

Social security system components in educational environment

Los componentes sistémicos de la seguridad social en el entorno educativo

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Contents

- [1. Introduction](#)
 - [2. Materials and Methods](#)
 - [3. Results](#)
 - [4. Discussion](#)
 - [5. Conclusion](#)
- [Bibliographic references](#)

ABSTRACT:

Current geopolitical and socio cultural preconditions significantly increase the level of risk-arising in all spheres of life activity, including threats' creating to social security in the educational environment. The purpose of the paper is to implement the attitude formation towards the prevention of destructive social phenomena in the educational environment. Modern approaches to the problem of ensuring social security of the educational environment are considered, preconditions are singled out, which aggravate the emergence of a social nature threats in educational organizations. The authors identify external and internal threats to the social security of the educational environment on the basis of an empirical study conducted among students. The tasks and activities of the educational organization are justified in order to ensure the social security of the educational environment. The paper is intended for heads of educational organizations, teachers, psychologists who deal with the issues of education security.

Keywords: educational environment, educational organization, social security, security, risks, social responsibility

RESUMEN:

Las condiciones geopolíticas y socioculturales modernas aumentan de manera sustancial el nivel de asunción de riesgos en todas las esferas de la vida, incluida la creación de amenazas a la seguridad social en el entorno educativo. El objetivo del estudio es implementar la formación de actitudes para prevenir los fenómenos sociales destructivos en el entorno educativo. Se han considerado los enfoques modernos al problema de garantizar la seguridad social del entorno educativo, se han distinguido las premisas que obstaculizan la aparición de amenazas de carácter social en las organizaciones educativas. Los autores han identificado las amenazas externas e internas a la seguridad social del entorno educativo sobre la base de un estudio empírico llevado a cabo entre jóvenes estudiantes. Asimismo, han sido justificadas las tareas y actividades de una organización educativa para garantizar la seguridad social del entorno educativo. El artículo está destinado a jefes de organizaciones educativas, docentes y psicólogos que se dedican a las cuestiones de la seguridad educativa.

Palabras clave: ambiente educativo, organización educativa, seguridad social, seguridad, riesgos, responsabilidad social

1. Introduction

Security, protection from a variety of threats is a priority human need. Representation of life activity as a form of existence in the turbulent conditions of a geopolitical, sociocultural environment requires from any kind of social systems' security guarantees, stability with respect to disorganizing external influences, and the ability to develop. Recently, much attention has been paid to the need to study social security, which includes a system of measures to prevent and repel calls and threats that can destabilize the social sphere. This approach is reflected in the works of researchers (Sibgatova et al., 2016; Akhmetzyanova et al., 2017; Akhmetzyanova, Nikishina & Petrash, 2017; Galushkin, 2017; Masalimova et al., 2018; Neverkovich et al., 2018; Kvon et al., 2018; Davoudi et al., 2018), who believe that the sociology of security should be based on the theory of the society's safe development, and also consider the problem of social security through its perception by different categories of the population.

The posing of the problem of social security of the educational environment is seen to be important in this context, since education is not only a reflection of society, but also a mechanism for building its potential (Mukhametzyanova et al., 2016).

Under the social security of the educational environment, we understand the protection of participants in educational relations from destructive personal and physical threats, which allows to reduce the risks of development of destructive processes and personal addictions, thereby preventing the emergence of social problems and conflicts (Cherdymova et al., 2017; Baklashova, Galimova & Baklashova, 2017; Wang et al., 2018; Fartash et al., 2018).

The concepts of societal security revealed by A.Y. Chmykhalo (2007), the main idea of which is "protection of benefits' system from menacing external influences", in the refraction of the educational system, will include the psychological (personal) and physical comfort state of the educational environment. The social security of the educational environment should ensure its stability relatively to the physical and psychological state of all participants in educational relations within the framework of educational communications. The complexity of ensuring this task is determined by the personality-based and social characteristics of participants in educational relations and the characteristics of the educational environment (activity, subjectivity, case, evaluation, projecting, variability) (Baeva, 2011; Ivanenko et al., 2015; Levina, 2015; Mukhametzyanov & Khusainova, 2016; Mukhametzyanova et al., 2016; Prokofieva, 2016; Grebennikov et al., 2016).

