

# Student's Choice of an Individual Educational Trajectory: Subjective Position and Selection Strategies

**Irina S. Morozova**

Kemerovo State University, Kemerovo, Russia

ORCID: <https://orcid.org/0000-0002-0862-7225>, e-mail: [ishmorozova@yandex.ru](mailto:ishmorozova@yandex.ru)

**Natalya A. Bugrova**

Kemerovo State University, Kemerovo, Russia

ORCID: <https://orcid.org/0000-0001-6773-826X>, e-mail: [ametist2328@mail.ru](mailto:ametist2328@mail.ru)

**Zoya V. Kretsan**

Kemerovo State University, Kemerovo, Russia

ORCID: <https://orcid.org/0000-0002-8177-028X>, e-mail: [z.kretsan@gmail.com](mailto:z.kretsan@gmail.com)

**Elena V. Evseenkova**

Kemerovo State University, Kemerovo, Russia

ORCID: <https://orcid.org/0000-0001-9413-1914>, e-mail: [evseenkova\\_e\\_v@mail.ru](mailto:evseenkova_e_v@mail.ru)

The article is devoted to the study of students' ideas about the choice of an individual educational trajectory. The features of the digital transformation of education are determined, the parameters of subjectivity as a conscious attitude of the student acting as a participant in globalization processes are described. Interpretations of the concept of choice and its determining factors are considered. It is assumed that students' ideas about the choice of an individual educational trajectory are characterized by partial formation and differ depending on the direction of training. 218 first-year students were examined. It is shown that students' ideas about the individual educational trajectory are quite meaningful and adequate. At the same time, the understanding of the essence of choice and their participation in its implementation are fragmented. The differences in the understanding of the phenomena of "individual educational trajectory" ( $X^2_{emp.}=13.9, p\leq 0.05$ ) and "digital educational environment" ( $X^2_{emp.}=12.5, p\leq 0.05$ ) by students of different directions are shown. It is described that the phenomenon of "individual educational trajectory" is understood by students quite well (less than 15% of incorrect answers), while students of technical and pedagogical directions give more correct answers than students studying natural sciences and social sciences.

**Keywords:** university students, digitalization of the educational process, individual educational trajectories, subjectivity, choice strategies.

---

**Funding.** The research was carried out with the financial support of the Kemerovo State University within the framework of the scientific project "Forming the readiness of students in the system of general, professional, higher and additional education to choose individual educational routes in the context of digitalization of education".

**For citation:** Morozova I.S., Bugrova N.A., Kretsan Z.V., Evseenkova E.V. Student's Choice of an Individual Educational Trajectory: Subjective Position and Selection Strategies. *Psikhologicheskaya*

## Выбор студентом индивидуальной образовательной траектории: субъектная позиция и стратегии выбора

### **Морозова И.С.**

ФГБОУ ВО «Кемеровский государственный университет» (ФГБОУ ВО КемГУ),  
г. Кемерово, Российская Федерация  
ORCID: <https://orcid.org/0000-0002-0862-7225>, e-mail: [ishmorozova@yandex.ru](mailto:ishmorozova@yandex.ru)

### **Бугрова Н.А.**

ФГБОУ ВО «Кемеровский государственный университет» (ФГБОУ ВО КемГУ),  
г. Кемерово, Российская Федерация  
ORCID: <https://orcid.org/0000-0001-6773-826X>, e-mail: [ametist2328@mail.ru](mailto:ametist2328@mail.ru)

### **Крецан З.В.**

ФГБОУ ВО «Кемеровский государственный университет» (ФГБОУ ВО КемГУ),  
г. Кемерово, Российская Федерация  
ORCID: <https://orcid.org/0000-0002-8177-028X>, e-mail: [z.kretsan@gmail.com](mailto:z.kretsan@gmail.com)

### **Евseenkova Е.В.**

ФГБОУ ВО «Кемеровский государственный университет» (ФГБОУ ВО КемГУ),  
г. Кемерово, Российская Федерация  
ORCID: <https://orcid.org/0000-0001-9413-1914>, e-mail: [evseenkova\\_e\\_v@mail.ru](mailto:evseenkova_e_v@mail.ru)

Описаны результаты исследования представлений студентов о выборе индивидуальной образовательной траектории. Определены особенности цифровой трансформации образования, описаны параметры субъектности как осознанного отношения обучающегося, выступающего участником глобализационных процессов. Рассмотрены интерпретации понятия выбора, определяющих его факторов. Предполагается, что представления студентов о выборе индивидуальной образовательной траектории отличаются пониманием сущности выбора и своего участия в его осуществлении и связаны с направлением их подготовки. Исследовано 218 первокурсников. Показано, что представления студентов об индивидуальной образовательной траектории достаточно содержательны и адекватны. При этом понимание сущности выбора и своего участия в его осуществлении носят разрозненный характер. Показаны различия в понимании феноменов «индивидуальная образовательная траектория» ( $\chi^2_{\text{эмп.}}=13,9, p \leq 0,05$ ) и «цифровая образовательная среда» ( $\chi^2_{\text{эмп.}}=12,5, p \leq 0,05$ ) студентами разных направлений подготовки. Описано, что феномен «индивидуальная образовательная траектория» понимается студентами достаточно хорошо (менее 15% неправильных ответов), при этом студенты технического и педагогического направлений дают больше верных ответов, чем студенты, изучающие естественные науки и науки об обществе. Показано, что стратегии выбора индивидуальной образовательной траектории не связаны с направлением подготовки ( $\chi^2_{\text{эмп.}}=8,3, p > 0,05$ ) и примерно одинаково распределены во всех группах.

**Ключевые слова:** студенты вуза, цифровизация образовательного процесса, индивидуальные образовательные траектории, субъектность, стратегии выбора.

---

**Финансирование.** Исследование выполнено при финансовой поддержке ФГБОУ ВО «Кемеровский государственный университет» в рамках научного проекта «Формирование готовности обучающихся системы общего, профессионального, высшего и дополнительного образования к выбору индивидуальных образовательных маршрутов в условиях цифровизации образовательного пространства».

**Для цитаты:** Морозова И.С., Бугрова Н.А., Крецан З.В., Евсеенкова Е.В. Выбор студентом индивидуальной образовательной траектории: субъектная позиция и стратегии выбора // Психологическая наука и образование. 2023. Том 28. № 2. С. 30—45. DOI: <https://doi.org/10.17759/pse.2023280203>

## Introduction

All aspects of modern society are affected by the end-to-end digital technologies and artificial intelligence [38], nano- and biotechnologies, BigData, etc. [7]. However, the development and implementation of new technologies are associated with new risks as they increase the potential ability of each and every human to create and destroy [22, p. 8]. All people share the responsibility for all the changes that happen in the modern world [37].

Education also experiences the effect of breakthrough technologies. Digital academic environment raises the legitimate question: are the subjects of academic activity ready to become part of the new processes brought about by global digitalization?

Academic digitalization follows two main legislations. The first one includes the laws on education and is represented by the Federal Law on Education in the Russian Federation (No. 273-FZ, December 29, 2012). The second covers the laws on information technology stipulated by the Federal Law on Informatization, Information Technologies, and Information Protection (No. 149-FZ, July 27, 2006).

