Student's Social Experience Forming in University Vocational Training

Liya V. Faleeva [1*], Ekaterina V. Bratukhina [2], Sergey G. Ezhov [3], Larisa N. Gorbunova [4], Anastasia P. Lopanova [5], Lubov F. Viaznikova [6], Nina I. Kryukova [7]

[1] Vyatka State University, RUSSIA
[2] Moscow Humanitarian-Economical Institute (Kirov Branch), RUSSIA
[3] Ural Federal University named after the First President of Russia B. N. Yeltsin, RUSSIA
[4] Academy of Public Administration, RUSSIA
[5] Orenburg State University, RUSSIA
[6] Pacific State University, RUSSIA
[7] Plekhanov Russian University of Economics, RUSSIA

ABSTRACT

The paper relevance is determined by the need to form modern specialist's important qualities - mobility, being initiative, communicative, acquired on the basis of social ties' and professional interactions' experience. In this regard, the paper purpose is to find the mechanisms for the successful student socialization in the educational process. The authors suggest social projecting mechanism use in order to adapt students to the social environment, which consists in the creation and / or participation in the surrounding reality transformation project. The student's social experience structure is revealed and its components are identified (value, cognitive, operational, and reflexive). The stages of students' social experience forming on the project-target method basis that determines the socio-cultural and professional activities integration within the framework of the project are presented; the teacher functions in this process are singled out. Based on the identified criteria for the social experience formation (passive, indifferent, stable), the effectiveness of various types of project activity is shown in the framework of university students vocational training. The paper is intended for pedagogical practitioners, heads of students' extracurricular activities, curators of student groups, representatives of public organizations implementing socially significant projects.

Keywords: student socialization, social experience, socially significant projects, project-target mechanism, educational and professional activity

INTRODUCTION

Social experience is a bi-directional category, since it acts as a process of practical human impact on the external world and is a result of this impact in culture, in the totality of knowledge accumulated by mankind [1, 2, 3, 4]. The social experience real result is fixed in knowledge, activity and behavior norms, traditions, relationships, consciousness and thinking. The individual's personal participation in the social experience creation has two projections: personal (the life understanding and attitude to its various manifestations, the behavior norms assimilation, the human attitudes and knowledge content) and social (contribution to the generation social experience, the performance of social roles complex) [5, 6]. What kind of social experience is acquired by the person in the aspect of life activity depends on many conditions of the environment (political, economic, social, gender, family, genetic, etc.) In this aspect, the education system that permeates all the personality formation and is oriented

* **Correspondence:** Liya V. Faleeva, *Vyatka State University, Kirov, Russia.*
✉ liyaaleks@bk.ru

towards professional development and socialization plays a leading role in the social experience formation and appropriation by the person for solving new socio-cultural and professional tasks corresponding to the current social needs [7]. That is, in addition to abilities, readiness and competence for professional tasks performance, a modern young man must have experience in performing specific personal functions (selectivity, reflection, self-realization, social responsibility, etc.) in the personal and professional activity aspects. In this regard, the students' social experience development problem within the higher education system for mastering the value bases, mechanisms and methods of interaction in various social and professional relations systems is actualized.

In many researchers' and teachers' opinion, there is a high potential for professional, social, research, creative competencies' formation in project activities implemented in the educational process [2, 8, 9, 10, 11, 12, 13]. The connection between project activities and the social experience acquisition was noted by scientists [14, 15, 16, 17, 18 et al]. At the same time, project activity is characterized through key competencies as education new result, which is based on the independent construction of one's knowledge, orientation skills in the surrounding reality and the information space.

In our opinion, from the standpoint of social experience appropriating, its components formation, the students project (socially-project) activity potential is not sufficiently studied, the conditions for students active inclusion in the project activity, oriented to the surrounding reality positive transformation, have not been fully developed.

