М. С. БАЙНОВА, Е. А. ВЕТРОВА, Е. Е. КАБАНОВА, П. В. ПАЛЕХОВА, А. В. ПЕТРОВ

Внеаудиторная работа в современном профессиональном образовании по программам развития, социализации и сохранения здоровья студентов

Формирование социокультурной образовательной среды и создание условий, необходимых для социализации и всестороннего развития личности, являются актуальными задачами для современного академического учреждения. Внеаудиторная работа, как комплексная деятельность, направленная на подготовку специалиста, развитие его творческих и исследовательских способностей, воспитание социальных качеств, оказывает при этом незаменимую помощь. Организация внеаудиторной работы рассматривается как процесс формирования личности студента.

В 2017–2018 годах в Московском банковском колледже Российской академии народного хозяйства и государственной службы при Президенте Российской Федерации состоялись внеаудиторные мероприятия по основным направлениям «Программы развития и социализации личности, сохранения здоровья студентов». В двух этапах исследования участвовало 83 студента-первокурсника. Использовались: проективная методика «Несуществующее животное» (М. З. Дукаревич); опросник Басса-Дарки по выявлению агрессии. Шкалы этих методик использовались для оценки результатов социализации студентов, участвующих во внеаудиторных мероприятиях.

Результаты внедрения Программы показали значимое снижение показателей беспокойства и агрессивности у студентов. Полученные данные свидетельствовали о том, что внедренная Программа способствовала активизации процесса личностного развития и социализации студентов, улучшению их здоровья.

Реализация внеаудиторной и воспитательной работы имеет положительный результат в социальной среде, которая формируется в образовательном учреждении, создает условия для саморазвития и развития личности, формирует основы жизненного самоопределения, ответственного поведения и навыков здорового образа жизни для студентов.

Ключевые слова: творчество, образовательный стандарт, внеаудиторная работа, воспитательная работа, внеаудиторная деятельность, профессиональное образование, студенческий научный кружок

Ссылка для цитирования:

Байнова М. С., Ветрова Е. А., Кабанова Е. Е., Палехова П. В., Петров А. В. Внеаудиторная работа в современном профессиональном образовании по программам развития, социализации и сохранения здоровья студентов // Перспективы науки и образования. 2019. № 5 (41). С. 86-97. doi: 10.32744/pse.2019.5.7

M. S. BAYNOVA, E. A. VETROVA, E. E. KABANOVA, P. V. PALEHOVA, A. V. PETROV

Extracurricular work in modern vocational education under the programs of development, socialization and students' health preservation

The formation of a sociocultural educational environment, as well as the creation of the conditions required for socialization and comprehensive development of an individual, are the urgent tasks for a modern academic institution. Extracurricular work, as a complex activity aimed at training of a specialist, the development of his creative and research abilities and social qualities, provides the irreplaceable help. The organization of extracurricular work is considered as a process of student's personality formation.

In 2017-2018, the extracurricular activities took place at the Moscow Banking College of the Russian Academy of National Economy and Public Administration under the President of the Russian Federation in the main fields of the "Program for the Development and Socialization of a Person, Students' Health Preservation". Eighty-three first-year students participated in two stages of the study. The following methods were used: the projective technique "Non-existent animal" (M.Z. Dukarevich); Buss-Durkee questionnaire for aggression identification. The scales of these methods were applied to evaluate the results of socialization of the students participating in extracurricular activities.

The Program implementation results showed a significant decrease in students' anxiety and aggressiveness indicators. The data obtained showed that the implemented Program contributed to the activation of the process of personal development and socialization of students, their health improvement.

The implementation of extracurricular and educational work has a positive result in the social environment, which, being formed in an educational institution, creates the conditions for self-development and personality development, forms the basis for life self-determination, responsible behavior and healthy lifestyle skills for students.