The year of 2019 saw the launch of the Federal Project on Digital Educa-

tional Environment, aimed at creating a digital academic environment in educational institutions and the general digital transformation of Russian education. The Project defines digital academic environment as a subsystem of socio-cultural environment and a set of pedagogical conditions for personal development with digital infrastructure, content, methods, and communication.

However, digital academic environment creates both opportunities and problems [36]. The most obvious obstacle that inhibits academic modernization is the gap between the digitalization rates of academic resources and academic processes [35].

The Digital Academic Environment Project mentions student-tailored learning path along with such goals as available horizontal learning for students and teachers and the digital footprint system. Some researchers link the digital transformation of education to the individualization of learning [21, p. 30]. This approach focuses on increasing the digital skills of academic community [40] and raising the awareness of all its subjects of their own academic path.

The emerging academic model gives rise to a certain paradigm of personal-

ity in education. Agency becomes both a goal and a condition for a person to enter the academic process. As a result, the emphasis falls on the awareness and responsibility of each student as a participant in globalization. The Federal State Education Standard sets the following requirements for personal and meta-subject results of education: the readiness and ability of students for self-development and self-education; independence in planning and implementing academic activities, as well as designing one's academic path [16]. We believe that university applicants are already fully prepared to choose and plan their own academic future.

Digital transformation is directly related to such issues as choice, career counseling, and student-tailored academic path. In this regard, the problem of students' readiness for choosing and building their own academic path is quite relevant.

### **Student-tailored academic path: concept and choice**

Choice means overcoming uncertainty by reducing alternatives [9]. Similarly, choice is an internal activity [1]. It manifests itself in situations of coping with adverse life circumstances [14]. Profession changes one's personality in a multivariate of ways [12, p. 28].

The choice of a coping strategy depends on a variety of factors [4], which can be divided into facilitating and demotivating. Professional personality development has its own specifics [29]. Development of choice strategies requires psychological and pedagogical support [5]. However, decision-making also relies on intuition [27].

The object of choice can be represented by subjectively important rela-

tions and activities, including an individual academic path [10].

Domestic science correlates individual, or tailored, academic path with student-centered education and the pedagogy of cooperation. Studies that feature tailored academic path cover such concepts as the sequence of elements in the academic activity of each student [19], the individual path of realizing students' personal potential [23], and the individual path of the subject of academic relations [20]. The differentiated approach sees tailored academic path as an innovative pedagogical means of differentiating the educational process [1].

Foreign sources also offer a variety of definitions. For instance, the concept of *learning trajectory* is usually connected with mathematical education [30], where it represents an understanding of the process and sequence of learning [31]. *Personalized Learning Pathways* (PLPs) is an alternative term reported in foreign publications [39].

Personalized learning is the adjustment and adaptation of academic methods and techniques to adapt the learning process to each student with their own unique learning style, needs, and background [32]. Tailored academic path is a student-centered approach to e-learning, where the student designs their own education road map [35], i.e., the entire process is initiated by students themselves [31].

The issue is interdisciplinary and is a research object in various scientific fields. Legal science interprets the concept of tailored academic path based on the fact that students are aware of their responsibility to master the academic program [3, p. 53] and their ability to make a conscious choice while

exercising their rights to education [11, p. 123].

Psychologists put emphasis on students as representatives of the global community [17], the priority of personal responsibility [2], and the maximization of students' own interests [26].

The numerous pedagogical interpretations include the diversity and flexibility of academic programs and technologies [18; 22]; the variability of academic interaction, including extramural [15]; academic solutions based on pedagogical design [28]; detailed and potentially changeable goals [36; 39]; variability of academic environment [6; 33].

### Methods

The empirical study included a survey conducted on the premises of the Kemerovo State University. The survey determined the attitude of students to tailored academic path and academic choice. It involved 218 first-year students, 65 boys and 153 girls, aged 17—19, the average age being 18.71 years old. The participants were divided according to their major. The group of Natural Sciences included 52 students of the Institute of Biology, Ecology, and Natural Resources. The group of Technical Sciences included 57 students that majored in Engineering Technology. The group of Education and Pedagogical Sciences involved 56 students from the Institute of Education. The group of Social Sciences included 53 students of History and International Relations. The students gave an informed voluntary consent to participate in the study. To increase the reliability, the survey was anonymous.

The first stage involved collecting empirical data through a system of diagnostic procedures.

The analysis relied on the following methods and techniques:

1) theoretical methods: a review of scientific and psychological literature;

2) psychodiagnostic methods and techniques:

- the methodology for determining the choice strategy in academic choice based on D.A. Leontiev and N.V. Pilipko's procedure for highlighting and analyzing arguments during choice-making;

- an authentic questionnaire for assessing the level of awareness of such concepts as tailored academic path and digital academic environment, as well as the peculiarities of conscious choice-making in a situation of uncertainty and ideas about one's future.

The methods followed the integrated approach to collecting data and the requirement of comparability. The scientific adequacy analysis relied on expert assessments: we selected six statements, two of which were completely true, the other two were partially true, and the remaining two were incorrect but had an associative similar meaning. The students received three points for choosing the correct statement, two points for partially correct statements, and one point for choosing an incorrect statement.

The second stage featured data processing and generalization. The statistical processing involved SPSS 23.0 for Windows and  $X^2$  Pearson contingency tables.

The research objective was to determine the subjective position of students of different majors regarding their choice of academic path.

The research hypothesis was as follows: students' ideas about the choice of academic path differ in their understanding of choice, their participation in its implementation, and their major.

## Analysis and discussion

The questionnaire consisted of questions that made it possible to assess the level of students' awareness about such concepts as tailored academic path, digital academic environment, means of obtaining information in a situation of uncertainty, and ideas about one's own future.

The first question was *What media do you appeal to when you need to make a choice in a situation of uncertainty?* Figure 1 illustrates the responses.

Most respondents appeared to be guided by their own opinions and desires. They commented that for them choice depended primarily on their own goals and aspirations. As for the media, the respondents tended to look for information on official websites and in official documents. Such a preference for objective information indicated a responsible approach to choice-making. They did not regard social networks or thematic forums as a basis for an educated

decision, which we interpreted as a positive trend. The students commendably turned to their parents for advice, but the majority of them clearly preferred the variant with their own opinions and desires.

To assess the awareness about the concept of tailored academic path, we asked the respondents to choose the correct definition. The definitions were provided by experts and obtained from teachers that worked with individual academic trajectories [24]. About half of the participants (48%) provided correct interpretation (Fig. 2) and described it as an *individual learning path* and a *sequence of obtaining knowledge and its content*.

A similar number of respondents (39%) were partially informed about the phenomenon and chose such answers as *individual path* and *individual strategy*.

Few participants (13%) chose such wrong variants as *directed activity* and *academic course*.

