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**EFFECTIVENESS OF REALIZING PROFESSIONAL SOCIALIZATION OF
THE FUTURE PEDAGOGUE THROUGH THE DEVELOPMENT OF THE
PROFESSIONAL POSITION**

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In the article on the basis of the study of scientific literature, the author attempts to analyze main approaches to the effectiveness of the implementation of professional socialization of the individual through the intensification of the development of the professional position of the future pedagogue. The category of professional socialization of the future teacher-pedagogue is differently interpreted in psychological and pedagogical circles; therefore, finding out its content, in particular in view of the development of a professional position, is relevant and requires a clear definition. Particular attention has been paid to studying the connection of this category with the categories of activity and personality action in the context of its professional socialization, which is increasingly becoming the object of psychological research. The purpose of this article is to analyze the approaches of the paradigm of psychological and pedagogical research to the definition of the correlation relationship of the professional socialization of the personality of the future teacher with the development of the professional position, which has been realized by solving such problems: the process of professional socialization of the individual in the unity of various planes of the implementation of elements of self-consciousness has been considered; main mechanisms of influence of activity and activity on socialization of the personality have been

determined; the dependence of the effective implementation of professional socialization in the conditions of the pedagogical condition of the professional position of the future pedagogue has been researched.

Key words: personality, socialization, professional socialization, activity, professional position of future pedagogue.

Фурсова И. В. Эффективность осуществления профессиональной социализации будущего преподавателя с помощью развития его профессиональной позиции / Центральноукраинский государственный педагогический университет имени Владимира Винниченко, Кропивницкий, Украина

В статье на основе изучения научной литературы автором предпринимается попытка анализа основных подходов к эффективности осуществления профессиональной социализации личности с помощью интенсификации развития профессиональной позиции будущего преподавателя. Категория профессиональной социализации будущего преподавателя-педагога неоднозначно толкуется в психолого-педагогических кругах, поэтому выяснение ее содержания, в частности учитывая развитие профессиональной позиции является актуальным и требующим четкого определения. Особое внимание уделяется изучению связи этой категории с категориями активности и деятельности личности в контексте ее профессиональной социализации, которые все чаще становятся объектом психологических исследований. Целью этой статьи является анализ подходов парадигмы психолого-педагогических исследований к определению корреляционной взаимосвязи осуществление профессиональной социализации личности будущего преподавателя с развитием его профессиональной позиции, которая реализована путем решения следующих задач: рассмотрен процесс профессиональной социализации личности в единстве различных

плоскостей осуществления элементов самосознания; определены основные механизмы влияния активности и деятельности на социализацию личности; исследована зависимость эффективного осуществления профессиональной социализации в условиях реализации педагогического условия профессиональной позиции будущего преподавателя.

Ключевые слова: личность, социализация, профессиональная социализация, активность, профессиональная позиция будущего педагога.

Introduction. The socio-cultural nature of the educational life objectively does not allow the teacher to close only on his professional activity tasks. The world-view position, which is formed in real activity, and the reflection on the problematic situations that arise in this activity lead to the awareness of oneself not only as a subject-specialist, unilaterally oriented in the development of a professional, but as a holistic person, ready and capable of versatile mastering and versatile attitude to the natural and social world, that is, the awareness of oneself as a subject and representative of a particular culture.

The integrity that a teacher masters is necessary because of the professional orientation. In fulfilling the socially defined joint activity, the teacher, as a holistic person, necessarily extends the range of interrelationships with social life, traditions and cultural norms, and, finally, is much broadly with the diverse world of human culture, bringing and realizing its activities in its general sense. The teacher as a holistic person aspires to universalize his spiritual experience.

When a problem of person arises, its self-determination, then "only beyond the limits of the psychology of consciousness, in the sphere of spirit, one can identify the "unresolved core" of a person capable of self-

defining his destiny, his character." Therefore, "only in cultural phenomena is the freedom of self-determination of our consciousness, our actions - our spiritual and effective life" [7, p. 325-326].

An individual builds himself "as a person by means of consciousness, subjective-activity possession of his abilities and forces ..." [17, p. 234], the assimilation of "the content of socially developed abilities and forms of activity" and the exchange "with other of its individual activities, which implies appropriate forms of collectivity and co-operation" [17, p. 286]. From the beginning, he becomes an object of importance in his relations with others, in relation to things of the unnatural world, with the definition of objects of this world for others and for himself.

