

Social and Economical Modeling of Professional Identification Process

¹Gnevasheva Vera Anatolyevna and ²Saad Masood Butt

¹Institute of Socio-Political Research RAS, Department of Economics, MGIMO University,
Moscow, Russia

²Department of Computer Science, Atlantic International University, Honolulu, Hawaii, USA

Abstract: Socio-economic modeling of the processes of professional, social development of the labor force is of great importance for the success of the reproduction of labor resources. In this study, the object is young people who are on the stage of professional socialization. It is important that professional identification is inextricably linked with the process of primary socialization and with the peculiarities of the existing youth labor market. The research is aimed at revealing the correlating factors of the success of professional identity from the position of socio-economic modeling.

Key words: Professional identification, professional socialization, modeling, younger's labor market, success, modeling

INTRODUCTION

An innovative economy is the type of economy in which profit is created in the process of generating and redistributing of innovations flows. Bell (1973) and Ariamov (1928) defines the post-industrial economy as the transformation of the excess profits generated not by production but due to the establishment of new markets. The process of socialization in the innovative economy seems rather complicated for studying and can be classified for instance by the sphere of formation according to the topic of study into educational (realized during professional education) and labor (realized during labor activity of workforce). The fields of educational and labor socialization can act sequentially (in both direct and reverse consequence) in parallel and with the crossing of areas. In any case, the personality and behavior of an individual reflect the results of all these processes and change a social position and a social identification of an individual. The result of professional identification is a contribution of personal human capital to common social capital. In this respect, the notion of social capital and prerequisites of its formation and change as well as the issues of social field in the context of the formation and development of social economy are especially, highlighted and considered. Besides, these issues are important because the very benefit of "educational services of higher professional education" in modern representations of youth as shown by the results of the study involves rather economic than social field. At the same time, the process of professional identification of a

young person is certainly a derivative of purely social field which receives additional economic components during the professional establishment of a young person.

The concept of human potential development is based on the views of the eminent scientist Mahbub ul-Haq who initiated the preparation of global reports on human development within the United Nations Development Programme beginning with 1990. He designated the main idea: the meaning and purpose of social development are to expanse of the opportunities of each person to realize the potency and aspirations, to have a healthy, full, creative life. In this approach, a person is considered not only as a factor of social development but as the main subject, using its results. The human development means the expanding the range and opportunities of intellectual, social, economical and political choice which is available to every member of society (Bell, 1973).

As the historical origins of the human development concept one can name the views of Adam Smith, who concerned the person as the part of social wealth and the purpose of social production.

Later in connection with economic international cooperation issues there appeared a new direction "human resources development" which suggests the human potential maximizing and its effective use for economical and social development. The concept of "human resource development" includes demographic, employment, health, nutrition, housing, urbanization, environment, education, training problems. Within this theory there was developed an idea that human capital

investments are cost-effective. For example, in the USA the education share in GDP in the last third of the 20th century was almost doubled.

According to its absolute size it exceeds defense spending; 55% of young people aged 17-23 years (up to 60% in Japan) obtained the higher education which is the most important factor in the future economic prosperity of these countries in the 20th century.

A special role in the formation of human capital belongs to the awardee of the Nobel Prize in Economics (1998) Amaranath Sena. He concerns the human development as the expansion of his abilities, not only an increase of material or economic wealth. Amaranath Sena believes that the purpose of social development is not the infinite increase of production but the creation of opportunities for the people choice expansion of: the choice to do more things, to live longer time, to be saved from diseases that can be avoided, to have the access to knowledge. His position: opportunity and choice are closely related not only among themselves but also with the freedom both negative (freedom from hunger) and positive (freedom to carry out one's life aspirations). Amaranath Sena states that ultimately the human development is the question of freedom. Basing on this concern the human development is not possible outside democratic social system with the priority of individual values.

The widespread introduction of mass higher education in the 20th century became possible because the amount of "saved" socially necessary time which the society can receive from the specialist trained in the university is in average 6-10 times more than the cost of his training. Even to 1985 in the United States the average education level of working people was estimated at 13.1 years of education. It is believed that the education level of the common American working person is approaching mid-special education that includes a full school program and 2 years of college (Bourdieu, 1986).

In developed countries with high-income almost 60% of the population in the age group from 18-23 years study in higher educational institutions of different types and since, 1980 this index increased by more than 1.5 times and in Japan it reached almost 100%. At the same time in middle-income countries only about 20% of this age group has the higher education and in countries with low income it's only 6% (Cassel, 1932).

