RESEARCH ARTICLES

Organization of the educational process in the university during the pandemic

Organización del proceso educativo en la universidad durante la pandemia

Lyudmila Petrovna Gadzaova
North Ossetian State University named after K.L. Khetagurov, Russia
Chechen State University, Russia
ORCID: https://orcid.org/0000-0001-9558-0818

Elena Valentinovna Goverdovskaya
Pyatigorsk Medical and Pharmaceutical Institute, Branch of the Volgograd State Medical University, Russia
ORCID: https://orcid.org/0000-0001-5987-3277

Ekaterina Anatolyevna Tatarintseva
Armavir State Pedagogical University, Russia
ORCID: https://orcid.org/0000-0002-2740-0501

Knarik Robertovna Kapieva
Armavir State Pedagogical University, Russia.
ORCID: https://orcid.org/0000-0002-3819-3130

Tatiana Erastovna Dzhagaeva
North Ossetian State University named after K.L. Khetagurov, Russia
ORCID: https://orcid.org/0000-0002-7425-5044

*Correspondence

Email: nosu@nosu.ru

Summary

In modern conditions of the pandemic and related economic and social changes, the quality of knowledge acquired by students both online and in the classroom has become even more important in the field of higher education and university pedagogical practice. The student's attitude towards their future professional and research activity and their understanding of the purpose, necessity, usefulness, and benefits of acquired professions are also important. This proves the increasing organizational complexity of the educational process and creation of effective psychological and pedagogical conditions in the educational environment of universities, on which the professional competence of future specialists largely depends. The article is devoted to the study of the relationship and interdependence of students' educational, scientific, and cultural orientations in the course of higher education. It analyses the attitude of students towards the educational process and the formation of professional identity as the main value orientation for a given period of study. Modern media communication technologies are actively used in the educational process. A consistent and systematic approach is provided with the help of the Periscope application, which is a platform for distance learning. It allows holding open classes and workshops, participating and watching the learning process in real-time, broadcasting interesting events (conferences, exhibitions, seminars). Special attention is paid to media activity in social networks. Vkontakte, Instagram, and Facebook are the applications developed and used as effective platforms for sharing the news, announcements, polls, discussions, photo and video reports about university events. For instance, last year the North Ossetian State University became one of the leaders of the rating based on the results of monitoring the information openness of universities. The rating was presented by the Ministry of Education and Science of the Russian Federation during the conference devoted to information interaction. The qualification acquired within the university study gives graduates the opportunity, on the one hand, to actively participate in the design, implementation, and further development of complex applied systems. On the other hand, it provides a basis for the scientific solution of related problems within applied research. In addition, an essential element of the master's degree is the creation of a professional area, which opens up the opportunity for students to acquire the appropriate additional qualifications necessary for leadership and managerial positions in addition to the content of education and professional practice.

Key Words: pandemic, changes in the system of the educational process, university, new requirements, organization of psychological and pedagogical conditions of the learning process.

Resumen

En las condiciones modernas de la pandemia y los cambios económicos y sociales relacionados, la calidad del conocimiento adquirido por los estudiantes tanto en línea como en el aula se ha vuelto aún más importante en el campo de la educación superior y la práctica pedagógica universitaria. También son importantes la actitud del estudiante hacia su futura actividad profesional e investigadora y su comprensión del propósito, necesidad, utilidad y beneficios de las profesiones adquiridas. Esto demuestra la creciente complejidad organizativa del proceso educativo y la creación de condiciones psicológicas y pedagógicas efectivas en el entorno educativo de las universidades, de las que depende en gran medida la competencia profesional de los futuros especialistas. El artículo está dedicado al estudio de la relación e interdependencia de las orientaciones educativas, científicas y culturales de los estudiantes en el curso de la educación superior. Analiza la actitud de los estudiantes hacia el proceso educativo y la formación de la identidad profesional como principal orientación valorativa para un determinado período de estudio. Las tecnologías modernas de comunicación de medios se utilizan activamente en el proceso educativo. Se proporciona un enfoque coherente y sistemático con la ayuda de la aplicación Periscope, que es una plataforma para el aprendizaje a distancia. Permite realizar clases y talleres abiertos, participar y ver el proceso de aprendizaje en tiempo real, retransmitir eventos interesantes (conferencias, exposiciones, seminarios). Se presta especial atención a la actividad mediática en las redes sociales. Vkontakte, Instagram y Facebook son las aplicaciones

