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## **Modern Model of University Education: Innovative Approach in Practical Implementation**

Olga A. Plotskaya <sup>a, b, \*</sup>, Kairat K. Atabekov <sup>c, d</sup>, Evgeniya N. Yakovleva <sup>e</sup>,  
Diana G. Alekseeva <sup>f, j</sup>

<sup>a</sup> MIREA – Russian Technological University, Moscow, Russian Federation

<sup>b</sup> Plekhanov Russian University of Economics, Moscow, Russian Federation

<sup>c</sup> Chui University, Bishkek, Kyrgyz Republic

<sup>d</sup> Kyrgyz – Russian Slavonic University, Bishkek, Kyrgyz Republic

<sup>e</sup> MIREA – Russian Technological University, Moscow, Russian Federation

<sup>f</sup> MSAL – Kutafin Moscow State Law University, Moscow, Russian Federation

<sup>j</sup> Financial University under the Government of the Russian Federation, Moscow, Russian Federation

### **Abstract**

In the educational process of high school, the absolute priorities today should remain such activities, which are aimed at teaching and upbringing, as inseparable and complementary elements of a single whole. Today there is a course for personal-oriented vocational education, where the free personality is promoted. Modern trends in the formation of a conceptual approach to the university educational process are based on taking into account the characteristics of the individual trajectory and an individual-personal approach. It is important to combine tradition and innovation as the basis for creating and applying a modern model of university upbringing activities, including various forms of nurturing, because vocational training should not be limited to the acquisition of certain competencies by students. A university must also implement an upbringing system that promotes the vocational training and personal development of young generation. Therefore, in this paper authors proposing their concept of the organization of upbringing work in a university, which should allow to effectively solve problems of upbringing students and focusing on a development of a socially significant and socially useful personality.

**Keywords:** concept, organization of upbringing work, university, model, nurturing.

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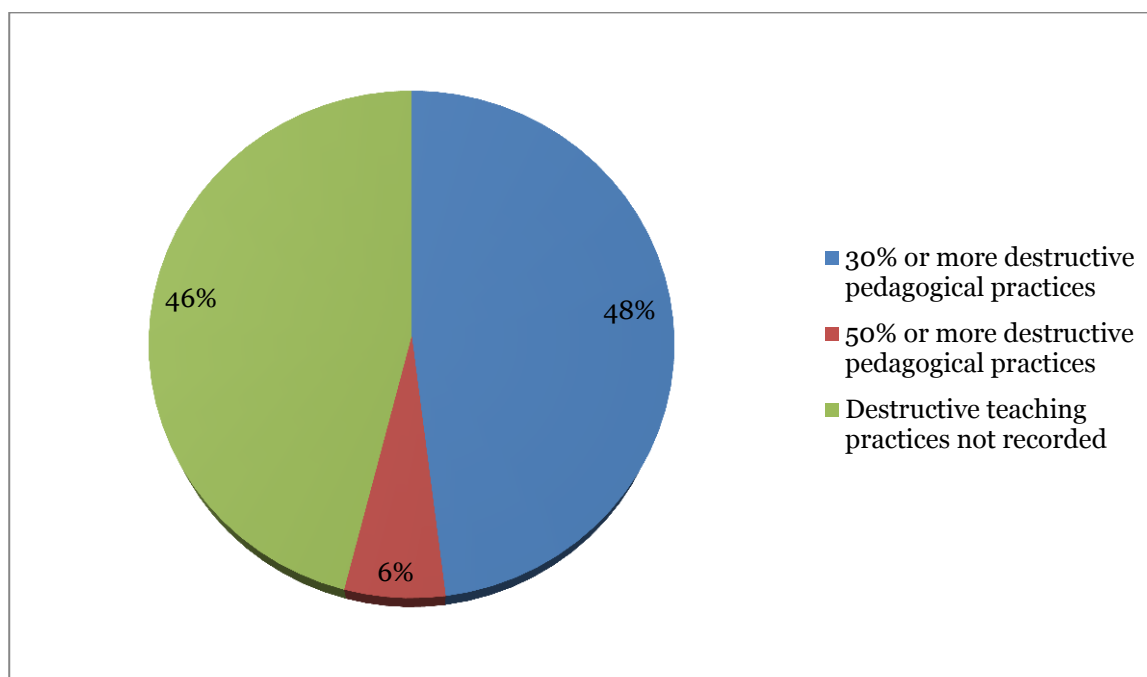
\* Corresponding author

E-mail addresses: [olga.plockaya@mail.ru](mailto:olga.plockaya@mail.ru) (O.A. Plotskaya), [kairat44@mail.ru](mailto:kairat44@mail.ru) (K.K. Atabekov),  
[jnp@mail.ru](mailto:jnp@mail.ru) (E.N. Yakovleva), [Alekseeva.dg@yandex.ru](mailto:Alekseeva.dg@yandex.ru) (D.G. Alekseeva)

### 1. Introduction

The current political and economic situation in the Russian Federation puts new demands on future highly professional specialists who receive higher education. New imperatives are being placed in front of the educational system, as it must train specialists who are not only knowledgeable in a profession concerned but also capable of assuming, when necessary, civic responsibility by means of their own initiative, tolerance, autonomy. Graduates should be self-developing and self-improving individuals, easily socialized in society. However, the development and improvement of these qualities in students takes place in the context of a search for new landmarks, which were identified after disintegration of educational policy and ideological values of past.