The importance of education for the individual, society, state is undeniable; each participant of educational relations, having his "interest" in the functioning and effectiveness of the educational system, understands and accepts the contribution of education to the personal, economic, social scientific development of the country. In general, the analysis of scientific publications has shown that the social responsibility of education as a state system has been underestimated for a long time before society, deducing it to the personal responsibility of the person, while under the influence of modern global cataclysms and multidimensional information flows "the fundamental crisis between the world abstract, virtual instrumentalism and historically accelerated values, concepts and principles of the organization of human existence increases"(Baeva, 2002; Fedorov, 2008). Meanwhile, the systemic social responsibility, unlike the personality-based one, lacks emotional coloring and contributing motives, and is built on the willingness of the educational system to be responsible for its actions, at least within the boundaries of the educational environment and, as a maximum, broadcasting values through participants in educational relations to the entire educational space, having a high level of massivization (Petrov & Kislyakov, 2010; Uskova, 2013; Vasilyeva & Baishev, 2017; Zotova, 2011; Kvon et al., 2017). In this context, the authors consider the social security of the educational environment as a system of regulated social interactions of participants in educational relations that exclude political, economic, spiritual suppression of the individual and social groups in order to achieve their goals within the educational environment. Since it is in educational organizations that the process of formation of responsible and safe behavior of the individual, legal culture and sustainable health-saving life position takes place, it depends on the conditions created in

the educational environment how much the younger generation will be ready to face the threats and dangers of modern society and to safe life in it, as well as the degree of safety of the educational organization as a whole.

2. Materials and Methods

2.1. Identifying the Risks of Social Security in the Educational Environment

Obviously, the most perfect and developed one is the social system that is able not only to balance with a large number of disorganizing influences, but also to generalize the accumulated historical experience and put it in the basis of its own security structure. When solving problems of ensuring the social security of the educational environment, the primary role is played by the study of threats and risks that affect and in many ways determine its state at the present time (Mukhametzyanova, Khusainova & Kamaleeva, 2016; Vasilyeva & Baishev, 2017; Selevko, 2005).

Prerequisites for threats to the security of the educational environment are:

- Social factors: instability of the economic situation of the social environment as a whole, social and financial stratification of participants in educational relations;
- Humanitarian factors: reduction of the general humanitarian culture in the education system, violation of the continuity of socio-cultural, national traditions;
- Crime-creating factors: weakening of state and social control over unlawful behavior, susceptibility to other people's influence, aggregation of alien norms and patterns of behavior;
- Information factors: the social and psychological isolation of youth from adults, the aggressiveness of the information space, the demonstration of acts of violence (media, television, the Internet), manipulative effects on the mass consciousness; social and virtual inequalities; information attacks; information dependencies;
- pedagogical factors: stressful tactics of pedagogical influences, inconsistency of techniques and technologies with the age and individual abilities of the learner, nervousness of the educational environment, which encourages competitive relations between students;
- Stress-making and psychogenic factors: the age-related instability of the psychic states of the learner, the ultimate tension of the learner's mental forces, the irrational organization of the educational process; imperfection of the regime of movements, rest, nutrition.

The basis of the risk typology was the classification of N.A. Lyz', (2006); E.N. Prokofieva (2017), who studied the problem of security risks in the educational environment. We distinguish in the educational environment binary relations: student - student; teacher-teacher; teacher-student (direct and feedback); teacher - educational organization (direct and feedback); student - educational organization (direct and feedback) and establish the following risk groups:

- Risks associated with the student (personality qualities, self-identification, motives, violation of interpersonal relations, violence, intolerance, low communicative competence, division into leaders and outcasts);
- Risks associated with the teacher (professionalism, identity, personality characteristics, lack of trust, lack of psychological and pedagogical support, authoritarianism);
- Risks associated with the family (ethnic and civic identity, national traditions, religious factors);
- Risks associated with the management of the educational organization and personnel (specificity, traditions, formation of educational relations, rivalry, and inconsistency of pedagogical positions).

We have outlined the following threats to the social security of the educational environment, arising from various prerequisites:

1) Psychological violence in the process of interaction - a consequence: receiving psychological trauma for trainees;

2) The non-recognition of the referential significance of the educational organization - a consequence: the student denies the values and norms of education; seeks to "leave" the educational organization;

3) lack of satisfaction with personal and confidential communication in the process of

interaction of all participants in educational relations, and as a result: emotional discomfort; unwillingness to express one's point of view and opinion; disrespect for yourself; loss of personal dignity; reluctance to seek help, ignoring personal problems and difficulties; inattention to requests and suggestions;

4) Backwardness of psychological assistance system in the educational organization - a consequence: ineffectiveness of psychological and pedagogical accompany of the student in the university; a threat to mental health;

5) Emotional burnout of teachers of the educational organization - consequence - professional deformation; threat to mental health.

2.2. Principles of Social Security of the Educational Environment

Projecting and modeling of the educational space, which has a high level of social security for its subjects, will help reduce the risks that impede the learning and development of the individual. Risks are seen by us as a challenge to the internal resources of the educational space, so a system of psychological and pedagogical accompany is needed that can overcome the threats of negative social impacts. Based on the work of researchers I.A. Baeva (2011), P.A. Kislyakov (2011), we single out the criteria for the social security of the educational environment:

- Absence of manifestations of all types of psychological violence in the interaction of participants in educational relations;
- Satisfaction of basic needs in personal-trust communication of participants in educational relations;
- strengthening of the mental health of participants in educational relations;
- Prevention of criminal threats for productive sustainable development of the student's personality.

