



## **The Managerial Mechanism of Social Sphere Future Specialists' Professional World View Formation**

**Nailya Sh. Valeyeva<sup>1\*</sup>, Roman V. Kupriyanov<sup>2</sup>, Elvira R. Valeyeva<sup>3</sup>, Marina I. Nadeyeva<sup>4</sup>, Tatyana N. Guryanova<sup>5</sup>, Natalya I. Yurtayeva<sup>6</sup>, Zhanna E. Kaysarova<sup>7</sup>, Albina A. Safina<sup>8</sup>**

<sup>1</sup>Kazan National Research Technological University, Kazan, Russia, <sup>2</sup>Kazan National Research Technological University, Kazan, Russia, <sup>3</sup>Kazan National Research Technological University, Kazan, Russia, <sup>4</sup>Kazan National Research Technological University, Kazan, Russia, <sup>5</sup>Kazan National Research Technological University, Kazan, Russia, <sup>6</sup>Kazan National Research Technological University, Kazan, Russia, <sup>7</sup>Kazan National Research Technological University, Kazan, Russia, <sup>8</sup>Kazan National Research Technological University, Kazan, Russia. \*Email: vnaila53@mail.ru

### **ABSTRACT**

The relevance of the study is reasoned by the modernization of professional education of social sphere's specialists, the leading strategy of which is formation of professional worldview as a system of professional ideals, intellectual and moral-emotional attitude to professional activities, readiness for life-long learning, self-organization and competitiveness on the labor market. Professional worldview as a system of internal determinants of human life leads to a reflexive and reasoned choice of value-activities orientations and life-affirming priorities. The purpose of this paper is to develop a managerial mechanism to form world view of the future specialist of social sphere. The leading method is the method of action research, allowing to obtain new knowledge on the essence and structure of professional worldview, to identify the steps, to define principles, to clarify the objectives, methods, pedagogical conditions, criteria of formation of professional worldview of future specialists of social sphere. The paper reveals the essence and structure of professional world view, including epistemological (cognitive), axiological (values), congruent (principles, beliefs, orientation), praxes-logical (practice) components; identifies the stages (adaptive, explicit, productive) and defines principles of (creativity, acme-logical, the actuality, the subjective integration, comparatives) formation of professional worldview; refines objectives (the integration of the content of training; strengthening of integrative cooperation of vocational schools with social centers; proposes the development of scientific and methodological support of students' professional identification) clarifies methods (cognitive, motivational, professional activities), reveals teaching conditions (readiness of teachers to formation of students' professional worldview; integration of general and professional knowledge; project-oriented form of vocational training), identifies criteria (cognition, axiological, congruence, praxis-logical) of social sphere future specialists' professional world view formation. The paper submissions can be useful for teachers of research universities, which train specialists for the social sphere; for centers of advanced training and retraining of personnel in the selection and structuring of the content for the advanced training of specialists of social sphere and science staff at research universities.

**Keywords:** Professional Worldview, Professional Education, Specialists of Social Sphere, Management

**JEL Classifications:** A20, I21, I28

## **1. INTRODUCTION**

### **1.1. The Relevance of the Study**

Modernization of social sphere specialists' professional education takes place under the determining influence of institutional and structural changes in the labor market. Market reforms changes not only the demand for specialists of the social sphere, but also

the demand for new qualities of human capital (Vazina, 2005; Ibragimov et al., 2015; Tararina et al., 2015; Sakhieva et al., 2015). The leading strategy of modernization of professional education of specialists of social sphere is the formation of professional worldview as a system of professional ideals, intellectual and moral-emotional attitude to professional activities, readiness for life-long learning, self-organization and competitiveness on the

labor market (Turkina, 2010a; Kuproyanov and Kozlova, 2013). It is found that the stage of professional education includes the development of activities from educational-cognitive to training-professional and from it to a real professional. The efficiency of this process is dialectically interrelated with the formation of future social workers' professional worldview (Kustov, 2004). It is found that the modern educational-teaching process of vocational schools takes place in the form teachers' and students' co-creative search for solving not of separate tasks, but of existential (eternal, universal and the world's) problems. The result of this process is meaningful creativity as the formation of values and worldview attitudes. The implementation of such attitudes in practice can be defined as the life-activities creativity, which performs the integrative and transformative role in human development and forms professional worldview (Vedernikov, 2003). It is found that professional worldview as a system of internal determinants of human life leads to a reflexive and reasoned choice of value-activities orientations and life-affirming priorities (Turkina, 2010b). The purpose of this article is to develop a managerial mechanism with the aim to form professional worldview of future specialists of social sphere.