desarrolladas y utilizadas como plataformas efectivas para compartir noticias, anuncios, encuestas, discusiones, reportajes fotográficos y en video sobre eventos universitarios. Por ejemplo, el año pasado, la Universidad Estatal de Osetia del Norte se convirtió en uno de los líderes de la clasificación sobre la base de los resultados del seguimiento de la apertura de la información de las universidades. La calificación fue presentada por el Ministerio de Educación y Ciencia de la Federación de Rusia durante la conferencia dedicada a la interacción de la información. La calificación adquirida dentro del estudio universitario brinda a los graduados la oportunidad, por un lado, de participar activamente en el diseño, implementación y mayor desarrollo de sistemas aplicados complejos. Por otro lado, proporciona una base para la solución científica de problemas relacionados dentro de la investigación aplicada. Además, un elemento esencial de la maestría es la creación de un área profesional, que abre la oportunidad para que los estudiantes adquieran las calificaciones adicionales adecuadas necesarias para los puestos de liderazgo y gestión además del contenido de la educación y la práctica professional

Palabras clave: pandemia, cambios en el sistema del proceso educativo, universidad, nuevos requisitos, organización de las condiciones psicológicas y pedagógicas del proceso de aprendizaje.

Introduction

The spread of the coronavirus has drastically changed all spheres of life and the higher education system. To be more precise, digital technologies in distance learning have begun to be used more actively. Universities need to respond to strict requirements, which force them to improve the higher education system, first of all, in terms of the digital educational technologies and the key qualifications of teachers and students. Educational principles require a systematic and comprehensive approach and the acquisition by teachers and students of the skills necessary to find general and individual solutions to emerging problems. However, the already existing principles and rules need to be reformed, especially because it is better to use them as auxiliary means that help to cope with general learning situations and do not provide solutions to specific ones.

The pandemic has created problems for universities in particular, and all educational institutions in general, and has caused the need for great flexibility and readiness to adapt. Distance learning has revealed the inequality of educational opportunities everywhere, including the higher education system. There are changes in educational and research processes and in the teaching process, as well as in the requirements for teachers and students. The learning process threatens to become just a transfer of information, but not of the fundamental knowledge. Yet, despite the difficulties, access to academic education, in our opinion, has become an advantage over other educational institutions, and digital learning will also eliminate crucial gaps in important digital competencies of graduates.

To make these consequences to be manageable for universities despite the pandemic, it is necessary to improve the legal framework and didactic, psychological, and pedagogical conditions for the successful implementation of the educational process, which would regulate the unusual manner and rules of distance learning and teaching. These conditions significantly affect the quality of education of university graduates, in particular, their professional competencies (especially the formation of their responsibility), high professional qualities (others are not in demand), social and cultural involvement in the educational environment according to new rules. Therefore, the social importance of pedagogy as science is growing, and research in the field of students' education is especially relevant since they concern the "driving force" of youth. For a successful professional activity, future specialists must establish and identify optimal opportunities for achieving success; they need to be confident in the choice of field of activity, understand and analyze the cause and effect of success and failure, be aware of their values. The study of the problem of university online education and the lack of interpersonal relations that make up the very essence of human existence are important problems that require a quick and

competent solution, since they began to play a leading role in the educational environment of universities, breaking down the categories of upbringing, education, and behavior. As part of teaching practice, we insist on introducing digital software, creating good conditions for students for immersion in online education and effective interaction with the teacher and other students, which is based on methodically, theoretically, practically, and socially planned creative and scientifically proven approaches that require communication both in a group and individually. The decisive factors for success in the educational program and the reflection of learning are persistence and a focused approach in solving educational goals. These problems are often new and rather complex ones, they cannot be solved quickly and temporarily. They require research and thoughtful consultations on students' future professional activities.

Education can be considered as a person's cognitive potential. Both the given subjective dimension and modern education can be analyzed as a socially open and self-developing system, the components of which still include state standards and programs, institutions and their management which ensure their functioning for the personal socialization and development of the cognitive, intellectual potential.

Literature review

Our research aims at studying the motivation of students by identifying their subjective opinion about important aspects of the influence of the educational environment in the context of distance learning on the formation of their self-efficacy and willingness to cooperate based on trust and benevolence which mean successful adaptability and integration into the educational environment; which are promoted by self-awareness and perseverance in identifying value differences that allow planning success and responsibility for its implementation.

