

Technologies of Responsibility Development in Vocational Training

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Abstract

Successful fulfillment of professional tasks depends not only on the knowledge and skills of the individual, but also on the individual-psychological qualities of the character that determine professional identification. Responsibility is a marker of professional identification. Therefore, an important task of higher education is the development of responsible attitude to work, which is the basis of students' psychological readiness for the future profession. The psychological features of technologies for developing responsibility for future professional activities during studies at a higher educational institution are insufficiently studied. The aim of the research is to study the psychological features of the responsibility development for future professional activity.

The obtained empirical results show that: in the process of vocational training, the locus of control towards the internality increases; an increase in indicators of such psychological qualities of a person as: self-esteem, positive attitude, mobilization of one's potential, self-knowledge, self-education and self-affirmation accompanies an increase of responsibility indicators; in situations familiar to themselves, the respondents remain efficient, self-confident, and show the ability to personal control; in situations of confrontation with difficulties, self-confidence decreases, and the tendency to obey environmental influences increases. The results of the correlation analysis show that if a person is responsible for events in his/her life, is consistent and persistent in achieving results, then the result of his/her activity also grows, such people are more successful in their professional activities.

Therefore, for the development of responsibility it is necessary in the process of professional training to apply the technologies of psychological qualities development that determine the formation of the internality of the individual. Namely, these qualities are: self-esteem, positive attitude towards achievement of results, high estimation of the potential, mobility. The data obtained in the study should be taken into account in the process of psychological support of vocational training in a higher education institution. Prospects for further development of the problem of professional responsibility development may be the issue of studying gender psychological characteristics.

Keywords: *professional training, professional identification, responsibility, psychological features of responsibility development, technologies of responsibility development.*

I. INTRODUCTION

Changes in society place increasing demands on the technology of vocational training in higher education. Today, a specialist must be able to solve not only professional tasks, but also have certain personal qualities that will ensure his/her successful professional identification. The most important attributes of professional identification are the indicators of responsibility.

The analysis of existing technologies of study in higher education proves that modern vocational training is first and foremost a subject matter. The fact that today universities, along with solving problems of a substantive (theoretical and practical) nature, must solve the problem of creating conditions for forming a student's psychological readiness for future practical work. The outlined problem defines an important task for pedagogical psychology – the creation of responsibility formation technologies in modern vocational training. Therefore, the main task of vocational training is to develop a responsible attitude to work, which is the basis of students' psychological readiness for the future profession.

Responsibility in the profession is connected with professional consciousness, with the decision-making process, with behavior in which the ability of the individual to view his/her own achievements as a result of his/her efforts, qualities of character is realized. The responsibility of a specialist is an important characteristic of his or her professional position, which is usually regarded as professionalism.

II. LITERATURE OVERVIEW

Research on the problems of professional responsibility is determined by professional training and professional formation of personality. Features and patterns of professional training, the development of professional identity have been the object of many studies, namely: research: of professional consciousness (N. Kucherovska, H. Lozhkin, A. Samoilo, N. Shevchenko, etc.), professional thinking and reflection (H. Ball, M. Verban, N. Poviakel, N. Prorok, etc.), professional identity (E. Zeer, A. Markova, N. Chepelieva, L. Shneider, T. Tytarenko, etc.). The study of responsibility as an internal condition for organizing the vital activity of the individual, as a means of regulating his/her decisions and actions, is the object of scientific searches of many Ukrainian and foreign psychologists (K. Abulkhanova-Slavska, K. Muzdybaiev, M. Savchyn, O. Sannikova, V. Safin etc.).

Successful performance of professional tasks depends not only on the knowledge and skills of the individual, but also on the individual-psychological qualities of the character. The criterion that determines a professional's future success is responsibility.

However, the outlined problem is multifaceted and studies have not solved it. Psychological features of technologies of responsibility development for future professional activity during studying at a higher education institution need to be carefully studied. The relevance of the outlined problem is also caused by its practical importance for the improvement of technologies for training future specialists. Summarizing, we note that in the psychological literature there is insufficient data on what effect the educational process at the university has on the development of personality traits that determine responsibility for future professional activities. The aim of the research is to study the psychological features of the development of responsibility for future professional activity.

III. RESEARCH RESULTS

An empirical study of the locus of control was carried out on the basis of Mukachevo State University. A sample of subjects was 80 people (40 freshmen and 40 graduates).