### 1.2. The Essence of Worldview

It is found that the worldview is a system of beliefs, ideals, principles of cognition and activities, determining intellectual and moral-emotional attitude of man to reality, to the mechanism of self-realization and underlying personality patterns. The worldview is not only the content but also the method to develop the world, relatively autonomous, and sustainable system of internal determinants of human life. Worldview occurs as a complex result of practical human interaction with the surrounding reality - Nature and society, and is represented in the form of a holistic, multi-level, complicated system of social attitudes, possessing fundamental functions for the life of the individual. In the worldview system dialectically are interrelated thoughts and feelings, motivation and action, conscious and unconscious, objective and subjective. The ideas and ideals only integrate the worldview, give it conscious nature. Because of this the worldview can be considered actively formed subjective reality.

### 1.3. The Essence of Professional Worldview

It is established that professional worldview is a set of specialized knowledge, values, principles, judgments, and beliefs that influence professional development of the individual, the formation of readiness to the life-long learning, self-organization and competitiveness on the labor market.

### 1.4. The Structure of Professional Worldview

It is found that in the structure of professional ideology several components can be divided: Epistemological (cognitive); axiological (value), congruent (principles, beliefs, orientation), praxes-logical (practice). The availability of these components is reasoned by the subjective-objective characteristics of professional activities. The objectivity of the professional activities is based on appropriate norms, socio-economic activity of individuals and the relative autonomy, stability of the system of internal determinants. Subjective component of professional activities is the integration of content elements (thoughts, feelings, motivation,

action, conscious and unconscious) of professional worldview of experts, which has fundamental functions (attitude to labor, profession, corporate culture, professional ethics; mastering of professional knowledge and skills; the formation of readiness to the life-long learning, etc.

## 2. MATERIALS AND METHODS

### 2.1. Methods of the Study

During research the following methods were used: Analysis of normative documents, generalization of teaching practices, content analysis, foresight, systematization and generalization of facts and concepts, action research method, expert evaluation method, observation, questionnaire survey, pedagogical experiment.

### 2.2. The Experimental Base of the Study

Experimental work was carried out on the basis of Kazan Federal University. In the experimental work participated 328 teachers and 610 students.

### 2.3. Stages of the Study

The study was conducted in three stages:

- The first stage is devoted to the analysis of current state of the studied problem in the pedagogical theory and practice; development of the research program.
- The second stage reveals the essence and structure of professional worldview; identifies stages and defines the principles of formation of professional worldview; develops the managerial mechanism to form professional worldview of future experts in social sphere, including objectives, methods, pedagogical conditions, criteria.
- The third stage involves the systematization, interpretation and synthesis of the research results; refines theoretical conclusions; processes and represents the obtained results.

## 3. RESULTS

The main results of this study are: Stages, principles in formation of professional worldview and the managerial mechanism to form professional worldview of future specialists of social sphere.

### 3.1. Stages of Formation of Professional Worldview

It is found that the genesis of the professional worldview is reasoned by the age peculiarities of the personality, the nature of professional activities, socio-economic characteristics of the development of society and contains several stages: Adaptation, explicit and productive.

In the first (adaptive) stage of professional worldview on the basis of generalization of the primary professional experience of the individual the scheme of professional activities is formed. The main elements of this stage are abilities, proficiency and skills.

In the second (explicit) stage the earlier formed ideological orientation is systematized, evaluated and adjusted. Elements of this stage are the needs, motives, ideals, principles, beliefs.

In its final (productive) stage the programs of professional activities are created on the basis of which the individual perceives his or her belonging to a particular professional community, professional competences are formed.

### **3.2. Principles of Formation of Professional Worldview**

It is found that the formation of future specialists' professional worldview is based on the totality of the principles of creativity, acme logical, the actuality, the subjective integration and comparatives.

It is established that the principle of creativity involves the development of integrative qualities of the personality, affecting professional development, creative activities and ability to create programs of professional activities.

It is determined that the acme logical principle is directed to determine the trajectory of the educational growth of future specialists; integrated and meaningful impact on the development of the properties of subjectivity and professionalism, the formation of readiness to life-long learning; the introduction of advanced training technologies.

