

AXIOLOGICAL ASPECT OF STUDENT PROFESSIONAL TRAINING: MATCHING DEMAND AND OFFERS OF LABOR MARKET

Yoldyz N. Ganieva¹, Aida V. Kiryakova², Valentina G. Gladkikh³, Elena V. Lopanova⁴, Anzhelika N. Sazonova⁵, Galina V. Mitina⁶, Oksana B. Shirokikh⁷

¹Technological Institute (Branch), Ulyanovsk State Agrarian University, Department of Socially Humanitarian and Economic Disciplines, Dimitrovgrad, Russia, ^{2,3}Orenburg State University, Department of General and Professional Pedagogy, Orenburg, Russia, ⁴Omsk Humanitarian Academy, Department of Pedagogy, Psychology and Social Work, Omsk, Russia, ⁵Far East Federal University, Department of Psychology and Education of Arts and Humanities School, Vladivostok, Russia, ⁶Pacific State University, Department of Theory and Methodology of Pedagogical and Defectological Education, Khabarovsk, Russia, ⁷State University of Social and Humanities Studies, Pedagogical Faculty, Kolomna, Russia.

Email: ¹yoldyz.ganieva@mail.ru, ²aida@gmail.com, ³gladwal@yandex.ru, ⁴evlopanova@gmail.com, ⁵sazonova66@mail.ru, ⁶gvmitina@mail.ru, ⁷shirokikhok@mail.ru

Article History: Received on 25th July 2019, Revised on 01st September 2019, Published on 10th October 2019

Abstract

The purpose of the article: The Relevance of the study is determined by modern trends in the development of the labor market, based on demand and supply of goods - a graduate of the University. At the same time, student's professional training in the educational process of the University is traditionally carried out based on the basic values of the specialist's individual, due to the need for them, and the demand and supply of the labor market are determined by the demand for a specialist as an intellectual resource of production.

Materials and methods: The methodology of this study is based on the innovative content of professional training of a University student, focused on the needs of a specialist in professional self-affirmation as a personal and social value corresponding to the demand and supply of the labor market, presented in the concept of cultural competency-based approach to training, in the theory of changes in the labor market, in projects of future changes in the labor market, where demand and supply for the training of a modern competent specialist are used as driving forces.

Results of the research: the algorithm of designing cognitive, motivational, behavioral, emotional components of the values of the student's professional training is justified and their compliance with the demand and supply of the labor market is proved. Knowledge about the value aspects of a University student's professional training, about the features of their compliance with the labor market's demand and supply, will help to avoid, localize or eliminate problems in the real educational process.

Applications: This research can be used for universities, teachers, and students.

Novelty/Originality: In this research, the model of an axiological aspect of student professional training: matching demand and offers of labor market is presented in a comprehensive and complete manner.

Keywords: *the value of professional training, labor market, needs of the labor market, the supply and demand of the labor market, cultural competence-based approach, algorithm of values' design.*

INTRODUCTION

Problem Statement

The problem of values of a University student's professional training, focused on rethinking the supply and demand of the labor market, is becoming particularly relevant today for a number of important circumstances.

First, the possibilities of modern transformation in the training of student – the future competent specialist who meets the requirements of new types of professional activity in the labor market, which refers to activities in large and small institutions, firms, corporations, private and public sectors of management, have a qualitatively new potential, the study of which is becoming particularly important (Velieva et al., 2018). It is also established that the personality of a specialist in the supply and demand of the labor market is considered as intellectual property, as a resource that provides a productive process, and the concept of a specialist is defined as the main source of production development, competitiveness, efficiency, *universal quality*, leadership in the labor market, requiring effective investments in him/herself (training, retraining, advanced training) to maximize the impact in the development of resources and increase profits (Masalimova et al., 2018; Peres et al., 2018; Tastan et al., 2018; Khusainova et al., 2018; Kralik et al., 2018).