In developed economies it's the human capital that become a major factor of progress, providing up to 3/4 of production and growth of national income, thereby stimulating extended reproduction of the middle class and the intelligentsia as social layer. A similar trend is observed now in Russia.

Such rapid changes in society have revealed a cultural transformation. At very high speed of revolutionary information shifts that shook Russia in the 20th century the natural course of its peoples development subjected to painful changes.

In particular, since, 1917 traditional content of religious-ethical stage was ousted from the public consciousness and was replaced by Protestant ideals of the French Revolution which were alien for Russia of that time. Gradually there occurred also the partial substitution of fantastically mythological stage content and sacred meaning of fairy tales and myths was considerably emasculated, many of them have been transformed into "pioneer history" and other images of the new Soviet and Western mythology. Over the time the tales were filled with very exotic content (African and South American tales as well as the Teletubbies, Pokemons, etc.). Analysis of the cultural and historical environment impact on the developing mind of the young generation in modern Russia from the ethno functional approach position shows that the fairy-tale and mythological stage of human mental development when emotional and sensual side of his relations is formed was seriously damaged.

One of the most common and widely occurring psychopathological humans symptoms in the modern culture crisis conditions are the signs of alexithymia (in particular the hindered ability to express feelings adequately). Ethno functional mental development violations and related ethnic marginality of modern young man mind appears primarily in the speech area. By remark of outstanding Russian historian and philosopher K.D. Kavelin the soul of the nation can be expressed only in the language of this nation in particular in Russian language which is adequate to the Russian culture (Von Wieser, 2003).

Strengthening of the "classic" educational element is especially, actual (compared to pre-revolutionary Russia) precisely because the integrity of Russian culture and its media Russian language is now the most broken. Inextricable link of Russian, Old Slavonic and Greek languages was underlined by academician A.A. Shahmatov. The paradox lies in the fact that it was the destruction of Russian language which separates us from the very sources of European culture.

Meanwhile, Russia is rapidly moving en route of globalization of almost all spheres of population life to the education system unification with the Western samples, accepting and supporting the Bologna process.

MATERIALS AND METHODS

In accordance with the strategy of the state youth policy of Russian Federation approved by the Federal government on December 18 2006 N 1760-p in Russia Russian citizens from 14-30 years belongs to such a category as youth.

Analyzing the features of this group of the population we will give the evaluation of UNESCO from the analytical report on the situation of young people in Russia: "It should be noted the discrepancy between age groups in different sectors of statistics. In particular if in the Russian labor statistics and education statistics there are taken the groups that are compatible with International Standards of Labor Statistics (ILO) and Education Statistics (UNESCO, Eurostat) the Health Statistics and especially, Crime Statistics use their own age group which do not coincide with the international standards in the full as and do not allow to make comparisons not only with international indicators but also with national data on education and the labor market. This has led in particular, to the fact that in some sections the borders of age cohort relevant by the international standards to young people (15-24) are extended to the upper limit of 29 years. Incomparability of statistic data greatly complicates the comparison of the individual characteristics of youth. Another feature that should be noted is the fact that the analysis of the young people education level (the last time) was based on the results of the population census of 2002. This means that a significant part of the population got to this group (15-29) which entered and graduated from the educational institutions in the period of maximum recession of professional education coverage in mid 90's. Now a days the level of young people education is higher and continues to grow due to the substantially greater involvement of young people in a professional, especially, higher education (Gnevasheva, 2016a-e).

Educational socialization is a change (correction) of the personality and behavior of an individual during professional education reflected in self-identification and social status of an individual (Gnevasheva, 2015).

As shown by empirical studies (Gnevasheva, 2016a-e), a family is indeed a key social agent influencing the change of personality and behavior of an individual in the self-assessments of respondents a small social group (friends) occupies the second place with essential breakaway percentagewise. Self-assessment of the significance of an educational establishment, all the more, a higher professional educational establishment as an agent of socialization during the change of the personality and behavior of an individual is very rare. Still, the very

fact of receiving professional education is estimated by respondents as significant for changing their social status and receiving economic benefits which an individual expects from the process of his professional education (work place, salary, better material position etc.).

Labor (professional) socialization is a change (correction) of the personality and behavior of an individual during professional education reflected in the self-identification and social status of an individual. Labor (professional) socialization is executed, on the one hand within a framework of labor staff and on the other hand, within a framework of professional stratification.