It is clarified that the actuality principle provides for the future specialists' inclusion in a collection of events that serve as the subject of evaluation, the reason for meditation, the basis for life conclusions, affecting their professional development and self-improvement.

It is determined that the principle of subjective integration is aimed at the participation of future professionals as entities of the educational process in the goal setting, planning, organizing, adjusting their own education; the implementation of social (professional) roles under the guidance of a teacher.

It is clarified that the principle of comparatives involves the monitoring and detection of stages in formation of professional worldview for formulation and solution of tasks which correspond to the immediate prospects of development.

### **3.3. The Managerial Mechanism to Form Professional Worldview of Future Specialists of Social Sphere**

It is found that the managerial mechanism to form professional worldview of future specialists of the social sphere provides the dialectical relation between the cognitive and the emotional-sensual sphere of the personality, mediates the development of innovative-creative potential as phenomenon of optimally integrated components of perception, comprehension, understanding and motivated activities (Figure 1).

#### ***3.3.1. The managerial objectives of the professional worldview formation of social sphere's future specialists***

It is established that the managerial objectives to form professional worldview of future specialists of social sphere include: Integration of professional training's content; strengthening of integrative cooperation of vocational schools with social centers; the creation of scientific and methodological support for professional identity of future specialists of social sphere.

#### ***3.3.2. Managerial methods to form professional worldview of future specialists of social sphere***

It is found that managerial methods to form professional worldview of future professionals of the social sphere can be classified into three types: Cognitive, motivational, and professional-activities.

It is found that cognitive methods are focused on the transmission and memorization of educational information; the accumulation, compilation and reproduction of knowledge. In teaching practice these are lectures and seminars.

Motivational methods are effective only in case of awareness by the students of the necessity to form professional worldview. Examples of motivational techniques: Publishing students' works in scientific journals, proceedings of conferences; involvement of students in temporary interdisciplinary research teams, delegation; high scholarships; increasing of the number of student research grants, etc.

Professional-activities methods are aimed at formation of professional worldview in the process of competences' development: Practical laboratory work, project-based learning, literature review paper, didactic games, trainings, excursions, field trips, educational and creative activities, meetings with experts, dialogic teaching methods, the case study method.

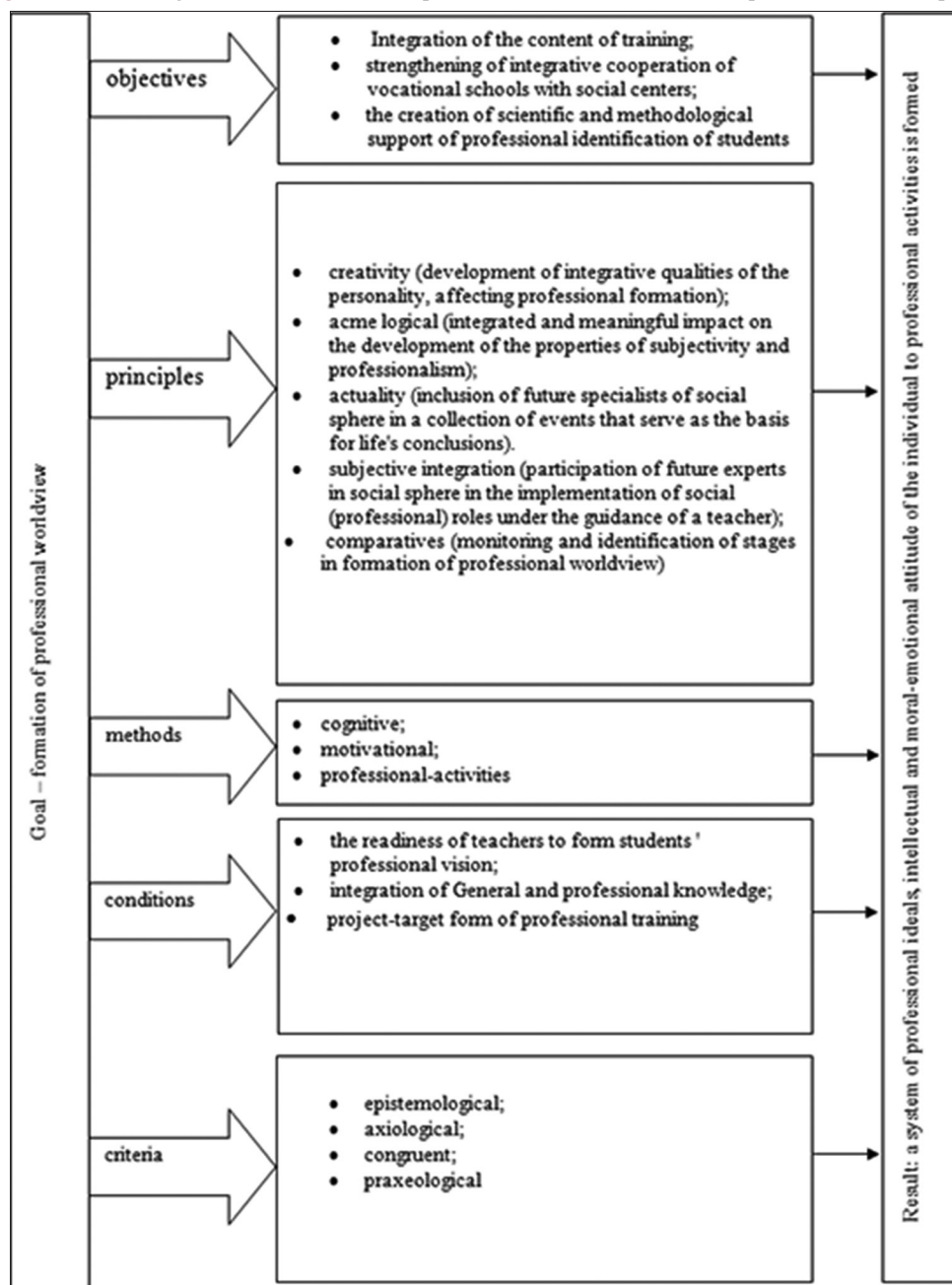
#### ***3.3.3. Pedagogical conditions to form professional worldview of future specialists of social sphere***

