TÍTULO: Formación de un ambiente educativo en desarrollo como una condición para la interacción socio-psicológica de sujetos en el espacio educativo y pedagógico.

AUTORES:

1. Natalia Yu. Belikova.

2. Maksim A. Vaskov.

3. Elena I. Zritneva.

4. Olga O. Afanaseva.

5. Ekaterina Yu. Litvinova.

6. Madina A. Azhiba.

RESUMEN: En el artículo se considera el contenido del espacio pedagógico y se analizan los temas de interacción social y psicológica. De acuerdo con estas esferas, el artículo describe las líneas generales de la formación de un entorno educativo en desarrollo. Se concluye que la eficacia del proceso educativo y pedagógico se puede lograr en una interacción multilateral de tema a tema.

PALABRAS CLAVES: Desarrollo del entorno educativo, asignaturas del espacio educativo y pedagógico, interacción socio-psicológica, alumnos, profesores.

TITLE: Formation of a developing educational environment as a condition for socio-psychological interaction of subjects in educational and pedagogical space.

AUTHORS:

1. Natalia Yu. Belikova.

2. Maksim A. Vaskov.

3. Elena I. Zritneva.

4. Olga O. Afanaseva.

5. Ekaterina Yu. Litvinova.

6. Madina A. Azhiba.

ABSTRACT: In the article, the content of the educational and pedagogical space is considered; the issues of social and psychological interaction are analyzed. In accordance with these spheres, the article describes the general outlines of the formation of a developing educational environment. It is concluded that the effectiveness of the educational and pedagogical process can be achieved in a multilateral subject- subject interaction.

KEY WORDS: developing educational environment, subjects of educational and pedagogical space, socio-psychological interaction, students, teachers.

INTRODUCTION.

At present, innovative processes associated with the need to modernize the various aspects and spheres of social life are developing quite effectively in almost all the spheres of social life [Gafiatulina, et al., 2017].

Innovative processes in society suggest the development of a person's innovative potential, which allows him to perceive, implement and generate innovations [Maksim Vaskov, et al., 2018]. Developing educational environment contributes to the development of the ability of the subjects of the educational space to generate and create innovative processes.

In this case, the formation of a subject in the conditions of a developing educational environment contributes to the formation of innovative personal potential.

Education, of course, is the most important area of people`s social life, on the one hand, and the process of formation and development of an individual, on the other [Gafiatulina, 2015]. Consequently, the interconnection of the interdependence of education and society is obvious [Taranov, et al., 2018].

The current stage in the development of society requires the renewal of the educational process and the educational and pedagogical space, primarily from the point of view of the substantive and productive components [Susimenko, et al., 2018; Laamena et al., 2018]. Similar considerations lead us to the understanding of the need to form a developing educational environment. Social effects of creating a developing educational environment correlate with the priority directions of the development of the society:

- Social consolidation of the society; - the formation of the cultural identity of Russian citizens [Shakbanova, et al., 2018].

- Reducing the risks of social tensions between various groups of the population and socio-cultural trauma in the process of social and psychological interaction of the subjects [Gafiatulina, Rachipa, et al., 2018].

- «Social lift» and the achievement of social equality of groups and individuals with different starting opportunities [Gryshai, et al., 2018].

It should be noted that the social effect of the developing educational environment is understood as a broad social, as a rule, delayed result of education, mediated by the nature of socialization and the results of joint social activities of the subjects of the educational and pedagogical space.

According to A.M. Novikov, the goal of education system is a developing personality, its meaning is in creating conditions for natural development and self-development, education and self-education, learning, teaching, self-study of all "I" and each "I" [Novikov, 2002].

DEVELOPMENT.

Methodology.

The approach to the subject-developing educational environment as a source of personal development and the condition of the socio-psychological interaction of the subjects of the educational space has a long educational tradition, originating from the works of Ya.A. Komensky, I.G. Pestalozzi, K.D. Ushinsky and other founders of classical pedagogy. These works emphasize the importance of implementing in educational activities an independent ability to learn throughout life, to use the opportunities of the surrounding world and external circumstances.

