

INFORMATION AND EDUCATIONAL ENVIRONMENT FOR TRAINING SPECIALISTS OF SOCIONOMIC PROFESSIONS IN HIGHER SCHOOL

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Abstract

The presented study examines the issues of ensuring the quality of training of future specialists in socionomic professions in institutions of higher education institutions. The relevance of studying the specifics of training for professional activities of the socionomic type and the importance of such researches are due to the increasing importance and, accordingly, the spread of socio-forming activities in modern society.

Based on the analysis of the goals of education in various countries, the authors show that such goals are aimed not only at assimilating the amount of subject knowledge, but primarily provide for the harmonious development of the individual, the achievement of personal well-being.

The authors emphasize that socionomic professions, that is, professions in the "person ↔ person" system, differ in specific conditions, means, as well as in the specifics of the subject and product of labor. The main distinguishing feature, from the authors' point of view, is that socionomic professions are characterized by the absence of unique and strict requirements for the very process of professional activity, organized for a high-quality socially significant result (product of labor). That's why, high requirements are imposed on representatives of such professions, in accordance with the level of their responsibility, since other people are the object of labor for them.

The authors submit that professions of the socionomic type require specialists to intensify the development of a number of specific psychological qualities and abilities, including the ability to communicate; emotional stability, empathy, organizational qualities, etc. It is important that it is the purposeful formation and development of professional competence, which has these abilities in the core, should be a priority in the implementation of an information and educational environment for the training of specialists in socionomic professions in higher education institutions. Also, according to the authors' conviction, the main component of the educational process of training future specialists in this area is the socio-psychological organization of the loyalty of pedagogical workers, who, in the trend of modern challenges, effectively carry out activities to increase motivation, ensure emotional satisfaction, develop skills to prevent professional burnout, etc. in future specialists of socionomic professions. The research presents a complex of structural and organizing components of the information and educational environment aimed at the development and self-improvement of the mentioned above qualities, which acts as a means of increasing the competitiveness of future specialists of socionomic professions in the labor market.

Keywords: higher education, information and educational environment, quality of education, pedagogue of higher education, socionomic professions.

1 INTRODUCTION

Modern society is characterized by a high degree of computerization and digitalization of all spheres of human activity. The reasons contributing to the massive introduction of information and communication technologies (hereinafter - ICT) in the surrounding reality are clear and do not need to be detailed. In addition, in recent years, they have been actualized by quite serious challenges, for example, such as the COVID-19 pandemic. The post-pandemic space provokes an urgent need for the all-encompassing use of ICT, which today is one of the cardinaly important means of ensuring the possibility of remote communication.

In the recent past, the use of information technologies was determined by the availability of a qualitative level of material resources and, to a large extent, by the personal readiness of the subjects of ICT interaction. Indeed, the transformational changes that have recently embraced all spheres of human activity have forced a large number of people to come face to face with reality and thereby feel the need to use digital resources and technologies, and also, in some cases, force themselves to use them.

It must be said that one of the spheres of the world economy, in which informatization has acquired a total character, is the educational system, including higher education. Note that, despite the huge layer of developments in the field of remote education, until 2020 in most higher education institutions in Ukraine (hereinafter - ZVO), distance learning was of an episodic nature and was carried out by a relatively small part of teachers, as a rule, working with applicants for education in an asynchronous mode.

However, the massive introduction of quarantine restrictions has significantly changed the prioritization of education, making a significant shift in its trajectory to the position of remote education. We draw your attention to the fact that ICT, especially in the conditions of remote education, require a systematic and balanced application: the use of special software, simulators, and the like. Unfortunately, this state of affairs is marked by the identification of a weak readiness (and, often, despite the availability of appropriate certificates, and readiness) of many teachers for the real use of digital technologies. Thus, the intensification of counteraction to the decline in the quality of education caused by the introduction of protective and restrictive measures in society, inevitably served as a powerful impetus to the transition from the declarative implementation of ICT to the launch of real digitalization processes that form the information and educational environment (hereinafter - IEE) of the institution of higher education.

It should be noted that the introduction of digitalization is especially difficult in the traditionally humanitarian spheres. In contrast to the technical area of education, pedagogical workers of the humanitarian secondary education, according to average indicators, are more difficult to adapt to the prevailing realities, which inevitably determine the trajectory of future development. But, be that as it may, the education system must meet the objective needs of the development of the information society [1].