Secondly, In the demand and supply of the labor market there is a focus on the modification of the profession as a social institution, its identification not with the qualification professional group of specialists, but with a specific institution, Corporation, providing specialist living conditions and the implementation of professional competencies formed during training at the University (Shaidullina et al., 2018; Cherdymova et al., 2018; Issaliyeva et al., 2018). It is established, the process of transformation of the fundamental value aspects of students' vocational training is fraught with adverse and

destructive consequences for society: the increase in the number of *hidden* unemployment, the decline in the prestige of higher professional education, illegitimate in most cases, the stricter requirements of the labor market to young professionals and for the student's individual: decreased motivation in education, instability of social – professional behavior, lack of interest in the profession, increasing the alienation of the individual from the profession as an established stereotype of moral norms of professional training ([Rogaleva et al., 2018](#); [Lebedeva et al., 2018](#)).

Thirdly, the analysis of the processes taking place in the modern economic and administrative activity shows the facts of acceleration of changes in all its manifestations. Any decision-maker understands the importance of these changes and, in order to succeed in the new environment, strives to master new management strategies - different technologies, new principles, mechanisms and competencies, adequate to the specific emerging demand and labor market supply. Similar situations are developing in the educational spheres engaged in professional training. However, to date, in the areas, there is a clear imbalance in the organization of forecasting the needs of the labor market in the competent specialists of the new generation. It is manifested in the fact that the developed promising projects are not complex, but reflect only a small segment of the market of the most popular professions among students and do not reflect the real needs of the economy in personnel ([Selivanova, Gromova and Mashkin, 2018](#)). Moreover, the economic development of the modern state is determined, in addition to internally oriented goals, and by the processes of a global nature, which makes significant changes in the structure of demand and supply of the labor market to the quality characteristics of specialists. The most well-known theories that explain the driving forces, mechanisms, and scenarios of future changes in the labor market (theory of changes, theory of transformations, theory of modernization), as the driving forces determining their development are:

- *Innovations* (new technologies, technological progress, discoveries, inventions, etc.);
- increasing interdependence of peoples, countries, governments, globalization of economic and political relations;
- Reduction of natural resources of the planet, increasing threats to ecosystems;
- Shifts in consumer preferences;
- Modifications of the system of moral and cultural values;
- Increasing information openness at all levels from the individual to the state;
- The transformation of the *educated human into the enterprise human* ([Roubalová, Žalec, and Králik, 2018](#); [Martín, Pavlikova and Tavilla, 2018](#); [Matandare, 2018](#)).

Fourth, a sharp drop in demand for traditional mass professions has been established which has caused the almost uncontrollable process of quantitative and qualitative transformation of the society's labor resources. New forms of employment have emerged. According to socio-pedagogical studies of employment problems at the beginning of the third Millennium, more than 50% of University graduates do not work in the specialty or are unemployed. The current situation is due to the characteristic contradictions between the needs and capabilities of the labor market's main agents: on the one hand, there are a significant number of vacancies that are not filled because of the discrepancy between the requirements for the quality of the labor force and its real indicators; on the other, a huge number of unemployed registered in the employment services, refuse from the offered vacancies due to the discrepancy between the demand and the supply of the labor market ([Vajravelu, 2018](#)).

Fifth, the current state of demand and supply structure of the labor market is characterized by the presence of almost three independent components – the labor market, the market of educational services and the job positions market. These structures fulfill the needs of specialists – graduates of educational institutions according to their specific laws that do not allow them to interact. Over-saturation of the labor market by specialists – graduates of the University encourages employers to ignore the qualifications obtained by the applicant for a vacancy in the University, taking into account only the level of practical training. Employers tend to acquire employees with higher education even for positions whose functional duties are quite simple and do not require such a high level of training. This state of Affairs increases the importance of the diploma of higher education as a formal document and puts before educational institutions the task of not only improving the quality of training, demanded by the labor market, but also the creating evidence-based preventive and corrective pedagogical mechanisms to manage the needs of the labor market in the new generation of specialists. Most specialists reasonably consider the innovative model of a modern specialist expected by the labor market and the model of the process of training a specialist carried out in educational institutions in accordance with the needs of the labor market to be the priority mechanisms for managing this process. The results of the study confirm the assumption that these mechanisms are the starting point in the creation of a scientifically based, theoretically and practically appropriate integrative approach to the management of the interaction of the labor market and the market of educational services.