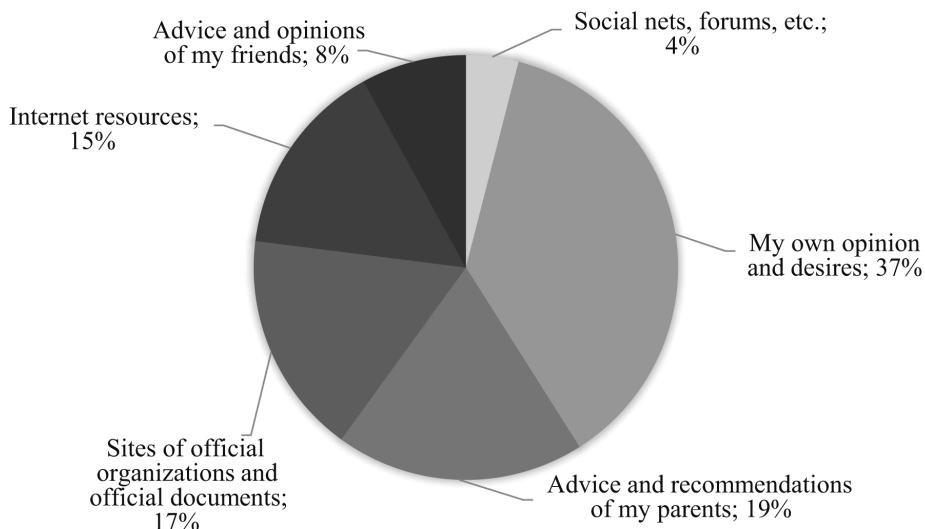


Figure 1. Media that students appealed to in choice-making

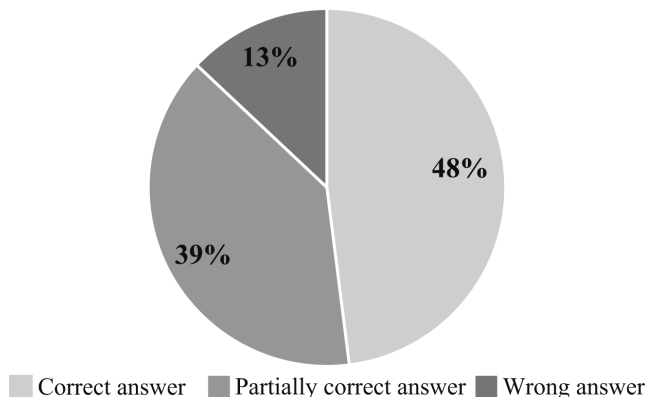


Figure 2. Students' interpretation of tailored academic path

The next question tested the understanding of the concept of digital academic environment. The correct answers were also provided by the focus groups. The introductory paragraph of this article described the concept based on regulatory documents and the Federal Project on Digital Academic Environment. The focus groups provided a number of interpretations, which is important in situations of subjective choice.

More than half of the survey participants (52%) chose the partially correct interpretation, i.e., *a set of resources*

and *a pedagogical system*. Only 9% gave the correct answer: *an open set of information systems and an open set of different information systems*. Finally, 39% of respondents demonstrated a low level of awareness (Fig. 3).

Responding to *My ideas about my future: what shall I do after graduation?*, the students covered the entire range of option answers (Table 1).

A quarter of the respondents had vague ideas about their future, which they associated more with external cir-

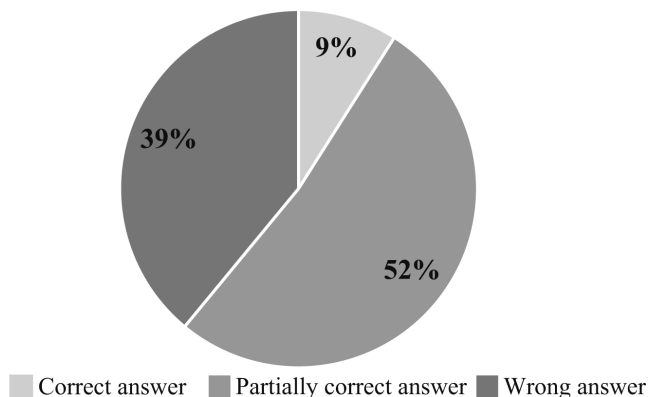


Figure 3. Students' interpretation of digital academic environment

Table 1

### Responses to My ideas about my future

Variant	Respondents	
	People	%
The future is a set of actions, and its targets depend on my resources and efforts.	44	20.2
I know what I will do, and I see the ways to achieve my goals; I am aware of my capabilities and the efforts I will need to achieve my goals.	31	14.2
I have no clear idea of what I will do, but I can see the field of activity where I want to work, and I have a general idea of what I need to do to achieve my goals.	54	24.8
My choice will depend on a number of circumstances, including my attitude.	38	17.4
The future depends on where you will find yourself in the future and the people you will meet.	30	13.7
Everything depends on the situation.	21	9.7

cumstances than with their personal agency. However, more than a third of the respondents were aware of their own capabilities and the need to apply their own efforts to achieve their goal.

We compared the results by distributing the responses into groups based on the major (Tables 2, 3).

The differences proved significant: the students of technical engineering and pedagogy gave more correct answers while those that majored in other directions usually gave partially correct answers.

The differences proved to be significant, but in this case the empirical rela-

Table 2

### Responses to the question about tailored academic path distributed according to the major

	Social Sciences	Natural Sciences	Technical Sciences	Education and Pedagogy	Total
Correct answer	22	22	30	31	105
Partially correct answer	21	28	16	19	84
Wrong answer	10	2	11	6	29
Total	53	52	57	56	218
$X^2_{emp.}=13.9, p \leq 0.05$					

Table 3

### Responses to the question about digital academic environment distributed according to the major

	Social Sciences	Natural Sciences	Technical Sciences	Education and Pedagogy	Total
Correct answer	7	4	6	6	19
Partially correct answer	26	31	23	23	114
Wrong answer	20	17	28	28	85
Total	53	52	57	56	218
$X^2_{emp.}=12.55, p \leq 0.05$					



tive  $X^2$  exceeded critical relative  $X^2$  to a lesser degree than in the previous question. On average, the students were less informed about the essence of digital academic environment than about that of tailored academic path.

To determine the main academic choice strategy, we used the method of extracting and analyzing arguments during choice-making developed by D.A. Leontiev and N.V. Pilipko [8]. Choice is an internal activity of constructing foundations and semantic criteria to compare available options. The students were asked to choose one statement they agreed with. We used the data obtained in our pilot study where we defined criteria for evaluating alternatives [13]. The students were to correlate the proposed statements with one of four strategies for planning the academic path. The semantic strategy was connected with semantic arguments. The I-strategy involved assessing the choice through the prism of one’s abilities, inclinations, and skills. The activity strategy referred to the features of education itself and the future professional activity. The situational strategy could be described as situational-opportunistic reasoning (Table 4).

Most students appealed to semantic arguments to make a choice, as well as to their capabilities, inclinations, abilities, and skills. The participants were less

likely to use the activity strategy associated with a future job with a good income and stability. The revealed preferences might indicate that most students were not ready to predict their professional future, and therefore relied on their internal resources, meanings, and abilities in their choice for academic opportunities. Few students preferred the situational strategy, according to which *the choice of the academic direction cannot be planned in advance and depends on each specific situation*.