MATERIALS AND METHODS

Experimental Research Base

The research experimental base is students from the "Social Work" training direction from the Kazan State Medical University, "Ecology and Nature Management" from the Kazan State Federal University (total 227 people).

Student Social Experience Structure

The trainer experience, acquired in the education process includes: the cognitive activity experience (knowledge); experience in implementing activities' known methods (abilities, skills, readiness); creative activity experience (ability); communication and emotional relations experience (social reference points) [17]. The ideas combination about social relations and communications, one's place and role understanding in society together with acquired behavior skills and professionally oriented actions ways, provide the social experience accumulation, manifested at each life stage through the individual qualities and life activity results. Higher education acquisition, in addition to receiving a profession, is a socialization way for every student. In each personal case, the specificity of cognition, knowledge acquisition, and familiarization with professional activity takes place individually, sometimes spontaneously. Overlooking the personal characteristics, the educational and professional activities and communications experience, causes the social experience formation of modern life, both in social and in professional terms.

The university student social experience, in our opinion, includes the following components:

− value, including the socio-moral, the individual's spiritual guidelines, which determine relations and behavior vector;

− cognitive, based on activity ways knowledge in different situations;

− operational, conditioned by practical activities abilities and skills (including communication skills);

− reflexive, providing experience increment on the analysis basis of one's own actions system and activities of others in the process of reality transformation.

Thus, experience is a method of personal education, which is based on the knowledge sustainability acquired in a practical way [18]. The individual's interaction with the educational and professional environment emphasizes self-education, self-management, active cooperation, development and interaction, contributing to its socialization and professional adaptation and success.

Social Experience Acquisition Stages in Student Vocational Training Process

Each student already at the initial stage of education in the university, of course, has any social experience, achieved by overcoming any problems or problem situations, requiring emotional and / or intellectual effort. Each step to independent professional activity, the solution of personal, social and professional tasks' complex, is the starting point for the subsequent socialization stages, and here the definition of person's social experience's cyclic nature, its iterative increments throughout the entire adult and active life arises.

In the most general case, the cycle of social experience accumulation within the student's educational and professional activities can be represented by the following stages combination:

1) *information stage*, during which the student receives professionally-oriented and social information from sources variety in the process of educational and professional communications all types;
2) *the diagnostic stage*, during which the student, according to his personal level of development, values, abilities and motives, evaluates the information received to him, screening it according to his ideas, emotionally fixing its significance and the possibility of applying in the future;
3) *the forming stage*, during which, on the basis of his own educational and professional activities and communications, the student "checks" the significance of new beliefs for himself, assesses the possibilities for their implementation and their potential;
4) *the stage of assignment*, in the course of which the knowledge, skills and habits obtained as a result of the educational and professional tasks' complex solution are "transformed" into structural elements of personal social experience, an understanding of the risks, opportunities, positive / negative results of the process arises;
5) *the adaptation stage*, during which the student "places" the received social experience in his system of values and motives, appropriating all its components.

The cyclic nature of these stages arises with any new task that requires the use of social experience from the student; the result can be either an increment (new experience) or an extension (deepening) of the acquired experience.

Teacher's Functions in the Formation of University Students' Social Experience

Teacher's functions in the formation of university students' social experience are:
- *at the information stage:* to ensure the comprehensive information availability, to show its professional orientation and social significance; to evoke an emotional attitude to the problem, to answer existing personal questions from the perspective of strengthening motivation for action;
- *at the diagnostic stage*: provide pedagogical support for the process of information transforming into knowledge by the student; to form such educational and professional situations that would require students to reproduce the acquired knowledge at the reproductive level, the actions' choice and their assessments; independent creative activity realization within the framework of acquired educational and professional knowledge;
- *at the functional stage:* to strengthen the process of valuable professionally significant landmarks formation by increasing the student's independent creative practical activity share and creating situations his own actions' trajectory choosing;
- *at the stage of assignment:* the educational and professional assignments formulation that require the student to take independent actions within the framework of professional and social norms and rules and increase emotional tension in the process of educational and professional activities. Depending on the student's choice of ways to achieve goals, he will receive a positive or negative result, in any case leading to the social experience accumulation;
- *at the adaptation stage:* the teacher is insignificant, and can manifest itself in evaluation, diagnostic conclusions about the pedagogical mechanism or the conditions effectiveness for a student's social experience formation.