Key words: creativity, educational standard, extracurricular work, educational work, extracurricular activities, professional education, student scientific club

For Reference:

Baynova, M. S., Vetrova, E. A., Kabanova, E. E., Palehova, P. V., & Petrov, A. V. (2019). Extracurricular work in modern vocational education under the programs of development, socialization and students' health preservation. *Perspektivy nauki i obrazovaniya – Perspectives of Science and Education*, 41 (5), 86-97. doi: 10.32744/pse.2019.5.7

Introduction

We believe that formation of a socio-cultural educational environment and creation of conditions that are necessary for socialization and all-round personal enhancement are actual tasks for modern academic institution. In addition, control of students' health is essential. Academic institution is obliged to form such an environment in accordance with the requirements of the Federal State Educational Standards. Building of future professionals' social adequacy is also one of the most important directions of educational activity. Out-of-audience work plays a big role in solving these problems.

Socio-cultural changes taking place in the country affect the completely educational system. Personality-centered education becomes more preferable than the other approaches. Academic institutions, which apply pedagogical experience for the personality formation, cause interest of the society, and this fact requires an extensive discussion and study. Among the main principles of the state policy in the field of education is the "humanistic character of education, the priority of universal human values, life and health of a person", and it indicates responsibility of educational institutions for "the life and health of students and pupils during the process of studying" [28].

The importance of out-of-class work in the process of teaching students is also to expand the variety of forms of interaction between a teacher and a student. This is relevant at present time, when students have more opportunities to obtain information in the Internet. Their preparation for classes is often formalized to the search for ready answers and written works. Creative approach has been lost as students are increasingly turning to the primary sources of information. Extracurricular activities should promote expansion of creativity and self-realization of students. Science development, creation of research and innovation centers on the basis of educational institutions are impossible without out-of-class work for students, which should prepare for participation in research, scientific research competitions, implementation of developed projects as well as for internships in leading Russian and international scientific educational centers.

The other side of out-of-class work is teamwork. Modern science considers socialization as a set of processes that have two sides. The first is characterized by the processes of person's adaptation to social conditions and assimilation of social experience. The second side concerns personal self-fulfillment in society and assumes a certain result of activity, expressed in an objectively significant cultural element. The problem of socialization is realized through the whole system of education and training. To help a person to be formed as a creative and active one with cognitive needs, there is necessity for targeted integration, social, economic, spiritual and informational impact of the environment as an educational one. Only in that case personality is being formed and developed, reflecting itself in the world and the world in it. The point of the educational process is to teach young people to manage their individual behavior, maintain stability in emotionally unstable situations, and improve the moral, ethical and psychological climate, creating an atmosphere of friendliness, respect and mutual trust. For the whole system of vocational education study of conditions and opportunities for students' professional development is relevant. At the present, we need a model of correspondence of received vocational education to the development character of production, which is conformity of labor to modern technological requirements. We need to admit that nowadays we don't have it at all. As the result we face professional and socio-

psychological incompetence, decrease of psychological stability of the subject of work, the professional and devaluation of social and personal significance of education. It is solution of these problems that professional education of an individual should be aimed at, the solution through the progressive accumulation of personal potential, search for forms of active formation of social experience, psychological and pedagogical culture, development of interpersonal communication skills and positive influence on other people, formation of responsible behavior and other adequate forms of reaction in any spheres of vital activity of a growing person.

Based on these development lines, can be proposed the following definition. Extracurricular work with students is a complex activity aimed at training a specialist, enhancing students' creative skills, educating social qualities, and developing of research work.

Analysis of recent publications on the problem

Russian Federation joined the Bologna agreement in 2003, at the summit of ministers of education of European countries in Berlin. In this regard, it was necessary to define the subject of extracurricular work, both the theoretical definition of the process and the methodological approaches of its organization. The intersection of educational tasks of an educational institution and out-of-class work with students on the implementation of state educational standards is of great interest within the framework of the idea of a common European educational space. [4]. The content of requirements for future specialists, knowledge and skills acquired by them in the process of mastering educational programs are now formulated in the domestic practice of the competence approach [25].

Extracurricular work with students is currently the subject of pedagogy. Of great interest is the evaluation of out-of-class work in terms of training and reflection of educational standards. Extracurricular work in a modern university in Russia is the subject of research by Ivanova and Logvinova [11]. The topic of extracurricular work is of interest in the nowadays creative area, including in IT [14; 16]. Studies on the development of out-of-class work were conducted at a number of colleges in the United States [7]. In the UK, a study was also conducted on the out-of-class activity of students [26]. The interrelation of out-of-class students' activity and career building is being researched [9]. The direction of work to support the high achievements of students is the object of study of out-of-class work [13].