The relevance of this study also follows from the fact that teachers, psychologists, sociologists, and economists do not have time to comprehend and subject to analytical consideration the rapidly changing demand and supply of the labor market for educational services. The established trends emphasize the special importance of theoretical and methodical substantiation of the value aspects of students' professional training, focused on the supply and demand of the labor market.

RESEARCH METHODOLOGY

The methodological basis of research is the ideas and insights of philosophers, psychologists, sociologists and educators about the nature, structure, and peculiarities of valuable aspects' development of the student's professional training, taking into account the supply and demand of the labor market.

The first methodological basis is the potential of the labor market as a mechanism of labor force reproduction. The modern discourse of the labor market concept reflects different approaches. In some cases, it is considered as a mechanism of self-regulation of supply and demand. In fact, it is not a direct regulator of supply and demand; it creates the conditions for their satisfaction. In other cases, the labor market is understood as a set of relations concerning the movement of labor. As the direct subjects of such relations are the free able-bodied owners of the labor force and owners of means of production, showing demand for it. The results of the most important studies devoted to this problem, agree that the modern discourse of the concept of the labor market should correspond to the system of social relations, reflecting the level of development and the balance of interests achieved at this time between the forces involved in the market: the state, the owners of the labor force and the owners of the means of production. As competing in the labor market forces, along with the owners (young professionals) and owners of means of production (customers in the labor market) are the universities that provide training and thus affect the formation of the needs of the labor market).

The second methodological basis is the heuristic potential of the modern system of labor market needs. The modern system of labor market needs is based on the traditionalist requirements for the quality of workers: obedience, punctuality, readiness for mechanical work (Suchkova, 2008). The corresponding qualities were formed in educational institutions. With the advent of information, civilization work becomes more diverse, less fragmented, individual, and creative. Each employee independently performs a larger task. Flexible schedule and free pace of work replace the previous need for mass synchronization of behavior. Employees have to cope with more frequent changes in work, changes in the reorganization of technological processes and productions. For the successful implementation of the latest production technologies in enterprises, there is a need for highly educated and well-trained competent professionals who are able to design, implement and manage production systems. In this regard, there is a need to re-evaluate and rethink the existing models of a specialist's personality, causing a rethinking of a specialist training process with the specified qualities in educational institutions.

The third methodological basis is the ideas, values, models of functioning of the educational services market. The complexity of the functioning of educational services market is largely determined by the diversity of its subjects and multidirectional nature of their role's attitudes. In General, according to most researchers, based on the positions of participants in this market, they can be classified into manufacturers, users, and administrators. Moreover, the same subject can have two or three role attitudes. The role of the producer is related to the development, production, and provision of educational services; the role of the user is related to the search and acquisition of educational services; the role of the administrator is to determine the rules of the game and the external impact on the market mechanism and the conditions of its functioning. The authorities (state and municipalities) are a priori given the role of administrator, although they are also both producers (in terms of the establishment of state and municipal universities) and users (as an employer, each higher education institution is a producer). However, various associations of universities (the higher education community), representing an organized force and having a certain impact on the authorities, are also involved in the administration of the market. Every employer operates on the market of educational services as a user, but the Association of employers performs the administrator role. Applicants and students, as well as indirect users of educational services (specialists, staff, etc.) play the same role. The mass media are becoming an increasingly active participant in this market today. Acting as an effective mechanism of influence on public opinion, the media contribute their administrative resources to the development of the market of educational services. This interweaving of interests and positions of entities of educational services market involves the interaction between them, although up to the present time the universities do not identify themselves as responsible to the market.

The Hypothesis of the Study

The problem of realization of professional training's valuable aspects of higher education institution's student corresponding to demand and supply of the labor market is a subject of close attention of scientists, experts, businesspersons. Interest in it went beyond pedagogical interests and acquired socio-economic character. However, to date, no one can trace a scientifically based, systematic approach to the practical solution of the problem. There are reasons for this, due to the lack of theoretical and methodical approach to the implementation of the value content of University student's professional training as the main condition of compliance of the qualities of the future specialist with labor market's demand and supply. Understanding the importance of theoretical substantiation of student training's value aspects as an independent scientific direction of solving the problem of training's quality compliance with labor market's demand and supply, initially involves:

- Key concepts' systematization of compliance of the student professional training values to demand and supply of the labor market as an independent scientific direction;
- Definition of modern essence of the student professional training values;

- Establishment of the structure and content of the labor market's demand and supply to the qualities of a specialist;
- The rationale for the disposition of the cognitive, motivational, behavioral, and emotional structures of student professional values, which are oriented on the reinterpretation of demand and supply of the labor market.