Methods

Educational principles require a systematic and comprehensive approach and the acquisition by teachers and students of the skills necessary to find general and individual solutions to emerging problems. However, the already existing principles and rules need to be reformed, especially because it is better to use them as auxiliary means that help to cope with general learning situations and do not provide solutions to specific ones. A prerequisite for the effectiveness of our research is its scientific and methodological justification. In other words, it should meet the requirements of the individuals and society at a given time. The psychological and pedagogical aspects are based on the methodology proven by the authors and its positive pedagogical and social functions. The sources for the theoretical and methodological basis of the research are the theoretical works by famous scientists (H. Becker, E.V. Bondarevskaya, B.V. Sokhranov, A.I. Subetto, A.V. Khutorskoi, V.D. Shadrikov, and others), dissertations in pedagogy, psychology, sociology, the generalized experience and the results of the research. The methods contain certain academic orientations that can professionally interest university graduates. They are formed by certain factors of the formation of professional, interpersonal, and general cultural value orientations of modern students. Yet, it is important how it can be implemented, taking into account that "the model of teaching and emotional and intellectual interaction is replaced by distance learning, the basis of which is the educational program and the corresponding didactic support, created based on modern digital means of informatization of education. The interaction between the teacher and the student in this model is carried out through communication" (Skibitskii, Egorov, 2004).

The results indicate the formation of a sphere of interest showing certain differences in academic qualities between the samples of students. The methodology was developed and tested in close connection with modern and traditional psychological and pedagogical approaches in the educational process of a university during a pandemic. The organization of the online learning process, which provides the necessary fundamental knowledge and forms complex applied skills based on the use of the advantages of distance education, gives graduates the following opportunities: employment in the field of modern technologies; implementation of innovative

projects within the university, which assists in obtaining additional education at the same time with the main educational program.

According to the correlation analysis, the following aspects positively affect the student's desire to express oneself creatively and to be happy for classmates: the effectiveness of learning, the cognitive activation of learners and their motivation, the encouragement of creativity, the promotion of educational and social adaptation in the context of a pandemic, the discussion of the emerging problem of values, the target criteria of learning as an achievement, the difficulties of the learning process and the interaction of learning activities at the levels of a teacher and a student, the transparency of the learning model taking into account professional content, elements related to the quality of education and satisfaction from being in this educational environment. As a result, the adaptability index also increases. The unwillingness to learn and lack of participation in online classes is negatively correlated with distrust towards the teacher and classmates. This emphasizes the role of teachers in motivating students not only to achieve academic success and to extract information from the learning process but also to take full advantage of the university education (even in online mode) for communication, development of the ability to listen to different opinions and views of others, especially of different nationalities (this is quite common in a regional university). The interpersonal communication experience helps to increase students' motivation to learn and build a future successful basis not only for the professional activity but also for adulthood in general, with all its complexity and numerous different social environments that require an individual approach and respectful interpersonal communication. Professional stability and career often depend on the general culture, skills, and desire to follow professional ethics, which is very important.

Results

An objective analysis of the educational environment and the presence of the problematic nature of the present topic give reason to consider our research to be especially important, since the main trend nowadays is, in our opinion, the formation of excessively free, independent, and not quite responsible for the actions and behavior of the student's personality and individuality.

Today's requirements for graduates include not only the acquisition of basic professional knowledge and a variety of technological competencies during the educational process but also the formation of interpersonal communicative skills and a responsible approach to the social usefulness of their professional activities.

The educational environment of the university has the opportunity to participate in the formation and improvement of the individuality of students in favor of social utility, increasing their self-esteem, and, consequently, sense of value and need for society, etc. Psychology and pedagogy have long ago established the importance of individuality, which is equivalent to development, and only the development of individuality leads to the creation of fully developed human beings. Therefore, the goal of the university's educational environment and teachers is to create psychological and pedagogical conditions for online provision of students with professional competence and the opportunity to show their individuality; they need to try to help them make up for a sense of value that is especially important to them. The teaching activity is an educational practice that examines the positive results of such an experience and draws from it the conclusions necessary for further improvement, changing the work process.

