



REVISTA INCLUSIONES

HOMENAJE A ROSA MARÍA VALLES RUIZ

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Abril / Junio

2020

ISSN 0719-4706

CUERPO DIRECTIVO

Directores

Dr. Juan Guillermo Mansilla Sepúlveda

Universidad Católica de Temuco, Chile

Dr. Francisco Ganga Contreras

Universidad de Tarapacá, Chile

Subdirectores

Mg. Carolina Cabezas Cáceres

Universidad de Las Américas, Chile

Dr. Andrea Mutolo

Universidad Autónoma de la Ciudad de México, México

Editor

Drdo. Juan Guillermo Estay Sepúlveda

Editorial Cuadernos de Sofía, Chile

Editor Científico

Dr. Luiz Alberto David Araujo

Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Brasil

Drdo. Maicon Herverton Lino Ferreira da Silva

Universidade da Pernambuco, Brasil

Editor Europa del Este

Dr. Aleksandar Ivanov Katrandzhiev

Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero

Editorial Cuadernos de Sofía, Chile

Traductora: Portugués

Lic. Elaine Cristina Pereira Menegón

Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos

Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dra. Carolina Aroca Toloza

Universidad de Chile, Chile

Dr. Jaime Bassa Mercado

Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto

Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos

Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos

Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera

Universidad de Valladolid, España

Mg. Keri González

Universidad Autónoma de la Ciudad de México, México

Dr. Pablo Guadarrama González

Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy

Universidad de La Serena, Chile

Mg. Cecilia Jofré Muñoz

Universidad San Sebastián, Chile

Mg. Mario Lagomarsino Montoya

Universidad Adventista de Chile, Chile

Dr. Claudio Llanos Reyes

Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach

Universidad de Potsdam, Alemania

Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín

Universidad de Santander, Colombia

Ph. D. Natalia Milanesio

Universidad de Houston, Estados Unidos

Dra. Patricia Virginia Moggia Münchmeyer

Pontificia Universidad Católica de Valparaíso, Chile

Ph. D. Maritza Montero

Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira

Universidad de La Coruña, España

Mg. David Ruete Zúñiga

Universidad Nacional Andrés Bello, Chile

Dr. Andrés Saavedra Barahona

Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra
Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz
Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov
South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía
Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas
Universidad Nacional Autónoma de México, México

Dr. Martino Contu
Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo
Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna
Universidad Nacional Autónoma de México, México

Dr. Horacio Capel Sáez
Universidad de Barcelona, España

Dr. Javier Carreón Guillén
Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie
Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar
Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo
Universidad Popular Autónoma del Estado de Puebla, México

Dr. Adolfo Omar Cueto
Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco
Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo
Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandia
Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar
Universidad de Sevilla, España

Dra. Patricia Galeana
Universidad Nacional Autónoma de México, México

Dra. Manuela Garau
Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg
Scuola Normale Superiore de Pisa, Italia
Universidad de California Los Ángeles, Estados Unidos

Dr. Francisco Luis Girardo Gutiérrez
Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire
Universidad de Colima, México

Dra. Antonia Heredia Herrera
Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre
Universidade Estadual da Paraíba, Brasil

Dr. Miguel León-Portilla
Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura
Instituto de Estudios Albacetenses "Don Juan Manuel", España

Dr. Carlos Tulio da Silva Medeiros
Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández
Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango
Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut
Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa
Dilemas Contemporáneos, México