Personality can control not only the behavior, but also transform oneself. Individual self-determination is the realization of a conscious choice. Personality can influence its character, manage its states, mental processes, as well as its motives and meanings, arbitrarily change the significance of various alternatives.

Developed personality is aware of oneself. Subjectively for an individual, the person is his "I," a system of self-representations, which confirms himself in the processes of communication and activity. The subject of self-perception and self-esteem can become certain aspects of the person, these or those of its appearance. The development of personality implies its continuous evolution as a whole, where a person can influence the evolution of his personality.

Due to the subject matter of a certain spatial-temporal being, formed by the culture of relations of interaction of person, which creates a non-natural world, there is a social world and the history of society as a subject of social movement is carried out. In the process of this movement formed certain socio-cultural spaces, which are mastered in the historical process of individualization, socialization and subjectivization of the individual,

transforming them in accordance with their goals and forms a new space for themselves and themselves as a subjectively capable creatures. Individual as a subject is a "set of connections and relationships in which it enters into reality and can engage with other people with a variety of subjects. It is not limited to any of these concrete relationships, distinguishes itself from among them and this versatility differs from the subject "[10, p. 200].

As K. Jung notes: "Personality - as a complete realization of the integrity of our essence - an unattainable ideal" [25, p. 191]. This ideal is needed, it indicates the path to which we should move by developing and forming a personality. According to K. Jung, this path can be discovered not by someone's desire, order or intention, but only because of necessity: the person needs motivated coercion from the fate that takes place inside or outside.

The self-efficacy of the individual is defined as "the conviction of a person in relation to her ability to manage events that affect her life" [6, p. 175]. Our actions in a particular situation depend on the mutual influence of the environment that surrounds us and our consciousness, especially from conscious processes associated with the convictions that we can or can not accomplish. Additionally, some of the actions necessary to change the situation in the best way for us. A. Bandura called these expectations self-efficacy. In his view, the force that manages the person, is not in the external environment in relation to it. It is formed on the basis of interaction with the environment surrounding it, its own behavior and the peculiarities of its personality. Self-efficacy is an important personality trait, and combined with specific goals and knowledge of what needs to be done, it can significantly affect future behavior.

Self-regulation is one of the important characteristics of the human person, which affects behavior (according to A. Bandura) [6, p. 55-60]. Within the limits of mutual determinism, people are reactive trying to reduce

the differences between their achievements and their goals and eliminate this discrepancy, proactively set new, higher goals. "People urge themselves to act and manage their own actions through proactive leadership, setting goals for themselves that create a state of imbalance, and then mobilize their abilities and efforts on the basis of preliminary estimates of what is needed to achieve the goal" [6, p. 63].

The transition of the individual to a new state is accompanied by anxieties, awareness of the situation and its place in it. The position of active creative activity on the transformation of the situation corresponds to the state of self-organized creativity of educational activity and is defined as the purpose of pedagogical activity.

Considering activity as a characteristic of human activity is the opposition of its passive activity. The concept of activity in this case correlates with amateur activity as an activity that is not imposed externally, but is internally necessary to a person. Some authors rightly believe that activity is a wider category that extends to the processes and phenomena of the organic world. There are also researchers who believe that it is advisable to talk about activity in relation to not only biological and social levels of matter, but also inorganic. Therefore, M. Demin believes that activity is the basis of matter, expressing its ability to quantitative and qualitative changes through the deployment of systems of higher organization [8].

Activity can be understood as the action of an object, due to reasons of an intrinsic nature, in contrast to passivity, the essential feature of which is external determination. In this regard, the idea of the distinction between the concepts of "activity" and "action", expressed by S. Rubinstein, is interesting. Action always has a relation with influence, change of environment, accordingly it is objective [21].

M. Deomin separates the concept of activity and action on the basis of the concept of expediency. According to his position, the action is directed in a certain way, it is expedient, activity of these characteristics does not have. Being manifested in certain actions and being these actions, the activity is not aimed at the purpose and does not correlate directly with it. Thus, activity is characterized by a large class of material carriers, which include objects of inanimate nature, and can be expressed in actions that do not have meaningful content [8].