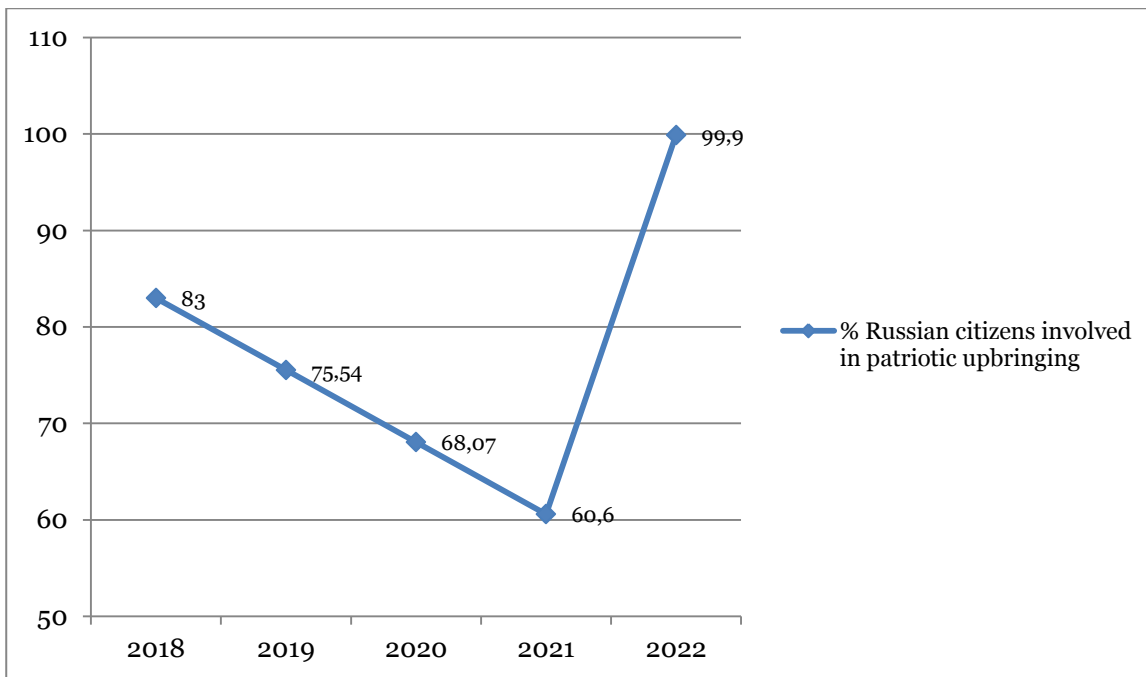
Today, the issue of the prevention of destructive phenomena among young people is of particular concern. According to Rosobrnadzor experts, the Federal Institute of Educational Quality Assessment (FIOKO) almost “half (48 %) of schools have a high level of destructive pedagogical practices – 30 % and more” (FIOKO, 2021), in addition, in “6 % of schools the value of this index is more than 50 %” (FIOKO, 2021) (Figure 1).



