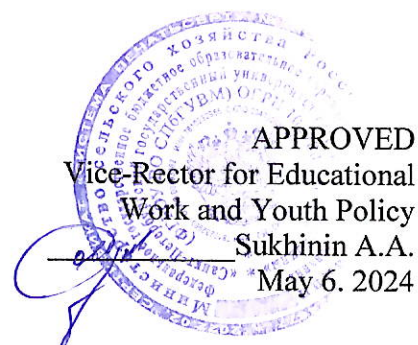


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Ministry of Agriculture of the Russian Federation
Federal State Budgetary Educational Institution
of Higher Education

"St. Petersburg State University of Veterinary Medicine"



Department of veterinary and sanitary expertise

EDUCATIONAL WORK PROGRAM

The level of higher education

SPECIALIST COURSE

Specialty 36.05.01 Veterinary Medicine

Full-time correspondence education

Education starts year is 2024

St. Petersburg
2024

EXPLANATORY NOTE

Education in the educational system is defined as activities aimed at the development of personality, at creating conditions for self-determination and socialization of students on the basis of socio-cultural, spiritual and moral values and rules and norms of behavior accepted in the Russian society in the interests of the individual, family, society and the state, formation in students of a sense of patriotism, citizenship, respect for the memory of the defenders of the Fatherland and the exploits of Heroes of the Fatherland, law and order, a man of labor and the older generation, a careful attitude.

In accordance with Article 12.1 of Federal Law No. 304, education is carried out on the basis of a working program of education and a calendar plan of educational work included in the educational program, developed and approved by educational organizations of higher education independently.

The educational work program is part of the main educational programs and represents the basis for organizing systematic, planned and continuous educational work with full-time and extramural students at a modern university. The educational work program is developed for the period of implementation of the educational program and determines a set of key characteristics of the educational work system, such as principles, methodological approaches, goals, objectives, directions, forms, means and methods of education, planned results, etc.

Regulatory legal and methodological framework regulating activities on youth policy and educational activities in educational organizations of higher education:

Federal regulatory framework:

1. Federal Law of December 29, 2012 No. 273-FZ “On Education in the Russian Federation”;
2. Federal Law of December 30, 2020 No. 489-FZ “On youth policy in the Russian Federation”;
3. Federal Law of August 11, 1995 No. 135-FZ “On Charitable Activities and Volunteering (Volunteering)”;
4. Federal Law of December 4, 2007 No. 329-FZ “On Physical Culture and Sports in the Russian Federation”;
5. Federal Law of June 24, 1999 No. 120-FZ “On the fundamentals of the system for the prevention of neglect and juvenile delinquency”;
6. Federal Law of January 12, 1996 No. 7-FZ “On Non-Profit Organizations”;
7. Federal Law of June 28, 1995 No. 98-FZ “On state support for youth

and children's public associations”;

8. Federal Law of July 14, 2022 No. 261-FZ “On the Russian movement of children and youth”;

9. Strategy of the state national policy of the Russian Federation for the period until 2025, approved by Decree of the President of the Russian Federation dated December 19, 2012 No. 1666 10. Decree of the President of the Russian Federation dated April 6, 2006 No. 325 “On measures of state support for talented youth”;

11. Decree of the President of the Russian Federation dated December 7, 2015 No. 607 “On measures of state support for persons who have demonstrated outstanding abilities;

12. Decree of the President of the Russian Federation dated May 29, 2017 No. 240 “On declaring the Decade of Childhood in the Russian Federation”;

13. Decree of the President of the Russian Federation dated July 21, 2020 No. 474 “On the national development goals of the Russian Federation for the period until 2030”.

14. Decree of the President of the Russian Federation dated July 2, 2021 No. 400 “On the National Security Strategy of the Russian Federation”;

15. Decree of the President of the Russian Federation dated November 9, 2022 No. 809 “On approval of the Fundamentals of State Policy for the Preservation and Strengthening of Traditional Russian Spiritual and Moral Values”;

16. Federal Law of July 31, 2020 No. 304-FZ “On Amendments to the Federal Law “On Education in the Russian Federation” on the Education of Students”.

Youth policy:

1. Order of the Government of the Russian Federation dated November 29, 2014 No. 2403-r “On approval of the Fundamentals of the State Youth Policy of the Russian Federation for the period until 2025”;

2. Action plan for the implementation of the state youth policy of the Russian Federation for the period until 2025, approved by Order of the Government of the Russian Federation dated December 12, 2015 No. 2570-r;

3. The concept of building and developing an ecosystem of youth entrepreneurship in the higher education system (dated 03/28/2022 No. MN-11/542);

4. Methodological recommendations for educational organizations of higher education on the formation of an ecosystem aimed at developing practices of supporting students in the preparation and defense of final qualifying works in the “Startup as a Diploma” format (dated 09.29.2022 No. MN-11/3030);

5. Methodological recommendations for interaction with graduates at Russian universities (dated April 27, 2023 No. MN-11/1680) 17. Federal Law dated May 19, 1995 No. 82-FZ “On Public Associations”.