It is found that the pedagogical conditions to form professional worldview of future specialists of social sphere include: The readiness of teachers to form social sphere future experts' professional worldview; integration of General and professional knowledge; project-target form of professional training.

##### ***3.3.3.1. The teachers' readiness to form future social workers' professional worldview***

It is found that teachers' readiness to form future social workers' professional worldview is active-effective state of the individual, orientation on respect and understanding of students, building of a living knowledge in the process of joint creative activities aimed at meaning and life-creativity, forces' mobilizing to complete the task. The following structural components of teachers' readiness to form future social workers' professional worldview are allocated: Motivational, cognitive, connotative and evaluative.

It is found that the motivational component consists of: (1) pedagogical interest as a positive attitude to form professional worldview of future experts of social sphere; (2) pedagogical observation as a teacher's ability to understand the essence of pedagogical situations, to penetrate into the inner world of the student; (3) the ability to systemize and summarize the minor details of behavior, gestures, facial expressions, poses, gaze of each student to analyze the condition, moods, thoughts; (4) pedagogical optimism as the ability to see in each student something positive, for it's using in the formulation of educational tasks; (5) the ability to persuade and inspire, picking up convincing arguments and proof, the appropriate words.

**Figure 1:** The managerial mechanism to form professional worldview of future specialists of social sphere

It is determined that the cognitive component integrates: (1) Methodological culture as a knowledge of modern methodological knowledge, skills and abilities to apply the principles, methods and means of professional education, design and construction of the pedagogical process, formulation and creative solution of pedagogical tasks, methodological reflection; (2) knowledge about the socio-philosophical problems of modern education, the formal-logical structure of knowledge, the development trends, means and methods of knowledge obtaining and expressing, dialectic and system thinking; (3) pedagogical knowledge as a holistic view about the nature of professional worldview, methods and stages of its formation; (4) pedagogical thinking as the ability to analyze the content of professional worldview; (5) the ability to focus on the student as actively developing entity of educational process; consistently, without

deviating from the goals to comprehend the situation; to take into account all the consequences that affects the outcome; to specify educational tasks in a phased and timely one; to work with the content of educational material; 6) pedagogical foresight (prediction), as the ability to anticipate the behavior and reactions of students before the beginning or completion of the pedagogic situation, to foresee the nearest and remote results of the solution of pedagogical tasks.

