
Personal Educational Actions Management for Students at the Stage of Primary General Education

SOFIA G. USMANOVA¹, ANNA V. MALOLETKOVA², GUZEL F. SAYFULLINA³,
REGINA R. GAZIZOVA⁴, SVETLANA B. SEDOVA⁵

^{1,2,3,4}Sterlitamak branch of the Federal State Budgetary Educational Institution of Higher Education 'Bashkir State University', Sterlitamak, Russia

⁵Administration of the Urban District, the city of Sterlitamak, Sterlitamak, Russia

*Corresponding Author

Email ID: sofochka67@yandex.ru

Abstract: Background: The ongoing transformation of Russian society determines the requirements for a person, an active member of a new society. They must have a different motivation, a new style of behavior, qualitatively different thinking, which will allow them to work actively and live in new social relations. Based on this, new tasks are set for the education system, requiring a revision of the current goals and values of the educational system. The education system modernization is taking place, among other things, through the introduction of Federal State Educational Standards (or FSES). The FSES of the second generation states that its purpose is to determine and ensure the achievement of the requirements and conditions that are put forward by the state, aimed at the implementation of the main goal of the Russian educational system is the upbringing of a successful person, a citizen of a high level of morality, possessing modern knowledge, skills, and abilities, and respecting social ideals and values.

FSES of the second generation has a fundamental difference from previously implemented educational standards. It is based not only on the achievement of given subject results but on the formation of universal methods of educational activity in students, which determine the success of the child's learning in the future at all educational stages. The new educational standard is based on the idea of the relationship and interdependence of the processes of education, training, and personal development. Seeing this, the goal of modern education is to shape the personality of the child.

Objective: based on theoretical and empirical research results, the aim is to develop, substantiate and test a program for managing the development of personal educational universal actions in younger schoolchildren.

Methods: theoretical: analysis, generalization, comparison, systematization; empirical: pedagogical observation, pedagogical experiment, testing, methods of mathematical and statistical processing, and data interpretation.

Findings: the characteristics of the personal development of junior schoolchildren are characterized; describes the goals and objectives of managing the personal development of students in the implementation of the federal state educational standard of primary general education; theoretically substantiated and characterized by a program for managing the formation of personal universal educational actions of primary schoolchildren. The developed program can be used by psychologists and teachers to organize work to manage the formation of personal universal educational actions of students at the stage of primary general education. The materials can be used by teachers and students in the process of preparing for lectures and practical classes.

Conclusion: students at the stage of primary general education have an insufficient level of development of personal universal educational actions. Program-targeted management of the process of forming personal universal educational actions of primary schoolchildren will ensure its effectiveness and efficiency.

Keywords: federal state educational standard, formation, management, universal educational actions, junior pupil, personal universal educational actions, students, primary general education.

INTRODUCTION

In the Federal State Educational Standards (or FSES), the level of formation and the variety of universal actions mastered by them serves as a criterion for the assimilation of knowledge by students. Universal learning actions represent a wide functionality that allows a child to independently assimilate new knowledge, to act correctly in new conditions for themselves. Due to the child's assimilation of universal educational actions, they can build a

comfortable learning regime. For maximum assimilation and mastery of universal educational actions, the student must master all the components of educational activity, which include motivation, setting goals and objectives, defining and implementing educational actions and operations .

Currently, there is a process of active modernization of Russian education. Modern conditions of life and work dictate more and more exaggerated requirements for the individual, both in society and in the economic sphere (Asmolov, 2011). The introduction of FSES of primary general education determined the ongoing changes in the teacher's professional activity since FSES makes updated requirements for the implementation of this activity against the professional attitudes and values already existing among teachers (Asmolov, 2009).

The new requirements are in the prescribed criteria for the achievements of students, the use of special educational technologies, including the activity type, which we mentioned above. In this aspect, the remark of Asmolov et al. (2011) 'over the years of introducing the standard, teachers have mastered unfamiliar terminology and began to use it, but at the same time, many teachers of a mass school cannot yet answer questions related to specific activities to implement the requirements of the standard'. Based on the foregoing, we note that today the main goal of modern education is the mastering of Universal Learning Actions (or ULA) by students, which are designed to create the basis for self-development and self-improvement of schoolchildren (Bobrysheva, 2017).