The following principles are the basis for ensuring the social security of the educational organization:

- the principle of value protection (both value, material, and personality in the framework of educational activities, involving recognition of the importance of health and safety of participants in educational relations, safety and multiplication of various resources (personnel, material, technological, information);
- the principle of social responsibility of the management and pedagogical staff of the educational organization, determining the willingness and ability to act within the constraints imposed by the education system, stipulating the possible consequences of the decisions taken and the actions implemented on their basis;
- the principle of adaptability, which forms the mechanism for "adapting" the activity of the educational organization in the conditions of the continuous "production" of the new diverse risks of activity and causing an iterative reaction to changes;
- the principle of taking into account the identity of a person, micro- and macro groups, ethnos, society, country, which determines the development of a system of educational and preventive activities correlated with the specifics of the given educational organization (age group of students, regional, ethnic components, etc.);
- the principle of personality development of students, which determines the development of physical, emotional, intellectual, social and spiritual spheres. In the structure of this principle, paramount importance is given to "developing education," which is understood as rendering assistance and support in the personal development of the student through enriching the psychological resources of the educational environment on the basis of communicative interactions;
- the principle of psychological security of the individual, which is the basis for the formation of a psychologically safe educational environment of the university and provides psychological support and protection of the rights to the safe interaction of all participants in educational relations; implementation of this principle is the elimination of all types of psychological violence (public humiliation, insult, ridicule, threats, insulting naming, coercion to do something against their will, ignoring, disrespectful attitude, hostile attitude) in the educational environment;
- the principle of psychological competence of the participants in educational relations, which

determines the formation of the skills and readiness of the participants in educational relations to choose their own way of life, to solve their problems independently, to analyze the situation and choose the behavior corresponding to it, which does not infringe on the freedom and dignity of the other, excludes psychological violence and promotes the personality's self-development. This principle presupposes the existence and implementation of psychological programs implemented in the educational process, and contributes to the humanization of vocational education in general.

2.3. Research Methods

The purpose of the study is to identify the students' perception of external and internal threats to the social security of the educational environment.

To study the response to threats, the questionnaire "Students about social security in higher education and a way of life" (Kislyakov, 2011) and a questionnaire for studying the students' value orientations were used, based on the method of M. Rokich (terminal values, social - demographic description).

This study was conducted during the period 2015-2017 on the basis of colleges and universities of major cities of the Russian Federation (Moscow, Kazan, etc.). The study covered 683 people; the average age of the tested was 18.4 years. In the process of analyzing the socio-demographic description, we found out that our respondents formed mixed groups of male and female, the main group of respondents was without any work experience and was in joint living with their parents.

3. Results

3.1. Investigation of the State of Participants' Protection in Educational Relations

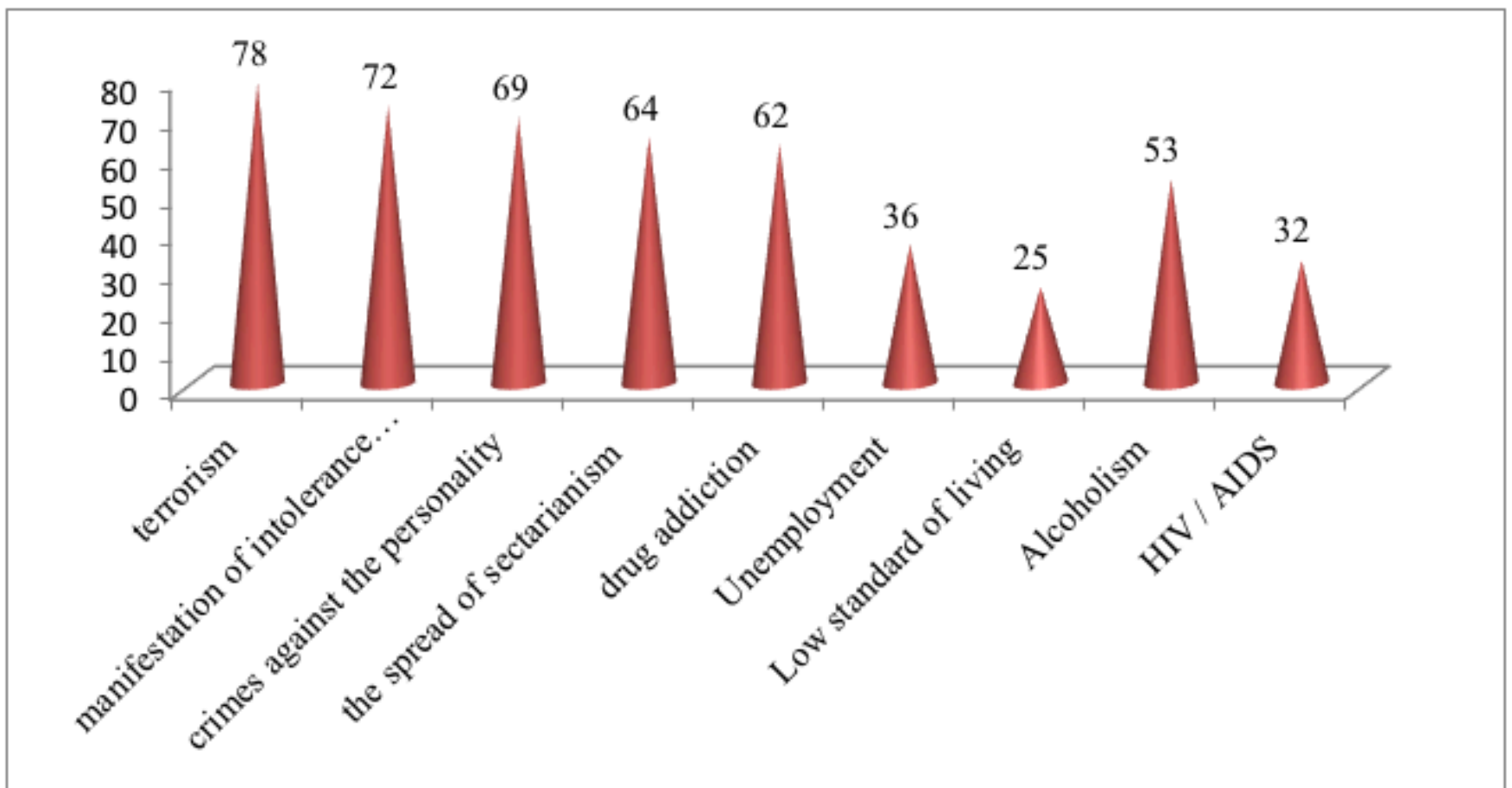
We conducted a survey of students of colleges and universities of major poly-ethnic cities of the Russian Federation (Moscow, Orenburg, Ufa etc.).