In scientific works of L.A. Bodenko [Bodenko, 2001], S.D. Deryabo [Deryabo, 1997], V.I. Panov [2005], V.A. Yasvin [Yasvin, 2001] and other authors developing educational environment acts as an object of influence of the educational system within the educational and pedagogical space. The general idea for these researchers is the idea of the existence of a complex of opportunities for the development of a given pattern in the educational environment, the identification and analysis of the components of the environment. In particular, these authors distinguish informational, spatial-objective and psychological-pedagogical components of the educational environment.

Projection of a developing educational environment and socio-psychological interaction within the educational and pedagogical space involves the interaction of the teacher and students through a system-activity, research approach in education [Gafiatulina, 2014; Al-Jahwari et al, 2018; Saurykova et al, 2018].

Results and discussion.

In a generalized form, the term "educational space" is understood as a set of objects between which relations are established. It is organized as a cluster, a set of multiple educational and pedagogical systems, and each of them has a specific place. In other words, the educational space is considered as a complex developmental system, a dynamic unity of the subjects of the educational and pedagogical process and relations [Kastornova, 2012; Eisvandi et al, 2015].

According to the "New Values of Education" thesaurus [New values of education], developing educational space is "Place" in society where sets of relationships and connections are subjectively defined, where special educational and pedagogical activities of different systems (state, public and mixed) for the development of personality are carried out. The educational space, in our opinion, can be interpreted as a space of the involvement of the subjects in the totality of real social and psychological interactions.

From a socio-philosophical point of view, interaction is a category reflecting the processes of influence of various subjects of the educational and pedagogical environment on each other, mutual dependence of their actions and social orientations, changes in the system of needs, individual characteristics, and connections. This allows defining the socio-psychological interaction in education as a system of interconnections of subjects of the educational and pedagogical space, which determines the mutual socio-psychological influence of the subjects in the educational environment as a part of the sociocultural space, where different subjects, different educational processes and their components interact.

The content of the educational and pedagogical space is characterized by the socio-psychological interaction of a student and a teacher in the educational environment. Some researchers distinguish natural, social and cultural components in the educational environment [Shadrikov, 1993; Kastornova, 2012].

In the educational space, an individual has the opportunity to enter into a socio-psychological interaction with each of the designated components of the educational environment. In this case, the educational space is viewed as a special type of space, a place encompassing the individual and the environment in the process of their socio-psychological interaction, which results in the increment of individual culture, personal development and the formation of the social potential of the young generation [Gafiatulina, 2015; Razavi et al, 2015].

Accordingly, the effectiveness of the educational and pedagogical process is achieved in a multilateral subject-subject interaction with all participants, when all its participants are subjects of this process. At the same time, the developed educational-pedagogical (subject-subject) interaction of adults - teachers, parents, members of the public - creates conditions for the formation and development of subjectivity and self-determination of a young individual as the most significant personal formations. The subject of educational space is a person or a group as a source of knowledge and transformation of reality, a carrier of subject activity. At the same time, activity is understood as an initiative impact on the environment, on other people and on oneself. The activity of an individual depends on the motives of his behavior and is characterized as supra-situational. Through super-situational activity, external and internal constraints, activity barriers, are overcome. Consequently, an active process is in direct dependence on the subject, while the position of the subject is characterized by the presence of intrinsic motivation [Alekseeva, et al., 2011; Piteira et al, 2018].

The socio-psychological interaction of subjects of the educational space can be viewed as a system of interconnections of subjects, due to their mutual influence on each other [Natalya Kh. Gafiatulina, et al., 2018].

In the process of interaction between the subjects and objects of the educational-pedagogical process, various connections arise: informational (information exchange between the subjects of the educational-pedagogical process); organizational activity (organization of joint activities);

communicative-perceptual (communication and perception by subjects of the educational and pedagogical process of each other); finally, management and self-management.