Dra. Francesca Randazzo
Universidad Nacional Autónoma de Honduras, Honduras

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso

Universidad de Salamanca, España

Dr. Josep Vives Rego

Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni

Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo

Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Mg. Paola Aceituno

Universidad Tecnológica Metropolitana, Chile

Ph. D. María José Aguilar Idañez

Universidad Castilla-La Mancha, España

Dra. Elian Araujo

Universidad de Mackenzie, Brasil

Mg. Rumyana Atanasova Popova

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa

Instituto Universitario de Lisboa, Portugal

Centro de Estudos Africanos, Portugal

Dra. Alina Bestard Revilla

*Universidad de Ciencias de la Cultura Física y el
Deporte, Cuba*

Dra. Noemí Brenta

Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca

Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel

Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik

Universidad de Colonia, Alemania

Dr. Eric de Léséulec

INS HEA, Francia

Dr. Andrés Di Masso Tarditti

Universidad de Barcelona, España

Ph. D. Mauricio Dimant

Universidad Hebrea de Jerusalén, Israel

Dr. Jorge Enrique Elías Caro

Universidad de Magdalena, Colombia

Dra. Claudia Lorena Fonseca

Universidad Federal de Pelotas, Brasil

Dra. Ada Gallegos Ruiz Conejo

Universidad Nacional Mayor de San Marcos, Perú

Dra. Carmen González y González de Mesa

Universidad de Oviedo, España

Ph. D. Valentin Kitanov

Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez

Universidad Mayor San Andrés, Bolivia

Dr. Patricio Quiroga

Universidad de Valparaíso, Chile

Dr. Gino Ríos Patio

Universidad de San Martín de Porres, Perú

**REVISTA
INCLUSIONES**
REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dr. Carlos Manuel Rodríguez Arrechavaleta
Universidad Iberoamericana Ciudad de México, México

Dra. Vivian Romeu
Universidad Iberoamericana Ciudad de México, México

Dra. María Laura Salinas
Universidad Nacional del Nordeste, Argentina

Dr. Stefano Santasilia
Universidad della Calabria, Italia

Mg. Silvia Laura Vargas López
Universidad Autónoma del Estado de Morelos, México

**CUADERNOS DE SOFÍA
EDITORIAL**

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

Dr. Evandro Viera Ouriques
Universidad Federal de Río de Janeiro, Brasil

Dra. María Luisa Zagalaz Sánchez
Universidad de Jaén, España

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Editorial Cuadernos de Sofía
Santiago – Chile
Representante Legal
Juan Guillermo Estay Sepúlveda Editorial

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF SASKATCHEWAN



Universidad de Concepción



BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN

**SUPPORT MANAGEMENT OF PROFESSIONAL AND EDUCATIONAL TRAJECTORY
OF STUDENTS UNDER THE CONDITIONS OF SOCIAL AND CULTURAL EDUCATIONAL
ENVIRONMENT OF THE UNIVERSITY**

Dr. Elena Vladimirovna Yakovleva

Peoples' Friendship University of Russia, Russia

ORCID ID: 0000-0002-2322-0372

elexs@mail.ru

Ph. D. Elena Y. Pryazhnikova

Financial University under the Government of the Russian Federation, Russia

ORCID ID: 0000-0001-9259-638X

e-pryazhnikova@yandex.ru

Dr. Ivan Alekseevich Pugachev

Peoples' Friendship University of Russia, Russia

ORCID ID: 0000-0002-0159-8898

pugachev-ia@pfur.ru

Ph. D. Iuliana Vladimirovna Akhmetshina

Pacific National University, Russia

ORCID ID: 0000-0003-3461-373X

SW.WL@mail.ru

Ph. D. Irina Stanislavovna Andryushchenko

Peoples' Friendship University of Russia, Russia

ORCID ID: 0000-0003-4222-4865

iandryshenko@list.ru

Ph. D. Yarkina Liudmila Pavlovna

Peoples' Friendship University of Russia, Russia

ORCID ID: 0000-0002-6050-4417

yarkina-lp@rudn.ru

Ph. D. Lidiya Ivanovna Chernyshova

Ural State University of Railway Transport, Russia

ORCID: 0000-0003-0784-3046

Lida_chern@mail.ru

Fecha de Recepción: 12 de diciembre de 2019 – **Fecha Revisión:** 11 de enero de 2020

Fecha de Aceptación: 22 de marzo de 2020 – **Fecha de Publicación:** 01 de abril de 2020

Abstract

Recent dramatic transformations have led to the necessity of change Russian educational system, to reinterpretation of the idea of education in our country. It is necessary to pay more and more attention to the preparation of the university students for work in the rapidly changing conditions of social and professional activity. The transformations carried out in the political and socio-economic life of the society, affirm a new look at the personality of a graduate, require professionally trained, self-thinking people, which, in its turn, led to the transition to the new personality-oriented educational standards of the third generation. Federal state educational standards of higher professional education (hereinafter referred to as the FSES of HPE), which meet the need of the modern transition to personality-oriented educational standards, open up new opportunities for

DR. ELENA VLADIMIROVNA YAKOVLEVA / PH. D. ELENA Y. PRYAZHNIKOVA / DR. IVAN ALEKSEEVICH PUGACHEV

PH. D. IULIANA VLADIMIROVNA AKHMETSHINA / PH. D. IRINA STANISLAVOVNA ANDRYUSHCHENKO

PH. D. YARKINA LIUDMILA PAVLOVNA / PH. D. LIDIYA IVANOVNA CHERNYSHOVA

Support management of professional and educational trajectory of students under the conditions of social and... pág. 365

students and teachers, which take into account the individual characteristics and personal qualities of students, and ascertain the possibilities for preparing students as subjects of their own vocational education.