Educational activities:

1. Strategy for the development of education in the Russian Federation for the period until 2025 (approved by Order of the Government of the Russian Federation dated May 29, 2015 No. 996-r);

2. Approximate working program of education in an educational organization of higher education;

3. Approximate calendar plan for educational work of an educational organization of higher education (for the academic year) (Letter of the Ministry of Education and Science of Russia dated 04/08/2021 No. MN-11/311-ED);

4. Methodological recommendations for the development of a work program of education and a calendar plan for educational work of an educational organization of higher education (Letter of the Ministry of Education and Science of Russia dated 04/08/2021 No. MN-11/311-ED);

5. Decision of the State Duma Committee of the Russian Federation on Science and Higher Education dated July 21, 2023 No. 87(2) “On approval of recommendations based on the results of a meeting held by the State Duma Committee of the Russian Federation on Science and Higher Education on issues of educational work in higher education organizations, including spiritual, moral and patriotic education”.

Activities of public associations:

1. Federal Law of May 19, 1995 No. 82-FZ “On Public Associations”;

2. Federal Law of June 28, 1995 No. 98-FZ “On state support for youth and children's public associations”.

1. GENERAL PROVISIONS

1.1. Conceptual and value foundations and principles of organizing the educational process in an educational organization

Values as moral guidelines, traditions and beliefs are the foundation for understanding the essence of man, his development and existence. In the system of

philosophical knowledge, the highest values are the value of life and the value of man as the main meaning of humanity, which is to live and create. In accordance with Art. 2 of the Constitution: “Man, his rights and freedoms are the highest value”.

The priority task of state policy in the Russian Federation is the formation of a coherent system of national values that permeates all levels of education.

When developing the Work Program of Education, Calendar Plan of Educational Work and the content of educational activities, one should be guided by the provisions of the National Security Strategy of the Russian Federation, which defines the following traditional spiritual and moral **values**:

- priority of the spiritual over the material;
- protection of human life, human rights and freedoms;
- family, creative work, service to the Fatherland;
- moral standards, humanism, mercy, justice, mutual assistance, collectivism;
- historical unity of the Russia’s peoples, continuity of the our Motherland history.

When organizing educational activities and implementing the Work Program of Education in OOVO, one should be guided by the principles:

- systematicity and integrity, taking into account the unity and interaction of the components of the educational system of OOVO (substantive, procedural and organizational
- environmentalism (as taking into account the individual characteristics of the individual and the zone of proximal development in the educational process), the priority of the value of the health of participants in educational relations, socio-psychological support for the individual and ensuring a favorable socio-psychological climate in the team;
- cultural conformity of the educational environment, value-semantic content of the educational system and organizational culture of OOVO, humanization of the educational process;
- subject-to-subject interaction in the systems “student-student”, “student-academic group”, “student-teacher”, “teacher-academic group”;
- priority of initiative, independence, self-realization of students in educational and extracurricular activities, social partnership in the joint activities of participants in educational and educational processes;
- self-government as a combination of administrative management and student self-government, independence in choosing options for areas of educational activity (depending on the traditions of OOVO, its specifics, industry affiliation, etc.);

– awareness, completeness of information, information exchange, taking into account the unity and interaction of direct and feedback. The above principles for organizing educational activities are consistent with methodological approaches to organizing educational activities in OOVO.

1.2. Methodological approaches to organizing educational activities in educational organizations of higher education

The organization of educational activities of the university is based on a set of methodological approaches, including:

– *The axiological (value-oriented) approach*, which has a humanistic orientation and assumes that the basis for managing the educational system of educational institutions is creative, socially oriented activity, which has in its axial basis reliance on strategic values (the value of human life and health; spiritual and moral values ; social values; the value of communication, contact and dialogue; the value of the experience of independence and the value of professional experience; the value of freedom and responsibility, etc.) are of particular importance and contribute to the unification and creation of people who share these values..

– *The systems approach*, which involves considering the educational system of educational work as an open socio-psychological, dynamic, developing system, consisting of two interconnected subsystems: management (management of educational work, vice-rector for educational work, deputy dean for educational work, curator of the study group, teacher) and managed (student community OOVO, student activists, student groups, student groups, etc.), which emphasizes the hierarchical arrangement of the elements of this system and the presence of subordination links between the subjects, their subordination and subordination according to the special place of each of them in the system.

– *The system-activity approach*, which allows us to establish the level of integrity of the educational system of educational institutions, as well as the degree of interconnection of its subsystems in the educational process, which is the main process aimed at the final result of the active creative educational activities of the teaching staff.

– *The cultural approach*, which contributes to the implementation of the cultural orientation of education and upbringing, allows us to consider the content of educational and extracurricular activities as a generalized culture in the unity of its axiological, systemic-activity and personal components. The cultural approach is aimed at: creating a socio-cultural environment and organizational culture in the OOVO; improving the general culture of students, forming their professional culture and work culture.

– *The problem-functional approach* makes it possible to carry out goal-setting taking into account the identified educational problems and to consider the management of the system of educational work of OOVO as a process (a continuous series of interrelated, simultaneously or in some sequence of managerial functions (analysis, planning, organization, regulation, control) oriented towards achieving certain goals).

– *The research approach* considers educational work in OOVO as a research-based activity that includes a varied set of theoretical and empirical methods.

– *The project approach* involves the resolution of existing social and other problems through individual or joint project or project-research activities of students under the guidance of a teacher, which contributes to: socialization of students in solving project problems related to meeting the needs of society mastering new forms of search, processing and analysis of information; development of analytical and critical thinking skills, communication skills and the ability to work in a team. Project technology has a social, creative, research, motivational and practice-oriented orientation.