The strategies were not associated with the major ( $X^2_{emp.}=8.3, p>0.05$ ) and were almost equally distributed in different groups of students.

### Conclusion

In the context of global digitalization, the determinants that guide students in their choice of academic path are an important research issue: young people have to choose their future responsibly, understand the consequences of their choice, and select the right ways to achieve their goals. The digital transformation of education has one practical condition: personal agency of each student in determining their education goals and content. Personal agency is a conscious and responsible attitude of each student as a participant in globalization processes. Personal agency provides skills and helps to achieve

Table 4

### Strategies for choosing the future academic path

Strategy	Respondents	
	People	%
Semantic strategy	70	32.1
I-strategy	59	27
Activity strategy	52	23.8
Situational strategy	37	17.1

goals throughout the entire life. The empirical data obtained in this study revealed that the students lacked meaningfulness and awareness of their own attitudes. In their choice-making, they had almost the same preferences for websites as they did for parental advice. However, most respondents were guided by their own opinions and desires. They demonstrated different degrees of awareness in terms of understanding the essence of digital academic environment and tailored academic path. The differences in their ideas about the future were also significant, but the majority saw their future as depending on external circumstances, not on their own choice.

The described empirical data testify to the manifestations of the subject position and the variability of strategies for determining the academic path. The participants had consistent and adequate ideas about tailored academic path. About 50% of them gave the correct interpretation to the essential characteristics of digital academic environment as *an individual learning path and a sequence of obtaining knowledge and its content*. More than half of the participants chose partially correct answers. However, their responses to the questions connected with the essence

of choice and one's own role in its implementation were fragmented. The responses to the question about the nature of tailored academic path depended on the major. The students that majored in Technical Sciences, Education, and Pedagogy gave more correct answers, while those from other groups mostly chose partially correct variants. The students were generally less well-informed about digital academic environment.

Most students relied on the semantic strategy while choosing their future academic path. However, their image of the future did not coincide with their ideas about how to achieve the future goals. While personal agency depended on the major, the differences in choice strategies were not affected by this factor.

In general, the identified features of personal agency and choice strategies showed that the students were not ready to plan their own academic path.

The results obtained might be a special case of age patterns. The period between 17 and 25 sees an active formation of ideals, values, and attitudes to oneself and others. On the other hand, they might have been caused by the objective difficulties connected with gender-related variations in personal agency and choice strategies, which is a prospective research topic.

## References

1. Batina E.V., Serikov G.N. Priznaki gotovnosti obuchayushchikhsya k vyboru individual'no-orientirovannoi traektorii obrazovatel'noi deyatel'nosti [Characteristics of readiness of students to choose an individual education trajectory]. *Vestnik Yuzhno-Ural'skogo gosudarstvennogo universiteta. Seriya «Obrazovanie. Pedagogicheskie nauki» [Bulletin of the South Ural State University. Series «Education. Pedagogical sciences»]*, 2021. Vol. 13, no. 4, pp. 40—50. DOI:10.14529/ped210404 (In Russ.).
2. Bystrova N.V., Kaznacheeva S.N., Urakova E.A., Gosel'bakh O.I. Osobennosti psikhologicheskogo blagopoluchiya obuchayushchikhsya v obrazovatel'noi srede [Peculiarities of psychological well-being students in educational environment]. *Innovatsionnaya ekonomika: perspektivy razvitiya i sovershenstvovaniya [Innovative economy: prospects for development and improvement]*, 2019, no. 5(39), pp. 26—31. (In Russ.).
3. Kapitonova E.A. Problemy pravovogo regulirovaniya obyazannosti rebenka v obrazovatel'noi sfere [Problems of legal regulations of child's duties in education]. *Izvestiya vysshikh uchebnykh zavedenii*.

- Povolzhskii region. Obshchestvennye nauki [University proceedings. Volga region. Social sciences. Politics and law]*, 2014, no. 1(29), pp. 51—60. (In Russ.).
4. Kibal'nik A.V. Strategii preodoleniya lichnost'yu trudnykh zhiznennykh situatsii: factory vybora [Elektronnyi resurs] [Strategies of coping with difficult life situations: factors of decision-making]. *Azimut nauchnykh issledovaniy: pedagogika i psikhologiya [Azimuth of scientific research: pedagogy and psychology]*, 2017, no. 1(18), pp. 336—340. Available at: [https://www.elibrary.ru/download/elibrary\\_28997378\\_69247567.pdf](https://www.elibrary.ru/download/elibrary_28997378_69247567.pdf) (Accessed 14.05.2022). (In Russ., Abstr. in Engl.).
5. Kolomeets L.A. Model' psikhologo-pedagogicheskogo soprovozhdeniya formirovaniya strategii osushchestvleniya vybora u starsheklassnikov [Model of Psychological and Pedagogical Support for Formation of Choice Strategies in High School]. *Nauka i sovremennost' [Science and modernity]*, 2013, no. 24, pp. 187—191. (In Russ.).
6. Kornilov Yu.V. Immersivnyi podkhod v obrazovanii [Immersive approach in education]. *Azimut nauchnykh issledovaniy: pedagogika i psikhologiya [Azimuth of scientific research: pedagogy and psychology]*, 2019. Vol. 8, no. 1(26). DOI:10.26140/anip-2019-0801-0043
7. Lapidus L.V., Gostilovich A.O., Omarova Sh.A. Osobennosti proniknoveniya tsifrovyykh tekhnologii v zhizn' pokoleniya Z: tsennosti, povedencheskie patterny i potrebitel'skie privyчки internet-pokoleniya [Features of Digital Technologies Penetration into Generation Z Life: Values, Behavioral Patterns and Consumer Habits of the Internet Generation]. *Gosudarstvennoe upravlenie. Elektronnyi vestnik [State administration. Electronic Bulletin]*, 2020. Vol. 83, pp. 271—293. DOI:10.24411/2070-1381-2020-10119 (In Russ.).
8. Leont'ev D.A., Pilipko N.V. Vyor kak deyatel'nost': lichnostnye determinanti i vozmozhnosti formirovaniya [Choice as an Activity: Personal Determinants and Possibilities of Formation]. *Voprosy psikhologii [Questions of Psychology]*, 1995, no. 1, pp. 97—110. (In Russ.).
9. Leont'ev D.A. Psikhologiya vybora [Psychology of Choice] / D.A. Leont'ev, E.Yu. Ovchinnikova, E.I. Rasskazova, A.Kh. Fam. Moscow: Publ. Smysl, 2015. 464 p.
10. Lukov V.A. Molodezh' v situatsii vybora [Youth in a choice situation]. Kiseleva M.S. (ed.). *Chelovek pered vyborom v sovremennom mire: problemy, vozmozhnosti, resheniya: materialy Vserossiiskoi nauchnoi konferentsii, 27—28 okt. 2015 g., IF RAN (Moskva) [Human choice in the modern world: challenges, opportunities, solutions Proceedings of the scientific conference on October 27—28, 2015 Institute of Philosophy Russian Academy of Sciences (Moscow)]*. Vol. 2. Moscow: Publ. Nauchnayamysl', 2015, pp. 158—172.
11. Matveev V.Yu. Slozhnye i spornye voprosy realizatsii prava na obrazovanie v Rossii [Complex and controversial issues of realization of the right to education in Russia]. *Zhurnal rossiiskogo prava [Journal of Russian law]*, 2018, no. 2(254), pp. 123—131, DOI:10.12737/art\_2018\_2\_12 (In Russ., Abstr. in Engl.).
12. Minyurova S.A. Psikhologicheskie osnovaniya vybora strategii samorazvitiya v professii [Psychological bases of the selection of self-development strategies in profession]. *Teoreticheskaya i eksperimental'naya psikhologiya [Theoretical and experimental psychology]*, 2009, no. 1, pp. 26—36. (In Russ.).
13. Morozova I.S., Kolomeets L.A. K probleme klassifikatsii strategii osushchestvleniya vybora starsheklassnikami [Elektronnyi resurs] [Concerning classification of choice making strategies of high school students]. *Teoriya i praktika obshchestvennogo razvitiya [Theory and practice of social development]*, 2013, no. 11, pp. 112—114. Available at: [file:///C:/Users/MSI/Downloads/k-probleme-klassifikatsii-strategiy-osushchestvleniya-vybora-starsheklassnikami%20\(1\).pdf](file:///C:/Users/MSI/Downloads/k-probleme-klassifikatsii-strategiy-osushchestvleniya-vybora-starsheklassnikami%20(1).pdf) (Accessed 14.05.2022). (In Russ., Abstr. in Engl.).
14. Orlova M.M., Orlov D.V. Vybor strategii psikhicheskoi adaptatsii i ego posledstviya dlya lichnosti [Elektronnyi resurs] [The Choice of Psychical Adaptation Strategy and its Consequences for Personality]. *Izvestiya Saratovskogo universiteta. Seriya: Filosofiya. Psikhologiya. Pedagogika [News of the Saratov University. Series: Philosophy. Psychology. Pedagogy]*, 2007, no. 1, pp. 38—45. Available at: [https://www.elibrary.ru/download/elibrary\\_11689447\\_81094949.pdf](https://www.elibrary.ru/download/elibrary_11689447_81094949.pdf) (Accessed 14.05.2022). (In Russ., Abstr. in Engl.).
15. Popova N.E., Chikova O.A. Tekhnologii distantsionnogo obucheniya kak innovatsiya v protsesse realizatsii obrazovatel'nykh standartov novogo pokoleniya [Technologies of distance learning as an innovation in the course of implementation of educational standards of new generation]. *Vestnik Novosibirskogo gosudarstvennogo pedagogicheskogo*