The actions totality necessary for the teacher, which determine the student's social experience formation in the framework of vocational training in the university, determines the need for selection educational material that will put forward new problems in advance, provide the need to deepen the ideas and activity methods, and expand the subsequent experience. The starting point for the student's social experience formation within the framework of educational and professional activities is the already existing its components' set.

Project-Target Method as a Basis for University Student Social Experience's Formation

In our opinion, project activity is a universal way of student educational activity, connected with new social experience acquisition and its comprehension. Based on the project-target approach [19, 20, 21, 22], which assumes the implementation of the project mechanism's all stages in educational activities with a given target setting, it is necessary to integrate the collective, group, individual forms of interaction between students and teachers in the educational and research work in educational and professional projects' implementation. The subject of the project activity is the value creation (modernization, preservation in a changed environment). The student project activity is aimed at the result obtained in solving a socially significant problem and transforms the learning activity, since the leading role is assigned to the student activities and this activity accompaniment by the teacher.

The advantage of the project-target method is that a general problem is formulated, the solution of which motivates the common goal [23]. Then there is tasks' awareness and adjustment, their distribution and decision, depending on the individual abilities of participants in the group. This is a two-sided process: independent

knowledge "extraction", their analysis, and application and actions adjustment until project's goal achievement with the active interaction of different social structures teams.

Basic requirements for the project method use [22]:

- a significant problem (task) existence that requires integrated knowledge, research creative search for its solution;
- research methods' use;
- the expected results practical, theoretical, cognitive significance;
- students' independent individual, pair or group activities;
- structuring the project content (indicating step-by-step results).

The main thing in this work is the individual and common interests' coincidence, the importance and value of one's own activity understanding for achieving a common goal. According to S. I. Sergeichik [5], demand in socially significant projects arises when three conditions coincide: the presence of a complex social problem; the need for preliminary modeling of ways to solve it; the availability of partial resources (means) to solve a social problem. It is the very latter condition that presupposes the university teachers and organizational structures participation in the projects development and implementation, in which capacity can be scientific, research, socio-professional, social and public projects. Examples of such projects can be the innovative scientific ideas' development and implementation in the framework of SRWS, volunteer movements' variety (supporting socially significant events, providing targeted social assistance, etc.), environmental projects (territories research and cleaning, the landscape preservation), etc. The main characteristic of the projects selection should be their professionally-oriented content aimed at surrounding reality's transformation with positive results increment (ecological, economic, and technological), forming social experience and having social significance.

RESULTS

Development of Socially Significant Educational Project Matrix

The student project activity in order to form social experience presupposes the certain successive stages' presence, the stages of project deployment in time and space, the normalization of each stage passage, and the feedback establishment.

The projecting possibilities in the framework of educational activity are somewhat limited by the educational process conditions: resource and time constraints, students' potential and other factors. Within the teaching time, the teacher can only use the project activity elements, including them in various types of educational work, for example, to raise a problematic issue, to give a small creative task at any lesson stage [22]. Full-scale implementation of a socially significant project requires the student independent work and a significant amount of time that exceeds the educational activity. A way out of the situation may be the integrating system of term papers on related disciplines, a task for course design that requires the use of an integrated system of tasks and actions.

Assistance in a socially significant project's development can be provided by a matrix, including the stages typical for any project: identifying the problem → goal → tasks → methods → resources → actions → assessment (risks / opportunities) → correction (see **Table 1**)

The matrix developed by us serves the purposes of a socially significant project formulating for students and facilitates the teacher tasks. Dedicated stages can be adjusted in the process of real-life analysis, taking into account the subject area and the project qualitative and quantitative objectives, while the initial pedagogical goal - the students' social experience formation remains unchanged.