– *The resource approach* takes into account the readiness of OOVO to implement the system of educational work through normative-legal, personnel, financial, informational, scientific-methodical, educational-methodical and material-technical support.

– *The health-saving approach* is aimed at increasing the culture of health, preserving the health of the subjects of educational relations, which presupposes active subject-subject interaction between members of the OOVO team: to create a health-forming and health-preserving educational environment, to change the internal position of the individual in relation to health to a consciously responsible one, to develop an individual style health-creating activities of teachers, development and organization of health-creating activities and a methodological arsenal of health-saving activities, updating and implementation of a healthy lifestyle.

– *The information approach* considers educational work in educational institutions as an information process consisting of specific operations: collecting and analyzing information about the state of the managed object; transformation of information; transfer of information taking into account management decision making. This approach is implemented through the constant updating of objective and adequate information about the system of educational work in OOVO, its transformation, which allows us to determine the current level of the state of the educational system of OOVO and have a clear idea of how to correct the situation.

1.3. The purpose and objectives of educational work in an educational organization of higher education

Goal setting as a subfunction of planning in the management OOOV is used as the basis for organizing the management of educational work. The effectiveness of achieving the set operational, tactical and strategic goals and objectives depends on the extent to which they are shared by the participants in educational relations and whether they are formed in the value-target core of the organizational culture of OOOV.

When determining the purpose of the educational work of OOOV, it is recommended to proceed from the key objectives of education formulated in the Federal Law of July 31, 2020 No. 304-FZ "On Amendments to the Federal Law "On Education in the Russian Federation" on the Education of Students": "education - activities aimed at personal development, creating conditions for self-determination and socialization of students on the basis of sociocultural, spiritual and moral values and rules and norms of behavior accepted in Russian society in the interests of the individual, family, society and state, developing in students a sense of patriotism, citizenship, respect to the memory of the defenders of the Fatherland and the exploits of the Heroes of the Fatherland, law and order, working people and the older generation, mutual respect, respect for the cultural heritage and traditions of the multinational people of the Russian Federation, nature and the environment".

The goal of educational work is to create conditions for the active life of students, their civic self-determination, professional development and individual personal self-realization in creative activities to meet the needs for moral, cultural, intellectual, social and professional development." It is necessary to create conditions for the personal, professional and physical development of students, the formation of socially significant, moral qualities, active citizenship and moral responsibility for decisions made.

Objectives of educational work in OOOV:

- development of worldview and updating of the system of basic personal values;
- introducing students to universal moral norms, national foundations and academic traditions;
- instilling respect for the law, the norms of collective life, developing civil and social responsibility as the most important personality trait, manifested in caring for one's country and preserving human civilization;
- nurturing a positive attitude towards work, developing the need for creative work, nurturing socially significant determination and responsibility in

business relationships;

- ensuring the development of personality and its socio-psychological support, the formation of personal qualities necessary for effective professional activity;

- identification and support of talented students, formation of organizational skills, creative potential, involvement of students in the processes of self-development and self-realization;

- formation of culture and ethics of professional communication;

- nurturing the individual's internal need for a healthy lifestyle, responsible attitude towards the natural and socio-cultural environment;

- increasing the level of culture of safe behavior;

- development of personal qualities and attitudes (responsibility, discipline, self-management), social skills (emotional intelligence, orientation in the information space, speed of adaptation, communication; ability to work in a team) and management abilities (skills to make decisions in conditions of uncertainty and change, time management, leadership, critical thinking)".

2. CONTENT AND CONDITIONS OF IMPLEMENTATION OF EDUCATIONAL WORK IN AN EDUCATIONAL ORGANIZATION OF HIGHER EDUCATION

2.1. Nurturing (educational) environment of an educational organization of higher education

A nurturing (educational) environment is an environment of creative activity, communication, various events, the relationships that arise in them, and demonstration of achievements.

The OOVO environment is considered as a territorially and event-limited set of influences and conditions for personality formation, and acts as a factor in the internal and external psychosocial and sociocultural development of the individual.

Studenthood is one of the most important stages in a person's life. It is during this period that the final formation of personality and the strengthening of life position take place. It is during this period that the opportunity to realize their creative potential, learn to exist in a team, try their hand at a variety of fields of activity and choose exactly what they like most is very important for young people.

2.1.2. Application of educational technologies in offline and online formats of educational and educational processes

The educational environment, educational and educational processes can be created both offline and online formats.

In the implementation of the Working Program of Education and the Educational Work Calendar Plan, the following are used:

- actual traditional, modern and innovative educational technologies (collective creative work (CCW); art-pedagogical; health-saving; inclusive education technologies; portfolio technology; training; brainstorming; case technologies); distance education technologies, etc.).
- digital educational technologies in online education, e-learning with free access to electronic educational content.

