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RELATIONSHIP OF PROFESSIONAL AND SOCIAL SELF-DETERMINATION OF PERSONALITY IN MODERN CONDITIONS

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ABSTRACT:

This article reveals the concepts of self-determination, professional and socio-professional self-determination. The article shows the interrelation of the social and professional in the self-determination of the individual, it is concluded that the professional self-determination is inextricably linked with the person's self-realization in other important areas of life.

INTRODUCTION

The word "self-determination" contains an action aimed at searching. To define means to establish, to find the essential features of an object or phenomenon. We are talking about the result, the result of a specific search process - definition. The first part of the word ("self") indicates the features of the search process: it is carried out consciously (a person, as a subject of self-determination, sets a goal, finds means, implements, corrects, evaluates) and independently (a person relies on personal achievements formed by this moment, on an internal the world at large). The subject of such a search is one's own position. An object, in a broad sense, can be considered all life with its various circumstances, including the person himself. He has to determine himself in many ways: in socio-cultural values, in ideals, in world outlook issues, in his own self-consciousness (universal, civil, ethnic, religious, historical, moral, professional, sexual, etc.), in his attitude to the world [1]. He accomplishes this in three aspects of his being: value-semantic, concrete-effective, and space-time. Subjectively, a person experiences the search process, and the criterion of the result (self-determined person) is a positive sense of self and satisfaction.

Self-determination does not exist by itself: a person is self-determined, a subject with his own inner world, functioning due to the individual combination of the natural basis, the system of psychological processes, the conditions of the micro- and macro-society (the specificity of the institutions of socialization, interactions and relationships that develop in them, the features of social relations), personal activity and life experience. The inability to exist in isolation from its carrier sets the main characteristic of self-determination - belonging to the subject, justifying the need to consider it in the aspect of a holistic, multifaceted problem - Man [2]. An essential characteristic of modern studies of the problem of self-determination is their interdisciplinarity. Research is carried out at the intersection of psychology and philosophy, sociology and pedagogy. All this enriches the understanding of the problem, making it possible to implement various approaches in the course of its solution, to widely mobilize the "tools" of theoretical and experimental analysis developed in their mainstream. However, the presence of a large variety of main lines of study of the problem, the search for strategies that develop in various theoretical contexts, complicates its adequate analysis, and causes significant terminological confusion. Even the main term - self-determination - is interpreted by various researchers both as an act of choice and as a process.

Psychologically, the disclosure of the essence of personality self-determination cannot but rely on the subjective side of self-awareness - the awareness of one's "I", which acts as an internal cause of social maturation. A self-determined personality is a subject who has realized what he wants (goals,

life plans, ideals), what he can (his capabilities, inclinations, talents), what he is (his personal and physical properties), what the team wants or expects from him, society; a subject ready to function in the system of social relations. Self-determination, thus, is "a relatively independent stage of socialization, the essence of which lies in the formation of an individual's awareness of the purpose and meaning of life, readiness for independent life activity on the basis of correlating his desires, available qualities, opportunities and requirements imposed on him by others and society. ". For a person, "external causes", "external determination" are social conditions and social determination. Self-determination, understood as self-determination, is, in fact, a mechanism of social determination, which cannot act otherwise than being actively refracted by the subject himself.

The problem of self-determination, therefore, is the key problem of interaction between the individual and society, in which the main points of this interaction are highlighted: the social determination of individual consciousness (more broadly, the psyche) and the role of the subject's own activity in this determination. At different levels, this interaction has its own specific characteristics, which are reflected in various psychological theories on the problem of self-determination [3-4].

The idea of self-determination as "being conditioned by internal conditions", self-determination is presented in a peculiar way at the socio-psychological level. A person as a subject of self-determination combines in his behavior the necessity associated with the values, rules, requirements, meanings of society, and freedom. He is able to single out the space of life that depends on him, to measure personal efforts with its scale, to imagine the meaning, cost and result of his own efforts. The problem of self-determination is self-improvement in the process of socialization. The subject does not deny social experience, understood in a broad sense as values, norms, rules of behavior, cultural achievements, he forms his own attitude towards him by including him in social relations on the basis of normative-value products of his own life, thereby showing personal activity. Empirically, self-determination is represented by the attitude to the image of the "I" and the social environment, which in self-consciousness is presented by the subjective experience of the relationship between one's personal sensation and the imagined opinion of the microsocial (contact, reference, family).