The following methodological complex has been used in the study: theoretical and empirical methods. Theoretical methods: analysis, generalization and systematization of sources for the problem under study. Empirical methods: research of self-relations of S.R. Pantelieiev, «Sens-of-life orientation test» of D.O. Leontiev, assessing the level of personality claims (V.K. Herbachevskyi questionnaire), study of the level of subjective control by E. F. Bazhyn, Yu. M. Orlov 's method (the questionnaire «The need to achieve the goal»).

The methods of mathematical and statistical analysis were used to analyze the obtained empirical data: nonparametric criteria for comparison of U-Mann-Whitney samples, Pearson correlation analysis.

The results of the study prove that in the process of vocational training, with the acquisition of practical skills, quality indicators increase (self-esteem, positive attitude to achieving the result, high assessment of

their potential, mobility), which significantly result in the level of responsibility. That is, the graduate student getting the first professional positive experience becomes more confident in making decisions, analyzing the first professional mistakes assumes responsibility for them.

This is also evidenced by the results of the correlation analysis: if a person is responsible for the events in his/her life, consistent and persistent in achieving results, then he/she also increases the result of activity, such people are more successful in their professional activity. Also, with the growth of general internality in respondents, the confidence in the fact that it is human nature to make decisions independently and freely implement them in life increases.

Thus, the theoretical model presents the conditions for the development of professional reflection, namely: 1) stimulation and support of reflexive processes, in particular, the use of reflexive programming, certain types of control of reflexive processes and structures, reflexive simulation; 2) a problematic approach; 3) taking into account the age-related psychological characteristics of student youth and the characteristics of their leading activities; 4) the development of personality traits through which the influence on professional reflection is mediated; 5) professional and psychological direction of training (Tetyana D. Sherban, Inokentii O. Korniienko, Olga Yu. Voronova, Taisayu Yamchuk, 2020)

IV. DISCUSSION OF RESEARCH RESULTS

«Responsibility» as a scientific category of psychology is the object of research of many Ukrainian and foreign psychologists (K. Abulkhanova-Slavska, I. Bekh, T. Haieva, M. Dryhus, S. Maksymenko, K. Muzdybaiev, L. Rehus, M. Savchyn, O. Sannikova, V. Safin and others).

Researching this category, scientists emphasize that «responsibility»: implies the correlation of personality requirements of reality and their own needs (S. Rubinstein); it is a voluntary (internally accepted) realization of a need (rules, requirements, etc.) the need assigned by the subject is fulfilled in the framework and forms determined by the subject personally (Abul'khanova-Slavskaya, 1985: 3-18); the main element of the structure of personality, which determines the degree of freedom and the main direction of human behavior (Kosolapov, Markov, 1969); an alloy of motivational-affective, intellectually-cognitive, activity-behavioral formation (Safyn, 1986).

Extensive research on responsibility was carried out by T. Tytarenko, who proves that responsibility implies freedom of decision making, freedom to choose goals and ways, methods and styles of their achievement. Since the choice of the possibility of action is based on the activity of the subject, the degree of his/her personal responsibility is due to the direction and social results of his/her activity (Tatenko, 2004: 13–36).

In his writings, M. Savchyn emphasizes that moral constructs of consciousness as specific means of moral interpretation of reality, through which the subject perceives reality and himself/herself in it, are important for the functioning of responsibility (Savchyn, 2008: 28-29).

According to the theory of the locus of control by J. Rotter, the decisive importance belongs to anticipation (prediction), the expectations of reward by the subject, which is the result of his/her actions (reinforcement). For individuals with an internal model of interaction, success, greater confidence, commitment, independence, poise, friendliness, and contact are characteristic. Individuals characterized by an external locus are subordinated to the group (Rotter, 1988). Internals and externals are the opposite. Thus, the internal locus of control characterizes socially mature people, and the external locus impedes personal growth.

There is no doubt that it is in professional activity that not only a specialist but also a personality is formed. It is professional activity that creates a system of relations to the world, to society, to oneself. Responsibility is the basis of worldview (Shcherban, Bretsko, 2018: 131-133). The development of professional responsibility is possible provided that the social experience of the individual is used, that is, provided the experience is connected to the «professional self» (Kyclyak, 2010: 87-89). A specialist who is characterized by responsible attitude is distinguished from others by such psychological properties as self-confidence, positive attitude towards the fulfillment of his/her professional duties, and desire for self-realization (Kukharchuk, 1984).