2.2. Directions of educational activities and educational work

The activity of educational work, aimed at:

- development of personality, creation of conditions for self-determination and socialization of students;
- development in students a sense of patriotism and citizenship;
- forming in students a sense of respect for the memory of the defenders of the Fatherland and the exploits of the heroes of the Fatherland;
- forming in students respect for the man of labor and the older generation;
- development in students respect for the law and the rule of law;
- organization of independent and research work of students at the departments;
- forming in students a careful attitude to the cultural heritage and traditions of the multinational people of the Russian Federation;
- forming of rules and norms of behavior in the interests of the individual, family, society and state in students;
- forming in students a careful attitude to nature and the environment;
- prevention of destructive behavior of students.

The directions of educational work are: civic, patriotic, moral, aesthetic and spiritual education, cultural and creative, scientific and educational, professional and labor, environmental, physical, education of healthy lifestyle, education of tolerance and prevention of extremism, development of volunteer movement.

2.3.1 Project activity as a collective creative endeavor

Project activity has creative, research and practice-oriented orientation, is carried out on the basis of problem-based learning and activation of students' interest, which causes the need for their greater independence. Project technology contributes to the socialization of students in solving project tasks related to meeting the needs of society. Types of projects according to the leading activity:

- research projects;
- strategic projects;
- organizational projects;
- social projects;
- technical projects;
- information projects;
- telecommunication projects;

– art projects. The prospect of project and project-research activities for students consists in professional opportunities and employment, as employers and social partners are invited to join the project team.

Collective creative work (CCW) is a set of certain collective creative and creative actions in conditions of cooperation, assistance and common care, unity of thoughts and will, as it is a joint creative search for the best means, methods, ways, ways and non-standard joint solutions to important tasks. Types of CCWs include:

- professional and labor;
- scientific research;
- artistic-aesthetic;
- physical education;
- event-based;
- socio-political;
- cultural-creative;
- socio-cultural;
- other.

2.3.2. Volunteer activities and areas of volunteerism

Volunteer (from Latin voluntarius - voluntary) activity or volunteering, volunteerism - a wide range of creative activities, including traditional forms of mutual aid and self-help, formal provision of services and other forms of civic participation.

Individual and group volunteering through activities and targeted assistance

contribute to the socialization of students and expansion of social ties, implementation of their initiatives, development of personal and professional qualities, mastering new skills.

At the initiative of students and with their active participation in the OOOV, a volunteer association can be established.

2.3.2.1. Goals and objectives of volunteer work

Coordination and support of SPbSUVU volunteers' activities

- promotion and popularization of volunteer values in SPbSUVU;
- identification of volunteer activities in SPbSUVU;
- development and implementation of effective mechanisms, forms and methods of work with various target groups
- supervising supervisors of volunteer groups, providing them with practical and methodological assistance;
- coordination of volunteer groups' activities with partner organizations;
- generalizing the experience of implementing volunteer projects and preparing proposals for further development of volunteer activities;
- ensuring interaction with other volunteer organizations in order to share experience and subsequent introduction of innovative forms and methods of work;
- organizing and conducting socially significant events in SPbSUVU, city, region; training volunteers for participation in all-Russian socially significant projects.

2.3.2.2. Desired results:

- recognizability of the volunteer movement among SPbSUVU students, involvement of new students in the ranks of volunteers;
- commitment of already recruited volunteers to their volunteer organization;
- practicing 100% of the HEI's events;
- work with volunteer organizations and societies outside the university;
- publication activity in social networks, as well as in periodicals;
- recycling of recyclable materials collected by students and teachers;
- work with organizations that need the help of SPbSUVU volunteers.

2.3.2.3. Implementation methods:

- educational work with first-year students;
- interaction with other student organizations of the university;
- Interaction with shelters, environmental and livestock organizations on the issue of providing volunteer assistance;

- drafting articles and publications for magazines and social networks;
- cooperation with recycling companies.

2.3.3. Study and scientific research activities

Federal state educational standards of higher education determine the necessity of continuous development of students' research competence throughout their entire period of study at OOOO by means of teaching and research activities.

During the period of study at OOOO, each student prepares a number of different works independently under the guidance of a teacher: reports, essays, term papers and, finally, a final qualification paper. It is during the period of the teacher's support of the student's educational and research activities that their subject-subject interaction takes place, and not only the research but also the educational process is organized, the result of which is the professional development of the future specialist's personality. The education of professional culture, labor culture and ethics of professional communication becomes important.

From 2021, students of 40 Russian OOOOs will be able to defend their final qualification work, both in the form of an academic paper and in a new way - in the form of a startup. The development and implementation of a training program for university applicants and teachers to prepare startups as a final qualification work is envisaged by the Digital Economy program.

2.3.4. Student international cooperation.

2.3.4.1. Adaptation program for international students in the university environment

For the successful organization of educational process of students it is necessary to take into account that upon entering a foreign university, they get into an unfamiliar socio-cultural, linguistic, national environment to which they have to adapt. Therefore, the success of their education at first is closely connected with the solution of adaptation problems.