Foreign and domestic teachers and psychologists show that it is the primary school age that is the initial stage in a person's awareness of their personality, in orienting their position, in the educational process and other spheres of life. It will not be easy for a child to cope with this task on their own, therefore, at primary school age, it is especially important to help in the development and formation of his personality.

The key role in the formation of personal universal educational actions is assigned to educational organizations. Their activities should be aimed at creating an integrated system of students' personal development. It is necessary to pay close attention to the management of the development of personal universal educational actions of primary schoolchildren.

The main goal of the formation of personal ULA is to form the value-semantic structure of the personality of students, which includes moral rules and norms, the moral development of the child, the ability to correlate one's own and other people's actions with the rules adopted in society, as well as in the formation of the child's orientation in the system adopted in society social roles of interaction channels. Based on the characteristics of educational activity, personal universal actions are:

- Self-determination of the student, which takes place on a personal level and includes the formation of adequate self-esteem, the development of the student's inner position, etc.;
- semantic formation, which is an independent search by students of the connection between the goals of educational activity, set for them, and the motives for its implementation. That is, in simple terms, the child must understand how important the learning process is for them;
- moral and ethical orientation, implying the correlation of their actions and behavior, as well as the behavior and actions of other people with the rules and norms accepted in society, as well as the desire to comply with them (Naumenko, Naumenko, 2019).

Research hypothesis: the development management of personal educational universal actions in younger schoolchildren will be effective if a wide range of management functions of planning, organization, control, stimulation of motivation, correction, analysis, coordination, and regulation in the course of the personal development of younger schoolchildren are purposefully implemented.

The theoretical significance of the research: the personal development characteristics of primary schoolchildren are characterized; the goals and objectives of managing the personal development of students in the implementation of FSES are described; substantiated and characterized the program for managing the development of personal ULA of primary schoolchildren.

LITERATURE REVIEW

Socially leading activity, is always a purposeful system, a system aimed at results. Speaking about education as the leading social activity of society, we thereby assume a focus on results as a system-forming factor of activity. This result in the history of our science appeared in different terms. Leontyev (2004) spoke about the result as the motive and value of the activity. He defined upbringing as the transformation of only known values into actually acting motives of behavior. The process of upbringing is the process of transformation of values, ideas that exist in culture, through activity into really acting and meaning-forming motives of behavior. Thus, from the very beginning, in the system-activity approach, the result of activity as a purposeful system is highlighted.

The second concept of the system-activity approach indicates that the result can be achieved only if there is feedback. Bernstein (2003) called it 'correction.' And it is called so: certification, accreditation, licensing, testing. Only in this system do these concepts exist. The ideology of Bernstein (2003) and Leontiev (2004) helps us to see where these things come from. In other words, an incredibly important point for us, i.e. we must see all procedures not broken, but in a holistic system-activity analysis.

The concept of universal educational actions is based on the system-activity approach developed by such scientists as Asmolov (2009, 2010, 2011), Vygotsky (2013), Galperin (2002), Davydov (2004), and Leontiev (2004). In a broad sense, ULA is the ability to learn, and in a narrower sense, it is a set of methods of action that help to independently find ways to assimilate new skills and knowledge. Based on research in psychology Asmolov, Burmenskaya, and Volodarskaya (2011) identified four blocks of universal educational actions:

- Personal actions provide a value-semantic orientation of students (i.e. the knowledge of moral norms, the ability to correlate actions and events with accepted ethical principles, the ability to highlight the moral aspect of behavior) and orientation in social roles and interpersonal relationships;
- regulatory actions provide students with the organization of their learning activities; - cognitive universal actions - a system of methods of cognition of the surrounding world and a set of operations for processing, systematizing, generalizing, and using the information received;
- communicative actions provide social competence and consideration of the position of other people, communication partners, or activities; the ability to listen and engage in dialogue; participate in the collective discussion of problems; integrate into a peer group and build productive interaction and cooperation with peers and adults [3, p. 104].

The basis for identifying basic ULA in each area, i.e. personal, regulatory, cognitive, communicative, is based on the concept of the structure and dynamics of psychological age by Vygotsky (2013), the theory of periodization of the child's mental development by Davydov (2004). The implementation of a systematic approach allows us to determine the main central lines of development in each age period, to differentiate those specific ULA that is in the sensitive period of their development and are key in determining the ability to learn at the level of basic general education, to establish a system of their interrelationships (Korolkova, 2013).