Higher education, primary professionalisation, shapes professional self-awareness in general, and the responsibility for making appropriate professional decisions in particular. Technologies of responsibility formation should be aimed at the development of such psychological qualities of the individual as: self-

esteem, positive attitude, mobilization of one's potential, self-knowledge, self-education and self-affirmation based on mechanisms of control and self-responsibility.

It is these qualities that will help to shape the responsibility of a person for his/her decisions. Therefore, responsibility in the profession is a complex multidimensional characteristic of the individual. Responsibility performs a regulating and controlling function in professional life. Thus, the psychological characteristics of the qualities that shape responsibility are the technologies of its development.

The student period is a period of gaining experience in making independent decisions, forming a sense of responsibility for their consequences, the ability to achieve large enough goals, vital for the development of confidence and future personality efficiency (Ksenofontova, 1999: 103-114). Therefore, the issue of the development of personality traits that shape his/her responsibility is particularly relevant.

The empirical study made it possible to trace the locus of control trend, its orientation and characteristics such as general internality, externality. Using the study methodology of the of subjective control level by E. Bazhyn, the indicators and orientation of the locus of control, which reveals individual features in different areas of life, have been determined. The results of diagnosis by E. Bazhin (rate of 5.5) are presented in table 1.

Table 1: Results by the method of SCL

Scales	Students			
	Freshmen		Graduates	
	X aver.	$\bar{\sigma}$	Xaver.	$\bar{\sigma}$
general internality	4,08	2,16	4,90	1,96
internality in the field of achievements	4,53	2,28	5,85	2,13
internality in the field of failure	4,09	1,86	5,10	2,24
manifestation of internality in family relationships	4,45	1,73	5,46	1,36
internal locus of control in the sphere of industrial relations	4,18	1,08	3,61	1,21
internality in interpersonal relationships	6,03	1,74	6,10	1,63
internality in the field of attitude to health and diseases	4,45	2,52	5,58	2,30

Comparison of the obtained results made it possible to draw the following conclusions. Both groups of respondents show the same tendencies, namely the studied ones have average indicators, and typical is the lack of high internality indicators. However, there are differences. The graduates demonstrate: the external tendency of the locus of control manifestation on the scales of «general internality», «locus of control in the sphere of production relations» and «internality in the field of failures»; graduates show the internal tendency of the locus of control according to the following scales: «internality in the field of achievements», «internality in family relations», «internality in the field of interpersonal relations», «internality in the field of attitude to health and diseases», «internality of achievements», «internality in the field of healthcare and diseases». So, summarizing, we note that among graduates, the indicators of internality exceed the indicators of freshmen, except for the results on the scale of «internality of relations with people». On other scales, the results of research of freshmen indicate their external direction of control and do not exceed the mark.

Responsibility and self-esteem are interrelated. For a more thorough study of this connection, diagnosis was carried out according to the method of S.R. Pantelieiev, which is designed to identify the structure of self-identity. Self-attitude is viewed in the context of ideas about one's own sense of self as a general expression of meaning and a generalized sense of one's self. Using the methodology, the main indicators of the structure of the personality's self-attitude, namely knowledge or self-image, have been determined (see Table 2, the norm 4-7stens).

Table 2: The results of the study according to the method self-attitude of S.R. Pantelieiev

Scales	Students			
	Freshmen		Graduates	
	Xaver.	$\bar{\sigma}$	Xaver.	$\bar{\sigma}$
isolation	6,03	1,69	6,05	1,32
self-confidence	6,20	1,74	6,5	1,62
self-guidance	5,98	1,72	6,18	1,53

reflected self-attitude	5,73	1,62	6,13	1,34
intrinsic value	7,13	1,36	7,28	1,57
self-acceptance	5,10	1,52	6,33	1,77
self-propitiousness	6,15	1,66	5,65	1,67
internal conflict	4,88	1,38	4,88	1,28
self-blame	4,3	2,11	4,78	2,04

The analysis of the obtained results makes it possible to state the following. The two groups of respondents are characterized by the manifestation of: all indicators at the average level (4-7 stens); high-level indicators on the scale «intrinsic value» (freshmen - 7.13, graduates - 7.28); identical indicators on the scale «internal conflict» (4,88); higher scores on all other graduates' scales, unlike freshmen, except indicators on the «self-esteem» scale (6.2 and 5.6); indicators that show differences, namely the results on the scales of «self-confidence» (6.2 and 6.5) and «reflected self-attitude» (5.7 and 6.1), «self-acceptance» (5.1 and 6.3), «self-blame» (4.3 and 4.8). The obtained results indicate that: in habitual situations, the respondents show confidence, ability to self-control; in difficult situations, confidence decreases, and propensity to subordinate to environmental influences increases; all respondents (both freshmen and graduates) show selective attitudes towards themselves as individuals.