Academic mobility as an area of international activity and part of the internationalization process of OOOOs opens up the possibility for students, teachers and administrative and management staff to move to another OOOO in order to exchange experience, acquire new knowledge and implement joint projects. The exchange of students takes place on the basis of cooperation agreements between a Russian OOOO and a foreign OOOO. Возможными становятся:

- Short-term internships (usually lasting 1-3 weeks through short-term

cultural and educational programs and summer language schools);

– long-term traineeships (taking a course in a partner OOOV for a month to a year; the trainee draws up an individual plan in the OOOV and makes his/her schedule in the partner OOOV so that the programs overlap as much as possible). In the case of long-term internships for Russian students, the functioning of the offline educational environment becomes important, as there is a risk of the student being influenced by a different culture, the educational environment of a foreign OOOV, a different patriotic, civic and spiritual-moral education, as a result of which the harmonization of cultural and social identity is disturbed and the location of the domestic culture that defines belonging is lost. In the case of territorial location of Russian OOOV in border subjects, it becomes important to strengthen various (civic, patriotic and spiritual and moral education, cultural-creative, scientific-educational, professional-labor, ecological, physical education) directions of educational work.

Foreign students, having ethnic, social, cultural, everyday life peculiarities, have to overcome various psychological, social, moral, religious barriers, master new types of activities and forms of behavior.

Adaptation of foreign citizens to new socio-cultural conditions when entering a higher education institution is a fundamental factor determining in most cases the effectiveness of the educational process as a whole.

2.3.4.1. Program objectives

The objectives of the program are aimed at fulfilling socially adaptive functions, as follows:

- **protective** - neutralization of negative environmental impacts on the student's personality and his/her development, increasing the level of social security in the conditions of their stay in the university and dormitory;
- **socializing** - introducing into the life of international students the missing elements of life activity, accelerating the adaptation process;
- **corrective** - correction of negative influences in the behavior and communication of students;
- **regulating** - ordering of interpersonal relationships of students and their influence on the formation of personality;
- **developmental** - creating conditions for the full social development of international students, stimulating positive changes in their personal development, supporting the processes of discovery and self-expression of abilities.

2.3.4.2. Brief description of the program

Several leading ideas can be identified in the content of the program:

1. *The idea of socially significant activity of students*

The skills and abilities acquired during joint activities have a dual focus: for the society - a person aware of himself as a citizen, for the foreign student - specific practical skills of behavior in society.

2. *The idea of emotionality*

Its realization contributes to the development of the emotional sphere of personality. The idea is mainly implemented through activities organized by the student council, bright, memorable, interesting to students, satisfying their individual needs.

3. *The idea of integration*

It assumes, firstly, a purposeful, active, emotional unity of all participants of the program. Secondly, it outlines the prospect of students' team building.

4. *The idea of prevention*

The idea makes it possible to identify and eliminate the causes of students' violations of the rules of behavior at the university, residence rules and internal regulations of the dormitory by including them in multifaceted activities built on the principles of cooperation.

In order to effectively solve the above-mentioned problematic moments and developed a program for the adaptation of foreign students.

The task of this complex program is to create an environment conducive to the harmonious development of the personality, its self-improvement, disclosure of potential with the help of a set of measures and individual work with each foreign student.

1. Creating conditions for adaptation of international students to the conditions of life and study at St. Petersburg State University of Veterinary Medicine.
2. Assistance to foreign students in studying the requirements of the legislation of the Russian Federation.
3. Creating a favorable psychological atmosphere in the team of students.
4. Implementation of a set of organizational, cultural, mass and preventive activities aimed at socialization of foreign students.
5. Supporting and developing the initiative of international students, helping them to discover their inner potential, uniqueness and richness of personality.
6. Education of behavioral culture, prevention of delinquency and negative

social manifestations.

7. Propaganda of healthy lifestyle among foreign students.

8. Rallying Russian and foreign students.

9. Familiarization of foreign students with the traditions and culture of the peoples of the Russian Federation.

2.3.4.3. Expected results

1. Positive dynamics of adaptation of international students - freshmen:

- painless and natural course of students' adaptation;
- consolidation of freshmen students at the university;
- Reduction of dropout rate of international students.

2. more active involvement of all structures of the university in the process of adaptation of foreign students.

3. Increase of social activity and responsibility of foreign students:

- Increase in the number of international students involved in social activities, as well as taking an active part in university-wide events;
- Increase in the number of international students who have achieved significant success in various activities;
- prevention of interpersonal conflicts;
- prevention of delinquency.

4. Motivation of foreign students for a conscientious attitude to study and successful professional activity in the future.

2.3.5. Activities and types of student associations

A student association is a voluntary association of OVO students established for the purpose of self-realization, self-development and joint solution of various issues of improving the quality of student life. Student associations are built on the principles of voluntariness and freedom of choice, partnership and equality, transparency and openness. Types of student associations by areas of activity:

- research (scientific community, etc.);
- creative (KVN league; vocal/theater studio, creative workshop; student creative center; dance group, etc.);
- sports (student sports club, sports association, tourist club, etc.);
- public (trade union committee, council of student initiatives, etc.);
- Volunteer (association of volunteers);
- informational (student TV studio, student newspaper, etc.);
- professional (student squad, student recruitment agency, etc.);

- patriotic (memory club, search team, etc.);
- intercultural (international cooperation club, discussion club, etc.);
- other.

2.3.6. Leisure, creative and socio-cultural activities to organize and conduct significant events and activities

Leisure activities of students are considered:

- as passive activity in free time (contemplation, pastime, competitions on computer games, virtual leisure (communication on the Internet), reading, debates, theme nights, intellectual games, etc.);
- active leisure time activities (physical fitness and sports activities, hiking, outdoor games, flash mobs, quests, reconstructions of historical battles, etc.).