METHODS

Seeing all the mentioned above, we carried out an experimental study, the purpose of which was to develop and test a program for managing the formation of personal universal educational actions among students in the lower grades. Within the framework of this experiment, we used both research methods and methods of corrective and developmental influence.

The study involved students of the third grades of the municipal autonomous educational institution 'Secondary School No. 31' of the urban district, the city of Sterlitamak, Republic of Bashkortostan, in the amount of 107 people. They study in four classes, two of which formed an experimental group (55 people), the other two were a control group (52 people). The average age of the subjects is 9-10 years.

The work used the following set of research methods: theoretical analysis of psychological and pedagogical literature on the research problem; formative experiment, testing, questioning, as well as methods of mathematical and statistical processing and interpretation of data (frequency distribution; comparative analysis; assessment of the significance of differences by Student's t-test, X²-Pearson's test) (Burlachuk, Morozov 1999).

The main goal of the formation of personal universal educational actions is to form the value-semantic structure of the personality of students, which includes:

- Personal actions provide a value-semantic orientation of students (i.e. the knowledge of moral norms, the ability to correlate actions and events with accepted ethical principles, the ability to highlight the moral aspect of behavior) and orientation in social roles and interpersonal relationships;
- moral rules and norms, moral development of the child,
- the ability to correlate one's own and others' actions with the rules accepted in society (self-esteem),
- orientation of the child in the system of social roles accepted in the society of interaction channels (Ezhova, 2018).

Based on these provisions, to diagnose the level of personal universal educational action formation, we used the following methods, i.e. the questionnaire called 'Assessing the level of school motivation' Luskanova, 'Methodology for measuring self-esteem' (Dembo-Rubinstein, a version adapted for younger schoolchildren), 'An education map of a younger student'. At the ascertaining stage of the study, the test subjects were diagnosed in both groups.

Formative experiment, along with diagnostics, involves the use of methods of correctional and developmental influence. As part of our work, a program for managing the formation of personal universal educational actions among students in the lower grades was compiled and tested. It involves several sessions with the subjects of the experimental group, the effectiveness of which is tested at the ascertaining (1st sample) and control (2nd sample) stages of the experimental study.

Younger schoolchildren of the experimental group, as well as their parents and teachers, took part in the implementation of the program developed by us. The presented program is implemented within the framework of the basic educational program of primary general education. The purpose of the program to stimulate the development of interpersonal relations, school motivation, and the internal position of the student, which determine the formation of personal competence of the younger student.

The program is designed for an academic year. Here are some areas of work:

1. The preparation of teachers for the program implementation was carried out within the framework of problematic seminars at the in-school methodological association of primary school teachers. Some of the sessions were attended by teachers in certain subjects working in the respective classes (such as music, foreign language, and physical education). Working methods were discussions, cases, and business games. At the first meeting, a plan of work with students on the formation of personal ULA was approved as part of a complex of correctional and developmental classes.
2. Psychological and pedagogical education of parents. The format is parent meetings (including online); periodicity is once a month. The theme is designed to take into account the questions of parents, which were collected by class teachers.
3. A complex of correctional and developmental lessons with students (total - 20 lessons, at the beginning and the end of the course - diagnostics of the subjects). Classes were held once a week, with a break for vacations and holidays. Forms of work: conversation, cognitive games, conversation and games with elements of training, quiz, psychological exercises, excursion, exhibitions of children's art and drama scenes.

A significant result of the program implementation is the formation of the following personal universal educational actions in the children of the experimental group:

- The ability to evaluate the behavior of other people from the standpoint of morality, ethics, and norms accepted in society;
- the ability to differentiate in a given situation a person's actions into positive and negative;
- the ability to defend one's position using a system of arguments;
- the ability to independently formulate and explain the essence of simple moral values through the rules of behavior with other people and alone with oneself;
- the ability to choose a given situation from the proposed behaviors (Kolesnikova, 2014).

After the implementation of the program, at the control stage of the experiment, we carried out repeated diagnostics of the control and experimental groups according to the above diagnostic methods. This is necessary to track the dynamics of the studied parameters, which will reveal the degree of effectiveness of our program.