I. Dzhydarian, who considers activity as an intrinsic property of matter as a characteristic of systems and phenomena interacting with their ability to self-movement, self-change and self-development, holds similar views on activity. The highest level of activity is achieved only at the level of a person, for which not only the mental, but also social activity or action is characteristic [9].

Comprehensive study of the problem of correlation between the concepts of activity and action carried out by K. Abulkhanova-Slavskaya [1]. The principal difference between activity and action, she sees in the fact that the activity is due to the need for the subject, and activity - the need for activities. For action, the dependence on the subject of need is immediate, and for activity, this dependence is mediated by action. Activity determines action, that is, motives, goals, orientation, desire for the activity. Activity "precedes" action and "accompanies" it throughout the implementation process. Directed to the action that deals with the subject, the activity is determined by the subject. The main property of activity is its affiliation to the subject, as a result of which the subject of activity is inherent in all the characteristics of the subject of action (mental, moral, social, professional, etc.), but they have a personal coloring and personally directed. Activity occurs as a vital personality formation and is higher in relation to the action level. The nature of activity is determined and mediated by higher living

needs. The coordinating role of activity consists in the intermediation between the elements of the system (action, communication, etc.), to the extent necessary social and personal interactions, with which they are implemented optimally. If activity has not yet been formed, if the person himself does not exist, his higher living needs, activity may not act as a coordinator, but as a disintegrator of human life.

In Soviet and post-Soviet philosophy and psychology, the category of activity is often associated with the category of reflection, and they talk about the activity of mental reflection, the activity of consciousness. Some authors believe that activity is an attribute of reflection in the living nature and social life, while others view activity as an independent attribute of the psyche, consciousness along with the attribute of reflection. The activity of mental reflection can be manifested in phenomena of different nature and different levels, as intrinsically mental (from feeling to the outlook), and in internal discoveries (from simple motor reactions to complex social behavior, activity, practice).

Distinguishing the internal and external activity of the human organism, it should be noted that the socialization that occurs in ontogenesis, mainly refers to external activity. However, the most generalized parameters of internal activity also undergo logical changes. This allows in the psychological aspects of individuality to see the correlation of indicators of physiological and mental activity. General provisions of these relations were formulated by B. Ananiev in his views on the structure of the individual, on the one hand, and the properties of temperament and interests - on the other [4].

Some researchers in their writings observe the view that the activity of personality is a criterion characteristic of its social maturity [20]. Hence, the activity of the individual allows to partly "measure" the level of development of its social maturity.

Psychological aspects of individual social activity are studied by K. Abulkhanova-Slavskaya [2]. She pays special attention to two aspects of social activity: organization of personal time and building a life strategy. In the first case, activity is considered as a practical form of implementation of time. As a concept, personal time includes a subjective way of realizing a subjective, form, intensity, quality of implementation. Activity - is a real organization of lifetime, that is, the structuring of objective social and natural time, the transformation of their influence, removal of restrictions, expansion of opportunities, change directions. By the nature of the regulation of the time of life distinguish four individual-typological variants of activity: 1). Spontaneous household type of time regulation: a person is dependent on events and circumstances of life. One does not have time in time, cannot organize a sequence of events, predict their course or prevent them. This way of organizing life is characterized by situational behavior, lack of personal initiative. 2). Functionally-effective type of time regulation: a person actively organizes the course of events, directs their course, is timely included in them, reaching efficiency. However, the initiative covers only individual periods of events; there is no prolonged regulation of the time of life. 3). Contemplatory type: manifested in passivity, lack of ability to organize time. 4). Converting type: characterized by prolonged organization of time, correlated with the meaning of life, with the logic of social tendencies.

Another aspect of social activity, characterizing the construction of a life strategy, is primarily associated with initiative and responsibility. A significant amount of scientific research is devoted to the study of the individual characteristics of certain types of social activity, such as professional, educational activities, cognition and communication. The result of these studies is a description of various individual-typological styles of features of activity, cognition, communication.

In foreign psychology, the study of individual aspects of social activity is primarily associated with the name of A. Adler, who proposed the concept of lifestyle and creative "I," emphasizing the active character of human life [3, p. 131-140].

G. Sullivan considers personality as an energy system whose activity reduces stress [22]. One of the components of the personality is dynamism - stable patterns of transformed energy. An important dynamism associated with interpersonal relationships is the dynamism "I," or the system "I".