- universiteta [Novosibirsk state pedagogical university bulletin], 2014, no. 2(18), pp. 17—26. DOI:10.15293/2226-3365.1402.02
16. Prikaz Ministerstva prosveshcheniya Rossii ot 31.05.2021 N 287 "Ob utverzhdenii federal'nogo gosudarstvennogo obrazovatel'nogo standarta osnovnogo obshchego obrazovaniya" (Zaregistrirovano v Minyuste Rossii 05.07.2021 N 64101) [Order of the Ministry of Education of Russia dated 05/31/2021 N 287 "On approval of the federal state educational standard for basic general education" (Registered in the Ministry of Justice of Russia on 07/05/2021 N 64101)]. *Ofitsial'nyi internet-portal pravovoi informatsii* [Official Internet portal of legal information]. Available at: <http://publication.pravo.gov.ru/Document/View/000120210705002>. (Accessed 14.05.2022).
17. Ryazanova N.E., Morgun D.V., Argunova M.V. Formirovanie global'nykh kompetentsii dlya VUCA-mira: zachem, chemu i kak uchit'? [Forming global competences for VUCA world: why, what and how to teach?]. *Nauka i shkola* [Science and school], 2021, no. 2, pp. 86—97. DOI:10.31862/1819-463X-2021-2-86-97
18. Sinitsina I.A. Variativnost' kak sistemoobrazuyushchii kontsept posteneklassicheskoi obrazovatel'noi paradigmy [Elektronnyi resurs] [Variability as a system-forming concept of the post-non-classical educational paradigm]. *Sovremennye problemy nauki i obrazovaniya* [Modern problems of science and education], 2017, no. 3. Available at: <https://science-education.ru/article/view?id=26425> (Accessed 28.04.2022).
19. Surtaeva N.N. Pedagogicheskie tekhnologii estestvennogo obucheniya [Pedagogical technologies of natural learning]. *Khimiya v shkole* [Chemistry at school], 1998, no. 7, pp. 13—17.
20. Timoshina T.A. Opyt organizatsii individual'noi obrazovatel'noi traektorii studentov [Elektronnyi resurs] [Experience of the Students' Individual Educational Trajectory Organization]. *Vestnik Chelyabinskogo gosudarstvennogo pedagogicheskogo universiteta* [Bulletin of the Chelyabinsk State Pedagogical University], 2012, no. 1, pp. 196—207. Available at: <https://elibrary.ru/item.asp?id=17395156> (Accessed 18.04.2022). (In Russ.).
21. Trudnosti i perspektivy tsifrovoy transformatsii obrazovaniya [Difficulties and prospects of digital transformation of education]. Uvarov A.Yu., Frumin I.D. (eds.). Moscow: Publ. House of the HSE, 2019. 343 p. (In Russ.).
22. Uvarov A.Yu. Tsifrovaya transformatsiya i stsennari razvitiya obshchego obrazovaniya [Elektronnyi resurs] [Digital transformation and scenarios for the development of general education] // *Sovremennaya analitika obrazovaniya* [Modern education analytics], no. 16(46). Moscow: HSE University, 2020. 108 p. Available at: <https://ioe.hse.ru/pubs/share/direct/418228715.pdf> (Accessed 18.04.2022). (In Russ.).
23. Khutorskoi A.V. Individual'naya obrazovatel'naya traektoriya v evristicheskom obuchenii [Elektronnyi resurs] [Individual educational trajectory in heuristic learning]. *Vestnik Instituta obrazovaniya cheloveka* [Bulletin of the Institute of Human Education], 2014, no. 2. Available at: <http://eidos-institute.ru/journal/2014/200/> (Accessed 18.04.2022). (In Russ., Abstr. in Engl.).
24. Chekhovskii I.V. Metod fokus-grupp: etapy realizatsii issledovaniya [Elektronnyi resurs] [The focus-group method: stages of the research]. *Vestnik Rossiiskogo universiteta druzhby narodov. Seriya: Sotsiologiya* [RUDN of sociology], 2012, no. 4, pp. 145—155. Available at: [https://www.elibrary.ru/download/elibrary\\_17979311\\_14604318.pdf](https://www.elibrary.ru/download/elibrary_17979311_14604318.pdf) (Accessed 14.05.2022). (In Russ., Abstr. in Engl.).
25. Tsifrovoy perekhod: opyt pedagogov i obrazovatel'nykh organizatsii v Rossii i mire: ekspertno-analiticheskii doklad [Elektronnyi resurs] [Digital transition: experience of teachers and educational organizations in Russia and in the world: expert and analytical report]. Moscow: HSE University, 2021. 98 p. Available at: [Tsifrovoiperekhodopytpedagogov\\_v\\_Rossii\\_i\\_mire.pdf](https://www.hse.ru/data/2021/04/28/126466976.pdf) (Accessed 18.04.2022). (In Russ.).
26. Shamsiddinov M.I., Yusupova D.M. Formirovanie professional'nykh interesov uchashchikhsya v optimal'nykh usloviyakh vzaimodeystviya sub"ektov shkola — vuz [Elektronnyi resurs] [Formation of the professional interests of pupils in optimal conditions, the interaction of school subjects — or Higher school]. *Uchenye zapiski Khudzhandskogo gosudarstvennogo universiteta imeni akademika B. Gafurova. Gumanitarnye nauki* [Scientific notes of the Khujand State University named after academician B. Gafurov. Humanitarian sciences.], 2016, no. 1(46), pp. 163—169. Available at: [https://www.elibrary.ru/download/elibrary\\_26416831\\_57266976.pdf](https://www.elibrary.ru/download/elibrary_26416831_57266976.pdf) (Accessed 14.05.2022). (In Russ., Abstr. in Engl.).
27. Shirinbekova Zh.A., Koshan A.S., Nasirova A.Sh. Intuitsiya v protsesse prinyatiya resheniya [Elektronnyi

