masalimova, A. R. (2015). Regional Experience of Students' Innovative and Entrepreneurial Competence Forming. *Review of European Studies*, 7(1), 35-40.
- Kh'ell, L. & Zigler, D. (1997) A theory of personality (Basic provisions of the research and application). St.Petersburg: Piter – Press. 608p.
- Lopatina, O. V., Borisov, A. M., Leyfa, I. I., Galimzyanova, I. I., Yatsevich, L. P., Demyanenko, M. A. & Masalimova, A.R. (2015). Role of foreign language teacher shaping students' research skills. *Asian Social Science*, 11 (4), 135-140.
- Minaev, G. A. & Prokhozhev, A. A. (2004). A theory of security of organizations. Moscow: publishing house of RASS under the President of the Russian Federation. 136p.
- Osipov, P. N. (1995). Must educate one-self. Kazan: Karpol. 156p.
- Sakhieva, R.G., Majkova, L.V., Emelyanova, M.V., Gavrilova, N.G., Sharonova, E.G., Gatina, A.R., Pavlova, N.A. & Baklashova, T.A. (2015a). The Supplementary Education Teacher's Portfolio: Essence, Functions, Structure and Design Principles. *Mediterranean Journal of Social Sciences*, 6 (2 S3), 84-89.
- Sakhieva, R.G., Semenova, L.V., Mus Khanova, I.V., Yakhyaeva, A.Kh., Iskhakova, R.R., Makarova, E.V. & Shafiqullina, L.Sh. (2015b). Academic mobility of high school students: concept, principles, structural components and stages of implementation. *Journal of Sustainable Development*, 8 (3), 256-262.
- Shaikhidinova, S. K. (2004). Information society and "the situation of man." The evolution of the phenomenon of alienation. Kazan: Publishing house of Kazan University. 308p.
- Ukhtomskiy, A. A. (1996) Intuition of conscience. St.Petersburg: St. Petersburg writer. 528p.
- Uledov, A. K. (1980) Spiritual life of society. Moscow: Mysl. 271p.
- Wimmer, M. (2008) The question of "intercultural dialogue" in the European educational systems. Problems of intercultural and interfaith dialogue in higher education in Europe. Moscow: Mysl. 224p.
- World Declaration on higher education for the XXI century: vision and action (1998) Direct access: URL: http://dod/miem/edu/EN.NPT_00declar.htm.
- Zinchenko, V. P. (1994) A person developing: essays on Russian psychology. Moscow: Trivola. 304p.