The list of values was presented to respondents for ranking. Based on the method of slices in the study of terminal values, it was revealed that for our respondents, terminal values were established in the following order: health, family, love, money, and work. Thus, the dominance of individual values of youth in the conditions of socio-cultural transformations is confirmed. In the process of analyzing terminal values, we found that a qualitative set of values changes not only because of age, but also in the transition to a new educational environment.

Then the students answered the questions of the questionnaire "Students about social security in higher education and lifestyle", analyzing the answers of which we made the following conclusions. The majority of respondents (63%) assess the state of public order and the level of social security in their city / district as "satisfactory", 23% - "good" and 14% - unsatisfactory. The majority of respondents 65.6% rated the state of social security in the educational organization as "satisfactory", 40.3% "good" and only 4.2% "unsatisfactory".

According to the survey, topical and most dangerous threats of a social nature, which are being singled out by the students, are revealed. The respondents' answers on questions what social dangers are most troubling and seem to be the most dangerous, are presented in the diagram (Fig. 1):

Figure 1
The most significant social hazard in the opinion of young people, %

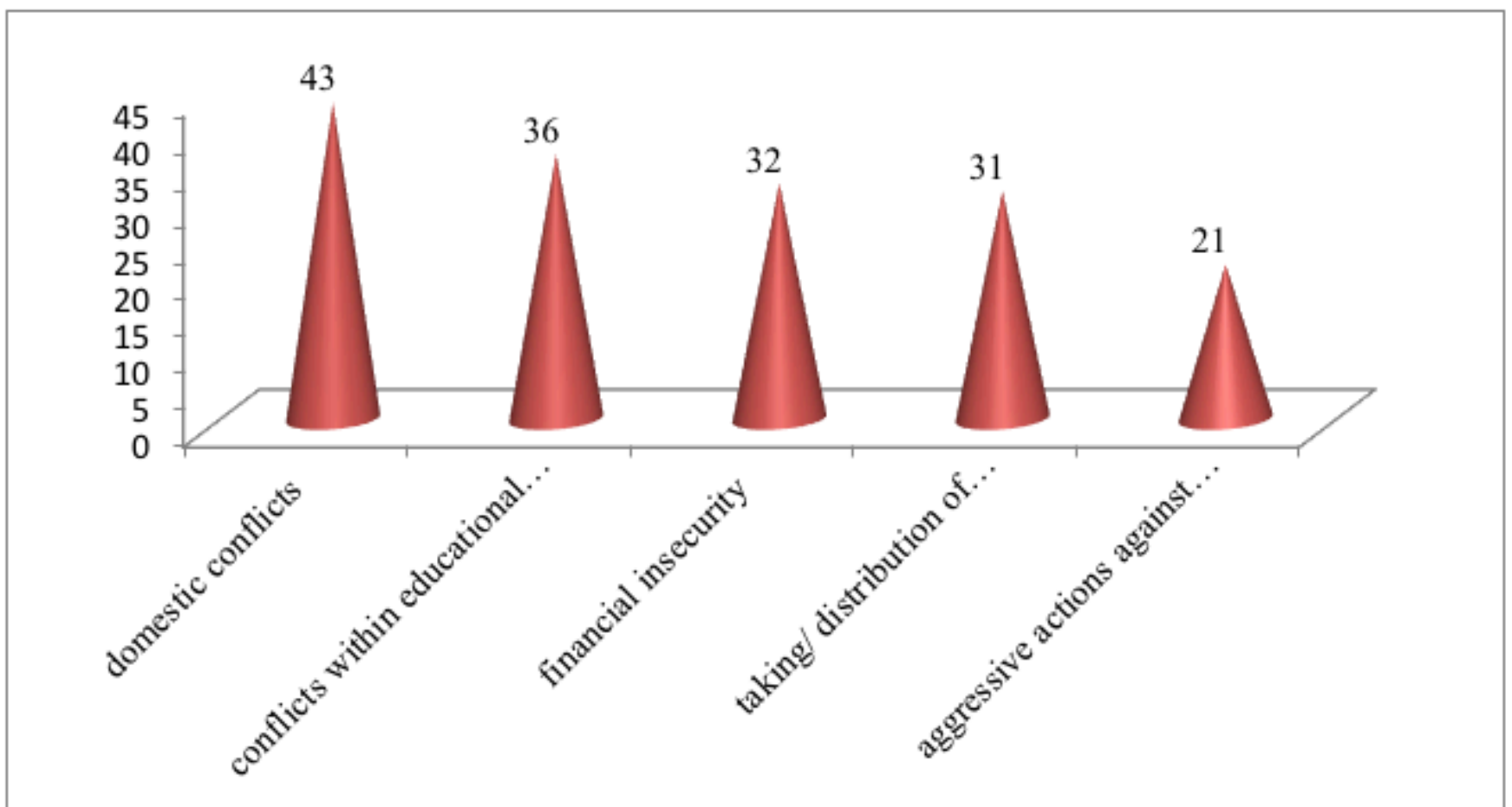


According to the questionnaire, the majority of the students surveyed consider the following social situations as the greatest threat to their safety: terrorism (78%), intolerance against people of a different nationality (72%), crimes against the personality (physical or moral violence) (69%), the spread of sectarianism (64%), drug addiction (62%); the state's ability to cope with these threats (67%).

Analyzing respondents' answers to the question of what negative social phenomena they encountered most often during the past year, we made the following conclusions: over the past year, the most frequent negative phenomena encountered by respondents were: domestic conflicts (43%), conflicts within educational communications (36%), financial insecurity (32%), taking/ distribution of alcohol or drugs (31%); aggressive actions against people of a different nationality (21%) (Fig. 2).