It is established that the connotative component includes: (1) Teaching improvisation as the ability to respond quickly to the changing environment, to find an unexpected pedagogical decision and to implement it in practice; to rebuild a complex pedagogical situation, giving it a positive focus; to make optimal pedagogical decisions in conditions of uncertainty; to select and

apply a combination of techniques and forms of training and education; using flexibility to restructure pedagogical goals and objectives with pedagogical situations' changing; (2) pedagogical tact as the ability for compassion and empathy, empathic active listening; (3) pedagogical communication as the ability effectively to solve pedagogical tasks; psychological culture, as a set of individual value orientations and associated with them ways and means of the entity-entity interaction, improvement of personal qualities and characteristics that contribute to effective life activities, the ability to understand the motives and feelings of another person; (4) pedagogical facilitation, which involves commitment to non-judgmental positive acceptance and continued support of students as entities of educational process, empathic understanding, congruent (adequate, authentic and sincere) expression in communication.

It is found that the evaluative component includes: (1) Pedagogical reflection, as a turning of the teachers' consciousness to themselves, the ability to relate the difficulties of students with deficiencies in their own work, the capacity for self-reflection, commitment to continuous and constructive self-assessment, conscious professional self-development; (2) pedagogical ambitions as the desire to achieve a goal.

#### 3.3.3.2. Integration of general and professional knowledge

It is found that the integration of general and professional knowledge, leads to the motivational stability of future specialists of social sphere on the formation of professional worldview, set of special knowledge, value orientations, principles, judgments, and beliefs that influence professional formation, formation of readiness to the life-long learning, self-organization and competitiveness on the labor market. The unity of general and professional knowledge is encyclopedic body of knowledge that helps to solve didactic tasks of training. These tasks consist in the description of professional knowledge's objects, the selection of which is based on awareness of training's overall goals of future experts of social sphere; knowledge of the fundamentals and trends of development of social sphere, principles of professional pedagogy, the findings of particular methods of teaching. In the system of professional training the integration of general and professional knowledge can be represented in different forms, which ensure its system integrity, dynamism. Training of future specialists of social sphere in the conditions of integration of general and professional knowledge is a process of professional formation of the personality of the learner, due to the high level of professionalism of the teaching staff, innovative technologies of training and education, private educational and research activity aimed at the formation of readiness to the life-long learning, self-organization and competitiveness on the labor market.

#### 3.3.3.3. Project-target form of professional development

The essence of the project-target form of professional training is that the content, forms and methods and management are considered as innovation-targeted activities in an integrative basis. Implementation of project-task training involves the development of various forms of joint creative activities of all entities of professional education. Implementation of project-task training leads to, first, the stability of the motivation of future specialists

of social sphere in professional self-determination as a process of conscious and informed choice of the type of professional activities requiring special training and aiming at the self-realization of personality, the formation of professional worldview; secondly, the creation of conditions for self-knowledge, self-development and self-realization of students in "open dialogue" and professionally important activities. Project-the target form of professional training of future experts in social sphere took place at the social centers. This ensured the development of axiological aspirations of individuals in achieving subjectively-meaningful and responsive to the chosen specialty of the "I" image and internal responsibility (individuals' involvement not only in their work, education, work, profession, their "I," but in other people, in society, in the world in general). Building a system of professionally oriented projects, the teacher predicts the development of students' social and professional qualities and professional worldview, the formation of positive incentive structures and motivational orientations on the implementation of educational and creative activities ("become a highly qualified specialist," "successfully continue their education in subsequent courses," successfully learn on "good" and "excellent" marks, "to acquire deep and strong knowledge," "to ensure the success of future professional activities," "to comply with pedagogical requirements," "the best atmosphere in class - The atmosphere of free speech").

#### 3.3.4. Criteria to form professional worldview of future specialists of social sphere (cognition, axiological, congruence, praxis logical)

It is clarified that criteria to form professional worldview (cognition, axiological, congruence, praxes-logical) are associated with structure-forming components of the professional worldviews (epistemological, axiological, congruent, praxes logical). This is due to the modernization of professional education, which occurs under the determining influence of institutional and structural changes of the labor market and is carried out as part of the professional activities.

### 3.4. Stages of Realization of the Managerial Mechanism to Form Professional Worldview of Future Specialists of Social Sphere

The implementation of the managerial mechanism to form professional worldview of future specialists of social sphere assumed the following experimental stages: Ascertaining, forming and control.