**Fig. 1.** Destructive phenomena index among youth

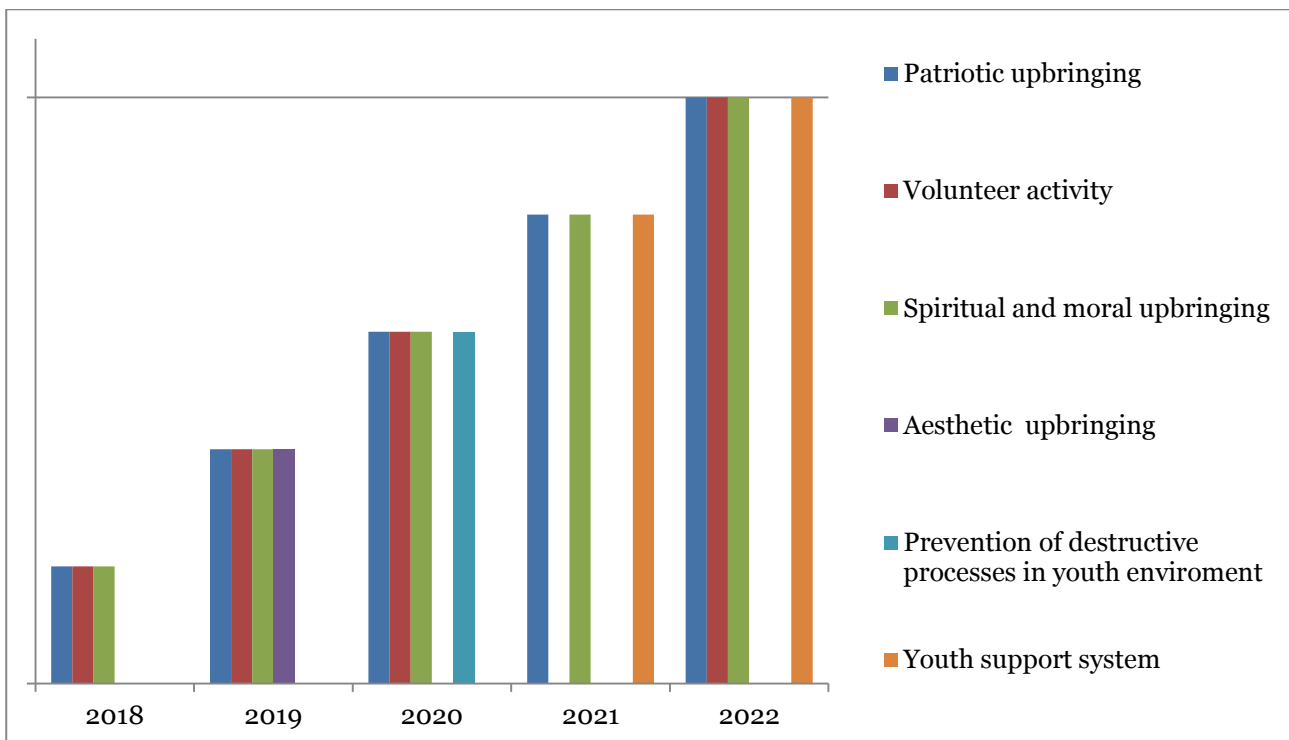
Of course, such facts raise many questions about organization of the upbringing process at school level.

At the state level, however, considerable attention is now being paid to various types of upbringing activities. For example, if we take the sphere of patriotic nurturing of Russian citizens, the involvement of Russians in the implementation of these measures over the past five years is gradually increasing (with the exception of two COVID years 2019–2020) (Itogovyj otchet..., 2019; Doklad, 2020). In 2018, 83 % of young Russians were involved in patriotic nurturing in Russia (Itogovyj otchet..., 2018). In 2021, after the gradual abolition of quarantine restrictions, it was already 60.6 % of Russian youth (Itogovyj otchet..., 2021). This trend was raised to 99.9 % in 2022 (Doklad Pravitel'stva RF, 2022) (Figure 2).



**Fig. 2.** Patriotic upbringing of Russian Citizens

It is necessary to note the quantitative increase in various types of educational events organized in the modern education system in Russia. (Figure 3). Patriotic, spiritual and moral upbringing is carried out throughout the period under study. However, if the prevailing value from 2018 to 2020 (Itogovyj otchet..., 2018; Itogovyj otchet..., 2019; Doklad..., 2020), and also in 2022 had volunteer activity, so since 2020 attention is paid to prevention of destructive processes in youth environment, and since 2021 (Itogovyj otchet..., 2021) to 2022 (Doklad Pravitel'stva RF, 2022) a support system for young people is being implemented.



**Fig. 3.** Types of educational activities

When studying the opinion of the first-year law students of MIREA, it should be noted that a significant number support the idea of implementing patriotic education. The percentage of students (P) supporting patriotic education among university students can be obtained by dividing the number of patriotic-minded students N by the total number of first-year students surveyed S and multiplying by 100.

Thus, 95 students study in three groups. 82 students support the idea of patriotic education, which is 86,31 % of students.

$$P = \frac{N}{S} * 100$$
$$P = 82:95 * 100 = 86,31 \%$$

In the educational process of higher education, the absolute priorities today should remain such activities, which are aimed at teaching and upbringing, as inseparable and complementary elements of a single whole. However, the question of a reality of the realization of upbringing activities, in relation to young, practically formed individuals, was repeatedly discussed in the scientific literature, but never received a clear answer. Opponents of the educational process note that students in universities are adults and sufficiently formed individuals who do not need upbringing, and the most important goal of the university is, first of all, professional, not nurturing training. Therefore, the dominance of such an opinion in the nineties of the last century led to optimization (reduction) of educational work with students (Selivanova, 2013: 5, Kiselev, Kiseleva, 2014: 29).

However, practice has shown that it is quite important to develop and carry out upbringing activities not only at a pre-university level of education, but also in higher education, and within the entire Russian State, not limited to one or more federal entities. There was a need to update an upbringing process, combining historically traditional forms of nurturing activity and modern, innovative approaches. One should not forget the forms of upbringing activity that have developed in the past, even in Soviet practice, where the main goal was to continue harmonious and all-round human development, contributing to the formation of his active life and professional position within the Komsomol structure (for example, organization of problem discussions, military-patriotic games, actions in support of various ideological and political events in the country, video shows and discussion of films, etc.). In addition to the Komsomol, higher education institutions have used forms of work carried out with help of creative extracurricular activities, including various competitions for creative youth, the organization of amateur clubs, etc.