It is necessary to focus on the fact that the category of socio-psychological interaction takes into account personal characteristics of the interacting subjects of the educational and pedagogical space and provides the development of social skills, as well as their mutual transformation on the principles of the organization of the personal-developing pedagogical interaction [Alekseeva, et al., 2011]:

- The principle of subjectivity, which is implemented within the semantic meaning of the concept "subject": the formation of reflection and managerial skills, meaningfully aimed at the means of knowledge and development of a student; purposeful development of the skills of projecting one`s life through mastering the means of knowing and transforming the world and oneself.

- The principle of dialogization of pedagogical interaction, meaning the transformation of the positions of the student and teacher into the positions of co-learners, interacting and collaborating people.

- The principle of problematisation, emphasizing that the teacher does not educate, does not teach, but actualizes, stimulates the student's tendency towards personal growth and development, creates conditions for self-discovery and posing them cognitive problems.

- The principle of personification, which requires the inclusion in the socio-psychological interaction of such elements of personal experience (feelings, trials, emotions, and corresponding actions) that do not meet role expectations and standards.

- The principle of individualization of socio-psychological interaction based on the age and individual capabilities of the subjects of the educational and pedagogical process.

Creating a developing educational environment is associated with the development of students' need for self-learning and the formation of appropriate communication, intellectual and practical skills. If we consider the interaction of two subjects of the educational space (students and teachers) as an

activity of a small creative group, then, after A.V. Rastyannikov, S.Yu. Stepanov and D.V. Ushakov [Rastyannikov, et al., 2002] can identify four important areas of group creative and developing interaction of subjects of the educational space: intellectual, personal, communicative and cooperative.

In accordance with these ideas, in the joint socio-psychological interaction of the subjects of the educational space (teacher and students), we can also identify four similar areas that lay the foundation for the developing educational environment.

In the first sphere - intellectual - the specificity of the development of various aspects of mental activity is presented, taking into account the modeling and use of various features of the teacher's and student's thinking. In this area, there are various levels of mental activity associated with the development of the following components: operational, reflexive, creative, goal setting. The operational component involves the development of the operational side of thinking (analysis, synthesis, comparison, abstraction). The reflective component includes moments of interpretation, explanation or evidence for other specific statements, problems, etc. The creative component involves planning and forecasting activities, creating situations that generate innovation in thought processes and behavior. The goal-setting component contains goal setting, defining the ways of its realization and achievement, putting forward hypotheses, assumptions.

The second area - communicative - in the structure of joint thinking activity is the organization of communication and socio-psychological interaction of the subjects of the educational space. This area includes various aspects of interaction, namely the organization and integration of subjects of educational space on the subject (content of mental actions associated with the production of assumptions, hypotheses, etc.) and personal, subject (organization of interpersonal relationships) levels. Thus, what is meant here is primarily the creation of a positive socio-psychological atmosphere, certain interpersonal relations, against the background of which joint activities are

possible, contributing to the formation of a developing educational environment. In this area, the following components are distinguished: motivational, organizational, as well as components of sense-transfer and emotional contact.

The selection of such components is associated with the assumptions that the function of sense-transfer in the joint intellectual and mental activity performs the following tasks: first, to create a common opinion and unity of views; secondly, the organization of interaction of subjects of the educational space; thirdly, bringing to the attention of students the semantic context of the problems discussed These tasks identified the division of the communicative sphere into various components, including the component associated with the formation of motivation for personal development and communication. Thus, the organization of a developing educational environment should be carried out based on a mechanism that ensures the inclusion of each subject of the educational process in a system of communicative relations.