Indeed, the socio-economic changes that our society is currently experiencing will inevitably lead to changes in the psychology of people, their social behavior, the system of values and orientations of various strata of society, its individual groups and specific citizens. It should be noted that all of the above concerns, first of all, the transformation of the consciousness of the younger generation, including, of course, students of higher professional schools [2]. It is the professional formation and development of the individual that is directly dependent on the interaction with the surrounding social environment, of which the IOS is a part. To date, there is no unambiguous understanding of what an IOS is. In general, ITS means systemic aggregates, such that "ensure the organization of the pedagogical process on the basis of information communication technologies - at the same time in different proportions, and in the corresponding definitions, technological and pedagogical aspects are noted" [3]. Indeed, most authors understand ILE as a set of systems, technologies (including information), means, relations, conditions, phenomena interacting with the educational process, providing effective activity in the construct of the subject-subject interaction "teacher ↔ education applicant"

For example, the researcher M. Kirgintsev, by the information and educational environment of the Western Military District, means an environment that includes teaching aids based on new information technologies, as well as information of a scientific and educational nature, contributing to the formation of professionally significant personality traits of a future specialist. Namely, the author claims that this is included both in the officially recognized and recorded in the form of educational programs, the content of training, and saturates the educational process with additional information of a didactic nature. According to M. Kirgintsev, this environment should provide both favorable conditions for the formation, first of all, of intellectual competence. and, if possible, simulate individual components of information culture [4]. At the same time, researcher I. Zakharova defines the information and educational environment of the Western Military District as a system that accumulates not only programmatic, organizational and technical resources, but also intellectual, cultural the potential of higher education - content and activity components, the very subjects of educational relationships (students and teachers); management of this system, which determines the goals of society, students and teachers [5].

Thus, as a result of the analysis of scientific sources accumulated retrospective pedagogical experience, it can be reasonably argued that the information and educational environment for training specialists in socionomic professions in higher education, which is a priori predicted and designed to maintain the proper quality of education, should have a number of distinctive features. It objectively differs both from

the corresponding training environment for technical specialties, and from the training environment in the specialties of the humanitarian direction. Therefore, the development / creation / modernization of IEE is one of the main tasks of ensuring the quality of the educational process [6]. We are convinced that the introduction of the innovative ITS of the HEI will contribute to the provision of appropriate conditions for the systematic perception by the humanities of the essence of digitalization, which, in principle, will provoke an increase in the competitiveness of future specialists in socio-economic professions in the modern labor market.

Note that the functionality of an adequately formed information and educational environment for the training of future specialists in socio-economic professions in the HEI optimizes and qualitatively ensures the effectiveness of such organizational and pedagogical conditions as:

- Planning the educational process using a set of specific training programs, levels and forms of study;
- Organizing and conducting training and educational activities based on adaptive technologies of socio-economic content in electronic form;
- Provision of educational material corresponding to modern challenges, requirements and needs and correct reference information, formed taking into account the socio-psychological context;
- Overcoming barriers to the transition from the dominance of reproductive activity to productive one - creative and consultative (acquiring competence in guiding socio-psychological relationships and communication in the conditions of the study group, faculty, the entire institution and outside a certain educational society);
- Providing access to information related to planning, organizing and monitoring the quality of the educational process for all participants in the subject-subject relationship in the pedagogical process;
- Building certain communicative interactions between teachers, students and the administrative staff, the formation of socio-psychological loyalty of future specialists in socio-economic professions;
- Creation of an effective knowledge base in the meaningful process of education, which has an ontological basis that ensures the functioning of educational and methodological complexes and information and didactic modeling of educational materials, with the possibility of their constant updating [7];
- Diagnostics in the educational process, namely, monitoring the quality of education, the results of which will allow you to have an appropriate idea of the existing trends, which, in turn, will provide the conditioned conclusions and, if necessary, based on them, the relying adjustments will be made;
- Activation of technologies for individualization of training of applicants for higher education in socio-economic professions, etc.