Table 1. Matrix for socially significant educational project's development

Project stages	Relevance	Conditions	Resources
The problem identifying	The problem's current significance	Search for information sources	Analysis of authority for the problem solution
Goal	The project result	Analysis of the contribution to social activities	Legislative base, social institutions resources
Tasks	Actualization / updating / searching for knowledge for project implementation	Organization of project's pedagogical support	Informational resources
	Search for implementation opportunities		
	Formulation of qualitative and quantitative indicators of goals' achievement		The specialists' expertise
	The results' analysis of the project's implementation		
Methods	Analysis of applied methods (adequacy, expediency, labor intensity, profitability)	Pedagogical consultation, data collection, goals' reach ability	Informational resources
Resources	Determining the necessary resource for the project	Pedagogical consultation, possible risks' analysis	Sources of resource support
Actions	Action plan development	Analysis of the activities' compliance with the declared results and the activities' realism	Informational resources
Evaluation	Analysis of each phase's implementation of the project	Pedagogical consultation, data collection, reach ability of goals	Communications
Correction	Analysis of achievement of the project objectives	Pedagogical monitoring	Expertise of specialists

Pedagogical Experiment on the Formation of Students' Social Experience in Project Activities

As part of the pedagogical experiment, the authors established the following criteria for the university students' social experience:

- *passive*: is fluent in single operations performance, does not show interest in creative tasks that require inclusion in analytical, research activity, low level of educational and professional communications, lack of cognitive activity;
- *indifferent*: can perform project activities separate stages in a group of students and / or under the teacher guidance, shows occasional activity in the project implementation, is motivated to cooperate and communicate;
- *sustainable*: can independently apply the available knowledge and skills, plan its own project activity in a comprehensive manner, has a high level of communicative skills, and is active in setting and solving the socially significant project tasks.

