

## Practical Recommendations for the Development and Implementation of Youth Policy in the University as a Tool for Development of Student Public Associations

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### ABSTRACT

The research urgency is caused by the increase of social responsibility of universities for improvement of the quality of higher education and development of students' socio-professional values. In terms of the conflicting realities of modern society the youth policy at the University is the most important tool to form students' commitment to universal human and national values, involvement in socio-political, socio-cultural and professional activities. The purpose of this article is to develop practical recommendations for the development and implementation of youth policy in the University as a tool for development of student public associations. The leading approach of the study is the integrative approach which allows to consider the youth policy in the University as a component of the educational process that combines a system of normative-legal, organizational- managerial, psychological-pedagogical, scientific-methodical measures that are implemented on the basis of interaction with civil society institutions, with the aim of expanding opportunities for effective self-realization of young people and achievement of sustainable socio-economic development of modern society. The study involved 450 teachers, 600 students, which revealed the criteria for the effectiveness of youth policy at the University. Main results of the research consist in the identification of organizational and managerial measures aimed at the creation and coordination of the activities of the Department of youth policy at the University (development of local normative acts, specific activities in areas of the state youth policy, interaction with public federations and associations); psycho-pedagogical measures to facilitate the social adaptation of students (workshops, individual and group counseling, the study of individual-typological peculiarities of the personality of students). The significance of the results is that the identified organizational and managerial measures allow us to determine the functions and structure of the Department of youth policy at the University. The implementation of psycho-educational measures allows us to optimize the development of student self-government.

### KEYWORDS

Youth policy, social responsibility of universities,  
student government

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## Introduction

The research urgency is caused by the increase of social responsibility of universities for improving of the quality of higher education and the development of the students' socio-professional values. Social responsibility is the Foundation of social institutions and democratic state, which recognize their responsibility for meeting citizens' basic needs and taking the appropriate practical efforts for it. Social responsibility of the University is reflected in its contribution to the development of society and involves the voluntary sharing with the state of responsibility for socio-economic development of the region, the solution of the most acute and urgent social problems, meeting vital social needs of the population (Niyazova, 2008; Kosarenko et al., 2016). The social responsibility of universities leads to the fulfillment of the following functions: 1) reproduction of public intelligence is a providing educational services for society, aimed directly at training of highly qualified and competitive working staff as one of the decisive factors of scientific-technical and socio-economic progress, increase of investment attractiveness of the University (Kamasheva et al., 2016; Petrova et al., 2016; Biktagirova, 2016). the development of a system of social and professional values, promoting sustainable development of the region of presence, the consolidation of society, formation and realization of civil initiatives (Petrova et al., 2016). In terms of the conflicting realities of modern society the youth policy at the University is the most important tool of formation of students' commitment to universal human and national values, involvement in socio-political, socio-cultural and professional activities. In Russia, the development and implementation of the directions of the youth policies take place at all levels of government (Federal, regional, municipal) and at the level of educational institutions. The interests and needs of youth are taken into account in the implementation of programs of socio-economic development. In 2014, the Russian Government approved the document "principles of state youth policy of the Russian Federation until 2025" (direction of the government of the Russian Federation, 2014). The document notes that youth policy is a special activity of the state, carried out on the basis of interaction with civil society institutions, active interagency cooperation, and is aimed at civil and Patriotic, spiritual and moral education of youth, expanding of the opportunities for its effective self-realization in order to achieve sustainable socio-economic development, global competitiveness, national security, and strengthen of its leadership positions on the world stage. Thus, student youth is considered as the guarantor of socio-economic stability, the future individual survival, as well as a common strategic resource of development of society. The University is a major social institution that creates public goods (educational services) and carries out a complex of long-term programs on the development of social infrastructure, preservation of regional socio-cultural identity, formation of social norms of behavior, which largely determine the socio-economic structure of the region and the country as a whole. The University aims to create conditions for the development of personal qualities of students, manifestation of a higher level of social activity, full self-realization in the socio-economic and socio-political spheres of life (Pugacheva et al., 2016a). The purpose of this article is to develop practical recommendations for the development and implementation of youth policy in the University as a tool for development of student public associations.