#### 3.4.1. The ascertaining stage

Within the ascertaining stage, it is found that teachers are interested in the formation of students' professional worldviews (87%), able to understand the essence of pedagogical situations, to penetrate into the inner world of students (76%), are able to systemize and compile the minor details of behavior, gestures, facial expressions, poses, gaze of each student to analyze his or her condition, moods, thoughts (74%), possess methodological culture (81%) have pedagogical knowledge as a holistic understanding of professional worldview, methods and stages of its formation (67%), are capable to introspection, constant and constructive self-assessment (78%). According to the teachers' opinion social services requires from the professional educational system of such professionals, which

without the adaptation period can efficiently perform specific professional duties (97%), possess a set of specialized knowledge, value orientations, principles, judgments, and beliefs that provide their self-actualization in professional activities (92%).

### 3.4.2. *The forming stage*

On the forming stage with the teachers the scientific-methodological activities were carried out: Seminars, business games, round tables to discuss problems how to form professional worldview of future specialists of social sphere. The results of a teachers' survey show that, in the opinion of 78%, it is advisable to develop modules that integrate academic, professional, research and extra-curricular activities, aimed at formation of professional worldview.

81% of teachers note that learning in the professional school the students acquire the knowledge, abilities and skills for further practical activities, with the consequence that their personal values are correlated with values of the future professional activities.

73% express the view that the presence of teachers' professional ideals, a positive value-emotional attitude to professional activities contribute to the formation of professional and educational environment of the personality of each student, aimed as at solving of specific professional tasks so existential problems, and on the desire for self-actualization, self-improvement.

During the scientific-practical seminars a scientific and methodological support was developed and implemented to form professional worldview of future professionals of the social sector, which is a specially organized system of interaction of entities of educational process and scientific-methodical developments, defining the tasks, stages, forms, methods and criteria of formation of professional worldview.

At this stage, students' participation in the development and implementation of scientific and educational projects, compiling of case studies and in specially organized training workshops was organized. The survey of students shows that the predominant motive of the training was "profession mastering" (the desire to acquire professional knowledge and form a professionally important qualities) (67%), following by the motive of "gaining of knowledge" (the desire to acquire knowledge, curiosity) (17%) and 16% - the motive of "diploma getting" (the desire to get a diploma while the formal assimilation of knowledge).

### 3.4.3. *The control stage*

In the control stage qualitative and quantitative indicators of value orientations were defined as components of a professional worldview. The students were presented a list of terminal values of 10 points. The students gave to each value a rank number (the most significant value was 1, the least important - 10). The dynamics of students' terminal value orientations (values-goals) is presented in Table 1. The ascertaining stage of the experiment shows that the first three values of students included the following values-purposes: The materially provided life; the presence of good and loyal friends; active, activities life. At the control stage the three main values of students were the professionalism, active, activities life, public recognition. The test results are confirmed

by other methods too. Interviewing of students reveals that future professionals of the social sphere are focused on such professional goal as "to become a master of his craft."

## 4. DISCUSSIONS

Important theoretical and practical significance for the study has the works of Artsishevsky (1986), Goryachev (2000), Gusev (2004), Ivanov (2006), Kovalev (2000), devoted to revealing of the nature of the worldview and its functions, and works of Turkina (2010a; 2010b), in which the essential characteristic of the professional worldview is given. Great interest to achieve the objectives of the study belongs to the works of Brushlinsky (1996), Vazina (2005), in which the mechanisms of interaction of personality with the world and themselves are revealed. Worthy are the works of Vedernikov (2003), Kustov (2004), which analyze forms and methods of formation of personal qualities and values of future specialists.

However, the analysis of scientific works shows that the problem of formation of professional worldview has a discussion character. In the literature the questions of methods, pedagogical conditions of formation of professional worldview of future specialists of social sphere are not solved. The problem how to manage the formation of professional worldview of future specialists of social sphere requires further consideration.

## 5. CONCLUSION

It is established that the managerial mechanism of formation of professional worldview of future specialists of social sphere is characterized by a sense of purpose and value-activities orientation. Implementation of the developed mechanism in practice allow interpret the professional worldview as a set of specialized knowledge, values orientations, principles, judgments, and beliefs that influence professional development of future experts in social sphere, formation of readiness to the life-long learning, self-organization and competitiveness on the labor market. The formation of future social workers' professional worldview reflects the interrelation of the professional ideals, intellectual and moral-emotional attitude to the chosen profession, readiness for life-long learning, self-organization and competitiveness on the labor market.