Keywords

Professional educational trajectory – Choice of profession – University

Para Citar este Artículo:

Yakovleva, Elena Vladimirovna; Pryazhnikova, Elena Y.; Pugachev, Ivan Alekseevich; Akhmetshina, Iuliana Vladimirovna; Andryushchenko, Irina Stanislavovna; Pavlovna, Yarkina Liudmila y Chernyshova, Lidiya Ivanovna. Support management of professional and educational trajectory of students under the conditions of social and cultural educational environment of the university. Revista Inclusiones Vol: 7 num Especial (2020): 364-375.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported
(CC BY-NC 3.0)

Licencia Internacional



Introduction

Students, their professional and personal growth, requirements for professional and educational trajectories make it possible to bring the process of education forward to the personality of students, to form their professional and educational formation in a university, to ensure the management of their practical implementation. This fact determines the need to support students and the ability to quickly respond to their professional development, which is provided by the support management. The support management of the professional and educational trajectory of students at the university, in its turn, acts as an “instrument” of influence on the quality of students' training, activation of their motivation in professional and personal growth and subject formation, by means of provision and creation of all the necessary conditions for the manifestation of students' creative potential and comprises of forms and methods, educational technologies and educational process management, assessment of the results of the goals implementation, which actualizes the objective prerequisites for research in the field of support management for the professional and educational trajectory of students in the social and cultural environment of the university¹. According to the requirements of the Federal State Educational Standard of Higher Professional Education, social and cultural educational environment must be formed in the university; all the conditions necessary for the comprehensive development of the individual must be provided. Federal state standards of third generation prescribe the need to determine the university's capabilities in developing the general cultural competencies of graduates, during the design of appropriate educational programs (for example, the competencies of social interaction, self-organization, and self-government). The university is obliged to contribute to the development of the social and educational component of the educational process, including the development of student self-government, the participation of students in the work of public organizations, sports and art clubs, scientific student societies. The nature and content of the vocational educational trajectory of students lies in the fact that it represents the organization of educational activities on the basis of module-disciplinary training, which provides for the phased formation of professional knowledge and skills; development of a personal strategy for students' professional growth, improvement of their personal qualities during the period of professional and personal development, awareness of the importance of professional and personal growth.

Literature review

For the implementation of the stated needs, there are favourable opportunities in the scientific literature. In particular, it reflected such theoretical and methodological issues as²: mechanisms for the development of personality and activity in the educational process (K.A. Abulkhanova-Slavskaya, L.I. Bozhovich, V.V. Davydov, etc.); psychological and pedagogical foundations of education (B.G. Ananyev, L.S. Vygotsky, A.N. Leontyev, S.L. Rubinshtein and others); problems of professional education (V.A. Bolotov, V.V. Kraevsky, N.V. Kuzmina, etc.); questions of the formation of professionalism and professional

¹ S. D. Neverkovich; I. S. Bubnova; N. N. Kosarenko; R. G. Sakhieva; Zh. M. Sizova; V. L. Zakharova y M. G. Sergeeva, “Students' Internet Addiction: Study and Prevention”, Eurasia Journal of Mathematics, Science and Technology Education, Vol: 14 num 4 (2018): 1483-1495.

² M. G. Sergeeva; L. K. Serova; S. V. Vorobyev; E. V. Luchina; O. V. Matveev y M. N. Burnakin, “Quality Criteria of Specialists Training Within the Context of Competencydevelopment Approach”, Espacios, Vol: 39 num 21 (2018).