## Methodological Framework

A leading approach to the study is the integrative approach. The integrative approach allow us, firstly, to consider the youth policy in the University as a component of the educational process, uniting the system of normative-legal, financial-economic, organizational-managerial, informational-analytical, personnel, psychological-pedagogical, scientific-methodical measures that are implemented on the basis of interaction with civil society institutions, with the aim of expanding of opportunities for effective self-realization of young people and achievement of sustainable socio-economic development of modern society (Pugacheva et al., 2016a; Matveev et al., 2016). Secondly, the integrative approach allowed us to determine a set of principles for the development and implementation of youth policy at the University: 1) the constitutional guarantees of equality of the rights and freedoms of citizens; 2) the responsibility of the University for the observance of the legitimate interests of students; 3) the students' responsible for the implementation of their constitutional rights and responsibilities in the spheres of state and public life; 4) the recognition of students as equal partners in the development and implementation of youth policy; 5) priority of social support for orphan students, students living on campus; 6) the provision of basic services for cultural, social, and physical development of the youth, possibilities for effective self-realization; 7) support for activities of student public associations; 8) the development of interaction with civil society institutions; 9) the improvement of using of information resources and infrastructure for the implementation of youth policy; 10) strengthening of mechanisms of legal regulation and unity of the youth policy at the Federal, regional, municipal levels and the University level. During research following methods were used: theoretical (analysis, synthesis, generalization, systematization); sociological (observation, interviews, questionnaires).

## Results

The main results of this study are: 1) organizational-managerial and 2) psychological-pedagogical measures, as structure-forming components of youth policy at the University; 3) experimental verification of the effectiveness of organizational-managerial and psycho-pedagogical measures.

### ***Organizational-managerial and psychological-pedagogical measures, as structure-forming components of youth policy at the University***

It is found that organizational-managerial measures include: an analysis of Federal, regional and municipal programs on realization of youth policy; the development of local normative-legal acts; the development of interagency cooperation on the implementation of youth policy; organization of interaction with community federations and associations, civil society institutes; development and implementation of specific activities in the areas of youth policy and monitoring of their effectiveness. It is established that the implementation of organizational and managerial measures determines the creation and coordination of the activities of the Department of youth policy at the University. The activities of this Department are based on current Federal and regional legislation, the solution of the Academic Council of the University, the order of the rector and the special provisions (the youth policy Department of

the Kazan Federal University, 2016). The main objectives of the youth policy Department at the University are: 1) formation of conditions for successful self-realization of young people, development of high performance sport, the protection of the legitimate rights and interests of youth; 2) development of concept, program and projects in the sphere of youth policy; 3) the implementation of socially significant events in the sphere of youth policy; 4) the organization of interaction of activities of public, charitable organizations, federations and associations dealing with youth policy; 5) contributing University students' and graduates' employment; 6) organization of social protection and support, solution of social problems of young people related to social welfare, accommodation in the University campus; 7) the successful adaptation of first-year students to University education; 8) the development of student self-management and student public associations; 9) pedagogical management of the educational process (Yepaneshnikov et al., 2016; Pugacheva et al., 2016b).

In accordance with the objectives the youth policy Department is entrusted with the following functions: 1) development of projects of local normative legal acts within its competence; 2) the development of targeted programs and specific activities; 3) participation in the development and implementation of federal and regional target programs aimed at addressing the problems of employment, education, social protection of youth, promoting its spiritual and physical development, support for the activities of student organizations; 4) participation in the development of standards for funding of youth policy; 5) information and methodical support of the activities of structural divisions of the Department of Youth Policy, the student self-management bodies and public associations; 6) provision of training of University national teams and individual athletes in different kinds of sport, their performances at the regional, national and international competitions; 7) the organization of the preparation and publication of methodological literature on youth policy; 8) preparation of analytical and review materials on the implementation of youth policies at the federal, regional and municipal levels and the university level; 9) organization of the system of professional training, retraining and advanced training of professionals working in the field of youth policy; 10) contributing to the organization of students' improving rest; 11) contributing to the efficiency improving of anti-corruption policies in universities (Zamaletdinov et al., 2016).