A person as a self-determining individual has complete freedom of choice, but as a member of a specific community included in society, he is limited in his choice by the needs and interests of other people. Therefore, the essence of choice is contradictory, and the selection process includes many conditions and steps for their implementation: understanding freedom of will and action as responsibility, determining the boundaries of alternative decisions, understanding the multiplicity of approaches, seeing the variability of methods of activity, motivating the value basis of choice, predicting results or consequences, readiness to self-control and self-restraint [5]. External factors of self-determination are enclosed in the form of objective parameters of the environment. The environment, in a broad sense, and the specific conditions of life - in the narrow one, act, in our opinion, as external factors of self-

determination. We are talking about the specifics of social relations, the conditions of a particular country, the system of groups in which the individual is included (family, friendly company, school, study group, professional group). Internal factors can be considered various formations of the integral individuality of a person.

If certain factors act as auxiliary means of the process of self-determination, they should be considered as mediating links. For self-determination, certain prerequisites must be formed that create a readiness to perceive the action of other determinants. This is a certain level of mental and personal development that develops in the conditions of communication and activity, characterized by the ability for social thinking and reflection, the formation of self-awareness, "I" - the concept, normative value system and image of the world, the presence of subjective experience of life. S. L. Rubinstein considered the problem of self-determination in the context of the problem of determination, which is necessary as determination by others, external, and as self-determination (determination of the internal properties of an object). Self-determination acts as self-determination, in contrast to external determination; the concept of self-determination thus expresses the active nature of "internal conditions." The role of the internal moment of self-determination, loyalty to oneself, non-sided subordination to the external is emphasized. Moreover, the very specificity of human existence lies in the measure of correlating self-determination and determination by others (conditions, circumstances), in the nature of self-determination in connection with the presence of a person's consciousness and action. Self-determination, understood as self-determination, is, in fact, a mechanism of social determination, which cannot act otherwise than being actively refracted by the subject himself in this determination. PG Shchedrovitsky sees the meaning of self-determination in the ability of a person to build himself, his individual history, in the ability to rethink his own essence. Arguing about self-determination and self-realization, I.S.Kon connects them with the work being done and relationships with people around him. LI Bozhovich considered the problem of self-determination to be the central moment of mental and personal development at this age. The works of L. I. Bozhovich give a lot for understanding the psychological nature of self-determination.

First, it shows that the need for self-determination arises at a certain stage of ontogenesis - at the turn of the older adolescence and early adolescence, and substantiates the need for this need to arise by the logic of the adolescent's personal and social development.

Secondly, the need for self-determination is viewed as the need for the formation of a certain semantic system, in which ideas about the world and about oneself are merged; the formation of this semantic system implies finding an answer to the question about the meaning of one's own existence. Third, self-determination is inextricably linked with such an essential characteristic of older adolescence and early adolescence as striving for the future.

And, finally, fourthly, self-determination implies the choice of a profession, but is not limited to it ("connected" with the choice of a profession). L. I. Bozhovich characterizes self-determination as a personal neoplasm of senior school age associated with the formation of the inner position of an adult, with the awareness of oneself as a member of society, with the need to solve the problems of one's future.

Thus, L. I. Bozhovich recorded an extremely significant characteristic of self-determination, which consists in its two-plan nature: self-determination is carried out "through a business choice of a profession and through general, devoid of concreteness, searches for the meaning of one's existence. At the same time, the concept of self-determination for L. I. Bozhovich remains rather vague, indivisible; mechanisms of self-determination are not considered either.

In our opinion, self-determination is a complex, multi-stage process of human development, its structural elements are different types of self-determination - personal, professional, etc. These types of self-determination constantly interact. In some cases, they precede one another, for example, personal self-determination can precede and contribute to the professional, most often they occur simultaneously, changing places, as a cause and effect.