In the transition period of 1990s after the state-political changes “in the country there was a complete and often unjustified renunciation of the legacy of Soviet period, including a whole system of upbringing in higher education” (Akopova, Baranova, 2010: 112). Due to the socio-economic crisis, the difficult material situation of educational institutions, including higher education, many universities have a vacuum in upbringing effectiveness. There was a general decline of moral foundations in the society, in a youth environment intensified: loss of interest in traditional values and moral foundations, “group egoism, complex of social inferiority” (Akopova, Baranova, 2010: 112) and etc. The Russian “de-ideologized society” could not fill the ideological void. Their roles were often performed by random ideals that could not form the basis for serious upbringing work within educational process. Russia did not receive a new educational concept of similar social significance during the transition period of the 1990s, instead of the destroyed communist upbringing system.

The change in political paradigms and ideological guidelines in the 90s of the last century led to a transformation of the social and everyday principles that existed among the youth of Russia. The real threat to the future of the Russian state was the selfish, and sometimes consumerist, “predatory” attitude towards society and public life among the rising young generation of Russians, with whom highly ideological educational work was practically not carried out. In addition, the life values and guidelines have changed not only among young people, but also among the entire Russian society, since the creation of a “consumer society” entailed a change in authoritative and respected heroes, changed moral principles, and deepened intergenerational contradictions.

Today among young people there are often such disturbing factors as a morbid addiction to various computer games, “going into the virtual world”, the reluctance of young people to participate in the public life of not only their educational institution, but also the city, village, town in which they live

The resumption of educational forms of work in Russian educational institutions today is a necessity dictated by the times. However, modern Russian universities are faced with problems of different understanding of the purpose of educational activities, its tasks, methods and forms of its implementation. In addition, in a number of cases, universities, when implementing the educational function, have difficulties with the system of organization outside of academic work. Therefore, there was a need to eliminate these gaps by developing unified approaches, creating not only a methodological, but also a scientific basis for the implementation of educational activities in universities, enriching pedagogical science.

According to N.N. Kiselev, E.V. Kiseleva, in the Soviet upbringing model, a mass character of educational activities had not only a positive effect, but also suffered damage to the “individual trajectory of personal development” (Kiselev, Kiseleva, 2014: 29). The modern student possesses a different way of thinking and a different system of values, as well as world views in contrast to students of the Soviet period. Today in the educational activities of universities some achievements of the Soviet educational model are applied, including the conduct of KVN, the organization of student trade unions, competitions, games, etc. Such events stand “apart” from educational process, as an extracurricular component, and modern students are more entertained rather than nurtured.

The Russian legislator realized the strategic importance of not only the development, but the implementation of an innovative and modern concept that lays the organizational foundations for educational activities in higher educational institutions.

Thus, in 1999, a similar program was approved, highlighting the emerging trends in the educational process as a whole in the country, which was intended to last for three years (Programma razvitiya..., 1999).

Every educational organization needed to implement an upbringing system as a part (element, component) of educational process. The most important point of this program is “the rejection of the doctrine of upbringing work. It clearly states the principle of the variability of nurturing systems, organizations, forms and methods” (Akopova, Baranova, 2010: 113). Thus, according to M.A. Akopova, T.A. Baranova, the main difference of this program from the Soviet upbringing program is: “de-ideologization of nurturing, in particular liberation from political doctrine” (Akopova, Baranova, 2010: 113). It laid down the imperative of personal orientation in upbringing, i.e. goals, objectives, content, methods of upbringing were determined on the basis of needs and interests of a student as a person, and not on the basis of interests of the State as a whole.

However, for many reasons of a human, financial and economic nature, in practice it was not always possible to create adequate conditions for development of an upbringing system.

The Russian legislator in the 2000's years developed strategic documents that formulated theoretical and empirical provisions on a most important tasks, conditions and process of upbringing in our country. These include the following:

- “National Doctrine of Education in the Russian Federation”, published by Decree of the Government of the Russian Federation N 751, was a fundamental act that determined not only the goal of education as part of the educational process, but also the ways and means of its implementation. This doctrine determined such a strategy until 2025 (Postanovlenie Pravitel'stva RF ot 04.10.2000, 2000);

- “The Concept of Modernization of Russian Education for the Period until 2010”, contained the principles of Russian educational policy, which developed the most important principles of Russian educational policy, reflected in the Federal Law “On Education in the Russian Federation”, the Federal Law “On Higher and Postgraduate Professional Education” and the above-mentioned “National Doctrine” (Kontseptsiya..., 2002);

- The program for the development of education, operating at the federal level for five years starting in 2000, and laying the organizational foundations for the entire state educational policy (Federal'nyj zakon ot 10.04.2000, 2000).