Functions of the Youth Policy Department led to the organization in its structure of the following departments: working with community organizations and supervisors; patriotic education and crime prevention; cultural work and support of the student club; sports-mass activities; social protection; organization of accommodation and extracurricular activities on campus; health-preventive work and psychological assistance.

### ***Psycho-pedagogical measures, such as structure-forming components of youth policy at the university***

Psycho-pedagogical measures include: individual and group counseling; study of individual-typological features of the identity of students; trainings of personal growth and self-development, business training; helpline (Psychological Service of Kazan Federal University, 2016). It is found that the implementation of psycho-pedagogical measures contributes to: the expansion of representations

of students about their own abilities; the acquisition of confidence in their own strength; the formation of resistance to stress, the development of the capacity for self-regulation; adaptation to the new socio-educational environment; formation of a sustainable focus on the educational and professional activities; education of readiness to overcome the subjective and objective difficulties, taking responsibility for their own lives; the formation of a capacity for adequate conscious behavior; mastering of professional self-development skills. It is found that the implementation of psycho-pedagogical measures such as structure-forming components of youth policy at the university causes the creation of psychological service. The main objective of the University psychological service is the psychological support of full personal and intellectual development of students, formation of abilities to self-education and self-development; strengthening of the psychological health of students and employees of the university, the prevention of mental health problems. Psychological service operates on the basis of the solution of the Academic Council of the University, the order of the rector and the special provision.

A separate area of activity of psychological service is the inclusive support (providing of social and psychological integration of students with disabilities into the University livelihoods). Directions of inclusive maintenance: 1) carrying out of professionally orienting testing and counseling for enrollees with disabilities and invalids as well as their parents on the questions of selection of occupations or professions that are available according to the state of health, their own interests; likes and abilities; 2) organization of adaptation trainings for freshmen with disabilities and invalids; 3) making of recommendations for the faculty on the selection and development of training materials based on psychological and physiological characteristics of students with disabilities and invalids; 4) assistance in carrying out of the current control of progress, intermediate and final state certification of students based on disorders of the body and individual psycho-physical characteristics; 5) organization of volunteer movement of students to optimize the processes of integration of students with disabilities and invalids in the youth environment.

### ***Experimental verification of the effectiveness of organizational managerial and psycho-pedagogical measures such as structure-forming components of youth policy at the university***

Experimental verification was carried out from 2014 to 2016. The experimental test was attended by 450 teachers, 600 students of Kazan Federal University. Experimental verification took place in three stages: the ascertaining, forming and controlling.

On ascertaining stage, the opinion of teachers and students is found about the development and implementation of youth policies at the university. It is found that the majority of teachers (87%) believe that the Youth Policy is a special direction of activity of the University and for its successful implementation a special department is required. 88% of teachers explain the need for the organization of the Department of Youth Policy at the University by the fact that young people is the "future of the country", "this is our change" that "what you sow, that you reap"; 68% by the fact that the younger generation is "abandoned", "young people of today live in themselves, no one needs them", "youth will eventually be lost if no action is taken," we must urgently do

something about it, otherwise miss the youth." A survey of students shows that, in the opinion of 78%, they are not sufficiently informed about the priorities of federal public policy; 79% - do not know about regional programs aimed at the implementation of youth policy; 81% - do not know the regulatory framework governing youth policy. Most students (86%) are convinced that the development and implementation of youth policies at the university is the guarantor of its security.

