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## A model for prevocational training of specialists: managing the “Media class in Moscow schools” project as an example of implementing state and municipal education policy

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**Abstract.** The study presents an analysis of the development of pre-professional education in Moscow with an emphasis on the implementation of the Media Class in a Moscow School project, which has become an example of successful integration of media technologies into the educational process. Key management decisions are considered, such as standardization of educational routes, development of specialized and additional teaching aids and programs, as well as interaction of schools with universities and enterprises. Particular attention is paid to the increasing role of municipal support, which ensures the unity of educational approaches and coordination of actions between educational institutions and external partners. The authors study the educational needs and interests of students in media classes of Moscow schools based on the results of the survey. The main areas of study in demand among schoolchildren are identified, including media production, journalism, photo, and video shooting. The authors conclude that the practice-oriented approach to learning, which involves participation in specialized courses and interaction with the professional environment, helps to develop the necessary competencies in schoolchildren to work in the media industry. The study presents a model of comprehensive student training based on the integration of theoretical knowledge and practical skills. The importance of project activities and an interdisciplinary approach that promote critical thinking, creativity and career guidance is emphasized. The authors conclude that it is important to consolidate the efforts of government agencies, educational institutions and industry partners to further train highly qualified specialists who can adapt to the requirements of the digital economy. The study emphasizes the need for further research into the long-term impact of pre-professional education on the career prospects of media class graduates.

**Keywords:** pre-professional education, specialized training, pedagogical modeling, media education, pedagogy, staffing, educational technologies, media technologies

**Contribution.** All the authors participated in the development of the concept of this review, drafted the manuscript, and formulated the conclusions.

**Conflicts of interest.** The authors declared no conflicts of interest.

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## Модель предпрофессиональной подготовки специалистов: управление проектом «Медиакласс в московской школе» как пример реализации государственной и муниципальной политики в сфере образования

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**Аннотация.** Представлен анализ развития предпрофессионального образования в Москве с акцентом на реализацию проекта «Медиакласс в московской школе», который стал примером успешной интеграции медиатехнологий в образовательный процесс. Рассмотрены ключевые управленческие решения, такие как стандартизация образовательных маршрутов, разработка специализированных и дополнительных учебных пособий и программ, а также взаимодействие школ с университетами и предприятиями. Особое внимание уделено возрастающей роли муниципальной поддержки, которая обеспечивает единство образовательных подходов и координацию действий между образовательными учреждениями и внешними партнерами. Авторы изучают образовательные потребности и интересы учащихся медиаклассов московских школ на основе результатов проведенного анкетирования. Определены основные направления обучения, востребованные среди школьников, в т.ч. производство медиа, журналистика, фото- и видеосъемка. Сделан вывод о том, что практико-ориентированный подход к обучению, который предполагает участие в специализированных курсах и взаимодействие с профессиональной средой, помогает развить у школьников необходимые компетенции для работы в медиаиндустрии. Представлена модель комплексного обучения студентов, основанная на интеграции теоретических знаний и практических навыков. Подчеркнута важность проектной деятельности и междисциплинарного подхода, которые способствуют развитию критического мышления, креативности и профориентации. Авторы приходят к выводу, что важно консолидировать усилия государственных органов, образовательных учреждений и отраслевых партнеров для дальнейшей подготовки высококвалифицированных специалистов, способных адаптироваться к требованиям цифровой экономики. Подчеркнута необходимость дальнейших исследований долгосрочного влияния предпрофессионального образования на карьерные перспективы выпускников медиаклассов.

**Ключевые слова:** предпрофессиональное образование, профильное обучение, педагогическое моделирование, медиаобразование, педагогика, кадровое обеспечение, технологии в образовании, медиатехнологии

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### **Managerial aspects of the development of the pre-professional education system in Moscow**

Over the past few years, Moscow has become the flagship of pre-professional school education, confirming its commitment to developing educational programs that meet the challenges of the modern economy and the labor market. This initiative is supported at the level of the Moscow City Administration and the Moscow Department of Education and Science, which facilitates close coordination and management support for schools implementing pre-professional education programs. In 2020 an article by S.V. Vesmanov and V.V. Istochnikov “Pre-professional education in Moscow schools: an analysis of the practices of school and interscholastic teams” was published [1]. The authors analyzed the specifics of the interaction of schools with external organizations (universities and enterprises), noted the successful implementation of existing projects at that time (medical, engineering, cadet and academic classes) and recommended a sequence of managerial actions aimed at achieving high educational results.