RESULTS

Our experimental study assumed the diagnosis of the control and experimental groups at the control and ascertaining stages. This allows us to track the dynamics of the studied parameters as an indicator of the effectiveness of the program we have developed.

We diagnosed the degree of motivation formation of junior schoolchildren using the 'Assessment of the level of school motivation' by Luskanova. A result summary is shown in the table (Table 1).

Table 1: requery distribution dynamics of the school motivation levels in the control and experimental groups (the methodology by Luskanova)

The level of school motivation formation	Experimental group - 55 people, (number, %)		Control group - 52 people, (number, %)	
	1 sample	2 sample	1 sample	2 sample
Highest level	7 (12.7)	14 (25.5)	5 (9,5)	7 (13,5)
Good school motivation	5 (9.1)	16 (29.1)	7 (13,5)	5 (9,5)
Positive attitude towards school, but the school attracts more extracurricular parties	25 (45.5)	17 (30.1)	25 (48,1)	26 (50,0)
Low school motivation	10 (18.2)	7 (12.7)	7 (13,5)	7 (13,5)
Negative attitude towards school, school maladjustment	8 (14.5)	1 (2.6)	8 (15,4)	7 (13,5)
Significance of differences (Pearson χ^2 test)	0.001		-	

The result analysis allows us to conclude that the primary frequency distribution of the levels of school motivation formation in both groups was approximately the same. However, the second slice shows a significant redistribution of the subjects according to the diagnosed levels. The dynamics of the frequency distribution of the results in each group were assessed using the Pearson test (χ^2 test). Trends towards an increase in the level of motivation take place in both study groups, but significant differences were found in the experimental group.

The presence of a formed school motivation in the subjects is evidenced by a good or the highest possible level. The overwhelming majority of students who successfully cope with the complex requirements in primary school have these levels. Children with such indicators are distinguished by a range of high cognitive motives, the desire to conscientiously and efficiently fulfill all the requirements of the school. They are conscientious, active and responsible, and are very worried about unsatisfactory grades or teacher comments.

At the ascertaining stage of the experimental study, in both groups, only slightly more than 20% of the subjects had a formed school motivation. It is especially noteworthy that we are talking about third-grade students. At the control stage, these levels are demonstrated by more than half of the study participants from the experimental group, while in the control group the results did not change significantly.

We diagnosed the level of self-esteem of the subjects using the 'Method of measuring self-esteem' (Dembo-Rubinstein, adapted version for younger schoolchildren). The frequency distribution of the results is presented in the following table (Table 2).

Table 2: Frequency distribution dynamics of self-esteem levels in the control and experimental groups (the Dembo-Rubinstein method)

Self-esteem	Experimental group - 55 people, (number, %)		Control group - 52 people, (number, %)	
	Sample 1	Sample 2	Sample 1	Sample 2
Heightened self-esteem	11 (20,0)	10 (18,2)	10 (19,2)	8 (15,3)
Adequate self-esteem	17 (30,9)	31 (56,4)	18 (34,6)	20 (38,5)
Low self-esteem	27 (49,1)	14 (25,4)	24 (46,2)	24 (46,2)
Significance of differences (Pearson χ^2 test)	0,001		-	

The dynamics of the subjects' self-esteem have the same tendencies as in the previous case, i.e. a slight tendency towards adequate self-esteem (the optimal parameter in this case) in both groups, however, significant differences were revealed in the experimental group. The number of subjects with adequate self-esteem there almost doubled (from 30.9% to 56.4%).

It should be noted that almost half of the students of both groups demonstrated a low level of self-esteem at the ascertaining stage. The main factor in its formation, in this case, can be considered the specifics of the diagnostic procedure, i.e. it involves the child's assessment of himself as a student, the degree of his success in fulfilling the teacher's requirements. Thus, we have an idea of the assessment of the subjects themselves as students.

The degree of moral rules and norms assimilation, the moral development of a child can be effectively diagnosed with the help of expert assessments of personality qualities complex that characterize the degree of their upbringing. To do this, we applied the methodology 'Map of education of a junior schoolchild'. It involves collecting opinions on the development degree of the moral qualities of the subjects from the teacher, parents, and the students themselves. Each parameter is assessed by experts from 0 to 5 points, i.e. 5 - this is always there, 4 - often, 3 - rarely, 2 - never, 1 - I (the child) have a different position, 0 - I don't know.