K. Levin presents the personality as a complex energy system. The type of energy that carries out psychological work is denoted by it as a psychic energy. As a result of external or internal changes there is an increase in the voltage in certain parts of the mental system (personality), which causes a disturbance of equilibrium. Mental energy is released if the mental system is trying to restore balance. For the transition from energy and stress to behavior, K. Lewin proposes to apply the notion of valency and force [16, p. 122-131].

Activity is a complex multidimensional, multilevel, multidisciplinary entity. Of particular importance in the study of activity belongs to the sources of activity. These include motives and motivations that determine such important parameters as energy, direction, duration, and so on. The division of motives and motivation is determined by the relations between the potential and actual, structural and potential, dispositional and functional, personal and situational. The first components of these relationships are usually referred to as a motive and serve as a stable personality, exercising a dispositive influence on behavior. The second components of these relations are often characterized as a combination of motivating factors. In psychology they speak about the motives of the person and the motives of the activity. So, for example, determine the motives as conscious properties of the person, the induction of behavior

and activities. Under the motive they understand the totality of motives of behavior and activity.

The correlation between the categories of activity and action can be established on the basis of the dialectic of the individual and the general. If the activity involves socio-normative forms, structures, methods and requirements used to achieve the result, and then the activity is always concrete and individual and means the independence of the entity that carries out action. Activity is appropriate to consider both as a form of expression and as a way of doing business.

The pedagogical approach to the consideration of the development of social activity of the individual explains the hierarchy of activities that, at consistently changing stages of personality development, become leading to the successful solving of educational tasks. Consequently, at each age stage, it is necessary to form a complex, multi-faceted activity, a dynamic system of activities, each of which solves its specific task, which meets certain social expectations.

Some scholars argue that social activity "expresses the level of implementation of the functional features of the social community, the level of general social personality, its internal need ..., the level of acceptance of the values of society ..." [18, p. 6].

In pedagogical analysis of the category "social activity of the personality of the future teacher," we adhere to the view that the unity of the environment and its evaluation are determined by the practical, transformative activity of the individual as a subject of social processes.

Social activity reflects the contradiction and unity of social and individual human needs. In activity, the focus is on serving the interests of society, the professional community, forming the acquisition of knowledge, which are needed to engage in active work.

Action can contribute to the most complete development of the inner world of the individual. The indicator of a high level of activity is the correspondence of conscious, purposeful, active and creative attitude of the person to the activity. The quality of the future teacher's activity in society is manifested through social activity on the basis of transformation and amateur activities in all spheres of society's life, then the individual can control not only his behavior but also transform himself. Individual self-determination is the realization of a conscious choice. Personality can influence its character, manage its states, mental processes, as well as its motives and meanings, arbitrarily change the significance of various alternatives.

Developed personality is aware of himself. Subjectively for an individual, the person is his "I," a system of self-representations, which confirms himself in the processes of communication and activity. The subject of self-perception and self-evaluation can become certain aspects of the personality, these or those manifestations. The development of personality implies its continuous evolution as a whole. In addition, a person can influence the evolution of his personality.

As a result of engaging in self-identification activities, a person acquires advanced mechanisms of reflection, a positive "I-concept" that can be partially operationalized through personal orientation, which at the present time should be presented with a humanistic type with individualistic accentuation. At the same time, the attitude of the individual towards himself and others, society, environment is positive. A person perceives himself and others as they are, and yet in contradictory situations, she tends to give preference to their own interests, needs, desires [11].

The range of phenomena related to the concept of individual style is diverse. It is connected with a wide spectrum of characteristics of the personality of the person. In foreign psychology the emphasis is on

personal determinants and the style is described through personal dispositions in connection with the peculiarities of behavior, reaction, cognitive processes. In Soviet and post-Soviet psychology, the style is most often described through persistent individual characteristics of the performance, determined by the properties of the individuality of the diverse levels and the specificity of the activity in which the style is formed.

The realization of any kind of action is ensured by its regulatory circuit, which is characterized by the individual regulatory features specific to the given entity.

In our point of view, the selection of the content of psychological and pedagogical preparation of the future teacher should be carried out on the basis of the methodology of the systematic construction of the content of pedagogical education as a set of educational elements of knowledge, skills that have a diagnostic character and which are oriented to a positive result. This approach will provide an accurate diagnosis of the level of training (preparedness), will enable to assess the degree of perception and learning of the student material per unit time. Additionally, this, for its part, will allow to successfully develop and implement a new, objectively diagnose content within the required amount of hours devoted to psychological and pedagogical disciplines at different stages of study.