Attention should also be paid to the fact that a number of researchers [8; 9] distinguish two main stages of creating and integrating IEE resources into the traditional educational process of a university. The initial stage (the stage of "innovation") is usually characterized by the fact that the profile of the traditional course does not change, just as its established components do not change in percentage terms: the time allotted for classroom lessons, for independent work, for completing individual assignments and, accordingly, for control over the course of the educational process, etc. However, within this framework, the teacher (tutor) finds ways to implement individual elements of the pedagogical process in a new form, using the resources of the IEE. This stage coincides in time with the process of formation and development of the information and telecommunications infrastructure of the educational institution and is characterized by a limited inclusion of students in this infrastructure.

The second stage can be defined as the stage of "pedagogical modernization", which means changing the course profile. This characterizes the broader, in qualitative and quantitative terms, the use of IEE resources in the educational process. A component element of such a process is the implementation of group (or individual) projects in a computer environment, that is, the transfer of most of the independent work to the telecommunication mode [8]. This stage is characterized by the adaptation of the ITS to the specific needs of the IEE, in which it is being implemented. The specificity of needs depends on a number of conditions, the observance of which ensures the quality of the education provided.

In the pedagogical process conditions are considered as a set of variables external and internal, natural, social factors. These factors affect person's behavior, mental, physical and moral development,

education and studying, personality formation [10, p. 243]. Thus, the conditions integrate with the pedagogical process, forming a new concept of "pedagogical conditions", which are defined as the circumstances of the mediated activity of the individual. And pedagogical process of professional training of specialists depends on the fulfillment of these circumstances and takes place in them.

Like pedagogical means, pedagogical conditions or their system are created by the teacher with the aim of influencing the educational process. However, the condition does not cause the provision of a clear causal determination of the result, in contrast to the pedagogical mean [11].

In addition, their implementation in the educational process, activates its subjects, contributes to the growth of the effectiveness of professional training of future professionals.

Of course, pedagogical conditions are defined, in this case, as a set of interrelated circumstances of educational activity, the unity of objective and subjective characteristics, the external and internal factors. The level of formation of the professional competence of future specialists including socio-economic professions depends on the implementation of these factors [12, p. 40].

Our conclusions are based on studying the experience of the predecessors, we focus on the fact that the most important pedagogical conditions for the implementation of the educational process in the universities include:

- 1 The ensuring the adaptation of the content of the educational process, methods and forms of its implementation at each stage, depending on the achieved competence level of professionally significant personal qualities by applicants for education [13];
- 2 The implementation of a transdisciplinary approach to determine the content of the meaningful component of the educational process;
- 3 Creating of an atmosphere of an adequate psychological climate in the vector of coordinated cooperation between professors and students [13];
- 4 Harmonization of appropriate means of teaching with social needs and the realities of scientific and technological progress.

In our opinion, correctly grounded pedagogical conditions determine the quality of training future specialists in socio-economic professions. Their feasibility in the situation of the modern rapid world is ensured by the systemic usage of ICT, and as the quintessence of this is the design and rational construction and development of IEE.

With a more detailed examination of a number of professions which are combined by researchers into a separate group as socio-economic, based on the classification proposed by E. Klimov [14], we note that this type includes professions that involve constant work with people. That means that a socio-psychological construct of interaction (communication) in the "human↔human" system in the course of their professional activities is provided.

Socio-economic professions, as a rule, are associated with such a range of activities as - medical care (doctor, nurse, etc.), pedagogical work (educator, tutor, trainer, teacher, psychologist, etc.), consumer services (shop assistant, conductor, waiter, etc.), legal protection (lawyer, district inspector, etc.). Separately, in this group, we can single out those areas of activity which are connected with the provision of one or another assistance to a person, groups of people. They relate directly to the "helping" professions (doctor, psychologist, social worker, etc.) [15].

Socio-economic professions of the "human↔human" type differ from others in the specific features of conditions, means, subject and product of work. Let us emphasize that their main distinguishing feature is the absence of unified and strict requirements for the process of professional activity itself and for the product of labor as well. At the same time, very high requirements are imposed on representatives of such professions, since the object of labor in this case is other people.

Also, the means of activity in helping professions, as in most professions of the "human↔human" type, are predominantly internal, functional character [14]. In other words, the person himself is the mean, his mental or personal features and abilities. At the same time, attention should be paid to the fact that the essence of another specific feature of the means in professions of this type is characterized by the fact that the operational side of the very activity of a specialist-socio-economist is presented both to the professional and to those around him – to provide, organize, thereby presenting special requirements for the individual and creative process of the implementation of activities.