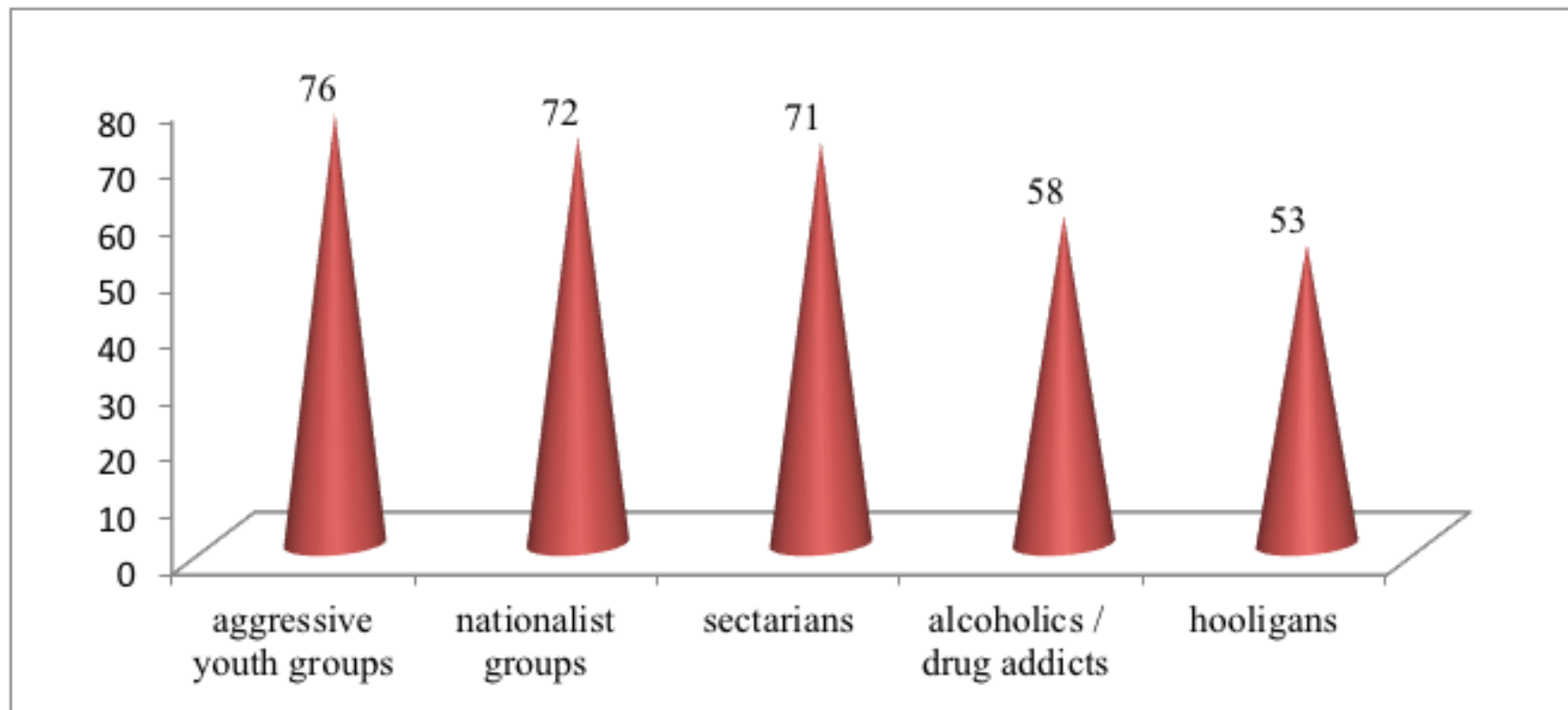
Figure 2

The most frequent anti-social phenomena experienced by young people, %



We have determined that a sense of danger, fear, and emotion is caused by aggressive youth groups (76%); nationalist groups (72%); sectarians (71%); alcoholics / drug addicts (58%); hooligans (53%). In real life, respondents faced criminal phenomena such as: theft, robbery, violence, involvement in criminal and radical groups, religious sects, crowding, and mass panic (Fig. 3).

