

DOI: <http://dx.doi.org/10.34069/AI/2020.28.04.9>

## Quality management of educational activities in higher education

### Управление качеством образовательной деятельности в высшей школе

Received: February 2, 2020

Accepted: March 20, 2020

Written by:

**Olga I. Vaganova**<sup>33</sup><https://orcid.org/0000-0001-8347-484X>**Olga S. Gilyazova**<sup>34</sup><https://orcid.org/0000-0002-6978-1162>**Anzhela V. Gileva**<sup>35</sup><https://orcid.org/0000-0003-3907-3234>**Nelya A. Yarygina**<sup>36</sup><https://orcid.org/0000-0002-0572-4134>**Elmira Sh. Bekirova**<sup>37</sup><https://orcid.org/0000-0002-8507-8151>

#### Abstract

The transformations that have taken place in education have led to the emergence of a new educational framework under which modern higher education institutions are actively adapting. The activity of educational organizations was rethought and teachers' work acquired new features. Today institutions of higher education must build educational activities in such a way as to be able to satisfy changing needs of the state and society. Therefore, in higher education educational activities should be built at a high level. Thus, to achieve it, it is significant to ensure decent management of it. The purpose of the article is to reveal general features of management activities in a higher educational institution and, on their basis, to develop a model for managing them. The model of management of educational activities in higher education proposed by the authors is focused on new approaches to quality as the main component of quality management being a system object. The work achieved the goal of uncovering the general features of managerial activity in a higher educational institution and, based on them, developed a model for managing educational activities. The model of educational activity management in higher education that we have developed is

#### Аннотация

Реформационные процессы, которые произошли в сфере высшего образования, привели к появлению новой образовательной парадигмы, к которой современные вузы активно адаптируются. Деятельность образовательных организаций была переосмыслена, а работа преподавателей приобрела новые черты. Сегодня высшие учебные заведения должны строить образовательную деятельность таким образом, чтобы она могла удовлетворить изменившиеся потребности государства и общества. Образовательная деятельность должна строиться на высоком уровне. Для достижения этой цели важно обеспечить достойное управление им. Целью статьи является выявление основных особенностей управленческой деятельности в вузе и разработка модели управления образовательной деятельностью. Предложенная авторами модель управления образовательной деятельностью в высшем образовании ориентирована на новые подходы к качеству как основной составляющей управления им. Модель, как показало исследование, помогает улучшить процесс управления образовательной деятельностью, вывести его на новый уровень. Она показала

<sup>33</sup> Candidate of pedagogical sciences, associate professor Minin Nizhny Novgorod State Pedagogical University, Russia.

<sup>34</sup> PhD in Philosophy, Ural Federal University, Russia.

<sup>35</sup> candidate of pedagogical sciences, associate professor Perm State University, Russia.

<sup>36</sup> candidate of economic sciences, associate professor Federal State Budget Educational Institution of Higher Education «Togliatti State University», Russia.

<sup>37</sup> Candidate of pedagogical sciences, associate professor. V.I. Vernadsky Crimean Federal University, Russia.

focused on new approaches to quality as the main component of education management, it is a system object. The model, as the study showed, helps to improve the process of managing educational activities, to bring it to a new level. According to the study, the authors concluded that the model showed its effectiveness and contributed to educational management improvement.

**Key Words:** model educational activities management, management system, management of educational activities, students, teachers.

## Introduction

In the context of dynamic transformations in educational sphere, the issue of managing educational activities in higher educational institutions is quite important since active changes have a strong influence on students' training and without due attention the level of this training can significantly decrease (Rakhimbaeva, et al 2019).

Today, more and more new requirements are being placed on higher education systems that affect quality management issues. A positive attitude to innovation, a heightened sense of responsibility for one's own activities as well as purposeful creation of positive emotional background in the process of educational activity are key indicators of educational activities' quality (Bulaeva, et al 2018). Constantly changing requirements for educational system change the system of relations within a higher educational institution, requiring changes of educational process management and focus (Bartkiv., et al 2018).

The main goal of educational management in higher education is to stimulate increase in educational process efficiency, professionalism, productivity of scientific and educational activities, as well as development of creative and initiative teachers and students.