In the real process of knowledge, each scientific-pedagogical concept becomes a complexly organized, open microsystem, which is in the process of constant nonlinear changes, and enters into the corresponding relationships with other microsystems, forms together with them an integral microsystem, since the assimilation of isolated concepts becomes abstract, sub It is intrusive and in fact does not belong to the cognitive process.

The future teacher today is not so much aware of the pedagogical profession in its meaningful definition as it learns about it. In this regard, it is advisable to quote V. Frank's statement on the importance of education in

terms of overcoming the existential vacuum. It is fairly true to the professional education of teachers: "... education should not be limited and satisfied with the transfer of traditions and knowledge, it must improve the ability of a person to find those unique meanings that have not fallen under the collapse of universal values ... Therefore, education should give the person means for detecting meanings. Instead, education often contributes to an existential vacuum. The feeling of emptiness and thoughtlessness among students is often exacerbated by the way in which they are presented with the achievements of science ... "[24, p. 309-310].

Pedagogical analysis of personality, primarily aimed at the personality of the student as an object and purpose of pedagogical influences. Although, as K. Jung notes, the educator (father, teacher) as an individual is an important factor contributing to the maturation of a personality in a child. "No one is able to educate a person, if he himself is not a person" [25, p.185]. In view of this, teachers can be distinguished as teachers for the education they receive, by profession and as tutors by vocation.

A professional teacher, if he is a teacher by vocation, determines his way of gaining himself as a person. This is a challenging way of searching for and possible losses, creative self-creation. The educational problem posed by the teacher to himself and his pupils is determined through a range of issues, choices and decisions that contribute to the formation of a coherent personality. In carrying out the relevant activity, a person is forced to overcome his parity, to form a professional, and, accordingly, one-sided activities.

An analysis of the theory and practice of teaching psychology and pedagogy in higher pedagogical educational institutions proves that traditional education in many students forms a vague, formal attitude to psychology, which greatly complicates the process of mastering and applying psychologists' knowledge in practice [12, p. 57-65].

As a value and a means of professional work, psychological and pedagogical knowledge are transformed into living knowledge and is a true body of the teacher's individuality, and from its part defines its attitude towards its own activities and pedagogical reality as a whole.

For effective assimilation and implementation of psychological and pedagogical knowledge in the practical work of future teachers, it is expedient to adhere to an approach that defines the semantic nature of values (A. Asmolov, O. Dontsov, D. Leontiev). According to which, in the individual consciousness, value objects and a special attitude towards them are realized as personal meanings. Accordingly, the value-semantic attitude of future teachers to psychology and pedagogy is treated as a special personal accent, which arises when students acquire professionally oriented psychological and pedagogical knowledge. This attitude determines the emergence of the dominant needs and interests of future educators in the field of pedagogy and psychology. It orientates and directs the activity of students to solving actual personal and professional problems by psychological means, substantially affects the entire course of their education and education.

Value and semantic attitudes of future teachers to psychological and pedagogical knowledge, in contrast to similar attitudes to other types of knowledge, determines the formation of other important areas of student relations: cognitive, emotional, volitional [19, p. 5-7].

The process of forming a value-semantic relation to the profession of future teachers includes three main stages: 1) the emergence of personal meaning; 2) the actual life of personal meaning in the individual consciousness of students; 3) Exteriorization of value-semantic attitude in practice [5].

At the first stage, students solve a special task on meaning, the consequence of which is the awareness of personal meaning, definition for

"myself" psychological knowledge. The ascent point of motion at this stage is the emergence of a dynamic semantic system. The consequence of the phase is the internalization and the embodiment of the person's consciousness of the attitude towards psychology as a personal meaning. At the second stage, the personal meaning becomes the meaning of the semantic installation of students, which is manifested in the readiness for an activity that is directed in a certain way. There is a value-semantic self-determination of future teachers. The semantic experience of students' attitude towards psychological knowledge, which was gained in previous actions at lectures, seminars, laboratory and practical classes, is fixed in consciousness, having the opportunity to actualize in new actions, followed by their character and orientation. The final stage in the formation of value-semantic attitudes of future teachers to psychological knowledge is the stage of the movement of personal meaning from the individual consciousness of students to the products of their activities.