Figure 3
The most frequent criminal phenomena experienced by young people, %

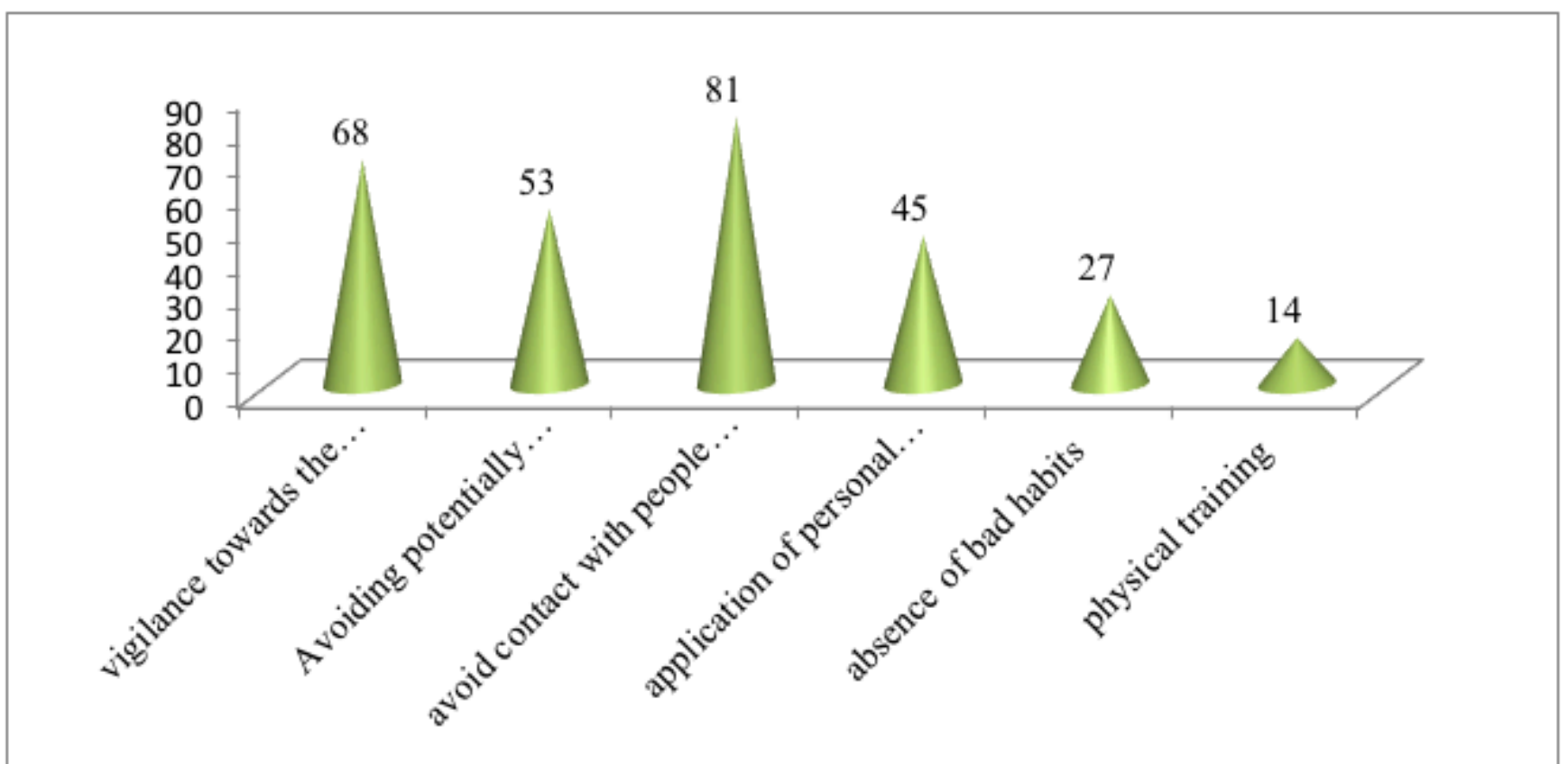


The following answers were given to the questions about the sources of knowledge in the sphere of social security: family (93%), educational organizations (86%), personal experience (46%), media and Internet (67%).

The respondents note that most of them, when confronted with dangers, rely on their own strength and self-defense (83%), only 17% of them have practical skills in this activity, 56% are superficially familiar with possible techniques and methods of protection, 18% absolutely do not know how to react.

On the ways to confront threats to security, the answers were as follows: 82% of the respondents understand the need for responsibility for and security of the personal safety and safety of others; 18% do not care enough. To the question: "How do you concern about safety in the surrounding society and how is it manifested, what exactly are you doing?" 68% of respondents said they were vigilant in relation to the surrounding (pay attention to suspicious people and things left without the owner); 53% say they avoid potentially dangerous places (unlit streets, abandoned areas, large crowds, mass events, rallies, etc.); 81% of respondents said they avoid contact with people who are at risk (alcoholics, drug addicts, extremists, etc.), 45% - observe personal safety rules in dangerous and emergency situations; 27% - avoids bad habits (drunkenness, drugs), tries to get rid of them and 14% studies the rules of personal safety: reads special literature, watching programs and training (Fig. 4).

Figure 4
How is the provision of personal and public security manifested, %



The results of the questionnaire "Students about social security in university and ways of life" show that students are fully aware of the role of the state in confronting security threats, as well as personal social responsibility for protecting themselves and others, and are resistant to deviant manifestations. However, methods of counteracting and / or confronting modern security threats clearly need to be studied, theoretically and practically mastered in the framework of educational activities.