Today's requirements for students include the acquisition of not only basic knowledge and a variety of attitudes, but also the skills of self-control; and self-management in teaching acquires a new meaning, which is the pedagogical support in course of the learning process. The careless attitude of students to their personal development and the lack of efforts to show their best qualities and to overcome interfering internal resistance, laziness, stiffness, and self-restraint lead to the subsequent inability to carry out professional activities effectively and to make independent decisions.

University pedagogy has long been focused on the better mutual understanding of the participants of the educational process since this contributes to the progress and the success of higher education. The results of the study, including effective traditional teaching skills, have shown a rather low level of student concern for professional success; the level which is above the average of the conviction that they will be okay; and a high level of self-motivation.

Online learning has revealed that students, who are serious about their future work, study harder, are better able to adapt to distance learning, treat more carefully the acquired values and assimilate them and, thereby, they are convincing and consistent in overcoming obstacles, they have predictable socially beneficial behavior.

Our methodology includes the fight against dependence on various circumstances, primarily social, moral, intercultural, and interpersonal. "Nur durch wechselseitige, sich gegenseitig ergänzende und oft sogar widersprechende Einbettung unterschiedlicher emotionaler, sozialer, sachlicher und moralischer Kategorien werden die kulturellen Stereotype in einem neutralen Wechselspiel der Module relativiert, modifiziert, interpretiert und bewertet und dabei in adäquate Verhaltensmuster umgesetzt". "The cultural stereotypes can correlate, be modified, interpreted and evaluated in an adequate model of behaviour only with the help of joint, complementary and often contradictory but adapting cooperation of various emotional, social, business and moral categories" (Keller, 2007).

Online education, which is still combined with the traditional educational process, helps to solve the problem of faster assimilation of the material and expand the successful interpersonal communication, which is very important because there are many opportunities to provide students not only with intellectual, professional, and other types of knowledge, but also to raise a certain sense of patriotism and feelings for the educational environment, their university; to manage the joint efforts of both teachers and students and those who are involved in the educational process, and are interested not only in personal achievements. "Die hochschulindividuelle Unterstützung kann beispielsweise durch das Betreiben eigener Dienstleistungs- und Supportstrukturen gelingen, wenn deren wesentliche Arbeitsschwerpunkte im Bereich der Lehrerfordernisse liegen. Die Mitarbeiter in diesen Strukturen können als Kompetenzträger sowohl Wissensproduzenten als auch Transaktionsdienstleister sein. Sie können den Wissenstransfer zwischen Fachbereichen unterstützen und Ansprechpartner vermitteln, um Best-Practices für die eigene Hochschule zu adaptieren". "University individual support can be provided, for example, by their supporting structures, if the basic labor requirements for teachers are included in their competence. Employees of these structures can be both teachers and people responsible for the provision of educational services. One can mediate the transmission of information between universities and individuals in favor of university" (Schulz, 2017).

A responsible attitude is shown in the educational environment by the manifestations of bad habits. The student council, elected by students themselves, is an important confidential and protective part of defending their rights, which helps students in solving various problems in different spheres of life: scholarships, healthy lifestyle, sport (many students are fond of various sports, and there are many well-known athletes in the North Caucasus), events, programs for the prevention of typical emergencies. Sometimes it concerns the prevention of tobacco, alcohol, and drug use, as well as overcoming cases of physical and psychosocial consequences of alcohol abuse, the fight against which is also included in regular discussions and online events.

Teachers always stay in touch and take the most necessary part in the events, but students are very active too. The university leaders support the improvement of the learning environment, especially after the return of students to the academic regime. Undoubtedly, they are concerned about the problems of students and teachers during the period of distance learning. The above-mentioned events with the participation and the recommendations of famous people are positively evaluated by the overwhelming majority of students. Students appreciate this support and

therefore willingly participate in the proposed programs. In addition, they strive for a high level of education, which is important for the labor market. Despite many positive reviews, it is clear that the higher education sector will constantly face new challenges related to the digitalization and culturalization of learning. Organizational structures and processes in the educational environment of the university should be developed to promote innovative research, as well as an excellent level of teaching, and, respectively, of education in general; and develop readiness for high-quality professional activity.