The third area in the structure of the joint intellectual and mental activity of the subjects of the educational space is the evaluation (personal), which reflects the selective aspects of the organization of interaction. It includes the evaluation activities of teachers and students, assuming all possible types of assessments, directed both at various aspects of the student's personality as the main subject of the educational space and at his educational activities (actions, operations, methods, techniques and means of accomplishing the tasks).

Finally, the fourth area is the cooperative, field of implementation, which includes taking into account the peculiarities of the use and development of assumptions, plans in practical activities in the course of educational and pedagogical activities. In other words, the content of the subject-subject relations within the educational environment should be a system of activities that allows each subject to successfully interact in continuously changing life situations (including educational ones).

Based on the given conceptual grounds related to the differentiation of various areas of joint intellectual and mental activity and the socio-psychological interaction of subjects of the educational space, one can imagine the general outlines of the formation of a developing educational environment. The formation of a developing educational environment for subjects of the educational and pedagogical space implies the need to create the interaction of students and teachers, as well as the interaction between the students themselves, including all four selected areas. At the same time, such a socio-psychological interaction (students - teachers, students - students) includes the realization of the intellectual sphere in the form of solving cognitive tasks of various types.

Cognitive tasks can be differentiated according to the type of psychological mechanisms that implement them (tasks of the sensorimotor, sensory-perceptual level, mnemonic, intellectual-mental, imaginative (level of recreative and creative imagination), volitional). Situations of cognitive conflicts, knowledge and discovery of new, projecting, forecasting or anticipating (representing) the unknown, are the contents of the intellectual activity of subjects of the educational space, the basis of their development as subjects of knowledge. The operational component of this sphere is developing due to the improvement of mental operations (analysis, synthesis, comparison, generalization) of students in the educational process.

The component of goal formation is formed during the training of students as subjects of the educational space in setting a goal, defining the ways of its realization, and putting forward hypotheses. The reflective component develops due to the creation of a situation of joint intellectual and mental activity, situations of co-creation, in which the subjects of the educational space, expressing their assumptions, hypotheses, ideas or arguments, thereby contribute to the understanding and awareness of their ideas, assumptions, i.e. turn the content of their consciousness into the subject of reflection. The creative component includes creating one`s own projects, plans for their

implementation, decision strategies, in general, planning and forecasting all activities, creating situations.

The communicative sphere is realized in the form of creative communication between the subjects of the educational space (teachers - students, students - students). The organization of a developing educational environment assumes that communication acts here not as a value in itself, but as a form of the development of a person's creative potential.

Communication is a channel through which various forms and types of monologues, dialogues that arise in the course of solving educational problems are realized. In the broad sense of the word, communication is the living environment of the subject in which educational activity occupies a separate place. Diverse spheres of personal activity are associated with communication [Chikaeva, Belikova, et al., 2019], and therefore get the opportunity for self-development.

The main form of interaction of the subjects of the educational process is pedagogical communication as the most important condition and means of personal development. Any act of direct communication is not so much the impact of a person on a person, but their interaction. Communication between the teacher and the student, during which educational and personal-development tasks are solved, is pedagogical communication.

Communication in the educational process acts as a means of solving cognitive educational tasks; socio-psychological support of the educational process and interaction; the way of organizing the relationship of subjects of the educational and pedagogical process, ensuring the success of learning, socialization and development. The effectiveness of pedagogical communication is determined by its style, which refers to the individual-typological features of the interaction of its participants. It reflects the communicative capabilities of the teacher; the established nature of the relationship of the teacher with the students, as well as the individuality of the subjects of the educational and pedagogical space.

The cooperative sphere is the organization of various types of interaction (competition, adaptation, compromise, cooperation, conflict). In accordance with the ideas of V.E. Klochko and E.V. Galazhinsky, socio-psychological interaction is carried out according to the principle of conformity [Klochko, Galazhinsky, 2000]. This means that in the course of organizing group work or cooperation between a teacher and a student, such forms are organized, in which corresponding to each other people meet. Such a correspondence can be carried out according to the types of orientation, the intellectual level, interests, needs, value orientations, etc. In general, it can be concluded that it is realized according to the level of the systemic organization of a person: or subject of educational activity. The cooperative sphere is represented in those forms of group work in which participants operate and solve educational problems, namely in the form of brainstorming, joint research activities, productive conflict, intellectual debates, discussions of the subjects of the educational space. Cooperation becomes productive if it is organized as an active cooperation of a student with a teacher or other participants in the educational process.