The question arises about the psychological features of the individual self-realization, the locus of control of his/her life. For this purpose, diagnostics was performed according to the method "Sens-of-life orientation test", developed by D.O. Leontiev. The results are presented in table 3.

Table 3: Results by the method of SLOT

Scales	Students			
	Freshmen		Graduates	
	Xaver.	σ	Xaver.	σ
goals	31	7,4	30	5,8
process	30,45	6,02	29,98	5,17
result	24,38	6,44	23,18	5,28
lc- Self	19,95	5,41	18,25	5,31
lc-life	30,55	6,80	28,88	5,97
total	99,83	19,30	98,25	18,54

The analysis of the obtained results shows the following: indicators in both groups are within the limits of the norm and are not significantly different, and the orientation of the locus of control in both groups balances on the border of internality and externality; indicators of the group of graduates exceed the norms only on the scales «process» (29,98) and «LC-life» (28,88); freshmen group scores exceed the norm on all scales except «process» (24,38); comparing the indicators of the two groups with each other shows higher results in the freshman group (except for the indicators on the «process» scale (24,38)).

To diagnose the components of the personality's motivational structure, a methodology for assessing the level of personality claims has been applied. The obtained results allow to evaluate the motivation on 15 scales (the norm is an average of 10-16 points). The analysis of the results shows that their overwhelming majority in both groups is within the normal range (see Table 4). However, the indicators of the graduates group indicate their greater self-confidence, self-esteem, positive inner attitude, high appreciation of their potential, mobility. Freshmen demonstrate higher scores on the scales of «avoidance motive», «motive for change of current activity», «giving personal importance to the results of activity», «estimation of the level of achieved results», «initiative». This indicates a fear of showing a poor result and the consequences that result from it, and indicators of the «motive to change current activity» scale reveal tendencies for termination of work, and these tendencies are also exciting for the subject.

Table 4: Average indicators of assessment of the personality claims level

Scales	Students			
	Freshmen		Graduates	
	Xaver.	σ	Xaver.	σ
internal motive	12,25	3,62	13,73	3,64

cognitive motive	15,26	4,42	15,38	3,18
avoidance motive	17,35	2,79	14,28	4,31
competitive motive	15,50	4,36	14,85	3,89
motive to change current activity	16,68	3,55	14,98	4,31
self-esteem motive	15,45	3,38	15,83	3,71
personal significance of activities results	11,78	5,20	9,88	2,99
the level of difficulty of the task	9,40	2,28	9,00	2,30
manifestation of willpower	14,35	2,98	14,35	3,00
assessment of the level of achieved results	12,15	2,39	11,30	2,07
assessment of own potential	12,85	3,48	13,55	3,69
the intended level of effort mobility	14,58	3,10	15,95	3,19
expected level of performance	12,25	3,33	11,08	2,44
regularity of results	12,98	4,96	14,90	3,77
Initiative	15,18	3,86	14,40	3,25

Assessment of the level of achieved results is correlated with the possible achievements of the subject in a certain type of activity. According to the scale «manifestation of willpower», both groups show the same result, and the results on the scale «level of difficulty of the task» in both groups are below normal. In the actual behavior of the subjects, this can be manifested in the choice of only medium or too light goals, in severity or complexity, goals, increased anxiety, self-doubt and lack of self-confidence, general tendency to avoid competition, uncriticality in assessing what has been achieved, an erroneous forecast for the future, and more.

To determine the need for the achievements of freshmen and graduates, the test by Yu.M. Orlov «The Need for Achievements» was used. According to this technique, several levels are distinguished: low, lowered, medium, elevated and high. According to the results of the study, it turned out that the highest rates are observed at the average level, both in the group of freshmen and in the group of graduates. This indicates that achievement is important for all students, they worry about the result, but the result itself is not put in the first place for them. There is also a tendency, that the subjects have neither high nor low indicator of the level of need for achievements. And only in a few cases there is a reduced and increased need for achievements. Thus, the results of the study show that the need for achievement does not depend on age.

In order to identify the relationship between the scales for determining the locus of control in student age, a correlation analysis was carried out using the correlation coefficient of K. Pearson.