Extracurricular work is considered in modern pedagogy quiet enough. We can highlight some basic directions of the researching. Morozova has reviewed the management in the extracurricular work in professional education [20]. Another theme is a researching of the extracurricular work for the formation of planned student competencies [6]. The role of the extracurricular work is investigated in the formation of personal qualities [15]. A new direction is extracurricular work in the conditions of distance learning [5]. The identifying and study the process of motivation to participation in the organization of extra-curricular activities and events of professional orientation among students of different university courses is an aim of research by Shulgina etc. [24]. Varlamova has used the ethno-cultural approach as the basis of the educational process has been applied in foreign-language education, in the field of distant teaching a foreign-language and foreign-language culture in RSSU [30]. The methodology for conflict management through out-of-audience activities is described in the work of Masliokva and Suljagina [19].

Moreover, the authors of this paper have spent several years conducting studies of out-of-class work [3; 22; 23; 10], helping students to take part in scientific and public events. In 2010, a survey was conducted among students, participants in the scientific club, to assess the opinion on the out-of-class work [3]. The main motivation to take part in the work of the group was interest in the events (64%), and the surveyed participants noted that the group helped them to obtain new useful knowledge (62%). The group provided students an opportunity to meet with classmates in an informal setting (52%). Other factors were less significant. Hope to get a higher score on the subject contributed to working in a group for only 12% of participants, desire to acquit themselves well, impressing their teacher or the faculty's authorities - for 25%. To obtain high scores for being a part of the group was a motivation of students with low levels of academic achievement, who may have difficulties in mastering the program. Might be that they wanted to improve the marks through other activities.

What did the students gain as a result of work in this group? The majority (82%) noted an increase of cultural level. This illustrates an essential task of out-of-class work – brain building, which contributes to the better development of curriculum as well as social education. More than half of the participants (56%) received the best knowledge of the subject during the participation in the work of the group. Acquisition of interest in science and communication skills were noted by about a quarter of the participants. The participants of the survey also noted that the work in the group gave them "a spiritual lift, good mood, desire to learn new things, the ability to make speeches, bright impressions, good and profitably time spending together with classmates, and desire to visit more interesting places" [3].

However, the study of the estimation if the modern educational environment is interesting in the direction of student exposure. How is the changing of behavioral patterns, psychological portrait of a person? The important moment is a researching the influence of extracurricular work on students in modern conditions, taking into account the dynamics of the estimation.

Materials and Methods

In 2017-2018 years a study was conducted at the Moscow Banking College of the Russian Presidential Academy of National Economy and Public Administration (PANEP), where extracurricular activities have been implemented taking regarding the main activities of the Program for the Development and Socialization of the Individual and Preserving the Health of Students [10]. When forming the concept of out-of-class work in the college, it was taken into account that the paradigm of modern education is not only about development of knowledge and skills, but also development of personality, formation of its general cultural and professional competencies, so that participation of students in the work of creative collectives of public organizations, sports clubs and clubs by interests was seen as essential. The role of practical application of psychology and pedagogy in the educational process of academic institution is creation of the most favorable conditions for the personal development of each student during the entire period of study in college, as well as participants' health improving during the whole educational process [27; 29].

The study was conducted in two stages. The first stage (held in September 2017) was the entrance section. It was testing first-year students, split into two age groups: students graduated the 9th grade (111, 112, 113 groups) and those who finished the 11th grade (122 group) in regular school.

The second stage has been held in March 2018 (with the same cohort). Tests provide grounds for reasonable assumptions about evaluation of the psychological features of "anxiety", "aggression" (projective methodology by M. Z. Dukarevich) [31, p.61], "fault" and "offense" (method of Bassa-Darke) [1, p.118]. In the first stage of tastings 83 people took part (78% of the total number of first-year students), in the second stage – 83 participants, but taking into account the amount of expelled students – it is cost as 84% of the total number.