Leisure activities contribute to: self-actualization, self-realization, self-development and self-discharge of personality; self-knowledge, self-expression, self-affirmation and satisfaction of personality needs through freely chosen actions and activities; manifestation of creative initiative; strengthening of emotional health.

Mechanisms for organizing the leisure activities of OOOO students may include:

- formation of a culturally appropriate (socio-cultural) environment in OOOO, corresponding to the socio-cultural, creative and intellectual needs of students;
- expanding the functions of student associations;
- development of the institute of curatorship;
- involvement of students in various activities and associations of students, etc.

The forms of organization of leisure activities of students can be the activities of hobby clubs, creative groups, sports sections, cultural and leisure activities.

Creative activity of students is the activity of creation and creation of a new, previously non-existent product of activity, revealing the individuality, personal and professional potential of students. The types of creative activity include:

- artistic creativity;
- literary and musical creativity;
- theater and circus art, film art;
- technical creativity;
- scientific creativity;

- other creative work.

An integral part of creative activity is the involvement of the psycho-emotional sphere of the personality both in the process of creating a product of activity and in the process of influence of the result of activity on the subject. Socio-cultural and creative activities of students are realized in the organization and conduct of significant events and activities of civic and patriotic, scientific research, socio-cultural and physical culture and sports orientation. The educational potential of leisure, creative and socio-cultural activities is to:

- in the identification of students' potentials, abilities and talents in the course of involving them in various forms and types of intellectual, motor and creative activity;
- formation of social (emotional intelligence, orientation in the information space, speed of adaptation, communication, ability to work in a team) and organizational skills;
- development of creative thinking, prevention of psychological, physical and social health of the individual.

Cultural and educational - Familiarization with tangible and intangible objects of human culture

Types of activities of students in the educational system of the University - leisure, creative and socio-cultural activities to organize and conduct significant events and activities

Collective creative work (CCW - is a set of certain collective creative and creative actions in conditions of cooperation, assistance and common care, unity of thoughts and will, as it is a joint creative search for the best means, methods, ways and non-standard joint solutions to important problems.

The types of CCWs include:

- artistic and aesthetic;
- event-based;
- cultural and educational;
- socio-cultural and others;

Leisure, creative and socio-cultural activities to organize and conduct significant events and activities.

Leisure activities of students are considered:

-passive activity in free time (contemplation, pastime, competitions on computer games, virtual leisure (communication on the Internet), reading, debates, thematic evenings, intellectual games, etc.);

-active activities in free time (physical fitness and sports activities, outdoor games, flash mobs, quests, etc.).

Leisure activities contribute to: self-actualization, self-realization, self-

development and self-discharge of personality; self-knowledge, self-expression, self-affirmation and satisfaction of personality needs through freely chosen actions and activities; manifestation of creative initiative; strengthening of emotional health.

The mechanisms of organization of leisure activities of university students are:

- formation of socio-cultural environment in the university, corresponding to the socio-cultural, creative and intellectual needs of students;
- expanding the functions of student associations;
- involvement of students in various activities and associations of students, etc.

Creative activity of students is the activity of creation and creation of a new, previously non-existent product of activity, revealing the individuality, personal and professional potential of students.

The types of creative activity include:

- artistic creativity;
- literary and musical creativity;
- theatrical creativity, film art;
- technical creativity;
- scientific creativity;
- other creativity.

Integral to creative activity is the involvement of the psycho-emotional sphere of the personality both in the process of creating a product of activity and in the process of influence of the result of activity on the subject.

Educational potency of leisure, creative and socio-cultural activities is:

- in the identification of tasks, abilities and talents, students in the course of involving them in various forms and types of intellectual, motor and creative activity;
- formation of social (emotional intelligence, orientation in the information space, speed of adaptation, communication, ability to work in a team) and organizational skills;
- in the development of creative thinking, prevention of psychological, physical and social health of the individual.

2.3.6.1. Module "Cultural and leisure activities"

Module aim: to create conditions for meeting the needs of students in creative development, the formation of an aesthetic attitude to the world around them.

Module objectives:

- formation of a high level of culture, honesty and decency, conviction in the need to fulfill the norms of morality;
- education of moral qualities of personality, skills and skills of appropriate behavior in various life situations;
- formation of a stable need for constant perception and understanding of works of art, manifestation of interest in the whole range of problems that are solved by means of artistic creation;
- formation of skills of cultural assimilation and cultural creation, aimed at activization of their familiarization with the achievements of universal and national culture;
- formation of ideas about their role and practical experience in the production of culture and cultural product;
- formation of conditions for the manifestation and development of individual creative abilities;
- formation of ideas about aesthetic ideals and values, own aesthetic preferences and mastering of existing aesthetic standards of different cultures and epochs, development of individual aesthetic preferences in the field of culture;
- forming the basis for the perception of the dialogue of cultures and the dialogue of civilizations based on the perception of unique and universal aesthetic values;
- formation of additional conditions for increasing the interest of students to world and domestic culture, to Russian and foreign literature, music, theater and cinema, for the education of the culture of the spectator.

Forms of module realization: through activities included in the calendar plan of educational work. The plan is formed annually, and is relevant to the beginning of each academic year.