In addition, a number of programs were adopted that define a system of ideas, a set of state policy trends for their implementation in the field of education (Postanovlenie Pravitel'stva RF ot 27.12.2000, 2000; Postanovlenie Pravitel'stva RF ot 16.02.2001..., 2001; Osnovnye napravleniya..., 2002).

In 2017, a new priority state educational program begins to be implemented (Postanovlenie Pravitel'stva RF ot 26.12.2017, 2017).

It reveals one of the most important elements of the educational system for young people – a volunteer activity (para. 4), which already has state support. In addition, the program obliged all

educational institutions and organizations realizing General Education Programs, Secondary Vocational Education Programs and Higher Education Programs to implement work programs of upbringing, as well as upbringing work schedules. In 10 pilot regions from 2021, according to the program will be organized in general education organizations different types of work for director's advisers in the field of upbringing (Section III).

Today Russian "society is in the process of radical changes" (Rechkalov i dr., 2023: 72). The legislator pays considerable attention to the sphere of patriotic upbringing of youth.

In this regard, a federal project is already in place, which operates from 2021 to 2024 (Federal'nyj proekt, 2021). In addition, conditions are being created for the self-realization of youth, which are regulated by the federal project "Youth of Russia" (Federal'nyj proekt, 2019), which has been in force since 2018. until 2030. The project is aimed not only at creating conditions for self-realization of modern youth, but also at developing infrastructure.

However, the modern approach to the organization of the upbringing process should take into account the specifics of the Russian student of the XXI century, individual and psychological features, as the student should be at the center of the learning process. Only in this case "the main goal is realized – that is the nurturing of the personality" (Bondarevskaya i dr., 1997).

Instead of traditional upbringing, today the course is taken on a personal-oriented vocational education, where the free personality is promoted. In the implementation of this approach, the interaction of the subjects of the educational process is possible in the context of the development of students' ability to self-education and self-realization in the domestic and professional spheres (Akopova, 2003: 5), developing a high level of self-consciousness, dignity, discipline. Such a subject of upbringing process should respect the opinion of other people, be able to make a competent decision, have a high level of legal culture, spirituality and morality.

Modern educational trends are based on taking into account personal trajectory and an individual approach to the individual. Upbringing is no exception. This is evidenced by the significant research carried out by Russian scientists whose works are the basis of this article. Among them it is necessary to mention the following: O.A. Kalimullina, focusing on the problem of improving the "social well-being" of students, as well as offering options for creating a socio-cultural environment at the university, bringing up the personality in accordance with modern trends, existing in the Russian higher education system (Kalimullina, 2017); V.P. Zeleeva, who assigns a significant place in the upbringing process to the curator in the student group, characterizing his activities from the standpoint of the conditions of the organization of his work at the university, by disclosing the issues of functional responsibilities, types of curators, the main elements that make up the system of curatorship (Zeleeva, 2011); E.I. Luneva, analyzing the role and functions of the curator in the process of organizing upbringing activities in a student group during the change of the axiological component of the personality itself (Luneva, 2016); G.F. Tereshchenko, putting forward the idea of rethinking modern methods and methods of educational activities among students, through the use, among other things, of the most common technologies in the educational work of universities, including web quests, various PR technologies, volunteer activities, debates and flash mobs, etc. (Tereshchenko, 2017); L.I. Yakobyuk, representing upbringing as a process of constant and systematic, as well as purposeful influence on the spiritual and physical development of an individual in order to prepare him for professional activity, develop value orientations that contribute to the formation of a highly moral personality that also realizes itself in the social and cultural spheres (Yakobyuk, 2014).

It is important to combine tradition and innovation as the basis for creating and applying a modern model of university upbringing activities, including various forms of nurturing, because vocational training should not be limited to the acquisition of certain competencies by students. A university must also implement an upbringing system that promotes the vocational training and personal development of the young generation. There was a need to develop the author's concept of the organization of upbringing work at a university, which should be understood as a systematic statement "ideas, theoretical grounds, principles that allow to form a holistic picture of the process (system) of upbringing and to outline the ways of their development and (or) transformation" (Borytko, 2001: 159).

Therefore, the aim of this study is the conceptualization of the modern model of university upbringing, allowing to use ontological representations about its structure, functions, mechanism of implementation in practice. The proposed concept of a modern model of university upbringing allows effectively solve the problems of nurturing at the university and it is focused on the

development of a socially significant and socially useful personality as a strategy goal of upbringing work in the university of the XXI century.

## **2. Materials and methods**

This scientific study used the regulatory legal acts of the Russian Federation regulating the educational, training and development activities of universities.

Excerpts are provided as explanatory material to help ensure the objectivity of comparative analysis. For comparison of different scientific positions in the work judgments of scientists are given. The use of a wide range of scientific materials and normative empirical basis has made it possible to ensure objectivity in assessing the facts presented in scientific research.