The results of the survey of students within the study reflect the events and changes in the learning situation and their positive orientation towards professional success and well-being both in the social sphere and in the general cultural, interethnic and interpersonal ones, etc. In our opinion, these are positive changes for educational policy in higher education in Russia; specialized aspects that relate to a certain differentiated image of students are important for their motives and expectations, as well as for adaptation to the educational environment and interpersonal communication, which is crucial for educational opportunity and fairness in terms of student heterogeneity. Students often do not know and do not analyze before university studies, whether they want to study this particular profession and why; whether the expectations and goals that they associate with the educational process are clear. For high school graduates, the first choice of further education is often associated with uncertainty because of the multitude of possible study programs and, as before, the interest of young people in higher education is still high, despite the rather low tuition fees.

The results of the survey about the motives for choosing a profession distinguish different options. 30% of students name the desire to follow their parents, family, prestige, and social recovery as the main motives. 23% of students name the awareness of one's giftedness as another internal motive; 15% of the respondents say that the chosen profession is their vocation, and this was confirmed during the learning process; 11% of students enrolled in the university by chance: because it was available, just to study at a university, etc. 8% of the respondents have several motives: income, job security, claims and ambitions for leadership; 7% of the respondents expect to get later to a managerial position, 4% of them are engaged in science, despite the low profitability of this activity; and 2% do not plan anything, they just want to see what happens.

Thus, their priorities indicate clear changes in the system of values of our society and the importance of the intervention of the university educational environment in the process of sustainable motivation formation, for example, to support students who study natural sciences and technical specialties with a slightly higher subject interest; to offer the opportunity to participate in interesting activities; to support the expectations related to education (creative independence for students from the faculty of arts).

In general, more than 60% of students believe that they work hard for their studies. However, in our opinion, the hard work of modern students is only partially related to the personal orientation towards rapid efficiency, on which distance learning is focused. The intention to finish university quickly and to start earning is also increasing, at least during years of study. The commitment to hard-working is stable. We did not conduct our research at a medical school, but the oral survey indicates a high commitment (we assume, in connection with the pandemic), the ability to learn in the field of medical technology, depending on the subjects. Medical students provide various information about their learning ability related to the desire for professionalism, the need for positive self-esteem, and the demand of society. 44% of these students declare that they have the opportunity (permission to work in medical institutions) to gain experience in the current difficult situation and prove to themselves and others that they are capable of the necessary study of the facts related to the disease and its treatment.

Since the beginning of the introduction of the new distance-learning format, the time spent on the study has been relatively reduced. Classroom lessons do not guarantee that educational requirements can be successfully overcome in the right amount of time with a reasonable effort

by both students and the faculty. It can be assumed that universities and the participants of the educational process really faced higher assessment requirements, the difficulties of following the curriculum and uncertainty about its constancy, the fulfillment of requirements, both in terms of content and time, which, unfortunately, became the main criterion for the successful functioning of an educational institution (Sokhranov, Saifetdinova, 2008).

Despite the external difficulties, universities tend to compile with high educational, psychological, and pedagogical requirements: organizational, educational, didactic, and content related ones, taking into account some important conclusions made during the pandemic: a) differentiated consideration of individual characteristics is important because students receive very different personal experience; b) transparency of the assessment by students of success of distance learning. However, regular high-quality teaching is recognized by many students; c) there is a slight decrease in research activity, but its quality has increased; d) there is a clear relationship between all aspects of distance education; e) constant monitoring of the educational situation and social climate and the integration into the student community after a long break are possible.

Students seem to be more isolated and barely integrated into the academic community. However, the educational and cognitive activity organized by teachers is mainly positively experienced by the majority of students. The quality of their relationships with each other plays a unifying role, due to the set of activities both with and without teachers. In the Russian system of higher education, it is still important that "The specificity of educational and cognitive activity is that its obligatory result includes scientific knowledge in the form of concepts, judgments, and conclusions, as well as skills, abilities and general intellectual development. In other words, it requires teaching knowledge, skills, and way of thinking. At the same time, teaching is connected with all other types of activity. Therefore, teaching is the most important means of education, of the comprehensive formation of a personality. At certain stages of age-related development, it becomes the leading developing type of activity and determines the personality" (Sobol, Plotnikova, 2013).