Table 5: Correlation analysis of methods according to the Pearson criterion

Scale 1	Scale 2	R	P
LC Life	Overall internality	0,531	0,01
The regularity of the results		-0,608	0,01
Targeted mobility of efforts	Internality of achievement	-0,589	0,01
Regularity of results	Internality of failures	0,512	0,01
Result	Overall internality	0,505	0,01
Giving personal significance to the results		-0,475	0,01
Motive for change	Task difficulty level	0,488	0,01
General motive	Internality of relations with people	-0,344	0,01

When conducting correlation analysis, the following relationships were identified. General internality immediately correlates with several scales, namely, LC-life, regularity of results, the result, providing personal significance to the results. A direct correlation is observed between total internality and LC- life ($r = 0.531$, at $p = 0.01$), as well as between internality and outcome ($r = 0.505$ at $p = 0.01$). This indicates that with an increase in general internality, the result and LC-life increase. The inverse correlation between the general internality and the regularity of the results ($r = -0.583$ at $p = 0.01$) and the provision of personal significance of the results ($r = -0.475$ at $p = 0.01$). This suggests that with an increase in overall internality, results are reduced or the personal significance of the results is provided. Also, scales such as: regularity of results and internal failure ($r = 0.512$ at $p = 0.01$), motive for changes and level of difficulty of tasks ($r = 0.488$ at $p = 0.01$) directly correlate with each other. There is an inverse correlation between the scales: the

intended level of mobility of efforts and the internality of achievements ($r = -0.589$ at $p = 0.01$), the general motive and internality of relations with people ($r = -0.344$ at $p = 0.01$).

V. CONCLUSIONS

Professional activity requires from the individual not only certain skills and knowledge, but also certain individual-psychological qualities in order to achieve professional success. Responsibility is a marker through which you can track the process of achieving future professional success. Vocational training in higher education institution should shape the psychological qualities that form the responsibility that fulfills the regulatory and controlling function in the process of developing psychological readiness for the profession.

Theoretical analysis of the problem made it possible to distinguish the qualities of the personality that contribute to the formation of responsibility: self-esteem, positive commitment to the achievement of results, mobilization of one's own potential, self-recognition, self-education and self-affirmation based on mechanisms of control and self-responsibility. Psychological features of the development of these qualities can be technologies of responsibility formation. Moreover, it may be due to the cross-sectional intervention of the research which demands a long-term follow-up (Karimi Goodarzi, P., Rafikhah, M., Mohsen Rahnejat, A., & Eskandaripoor, M., 2018).

The empirical study made it possible to trace the trend of locus of control, the psychological qualities that accompany the development of responsibility in the process of vocational training.

The obtained empirical results show that: in the process of vocational training, the locus of control towards the internality increases; an increase in indicators of such psychological qualities of a person as: self-esteem, positive attitude, mobilization of one's potential, self-knowledge, self-education and self-affirmation, accompanied by an increase in indicators of responsibility; in the familiar situations, the subjects remain efficient, self-confident, focus on the success of their endeavors, and show the ability for personal control; in situations of confrontation with difficulties, self-confidence decreases, restlessness, anxiety grow, the regulatory capabilities of "Self" weaken, the tendency to submit to environmental influences intensifies; a tendency has been recorded to highly appreciate a number of one's qualities, to recognize their uniqueness, while other qualities are clearly underestimated, so the comments of other people can cause a feeling of low value, personal failure; the subjects are inclined to accept not all their merits and criticize all their shortcomings, there is the desire to change only some of their qualities while maintaining others.

The results of correlation analysis prove that if a person is responsible for the events in his/her life, consistent and persistent in achieving results, then he/she also increases the result of activity, such people are more successful in their professional activities.

From the study of the psychomotor-related literature, we found out that it offers several evaluation test models (Berdilă, A., Talaghir, L.G., Iconomescu, T.M., & Rus, C.M., 2019).

In the process of vocational training, the ability to self-regulation, a sense of responsibility for one's own decisions, perseverance and will are still in the formation period. Of course, all these qualities appear in young people as they accumulate their own experience. However, the psychological support of the application of technologies for the responsibility development optimizes the process of forming psychological readiness for professional activity, which is equally important as substantive preparation. So, for the development of responsibility, it is necessary in the process of training to apply technologies for the development of psychological qualities that determine the formation of the individual's internality. Namely, these qualities are: self-esteem, positive attitude to achieve a result, high assessment of one's potential, mobility.

The data obtained in the study must be taken into account in the process of psychological support of vocational training in a higher educational institution. Prospects for further development of the problem of developing professional responsibility may be the study of gender psychological characteristics.

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