The process of professional stratification is multidimensional and complicated and depends on many factors which are external toward a workplace of an individual: development of the economic system of a state; professional and economic expectations of the society, historical development of a system of professional training, degree of labor segregation, multilevel system of professional training, social expectations toward professional education, resilience of the processes of workforce development, etc.

In this respect, the countries with a long period of radical social and economic transformations and reforms are characterized by mixing processes of labor and professional socialization and in fact, the substitution of professional socialization by labor socialization where it is possible to achieve a high social status not during professional socialization but during labor socialization which does not imply professional knowledge and skills as key for entering a higher level in professional and social structure of society. The presence and enhancement of labor skills is significant and sufficient for raising labor status.

It would be possible to trace the dependence between the economic type of society and a dominating type of socialization of labor resources. Thus, labor socialization dominates in agricultural society, professional socialization in industrial society, professional socialization based on labor socialization in post-industrial society, labor socialization in changing type from physical (labor) skills to information skills due to the change of a dominating factor of production from labor to information.

Labor and educational socialization of youth is also important for studying, since, it is directly associated with the formation and accumulation of human capital.

The last decades of the 20th century the beginning of the 21st century witness world-wide tendencies a movement to more democracy of education which includes the movement from elitist education putting people in unequal conditions of competence for obtaining

access for high quality education, i.e., meaning discrimination of people by social, national and other criteria, to elite education where high level education is supplemented by more openness.

In modern education, the content of knowledge about human essence does not correspond to reality, since, the data of natural sciences have been represented tendentially for many years. Thus, a human is shown as biosocial creature. In this case it occurs there are no differences between, say, a teacher and a criminal, a terrorist. Therefore, the efforts of older generation aimed at bringing their successors up as highly moral fail.

Methodological framework: The social model of forming workforce (Gnevasheva, 2016a-e) is represented by an explainable variable professional identification of labor resources through acquiring the benefit of “professional education” endowed with the benefits of an economic social and private benefit and regressors: a personality, agents of socialization (a family, a small social group, a university). A social model of workforce formation is defined in the social field of social economy. From social perspective it results in the formation of the social capital of society.

Social model of workforce formation relies on general econometric prerequisites of arranging regression models and places some general demands on the regressors and an explainable variable:

- Dependence is linear
- The number of observations is higher than the number of estimated coefficients
- Mathematic expectation from an error in case of fixed regressors equals zero
- There is conditional homoscedasticity
- There is conditional non-correlation of occasional errors
- Vectors of particular observations are independent and equally distributed
- There are no linearly dependent regressors
- Estimates are efficient and unbiased

The empirical basis of the study is represented by the results of the studies of the Moscow Humanitarian University conducted in 2001-2014 to reveal student’s value mindsets and professional focus as well as the influence of social networks and agents of socialization on professional establishment (Gnevasheva, 2016a-e).

Justification of regressors

Personality: A personality is defined by many criterial prerequisites. Social space also influences the

establishment of personal characteristics or their change as defined by activity approach of personality formation. However, the stratification of social environment also implies various degree of impact on personality as confirmed by the results of empirical studies. The studies devoted to students report importance and influence in the self-assessment of a small social group on the behavior of young people. The significance of a family and friends enables young people to orientate in social space and follow some common social trajectory, however, a person himself has to make a final choice whether to follow this trajectory or not. In this respect, we should also note a clear-cut action of an essential approach to the formation of a personality with an accent on innate personal qualities of an individual which define his behavior.

The School of Youth Sociology of the Moscow Humanitarian University defines a personality in a social field and uses the notion of “thesaurus”: “a thesaurus has the traits of a functional system and together with other subjects provides vitality of a social subject (from personality to humanity in general) reflecting the hierarchy of his representations of the world” (Gnevasheva, 2016a-e).

Possibility to follow some social trajectory as the identity of “concepts” to one’s own. Besides, the notion of “concept” should be understood as “denotation of the basic elements of a thesaurus” (Hellmich, 2015).

According to the thesaurus concept, the stimulating factors of social actions are represented by “values” which in their turn are imperative and act as imperative regulators: “values have forcing action derived from their normative content” (Kapitsa *et al.*, 1997). The results of the study confirm the similarity of established values of youth and, thus, the similarity of life positions defined by them which is some evidence of the evaluation of the members of one big social group within a framework of a thesaurus, whose concepts are strictly defined with clear-cut dominant positions.

Due to sustainability of establishing value and social concepts, we should underline the temporal prolongation of current life representations about professional training registered in the studies.