As a subject, the teacher can perform the functions of analysis, goal-setting, planning, organization, control, design, motivation, assessment, communication, etc. The composition of the functions needed to carry out various practical actions is variable. From this perspective, the main task of pedagogical education is to provide the future teacher with the means of realizing the corresponding functions of the subject and the ability to apply these tools in practice.

In modern concepts of humanistic education, one of the important components of pedagogical culture is the experience of the teacher's creative activity, and his professionalism is judged by the indicators of conceptual and individuality of the style. This requires a sufficiently high level of scientific and pedagogical literacy.

Activity of consciousness differs from the activity of thinking in that the basic values - personal meaning and experience - arise, exist and control

the behavior of a person only in his mind. Humanistic values become personal, not because the teacher is involved in knowledge, but the educator educates how to behave or not. Personal meaning and experience become human achievements only when it itself understands the value of knowledge and correct behavior personally for themselves. This requires an active intellectual activity of consciousness, which independently selects values.

For the future teacher, in the long run, it is important to be able to distinguish between personal and individual approaches. To understand this teacher, one needs the skills not only of practical activity, but also of intellectual activities. Each action-activity must precede the complex of intellectual operations: comprehension, rethinking, establishing relationships, constructing new meanings, constructing actions, etc. One must learn not only to use the stranger samples of pedagogical activity, but also to create one's own author's models based on the ability to give meaning. For this, the consciousness of the teacher must in a special way be adjusted to scientifically sound, self-organized creativity.

Philosophers G. Levin, N. Makivka, O. Migolatyev and others in the general sense determine the choice as a sequence of actions for the achievement of a certain goal on the basis of the dialectic of possibility and reality and concrete information about a situation that provides freedom of choice. Specifically, human choice is the choice of the number of possible actions that will be transformed into a real act. In other words, to make a choice means to decide which of the objectively existing possibilities will be transformed into reality [15, p. 84].

In psychological studies, the study of the choice of a person in the context of the problem of self-determination, self-realization of personality is emphasized. It is about life choices, which are based on the main ideological principles that determine the life strategy of person as a subject

of life, and therefore the choice is the main creator, characterizing the integrity of the latter.

The treatment of the choice of a person within the limits of social psychology is carried out in the context of the study of patterns of the emergence and functioning of socio-psychological phenomena, which is the result of the interaction of people as representatives of different communities [13, p. 487]. Particularly distinguished interpersonal choice, in which the motivation is the greatest interest. Under the motivation of an interpersonal choice is understood the system of motives, which is the psychological basis of individual advantage. The analysis of the motivation of interpersonal elections allows us to determine the psychological causes by which an individual is ready to make emotional and business contact with some members of the group and discard others.

On the basis of general approaches to the structure of the person presented in the conceptions of B. Ananiev, K. Platonov, S. Rubinstein, according to which the beginning of the formation of categorical characteristics of the person lies in the substructure of experience and is due to knowledge, skills and abilities, one can conclude that the basis of psychological -pedagogical competence of the teacher is the most active knowledge of the laws of personality development of man at different age stages.

According to N. Kuzmin, the psychological components of the system include: differential-psychological (knowledge about the peculiarities of the learning material acquisition by specific students in accordance with individual and age characteristics); socio-psychological (knowledge about the peculiarities of the educational, cognitive and communicative activities of the training group and the particular student in it, the peculiarities of the teacher's relationship with the class, the regularities of communication); autopsychological (knowledge about the advantages and disadvantages of

their own activities, peculiarities of their personality and quality inherent in it).

According to G. Suhobskaya, psychological and pedagogical knowledge is a concrete methodological principle of the analysis of practical situations and criteria for evaluating the effectiveness of the actions taken by the teacher. It is only in psychological terms that it is possible to fix those real changes in the level of knowledge and education of students that take place in real practice and in its essence is the psychological consequence of interaction in the educational environment "[23, p. 7].

Conclusions. The analysis of educational practice and normative documents shows that the teacher of pedagogical disciplines in the present must be ready for the implementation of such basic functions: educational, developmental, educational-methodical, cultural-educational, social-pedagogical, scientific-methodical, designing, research, management on the basis of the formed socio-professional position.

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