The paper submissions can be useful for teachers of research universities which train specialists for the social sphere; for centers of advanced training and retraining of personnel in the selection and structuring of the content of the advanced training of specialists of social sphere and science staff at research universities.

Taking into account the obtained results of this study a number of research challenges and promising directions that require further consideration can be allocated: The creation and approbation of innovative methods of formation of professional worldview; development of monitoring of formation of professional worldview; students' motivation formation for the development of professional worldview; identifying of the functions of professional worldview in the process of professional formation of the future specialist.

**Table 1: Dynamics of students' terminal (values-goals) value orientations (ranking)**

Terminal values	Ascertaining stage	Control stage
Active activities life	3	2
The materially provided life (lack of financial difficulties)	1	5
Public recognition (respect of others, team, workmates)	9	3
Cognition (the ability to expand their education, outlook and general culture, intellectual development)	10	10
Productive life (the fullest possible use of their capabilities, powers and abilities)	4	3
Development (work, permanent physical and spiritual perfection)	8	9
Creativity (ability of creative activities)	5	6
The presence of good and loyal friends	2	8
Self-confidence (internal harmony, freedom from internal inconsistencies and doubt)	6	7
Professionalism	7	1

## 6. RECOMMENDATIONS

It is found that the effectiveness in managing while formation of professional worldview of future specialists of social sphere will be increased in case of the inclusion in the educational content of educational material promoting the formation of professional ideals, intellectual and moral-emotional attitude to the chosen profession.

## REFERENCES

- Artsishevsky, R.A. (1986), *Worldview: The Nature, Specificity, Development. The Highest, HQ*. Lvov: Publishing House in Lvov State University. p196.
- Brushlinskii, A.V. (1996), *Actor: Thinking, Teaching, Imagination*. Moscow: Institute of Practical Psychology. p392.
- Goryachev, A.P. (2000), *Worldview Spirituality Values*. Volgograd: Princess. p127.
- Gusev, S.S. (2004), *Everyday Worldview: The Structure and Methods of the Organization*. Saint Petersburg: Science. p88.
- Ibragimov, I.D., Iskhakova, R.R., Galeeva, M.A., Kalashnikova, M.M., Ryseva, J.V., Galimzyanova, I.I., Sharonov, I.A. (2015), Optimization of research and methodology work at university in terms of the process approach. *Journal of Sustainable Development*, 8(3), 234-241.
- Ivanov, V.P. (2006), *Ideological Culture of the Person: Philosophical Problems of Formation*. Kiev: Sciences Dumka. p292.
- Kovalev, A.G. (2000), *Worldview as a Factor in the Formation of Character*. Moscow: Education. p134.
- Kuproyanov, R.V., Kozlova, I. (2013), Developing Double Degree Bilingual Master's Program "Social Work in Industry" 2013 International Conference on Interactive Collaborative Learning, ICL; 2013. p633-635.
- Kustov, Y.A. (2004), *Personal Qualities of the Future Specialist*. Samara: State Technical University. p214.
- Sakhieva, R.G., Semenova, L.V., Muskhanova, I.V., Yakhyaeva, A.K., Iskhakova, R.R., Makarova, E.V., Shafigullina, L.S. (2015). Academic mobility of high school students: Concept, principles, structural components and stages of implementation. *Journal of Sustainable Development*, 8(3), 256-262.
- Tararina, L.I., Sokolova, E.I., Akhmetov, L.G., Faizrakhmanov, I.M., Yakovlev, S.P., Kozhanova, T.M., Khasanova, G.B. (2015), Implementation of the multicomponent algorithm of the interdisciplinary teaching modules into liberal education of the university students. *Mediterranean Journal of Social Sciences*, 6(2S3), 196-201.
- Turkina, T.S. (2010a), Professional worldview: Essential characteristic. *Economic and Humanitarian Researches of Regions*, 3, 66-74.
- Turkina, T.S. (2010b), The formation of professional philosophy – The imperative of addressing the employment and promotion to employment of graduates. *Kazan Pedagogical Magazine*, 3, 66-74.
- Vazina, K.Y. (2005), *Self-Development of Man: A Resonant Interaction with the World and Themselves*. Moscow: Moscow State University Press. p124.
- Vedernikov, L.V. (2003), The formation of value orientations of student on creative self-realization. *Pedagogy*, 8, 47-53.