It is customary to consider professional self-determination both as a choice and as an implementation of a way of interacting with the outside world, and as finding meaning in this activity [1,6].

Professional self-determination depends on external, most often favorable conditions; while personal self-determination depends largely on the person himself. Professional self-determination is a complex long-term process that covers a long period of human life. Its effectiveness is determined by the degree of consistency of a person's psychological capabilities with the content and requirements of professional activity, as well as the ability to adapt to changing socio-economic conditions in connection with the structure of his professional career. Professional self-determination is at the same time self-restraint. The student is potentially capable of any professional activity, but the choice of a certain profession, although it gives a person the opportunity to realize himself in it, at the same time makes him abandon many other types of activity. Thus, professional self-determination is a kind of definition of the path towards professional realization, which largely determines its social realization. The variety of different conceptual approaches to considering the problem of professional self-determination is caused not only by the complexity of this issue, but also by the cultural and historical conditionality of the realization of self-determination by the majority of people living in a particular country (or in specific regions of the same country), as well as by the heterogeneity of the population (potential clients) specific countries and regions. The interests of the individual and the interests of society (expressed through the state) should ideally be directed towards each other. Achieving this largely lies in the plane of the effectiveness of advanced vocational education. At the same time, developed professional self-determination becomes the most important condition for a person not to get confused not

only in unfavorable conditions for him, but also in conditions conducive to the disclosure and development of his capabilities and talents (if the convergence of the two educational trajectories identified above will indeed become more purposeful) [2, 7].

All this allows us to conclude that professional self-determination is inextricably linked with human self-realization in other important areas of life. Therefore, the essence of professional self-determination is an independent and conscious finding of the meanings of the work performed and all life activities in a specific cultural-historical (socio-economic) situation, as well as finding meaning in the very process of professional self-determination and preparation for future activities.

Particularly significant in professional self-determination is the problem of students' acquisition of ideas about professional activities, their chosen profession and their own capabilities, their active development, the formation of needs and skills, the inclusion of students in productive social work and social relations of the work collective.

We believe that it is inappropriate to separate these two processes from each other, especially since with the current deepening differentiation of society, the social nature of the very choice of profession is gradually changing.

The problem of social and professional self-determination of high school students at the present stage of development of social relations is one of the key issues that must be resolved at the State level, since it is from this decision that contributes to the formation of highly qualified and competent specialists, the effectiveness of the implementation of state policy in the field of labor will depend and employment of the population. As the analysis of scientific literature shows, the topic of social and professional self-determination of high school students is not new, this problem is interdisciplinary and is studied from the point of view of psychology and pedagogy. An analysis of the conditions affecting the social and professional self-determination of senior schoolchildren requires, first of all, to clarify the main characteristics of such a phenomenon as the self-determination of the individual; it acts as the process within which, during the period of primary socialization of the individual, the gradual formation of his or her vocational training. In literary sources, the concept of "self-determination" is used in different meanings. In particular, they distinguish religious, national, political, personal, social, professional and other types of self-determination.

Self-determination, according to the definition of E. V. Loginova, is a process and result of choosing one's own position, goals and means of self-realization in specific circumstances of life, the main mechanism for the acquisition and manifestation of inner freedom by a person [4]. Self-determination of personality - a set of experiences, intentions, objective actions in modern society [8]. It is realized as vital, personal, professional, holistic self-determination. K. A. Abulkhanova-Slavskaya the main factors of self-determination highlight the very determination, personal activity, a meaningful desire to take a specific position in life, P. G. Shchedrovitsky represents the

essence of self-determination in the ability of a person to create himself, his own personal history, in the ability to reconsider his essence. A.V. Mudrik does not highlight the exact definition of self-determination, nevertheless, the mechanisms of self-determination considered by him are of interest. He considers the self-determination of the individual in the form of assimilation of the experience accumulated by society, which goes both reproduction and identification, and in the development of inimitable, only inherent qualities in an individual, which proceeds as personalization.

Thus, self-determination is a polysyllabic, multi-stage process of development of an individual, the structural components of which are diverse types of personality self-determination. In some situations, one thing precedes the other, for example, personal self-determination may precede and facilitate professional, but most often they occur at the same time, changing places, as well as the cause and its consequences.