American psychologists Arnold Bass and Anne Darki proposed in 1957 a methodology that is the Bass-Darkie Hostility Inventory, BDHI. Initially, the Questionnaire included 105 statements of various modalities, and after approbation cycles, out of 75 statements are remained (in literature is known as Buss Durkee Inventory – BDI [21] Statements imply "yes" or "no" answers (closed questions) about the aggressive actions committed by the respondents in the past, which makes it possible to characterize the respondent's behavior model based on self-report: personality assessment traits by eight psychological indicators (physical aggression, indirect aggression, verbal aggression, irritation, negativity, resentment, suspicion, guilt). For this experiment in an educational institution, the authors chose the indicators "offense" and "guilt feelings". The average time for filling the questionnaire is 45 minutes; processing of the results occurs through the automated workplace «Psychometric Expert».

Results

At the first stage of the study (in September 2017), the results of the analysis of the drawings carried out according to the method of M.Z. Dukarevich, respondents showed that "anxiety" (average) was observed in 65% of students, "aggressiveness" (average) showed 50% of respondents. In the Bassa-Darka methodology for the "offense" and "fault" reaction types, an evaluation scale with a nominal value of "4-5 points" was applied [2]. As a result of the analysis of the tests carried out using the Bassa-Darka methodology, respondents showed at the first stage of testing that "offense" (mean) within the norm was observed in 38% of the students. Indicator type of reaction "fault" (mean): within the norm was noted in 30% of students (Tab. 1.).

Table 1

The value of the test indicators before the Program for the Development and Socialization starts, in September 2017

No. of study groups	"offense"			"fault"			"anxiety"	"aggressiveness"
	Below normal	Within normal limits	Above normal	Below normal	Within normal limits	Above normal		
111	52	26	22	13	22	65	74	44
112	33	39	28	28	39	33	41	35
113	45	35	20	20	25	55	80	55
122	23	50	27	32	32	36	64	64
Average value	38	38	24	23	30	47	65	50

At the second stage of the diagnostic study (in March 2018), the results of the analysis of the drawings, conducted according to the method of M.Z. Dukarevich respondents have showed that "anxiety" [Litvak, 2014, p.254] (mean) is observed in 52% of students

(which is 13 points lower than in the first stage), and 35% of respondents have showed "aggressiveness" (mean) (which is 15 points lower than in the first stage). As a result of the analysis of tests conducted using the Bassa-Darka methodology in the second stage of testing, respondents have showed that "offense" (mean) within the norm is observed in 36% of students (which is 2 points lower than in the first stage). The indicator of the type of reaction "fault" [18, p.279] (mean) within the norm is noted in 20% of students (10 points lower than in the first stage) (Tab. 2).

Table 2

The value of the test indicators for the 6 months of the Program for the Development and Socialization, in March 2018

No. of study groups	"offense"			"fault"			"anxiety"	"aggressiveness"
	Below normal	Within normal limits	Above normal	Below normal	Within normal limits	Above normal		
111	33	48	19	19	10	71	62	29
112	48	26	26	15	26	59	26	32
113	52	30	18	13	22	65	70	35
122	50	40	10	15	20	65	50	45
Average value	46	36	18	16	20	65	52	35

In the "Program for the Development and Socialization of the Individual, Preserving the Health of Students", the Moscow Banking College of the Russian Presidential Academy of National Economy and Public Administration (PANEPa) are put the following principles: consistency, civic consciousness, personal approach to upbringing, variability, differentiation of upbringing, individuality. The methodology of application of program blocks includes functional components of pedagogical, psychological (educational) activity: correction, compensation, protection, development, administration and integration. In accordance with the requirements of the competence approach in the current standards of secondary vocational education the main directions of implementation of the "Program for the development and socialization of the individual, the preservation of the health of students" in the Moscow Banking College are: adaptation of first-year students, moral and civil education, healthy way of living, training in tolerance, building of professional and personal qualities, development of self administration. The main goal is to assess emerging personality's dynamics of the personal, social and professional development. Preservation of physical, mental and social health is facilitated by the system of organization of educational and extracurricular, physical and recreational work, the creation of psychological comfort in the college and in training groups, the development of self administration, and project activities implementation.