RESULTS AND DISCUSSION

The scientific understanding of axiological aspects' problem of students' professional training at the university, focused on the supply and demand of the labor market, determines the necessity of development of the value approach's theoretical models, the key ideas of which are the update of the value content of the University students' vocational training and rethinking the structure and content of the demand and supply of the labor market.

1. As the first component of the model, the methodological content of the value approach's concept is justified presented by: 1) the ideas of labor market development as a condition for meeting supply and demand; 2) heuristic potential of the modern system of labor market needs; 3) ideas, values, models of functioning of educational services' market; 4) the structure and content of strategic, operational and prognostic goals of rethinking the value aspect of training, focused on integration with the values of supply and demand of the labor market.
2. The second component of the model is the theoretical basis of the value approach to student professional training. The invariant core of values providing efficiency of the student professional training is established:
 - Professionally significant knowledge: 1) a set of special knowledge, skills, qualities, work experience and standards of behavior that ensure the success of a particular profession; 2) the system of General scientific, Polytechnic and special knowledge, abilities and skills that form the fundamental basis for the formation of the worldview, moral and ethical qualities of the individual, sociability, creativity, reflexing, necessary for future professional activity;
 - Moral values of labor. Labor as a symbol has not only economic significance or performing functions that determine social relations. Work is more important, historically established priority value of moral culture. The student's attitude to labor as a moral value today is determined not only by spiritual or moral criteria. It turns out to be contradictory, dependent on a number of other factors, among which are:
 1. Factors of the social status of the person and his/her attitude to property. Estimates of the status of the firm's owner and the employee differ dramatically;
 2. Professional factors determining the prestige of the profession;
 3. Technological factors that form the attitude of the individual to a particular side of production, conveyor, electronics, which can range from high interest to indifference and even hostility.

Every society encourages labor to some extent, although it subordinates it to the higher values of moral culture. The statement of the social usefulness of labor, stimulation of constant usefulness of labor, and its ethical orientation makes the main achievement of each civilization. For a student, the fundamental basis of labor studies. This is about 80% of his/her personal and socially useful time. It is a purposeful process and the result of mastering the system of scientific knowledge, professional competencies, the formation on this basis of worldview, moral and other qualities of the individual, the development of communication skills, creativity, reflexing;

- Professional ideals. They are characterized by: 1) the General orientation of the individual to achieve the highest goal - the desire for the values' standard of professional training of competent, self-sufficient specialist, who are morally prepared for the upcoming activities; 2) the practical orientation of the specialist model's implementation as an ideal goal and the ideal end result of the educational process, the indicator of the quality of training; 3) subjective - personal perception of the professional ideal as a desired professional goal related to the level of personal claims, the image of a successful career;
- Social values - a set of codified and informal goals - values imposed by a particular social group or the whole society to its members. They represent the interests of the class, social, professional, formal or informal associations. They can be universal, that is, mandatory for all members of the group, they can be private and local. Social values - goals in professional training are the mechanism of directed action on the student's personality.

The third component of the model is represented by the structure and content of the values of professional training of the student:

1. Unrealized nature of the individual's needs in professional self-assertion. Self-affirmation in socially recognized professional activity refers to the basic institutional aspirations of a person. The unrealized nature of this desire leads to spiritual instability, anxiety, self-alienation of the individual. Personally perceived harmony of relations with the labor collective and society is that the performed professional roles and responsibilities not only coincide with their own life goals but also were supported by the social need for them. The person demanded by society feels a successful person. Otherwise, the profession and its representatives lose their identity;