The pedagogical experiment essence was to identify the most effective ways for students' social experience forming in the framework of educational and professional activities. As experimental and control groups were selected students of the bachelor's degree on the study directions "Social Work" (SW_EG-46 people (experimental group), SW_CG-45 people (control group), "Ecology and Nature Management" (ENM_EG-67 people (experimental group), ENM_CG-69 people (control group). Within the framework of the experiment, the students' social experience indicators were estimated at the ascertaining stage based on the results of professionally oriented course work implementation related to the development and calculation of a professionally directed project's economic effectiveness (the analysis was conducted in the second year of study). It should be noted that within the framework of vocational training programs' implementation, the elements of the project activity were widely used during the training. The results of the ascertaining stage are shown in the diagram (**Figure 1**).
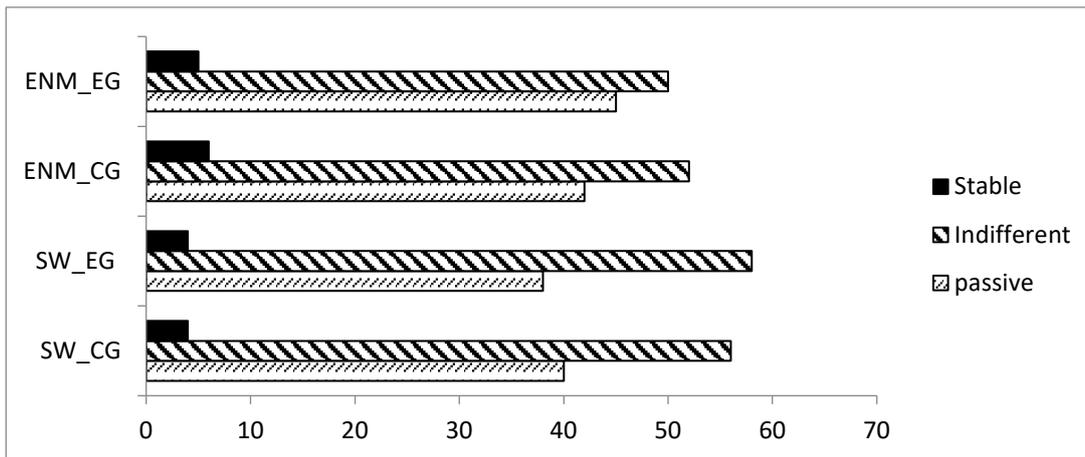
Figure 1. Diagram of the results of assessing the students' social experience at the experiment ascertaining stage (in% of the students' total number)
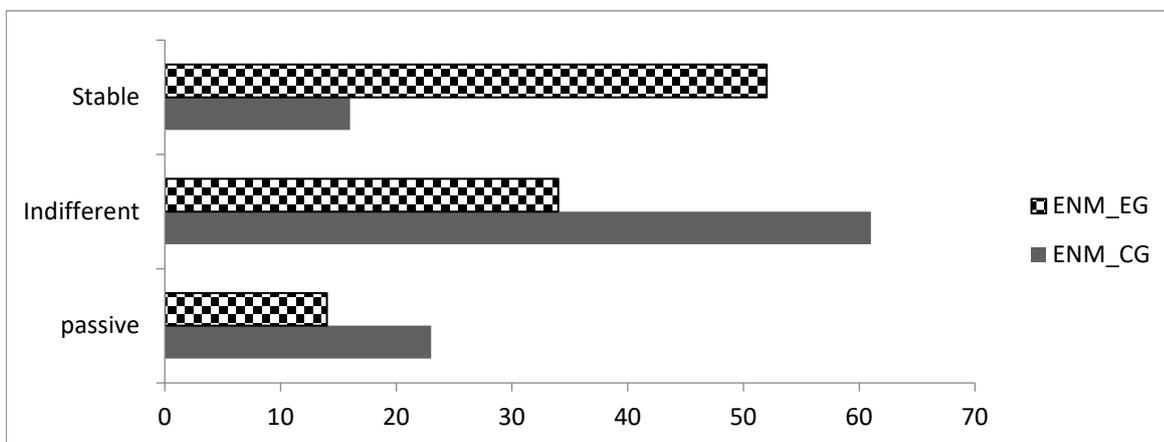

Figure 2. Results of students' social experience formation in the field "Ecology and Nature Management" at the experiment's control stage (in% of the students' total number)

As it can be seen from the results analysis, differences between the groups are not actually found, in general, at least 50% of the students participating in the experiment have an indifferent level of social experience. Differences between students in the areas of study (about 7%) indicate rather the presence of students' motivation and ability towards the profession in the training direction "Social Work".

Within the framework of the experiment's forming stage, two directions of pedagogical activity were singled out:

1)   all the students from the experimental group on the direction of training "Ecology and Nature Management" (ENM_EG) were involved in the project development and implementation for work in the nature reserve. This work was carried out throughout the school year, contained elements of research, analytical, volunteer and other types of professionally-oriented activities under the specialists and educators guidance. Students from the control group (ENM_CG) mastered traditional forms of learning with elements of project activity.

Based on this work results, at the experiment's control stage, the protection results of the training and industrial practice assignments (for the control and experimental groups) were evaluated, see **Figure 2**.