Despite the fact that high school students have different types of self-determination (self-determination in the family and household sphere, social, etc.), personal self-determination sets a personality-valuable orientation towards acquiring a specific place in the system of social ties, i.e. sets social self-determination. On the basis of social self-determination, requirements for a specific professional sphere are formed, and professional self-determination is carried out (of course, under the influence of many other conditions). Thus, personal, professional and social self-determination are seen as complementary processes. In the pedagogical dictionary of V. I. Zagvyazinsky, A. F. Zakirova, professional self-determination - “1) an active and long-term process of choosing a profession, internal psychological foundations and the result of this process;

2) Human activity, which takes on one or another content depending on the stage of its development as a subject of labor;

3) The process of making a decision on the choice of future employment by a person; 4) independent and conscious coordination of the professional and psychological capabilities of a person with the content and requirements of professional activity, the selective attitude of the individual to the world of the profession” [7]. We are close to the position of S. N Chistyakova, who defines professional self-determination as “the process of formation of personal attitude to professional and labor activity and the way of self-realization of a person, coordination within personal and socio-professional needs” [1]. This approach indicates that professional self-determination of a person presupposes mastering a new social role in a specific activity, and its effectiveness is determined by the degree of coordination of a person's psychological capabilities with the content and requirements of professional activity, and, in addition, the ability to adapt to changing socio-economic conditions. Ideally, the interests of the individual and the interests of society should be focused on each other. Achieving this largely lies in the plane of the effectiveness of advanced education. At the same time, the formed professional self-determination becomes an important condition for a person not to be lost not only in negative circumstances for her, but also in circumstances that facilitate the identification and development of her abilities. All this makes it possible to draw a conclusion about the inextricable

relationship of professional self-determination with a person's self-realization in other significant areas of life.

Therefore, the result of professional self-determination should be an independent and meaningful finding of the meanings of the work performed in all life activity in certain cultural, historical and socio-economic conditions [11]. Thus, professional self-determination is a kind of definition of the path towards professional realization, which largely determines its own social realization [10].

A large number of researchers of the problem of self-determination of schoolchildren (O. V. Aleksandrova, A. A. Andreyanov, E. V. Predeina, S. N. Chistyakova and others) note that the concept of "professional self-determination" has a social character and, therefore, does not purely professional self-determination.

Professional self-determination of a person always includes a social aspect, it is inalienable from social self-determination, that is, there is a socio-professional self-determination of a person. Even a clear-cut definition of the professional self-determination of a person inevitably puts the person in front of the problem of making a concrete choice of that sphere of public life, where it is possible to effectively use and apply the personality's abilities. Thus, a professional problem is always transformed into a social one.

Revealing the essence of social and professional self-determination, first of all, it should be noted that the objective basis of this process is the social division of labor and the differences between people as producers of material goods and services. It is well known that the social nature of the division of labor determines the nonequivalence of its different types, which to a certain extent predetermines the social orientation of the very choice of a profession, since promising social status and role are determined simultaneously with it.

According to A. Ya, Zhurkina, S. N. Chistyakova, social and professional self-determination is a complex dialectical process of the formation of a person's system of fundamental relations to the professional and labor environment of his development and self-realization, such as the application of spiritual and physical capabilities, the formation of adequate professional plans and intentions, realistic self-image in professional choice and self-image as a professional, etc.

Thus, it can be argued that social and professional self-determination is a person's awareness of the desired place in the social structure of society and the possibilities of moving to a particular social position within a given social structure, the willingness to take a certain social position, to enter a particular social stratum, social group [1].