This paper uses such methodological principles underlying the analysis of empirical data as: the principle of consistency and the principle of self-organization. The first allows the received data to be brought into the system by structuring them. The application of the principle of self-organization will allow synergetic ordering of the data obtained.

The present study is based on the application of a comparative method that allows not only to identify the content features of key definitions and concepts, but also to compare them as the most important initial categories. The application of the comparative method is based on the process of systematization and structuring of the obtained data.

In the course of this work, empirical methods were applied, which made it possible to compare the Soviet, post-Soviet and modern model of university upbringing, by comparative analysis and “structural analysis” (Perova i dr., 2023: 39) the features of modern upbringing work at the university were revealed, the essential characteristics of the model of upbringing and developed the bases of its formation.

The modern model of university upbringing was developed due to the application of the observation method as well.

Methods of analysis, generalization, and synthesis were also used. They made it possible to reveal the process of organizing educational activities at the university, its content and structure. This certainly contributes to the understanding of its value and essence by the subjects of the educational process. Therefore, in the present work:

- substantiated the details and features of the organization of upbringing activities in the university, which allows you to apply individual and personal approach in the course of the educational process;
- developed a modern model of upbringing activity in the university, which can serve as a fundamental theoretical basis for the organization of this process;
- the technology of implementation of the model of upbringing activity in the university, which contributes to the development of relevant competencies, has been proposed.

## **3. Results**

The model of upbringing can be called a unique pattern (standard, sample, matrix) of upbringing, realized in real established practice. The components of such a template are not only the subjects, objects of the upbringing process, but also the purpose, the conceptual basis of the process, as well as the structure, functions and mechanisms of upbringing work.

When forming the model of upbringing it is necessary to systematize (encode) “old knowledge”, as well as to unify the widely distributed modern information. It is important to understand the basics of systematization of structural components of the modern model of university upbringing, as without them the model will be only a set of individual details, and not a complete, well-functioning mechanism. Therefore, it is necessary to study not only the essential characteristics of upbringing model, but also the basis of its formation.

The modern process of organization of university upbringing activity often faces many problems and difficulties. Among them:

- the problem of contradictory moral and value ideals;
- socio-economic uncertainty of the development of young generation;
- ineffectiveness (or low efficiency) of the educational process because of its treatment as a “minor or secondary” case or because of the unevenness in the levels of implementation of upbringing activities in various structural units (institutes, faculties) of university, etc.

It is necessary to find mechanisms to stimulate all participants in upbringing activities and to monitor the implementation of such activities, highlighting both positive and negative aspects of this process.

As one of the most important components of the activities of universities, upbringing work has its own characteristics. So, the student today – a person who can carry out self-upbringing, using their own potential to solve the most important social problems and tasks. Such a person can interact in the process of upbringing with various social and administrative structures within university (for example, participation in a student-teaching community) and outside it (for example, an organization and participation in outings, trips).

Of course, today there is a practical need to implement a system of educational measures in the context of the introduction of the Federal State Educational Standard. In Art. 2 of the Federal Law “On Education in the Russian Federation” dated December 29, 2012. N 273-FZ, education is understood as purposeful activity that promotes personal development, as well as the creation of “conditions for self-determination and socialization of students” (Federal'nyj zakon ot 29.12.2012, 2012) based on the application of “sociocultural, spiritual and moral values and rules and norms of behavior accepted in Russian society” (Federal'nyj zakon ot 29.12.2012, 2012), and not only in interests of the individual, family, but also of the whole society and even the state, as well as the formation in students of a sense of patriotism, citizenship, respect for 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 cultural heritage and traditions of the multinational people of the Russian Federation, nature and the environment” (Federal'nyj zakon ot 29.12.2012, 2012). On the basis of this definition, the Russian legislator has clearly enshrined not only the goal, but also the tasks for the full implementation of upbringing work in educational institutions at all levels, including universities.

Experts of Rosobrnadzor, Federal Institute of Education Quality Assessment (FIOKO) rightly note that clearly formulated targets allow “to measure the used methods of upbringing and achieved results” (FIOKO, 2021). Developing this idea, it is necessary to modernize the organization of upbringing work (including extracurricular work at the university). Therefore, a variant of the authors' generated model of the organization of upbringing work in the university, allowing to form the required federal state educational standards of competence in students, has been proposed. This model is characterized by system connections, within which there are features that distinguish the “system” from other similar phenomena. (Table 1).

**Table 1.** Structure of upbringing process model

Model of organization of upbringing process						
conceptual framework of the upbringing process	upbringing process structure	mechanisms of realization of upbringing work	subjects	objects	upbringing purpose	upbringing function

The scope of this article does not allow a detailed consideration of all elements of the model of upbringing. However, it is important to disclose, first of all, not only the conceptual basis of the upbringing process, but also its structure and practical mechanisms for the implementation of upbringing work at a university. (In the subsequent study, the authors touch upon the consideration of such elements of the model of upbringing as: subjects, objects of the upbringing process and features of their interaction, as well as the purpose and function of upbringing work).