Summing up the studies devoted to personal establishment of a position of professional training, we should conclude that in spite of declared independence of choice, life trajectories in this issue are predetermined by the values formed by society and perceived by young people through small social groups in their own concepts within a framework of a thesaurus, in social aspect, this process is long, therefore, these values have a tendency

of similar relation defined as “a social order for professional education” for successful socialization and protection of the established social stratification.

Agents of socialization: The first direction is elaboration of working youth problems. This category was practically, beyond the field of scientific interests in the pre-revolutionary period of Russian history (some attention was paid to separate aspects chiefly in the connection with analysis of child labour problems by Russian Marxists but it is better to call them just fragments than proper researches). In the 1920's a wide range of literature on studying of working teenager, young workers in the aspect of psychology, pedagogy and sociology was being formed. Among the works of this kind there are books of interest even for today, e.g., I.A. Ariamov “Working Teenager”, Zaitsev (1928) “Labour and Life of Working Teenagers” (Kogan and Lebedinskii, 1929; Kovaleva, 2004), “Way of Life of Working Youth” (Lukov, 2012), etc. The process of socialization seems rather complicated and still quite predictable due to known basic agents of socialization influencing social establishment and development of a personality. Within a framework of the School of Youth Sociology including A.I. Kovaleva's works, socialization is defined as “a bilateral process of constant transferring of social norms, cultural values and models of behavior by the society enabling an individual to function in this society and their learning by an individual throughout his life” (Pokrovskii, 2011).

Family the significance of a family is also traced in the projections of the future formed by young people. The studies report that students see the reality and their personal, social and professional future on two thirds through value concepts transferred by their parents, on half developed in small social groups and on one third predetermined by schoolteachers.

Small social group; A small social group (nearest environment) is a significant component of a social field of young people during their professional establishment. However, this agent should be treated as rather a co-participant of a common social field than an agent of direct impact on social and professional identification of young people. The estimates of the significance of this agent for changing behavior and all the more, personal components of young people are very small.

Education establishment (university); In fact, the system of professional education itself is not included in the value concept of youth. Thus, more than 70% of respondents steadily answer the question “Do you think that higher education guarantees success in life now a

days?” negatively or give no answer. This underlines that students treat a benefit “professional education” not as sufficient in value for successful socialization but as attributive, endowed with derived benefits which are significant for personal, social and professional socialization for social protection and successful social stratification. Most students are optimistic about their perspectives in the labor market (Lukov *et al.*, 2007).

Almost every second student has answered that is was going to work according to the specialty, obtained in the university and believes in success (distribution of answers in this position coincides with the results of studies of 2015, 2014, 2012 and 2011).

The obtained empirical data show that assurance in professional success prevails in student's estimates of their perspectives in the labor market, though every fifth student expresses fears about his professional perspectives.

In most students, professional education builds in life plans focused on working according to the education (Bell, 1973) they receive: 64.8% (48.2 and 60.2% according to 2015 and 2014, respectively) consider such work the most attractive for them after receiving the diploma of higher education.

Rational choice of an education establishment is predetermined by student's desire to work according to their, specialty.

General dynamics of student's evaluations is on the path of dynamic development pursuant to the general development of external environment and society and reflexes in youth's consciousness by changing the position in percent ratio, not by changing basic values.

RESULTS AND DISCUSSION

Social capital of the society is a result of a social model of work force formation. The first systematic analysis of social capital was offered by P. Bourdieu who had defined social capital as “the aggregation of actual or potential resources related to the inclusion of mutual obligations or confessions into a solid network or more or less institutionalized relations”. The main idea of the author is that a group of individuals receives benefit due to their joint activities and co-creation of some resource. P. Bourdieu defines a received collective benefit due to the existence of this group and their joint activity as a “basis of possible solidarity”. Therefore, P. Bourdieu assumes that social ties are the resource of receiving benefits by the members of groups which was earlier marked as an existing tendency by such, scientists as Tocqueville, Simmel, Durkheim, Weber (1922), etc. According to the established doctrine, social capital

should be understood as the product of social production directed at joint activity of some group for receiving joint benefit. In this respect, the consideration of such groups can acquire specialized character, since, the consideration of the development of social capital in various spheres of social life activity has some peculiarities. Thus, social capital as a produced benefit is a result of a particular social activity. The process of workforce formation is also a process of social development which involves many social ties and focuses on the result of many different social groups. Social capital is also the result of this social process, it is endowed with the necessity to give it a criterial evaluation due to socially differentiated ties which form a basis for its formation. Thus, considering the process of workforce formation in general, we can define different in quality kinds of social capital at various stages of its formation: at the stage of reproducing labor resources including the stages of professional orientation and professional training, at the stage of distributing labor resources and at the stage of using labor resources. Besides, social capital, being formed at each of the represented stages can be differentiated by the criteria of choice and specification of its quality including social stratification, level of professional training, territory, sphere of economic activity, etc. Historically, P. Bourdieu's followers used various methods including qualitative, ethnographic and historical methods to evaluate social capital of some society.