competence (V.P. Bidenko, A.A. Bodalev B.Z. Volfov, etc.); organization of the pedagogical process in the system of higher education (V.P. Bepalko, M.M. Potashnik, N.F. Talyzina, etc.); understanding of the professional and educational trajectory of the student (I.S. Yakimanskaya, S.N. Chistkova, Yu.G. Yudina, etc.); individual educational route (S.V. Vorobyeva, N.A. Labunskaya, Yu.F. Timofeev, etc.); professional development of personality (A.A. Verbitsky, E.A. Levanova, V.D. Shadrikov, etc.); features of the formation of the educational space of the subject of educational and professional activity (D.V. Grigoryev, L.I. Novikova, N.L. Selivanova, N.V. Bordovskaya, etc.); theories of vocational training and professional-personal development (S.I. Grigoriev, I.A. Zimnaya, L.V. Mardakhaev, etc.); pedagogical process and gradual formation of professional competencies (V.D. Shadrikov, V.I. Blinov, V.G. Vitenko and others); the basics of the organization of the educational process at the university, aimed at the professional development of a future specialist (I.F. Isaev, N.E. Mazhar, A.V. Mudrik, L.S. Podymova, etc.); management issues in education (V.P. Bepalko, V.S. Lazarev, T.I. Shamova, etc.).³

At the same time, the analysis of the literature showed that issues of theoretical and methodological support for support management of the professional and educational trajectory of students in the social and cultural environment of the university did not find sufficient reflection in it. The foregoing made it possible to identify the existing contradiction between the need for management support for the professional and educational trajectory of students in the social and cultural environment of the university and its insufficient theoretical and methodological support.

The identified contradictions determined the research problem, its main idea consists of the necessity to develop the theoretical and methodological foundations of the support management of professional and educational trajectory for students in the social and cultural environment of the university, as a search for organization conditions and a learning process that guarantees the successful preparation of the graduate for professional activity and meets the needs of students in obtaining vocational education and professional and personal formation.

Proposed methodology

The social and cultural educational environment of the university is able to intensively induce students to self-improvement, self-education, since the learning process at the university, as a rule, coincides with the period of formation of the value consciousness of young people, their moral and professional qualities, and for the

³ T. Karsenti y O. M. Kozarenko, "New technology trends and innovative teaching of foreign languages: what are the most effective teaching strategies?", *European Scientific Language Journal*, Vol: 12 num 1XL (2019): 128-144; M. G. Sergeeva; I. A. Pugachev; M. B. Budiltseva; I. Y. Varlamova; N. S. Novikova y T. N. Stanilovskaya, "Marketing Services of Professional Educational Organizations as a Tool to Interact Between the Labor And Educational Services Markets", *Espacios*, Vol: 39 num 21 (2018); K. Y. Milovanov; E. Y. Nikitina; M. G. Sergeeva y N. L. Sokolova, "The Creative Potential of Museum Pedagogy Within the Modern Society", *Espacios*, Vol: 8 num 4 (2017); S. Wang; N. V. Gorbunova; A. R. Masalimova; J. Bírová y M. G. Sergeeva, "Formation of Academic Mobility of Future Foreign Language Teachers by Means of Media Education Technologies", *Eurasia Journal of Mathematics, Science and Technology Education*, Vol: 14 num 3 (2018): 959-976 y M. G. Sergeeva; N. L. Sokolova; N. V. Ippolitova; E.V. Tabueva; I. P. Ilyinskaya y L. B. Bakhtigulova, "Psychological and pedagogical support for the social worker's professional development", *Espacios*, Vol: 39 num 2 (2018).

successful solution of specific professional tasks, active interaction, it requires. It has a wide range of features. The more freedom of choice of professional activity types, goals, means, opportunities of individual self-determination is ensured, the more intensive and purposeful is the personal professional formation of students⁴.

The social and cultural educational environment of a higher educational institution is such a brick to construct the social and cultural space of the university from a qualitative point of view and reveals its social and cultural organization. The social and cultural educational environment of the university contributes to the development of socially significant qualities and professional development of students; provides their positive dynamics based on the values of independence, responsibility, subjectivity, creativity, social security of students. The social and cultural educational environment of the university is an integrative factor in the personal and professional development of students, the influence of which is mediated through the inclusion of students in its various areas. It is a space of joint life of students, teachers, employees, the structure of which is determined by the characteristics of the educational institution in ensuring the selection of values, the development of culture, life meanings, ways of cultural self-realization, and the strengthening of individual personality resources. In the context of the personal and professional development described as a social and cultural space, the university's social and cultural educational environment is understood as a specially created environment that can provide a range of opportunities for students to choose their own personal and professional development trajectories, capable of actively acting, realizing, and improving in various ways of educational activity and communication⁵.