Consequently, professions of the socio-economic type require from the specialists' intensive development of a number of specific psychological qualities and abilities, among which are communicative abilities; emotional stability; empathy; organizational skills, etc. It is the purposeful development of these abilities that should be a priority in the implementation of the information and educational environment for training specialists in socio-economic professions in higher education institutions.

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2 METHODOLOGY

The methodological study of the issue of improving the quality of education received in higher education institutions by future specialists in socio-economic professions acquires particular importance in connection with the increasing spread of relevant activities in modern society.

Based on the analysis of the aims of education in different countries, it can be noted that the ultimate goal of acquiring education in the understanding of post-industrial society is not the assimilation of the amount of knowledge, but the harmonious development of the individual, which implies the achievement of personal well-being. In this context, socio-economic professions are characterized by the absence of unified and strict requirements both to the process of professional activity and to the product of labor. As we have already noted, at the same time, high requirements are imposed on representatives of these professions, in accordance with the fact that other people are the object of labor [16].

Different groups of professions (both technical and humanitarian) imply the presence of certain types of activity inherent in them. But the socio-economic group of professions still belongs to the humanitarian type of activity [17] and is characterized by the following specific features of professional activity:

- Manifestation of socio-professional activity, which acquires an active character through the awareness and comprehension of an integral dynamic space, focused on a community or an individual;
- Predominance of subject-subject interaction in dynamic space, which provokes the maximum orientation towards a person's personality;
- Determination by the subject of activity of these professions or a group or an individual person and the mean of the activity - person himself, his mental or personal properties and abilities;
- Establishing the relationship between the conditions for the performance of professional functions with high moral responsibility;
- Forecasting the result of work, as a rule, is not certain, but focuses in the form of a general concept;
- Evaluation of the product of activity, which is essentially not material, is practically impossible in the objective aspect, moreover, its evaluation by different "consumers" and at different times can be exactly the opposite.

These specific professional features that largely determine the prioritization, both in the content and in the forms and methods of the educational process, and, as a consequence, in the choice of the optimal means of its implementation. In the same way, we should pay attention to the fact that important professional qualities and abilities for representatives of socio-economic professions are: observation; emotional stability; empathy; organizational skills; fast changing of attention [16]; tolerance; reflexivity; sociability; benevolence; conflict tolerance, etc.

Based on the above, we state that regardless of the subject specificity, the ITS should implement the following main functions:

- Fast delivery of educational information to the student;
- Implementation of a communication function between all participants of the educational process and feedback from the teacher;
- Providing individual and group work [18].

In a simplified form, the structural model of the IEE at higher educational institutions is shown in Figure 1.

The methodology of the modeling process determines the essence of the components of the generalized model of the IEE at the universities, rather conditionally mutually consistent blocks which reflect the author's vision of the layout of more detailed components (functions, standards, resources, services, etc.).

So in this model, the central place is occupied by the management component, which can be consolidated, for example, by combining with the organizational one. This will lead to the fact that the enlarged component will perform planning, organizing, controlling, systematizing, integrating, informational and other functions that are now distributed between them.

But the technological component is, to a large extent, a service component, responsible for organizing technical support, choosing software, etc. It is also responsible for technologies, including communications –therefore, it could be evenly distributed among the others, but the logic of creating and maintaining the IEE requires split it into a separate block and creating a separate unit in the structure of the higher educational institutions to service this component.