- resurs] [Intuition in the decision-making process]. *Innovatsionnaya nauka [Innovation science]*, 2017, no. 3—1, pp. 247—251. Available at: [https://www.elibrary.ru/download/elibrary\\_28798549\\_53557717.pdf](https://www.elibrary.ru/download/elibrary_28798549_53557717.pdf). (Accessed 14.05.2022). (In Russ., Abstr. in Engl.).
28. Shirinkina E.V. Proektirovanie pedagogicheskogo dizaina obrazovatel'noi sredy universiteta [Designing the pedagogical design of the educational environment of the university]. *Vestnik Sankt-Peterburgskogo gosudarstvennogo instituta kultury [Vestnik of Saint Petersburg State University of Culture]*, 2021, no. 1(46). DOI:10.30725/2619-0303-2021-1-156-162
29. Emil'bekova A.E. Professional'noe stanovlenie i dinamika professional'noi identichnosti na raznykh etapakh formirovaniya lichnosti [Elektronnyi resurs] [Professional development and dynamics of professional identity at different stages of personality development]. *Vestnik Moskovskogo gosudarstvennogo lingvisticheskogo universiteta. Obrazovanie i pedagogicheskie nauki [Bulletin of the Moscow State Linguistic University. Education and pedagogical sciences]*, 2018, no. 1(790), pp. 153—163. Available at: [https://www.elibrary.ru/download/elibrary\\_35139198\\_65071389.pdf](https://www.elibrary.ru/download/elibrary_35139198_65071389.pdf). (Accessed 14.05.2022). (In Russ., Abstr. in Engl.).
30. Clements D.H., Sarama J. Early Childhood Mathematics Intervention. *Science*, 2011, no. 333(968). DOI:10.1126/science.1204537
31. Daro Ph., Mosher F.A., Corcoran T. Learning Trajectories In Mathematics: A Foundation for Standards, Curriculum, Assessment, and Instruction. 2011. January [Elektronnyi resurs]. Available at: <https://files.eric.ed.gov/fulltext/ED519792.pdf> (Accessed 18.04.2022).
32. Hopkins D. Personalized Learning in School Age Education. *International Encyclopedia of Education (Third Edition)*, 2010, pp. 227—232. DOI:10.1016/B978-0-08-044894-7.00789-2
33. Hung D., Jamaludin A., Chen V. Investigating projective identity trajectories for 21st century learning. *Educational Technology*, 2010, no. 50(5), pp. 50—54.
34. Lai Y., Saab N., Admiraal W. University students' use of mobile technology in self-directed language learning: Using the integrative model of behavior prediction. *Computers & Education*, 2022. Vol. 179(104413). DOI:10.1016/j.compedu.2021.104413
35. Machekhina O.N. Digitalization of education as a trend of its modernization and reforming [Elektronnyi resurs]. *Revista Espacios*, 2017. Vol. 38(40), p. 26. Available at: <https://www.revistaespacios.com/a17v38n40/a17v38n40p26.pdf> (Accessed 18.04.2022).
36. Personalized Learning [Elektronnyi resurs]. *Valamis learning solution: The end-to-end ecosystem for organizational learning*. Available at: <https://www.valamis.com/hub/personalized-learning> (Accessed 18.04.2022).
37. Schwab K. The Fourth Industrial Revolution [Elektronnyi resurs]. Geneva: World Economic Forum. 2016. Available at: [https://law.unimelb.edu.au/\\_data/assets/pdf\\_file/0005/3385454/Schwab-The\\_Fourth\\_Industrial\\_Revolution\\_Klaus\\_S.pdf](https://law.unimelb.edu.au/_data/assets/pdf_file/0005/3385454/Schwab-The_Fourth_Industrial_Revolution_Klaus_S.pdf) (Accessed 18.04.2022).
38. Sustainability in a Digital World: New Opportunities Through New Technologies. T. Osburg, C. Lohrmann (ed.). *Springer International Publishing AG*, 2017. DOI:10.1007/978-3-319-54603-2
39. What Are Personalized Learning Pathways? [Elektronnyi resurs] *Leadership in Action: a briefing series for new England's educational leaders*. Available at: [https://www.newenglandssc.org/wp-content/uploads/2015/12/nessc\\_briefing\\_no6.pdf](https://www.newenglandssc.org/wp-content/uploads/2015/12/nessc_briefing_no6.pdf) (Accessed 18.04.2022).
40. Zhao Y., Llorente A.M.P., Gómez M.C.S. Digital competence in higher education research: A systematic literature review. *Computers & Education*, 2021. Vol. 168(1042212). DOI:10.1016/j.compedu.2021.104212

## Литература

1. Батина Е.В., Сериков Г.Н. Признаки готовности обучающихся к выбору индивидуально-ориентированной траектории образовательной деятельности // Вестник Южно-Уральского государственного университета. Серия «Образование. Педагогические науки». 2021. Т. 13. № 4. С. 40—50. DOI:10.14529/ped210404

2. Быстрова Н.В., Казначеева С.Н., Уракова Е.А., Госельбах О.И. Особенности психологического благополучия обучающихся в образовательной среде // Инновационная экономика: перспективы развития и совершенствования. 2019. № 5(39). С. 26—31.