By 2024, the system of pre-professional education in Moscow has undergone significant changes, supported by management decisions at the municipal level. The educational process management model has been optimized, and standardized materials have been provided to school administrative teams, which has allowed them to make more effective management decisions. As a result, new standards for pre-professional classes have been released, providing for an update of curricula and a fixed set of subjects for in-depth study. Work programs and textbooks have been developed for advanced disciplines, as well as specialized pre-professional courses. The educational routes of the project participants included practice-oriented classes at colleges, universities and enterprises, both commercial and non-profit, among which there are leading companies and holdings.

Among other projects of pre-professional education in Moscow, the project “Media Class in a Moscow school” has been successfully implemented since 2021.

Its creation became possible thanks to municipal support and the allocation of funds for the development of appropriate educational programs and teaching materials. The Media Class project pays special attention to management mechanisms that ensure the integration of media technologies into the educational process. The Moscow Department of Education and Science coordinates, allocates targeted funding and sets regulatory requirements for project participants, ensuring the unity of standards and the relationship of educational institutions with the industry. Due to this, students of media classes have access to modern educational resources and can gain practical experience on the sites of universities and potential employers.

Standardization of approaches to teaching in pre-professional classes helps to increase the level of competence of administrative and teaching staff, as well as the formation of professional skills among students. However, despite the successes achieved, there is still a lack of research in the scientific community aimed at assessing the long-term impact of this model on the professional readiness of graduates of media classes. Based on this need, we have identified the key educational goals and results that graduates of media classes need to achieve to successfully enter universities or begin professional activities in the media field.

During the study of the interests and educational needs of media students, the main areas of interest to future media professionals were identified. These results served as the basis for the proposed model of comprehensive training, which takes into account the specifics of professional activity in the media sphere and is focused on the requirements of the state educational policy. The model is based on management support and partnership with external organizations, which allows graduates of media classes to gain not only theoretical knowledge, but also to develop practical skills that are in demand in the labor market.

Thus, the Media Class in Moscow School project is an example of the successful implementation of state and municipal educational policies aimed at training specialists who can adapt to the requirements of the modern media market.

### **Research of interests and educational needs of students: features of the implementation of the project “Media Class in a Moscow school”**

Every year, the Nashpress School Press news agency, with the support of the A.N. Kosygin Russian State University of Economics, conducts a major study “Portrait of a media teenager” among schoolchildren, who spend a significant part of their time working in the media space. In 2024, 790 people from

more than 95 regions of the Russian Federation filled out the “Media Growth Questionnaire”. One of the objectives of this survey is to study the experience of teenagers interacting with the media environment and the level of formation of their understanding of their role in it. Among the survey participants, 373 respondents who study in the capital’s media classes stand out. The answers of these students to the questions formed the basis of the research.

One of the main questions of the survey is “Which direction in the media environment are you most interested in?”, which allows us to suggest the choice of a future profession for students. It should be noted that the respondents could choose several answers at once.

According to the results of the survey, students of media classes are interested in various areas of the media sphere. The educational route of the participants of the project “Media Class in a Moscow school” [1] provides training at colleges in the professional training programs “Photographer”, “Videographer” and “Designer of scoreboards, vignettes and albums” in the amount of 48 academic hours, which takes into account the wishes of the majority of students. These programs allow you to master the skills of photo and video shooting, organization of lighting schemes in a media studio, construction of photo frames, digital retouching and color correction, as well as the development of graphic design of digital projects. According to the results of this training and final certification, students receive a certificate of the profession of a worker and the position of an employee.

An important task within the framework of the Mediaclass project is the coordination of actions between educational institutions and government agencies to create relevant training programs that provide training for media specialists who are in demand on the labor market. The project is managed with the support of the Moscow City Department of Education and Science, which not only regulates the standards of pre-professional education, but also provides methodological recommendations for the administrative and pedagogical teams implementing the project. Such management actions make it possible to ensure the high quality of the educational process and contribute to the adaptation of programs to the modern requirements of the media industry.