2.3.7. Training forms of educational work:

- inclusion of various aspects of spiritual and moral, deontological and professional education in the curriculum of disciplines;
- organization of business games, subject Olympiads, "Best in Specialty" contests;
- organization of independent and research work of students at the departments;
- conducting career guidance work on the choice of specialty;
- organization of students' scientific society at the department;
- organization of production meetings at the courses before the examination sessions;
- organization of the contest "Best Student Group" at the university, faculties

and courses;

individual work with students who violate academic discipline.

2.3.7. Involvement of students in career guidance activities

Vocational guidance activities in OOVO occupy a significant place, as they help to ensure the admission campaign and attract potential applicants to OOVO. Forms of career guidance work with potential OOVO applicants may include:

- conversations with entrants about the directions and profiles of training, about the possibilities of formation and development in the professional sphere of activity;
- career guidance work at parents' meetings in general education organizations of the locality where the OOVO and its branches are located;
- conversations with parents/legal representatives on the issues of correct parental support of the process of choosing the professional trajectory of their children;
- professional diagnostics of schoolchildren in order to identify their abilities, personal qualities and professional interests;
- Professional counseling of parents/legal representatives on choosing the options of professions relevant for their child, taking into account their abilities, personal qualities and professional interests;
- conducting an advertising campaign (creation of career guidance and image videos to position OOVO training areas, placement of information on the official OOVO website, design of information stands, billboards and printed products about OOVO areas and profiles);
- organization of open days with information about the conditions and requirements for admission to training, opportunities to master various professions, training periods, etc..;
- participation in various projects;
- organization of camps for schoolchildren on the basis of OOVOs with the inclusion in the programme of a career guidance component related to the specifics, sectoral affiliation and jurisdiction of the OOVO.

Forms of career guidance work with OOVO students may include:

- organization of master classes on the direction and profile of training;
- involvement of employers and leading practitioners in binary lectures and seminars;
- visiting with students potential places of their future employment;
- organization of scientific and practical conferences of various levels;
- involvement of students in significant events at the level of OOVO, city,

region, country;

- participation of students in various competitions of student research, project and other works;
- participation of students in job fairs and other events promoting employment. It is recommended to involve OOOO students in career guidance activities, as they help to increase the authority of OOOO for students, increase their motivation to master their chosen profession and interest in a particular type of work activity, develop responsibility for organizing and conducting the event, gain new experience of activity, learn additional skills and social roles.

2.4. Forms and methods of educational work in an educational organization of higher education

This subsection provides examples of forms and methods of work that teachers/organizers of educational activities can apply in the educational process, supplementing their professional and technical arsenal. Forms of organization of educational work:

- by the number of participants - individual (subject-to-subject interaction in the teacher-student system); group (creative teams, sports teams, clubs, hobby groups, etc.), mass (festivals, Olympiads, holidays, subbotniks, etc.);
- by target orientation, position of participants, objective educational opportunities - events, cases, games;
- by time - short-term, long-term, traditional;
- by types of activity - labor, sports, artistic, scientific, social, etc..;
- by the result of educational work - socially significant result, information exchange, decision-making.

2.5. Resource support for the implementation of the working program of education in an educational organization of higher education

Resource support for the implementation of the working program of education in OOOO includes the following types: normative and legal support; personnel support; financial support; information support; scientific and methodological and educational and methodological support; material and technical support.

2.5.1. Regulatory and legal support

The content of regulatory and legal support as a type of resource support for

the implementation of the working program of education in OOVO includes:

1. The working program of education in OOVO (common for OOVO).
2. Working programs of education in OOVOs (implemented as a component of OPOP).
3. Calendar plan of educational work for the academic year.
4. Regulations on the OOVO Students' Council, Regulations on other student self-government bodies, OOVO Students' Council Work Plan, etc.
5. Other documents regulating educational activities in OOVO.

2.5.2. Staffing

The content of personnel support as a type of resource support for the implementation of the working program of education in OOVO includes:

1. Structures that ensure the main directions of educational activities (directorates, departments, other structures).
2. Personnel involved in the management of educational activities at the OOVO level.
3. Personnel performing the functions of the deputy dean/director of the institute for educational work, other relevant department.
4. Availability of faculty members performing the functions of supervisor of the academic group and community of learners.
5. Availability of personnel who provide the students with creativity, media, physical education and sports, providing psychological and pedagogical assistance, carrying out sociological studies of students.
6. Organization of professional development and retraining of teachers/organizers of educational activities and management staff on the issues of education of students.

2.5.3. Financial support

The content of financial support as a type of resource support for the implementation of the working program of education in OOVO includes:

1. Financial support for the implementation of the basic professional educational program and the Working Program of Education as its component (should be carried out in the amount not lower than the basic normative costs for the provision of public services in the field of education for a certain level of education and training direction established by the Ministry of Science and Higher Education of the Russian Federation).
2. Funds for: payment for the work of curators of academic groups and

student associations; payment for new staff units responsible for educational work in OOVO; professional development and professional retraining of teachers/organizers of educational activities and management staff on the issues of education of students.