An interesting approach to understanding social and professional self-determination was proposed by I. E Sazonov. He notes that the social and professional self-determination of a student is a specific stage of socialization [9]. L. Yu. Murzagayanova adheres to a similar position. By In her opinion,

the social and professional self-determination of a student is the process and result of the development of students as subjects of professional socialization and future professional activity in order to determine their place in the world of work and professions of a given society. The social component is the purpose and meaning of life, place of residence, the sector of the economy in which it is supposed to work, the nature of future labor, social status, wages, industry. The professional component is the type of profession, the profile of labor activity, profession, specialty, qualification level [6]. A high school student is at the stage of entering an independent life. This circumstance enhances the process of his social and professional self-determination. The process of entering a senior schoolchild into his chosen professional field is not limited to the acquisition of proper labor skills and abilities, it also includes the process of becoming his personality, accepting a profession, and understanding its features. A high school student, acting as a subject of self-determination, unites in his own behavior a need associated with values, laws, conditions, meanings of society, and independence. He is able to determine his place of life, balance his own efforts, predetermine the value, cost and result of his efforts. The question of self-determination is self-improvement in the course of socialization. Social experience in the meaning of values, norms, principles of action, he develops his position to it by introducing into social relationships the value products of his own life, which shows personal effectiveness. High school students belong to the older adolescence in accordance with the generally accepted age-related psychological and pedagogical classification. This is the stage of transition to adolescence, which has specific psychological and social characteristics. In particular, he is characterized by an aspiration for the future; a senior schoolchild at this age begins to make life plans. Meanwhile, this does not mean at all that this age line appears by itself, obeying certain age Laws of Becoming. On the contrary, at this age, a senior pupil feels great problems in finding his own life goals and opportunities, senior adolescence, according to scientists, is the age of active development of mental abilities, the formation of professional interests of the younger generation (L.I. Bozhovich, V, A Krutetsky and others). In this regard, all educational work is redistributed taking into account the range of interests, opportunities, and available practical skills. In the methods of studying educational material, cognitive mental processes acquire a qualitatively different degree. The intellectual abilities of high school students are characterized by abstraction and neoplasm. A distinctive feature of this age is also considered the desire for judgments with not always appropriate maximalism and egocentrism. A high school student, perceiving certain phenomena of the surrounding reality, not only states them, but also expresses his own attitude towards them, takes a certain position, assumes his personal role. In potential modifications of these phenomena. The arbitrariness of mental processes gives the senior pupil the opportunity not only to collect a specific set of information in the field of the studied academic disciplines, but also to systematize them, taking into account the main interests. Manifestations of lively interest, stable mental activity, the ability to logically comprehend, memorize the material itself and abstract thinking are considered signs of the degree of acceleration of cognitive mental processes in older adolescence. Recent studies by scientists indicate that high school students are often guided not by the interests of society, business structures, educational

institutions in which they intend to study, but by some of their own ideas that arise as a result of the process of professional self-determination. Its focus and content are constantly changing under the influence of various socio-economic, sociocultural factors, opinions about prestigious professions, existing in those and other communities, in the minds of the parental community [5].

Also, researchers of the problem of professional self-determination note that the attitude of modern adolescents to the choice of a future profession is rather superficial. Among adolescents, dependent moods, low motivation for learning, and unwillingness to think about the future are not uncommon. Many schoolchildren are not sufficiently informed about the world of professions [2, 12]. MS Kovalevich, studying the state of self-determination of high school students when choosing a profession, came to the conclusion that this process is currently unorganized. She notes the low interest of society in the development of appropriate skills among young people, the lack of activity of those subjects that affect the quality of self-determination of students [2]. Therefore, it is necessary to focus efforts precisely on the competent formation of social and professional self-determination among high school students; the age of high school students is an important time in the formation of social maturity. At this age, the foundations of the worldview are laid, the high school student comes to the realization that he is included in social relations, therefore he is looking for social self-affirmation, the social and professional self-determination of older classics in today's situation largely reflects the essence of their spiritual and moral values, which are the product of personality maturation and a prerequisite for its subsequent activities. Along with this, the spiritual and moral orientations of high school students predetermine the essence and characteristic features of their professional orientation and professional self-awareness, which determine the comparison of the goals that appear in high school students with their standards, concepts of values and their own abilities.

Thus, professional self-determination is associated with a preference for a specific type of work and social status, which once again confirms our point of view on the problem of the relationship between social and professional in the self-determination of the individual. This is especially important in the new socio-economic conditions.

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