According to the decision of the school administrations, oral public speaking skills can be developed through the introduction of additional education programs. For example, in the Moscow educational environment, the idea of creating school theaters is actively promoted, an integral part of the program of which are classes in stage speech. There is a possibility to expand training programs at college sites: according to the all-Russian classifier of workers’ professions, such professions

as “Advertising agent”, “Art editor” and “Director of editing” may be suitable for students of media classes<sup>1</sup>.

The importance of thorough general cultural training and the fact that history is part of the humanitarian knowledge necessary for the successful realization of the creative potential of a future journalist is expressed by Candidate of Historical Sciences E.A. Besedina [2]. Knowledge of history, according to the researcher, can help media specialists not only broaden their horizons and navigate the information space more freely, based on historical facts and information about the role of individuals in the formation of modern society, but also give students the opportunity to realize themselves when working with genres such as peer review (for example, reviewing monographs) and a “historical” interview.

The subjects “Russian language” and “History” can also be included in the curriculum — in the part formed by the participants of the educational process. In addition, most Moscow schools conduct workshops for 11th grade students on preparing for the Unified State Exam (Unified State Exam): an experimental program for preparing for the Unified State Exam was launched in 2023 and has successfully established itself in the capital<sup>2</sup>.

Within the framework of the “Media Workshop” programs, universities carry out educational and educational events, lectures, excursions to laboratories and media studios, practical classes and meetings with teachers. This allows you to help find original ideas for educational projects, as well as satisfy the majority of respondents’ request to develop skills in the media sphere and build new social connections with peers from various educational organizations based on common interests. The Media Class in Moscow School project is being implemented at 20 universities in the 2024–2025 academic year, which indicates the diversity of educational programs and the participation of many schoolchildren in them.

According to T.I. Gromova [3], design and research activities allow students to form a research position, that is, a special manifestation of personality expressing an active, proactive attitude towards knowledge and the way it is obtained. The

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<sup>1</sup> Resolution of the State Standard of the Russian Federation dated 12.26.1994 No. 367 (as amended on 06/19/2012) “On the adoption and Implementation of the All-Russian Classifier of Worker Professions, Employee Positions and Tariff categories OK 016-94” (together with “OK 016-94. The All-Russian classifier of professions of workers, positions of employees and tariff categories”) (date of introduction 01.01.1996). URL: [https://www.consultant.ru/document/cons\\_doc\\_LAW\\_58964/](https://www.consultant.ru/document/cons_doc_LAW_58964/) (accessed: 09.10.2024) (In Russ.).

<sup>2</sup> Sergei Sobyenin told how schoolchildren are being prepared for future professions. Press Service of the Mayor and the Government of Moscow: official website. 04.05.2024. URL: <https://www.mos.ru/mayor/themes/10988050/> (accessed: 09.10.2024) (In Russ.).



peculiarity of this program for media classes at universities also lies in its practice-oriented nature and focus on improving narrow-profile skills in the chosen media format (for example, creating a photo essay, video essay, educational or documentary film, booktrailer, longrid or design project, website, etc.).

The relevance of media design is indicated by the study of Plotnikov V.A. and Shamina O.A. [4]. The authors of the paper note the rapid growth of the media industry market, as well as the digitalization of the economy and society in recent years, which explains the need for a high-quality project approach to the creation of media products in various formats.

As the survey results show, professional orientation is also important for many students. In order to decide on the direction of professional activity or future studies at the higher professional education level, during the period of study in the media class, students can not only take part in the above-mentioned educational programs, but also realize their opportunities in the early professional orientation project “Ticket to the Future”. Over the past three years, this project has been successfully integrated into the educational process of schoolchildren in grades 6–11 and allows them to take professional tests in 135 professions at 45 high-tech sites of secondary vocational education institutions subordinate to the Department of Education and Science of the city of Moscow<sup>3</sup>.