2.5.4. Informational support

When developing this subsection, it is recommended to be guided by the provisions of Rosobrnadzor Order No. 831 of 14 August 2020 "On Approval of Requirements for the structure of the official website of an educational organization in the information and telecommunications network "Internet" and the format for providing information". The content of information support as a type of resource support for the implementation of a working educational program in OOVO may include:

- availability on the official OOVO website of a content-filled section "Educational work" (extracurricular work);
- placement of local OOVO documents on the organization of educational activities in the OOVO, including the working programme of education and the calendar plan of educational work for the academic year;
- timely reflection of the monitoring of OOVO educational activities;
- informing the subjects of educational relations about planned and past educational activities and events;
- other information.

2.5.5. Scientific and methodological and educational support

The content of scientific-methodical and educational-methodical support as a type of resource support for the implementation of the working educational program in OOVO includes:

1. availability of scientific-methodical, educational and methodical aids and recommendations as a condition for the implementation of the basic educational program, the Working Program of Education and the Educational Work Calendar Plan of OOVO.
2. educational and methodical support of the educational process must comply with the Requirements for educational and methodical support of the OPOP.

2.5.6. Material and technical support

The content of logistical support as a type of resource support for the implementation of the working program of education in OOVO includes:

1. the material and technical support of the educational process must comply with the Requirements for educational and methodical support of OPOP.
2. technical means of education and upbringing should correspond to the educational goal, objectives, types, forms, methods, means and content of educational activities. It is recommended to take into account the specifics of OPOP, special needs of students with OVZ and follow the established state sanitary and epidemiological rules and hygienic standards.

3. MANAGEMENT OF THE SYSTEM OF EDUCATIONAL WORK IN AN EDUCATIONAL ORGANIZATION OF HIGHER EDUCATION

3.1. Educational system and management of educational work system in an educational organization of higher education

The educational system of OOVO is an integral complex of educational goals and objectives, human resources that realize them in the process of purposeful activity, and relations arising between the participants of the educational process.

The educational system is characterized by an inseparable unity with the educational environment, and in its relations with it the system shows its integrity. The subsystems of the educational system are:

- the educational process as an integral dynamic system, the system-forming factor of which is the goal of personal development of the OOVO student, realized in the interaction of teachers/organizers of educational activities and students;
- a system of educational work, which covers a block of activities and can be realized through the participation of OOVO students in a set of activities, events, cases, actions, etc., adequate to the goal set;
- student self-governance as an open system;
- the OOVO team as an open system.

The main tool for managing educational work in OOVO is the Educational Work Program and the Educational Work Plan for the academic year.

The main functions of managing the system of educational work in OOVO

are:

- analyzing the results of educational work in OOVO for the academic year;
- planning of educational work on the organization of educational work in OOVO for the academic year, including the Calendar Plan of Educational Work for the academic year (see Appendix);
- organization of educational work in the OOVO;
- control over the implementation of managerial decisions on educational work in OOVO (including through monitoring the quality of the organization of educational work in OOVO);
- regulation of educational work in OOVOs.

3.2. Student self-governance (co-governance) in an educational organization of higher education

This subsection is based on:

- on Article 26 of the Federal Law No. 273-FZ "On Education in the Russian Federation" dated December 29, 2012;
- the provisions of the letter of the Ministry of Education and Science of the Russian Federation dated October 02, 2002, No. 15-52-468/15-01-21 "On the Development of Student Self-Governance in the Russian Federation";
- the provisions of the letter of the Ministry of Education and Science of the Russian Federation dated February 14, 2014 № VK-262/09 and № VK-264/09 "On methodological recommendations on the establishment and activities of student councils in educational organizations".

The basis of student self-governance is the preparation, organization and implementation of specific collective-creative activities, project and research works, events and activities in cooperation with the organizers of educational activities in OOVO, OOVO administration, social partners, employers and others.

The development of self-governance takes place through various activities and forms of student associations. The OOVO administration is recommended to cooperate with student self-governance bodies.

3.3. Monitoring of the quality of the organization of educational work and conditions for the implementation of the content of educational activities

By monitoring the quality of the organization of educational work in OOVO, the function of control over the implementation of managerial decisions in the field of educational work is carried out.

As a way of assessing the achievability of the results of educational work can be considered the analysis of the results of various types of activities of

students, presented in the form of a portfolio or other format. The key indicators of the effectiveness of the quality of educational work and conditions for the realization of the content of educational activities are:

- quality of resource support for the realization of OOVO's educational work (regulatory, legal, personnel, financial, informational, scientific and methodological, educational and methodological, material and technical, etc.);

- quality of the OOVO infrastructure (buildings and facilities (creativity center, sports complex, stadium, sports grounds, swimming pool (own or third-party); OOVO museum and/or classrooms; other); educational space, working space and related means of work and equipment; support services (transport, communication, etc.);

- quality of the educational environment and the educational process in OOVO (organization of creative active activity of students, use of socio-cultural space, networking and social partnership).;

- quality of management of the system of educational work in OOVO (consideration of issues on the state of educational work in OOVO by collegial bodies; organization of monitoring of educational activity in OOVO; stimulation of teachers'/educational activity organizers' activity);

- quality of student self-governance in OOVO (normative-legal and software support of educational activities, organization of activities of student associations, interaction of the Council of Students with the administration of OOVO (participation in the work of collegiate bodies of OOVO, including the Academic Council, various commissions), reflection of the activities of the Council of Students and student associations on the information resources of OOVO);

- quality of the educational event (content, procedural, organizational components, inclusion and involvement of OOVO students).