2. A specialist turning into a commodity. It is proved that in the life-activity of innovative types of professional activity (large and small organizations, firms, corporations of private and public sectors of management) the identity of the specialist is used primarily as one of the resources of intellectual property that provides the production process. A man who is subject to his alienated needs is no longer a man in either the spiritual or the physical sense. It is only an Amateur and self-conscious commodity
3. The transformation of interpersonal communication in network communication. It is established that the process of transformation of interpersonal communication into network communication contains factors alienating people from each other. The more persistently the relations between individuals are distinguished by information and other super-complex computer technologies, the more intensively there is their alienation from each other, from the value bases of moral norms of communication and behavior. The personality of the student in the current conditions falls under strong pressure of information impact, to counteract which it needs a stable set of values of the moral norms of knowledge, abilities and skills, personal experience of their use in practical social and professional activities. It is proved that the higher the level of formation of moral values of the student, the lower the effectiveness of destructive influence and Vice versa;
4. Growing specialization of labor. It forms a special understanding of professionalism, identifying it with technologist in a narrowly defined area. Today, the production consortia, organizations, institutions –large industrial enterprises, which have independent conveyor lines and narrow specialists, serving them and bearing the responsibility for their individual work area. These specialists are deprived of the opportunity to realize the moral value and practical significance of the whole process of activity. Analysis of information flows in different fields of knowledge speaks about their intensity and swiftness of such a level that suppresses the thinking mechanisms of the modern specialist and turns him/her into a biological robot.

The fourth component of the model is dispositional. Reveals the features of the value structure that regulates and guides the behavior of the student in the process of training.

1. Cognitive structure. It is based on the knowledge of the values of the individual's professional training, the understanding of the content of values such as good, evil, justice, conscience; on the formation of ideas about the value bases of moral norms of labor; on the ability to moral judgments, the ability to evaluate their own actions or the actions of other people in terms of moral norms; the ability to understand the motives of these actions, which is further transformed into moral beliefs of the student. The construction of the cognitive component of the value structure of the student's professional training is carried out through moral education aimed at the development of moral consciousness and moral beliefs;
2. Motivational structure. It expresses the system of dominant value motives of the activity and behavior of the individual. This component determines the orientation of the individual - altruistic or selfish in the implementation of the value aspects of training. The effectiveness of the student is largely determined by the level of development of the need for value motives of knowledge, work, creativity, self-realization, achievement, recognition, understanding and comprehension of their own life trajectories. Of particular importance is the motivation in communication, aimed at the development of communication, partnerships, cooperation, ability to work in a team, to subordinate their interests to its requirements to achieve a common goal, stimulates the exchange of knowledge, experience;
3. Behavioral structure. It expresses the degree of formation of personal and professional stability. It is proved that at the student's age the moral stability of the individual is manifested in behavior focused on his or her own views, beliefs, formed based on acquired knowledge and life experience. Knowledge about the world and moral norms are combined in the student's mind into a single picture. Moral behavior becomes more complete and meaningful if the student works on him/herself under the influence of his/her own internal motives.
4. Emotional structure. It is focused on the formation of the character of moral experiences associated with norms or deviations from norms and ideals: pity, sympathy, trust, gratitude, empathy, shame, etc. It is proved that human feelings are the backbone of the formation of personality. Due to these feelings of moral awareness, knowledge of norms and rules of behavior, habitual actions, acquire value and meaning. Educational and cognitive interaction *teacher-student*, ignoring the emotional sphere, has a weak impact on the individual, does not contribute to the formation of internal incentives and driving forces for humane actions.

CONCLUSION

1. The results of the study confirm the theoretical and practical significance of the problem of the value aspects of the University student's professional training as an actual socio – the pedagogical direction of innovative transformations of the University's educational process and rethinking the demand and supply of the labor market. The search for new solutions in the field of training students - future specialists, corresponding to the goals of the evolving labor market, justified the interest of researchers to the value component of its training and confirmed the effectiveness of rethinking the phenomenon of supply and demand of the labor market. Accordingly, the study of this problem is productive in terms of the accumulation of new knowledge about the changes taking place in modern vocational education.