The central idea educational activities management in higher education is the desire of educational organization to reach high level of pedagogical and scientific work productivity, effectively organize educational process and ensure high level of results' achievements (Kamenez, et al 2019).

There are two systems for assessing educational activities quality: external and internal.

свою эффективность и способствовала улучшению управления образованием.

**Ключевые слова:** модель управления образовательной деятельностью, преподаватели, студенты, система управления, управление учебной деятельностью.

State institutions for licensing, certification, certification and accreditation of educational institutions are representatives of external system for assessing educational activities quality (Klinkov, et al 2018). Moreover, at the level of external assessment of educational activities quality, public accreditation institutes are being established on the basis of variety of scientific, pedagogical and research corporations (Ilyashenko, et al 2019a).

In the form of gradual and final certification of students, the system of students' assessment entering a higher educational institution, the system of high school employees psychological state, the system of self-certification and self-evaluation of students, the internal system of assessment of educational activities quality is expressed (Ilyashenko, 2019b).

Educational activity is the main task of a higher education institution where the main specificity is training of competent and competitive specialists who can compete in both educational and production markets (Ivanova, et al 2019 ). In order to raise the level of graduates training quality, their level of professional training and competitiveness, it is necessary to develop an effective system of management in higher educational institutions as well as to develop a comprehensive quality system.

It is demanded to note that existing functions of quality management in higher education should correspond to main management functions and should reflect the definition of the main steps of management process in organizations at various levels (Natalie , 2019). Progressive management in the field of education quality should include implementation of objectives development, planning, organization, motivation, control and coordination.

Educational activity is an activity for educational programs implementation. Its quality is the key to shaping future professionals' competence. The world literature is dominated by a variety of definitions that reveal the meaning of the concept "quality" and its components. The concept and perception of quality as an individual subject represents a certain degree of consumer satisfaction. Quality, as a concept and definition, is constantly changing, shaping opinions concerning it. Such opinions depend on information stage of study object, on technological process development, on studied characteristic features.

For higher education institutions, the definition "quality" is in the multi-stage processes at the level of higher education institutions, institutes, faculties and departments and processes that include a variety of courses included. A university graduate with a diploma of higher education is the final stage of this multistage process. The quality of educational activities is demanded at all levels, stages and stages.

The quality of education in an educational institution is determined by the need for long-term monitoring of educational activities quality. This is a complex system of monitoring education quality, teaching staff, as well as monitoring the quality of secondary services provided, analyzing and forecasting implementation of students' educational activities, as well as the conditions that should be created for fruitful process of personality development. It is worth noting that the main component of education quality is the function of adjusting education process, identifying problems and finding solutions to them (Vaganova, 2019c).

The main feature of society effective development is that operational activities of its existence must be constantly transformed for educational and socio-cultural fields of education (Vaganova, et al 2019a). The value of scientific, educational and industrial education of society is to increase the level of information knowledge and increase the general level of intellectual knowledge (Vaganova, et al 2019b).

The quality of education is distinguished by various types of educational concepts: the existing system of the Federal State Educational Standard of Higher Education; executive quality system; quality system of teaching staff in educational institutions; quality system for educational activities implementation; quality system of systematic (methodical) supply of

educational activities; quality system of educational activities of an individual (Vaganova, et al 2019f). There are three main quality systems that determine educational activities quality in a higher educational institution: the system of educational content (quality knowledge, quality ways to solve problems); system of methodical training and education (high-quality cognitive activity, high-quality motivation of cognitive activity, high-quality control of the existing educational system, high-quality control of educational activities results); the system of personal educational activities (qualitative research and understanding of gained knowledge, quality skills and application of the skills obtained, quality learning of moral and spiritual interests). Many authors studying the quality process note that the quality of education is a certain combination of a number of educational activities characteristics in a higher educational institution. Based on the concepts of a variety of definitions of quality, it can be determined that education quality is a multiple complex of characteristics and properties of educational activities, giving the ability to meet diverse demands and needs in the system of educational knowledge, public and state interests (Potashnik, et al 2018).