The experimental results convincingly prove the effectiveness of the selected pedagogical conditions' implementation: all the experimental group students' full involvement in a socially significant project allowed ensuring a significant increase in social experience (more than 60% of students "raised" their social experience level). Moreover, since the students were not actually put in a choice situation (all participated in the project implementation), there were no sharp rejections and the possibility of ignoring the project. According to the survey results, 94% of the students from the experimental group rated this form of work positively ("arouses interest," "promotes professionalization," "makes it possible "practically to see and accept future activities", etc.). The teachers who accompanied the project noted that about 40% of ideas about ways to achieve the project's goals and solve its current tasks were proposed by the students themselves. Analysis of the delayed result of social experience
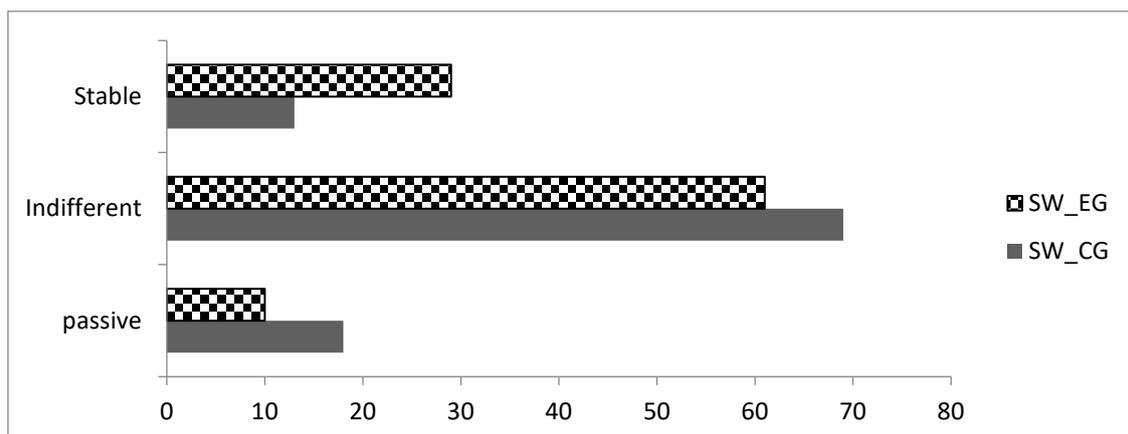
Figure 3. Results of the students' social experience formation in the direction "Social Work" at the experiment's control stage (in% of the total number of students)

formation showed that more than 50% of the students in the experimental group were employed to work in the specialty, 37% continued to study in the magistracy in the same direction (for comparison, in the control group, these figures were 32% and 19% respectively).

2)   For students from the training direction "Social Work", an alternative special course (a series of lectures and practical exercises) "Innovative Design" was developed and introduced for the experimental group, for the project activities development and implementation. At the course end, students were invited to participate in university's various socially significant projects (at will): volunteers of sports all-Russian and international events; participation in the youth health movement "Healthy spirit"; participation in the project "Youth and Social Security"; creation of youth tourist routes' project; participation in the university research groups. According to the experiment, 82% of the students in the experimental group and 34% of the students in the control group expressed their desire to try their hand at various projects (they did not study the variativ special course). Up to the project activity's final stages (effective goals) 58% of the students in the experimental and 21% of the students in the control group came. The final evaluation of the students' social experience formation in the direction of "social work" training based on the tasks' protection results on the training and industrial practice (for the control and experimental groups) is shown in **Figure 3.**

The experimental results showed the effectiveness of the implemented special course on the basics of project activities due to the students' greater number involved in socially significant projects (more than 35%) and more than 24% social experience increment.

In comparison with the pedagogical conditions, according to the experimental results, the projects which were mostly approximated to the future professional activity's conditions showed the greatest effectiveness for students' social experience formation. Moreover, due to some uncertainty of young people, fear of new activity, exit from the cases' "habitual circle", insufficient social activity, students do not risk participating in a new activity for them, even if they understand its significance. Therefore, the entire group's full introduction into the project activities facilitates this transition and relieves tension before the new activity.

Positive aspects of project training, developing personality qualities, relevant for successful professional activity and career growth, allow us to assert that its use in educational practice contributes to social experience formation, since it is the prototype of future professional activity.