The conceptual framework of the upbringing process or the original values, guidelines provided in the model of upbringing should include various approaches that contribute to the creation of a university conditions for personal growth and development of a student, for his professional development.

In foreign countries, a similar educational system is used. It is “understood as personality-oriented, capable of adequately orienting graduates to the specifics of modern corporate society” (Belyaev, 2013: 44). In foreign education systems, “three educational practices are practiced” (Belyaev, 2013: 44).

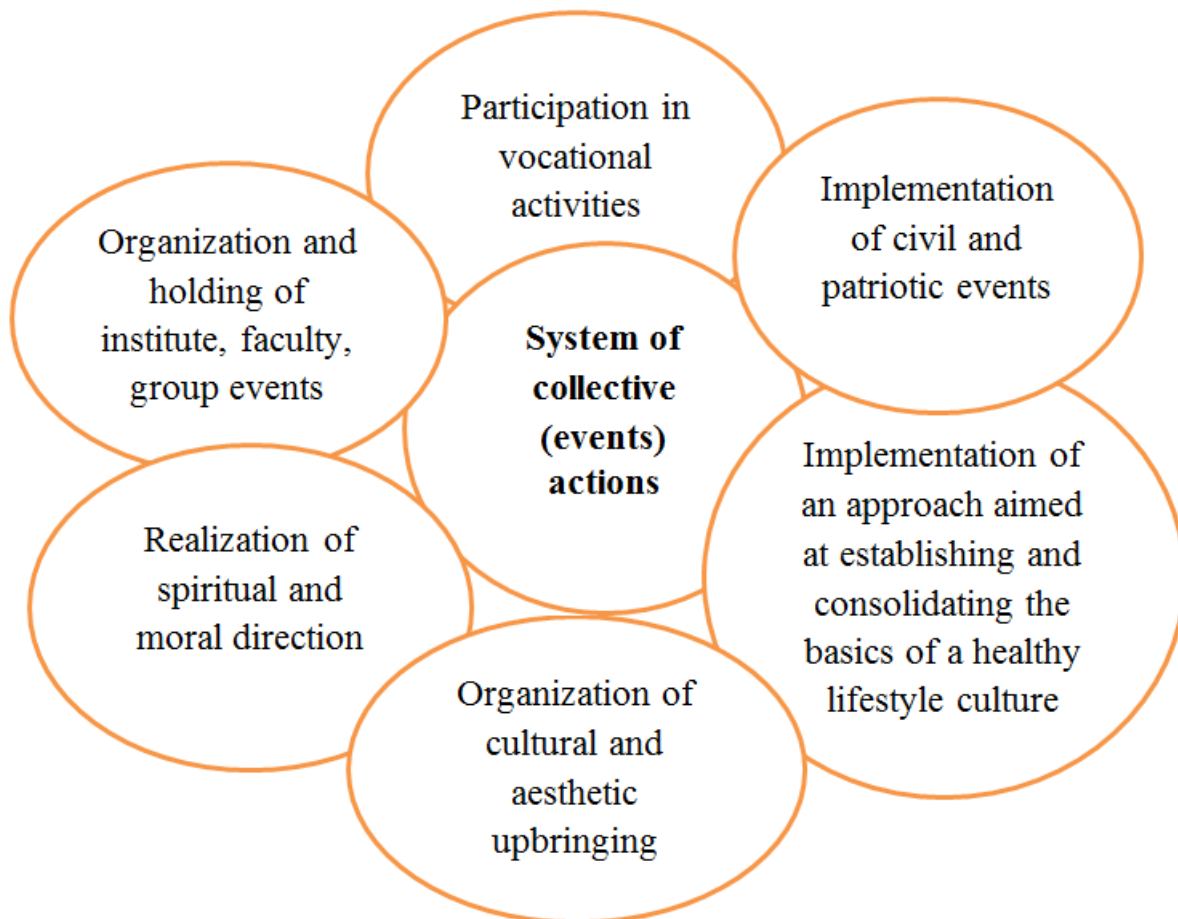


We are talking about three main models of "multicultural upbringing: incorporating, integrative and multicultural" (Belyaev, 2013: 44). In the modern Russian concept of upbringing activity, it is necessary to take into account foreign experience and combine these models of multicultural upbringing.

We cannot exclude also the systemic approach, in the implementation of which all elements of the upbringing process are not only interrelated and interdependent, but also mutually integrated, providing a systemic upbringing impact on the formation of future professionals. Action and value-orientation approaches also are very unimportant. The first of them allows to implement an upbringing process at a university through certain activities, including significant types that exert influence on students. The latter approach allows student to interiorize the most important and significant values characteristic for the future professional.