The goal of this program is to create an integrated educational environment that allows developing the personal potential, preserving student's health in rough conditions of a competitive environment. The program forms standards of interpersonal communication and interaction between people, helps to establish contacts taking into account intercultural and ethnic differences; provides skills in the search and use of information necessary for effective personal development, and for the performance of professional tasks; helps to learn how to assess risks and make decisions in standard and non-standard situations and take responsibility for them; engage in self-education.

The algorithm of content development includes actual tasks of students' development and self-development, goals and guidelines for personal enhancement, also it contains forms, methods and approaches of educational activity, planning for the moral building activities of deputy director, educator, psychologist, curator of the training group, and students.

The study on extracurricular work has showed that necessary conditions for success are both teacher's and student's interest in the activities. Should it be just interesting? Of course no, it has to be a matter, not for the sake of appearance. Among factors of effectiveness of out-of-class work also can be named detailed planning with an indication of the exact time of the beginning of the event, duration of work and breaks, giving information on time and selection of participants.

When students are involved in scientific work, extracurricular activities make it possible to reveal the abilities of students, and students themselves can get acquainted with various possible topics for research and choose interesting ones. It helps them in times of choosing the topics of course works, and in the future – of final qualifying ones. Promising forms of out-of-class work are: participation of students in competitions of scientific works of various levels, participation in scientific seminars and conferences, master classes, taking part in scientific research conducted by the supervisor or department. In turn, the teacher gets the opportunity to form the required creative team to work on a grant or to orient students on postgraduate education. Joint publications, presentations allow students to learn the skills of scientific work and articles preparation. The second direction of extracurricular work is general cultural activities, which, on the one hand, are not directly related to the specialty, but, on the other hand, provide the basis for mastering the study material by students. When visiting museums and attractions, it is highly important to exchange views after the event. This can be in form of a written report, on the basis of which students can prepare a scientific article or theses. A seminar or a round table can also be held.

Is it possible to consider a person safe, socialized, healthy, if there are such characteristics as resentment, guilt, anxiety or aggressiveness? Quality monitoring of students' upbringing is a systematic and complex test of qualitative and quantitative characteristics of effectiveness of the educational system, development and self-development of students. Monitoring reveals features of the educational environment's system, including quantitative and qualitative assessment of the categories of students.

Discussion

Experts of the World Health Organization give the following interpretation: "Health is a state of complete physical, mental and social well-being of a person, and not only the absence of disease or any violations" [31]. We need solution of the problem of health preservation and promotion on a systematic basis, and educational organizations play an important role helping students in personality formation. Studies show the main factors that affect health: social aspect (financial distress, cultural degradation, alcoholism, drug addiction, etc.) – 15-20%; genetics (heredity) – 18-22%; environmental impact – 17-20%, ineffective work of the health care system (level of medical care) – 8 10%; way of living of a person, the character of his leading activity is 50-53% [17]. Education can be attributed to factors that affect the way of life and human activity. Health is seen as connection between physical, mental and social aspects, [31], and education creates conditions for a sufficient level of human adaptation to the environment.

The analysis of the obtained data testifies that the implemented "Program for the development and socialization of the individual, the preservation of the health of students" in the Moscow Banking College contributes to the enhancement of the process of personal development and the socialization of students, and students' health improvement. It can be assumed that the main model for realization of extracurricular and educational work has a positive result in the social environment that forms in this educational institution, creates conditions for self-development and personal development, organization of an educating environment for the formation of the foundations of life self-determination, responsible behavior, and healthy living skills for students. "The program of personal development and socialization, preservation of students' health" at the Moscow Banking College of the RANEPA, includes: holding the "Knowledge Day", organizing excursions, competitions, exhibitions, visits to the theater, sports events, celebrating the Birthday of an educational institution, intellectual shows, performances with creative performances, participation in scientific conferences, etc., Undoubtedly, the model of proposed and ongoing activities should be constantly updated in accordance with the changing conditions of the surrounding social environment and meet the requirements of sustainable development [12].

Comparison of the results with research of working conditions in the Russian State Social University shows the importance of forming a social and cultural environment for academic institutions. The extracurricular work becomes a factor in the competitiveness of the university through participation in socially significant research projects.