3. Капитонова Е.А. Проблемы правового регулирования обязанностей ребенка в образовательной сфере // Известия высших

- учебных заведений. Поволжский регион. Общественные науки. 2014. № 1(29). С. 51—60.
4. *Кибальник А.В.* Стратегии преодоления личностью трудных жизненных ситуаций: факторы выбора // Азимут научных исследований: педагогика и психология. 2017. № 1(18). С. 336—340. URL: [https://www.elibrary.ru/download/elibrary\\_28997378\\_69247567.pdf](https://www.elibrary.ru/download/elibrary_28997378_69247567.pdf) (дата обращения: 14.05.2022).
5. *Коломеец Л.А.* Модель психолого-педагогического сопровождения формирования стратегий осуществления выбора у старшеклассников // Наука и современность. 2013. № 24. С. 187—191.
6. *Корнилов Ю.В.* Иммерсивный подход в образовании // Азимут научных исследований: педагогика и психология. 2019. Т. 8. № 1(26). DOI:10.26140/anip-2019-0801-0043
7. *Липидус Л.В., Гостилович А.О., Омарова Ш.А.* Особенности проникновения цифровых технологий в жизнь поколения Z: ценности, поведенческие паттерны и потребительские привычки интернет-поколения // Государственное управление. Электронный вестник. 2020. Вып. 83. С. 271—293. DOI:10.24411/2070-1381-2020-10119
8. *Леонтьев Д.А., Пилипко Н.В.* Выбор как деятельность: личностные детерминанты и возможности формирования // Вопросы психологии. 1995. № 1. С. 97—110.
9. *Леонтьев Д.А.* Психология выбора / Д.А. Леонтьев, Е.Ю. Овчинникова, Е.И. Рассказова, А.Х. Фам. М.: Смысл, 2015. 464 с.
10. *Луков В.А.* Молодежь в ситуации выбора // Человек перед выбором в современном мире: проблемы, возможности, решения: материалы Всерос. науч. конф., 27-28 окт. 2015 г., ИФ РАН (Москва). Т. 2. / Под общ. ред. д-ра филос. наук, проф. М.С. Киселевой. М.: Науч. мысль, 2015. С. 158—172.
11. *Матвеев В.Ю.* Сложные и спорные вопросы реализации права на образование в России // Журнал российского права. 2018. № 2(254). С. 123—131. DOI:10.12737/art\_2018\_2\_12
12. *Минюрова С.А.* Психологические основания выбора стратегий саморазвития в профессии // Теоретическая и экспериментальная психология. 2009. № 1. С. 26—36.
13. *Морозова И.С., Коломеец Л.А.* К проблеме классификации стратегий осуществления выбора старшеклассниками [Электронный ресурс] // Теория и практика общественного развития. 2013. № 11. С. 112—114. URL: [file:///C:/Users/MSI/Downloads/k-probleme-klassifikatsii-strategiy-osuschestvleniya-vybora-starsheklassnikami%20\(1\).pdf](file:///C:/Users/MSI/Downloads/k-probleme-klassifikatsii-strategiy-osuschestvleniya-vybora-starsheklassnikami%20(1).pdf) (дата обращения: 14.05.2022).
14. *Орлова М.М., Орлов Д.В.* Выбор стратегии психической адаптации и его последствия для личности [Электронный ресурс] // Известия Саратовского ун-та. Сер. Философия. Психология. Педагогика. 2007. № 1. С. 38—45. URL: [https://www.elibrary.ru/download/elibrary\\_11689447\\_81094949.pdf](https://www.elibrary.ru/download/elibrary_11689447_81094949.pdf) (дата обращения: 14.05.2022).
15. *Полова Н.Е., Чикова О.А.* Технологии дистанционного обучения как инновация в процессе реализации образовательных стандартов нового поколения // Вестник Новосибирского государственного педагогического университета. 2014. № 2(18). С. 17—26. DOI:10.15293/2226-3365.1402.02
16. Приказ Минпросвещения России от 31.05.2021 № 287 «Об утверждении федерального государственного образовательного стандарта основного общего образования» (Зарегистрировано в Минюсте России 05.07.2021 № 64101) [Электронный ресурс] // Официальный интернет-портал правовой информации. URL: <http://publication.pravo.gov.ru/Document/View/000120210705002>. (дата обращения: 14.05.2022).
17. *Рязанова Н.Е., Моргун Д.В., Аргунова М.В.* Формирование глобальных компетенций для VUCA-мира: зачем, чему и как учить? // Наука и школа. 2021. № 2. С. 86—97. DOI:10.31862/1819-463X-2021-2-86-97
18. *Синицина И.А.* Вариативность как системообразующий концепт постнеклассической образовательной парадигмы [Электронный ресурс] // Современные проблемы науки и образования. 2017. № 3. URL: <https://science-education.ru/article/view?id=26425> (дата обращения: 28.04.2022).
19. *Суртаева Н.Н.* Педагогические технологии естественного обучения // Химия в школе. 1998. № 7. С. 13—17.
20. *Тимошина Т.А.* Опыт организации индивидуальной образовательной траектории студентов [Электронный ресурс] // Вестник Челябинского государственного педагогического университета. 2012. № 1. С. 196—207. URL: <https://elibrary.ru/item.asp?id=17395156> (дата обращения: 18.04.2022).