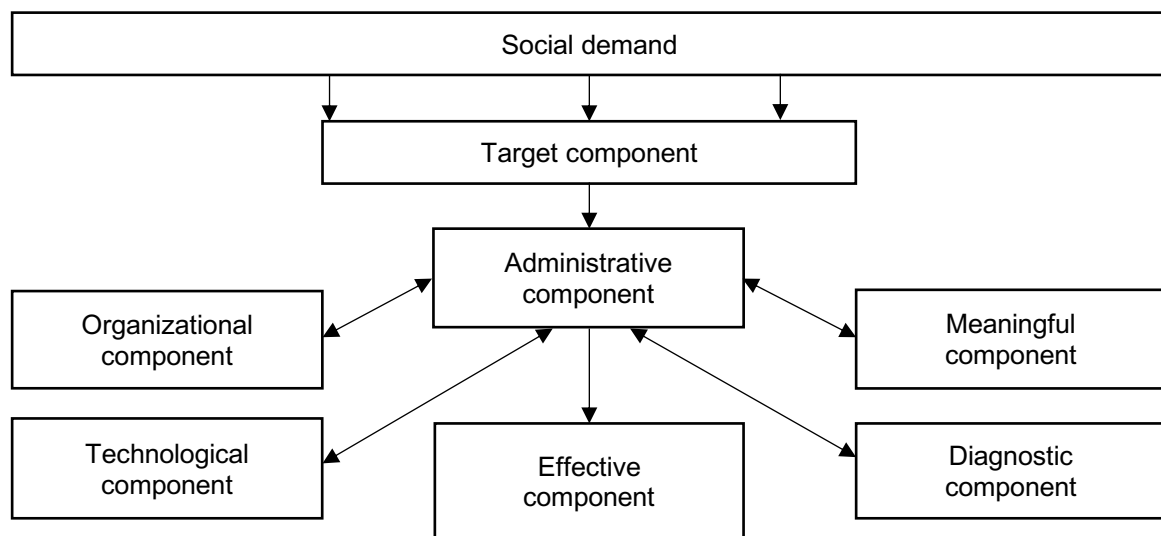


Figure 1. Generalized structural model of IEE at higher educational institutions

Thus, the choice of components is rather arbitrary and can vary depending on the goals, which are set for the model being developed. This content is influenced by a lot of factors, such as social requirement due to the needs of the labor market, the state of scientific and technological progress, anti-pandemic events, etc.

As in terms of research methodology, the issue of designing and creating of innovative environment is being resolved, of the difference between IEE for a certain group of professions, it is necessary to focus on that component that will determine the very specificity.

Apparently, in the general case, this will be a substantial component – one of the most voluminous, which is in constant dynamic development. This component provides for teacher activities aimed at students, as well as resources and educational materials (the formation of information competencies of teachers and students related to e-learning, the creation of high-quality electronic educational resources; the provision of methodological support for teachers and students; the development of new types of communications and conditions of cooperation). This component includes:

- scientific resources (repository; systems of e-conferences, webinars;
- scientific e-journals (knowledge base, etc.);
- learning resources (training systems, courses);
- controlling resources (electronic dean's office, anti-plagiarism, testing systems);
- informational and methodological resources (portal of the university, websites of departments, libraries, etc.) [19];
- the system of e-learning resources for social and psychological counseling;

- information and analytical support of the quality of the educational process (monitoring studies, diagnostics, etc.).

The task of developing conceptual foundations and methodological approaches for integrating the constituents of the content component into a single whole is not trivial. Unfortunately, due to the limited volume of the article, we do not have the opportunity to pay attention to this aspect of the IEE. We only emphasize that, from our point of view, it is expedient to use an ontological approach in this vector, which makes it possible to work with heterogeneous information presented with its help in the form of knowledge bases. And the ontological structures created using this approach, capable to combining electronic resources of various types by means of establishing links and metadata [20].

Another significant component of the model, which is significantly different for different IEE, is diagnostic. This component provides the model with adequate instrumentation and, in terms of electronic testing, creates an intersection with the content component. Note that individualization is possible only if there is information (educational requests, characteristics, quality, academic performance, etc.) about the applicants for education. In other words, an important component of the IEE is monitoring the quality of development of the professional qualities of future specialists.

Thus, regular (1-2 times a year) preventive psychological examinations of students, that is, a kind of psychological clinical examination, can identify students of "risk groups" (students with high aggression, anxiety, shyness, with an acute lack of communication skills, showing signs of various addictions, etc.) [21]. These data can also be used to change the variable part of training courses, emphasize certain topics in the invariant part, individual selection of tasks for individual students, recommendations for self-development, the choice of optional courses, etc.

Let us analyze close the diagnostic component from the point of the practice-oriented stage of pilot testing. Thus, as the practice of working with students of 1-4 years of bachelor's degree, specialty "Social work", The Institute of Psychology at Taras Shevchenko Kyiv National University has shown, such diagnostic tools are very convenient and effective to use for fixing the results of psychological and pedagogical monitoring. In this sense, an abbreviated list of psychological characteristics was formed (more than 25 characteristics were analyzed), focused into the so-called cross-cutting psychological map (Table 1).