### **Theoretical framework**

Approaches, principles and methods are the main directions of the effectiveness and quality of education management determined by the pattern of finding and solving problems that arise. Management approaches of educational activity consist of goals, laws, principles, methods, management functions and practical management of educational activities. The main task of educational activity management system is the development of its professional management (Smirnova, et al 2019). Currently, the most popular approaches are: system, situational and process. The study of the systems approach in management process, as the basis of its structure, has led to a multilateral spread of system methods of analysis and forecasting. The use of systems approach is directly associated with the application of the theory of systems principles for eliminating managerial decisions (Vaganova, et al 2019e). The greatest contribution to scientific direction of management systems was made by J. Lorsch, P. Lawrence, E. G. Yudin (Vaganova, et al 2019d). The situational approach is derived from the systems approach of management and prolongs its essential component. A systems approach to management does not answer a number of

questions concerning similar organizations with a similar management system, which are in the same external environment, but they are radically different judging their operation results (Ihnatenko, et al 2018). The task of a situational approach to managing is to solve this problem by using a variety of methods and developments with certain situations of functioning in an organization to achieve common goals (Myalkina, et al 2018). The process approach in management is understood as the focus of actions on functions application and is a process that depends on the resource expenditure system and the time system (Chirva, et al 2018). In contrast to the systemic and situational approaches, the process approach to management helped to disassemble the relationship and interdependence of functions in management (Garnevskaja, et al 2018).

### Methodology

The authors have developed a model for managing educational activities in higher education. The study was conducted on the basis of indicators criteria system that allows taking into account the results of educational activities implementation in a higher educational institution.

The model of management of educational activities in higher education is designed on the principles: complexity; objectivity; continuity; optimality; advancing; perspectives.

The study was conducted on the basis of a system of criteria and indicators that allow to take into account the results of the implementation of educational activities in a higher educational institution. The indicators were evaluated according to the degree of their implementation, and the following assessment system was used: sufficient performance of the indicator (the indicator is fulfilled to the extent that can be defined as "the zone of nearest development of an educational organization" 90%; insufficient performance of the indicator (the indicator is not met and does not meet the standards) - 50-70%. The overall assessment of the criterion was determined by the degree of fulfillment of the indicators (VP), which form this criterion.

### Results and discussion

Management of educational activity is a complex and purposeful activity in which all components of this activity are responsible for organizational and joint work of consumers of educational services (applicants, students, teachers, parents,

etc.), as well as its direction to quality and timely satisfaction consumer education needs (Markova, et al 2018). We have developed a model for managing educational activities in higher education (Markova, et al 2019).

The objectives of the model of educational activities management in higher education is management activities improvement for timely satisfaction of individual's educational needs and increase educational organization's level of competitiveness.

The developed model is designed on the basis of system, process and situational approaches.

The systems approach is responsible for understanding complex parts with the help of objects key components and the connections between them (Denysenko, et al 2018).

The process approach is responsible for concentrating objects on the processes of organizing education, allows you finding a sequence of processes and their connecting, helps to review organization's activities in various directions, give a correct analysis of the organization's activities and predict the direction of its further development.

Situational approach allows you to find organizational solution method that will be the most appropriate for the organization at the moment of its existence.

In the process approach, performing entity focuses on consumer needs, aimed at meeting its needs and expectations, and waits for the results of the process. The process approach assumes the design of a quality management system as a set of interdependent processes, while for each process the main characteristics should be provided: input, output, consumer side of each process, there should be a system for identifying requirements and in the course of the system activity it should be studied to achieve satisfaction with the process results. For the set of main processes effective operation, it is necessary to establish the ways of interaction between them, clearly identify material or information objects that will be outputs of previous processes and inputs of subsequent ones. Such a relationship must be defined in order to effectively monitor and measure educational processes in order to determine the extent to which they meet customer requirements.