2. It is determined that the use of value aspects of training as a condition for the implementation of supply and demand of the labor market in the discourse of various Sciences, on the one hand, creates an interdisciplinary space for the study of this phenomenon, on the other, determines the categorical incorrectness, which, in turn, makes it difficult to understand the value approach to rethinking the problem of research as an independent scientific direction. In connection with these trends, the importance of systematization of basic concepts is increasing. The study revealed the transformation of the basic concepts of the value aspect of training, due to the integrative interaction and mutual influence of established methodological ideas. It is proved that the established values of demand and supply of the labor market are expanding, accelerating the development of pragmatic values in the training of students. Established trends radically, and not for the better, modify the value basis of moral norms of the student professional training as its established stereotype as the highest goal of the life strategy of the individual.
3. It is established that the ideas of rethinking the value aspects of University student's professional training, focused on the supply and demand of the labor market in this study are embodied in the design of a theoretical model of the value approach. The essence of this approach is based on the methodological ideas of the concept of the value approach presented by: 1) the ideas of labor market development as a condition for meeting supply and demand; 2) heuristic potential of the modern system of labor market needs; 3) ideas, values, models of functioning of the market of educational services; 4) The structure and content of strategic, operational and prognostic goals of rethinking the value aspect of training, focused on integration with the values of supply and demand of the labor market.
4. In this regard, this article for the first time carried out a theoretical and methodological justification of the value aspects of professional training of students and proved their importance in improving the efficiency of the educational process of the University. At the moment we defined, the understanding of the value aspects' essence of the student's professional training (professionally significant knowledge, moral values of labor, professional ideals, social values); we established the structure and content of the demand and supply of the labor market to the qualities of a specialist; we justified the disposition of cognitive, motivational, behavioral, emotional structures of the values of professional training of the student, focused on rethinking the demand and supply of the labor market.
5. In the course of the monitoring study, it is established that the value approach is an innovative strategy of students' professional training, focused on the supply and demand of the labor market. At the same time, dispositional structures regulating and directing the student's activity in the process of professional training have a direct impact on the definition of dominant values. The rating of values - dominants is established: cognitive values (understanding of the content of values) are preferred by 89% of students; emotional values (moral experiences associated with norms or deviations from norms and ideals: pity, sympathy, trust, gratitude) are preferred by 87% of students; behavioral (Express the degree of formation of personal and professional stability) are preferred by 79% of students; motivational (dominant value motives of activity and behavior) are preferred by 75% of students. Other indicators of values: moral values of labor (65%), social status (65%), professional ideals (63%), and specialization of labor (60%) indicate the readiness of the student to overcome the emerging problems of supply and demand of the labor market, which indirectly confirms the effectiveness of the theoretical model of the value approach.
6. The materials of the article have a practical application. Knowledge about the value aspects of professional training of a University student, about the features of their compliance with the demand and supply of labor market will help to avoid or eliminate contradictions in the real educational process of the University. The results of the research presented in the article will be useful for teachers, curators, managers, University students.

This problem as a research direction does not exhaust itself with the solution of the studied aspects. Of particular scientific interest is the problem of design and implementation of the model of value aspects' integration of students' professional training in the University educational process with the content of the values of the corporate culture.

REFERENCES

1. Cherdymova, E.I., Vorobyeva, K.I., Romashkova, O.V., Mashkin N.A., Grigoriev S.M., Romanchenko L.N., Karpenko, M.A., and Bayanova, A.R. (2018). Photo exhibition influence on student environmental consciousness formation. *Ekoloji*, 106: 1271-1278, Article No: e106090.
2. Issaliyeva, A., Ospanova, A. N., & Alibekul, A. (2018). Kazakhstan and GCC: Islamic component in joint collaboration. *Opción*, 34(85-2), 205-220.
3. Khusainova, S.V., Matveyeva, L.V., Ermilova, L.P., Yakushevskaya K.N., Kolomiychenko, L.V., and Mashkin, N.A. (2018). Adaptive model of psychological and pedagogical accompany of student professional training. *Espacios*, 39(05): 22.
4. Kralik, R., Roubalova, M., Lenovsky, L., Tuska, T., and Kralj-Vuksic, S. (2018). Taanit bechorim (Fast of the first-born) in rabbinic judaism. *XLinguae*, 11(2): 17-23. <https://doi.org/10.18355/XL.2018.11.02.02>
5. Lebedeva, O., Bykova, S., Masalimova, A.R., Sokolova, N.L., and Kryukova, N.I. (2018). Peculiarities of developing high school students' lexical skills by means of the programmed learning technology. *XLinguae*, 11(1): 186-202. <https://doi.org/10.18355/XL.2018.11.01.16>