The personal sphere is the realization of the personal potential of the subjects of the educational and pedagogical space. The personality of the subject of the educational environment is the highest level of a person's systemic organization, in which motives, evaluations, and attitudes are manifested. Through assessments, a person determines which level of his systemic organization the incoming information refers to: the level of an individual associated with the implementation of basic needs; the level of the subject of the activity that meets current needs related to the situation of necessity; the level of personality - meets the highest needs associated with the human desire for self-development. In this regard, we can say that behind the evaluations there is the person's identity with his aspirations and capabilities, which he wants to realize.

V.A. Kastornova considers the educational environment and educational space as integral parts of the social space. Indeed, a certain hierarchy is built here: the natural environment - the social environment - the educational environment - the educational space. In this case, these interactions and mutual influences occur between the environment and the individual, the formation and development of the individual is the result of the relationship between the educational environment and the subjects of the educational space.

According to V.A. Kastornova, it can be said that "educational space is a dynamic unity of the subjects of the educational process and the system of their relationship, and the education process is a process of consistent changes in relations" between the subjects of the educational space and the educational environment, "a kind of way of the subjects of the educational process in the educational space" [Kastornova, 2012: 109].

According to Russian authors E.A. Sorokoumova, N.Yu. Molostova, educational environment is a set of opportunities for the successful assignment of the social experience of the student's interaction with the subjects of the educational space. Under the subjects of the educational environment, the authors understand the representatives of various social groups that set the learner values, ideals, norms, attitudes, and criteria with a constantly changing radius of social and psychological interaction.

One of the subjects of the educational environment, which is the establishment of student interaction as a subject of the educational process, is a teacher. The latter acts as a carrier of new ways of action, orientations in the innovative world, social norms of behavior. The student, interacting with the teacher, meets the need to master innovative ways of action and social behavior, in the process of interaction with the teacher, the student`s inner attitude to other people and himself changes [Sorokoumova, Molostova, 2013].

According to V.I. Panov, the ability to provide all subjects of the educational and pedagogical process with a system of opportunities for effective personal development is an integrative criterion for the quality of a developing educational environment. At the same time, "opportunity" is, on the one hand, an educational environment and educational and pedagogical space, and on the other, a behavioral fact of the personality. In order to operationalize these ideas V.I. Panov introduces the concept of a problem development zone, which implies a learning (problem-developing) situation in which a micro-crisis is created and experienced.

The productivity of experiencing such a micro-crisis is provided by the human effort to find a solution and, accordingly, to overcome this problem situation. Thus, one of the most important conditions for the manifestation and formation of personality-individual characteristics of students as subjects of the educational space is the development of their ability to be the subject of their own development process [Panov, 2007].

As Russian scientist G.I. Gerasimov stresses, the content of the educational and pedagogical space suggests the division of the educational reality into the educational and the pedagogical system, which assume each other [Gerasimov, 2017: 53], it allows speaking about the interaction of the subjects of the educational environment.

This circumstance is important to note against the background of the understanding that the essence of the educational and pedagogical developmental system "appears as one or another technological support of an action in accordance with a certain purposefulness. Here, a special role is given to the organization of the educational process through the selection and logical construction of the content of educational material (which is not at all equal to the content of education) in a fixed relationship with specific pedagogical technologies that provide a way of interrelations between the subjects of the educational process between themselves and with the proposed educational material" [Gerasimov, 2017: 54].