Based on the analysis of the results' study, the following conclusions can be drawn. The level of social safety of students in the studied cities and in educational organizations is estimated at an average level. Based on the results of students' questioning, there was an objective opinion about the current social dangers and threats, which require special attention and study in the framework of educational activities. We also believe that it is necessary to raise the level of legal culture of students, as the results of the survey show that a large proportion of students - 78.6% in the event of difficulties and problems in the social and legal sphere - turn to relatives, friends or solve the problem independently, without the help of workers, psychologists and representatives of law enforcement agencies.

3.2. Areas of activities to ensure the social security of the educational environment

At present, educational organizations are considered as socially significant objects of ensuring security, in which the conditions for the development of socially significant qualities of students' personality should be created. Based on the theoretical concept of psychological security of the educational organization I.A. Bayeva(2002), studies of integrated education security, practical research on identifying problems of ensuring social security for young people, we have found out that the protection and maintenance of mental health of participants in educational relations, the creation of tolerant, psychologically comfortable educational environment should be among the priority directions of educational activity, contributing to the quality of education and development of personality.

We have identified the main stages of activities to ensure the social security of the educational environment:

- identify the risk factors that determine the emergence of threats to the social security of the educational organization, taking into account its specifics;
- justify, work out a system of coordinated approaches and identify the resources of an educational organization to ensure the social security of the educational environment;
- determine the list of directions that contribute to the social security of the educational

- environment, taking into account its specificity and resource capabilities;
- To substantiate a set of methods and technologies of teaching and educational work of the pedagogical and management staff in an educational organization to ensure the social security of the educational environment;
- To develop a system of psychological and pedagogical accompany for educational activities in order to ensure the social security of the educational environment.