During distance learning, students had more opportunities outside the university to discuss questions and problems with teachers. This type of interactive interpersonal communication and its effectiveness for the educational process has become an essential characteristic of the quality of education and is positively assessed by the majority of students. The best reviews concern the quality of the teaching methods content and the achieved knowledge and skills. More than half of students (57-63%) consider these indicators to be achieved with the help of teaching methods and the qualifications of teachers. According to a MGIMO student from South Ossetia, "it is important to understand that in the modern conditions, we must be able to build the correct vector for the development of foreign relations. It is very difficult to immediately get used to high standards and requirements, but with time all difficulties are reduced" (Valiev, 2021). More than a third of students (32-35%) honestly admit their indifference. Only about 5% of students tend to shift responsibility to the unsatisfactory organization of the educational process or the lack of interest of some teachers in their success. These students now attend classroom activities aimed at overcoming the log due to their illness or poor attendance of online classes without any reason.

For this category of students, there are significant differences in the positive academic progress in comparison to distance learning. The greatest attention is paid to teaching them to work independently. At the same time, the presence of teachers is more important for these students than the quality of teaching. Yet, since the educational process with the participation of a teacher still significantly affects the process of integration into the educational environment, the student identity, and their belief in their future professional success, the desire to get an education is still actively supported by teachers, because there are examples when such graduates develop a clear understanding of their professional field during practical work.

However, the current changed conditions make future professional success uncertain, the growing tension in the labor market reduces confidence, and the question of worse work prospects

or retraining arises more often. The willingness to face financial losses and accept the problems in the labor market is almost the same for other graduates, but they always have a chance to participate in the competition and confirm their professional beliefs. Here, for most students, the stability limit is quite high.

Conclusions

Thus, various changes that have taken place in the higher education system during the pandemic have far-reaching consequences for any strategy and perspective. Distance learning has become an alternative option. Psychological and pedagogical approaches with new structures and changed views of participants of the educational environment are of great importance for transforming higher education, not only in Russia but worldwide.

As a rule, students commend the educational organization, despite all the restrictions associated with the pandemic, and find themselves well informed in this situation. They were able to complete this term quite well. In general, both bachelor's and master's degree students are satisfied with the digital format of education. Nevertheless, students still see the possible quality improvement in the didactic preparation of digital learning formats. Teachers are already prepared for technical requirements, but there is always room for improvement. Besides, there are problems with the didactical implementation of digital learning and accompaniment of students in the learning process. Students still note in the survey that the results and quality of distance learning and online events do not differ for the better from classroom activities. This is a reason to realize the innovative potential of new digital technologies and consistently use them for the future development of the higher education system, which creates for the graduates a wide range of professional opportunities in key positions of the society.

The specificity of educational institutions, including the field of higher education, is in the fact that many quality requirements allow and even presuppose a non-standard creative approach to solving the assigned tasks, especially in extremely complex conditions like a pandemic. In addition, these requirements are not only technological but also social. In our opinion, it is a matter of time that will put things into perspective.

Conflict of interests: The authors declare that they have no conflicts of interest.

Authors' contribution: The authors have participated in the research process, in the writing of the work and in the analysis of the documents.

Bibliographic references

Keller, G. (2007). Didaktik des interkulturellen Lernens aus neurobiologisch-konstruktivistischer und sozialpsychologischer Sicht. Retrieved from: http://ourworld.compuserve.com/homepages/michaelwendt/Seiten/Keller.htm

Schulz, J. (2017). Hochschulentwicklung und E-Learning. Digitalisierung als organisationale Herausforderung: Dissertation. Dresden: Technische Universität Dresden.

Skibitskii, E.G., Egorov, V.V. (2004). Distantsionnoe obuchenie: teoriya, praktika i perspektivy razvitiya: Monografiya [Theory, practice and development prospects of distance learning: a monograph]. Almaty: Gylym.

Sobol, N.V., Plotnikova, E.G. (2013). Individualnost – osnova uspeshnosti professionalnoi deyatelnosti [Individuality is the basis for successful professional activity]. Sovremennye problemy nauki i obrazovaniya [Modern problems of science and education], 2. Retrieved from: http://www.science-education.ru/ru/article/view?id=8952

Sokhranov, B.V., Saifetdinova, M.K. (2008). Osobennosti professionalnoi sotsializatsii studentov na vuzovskom etape professionalnoi podgotovki [Features of professional socialization of students during university education]. Izvestiya Penzenskogo gosudarstvennogo pedagogicheskogo universiteta im. V.G. Belinskogo [Izvestia of the Penza State Pedagogical University named after V.G. Belinsky], 11, 145-149.

Valiev, T. (2021). V intervyu "O planakh na budushchee" [Interview "About future plans"]: Newspaper "Slovo", No. 16(12924), 7.