The model of management of educational activities in higher education is designed on the

principles: complexity - a multifaceted analysis of various conditions of educational activities, which provides a quality process and result; objectivity - the predisposition and the need for an exactly grounded measurement of the main components of the quality of education; continuity - the need to determine cumulative dependence of educational programs at various levels of training and tracking positive changes in the quality of educational knowledge of students; optimality - correspondence of the spent amount of temporary forces, material and moral means to the quality of educational activity result; advancing - fixing the processes of educational activities development, variability of conditions of external and internal impact on the process of educational activities, timely analysis of current situation of organization, forecast and quick decision to manage the problem; Perspectives - timely management, aimed at setting and solving existing tasks both at the moment and in the long-term perspective. The functions of the model presented by us are: control and evaluation - continuous observation of control and evaluation of organizational activity; informational - providing the necessary information at any time of the educational process; corrective - timely correction of inaccuracies in the organizational system of the organization; research - innovations research and study of innovations in the system of educational activities; organizational - creation and monitoring of educational processes of educational activities; analytical - creating a forecast and analysis of the current activities of the educational system; diagnostic - timely identification of problems and problems in the system of educational activities; motivational - motivation and stimulation of the pedagogical component to improve the quality of the educational process; predictive - making a forecast and analysis on the long-term activities of the educational process of the organization. Analysis of educational activities in higher education has allowed us to identify some features that have an impact on educational activities management in higher education: strict monitoring systems focus on the result of educational process with a slight decrease in control over its activities.

This action allows for the timely solution of managerial and pedagogical needs to multiply independent activities and increase the level of

responsibility of both teaching and learning components. At this point, the process of bringing teaching and learning activities to a full concentration of the relationship of conditions, processes and results of the educational process instead of the usual formal presence or absence of the elements required for implementation of a full-fledged educational activity will be realized; increasing the level of self-control in the study and evaluation of educational process stages. This, in turn, helps the process of self-determination in the professional environment of organization's activities and contributes to motivation for activities self-determination, self-resolution of issues, self-knowledge, self-development, and also inspires to study theory and apply it in practice in information-analytical, expert-analytical, control evaluation activity of the developing educational space. Educational activity is a multi-level system and is always carried out at certain levels in a hierarchical sequence.

Developing ideas of integrated management of educational process, the proposed model reflects in its content the main requirements for the quality of the education parameters, educational process, education results and consumers' satisfaction, changing the goals of pedagogical orientation to multifaceted social and final results of educational activities. The result of our model for managing educational activities implementation in higher education is the improvement of management activities.

The study was conducted on the basis of a system of criteria and indicators that allow to take into account the results of the implementation of educational activities in a higher educational institution. The indicators were evaluated according to the degree of their implementation, and the following assessment system was used: sufficient performance of the indicator (the indicator is fulfilled to the extent that can be defined as "the zone of nearest development of an educational organization" 90%; insufficient performance of the indicator (the indicator is not met and does not meet the standards) - 50-70%. The overall assessment of the criterion was determined by the degree of fulfillment of the indicators (VP), which form this criterion on the basis of the following grades, reflected in Table 1.

**Table 1.** Graduation for overall criterion assessment

<b>Evaluation criterion</b>	<b>Interval (%) execution indicators</b>
5 ( excellent )	90% <VP ≤ 100%
4 ( good )	70% <VP ≤ 90%
3 ( satisfactory )	50% <VP ≤ 70%

The overall assessment of the criterion was based on individual indicators. The passing score of the criterion evaluation was accepted by us - 4 (good). The main criteria and assessment of

educational management model developed by us in a higher educational institution are presented in Table 2.

**Table 2.** The main criteria and evaluation of the model of management of educational activities in higher education

<b>Criteria assessed</b>	<b>Estimated indicators</b>	<b>Expert rating %</b>	<b>Evaluation criterion</b>
Characteristic professional activities of graduates	Correlation of the field of professional activity with the direction and profile of the educational program	100	five
	Compliance of the area of professional activity with the professional standard in the sections "Group of Occupations" and "Assignment to Economic Activities"	80	
Objects of professional activity meet the requirements of the standard	Compliance of the profile of the educational program with the selected types of professional activity selected for the design of the educational program	100	five
	The objects of professional activity must be correlated with the labor functions included in the professional standard (functional card of the type of professional activity) and the section "Characteristics of the generalized labor functions" (highlighting the most significant objects of professional activity) of the professional standard	80	
Compliance of the content of educational program with the requirements of the Federal State Educational Standard To form graduates' competences graduates their general culture i.e. , general professional and specific professional (by	The objects of professional activity are correlated with the types and objectives of professional activity.	100	five
	Compliance with the requirements of the professional standard in terms of compliance with the wording of the generalized labor functions of all professional standards	100	
	Technologies and methods for conducting ongoing performance monitoring and intermediate certification are aimed at changing the formed competencies	90	four