6. Martín, J.G., Pavlikova, M., and Tavilla, I. (2018). Johannes the seducer's diary or the seduced Kierkegaard's diary. *XLinguae*, 11(2): 320-328. <https://doi.org/10.18355/XL.2018.11.02.25>
7. Masalimova, A.R., Sangadzhiev, B.V., Shagieva, R.V., Gurbanov, R.A., and Zhdanov, S.P. (2018). Philosophical and socio-psychological meaning of the concept of psycho violence in learning environment. *XLinguae*, 11(1): 126-135. <https://doi.org/10.18355/XL.2018.11.01.12>
8. Matandare, M. A. (2018). Botswana Unemployment Rate Trends by Gender: Relative Analysis with Upper Middle Income Southern African Countries (2000-2016). *Dutch Journal of Finance and Management*, 2(2), 04. <https://doi.org/10.20897/djfm/3837>
9. Peres, P., Moreira, F., & Mesquita, A. (2018). Are Really Technologies at the Fingers of Teachers? Results from a Higher Education Institution in Portugal. *Journal of Information Systems Engineering & Management*, 3(1), 08. <https://doi.org/10.20897/jisem.201808>
10. Rogaleva, I.Yu., Fatyanov, A.A., Shcherbakov, V.A., and Rogaleva, G.A. (2018). Special liability of biathletes. *Teoriya i Praktika Fizicheskoy Kultury*, 8:77-79.
11. Roubalová, M., Žalec, B., and Králik, R. (2018). Meaning, necessity, and value of obedience according to the sidra "Lech-lech" in rabbinical tradition. *XLinguae*, 11(2): 51-59. <https://doi.org/10.18355/XL.2018.11.02.05>
12. Selivanova, O.G., Gromova, C.R., and Mashkin, N.A. (2018). Improving student motivation for learning the second foreign language. *XLinguae*, 11(1): 218-229. <https://doi.org/10.18355/XL.2018.11.01.18>
13. Shaidullina, A.R., Danilova, I.Y., Sadykova, L.R., and Sabaeva, E.K. (2018). National and regional peculiarities of language culture formation in a technical university. *XLinguae*, 11(1XL): 75-91. <https://doi.org/10.18355/XL.2018.11.01XL.08>
14. Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A.(2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366. <https://doi.org/10.29333/ejmste/89579>
15. Vajravelu, K. (2018). Innovative Strategies for Learning and Teaching of Large Differential Equations Classes. *International Electronic Journal of Mathematics Education*, 13(2), 91-95. <https://doi.org/10.12973/iejme/2699>
16. Velieva, S.V., Mashkin, N.A., Khairullina, E.R., Semenova T.N., Varlamova M.E., Guseva, T.S., and Dolgasheva, M.V. (2018). University student professional selfactualization: Context of personality subjectivity. *Espacios*, 39(20): 12.
17. Dubovik, O. V. *Scientific and Practical Center at Vocational Education Institute Lviv, Ukraine Common and Different Features in VET of Ukraine and the USA.*
18. Дубовик, О. В. (2014). *Common and Different Features in VET of Ukraine and the USA.*
19. Gorodetskaya, I. M. (2013, September). Learning motivation of engineers in the process of life-long education: Socio-psychological aspect. In *2013 International Conference on Interactive Collaborative Learning (ICL)* (pp. 649-652). IEEE. <https://doi.org/10.1109/ICL.2013.6644674>
20. Galeev, Z. G., Solovyova, E. G., & Sabirova, D. R. (2015). Professional training of arts and social sciences specialists: Cultural aspect. *Journal of Sustainable Development*, 8(4), 61. <https://doi.org/10.5539/jsd.v8n4p61>
21. Dreher, M. T., Carrion, R. D. S. M., & da Silveira, A. P. K. (2013). *Ocupación en el sector turístico: inclusión social y prejuicios. Cuadernos de Turismo*, (32), 281-294.