The final score is the average of the above three opinions. After the assessment, a parenting map is drawn up, in which all the marks are entered, including the average for all qualities (the general level of education). Thus, all interested parties (teacher, student, parent) have the opportunity to observe the development of the child. The summary results are presented in the table (Table 3).

Table 3: Moral qualities formation dynamics of the subjects (or under-tested)

Personality traits	Averages expert assessments		Differences significance (t-test)
	1 sample	2 sample	
Experimental group			
1. Collectivism and humanism	3.1	3.9	0.05
2. Diligence	3.4	3.6	-
3. Honesty	2.6	2.9	-
4. Independence, organization	2.8	3.5	0.05
5. Curiosity	2.9	3.8	0.01
6. Emotionality	3.7	3.6	-
Upbringing	3.1	3.6	0.05
Control group			
1. Collectivism and humanism	3.3	3.5	-
2. Diligence	3.5	3.6	-
3. Honesty	2.8	2.9	-
4. Independence, organization	2.7	3.0	-
5. Curiosity	3.1	3.4	-
6. Emotionality	3.8	3.6	-
Upbringing	3.2	3.3	-

At the ascertaining stage, the subjects of both groups demonstrate the most frequent expression of such qualities as hard work and emotionality. However, the average indicators, even for these qualities, gravitate towards the 'rarely manifests' assessment, according to the criteria by which the experts worked. The least pronounced were parity, independence, and organization. The consistency of estimates proves the homogeneity of the sample of subjects at the initial stage.

The dynamics of the studied indicators did not reveal significant differences in students from the control group, however, in the experimental group, there are significant differences in such personality traits as 'collectivism and humanism', 'independence, organization' and 'curiosity', as well as in the general level of education of the younger schoolchildren.

It is interesting that after carrying out correctional and developmental work among younger schoolchildren from the experimental group, collectivism, humanism, and curiosity took the leading positions. This combination of qualities can qualitatively improve the effectiveness of training, optimize relationships.

DISCUSSION

The problem of personal universal educational actions among primary school students is becoming more and more acute in modern society. This is also evidenced by the results of our study, i.e. the ascertaining stage revealed the presence of problems in more than half of the subjects. At the same time, we note that the participants in the experiment were students of the third grades, in whom it was possible to assume the presence of personal universal educational actions already formed.

The hypothesis that without systematic work on the personal formation of ULA at the stage of primary school education, a high level of their development cannot be expected, unfortunately, was confirmed. Thus, at the ascertaining stage of the experimental study in both groups, only more than 20% of the subjects had a formed school motivation. It is especially noteworthy that we are talking about third-grade students who can demonstrate already formed motivation.

The same tendency takes place in terms of self-esteem, i.e. almost half of the students from both groups at the ascertaining stage demonstrated a low level of self-esteem. Moreover, in this case, we are talking about the assessment of the subjects themselves as students. Regarding the degree of moral qualities manifested by children, i.e. all average scores for the groups corresponded to the frequency of their manifestations were 'rarely' or 'never'.

The second part of our hypothesis is related to the need for a systematic and purposeful formation of universal educational actions. In our opinion, it should be provided with a set of measures within the educational process. A program developed by us can become one of the tools. In our case, we managed to achieve significant dynamics in the following parameters:

- Increasing the level of school motivation, i.e. junior schoolchildren from the experimental group began to take the teacher's requirements more seriously, perform tasks responsibly and strive to minimize mistakes and shortcomings;
- optimization of the self-esteem level, i.e. the number of subjects with adequate self-esteem in the experimental group almost doubled;
- an increase in the frequency of moral qualities manifestations of an individual, as well as the general level of primary schoolchildren education.

It is worth noting that our program was not implemented accidentally. It is based on the third year of primary school education. We limited the format of our work in this way for the following reasons, i.e. previous education in primary school (first and second years of schooling) provided a sufficient period for the formation of the studied personality formations, so that we could talk about the presence or absence of the work effectiveness of the teaching staff. On the other hand, the third year of study in primary education is not the last, therefore, if a deficit of the qualities and characteristics being formed is detected, we have the opportunity and time to carry out full-fledged correctional and developmental work in this aspect.

Note that at present it is possible to distinguish some programs focused on the personal development of children. However, our program allows you to include recommendations directly in the educational process, can perform the functions of an additional 'superstructure' to the general complex of educational activities, implement several activities or optional classes, provides, interdepartmental interaction of specialists that implements psychological and pedagogical support of children at the stage of primary general education.