A.K. Belousova identifies the following principles of practical pedagogical activity aimed at forming a developing educational environment [Belousova, 2010: 308]:

- The creation of a "situation of joint cognitive activity", in which all participants are working on solving an educational task; at the same time, work is distributed in different ways - students work individually, in small or large groups.

- Development of inductive-deductive features of thinking, abilities to detect contradictions, a motivation system that guides the development in students as subjects of the educational space needs for self-study and self-development, the ability to interact in a group.

- The development of communicative competence, as well as the development of students' needs for joint activities.

CONCLUSIONS.

The formation of a developing educational environment is a relevant and promising direction of the modern education system.

The effectiveness of the educational and pedagogical process is achieved in a multilateral subject-subject interaction with all participants, when all its participants are subjects of this process.

In the joint socio-psychological interaction of the subjects of the educational space, four spheres are defined: intellectual, communicative, personal, cooperative, which lay the foundation for a developing educational environment.

In general, there are many points of contact between the categories "educational environment" and "educational space" and focus on the tasks of education combines them; they both act as a surrounding external to the subject of the developing educational process. The environment assumes immersion in it, momentary or frequent use of the flow of information from it for the purposes of changing and improving the subjects of the educational space, while the educational space implies

not immersion, but presence. The educational space performs its functions in more critical or decisive moments for the future related to the fateful choice.

We believe that the formation of a developing educational environment is based on the development of joint cognitive skills among subjects of the educational space; creating an environment of comfortable social and psychological interaction for personal self-realization, favorable conditions for various forms of group developmental creative interaction (brainstorming, joint projective activity, intellectual debates, discussions of subjects of the educational space).

BIBLIOGRAPHIC REFERENCES.

1. Alekseeva M.M., Antipova TB, Vasyutenkova I.V. et al. (2011). Interaction between the subjects of the educational process - the basis of the social efficiency of education.

2. Al-Jahwari, N. S., Rahman Khan, M. F., Al Kalbani, G. K., & Al Khansouri, S. S. (2018). Factors influencing customer satisfaction of online shopping in Oman – youth perspective.

3. Belousova A.K. (2010). Creating a developing educational environment as a problem of psychological support for gifted children // Innovative potential of subjects of educational space in the context of modernization of education. Materials of the First International Scientific-Pract. conference. Rostov-n / D., 2010. Pp. 303-308.

4. Bodenko L.A. (2001). Pedagogical conditions of the general cultural formation of the student in the educational environment. M., 2001.

5. Chikaeva K.S., Belikova N.Yu., Kasyanov V.V., Lyubetsky N.P., Zagirova E.M., Nagieva M.K., Remikhanova R.I. (2019). The traditional family: the institutional invariants of development on the South of Russia. Dilemas contemporáneos: Educación, Política y Valores. Año: VI, Número: Edición Especial, Artículo no.:49, Período: Marzo, 2019.
https://dilemascontemporaneoseducacionpoliticayvalores.com/_files/200004580-2ff2a30f08/EE%2019-03-49.pdf

6. Deryabo S.D. (2015). Diagnostics of the effectiveness of the educational environment. M., 1997.

7. Eisvandi, M., Gorji, Y., & Niknejadi, F. (2015). Effectiveness of Emotional Intelligence on Increasing the Psychological Dimension of Quality of Life of Mothers of Educable Mentally Retarded Children in Esfahan in. UCT Journal of Social Sciences and Humanities Research, 3(1), 29-31.

8. Gafiatulina N.Kh. (2014). Innovative approaches to social health conservation in the organization of continuing education at the university // Caucasus and the World: Intern. Scientific journals 2014. No. 17. P. 255-260.

9. Gafiatulina N.Kh. (2015). Reducing institutional risks in education as a condition for improving the social health of young people // Education, Science, Innovation: The Southern Dimension. 2015. № 1 (39). Pp. 18-22.

10. Gafiatulina N.Kh. Social health of student's youth in gender measurement // Bulletin of Perm University. 2015. No 17. P. 146.