DISCUSSION

In university, a purposeful work is continued to formulate the individual's social experience, since in this period a person becomes an independent entity of activity, which has chosen a profession and a vital position [24, 25, 26]. The processes of self-consciousness, self-development and self-management pass to a completely new stage in the conditions of educational and professional activity, where the student appears as the entity of pedagogical interaction, which has a specific direction [27, 28, 29, 30, 31].

Variety of pedagogical methods and technologies confirms their effectiveness if the student is "forced" to use and develop all personal qualities and abilities in educational process, if faced with a personally significant problem. In this context, a project-target method with a value orientation on targeted project activity is pedagogically productive. The socially significant professionally-oriented project's implementation assumes the existence of a real problem, requires an integrated knowledge, a research search for solutions, a public presentation of the result obtained, increases the students' motivation and allows you to experience a sense of success.

Participation in the project and achievement its goals with system pedagogical support allows to increase the level of student professional competencies, to develop personal social experience, contributing to its conscious accumulation for active life and work in society.

CONCLUSION

Priority is the modern education's orientation on the ability and willingness to solve various professional and social problems in interaction with the surrounding world. The need for students' social experience formation and development in the process of professional training in the university is determined by the society's requirements to the future specialist's general culture development level.

The social experience structure seems to be a set of value, cognitive, operational and reflexive components, based on the knowledge sustainability acquired in practice through the training - professional and subsequent professional activities. Social experience formation is based on the stages' iterative cycle (information, diagnostic, functional, assignment, adaptation) after passing through each circle, its increment is ensured, which can be built on negative performance results also. Students' social experience in educational and professional activities has certain manifestation levels (passive, indifferent, stable), in accordance with which it is necessary to select the pedagogical means for developing the students' social experience, ensuring their active inclusion in a variety of educational activities. The development and implementation of socially significant professionally directed projects greatly enriches the students' social experience, their mandatory inclusion in the process of professional training stipulates the university graduates' subsequent professional adaptation.

REFERENCES

1. Kraevskij, V. V. (2004). What to teach? *Education*, *3*, 5-23.
2. Mudrik, A. V. (2000). *Social pedagogy*. Moscow: Publishing center "Academy".
3. Ananiev, B. G. (2008). *Personality, subject of activity, individuality*. Moscow: Direct Media.
4. Zeytunyan, M. A. (2010). The problem of socialization of youth in the information society: a theoretical reflection. *The Bulletin of Adyghe state University (series 1)*, *2*, 65-71.
5. Sergeichik, S. I. (2006). Factors of civic socialization of students. *Sociological research*, *5*, 107-110.
6. Andreev, V. A. (2015). *Pedagogical heuristics for creative self-development of a multidimensional thinking and wisdom*. Kazan: Center for innovative technology.
7. Baklashova T. A., Galimova E. G., & Baklashova O. N. (2017). Social Capital of Educational Institution: Contemporary State, Features and Prospects for the Development. *Man In India, 97*(15), 227-241.
8. Kalimullin, A. M., & Utemov, V. V. (2017). Open Type Tasks as a Tool for Developing Creativity in Secondary School Students. *Interchange, 48*, 129-144.
9. Gorev, P. M., Masalimova, A. R., Mukhametzyanova, F. Sh., & Makarova, E. V. (2017). Developing Creativity of Schoolchildren through the Course "Developmental Mathematics". *EURASIA Journal of Mathematics, Science and Technology Education, 13*(6), 1799-1815.
10. Cao, Y., Kurbanova, A. T., & Salikhova, N. R. (2017). Development of Classification Thinking in Future Teachers: Technologies of Reflective Discussion. *EURASIA Journal of Mathematics, Science and Technology Education, 13*(6), 1865-1879.
11. Khrulyova, A. A., & Sakhieva, R. G. (2017). Forming of Informational Culture as a Necessary Condition of the Level Raising of Higher Education. *Man In India, 97*(15), 211-225.
12. Utemov, V. V., & Masalimova, A. R. (2017). Differentiation of Creative Mathematical Problems for Primary School Students. *EURASIA Journal of Mathematics, Science and Technology Education, 13*(8), 4351-4362.
13. Zelenina, N. A., & Khuziakhmetov, A. N. (2017). Formation of Schoolchildren's Creative Activity on the Final Stage of Solving a Mathematical Problem. *EURASIA Journal of Mathematics, Science and Technology Education, 13*(8), 4393-4404.
14. Gorbunova, N. V., & Sabirova, E. G. (2017). Pedagogical Design of Future Teachers' Personal and Professional Route. *Man In India, 97*(14), 217-226.
15. Kazakov, A. V., Zakirova, V. G., & Bírová, J. (2017). Modeling the Process of Forming Social and Cultural Competence among Students of Linguistics Faculty. *Man In India, 97*(14), 291-305.
16. Yarullin, I. F., Nasibullov, R. R., Khuziakhmetov, A. N., & Nasibullova, G. R. (2017). Organizing Moral Education for Teenagers in the Course of Humanitarian Subjects. *Man In India, 97*(14), 349-357.
17. Blinova, A. V. (2010). Pedagogical bases of formation of social experience of students. *Letter Issue. Offline*, *12*, 1492.
18. Grigor'eva, O. N. (2013). Social experience of the person: philosophical-pedagogical aspect. *Vestnik of the Orenburg state University*, *5*(154), 57-61.
19. Mukhametzyanova, G. V. (2008). Project-oriented approach — the imperative of formation of professional competence. *Higher education in Russia*, *8*, 104-110.