The social and cultural educational space organized in this way not only opens up new opportunities for students' personal and professional growth, making it possible to realize the prospects of their professional formation, to navigate the general social and cultural situation, but also makes increased demands on his personality, on his ability to self-organize, self-education, self-development in educational space.

At the same time, the social and cultural environment of the university, as a field of self-development and self-actualization of the personality of students, is a field where students make their own professional choices and build their own trajectory of their professional development, respectively, each person create professional and personal development in accordance with the professional and educational trajectory relatively with individual pace. In the research process, external and internal factors that affect the professional and educational trajectory of students are identified⁶:

External influence (institutional) factors are: the social and cultural environment of the university, as a set of conditions for the development and functioning of social interactions and relationships (students, on the one hand, are included into the educational

⁴ H. V. Bourina y L. A. Dunaeva, "Role of hypertext in teaching foreign languages", E-Learning and Digital Media, Vol: 16 num 2 (2019): 110-121.

⁵ V. Pichugina y Y. Volkova, "Anthropology of ancient polis: urban landscapes and practices. An international seminar", Scholē: Ancient Philosophy and the Classical Tradition, Vol: 13 num 1 (2019): 382-386.

⁶ R. Ju; N. V. Buldakova; S. N. Sorokoumova; M. G. Sergeeva; A. A. Galushkin; A. A. Soloviev y N. I. Kryukova, "Foresight Methods in Pedagogical Design of University Learning Environment", Eurasia Journal of Mathematics, Science and Technology Education, Vol: 13 num 8 (2017): 5281-5293.

process, and on the other hand, they are a component of the environment); organizational (organization of the educational process (including educational and extracurricular), research and professional internship); resource support (educational and methodological; scientific and pedagogical support, information and library; material and technical, infrastructure and production environment).

Internal influence (personal) factors are: motivational, cognitive and moral and ethical characteristics of students 'personalities - motives, interests, trend, as well as abilities, level of knowledge, personal experience, value trend, mentality, which represent students' attitude to public interests from the point of view of understanding and their fulfillment of their educational and future professional duties).

The social and cultural educational environment of the university is a backbone factor that accumulates all external and internal factors.

Our search for factors, which significantly affect on the professional and educational trajectory of students during the period of their professional and personal growth in the social and cultural educational environment of the university allows us to state that this process depends on the following factors⁷:

social and cultural educational environment, which acts as a brick in the construction characterizing the space of the university from a qualitative point of view, and reveals its social and cultural structure, capable of intensively inducing students to successfully solve specific professional problems, active subjective interaction. The more freedom of choice of goals, means, opportunities, types of educational and professional activities is ensured, the more intensively and purposefully the professional and personal formation of students takes place;

organizational factors of the educational process (includes educational, extracurricular, research, professional and practical activities);

resource support for the professional and educational trajectory of students, which is determined by a set of resources intended to achieve the goals of development and organization of the educational process, each resource having a dynamic characteristic of its state, which is determined through the corresponding situation and described by its specific parameters characteristic (educational and methodological support ; information and library support; logistics, infrastructure and production, environment, pedagogical support);

personal characteristics of students, due to the internal subjective position, which changes during the period of training and mastering the values and meanings of professional and educational activities, awareness of the prospects of their professional and personal growth.

The identification and disclosure of the mechanism of the influence of external and internal factors on the professional and educational trajectory of students allows us to take

⁷ O. M. Kozarenko, "Evaluation criteria for research work of students in a foreign language and the principles of their development", European Scientific Language Journal, Vol: 12 num 2 (2019): 195-209.

these factors into account already at the design stage, and then, when implementing the professional and educational path of students, they motivate us to search for new ways to solve the educational process management in a university using technology development tools accompanying the process of phased activities of professional and personal formation of students based on the requirements of the Federal State Educational Standard of Higher Professional Education for a professional training students, personality-oriented, active in the educational activities of students.

Results of analysis

As a scientific field, professional education management originates from traditional management, however, issues of management quality such as: level of professional training and quality of a manager as a managerial unit, including personal characteristics of a manager (such as his level of education, erudition, outlook, honesty, ability to be impartial), the ability of managers as managerial units, as well as the ability of departments of an educational institution to interact constructively among themselves, which defines management as a set of principles, methods, means and forms of social management, including educational processes, i.e. the art of management are very important here.