In the forming stage the psychological service of the university was created and the activities of the Youth Policy Department were optimized. Psychological Service of the University organized: 1) a set of trainings "My Dream Team", "Potential of the person", "Exams without panic and stress" for the development of communication skills, leadership qualities, skills of effective teamwork; constructing of a successful personal development programs; familiarization with different ways of storing of educational material, methods of self-control and relaxation, techniques to reduce pre-examination stress; 2) psycho-diagnosis courses, visiting of which teach the students to identify personal characteristics (temperament, positive and negative traits, values, level of self-esteem); manage their business and professional skills, use leadership and organizational skills, make strategies in interpersonal communication; understand the features of motivation in personal and professional life.

Department of youth policy initiated the establishment of public student organizations and associations: 1) Universities Allied for Essential Medicines (UAEM) Kazan (Universities, combined to provide access to essential drugs, Kazan). This branch of the International non-commercial organization representing the global movement of students from universities in the world, united to work together to improve the availability of essential medicines in more than 60 universities in 15 countries (<http://uaem.org/chapters/>). Universities do not possess only opportunities, but also a duty in the face of their communities to work to improve global access to health goods. UAEM of Kazan aims to empower students to respond to the crisis of access to medicines and medical innovation; 2) Association of foreign students and post-graduates, whose main objective is the protection and representation of the interests of international students, assistance in social adaptation, as well as the strengthening of friendship of peoples; 3) the author's self-determination Youth Centre with the aim to implement different projects: a festival of international communication, video creativity festival of youth, sports and ecological game "Clean Park", student studio "Public opinion", the promotion of blood donation and volunteering, youth tour agency, bard song festival. The total number of regular participants - 580 students; 4) Brain Club, engaged in conducting at the University of intellectual games competitions ("What Where When?", "Brain Ring", "Custom Game" and so on. 5) Student volunteer psychological service "Aelita" to promote social and psychological rehabilitation and adaptation of children in difficult life situation; increasing of the level of psychological and moral culture of youth; development among students and young workers of the idea of charity; 6) Student Business Incubator, with the aim to help students in the realization of business ideas as well as improving of literacy in the field of entrepreneurship. Business Incubator organizes trainings and seminars aimed at development of the entrepreneurial competences and personal effectiveness; master classes from successful entrepreneurs; solution of business cases; business games; project teams; meetings with successful entrepreneurs and



authors of media technology works on the topic of projects; performance of real orders from partners (innovative enterprises); scale of business ideas in the field of trade and services from other regions of Russia in the region of presence; gatherings; forums; competitions of business ideas, projects; Entrepreneurship Olympics; Summer training camps; virtual and real excursions in successful companies; familiarity with the work of regional business incubators; counseling at the stage of preparing of the application to participate in business competitions; assessment of business ideas with experts in the field of entrepreneurship; traineeship in existing plants in order to obtain practical experience, making business relations; possibilities of apprenticeships in innovative companies (performance on their basis of course projects and diploma works); as well as assisting in the search for investors; helping to finalize business projects to participate in grant competitions; 7) Youth Center of career planning, in order to contribute to the implementation of state personnel policy in the sphere of youth employment; protection of labor rights of young specialists; providing of a unified information database of vacancies and reservists; Youth personnel reserve formation on the basis of higher education institutions of the Republic of Tatarstan and intercollegiate reserve; interaction with human resources' services organizations in the implementation of joint projects for the promotion of youth employment; formation of the Council of graduates and employers.

For the development of student self-management and the improvement of the students' role to provide higher education modernization a Coordination Council of public student organizations and associations was created. The Council includes the heads of student associations (organizations, clubs, associations, movements, etc.), headed by the Chairman elected at a meeting of leaders of student associations through open vote.

In the control stage the performance criteria of youth policy at the University have been revealed (Table. 1).

**Table 1.** Evaluating of the effectiveness of youth policy at the University, which was revealed in the control stage (percentage)

Criteria of efficiency of youth policy at the University	Teachers	Students
the involvement of youth in social practice and its awareness of the potential opportunities for self-development	84	100
providing support for scientific, creative and entrepreneurial activity of youth	87	93
the formation of an integrated support system with leadership skills, initiative and talented youth	81	93
Contributing to the social and professional values' formation among young people	84	91
coordination of activities of public student organizations and associations	88	96

From table 1 it is seen that teachers are more critical in assessing of the effectiveness of youth policy at the University.