To assess the effectiveness of out-of-class work in the process of teaching, it is important to compare competencies that are included in the training program, required knowledge and competencies, and ability to develop the essential skills within extracurricular activity. For example, during the course of out-of-class work, are being trained and improved such skills and characteristics as ability to work in the team and communicate with colleagues; leadership; interpersonal communication standards" developing, interaction between people, establishing of psychological contacts. Students learn how to independently determine the tasks of professional and personal development engage self-education or plan consciously for advanced training.

Conclusion

In conclusion, it is needed to say that study of the role of out-of-class work in vocational education should take place in accordance with the current requirements for vocational training and directions of modernization of higher education as well as requirements for full development of the human personality. Extracurricular activities will allow the academic institution to correspond to high evaluation indicators according with the modern status of the scientific center. Teachers have the opportunity to improve acquisition of knowledge by students also they can form creative teams to do scientific work. The task of implementing the educational standard for the competence training can be accomplished with the involvement of up to 30% of students in extracurricular activities, and passive participation - up to the maximum indicator of all students being trained [10].

Participation in students' project work is associated with cognitive and social motives. To gain the best results administration of the university, taking into account teachers' opinion, should formulate marking criteria, record working hours and distinguish creative work and official engagements. Implementing of programs for personal development

and socialization at the level of the academic institution contributes to improvement of the psychological characteristics in the team. Support of scientific student societies is a promising form of extracurricular work, combining research activities, individual approach and opportunities for improving the quality of education. Based on author's research, the types of extracurricular activities can be conditionally divided into the following areas. The first one is about involvement of students in scientific work. The second direction is aimed at general cultural activities related to the subject or specialty studied. The third area concerns personal development.

REFERENCES

1. Batarshhev A. V. Psychodiagnostics in Management: A Practical Guide. Moscow, Delo Publ., 2005. (in Russian).
2. Batarshhev A. V. Lukyanova A.O. Psychology of Personnel Management. Moscow, Psihoterapia Publ., 2007. (in Russian).
3. Baynova M.S. Extracurricular work with students of the specialty "State and municipal management" on the example of a scientific student's society. *Public administration. E-journal*, 2010, no. 25, pp. 5. (in Russian).
4. Bologna Declaration The Declaration on the European Space for Higher Education, signed by the Ministers of Education of European countries, on June 19, 1999 in Bologna. Available at: <https://refdb.ru/look/2337025.html> (accessed 1 August 2019) (in Russian).
5. Boronenko T.A., Fedotova V.S. Areas of training future teachers for the use of distance learning technologies in their professional activities (the praxeological aspect of the activity approach). *Obrazovanie i nauka*, 2015, no. 3 (122), pp. 87-105 (in Russian)
6. Chernichkina E.K., Podgorskaya O.N. Out-of-job work as a platform for the formation of sociocultural competence of students of a teacher training university. *Izvestiya Volgogradskogo gosudarstvennogo pedagogicheskogo universiteta*, 2017, no. 8 (121), pp. 30-34. (in Russian).
7. Crispin L. M. Nikolaou D. Work and play take school time away? The impact of extracurricular and work time on educational time for live-at-home college students. *Applied Economics*, 2017, vol. 50 (6), pp. 1-21.
8. Diagnosis of the state of aggression (Bass-Darki questionnaire) / Diagnostics of emotional and moral development / ed. and comp. I.B.Dermanova. Saint-Petersburg, 2002. (in Russian).
9. Do-Hee Kim. The study on effects of career for undergraduate student studying social work in curricular and extracurricular activities. *Discourse and Policy in Social Science*, 2018, vol. 11, pp 137-157; doi:10.22417/dpss.2018.4.11.1.137
10. Goncharova V.N., Palekhova P.V., Shklyar L.V. Features of the implementation of the "Program of personal development and socialization, preservation of students' health" at the Moscow Bank College of the Russian Academy of National Economy and Public Administration under the President of the Russian Federation" / *New in science and education: International Annual Scientific and Practical Conference. April 11, 2018: collection of works* / Comp. Yu.N. Kondrakova; ed. N.G.Obidina, A.V.Vinogradov. Moscow, MAX Press Publ., 2018. (in Russian).
11. Ivanova G. P., Logvinova O. K. Extracurricular Activities at Modern Russian University: Student and Faculty Views. *EURASIA Journal of Mathematics, Science and Technology Education*, 2017, vol. 13(11), pp. 7431-7439. DOI: 10.12973/ejmste/79797
12. Johannesburg Declaration Johannesburg Declaration on Sustainable Development. Adopted at the World Summit on Sustainable Development (Johannesburg, South Africa, August 26 – September 4, 2002) Available at: http://www.un.org/ru/documents/decl_conv/declarations/decl_wssd.shtml (accessed 1 August 2019)
13. Johnson M. Walther C. Medley K.J. Perceptions of Advisors Who Work with High-Achieving Students. *Journal of the National Collegiate Honors Council*, 2018, vol. 19, no. 1, pp. 105-124.
14. Junglas, I., Armstrong, D., Goel, L., & Harris, J. Personal Professional Networks: Their Effect on Extracurricular Work Behaviors Among IT Professionals. *International Conference on Information Systems*, 2013, December, 15-18. Milan, Italy.
15. Kosoplechev A.V. Out-of-class work as a component of student self-realization. / Problems of training and retraining of specialists in the field of hospitality and tourism Educational and methodical collection of the department of social management and tourism. Moskva, Rossijskij Gosudarstvennyj Social'nyj Universitet, 2013, pp. 72-77. (in Russian).
16. Kuhar K., Sabljic J. The Work and Role of Extracurricular Clubs in Fostering Student Creativity. *Journal of Education and Training Studies*, 2016, vol. 4, no. 4, pp. 93-104. DOI: <https://doi.org/10.11114/jets.v4i4.1319>
17. Kuznetsova N.A. Organizational-pedagogical conditions for preserving the health of students in the educational space of the school. Diss. PhD PhD Ped. Sci. Available at: <http://nauka-pedagogika.com/pedagogika-13-00-01/>