11. Gafiatulina N.Kh., Tarasenko L.V., Samygin S.I., Eliseeva S.Yu. (2017). Social health and perception of risks by students living in southern Russian regions (based on sociological questioning data obtained in Rostov-on-Don) (2017) // Health risk analysis. No 4. Pp. 66-75.

12. Gerasimov G.I. (2017). Sciences of the education in social and humanitarian knowledge: to the problem of overcoming the objective disunity // Sotsialno-Humanitarnie Znaniya. 2017. No 7. Pp. 50-57.

13. Kastornova V.A. (2012). Development of the educational space concept based upon information and educational environment // Theory and practice of social development. 2012. No10. Pp. 107-111.

14. Klochko V.E., Galazhinsky E.V. (2000). Self-regulation of personality: a systemic view. Tomsk, 2000

15. Kovaleva T.N., Maslova Yu.V., Kovalev N.A., Karapetyan E.A., Samygin S.I., Kaznacheeva O.K., Lyashenko N.V. (2019). Ecohumanistic education in Russia and China as a factor of sustainable development of modern civilization. Dilemas contemporáneos: Educación, Política y Valores. Año: VI, Número: Edición Especial, Artículo no.:11, Período: Marzo, 2019. https://dilemascontemporaneoseducacionpoliticayvalores.com/_files/200004542-f33f100153/EE%2019-03-11.pdf

16. Laamena, C. M., Nusantara, T., Irawan, E. B., & Muksar, M. (2018). How do the Undergraduate Students Use an Example in Mathematical Proof Construction: A Study based on Argumentation and Proving Activity. International Electronic Journal of Mathematics Education, 13(3), 185-198.

17. Maksim Vaskov, Alexander Rezvanov, Valery Kasyanov, Sergey Samygin, Natalya Gafiatulina, Dmitriy Zagutin, Lidiya Scherbakova (2018). Value orientations of Russian youth in the system of managing the moral sequrity of society (2018) // Herald National Academy of Managerial staff of culture and arts. No 2. 2018. Pp. 134-140. http://heraldnamsca.in.ua/index.php/hnamsca/article/view/309

18. Natalya Kh. Gafiatulina, Andrey V. Rachipa, Gennadiy A. Vorobyev, Valery V. Kasyanov, Tatyana M. Chapurko, Irina I. Pavlenko, Sergei I. Samygin (2018). Socio-Political Changes as a Socio-Cultural Trauma for the Social Health of Russian Youth (2018). Modern Journal of Language Teaching Methods. Vol. 8, Issue 5, May 2018. Pp. 602-609.

19. Natalya Kh. Gafiatulina, Gennadiy A. Vorobyev, Svetlana I. Imgrunt, Sergey I. Samygin, Anna T. Latysheva, Larisa I. Ermakova, Larisa I. Kobysheva (2018). Social Health of Student Youth in South Russia: Analysis of the Perception of Socio-Cultural Risks. Modern Journal of Language Teaching Methods. Vol. 8, Issue 6, June 2018. Pp. 32-41.

20. New values of education. URL: http://values-edu.ru/wp-content/uploads/2011/04/thesaus-1995-01.pdf.

21. Novikov A.M. (2002). Methodology of education. M., 2002.

22. Omarov M.M. (2015). The integration of educational process subjects as a condition of forming the safety culture // News of the Dagestan State Pedagogical University. 2015. No 2. Pp. 51-53.

23. Panov V.I. (2005). Ecopsychological model of the educational environment // IV Russian Conference on Environmental Psychology. M., 2005.

24. Panov V.I. (2007). Giftedness as a problem of modern education // Proceedings of the Ist All-Russian Conference "The Psychology of Consciousness: Current State and Prospects." Samara, 2007. pp. 33-37.

25. Piteira, M., Costa, C. J., & Aparicio, M. (2018). Computer Programming Learning: How to Apply Gamification on Online Courses? Journal of Information Systems Engineering & Management, 3(2), 11.