CONCLUSION

The level of personal development of the younger generation is increasingly becoming the subject of lively discussions in modern society. At the same time, the lack of systematic work on the development of the personality of schoolchildren is called the reason for the deficiency of 'humanity', which is palpable at all levels of relations. This is especially true when working with children of primary school age. Several new formations of a younger student contribute to the assimilation of moral norms, the formation of self-attitude, and the formation of a student's position.

Teacher needs to develop in the younger student the readiness and ability for self-development, i.e. personal universal learning activities. The skillful use of various educational technologies by the teacher can contribute to the development of personal universal educational actions.

The program for managing the formation of universal educational actions developed by us led to some positive changes in the subjects of the experimental group. Thus, it can become one of the effective tools for the formation of personal competence in children of primary school age.

ACKNOWLEDGEMENTS

We express our gratitude to the administration of the municipal autonomous educational institution 'Secondary school #31' of the urban district, the city of Sterlitamak, Republic of Bashkortostan; Department of Psychological and Pedagogical Education, Sterlitamak branch of the Federal State Budgetary Educational Institution of Higher Education 'Bashkir State University' for fruitful cooperation in organizing and conducting research.

REFERENCES

1. Asmolov, A. G. (2002). *Psychology of Personality*. Moscow: Research Center 'Academia'.
2. Asmolov, A. G. (2009). System-activity approach to the development of new generation standards. *Pedagogy*, 4.
3. Asmolov, A. G. (2010). *How to Design Universal Learning Actions in Primary School: From Action to Thought: A Guide for a Teacher*. Moscow: Education.
4. Asmolov, A. G. (2011). *Formation of universal educational actions in basic school: From action to thought. Knowledge system: a guide for the teacher*. Moscow: Prosveshcheniye.
5. Asmolov, A. G., Burmenskaya, G. V., Volodarskaya, I. A., Karabanova, O. A., Molchanov, S. V., Salmina, N. G. (2011). Designing universal educational activities in high school. *National Psychological Journal*, 1(5), 104-110.
6. Bernshtein, N. A. (2003). *Modern searches in the physiology of the nervous process*. Moscow: Smysl.
7. Bobrysheva, E. V. (2017). Technology 'Portfolio' in the development of personal ULA of junior schoolchildren. *Science among us*, 2(2), 103-107.
8. Burlachuk, L. F., Morozov S. M. (1999). *Dictionary-reference book on psychodiagnostics*. St.-Petersburg: Peter Com.
9. Davydov, V. V. (2004). *Developmental learning theory*. Moscow: Academy.
10. Ezhova, N. R. (2018). The development of personal universal educational actions in younger schoolchildren in extracurricular activities. *Alley of science*, 6, 11(27), 800-803.
11. Galperin, P. Y. (2002). *Psychology lectures*. Moscow: Book House 'University'.
12. Kolesnikova I. V. (2014). Individual route of personal development of a younger student as a condition for the successful implementation of new requirements for modern education. *European Social Science Journal*, 7-2(46), 151-155.
13. Kolodyazhnaya, E. V. (2015). The personal potential of the development of theoretical thinking in a junior schoolchild. *Scientific works of SWorld*, 7, 3(40), 90-93.
14. Korolkova, O. I. (2013). Educational research project as a means of personal development of a younger student. *Information and education: the boundaries of communications*, 5(13), 234-235.
15. Leontiev, A. N. (2004). *Activity. Consciousness*. Moscow: Academy.
16. Luskanova N. G. (1999). *Methods of research of children with learning difficulties: An educational and methodological manual*. Moscow: Folium.
17. Martsinkovskaya, T. D. (2014). *Developmental psychology: a textbook*. Moscow: Academy.
18. Ms. Nora Zilam Runera. (2014). Performance Analysis On Knowledge Management System on Project Management. *International Journal of New Practices in Management and Engineering*, 3(02), 08 - 13
19. Naumenko, Y. V., Naumenko, O. V. (2019). Methodological support for the management of the formation of universal educational actions in the basic school. *Innovations in education*, 6, 50-60.
20. Vygotsky, L. S. (2013). *The mental development of children in the learning process*. Moscow: Book on Demand.