These initiatives are part of a strategic direction in state and municipal policy aimed at strengthening career guidance in schools and providing human resources for the digital economy. The regional experience of the Ticket to the Future project has been explored in the scientific space and its positive effect on the economy and human resources of the country has been noted. So, Malkin M.Yu. in his work calls this project “a consolidation of best practices packaged in a time-dictated shell and brought to a publicly accessible mechanism for attracting subjects of professional self-determination. In addition, the project has a digital framework that allows students, in line with trends, to form a digital portfolio based on integration with other platforms and tracks of educational activities. It is a universal career guidance tool that has become accessible to absolutely everyone” [5].

The digital transformation of society and the rapid technologization of processes in the information environment emphasize the increasing role of media markets in the modern labor market, which requires educational organizations at various levels and enterprises to provide training for highly qualified specialists in the

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<sup>3</sup> Early vocational guidance project for students “Ticket to the future”. *Moscow Center for Professional Education Development: official website*. URL: [https://mcrpo.ru/proekty/bilet-v-budushhee/#tab\\_4843](https://mcrpo.ru/proekty/bilet-v-budushhee/#tab_4843) (accessed: 09.12.2024) (In Russ.).

media industry and mass communications. In these circumstances, pre-professional education is becoming a strategic priority of state and municipal policy, supporting projects such as Media Class in Moscow School aimed at developing media competencies among schoolchildren.

One example of the integration of media approaches into the educational process is the work in literature lessons, where students of media classes create podcasts on literary works. This allows students to formulate and comprehend the problems inherent in a work of fiction, coordinate work in real and virtual interaction, and evaluate the reader's experience.<sup>4</sup> This approach is supported by the city's educational policy, which provides schools with the resources and methodological support to integrate such projects into the educational process.

In addition, media education receives support within the framework of teaching foreign languages, which is emphasized by I.A. Ivanova: "... a multitude of interacting languages and cultures, texts of various formats circulating in the global information space, and new forms of mediatized communication determine the formation of a person's media competence as a secondary linguistic personality, a characteristic that contributes to functioning in the global information space" [6]. Municipal educational programs support the use of foreign languages as a tool for the development of media skills, adapting students to international communication standards.

As Ilyukhina N.A. notes, "higher education, due to the need for professionally oriented young people, uses numerous forms of work with schoolchildren on its own sites" [7]. We also believe that the practice of interaction between educational institutions and universities is one of the integral components of the educational process in pre-professional education classes. Universities are developing intensive immersion programs for media students: under the guidance of teachers, students learn how to create informational occasions and cross-media products, work with various media resources, shoot and edit videos, host television and radio programs, and develop journalistic, public speaking, and creative skills.

Attention should also be paid to the increasing role of media markets in the modern world. According to the Report of the World Economic Forum 2023, "creative thinking", "reading and writing", "design", "marketing and media", "networks and cybersecurity" are recognized as strategically important skills. Digital transformation and e-commerce specialists, blockchain developers, commercial and industrial designers, as well as software and application

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<sup>4</sup> Federal work programs of secondary general education. *Federal State Budgetary Budgetary Institution "Institute of Educational Development Strategy": official website*. URL: <https://edsoo.ru/rabochie-programmy/> (accessed: 13.09.2024) (In Russ.).



developers were among the TOP 20 most sought-after professions in 2023–2027<sup>5</sup>. Thus, the relevance of media in the professional world is growing, which means that communication with representatives of the media sphere to gain professional experience is of great importance not only for students of media classes, but also for enterprises from among potential employers. The Media Class in Moscow School project is becoming an example of how state and municipal management in the field of education contributes to the training of personnel for the dynamically developing media sphere, which is confirmed by the inclusion of relevant media companies in educational programs and increased interaction between educational institutions and industry representatives.