Psychological and pedagogical accompany of educational activity presupposes individual and group work of teachers, social pedagogues and psychologists with studying youth, which includes the stages:

1. Informing, that causes the sticking of the student to a new educational environment for him. It requires special classes, the development of educational and methodical and information materials, orders, memos that contribute to the students' representations about the requirements for the behavior and rules of this educational organization. Formation of safe conduct skills will contribute to enhancing the safety of the learner's personality, meeting his security needs.
2. A regular psychological and pedagogical study of the educational environment's state, especially important for first-year students in educational organizations, or newly-arrived students. It is important to study the personality characteristics of first-year students; to identify the difficulties of the adaptation period and the peculiarities of students' "entry" into the educational environment. The data obtained make it possible to determine the directions of dissociative phenomena prevention, to determine the need for psychological accompany for students.
3. Prevention of destructive phenomena, which consists in the constant formation of students' spiritual and moral immunity by means of humanitarization and training in order to form their knowledge, attitudes, personal orientations and norms of behavior that ensure the preservation and strengthening of physical, psychological and social health. Assistance in the formation of regulatory, communicative, cognitive and personality competencies of students in the security zone.
4. Corrective work (individual and group) - organization of work, first of all, with students having problems in training, behavior and personality development, identified in the diagnostic process: identification of a group of students requiring special attention; conducting trainings with students to develop communicative and regulatory skills; psychological counseling.
5. Training of teachers, psychologists, social educators to work to ensure the social security of the educational environment, socio-psychological and scientific-methodical accompany of their activities.

Ensuring the social security of the educational environment is conditioned by the implementation of a number of organizational conditions:

- identification of risk factors for violation of the social security in the educational environment;
- the formation of the psychological service in the educational organization;
- realization of psychological and pedagogical accompany of participants in educational relations, including: screening studies of the safety's state in the educational environment; identification of persons requiring increased attention; prevention and psychological correction of negative social manifestations in the behavior of social groups and individuals (asocial and conflict behavior, social orphan- hood and others); psychological assistance to representatives of socially vulnerable layers of the population (marginal, migrants, refugees); persons in difficult life situations; persons with different types of addiction; persons who have committed suicide attempts; orphans and persons with disabilities; persons who received posttraumatic stress disorder;
- regular improvement of employees' qualification in the educational organization in the field of social security

4. Discussion

Changes in the economic, political and cultural spheres, to some extent, are accompanied by a transformation of the value system in society. Contradictions of modern society include the

contradiction between the rapid technical sophistication of the world and a significant slowdown in the pace of the spiritual and moral development of mankind. Such de-synchronization leads to a rupture in roots and traditions, a transition from an elitist culture to a mass culture associated with unrestrained consumption and entertainment, offering the socially aggressive behaviors (Eksakusto, 2011; Gayazova, 2011; Gubachev, 2004). The need to prevent and combat threats to social security (the growth of alcoholism, drug addiction, various forms of radicalism, crime, etc.) and the formation of attitudes towards the socially-positive way of life for adults and children are one of the key tasks of state policy.

Young people in any society are such a group of people, which is subjected, on the one hand, the majority of new social problems, and on the other, it is the problems of youth that are of greater importance for the future of the whole society (Ivanova, 2015; Korytova & Zakotnova, 2015; Patrakov, 2008). The poor situation is that the negative tendencies associated with the growth of the number of radical groups, organizations or associations based on the ideology of national, racial and religious intolerance affect, first of all, young people who, due to their social characteristics and acuity of perception of the environment is involved in destructive aggression in society, exacerbating the problem of social security. All this requires socially organized preparation for new life realities, the formation of young people's readiness and ability to live and work in difficult socio-cultural conditions. The educational environment in this sense is not only a learning environment, but also upbringing, subliminally reflecting the surrounding reality.

5. Conclusion

The growing number of new challenges and threats to the individual and society as a whole led to the urgency of applying to the category of "social security". Its provision requires the development of fundamental scientific guidelines, representations in this field and a holistic concept, the study and identification of potential threats in all spheres of human life, and the development of recommendations for the safe development of society. Knowledge in the field of social security allows timely identification of various factors and threats, forecasting the development of dangerous situations, using qualitative and quantitative assessments for decision-making, measures and the formation of security systems, including in the educational environment. The principal indicator of the security of the educational environment is the ability of this environment, through the opportunities provided, to ensure the satisfaction of the entire hierarchical complex of the participants' needs in educational relations, creating an appropriate motivation for their active's activity.

The main mechanisms for ensuring the social security of the educational environment are the following: harmonization of intercultural, interethnic and interfaith relations; upbringing of tolerance of the person; formation of mechanisms for support and rehabilitation of students in difficult life situations.

Psychological and pedagogical conditions for the implementation of this area of activity are associated with the implementation of activities that contribute to the prevention of destructive behavior of students:

- Ensuring interaction between the educational organization and the student;
 - Psychological and pedagogical accompany of students: psycho-preventive work; diagnostics; counseling (individual counseling, group counseling); correctional work (individual and group);
 - Development of a system (complex) of joint (educational organization – student) preventive measures of enlightening and propaganda nature, the implementation of which will contribute to: the purposeful dissemination of knowledge that enhances the general culture of students and the formation of value-oriented relations preventing spreading radical ideologies and destructive social trends; humanization of relations between representatives of different generations, different ethnic groups, religious views; development of self-regulation of personality.
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[Index]

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