The term "support" in psychology and pedagogy is interpreted ambiguously, however, most often it is considered as a method that ensures the creation of conditions for a subject under development to make optimal decisions in various situations of life choice.

Pedagogical support, separating from the structure of integrated support, which included along with psychological, social, medical, legal, etc., gradually becomes an independent phenomenon and is explored in a new contextual field: pedagogical support becomes, firstly, an organic part of educational process, secondly, one of the leading principles of its organization and thirdly, the most important type and direction of pedagogical activity⁸.

First of all, we should note that support as an interdisciplinary concept regardless of the scope of its application is interpreted by many scientists as a system of professional activity aimed at providing timely assistance to those in need. If we use this definition in the context of the pedagogical process, then, of course, we need to clarify it. The research of the points of view existing in the literature on the concept of "pedagogical support" showed the absence of its generally accepted definition. Pedagogical support is understood as: systematic tools of pedagogical activity (I.E. Kulikovskaya); the process of interaction between teachers and a group of children in order to realize their potential (A.L. Umansky); the creative activity of the teacher, which takes place in two interconnected processes: building oneself and encouraging students to do the same (V.A. Shishkina); prolonged pedagogical support (P.A. Elkanova); one of the mechanisms of continuing, bilateral, solidarity pedagogical interaction (M.V. Shakurova), etc.⁹.

⁸ H. V. Bourina y L. A. Dunaeva, "The conceptual model of the artificial linguistic educational environment for achieving oral communication skills in a second foreign language", *E-Learning and Digital Media*, Vol: 16 num 1 (2019): 63-76.

⁹ S. Sharonova y E. Avdeeva, "Transformation of educational landscape in the era of smart society. Proceedings of the 13th International Multi-Conference on Society", *Cybernetics and Informatics*, num 2 (2019): 110-115.

Such significant difference in understanding the phenomenon of pedagogical support requires, first of all, foundation of its interpretation through the identification of essential features and substantiates the specific meaningful content of the concept of "pedagogical support", thereby securing its independent status. Therefore, we turn to the substantive characteristics of pedagogical support, but primarily we determine the boundaries of its productive use, which will allow us to identify the field of pedagogical reality, to which pedagogical support is applicable, to outline the problem space within which the implementation of pedagogical support can ensure the goals achievement¹⁰.

Since pedagogy studies the pedagogical process or its individual aspects, pedagogical support should be guided precisely by the components of the pedagogical process, that is, the teacher, performing his professional function, does not accompany the person itself, but those processes that are important for its formation that need to be controlled and support. Therefore, it is more correct to speak not about the support of any personality, but about the support of its upbringing, development, adaptation, educational activities, creative self-realization, etc. Thus, pedagogical support can be applied only to pedagogical phenomena that have a process nature, but not to the people themselves¹¹.

The positions analysis of the modern researchers regarding the attributive characteristics of pedagogical support allowed us to highlight its main characteristics (see table 1).

Pedagogical support	Characteristics of pedagogical support
	- has an active nature, involves the manifestation of activity and influence on the accompanied phenomenon;
	- has a managerial nature, associated with some given optimal trajectory, according to which it ensures the development of the supported phenomenon;
	- has an individual character, has a meaningful targeting, corresponding to the prevailing conditions and features of the accompanied phenomenon;
	- operates in a specially created environment that sets the optimal conditions for the existence of the supported phenomenon;
	- continuous during the implementation, has a beginning and an end;
	- based on the results of monitoring diagnostics, which determine the filling of the actions of the pedagogue in support.

Table 1
Characteristics of pedagogical support

In any case, professional educational institutions, being modern organizations, have their own specific management, which includes different levels of management in an educational institution. This specificity lies in the characteristics of a subject (the activity of the subject of management), the product (information about the educational process, educational and cognitive activity), tools (the level of training of the subject of management) and the work result of the manager of the educational process (level of training, education, preparation, ability to self-develop).

¹⁰ Y. Zohn, "Unthawed: post-cold war economic ties between Kaliningrad and Europe", Journal of Baltic Studies, Vol: 50 num 3 (2019): 327-349.

¹¹ M. G. Sergeeva; S. L. Morokhina; S. V. Mitrosenko; N. A. Prosolupova; T. A. Katasonova y V. V. Makarova, "The Development of the Higher Education Services Market as a Priority Direction of the Professional School Modernization", Espacios, Vol: 39 num 21 (2018).