type of professional activity)	Funds of assessment tools used in the ongoing monitoring of progress and carrying out interim certification, take into account the level of all formed competencies	70
	Indicators and criteria for assessing the formation of competencies at various stages of their formation, scales and assessment procedures	70

Based on the assessment we made the following conclusions. 100% compliance of the graduates' professional activity with the direction and profile of educational program and 100% compliance with the professional standard in the sections "Group of Occupations" and "Reference to Economic Activities" have been established. The criterion is completed in full. The objects of professional activity meet the requirements of the standard. 100% compliance of educational program profile with the types of professional activity has been established, the objects of professional activity are correlated with the labor functions included in the professional standard. At the same time, it should be noted that the requirements of the professional standard are not completely focused on teachers' vocational training and this criterion is considered taking into account this circumstance. The wording of the generalized labor functions are kept in mind in the program content. Professional tasks of graduates meet the requirements of the standard. Established acceptable performance indicator equals 4 points. The analysis showed that the share of courses which are used in the ongoing monitoring of performance and conducting intermediate certification, contain materials developed on the basis of real practical (production) situations and taking into account professional tasks which the graduate is preparing for, is 100%. But these materials have a different level of elaboration and detail being a subject for further improvement. The study revealed additional opportunities for improving educational program evaluation tools. The presence in the main educational program of a set of competencies: general cultural, general professional, professional competencies (by type of professional activity).

An acceptable criterion was established, which is due to the partial coincidence of the professional standard and educational program in this area of training. The professional standard of the teacher does not fully include managerial and research characteristics required for professional activities

of the graduate. Comparative analysis of other standards allowed to establish fulfillment of this criterion at a sufficient level. The following competences are developed among graduates: general cultural, general professional, professional (by type of professional activity).

The presence of necessary methods, methodological and regulatory support for the organization of the current progress monitoring and measurement of the formed competencies in full. The presence of electronic educational environment and organization of control procedures with their application makes the process objective and transparent. At the same time, the quality of assessment funds is not uniform in the courses of educational program, which can be assessed as an acceptable level with the prospect of further development.

Inclusion of all general cultural and general professional competencies, as well as professional competences, related to the types of professional activity to which the program is focused, in the set of required results of mastering the program. Competences generated by educational program for 70% correspond to the labor functions and actions of the professional standard. For matching elements there is full compliance. The program structure contains: the obligatory part (basic) and the variable part. The criterion is fully met.

The proportion of employees (in terms of integer rates) whose activities are related to the direction (profile) of the program is calculated.

An analysis of general information about the faculty showed 100% compliance of teachers in terms of seniority and 60% compliance in terms of rates occupied by current managers and employees of relevant organizations. Most of the full-time teachers carry out practical work in relevant organizations as experts, consultants, employees within the experimental site, work part-time in educational organizations which

allows making a conclusion about the fulfillment of the criterion in full.

### Conclusions

The work achieved the goal of uncovering the general features of managerial activity in a higher educational institution and, based on them, developed a model for managing educational activities. The model of educational activity management in higher education that we have developed is focused on new approaches to quality as the main component of education management, it is a system object. The model, as the study showed, helps to improve the process of managing educational activities, to bring it to a new level. Educational activities management is an integral part of entire educational process. Organizations, enterprises, including educational institutions, are in trade and market relations in education market. To increase competitiveness level of a higher educational institution, it is necessary to have a well-coordinated model for managing educational activities quality. In our work, a model was developed. It can satisfy "quality" needs of higher education and increase its level of competitiveness.

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