### **Modeling of pre-professional training in the media sphere: a competence-based approach and the role of municipal management in shaping educational trajectories**

Based on the key provisions of the Report of the World Economic Forum 2023, the existing regulatory legal acts regulating the content of the educational route of students in Moscow media classes, as well as the survey data, we can reasonably conclude which educational needs are most in demand among graduates who have decided to link their professional activities with the media sphere, which will allow in the future to take a better approach to the issues of teaching and systematization of the learning process in pre-professional classes. In the content of school education as an open system, there is a need to model pedagogical processes in terms of the provisions of the competence approach according to the Federal State Educational Standard. Kholina L.I., Abaskalova N.P. and Dakhin A.N. consider pedagogical modeling as an independent field of research, providing the necessary means for the implementation of innovative educational projects [8]. Shamova T.I. and Davydenko T.M. are considered as modeling a research method that makes it possible to study the process before its implementation [9]. Thanks to the support of municipal authorities, the Mediaclass project was able to integrate practical knowledge and skills, which significantly improved the quality of student education and gave school administrations access to resources and materials developed considering the requirements of current government policy. This article presents a possible training model for future media professionals. Under the goals (results) of mastering educational programs at universities and enterprises from among potential employers, we consider a set of activity categories and knowledge

<sup>5</sup> Report on the future of jobs 2023. *Report of the World Economic Forum — 2023 (Future of Jobs Report 2023)*. URL: <https://www.weforum.org/publications/the-future-of-jobs-report-2023/> (accessed: 09.15.2024) (In Russ.).

that are not regulated by separate regulatory legal acts, but, in our opinion, play an important role in shaping students' ideas about future professional activities. The key role in this process is played by the interaction of educational institutions with employers, which is supported and regulated within the framework of municipal government. In turn, educational institutions in Moscow, subordinate to the Department of Education and Science of the city of Moscow, have been given the opportunity to build an educational route for schoolchildren in accordance with the needs of the labor market, thereby implementing a significant managerial aspect of state policy in the field of education. When listing educational programs at school and college sites, based on the study of E.A. Balashova [10], by goals (results) we mean such correlated concepts as universal educational actions (UMS) and competencies (UMS are the foundation for mastering competencies, which, in turn, become the basis of competence). Management skills as activity categories are provided for by federal state educational standards and work programs in academic subjects, and competencies are included in the professional standards of individual professions (In our case, the professions of the media sphere). Support from municipal government bodies, including coordination of work between schools and external organizations, ensures high-quality implementation of educational standards and the introduction of competencies that future media professionals need for successful professional activities.

## Conclusion

The digital transformation of society and the rapid technologization of processes in the information environment emphasize the increasing role of media markets in the modern labor market, which requires educational organizations at various levels and enterprises to provide training for highly qualified specialists in the media industry and mass communications. In these circumstances, state and municipal governments play a key role in the development and coordination of pre-professional education, especially in high-tech fields such as media technology. The Media Class in Moscow School project is an example of the successful implementation of the city's educational policy aimed at developing media education in schools. Support for the project at the state level is provided not only through financing and the creation of educational standards, but also through the development of specialized programs that focus on developing marketable skills among schoolchildren. The Moscow City Department of Education issues regulations and guidelines that ensure the unification and standardization of teaching approaches in media classes and provides mechanisms for schools

to interact with universities and enterprises to implement practice-oriented educational routes. As part of the project, students are given the opportunity not only to study in-depth school subjects such as Literature, Social Studies and Foreign Language, but also to take specialized courses in journalism, media production and advertising, as well as to participate in professional training programs at colleges and enterprises. This approach is formed and maintained through interaction between educational institutions and government agencies, which ensures the constant updating of educational programs in accordance with the changing requirements of the labor market and the city's development strategies. By examining the results of the student survey and the existing regulations governing the content of the educational route in Moscow media classes, we have identified the most in-demand educational needs of future media specialists. This allowed us to offer a comprehensive pre-professional training model that covers training at schools, colleges, universities, and potential employers. Such a multi-level approach to the organization of the educational process reflects effective project management at the level of state and municipal authorities, and also contributes to the formation of a portrait of a graduate who not only has the necessary knowledge and skills, but also has experience interacting with a professional environment. The portrait of a future graduate of the media class includes advanced knowledge of academic subjects; proficiency in working with modern equipment and media production technologies; understanding of professional ethics and the basics of media legislation; the ability to organize and carry out project activities, adapting to market requirements. An important aspect of this training is the development of students' ability to make decisions independently in a digital and information environment, which meets the goals of state policy in the field of staffing strategically important industries.

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