We consider it possible to determine the process of pedagogical management of professional education as the management of the educational activities of students, including all the basic operations of traditional management, but having its own specifics based on the mission of the educational organization - the implementation of vocational training, public education, research, development of various scientific areas, the of science promotion, as well as upbringing.

In order to prove for ourselves in the position that pedagogical support is an independent pedagogical phenomenon, we compare the key positions that do not allow it to be confused with concepts that are similar in meaning: “pedagogical assistance” and “pedagogical help” (see table 2).

Pedagogical support	«Pedagogical assistance» and «Pedagogical help»
has a long and continuous character	is one-time actions are operational in nature and can be carried out based on the intuition and experience of the teacher
always “attached” to a specific process, complements and accompanies it	temporary impacts providing brief links to this process
requires direct interaction and contact of the teacher with the student	can be carried out "at a distance"
consists in the implementation of specific actions by the teacher	character, suggesting the implementation of the proposed procedures by the student himself
based on diagnostic results and requires the design of actions taken	have operational nature and can be carried out based on the intuition and experience of the teacher
is a larger pedagogical phenomenon, which may include assistance and help.	

Table 2
Comparative characteristics of key positions

Thus, pedagogical support is an independent pedagogical phenomenon that has its own categorical apparatus in relation to pedagogical assistance and help, not allowing the mixing of their meanings.

In addition to differences with the concepts of pedagogical assistance and help, pedagogical support has specifics in comparison with management (see tab. 3).

Pedagogical support	Management
takes into account the interests of its subjects;	focused on subjective relationships
the interaction of the subjects of the accompanying and accompanied processes;	represents the impact of the control system
the role of the teacher is less significant	the importance of the teacher`s role
often governed by the moral values of subjects;	regulated by norms and documents
relations between subjects are the most important condition for implementation;	basically does not depend on the good relations between subjects
less affects (changes) aspects of the process being supported	controlled process
process variability	control result is less variable

process of active subjective interaction	allows less independence and activity of subjects
subjects have more opportunities to show their creativity	in accordance with management laws

Table 3
Key difference between support and management

Conclusions

From the point of view of the educational process management is a “pedagogical management”, which is a combination of principles, methods and organizational forms, technological managerial techniques aimed at effectiveness improvement of the educational process and an effective pedagogical system for managing the process of training, education and development of students at a university. In the framework of this definition, it can be noted that the teacher is, in fact, the manager of the educational process, as the subject of his management. In the framework of this definition, it can be noted that the teacher is, in fact, the manager of the educational process, as the subject of the management.

One of the most effective tools of pedagogical management is pedagogical support. It acts as the main process of training students, on the other side, as a co-process of pedagogical management and impacts on it.

We should understand under the pedagogical support of the vocational and educational trajectory of students the process of mediation between the teacher (supporting) and the student (supported), by means of organizing and creating conditions, providing resources aimed at the professional and personal formation of students at the university. The analysis of the basis and content of the concepts of "management", "pedagogical management" "support", "pedagogical support", as well as the previously studied concepts of "professional educational trajectory of a student", we can formulate the interpretation of the management support of a professional educational trajectory of a student at a university as:

a process organized in a certain way, aimed at organizing and providing optimal conditions for achieving high results of the educational process, while conditions that are favourable for obtaining a high-quality educational product with a rational time spent, effort and resources of the teaching staff of the university and students are called optimal;

accumulating a complex of purposeful, consistent, informational, diagnostic, and corrective actions as well as teacher’s actions, aimed at realizing a conscious choice by students and searching for optimal ways to solve problems, the ability to set goals and achieve them, determine the vector of the current and future activities based on the needs and interests of students;

containing a set of pedagogical actions that ensure the inclusion of students into the educational process and stimulate its professional development on the basis of subjective interaction, successful study and the professional and personal development of each student in the educational social and cultural environment of the university.

References

Journal articles

Bourina, H. V. y Dunaeva, L. A. "Role of hypertext in teaching foreign languages". *E-Learning and Digital Media*, Vol: 16 num 2 (2019): 110-121.

Bourina, H. V. y Dunaeva, L. A. The conceptual model of the artificial linguistic educational environment for achieving oral communication skills in a second foreign language. *E-Learning and Digital Media*, Vol: 16 num 1 (2019): 63-76.