21. Трудности и перспективы цифровой трансформации образования / Под ред. А.Ю. Уварова, И.Д. Фрумина. М.: Изд. дом ВШЭ, 2019. 343 с.
22. Уваров А.Ю. Цифровая трансформация и сценарии развития общего образования. [Электронный ресурс] // Современная аналитика образования. № 16(46). М.: НИУ ВШЭ, 2020. 108 с. URL: <https://ioe.hse.ru/pubs/share/direct/418228715.pdf> (дата обращения: 18.04.2022).
23. Хуторской А.В. Индивидуальная образовательная траектория в эвристическом обучении [Электронный ресурс] // Вестник Института образования человека. 2014. № 2. URL: <http://eidosis-institute.ru/journal/2014/200/> (дата обращения: 18.04.2022).
24. Чеховский И.В. Метод фокус-групп: этапы реализации исследования [Электронный ресурс] // Вестник РУДН. Серия: Социология. 2012. № 4. С. 145—155. URL: [https://www.elibrary.ru/download/elibrary\\_17979311\\_14604318.pdf](https://www.elibrary.ru/download/elibrary_17979311_14604318.pdf) (дата обращения: 14.05.2022).
25. Цифровой переход: опыт педагогов и образовательных организаций в России и мире: экспертно-аналитический доклад [Электронный ресурс]. М.: НИУ ВШЭ, 2021. 98 с. URL: Цифровой переход опыт педагогов в России и мире.pdf (дата обращения: 18.04.2022).
26. Шамсиддинов М.И., Юсупова Д.М. Формирование профессиональных интересов учащихся в оптимальных условиях взаимодействия субъектов школа — вуз [Электронный ресурс] // Ученые записки Худжандского государственного университета им. академика Б. Гафурова. Гуманитарные науки. 2016. № 1(46). С. 163—169. URL: [https://www.elibrary.ru/download/elibrary\\_26416831\\_57266976.pdf](https://www.elibrary.ru/download/elibrary_26416831_57266976.pdf) (дата обращения: 14.05.2022).
27. Ширинбекова Ж.А., Кошан А.С., Насирова А.Ш. Интуиция в процессе принятия решения [Электронный ресурс] // Инновационная наука. 2017. № 3-1. С. 247—251. URL: [https://www.elibrary.ru/download/elibrary\\_28798549\\_53557717.pdf](https://www.elibrary.ru/download/elibrary_28798549_53557717.pdf) (дата обращения: 14.05.2022).
28. Ширинкина Е.В. Проектирование педагогического дизайна образовательной среды университета // Вестник СПбГИК. 2021. № 1(46). DOI:10.30725/2619-0303-2021-1-156-162
29. Эмильбекова А.Э. Профессиональное становление и динамика профессиональной идентичности на разных этапах формирования личности [Электронный ресурс] // Вестник Московского государственного лингвистического университета. Образование и педагогические науки. 2018. № 1(790). С. 153—163. URL: [https://www.elibrary.ru/download/elibrary\\_35139198\\_65071389.pdf](https://www.elibrary.ru/download/elibrary_35139198_65071389.pdf) (дата обращения: 14.05.2022).
30. Clements D.H., Sarama J. Early Childhood Mathematics Intervention // Science. 2011. № 333(968). DOI:10.1126/science.1204537
31. Daro Ph., Mosher F.A., Corcoran T. Learning Trajectories In Mathematics: A Foundation for Standards, Curriculum, Assessment, and Instruction. 2011. January. URL: <https://files.eric.ed.gov/fulltext/ED519792.pdf> (дата обращения: 18.04.2022).
32. Hopkins D. Personalized Learning in School Age Education // International Encyclopedia of Education (Third Edition). 2010. P. 227—232. DOI:10.1016/B978-0-08-044894-7.00789-2
33. Hung D., Jamaludin A., Chen V. Investigating projective identity trajectories for 21st century learning // Educational Technology. 2010. № 50(5). P. 50—54.
34. Lai Y., Saab N., Admiraal W. University students' use of mobile technology in self-directed language learning: Using the integrative model of behavior prediction // Computers & Education. 2022. Vol. 179(104413). DOI:10.1016/j.compedu.2021.104413
35. Machekhina O.N. Digitalization of education as a trend of its modernization and reforming [Электронный ресурс] // Revista Espacios. 2017. Vol. 38(40). P. 26. URL: <https://www.revistaespacios.com/a17v38n40/a17v38n40p26.pdf> (дата обращения: 18.04.2022).
36. Personalized Learning [Электронный ресурс] // Valamis learning solution: The end-to-end ecosystem for organisational learning. URL: <https://www.valamis.com/hub/personalized-learning> (дата обращения: 18.04.2022).
37. Schwab K. The Fourth Industrial Revolution. Geneva: World Economic Forum. 2016 [Электронный ресурс]. URL: [https://law.unimelb.edu.au/\\_data/assets/pdf\\_file/0005/3385454/Schwab-The\\_Fourth\\_Industrial\\_Revolution\\_Klaus\\_S.pdf](https://law.unimelb.edu.au/_data/assets/pdf_file/0005/3385454/Schwab-The_Fourth_Industrial_Revolution_Klaus_S.pdf) (дата обращения: 18.04.2022).
38. Sustainability in a Digital World: New Opportunities Through New Technologies / T. Osburg, C. Lohrmann (eds.). // Springer International Publishing AG. 2017. DOI:10.1007/978-3-319-54603-2
39. What Are Personalized Learning Pathways? [Электронный ресурс] // Leadership in Action: a

briefing series for new England's educational leaders.  
URL: [https://www.newenglandssc.org/wp-content/uploads/2015/12/nessc\\_briefing\\_no6.pdf](https://www.newenglandssc.org/wp-content/uploads/2015/12/nessc_briefing_no6.pdf) (дата обращения: 18.04.2022).

40. Zhao Y., Llorente A.M.P., Gómez M.C.S. Digital competence in higher education research: A systematic literature review // Computers & Education. 2021. Vol. 168(1042212). DOI:10.1016/j.compedu.2021.104212

### **Information about the authors**

*Irina S. Morozova*, Doctor of Psychological Sciences, Professor, Head Department Chair of Acmeology and Psychology of Development, Director of the Institute of Education, Kemerovo State University, Kemerovo, Russia, ORCID: <https://orcid.org/0000-0002-0862-7225>, e-mail: [ishmorozova@yandex.ru](mailto:ishmorozova@yandex.ru)

*Natalia A. Bugrova*, PhD in Philosophy, Associate Professor of Chair of Acmeology and Psychology of Development, Kemerovo State University, Kemerovo, Russia, ORCID: <https://orcid.org/0000-0001-6773-826X>, e-mail: [ametist2328@mail.ru](mailto:ametist2328@mail.ru)

*Zoya V. Kretsan*, PhD in Pedagogy, Associate Professor, Associate Professor of Chair of Acmeology and Psychology of Development, Kemerovo State University, Kemerovo, Russia, ORCID: <https://orcid.org/0000-0002-8177-028X>, e-mail: [z.kretsan@gmail.com](mailto:z.kretsan@gmail.com)

*Elena V. Evseenkova*, PhD in Psychology, Associate Professor of Chair of Acmeology and Psychology of Development, Kemerovo State University, Kemerovo, Russia, ORCID: <https://orcid.org/0000-0001-9413-1914>, e-mail: [evseenkova\\_e\\_v@mail.ru](mailto:evseenkova_e_v@mail.ru)

### **Информация об авторах**

*Морозова Ирина Станиславовна*, доктор психологических наук, профессор, зав. кафедрой акмеологии и психологии развития, директор Института образования, ФГБОУ ВО «Кемеровский государственный университет» (ФГБОУ ВО КемГУ), г. Кемерово, Российская Федерация, ORCID: <https://orcid.org/0000-0002-0862-7225>, e-mail: [ishmorozova@yandex.ru](mailto:ishmorozova@yandex.ru)

*Бугрова Наталья Анатольевна*, кандидат философских наук, доцент кафедры акмеологии и психологии развития, ФГБОУ ВО «Кемеровский государственный университет» (ФГБОУ ВО КемГУ), г. Кемерово, Российская Федерация, ORCID: <https://orcid.org/0000-0001-6773-826X>, e-mail: [ametist2328@mail.ru](mailto:ametist2328@mail.ru)

*Крежан Зоя Викторовна*, кандидат педагогических наук, доцент кафедры акмеологии и психологии развития, ФГБОУ ВО «Кемеровский государственный университет» (ФГБОУ ВО КемГУ), г. Кемерово, Российская Федерация, ORCID: <https://orcid.org/0000-0002-8177-028X>, e-mail: [z.kretsan@gmail.com](mailto:z.kretsan@gmail.com)

*Евseenkova Елена Вячеславовна*, кандидат психологических наук, доцент кафедры акмеологии и психологии развития, ФГБОУ ВО «Кемеровский государственный университет» (ФГБОУ ВО КемГУ), г. Кемерово, Российская Федерация, ORCID: <https://orcid.org/0000-0001-9413-1914>, e-mail: [evseenkova\\_e\\_v@mail.ru](mailto:evseenkova_e_v@mail.ru)

Получена 18.05.2022

Received 18.05.2022

Принята в печать 20.02.2023

Accepted 20.02.2023