- dissertatsiya-organizatsionno-pedagogicheskie-usloviya-sohraneniya-zdorovya-uchaschihsya-v-obrazovatelnom-prostranstve-shkoly#ixzz5CFtrjKSs (accessed 1 August 2019). (in Russian).
18. Litvak M. E. To command or to obey. Psychology of management. Rostov-on-Don, Fenix Publ., 2014. (in Russian).
 19. Maslikov V.A., Polyakova S., Sulyagina Yu.O. Art therapy as an innovative method of conflict resolution in creative groups. Economic and Social Development Book of Proceedings. Varazdin Development and Entrepreneurship Agency; Russian State Social University, 2017, pp. 758-767.
 20. Morozova N.S. Management models for extracurricular independent work of students. *Filologicheskie nauki. Voprosy teorii i praktiki*, 2017, no. 9-2 (75), pp. 198-202. (in Russian).
 21. Morrison S.D., Chaffin S., Chase T.V. Use of the Buss-Durkee Inventory. *South Med J*, 1975, vol. 68, nr. 4.
 22. Palekhova P.V. Experimental Development and Implementation of Applied Baccalaureate Program. Educational Innovation and Reform in Different Countries. Seattle Pacific University, Engaging the culture, changing the world. Seattle, USA, 2011, June-Jul, 65 p.,
 23. Palekhova P.V., Lomovitskaya I.I. Colleges of the Bank of Russia: international experience of practical training. *Dengi i kredit*, 2012, no. 9, pp. 75-78. (in Russian).
 24. Shulgina T. A., Ketova N. A., Kholodova K. A., Severinov D. A. Motivating students to participate in professionally oriented events management. *Obrazovanie i nauka*, 2018, vol. 20, no. 1, pp. 96-115. (in Russian).
 25. Standard 03.02.07 Banking Order of the Ministry of Education and Science of Russia of 05.02.2018 N 67 "On approval of the federal state educational standard of secondary vocational education in the specialty of February 3, 2007 Banking" (Registered in the Ministry of Justice of the Russian Federation on February 26, 201 N 50135) (in Russian).
 26. Stuart M. Lido C. Morgan J. May S. Student diversity, extra-curricular activities and perceptions of graduate outcomes. Higher Education Academy. Grant 2007–08. Available at: http://gala.gre.ac.uk/3232/1/HEA_project_report_2007_8.pdf (accessed 1 August 2019).
 27. The concept of the development of an additional education for children (until 2020). Order of the Government of Russian Federation. №1726-p, 04.09.2014. (in Russian).
 28. The Federal Law "On Education in the Russian Federation". 29.12.2012 N 273-FL. (in Russian).
 29. The Federal law "On the fundamentals of protecting the health of citizens in the Russian Federation". 21.11.2011 N 323-FL (edition 07.03.2018). (in Russian).
 30. Varlamova E.Yu. Organizing Extra-Curricular Activity of Bachelors During Professional Foreign-Language Training Basis of Ethno-Cultural Approach. *Uchenyye zapiski*, 2018, vol. 17, no. 1, pp. 175-182. (in Russian).
 31. Wenger A. L. Psychological drawing tests: illustrated guide. Moscow, Vlados-press Publ., 2010. (in Russian).
 32. WHO Constitution, 48-th edition. 2014. Available at: <http://apps.who.int/gb/bd/PDF/bd48/basic-documents-48th-edition-ru.pdf?ua=1#page=9> (accessed 1 August 2019).