20. Gilmeeva, R. H. (2013). Project-based learning in vocational education students. *Scientific notes of the Institute for socio-humanitarian knowledge, 3,* 74-85.

21. Golyshev, I. G. (2015). Project-oriented approach to managing the integration of vocational education and production in the region. *Secondary vocational education, 11,* 7-10.

22. Bednarskaya, L. D. (2015). Project activities in each lesson. *Russian language at school, 5,* 3-4.

23. Sazonova, Z. S., & Kudryavtseva, E. V. (2015). Project-target method as a structural component of innovative technologies of active interaction. *Proceedings of the Baltic state fishing fleet Academy, 2*(32), 190-196.

24. Serikov, V. V. (2003). *Education and personality. Theory and practice of designing of pedagogical systems.* Moscow: Logos.

25. Ivanova, O. A. (2013). The formation and development of social experience of students on the basis of technologies of developing training. *Basic research, 10*(4), 850-854.

26. Sakhieva, R. G., Khairullina, E. R., Khisamiyeva, L. G., Valeyeva, N. Sh., Masalimova, A. R., & Zakirova, V. G. (2015), Designing a Structure of the Modular Competence-Based Curriculum and Technologies for Its Implementation into Higher Vocational Institutions. *Asian Social Science, 11*(2), 246-251.

27. Bershad, M. E., Guzeev, V. V., & Nesterenko, A. A. (2010). The technological concept of effective learning. *Public education, 7,* 110-117.

28. Nikitina, E. A. (2016). The subject, intelligence, technology. *Humanitarian Informatics, 11,* 10-17.

29. Kargapol'tseva, N. (2011). Socialization and upbringing of personality in the educational space integration. *University district, 14,* 23-28.

30. Chen, F., Gorbunova, N. V., Masalimova, A. R., & Bírová, J. (2017). Formation of ICT-Competence of Future University School Teachers. *EURASIA Journal of Mathematics, Science and Technology Education, 13*(8), 4765-4777.

31. Kurbanov, R. A., Nikonova, E. N., Gurbanov, R. A., Svechnikova, N. V., Tumarov, K. B., & Marin, E. M. (2016). Anthropological methods of formation of university students' spiritual and moral culture. *International journal of environmental and science education, 11*(18), 11807-11817.

http://www.eurasianjournals.com