### Discussions

A number of studies are dedicated to the problem of development and realization of youth policy. The subject of scientific discussions includes the content of youth policy, criteria for evaluating of its effectiveness, regional characteristics. The content of the youth policy at the present stage is revealed in the works of I.M. Il'ynskiy & V.A. Lukov (2016), I.J. Semenova (2016), K.V. Timkina (2016), O.V. Mikhaleva (2016). Criteria for evaluating of the effectiveness of youth policy are developed in the publications of A.I. Andreev & I.V. Il'yn (2016), A.A. Kustov & Z.A. Fardzinova (2016), A.A. Grigorenko (2016), L.V. Karnausenko (2016). Regional peculiarities of youth policy are revealed in the research of D.S. Saralinov (2016), E.E. Moskvicheva & N.I. Larionova (2016), D.R. Ishkildina (2016), D.A. Agarkova, M.S. Komarov & E.V. Matveeva (2016). According to these authors, the content of the youth policy should be aimed at achieving of the competitiveness of the Russian youth (the formation of competitive young generation). This idea is not objectionable, but the content of the youth policy needs to reflect the development of competences of students with the goal of expanding of opportunities for effective self-realization. The modern innovative economy requires the solution of problems of staffing, which implies the integrated development of human capital. Priority of youth policy should be the development of man and the creation of conditions for his or her self-realization. The main target of this approach is the youth whose potential (resource) of development is able to make economic reforms, to ensure rapid economic growth, qualitatively improve the standard of living in the country. In the set of criteria of youth policy these authors combine the development of creative and projecting thinking, a conscious and responsible social behavior. It is undoubtedly important. But we believe that the criteria of youth policy should primarily reflect the process of its implementation. Investing in youth is not only a principally new level of government expenditure on youth projects, but also fundamentally new understanding of the place of youth in society, giving young people not just guaranties and resources, conditions and opportunities. Therefore, the criteria of youth policy must reflect the provision of realization of creative, intellectual, and physical potential of young people, the conditions of its active participation in society life. Regional peculiarities of youth policy are considered under the angle of national-religious characteristics. However, the region is characterized also by socio-economic parameters. This leads to the inclusion into a set of regional features of the youth policy of its infrastructure, interagency cooperation, the role of educational institutions. Thus, the subject of research is the state youth policy, as for questions of development and realization of youth policy at the University – they are not paid enough attention.

### Conclusion and recommendations

It is found that youth policy at the University is a component of the Federal youth policy aimed at empowering youth in socio-economic development of the state. At the University the youth policy is primarily a tool for the development of student public associations contributing to the self-realization of young people and providing training for competent and responsible participation in society life. It is found that the effectiveness of the development and implementation of youth policy in the University as a tool for development of student public associations will increase under the following conditions: 1) the organization of the youth policy Department as a structural subdivision of the University,



providing the development and implementation of a holistic conception of youth policy; involvement of youth in social practice and its informing about youth projects at the levels of Federation, region, municipality, University; 2) the creation of the psychological service at the University, providing psychological counseling and support of students; contributing to integrating of students with disabilities into society; contributing to the empowerment of students in their future career, achieving of personal success; leading to the formation of stable motivation of students for self-organization, self-realization.

The results of the study allow us to outline the prospects for further research of this problem that are associated with the development of scientific and methodical support to identify and support gifted young people; the features of pedagogical leadership in the development of creative activity of young people; mechanisms of realization of innovative potential of youth in interests of social development of youth. The article can be useful for managers and university teachers; staff of the centers of advanced training and retraining of personnel in the selection and structuring of contents for qualification improvement of the University teaching staff.

### Disclosure statement

No potential conflict of interest was reported by the authors.

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