Ju, R.; Buldakova, N. V.; Sorokoumova, S. N.; Sergeeva, M. G.; Galushkin, A. A.; Soloviev, A. A. y Kryukova, N. I. "Foresight Methods in Pedagogical Design of University Learning Environment". *Eurasia Journal of Mathematics, Science and Technology Education*, Vol: 13 num 8 (2017): 5281-5293.

Karsenti, T. y Kozarenko, O. M. "New technology trends and innovative teaching of foreign languages: what are the most effective teaching strategies?". *European Scientific Language Journal*, Vol: 12 num 1XL (2019): 128-144.

Kozarenko, O. M. "Evaluation criteria for research work of students in a foreign language and the principles of their development". *European Scientific Language Journal*, Vol: 12 num 2 (2019): 195-209.

Milovanov, K. Y.; Nikitina, E. Y.; Sergeyeva, M. G. y Sokolova, N. L. "The Creative Potential of Museum Pedagogy Within the Modern Society". *Espacios*, Vol: 8 num 40 (2017).

Neverkovich, S. D.; Bubnova, I. S.; Kosarenko, N. N.; Sakhieva, R. G.; Sizova, Zh. M.; Zakharova, V. L. y Sergeeva, M. G. "Students' Internet Addiction: Study and Prevention". *Eurasia Journal of Mathematics, Science and Technology Education*, Vol: 14 num 4 (2018): 1483-1495.

Pichugina, V. y Volkova, Y. "Anthropology of ancient polis: urban landscapes and practices. An international seminar". *Schole: Ancient Philosophy and the Classical Tradition*, Vol: 13 num 1 (2019): 382-386.

Sergeeva, M. G.; Sokolova, N. L.; Ippolitova, N. V.; Tabueva, E. V.; Ilyinskaya, I. P. y Bakhtigulova, L. B. "Psychological and pedagogical support for the social worker's professional development". *Espacios*, Vol: 39 num 2 (2018).

Sergeeva, M. G.; Morokhina, S. L.; Mitrosenko, S. V.; Prosolupova, N. A.; Katasonova, T. A. y Makarova, V. V. "The Development of the Higher Education Services Market as a Priority Direction of the Professional School Modernization". *Espacios*, Vol: 39 num 21 (2018).

Sergeeva, M. G.; Pugachev, I. A.; Budiltseva, M. B.; Varlamova, I. Y.; Novikova, N. S. y Stanilovskaya, T. N. "Marketing Services of Professional Educational Organizations as a Tool to Interact Between the Labor and Educational Services Markets". *Espacios*, Vol: 39 num 21 2018.

Support management of professional and educational trajectory of students under the conditions of social and... pág. 375

Sergeeva, M. G.; Serova, L. K.; Vorobyev, S. V.; Luchina, E. V.; Matveev, O. V.; Burnakin y M. N. "Quality Criteria of Specialists Training Within the Context of Competencydevelopment Approach". *Espacios*, Vol: 39 num 21 (2018).

Sharonova, S. y Avdeeva, E. Transformation of educational landscape in the era of smart society. *Proceedings of the 13th International Multi-Conference on Society, Cybernetics and Informatics*, num 2 (2019): 110-115. Orlando, United States.

Wang, S.; Gorbunova, N. V.; Masalimova, A. R.; Bírová, J. y Sergeeva, M. G. "Formation of Academic Mobility of Future Foreign Language Teachers by Means of Media Education Technologies". *Eurasia Journal of Mathematics, Science and Technology Education*, Vol: 14 num 3 (2018): 959-976.

Zohn, Y. "Unthawed: post-cold war economic ties between Kaliningrad and Europe". *Journal of Baltic Studies*, Vol: 50 num 3 (2019): 327-349.

CUADERNOS DE SOFÍA EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo debe hacerse con permiso de **Revista Inclusiones**.

DR. ELENA VLADIMIROVNA YAKOVLEVA / PH. D. ELENA Y. PRYAZHNIKOVA / DR. IVAN ALEKSEEVICH PUGACHEV
PH. D. IULIANA VLADIMIROVNA AKHMETSHINA / PH. D. IRINA STANISLAVOVNA ANDRYUSHCHENKO
PH. D. YARKINA LIUDMILA PAVLOVNA / PH. D. LIDIYA IVANOVNA CHERNYSHOVA