Table 1. Cross-cutting psychological map

	<i>Surname, initials:</i>	<i>Course:</i>		<i>Institute:</i>	<i>Group:</i>
		2			
#	<i>Characteristic</i>	<i>Term</i>		<i>Recommendations</i>	
		<i>III</i>	<i>IV</i>		
1.	Empathy	64,52%	67,21%	Hold a psychological consultation on questions....	
2.	Emotional resilience	52,18%	56,24%		
3.	Tolerance	62,78%	66,35%	We recommend taking an optional course...	
4.	Sociability	53,46%	59,88%	Pay extra attention to self-study of the following topics: ...	
5.	Conflict resistance	71,42%	74,83%		
6.	Reflexivity	51,09%	53,38%		

The given fragment of the psychological map shows the normalized (to a percentage scale) results of diagnostics of the level of empathy according to I. Yusupov [22]; the level of benevolence and friendliness according to D. Campbell's scale; resistance to conflicts N. Fetiskin [23]; general communicative tolerance according to the method of V. Boiko [24]; communication skills according to the method of V. Riakhovskiy [25]; the level of development of reflexivity according to the questionnaire of A. Karpov [26]. Such a map allows you to adjust the content component both for the IEE and individually for each of the applicants for education, as well as averaging the indicators, it allows you to create recommendations for individual groups.

Systemic pedagogical monitoring contributes to a more complete assimilation and understanding of the specific features of their chosen profession for students of socioeconomic specialties. And teaching staff

have the opportunity to clarify the content of the course and determine the individual trajectories of learning and a more complete disclosure of the potential of students.

3 RESULTS

The Based on the study of scientific and methodological sources, practice-oriented materials, dictionaries and reference books, as well as the retrospective pedagogical experience of the authors, the structural IEE at higher educational institutions is presented, the main components of which is electronic content, electronic communication and IT-infrastructure, interconnected by administrative, meaningful, organizational and technological components, as well as meaningfully interconnected with all blocks of the diagnostic component.

Determination of the content of individual components was relevant and objectively proposed for usage in the educational process of training the specialists of socioeconomic professions of the transdisciplinary and, in the sense of modeling, IEE - ontological approach to creating a meaningful component. An important aspect is a detailed consideration of the diagnostic component from the point of view of the peculiarities of training specialists in socioeconomic professions. As the main feature, we highlighted the need for enhanced development of a number of specific psychological qualities and abilities among applicants for education, including the socio-psychological organization of loyalty, socio-communicative and transdisciplinary competence as part of the professional; emotional stability, empathy, tolerance, etc.

4 CONCLUSIONS

Thus, in the course of the study, certain features of the information and educational environment for the training of specialists in socioeconomic professions in higher education were determined and recorded, substantiated in the course of the article. It has been determined that the effectiveness of the use of IEE in the pedagogical process of a university depends on the possibility of its adaptation to the immediate needs of applicants for education, as well as establishing its compliance with the capabilities of the teaching staff of the university.

The conclusions that arose in the course of semantic search and ontological modeling definitely record the fact that in order to improve the quality of training specialists in socioeconomic professions, ITS on the basis of transdisciplinary connections:

- constructively integrates the blocks formed in it (target, managerial, organizational, technological, substantive, diagnostic and effective);
- forms the content of the component of the (block) base, taking into account the dynamic changes that constantly occur in it, depending on the social order, scientific and technological progress, and other external and internal factors.

Also, based on the analysis of the goals of education in different countries, we are convinced that the result of which the implementation (modernization) of IEE is aimed is still not the assimilation of the amount of knowledge, but the harmonious development of the personality, which presupposes the achievement of personal well-being. Such development is possible by improving the personal qualities of applicants for education. In this regard, it has been established that professionally significant qualities for socioeconomic professions include: emotional stability; empathy; reflection; observation; attentiveness; speed of decision making; organizational and communication skills, social and psychological organization of their loyalty and more. It has been confirmed that representatives of socioeconomic professions are a socially oriented group of society. In addition, applicants for education (students) are already initially determined to acquire a specific specialty, i.e. the process of choosing a profession was predetermined and foreseen for future professional activities.

Consequently, the main tasks of creating and functioning of information and educational among the training of specialists in socioeconomic professions in higher education institutions are to form a certain professional competence in them (informatization and transdisciplinary contexts are priority in its composition), sustainable interest in the chosen profession; providing comfortable organizational and pedagogical conditions for professional development and advanced development; development of qualities in accordance with the needs of the labor market and the ideas of participants in the educational process about personal well-being.

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