26. Rastyannikov A.V., Stepanov S.Yu., Ushakov D.V. (2002). Reflective development of competence in co-creation. M., 2002.

27. Razavi, S. M., Nasirian, M., & Afkhami, I. (2015). The effectiveness sleep hygiene training on the job performance of employees Shift or rotating shifts parvadeh tabas coal companies in. UCT Journal of Management and Accounting Studies, 3(1), 5-7.

28. Saurykova, Z. M., Ybyraimzhanov, K., & Mailybaeva, G. (2018). Implementation of interdisciplinary relationships in education on the basis of science integration. Opción, 34(85-2), 353-385.

29. Shadrikov V.D. (1993). Philosophy of education and educational policies. M., 1993.

30. Shakbanova M.M., Gafiatulina N.Kh., Samygin S.I., Chapurko T.M., Levaya N.A., Bineeva N.K. (2018) Youth of the South of Russia: Specifics of manifestation of ethnic identity (on the example of the Dagestan republic). Purusharta. 2018. Vol. 10. No 2. Pp. 111-119.

31. Sorokoumova E.A., Molostova N.Yu. (2013). Interaction of educational environment subjects as a condition of formation of social confidence of modern primary schoolchildren // News of the Samara Scientific Center of the Russian Academy of Sciences. 2013. Vol.15, No 2. Pp. 409-412

32. Susimenko E.V., Samygin S.I., Krotov D.V., Maslova Yu.V., Pavlenko I.I., Afanaseva O.O., Kapanyan N.N. (2018). Analysis of transformational processes of modern Russian higher education system. International Transaction Journal of Engineering, Management and Applied Sciences and Technologies. 2018. Vol. 9. No 4. Pp. 317-328.

33. Taranov P.V., Basenko A.M., Roshchina L.N., Kulikova I.V., Israilova E.A., Samygin S.I. (2018). Crisis of the education system in Russia under the world economic crisis // Modern Journal of Language Teaching Methods. 2018. Vol. 8. No 7. Pp. 349-358.

34. Vladimir Gryshai, Natalya Gafiatulina, Valery Kasyanov, Irina Velikodnaya, Sergei Kosinov, Nikolay Lyubetsky, Sergey Samygin (2018). Social health of youth in thr context of migration processes in Russia: Assessment of the threat to national security (2018) // Herald National Academy of Managerial staff of culture and arts. No 2. Pp. 141-145. http://heraldnamsca.in.ua/index.php/hnamsca/article/view/310.

35. Yasvin V.A. (2001). Educational environment: from modeling to design. M., 2001.

DATA OF THE AUTHORS.

1. Natalia Yu. Belikova. Candidate of Historical Sciences, associate professor Of the Department of History and Philosophy «Kuban State Technological University», Russia. Email: belikova2003@mail.ru

2. Maksim A. Vaskov: Doctor of Social Sciences, Professor Of the Academy of Psychology and Pedagogics, Southern Federal University Inclusive Education and Social Pedagogical Rehabilitation Department, Russia. Email: vaskovmaxsim@mail.ru

3. Elena I. Zritneva: Doctor of Education, Professor. North Caucasus Federal University, «NCFU» Institute of Education and Social Sciences, Social Technologies department, Russia. E-mail: zritneva@mail.ru

4. Olga O. Afanaseva: Candidate of pedagogical sciences Of Russian State Social University (RSSU) Faculty of Social work department, Russia. E-mail: kop_olga15@mail.ru

5. Ekaterina Yu. Litvinova: Senior teacher of the department. North Caucasus Federal University, «NCFU» Institute of Education and Social Sciences, Social Technologies department, Russia E-mail: Ketrin_22.12@mail.ru

6. Madina A. Azhiba: Head of the education department of the Gagra district. Republic of Abkhazia, Gagra. Email: madina.azhiba@mail.ru