Информация об авторах

Байнова Мария Сергеевна
(Россия, Москва)

Кандидат социологических наук, доцент, доцент
кафедры менеджмента и административного
управления
Российский государственный социальный
университет
E-mail: baynovams@rgsu.net
ORCID ID: 0000-0003-2789-4596

Ветрова Екатерина Александровна
(Россия, Москва)

Кандидат экономических наук, доцент, доцент
кафедры менеджмента и административного
управления
Российский государственный социальный
университет
E-mail: eavetrova@yandex.ru
ORCID ID: 0000-0002-1608-1162

Кабанова Елена Евгеньевна
(Россия, Москва)

Кандидат социологических наук, доцент кафедры
менеджмента и административного управления,
Российский государственный социальный
университет
E-mail: cool90@list.ru
ORCID ID: 0000-0003-4463-5326

Information about the authors

Maria S. Baynova
(Russia, Moscow)

PhD in Sociological Sciences,
Assistant professor
at the Department of Management
and Administration
Russian State Social University
E-mail: baynovams@rgsu.net
ORCID ID: 0000-0003-2789-4596

Ekaterina A. Vetrova
(Russia, Moscow)

PhD in Economic Sciences,
Assistant professor
at the Department of Management
and Administration.
Russian State Social University
E-mail: eavetrova@yandex.ru
ORCID ID: 0000-0002-1608-1162

Elena E. Kabanova
(Russia, Moscow)

PhD in Sociological Sciences,
Assistant professor
at the Department of Management and Administration.
Russian State Social University
E-mail: cool90@list.ru
ORCID ID: 0000-0003-4463-5326

Палехова Полина Вячеславовна

(Россия, Москва)

Доктор исторических наук, профессор, заместитель
директора научно-образовательного центра
устойчивого развития Института финансов и
устойчивого развития Российской академии
народного хозяйства и государственной службы при
Президенте Российской Федерации,
профессор кафедры менеджмента и
административного управления
Российский государственный социальный
университет

E-mail: ppalehova@gmail.com

ORCID ID: 0000-0003-3644-7915

Петров Александр Викторович

(Россия, Санкт-Петербург)

Доктор социологических наук, профессор кафедры
экономической социологии
Санкт-Петербургский государственный университет

E-mail: petroval4@yandex.ru

ORCID ID: 0000-0002-9127-2209

Polina V. Palehova

(Russia, Moscow)

Doctor of Historical Sciences,
Deputy Director
of the Center for Sustainable Development of the
Institute of Finance and Sustainable Development of
Ranepa

The Russian presidential academy of national economy
and public administration

Professor at the Department of Management and
Administration

Russian State Social University

E-mail: ppalehova@gmail.com

ORCID ID: 0000-0003-3644-7915

Alexander V. Petrov

(Russia, Saint-Petersburg)

Doctor of Sociological Sciences,
Professor of the Department of Sociology,
Saint Petersburg State University

E-mail: petroval4@yandex.ru

ORCID ID: 0000-0002-9127-2209