The structure of the upbringing process organization at a university can be presented in a form of a collective events system, which will be a system-forming type of a teacher's and student's community activity (Figure 4). Moreover, all the measures and directions envisaged should be fully implemented.

The collective events system, including various activities (actions, events, approaches) is aimed at achieving the respective goal and objectives. And each block of activities solves only certain tasks.



**Fig. 4.** Structure of the upbringing process at the university

Setting themselves a goal of upbringing work at a university – creation of a developing and active youth environment in a student community, organizers should determine the objectives that will allow to achieve a certain goal.

Thus, the participation of students in professional and practical activities develops their readiness for integration and involvement in the student environment, as well as help to “learn to learn”. Organization and holding of institute, faculty, group events allows to form a cohesive, unified goal of student collective; to create an active initiative group of students; to develop social,

national, religious tolerance; to inform not only of the university's possibilities but also of other cultural and educational institutions.

Carrying out spiritual and moral events promotes tolerance and the formation of humane values in the student community. The organization of cultural and aesthetic direction in upbringing work will contribute to the creation of corporate university (institute, faculty) culture. The implementation of civil and patriotic affairs makes it possible to raise a patriotic person who is responsible to his homeland, as well as to involve in active university (institute, faculty) life. Implementation of the approach aimed at formation and consolidation of the basis of the culture of healthy lifestyle will not only involve students in active university life, but will also bring a positive attitude to sports and healthy "dress code" (Table 2).

**Table 2.** System of collective upbringing activities and tasks permitted by them

<b>Activities</b>		<b>Tasks to be undertaken</b>
I.	Professional and practical activities	- develop readiness for integration; - "learning to learn"
II.	Institute, faculty, group activities	- form a cohesive team; - create an active initiative group of students; - develop tolerance; - inform about the possibilities of the university, cultural and educational institutions
III.	Spiritual and moral direction	- raise morality and shape values
IV.	Cultural and aesthetic direction	- promote corporate university culture
V.	Civil-patriotic complex of activities	- allow to raise patriotic person; - to engage in active university life.
VI.	Building and consolidating a healthy lifestyle culture	- inculcate a positive attitude towards sports and healthy lifestyle.

Thus, in the implementation of the system of collective upbringing measures presented, a goal and tasks that contribute to effective organization of the model of upbringing work in the university will be achieved.

#### 4. Discussion

Today in science there are many concepts of upbringing, developed by the most authoritative scientists. So, the concept of personal-oriented nurturing (its author E.V. Bondarevskaya) (Bondarevskaya i dr., 1997), includes a value-sense direction in the field of education, in which the student, as a person is at the center of the educational process, in which one of the most important objectives is the upbringing of the personality. In addition, the concept developed by a group of psychologists led by I.A. Zimnyaya (Zimnyaya i dr., 1998; Zimnyaya, 2006; Zimnyaya, 2006a), they consider education to be a certain process of shaping the attitude of a particular individual to the world around him. Based on the positioning of an individual, the concept of M.I. Rozhkov is formed (Rozhkov, Bajborodova, 2023).

The author's concept presented by I.M. Il'inskii (Il'inskij i dr., 1995), P.I. Babochkin (Babochkin, 2000), is aimed at the formation of a viable, active generation through their activities.

The analysis of the outlined concepts showed that the educational process is perceived by most of the authors as a process occurring in society, contributing to the determination of trends in the management of personality development through the upbringing environment, the motivation of students, and through the identity of the teacher.

In addition, many researchers discover the theoretical and empirical basis of upbringing in students of various specialties (Pocius, Malinauskas, 2022), offer ways to improve the legal culture of students (Ashirova et al., 2022), study the psychological and pedagogical conditions for the organization of upbringing activities within the framework of students' independent work (Kosshyugulova et al., 2022), develop an exemplary programme of upbringing, first of all, of a

socially active person (Kagerman'yan, 2003), answer questions of organization of educational space of the university (Selivanova, 2013: 5, Kiselev, Kiseleva, 2014: 29), etc.

However, a lot of questions about practical implementation of the concept of modern model of upbringing in the high school require considerable development.

## 5. Conclusion

Thus, there is no doubt that today there is a need to revise the established attitude to the upbringing process and its organization in a university. The considerable experience gained in previous decades should be used as it will enrich the modern upbringing model. In the current process of the ongoing reform of the entire system of Russian education, it is important to maintain a personal approach in the system of upbringing. Efficiency in the implementation of real nurturing work at the university is possible if the requirements for the development of the upbringing system are increased both by the educational institution and by the State, as well as with active State support.

Applying the concept of the modern model of university education at a university proposed by the authors, we can:

- create conditions for creativity;
- harmoniously and comprehensively develop and socialize the individual as a citizen of the Russian Federation;
- to achieve the formation of an individuality that is humanistically oriented towards society;
- to reveal the creative and spiritual potential of students.

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