Social capital requires a liberal society and a free competitive market as a basis for its formation. In this respect, cost saving including transaction cost saving by the society acts as an economic benefit which again increases the potentials of optimal distribution of resources and achievement of competitive balance between counteragents involved in the social field of social capital formation. Like other forms of capital, social capital brings dividends by the fact of its use, moreover, the individual function of the utility of using social capital is maximized in the social sphere of its formation and development.

Another significant effect of the social capital theory is the importance of individual identification of a human with the society developing this social capital. From an economic viewpoint, the identification in this context can be essentially replaced by the category of individual's demand for the consummation of social capital. If there is no individual demand, an individual can be involved in the productions of social capital, however, a choice will not be rational for him. Therefore, he will not be productive in the production of this social capital and his involvement into this process of production will not lead to maximization of his own function of utility. Moreover,

his individual behavior will lead to the reduction of produced social capital of this society while the increased number of such individuals would destroy the social capital of this society.

Yet, we should not define social capital created and supported in interpersonal and intergroup relations through the notion of social cohesion or social solidarity. At the same time, the notion of social abnormality, i.e., the enhancement of social inequity can hardly be referred to the process of social capital production which will rather affect the differentiation of the spheres of using social capital, enhancement and complication of social ties of redistributing social capital, social "appreciation" of its use than the very production of social capital.

In modern society, the notion of social capital theoretical justified as a purely social phenomenon has acquired enhancing traits of an economic notion. We should evaluate it rather economically than socially and rather in individual, subjective understanding than in group, social understanding.

Social economy acts as a social field of the model under consideration. Social economy establishes the interrelations of economic and social sphere of public relations and world economic ties, reveals the criteria of modern economic space and defines the relations between the notions of social justice and economic efficiency. The development of social economy implies a public sector in a social state. Thus, the criteria of the formation of social economy are.

The optimal use of limited resources (economic efficiency) (principles of distribution and use of resources, property and means of production in modern society, goals and mission of a private sector of economy, criteria of efficiency of a private sector and its social significance).

Even distribution of national income (social justice) (quality of population, quality of life, social reproduction of population, needs of society, social well-being, mechanisms of evaluation of development of society, motivational model of labor and public activity of population, individual offer of labor, effect of income and effect of replacement, motivational expectations of population in distribution of income by the criteria of classification: age, level of education, sphere of activity, level of income, region of residence).

The system of private and social interests in modern production and consummation (state, social and private responsibility in production and social relations, competitiveness of social property, criteria of defining the efficiency of state and social management of economic systems of social development, production, economic and social effect of state management of economy and

society, methods of raising the efficiency of management, demonopolisation of property and means of production, mechanism of social regulation of global socio-economic relations).

No differences between social groups (professional, economic and social identification in society, social mobility, social lift, criteria of stratification of modern society).

Scientific and technological progress is a key force of social development (transformation of the share of participation of production factors in social development, the effect of replacing labor by capital, the softization of society, widening social sector, capital output ration of productions, specialization of professional knowledge investments in professional education).

Integration of social, private and state sector of economic and society (production and distribution of private and social economic benefits in the system of consumer demand, sociology of consumption, reproduction of labor resources organization of activities of universities and research centers creating production for “economy of information”, faster update of events in everyday life, enhancing migration processes, frequent change of professions, general acceleration of life rhythm and growth of its quality, etc).

Generally, social economy as a special kind of economy aims at a more detailed view of a human and his economic function in the state and society. The knowledge of social economy enables to forecast the developmental potentials of the society of a particular state. In this respect, the possibility of using methodological bases of social economy for so-called “social measuring of economy” is significant and can be defined as the degree of involvement of personal and resource economic subject in social system of social redistribution of economic benefits.

The importance of this task can be defined only in modern purely economic society with legal basis of a social state stimulating the society to enter the system of social redistribution, to help the state to realize its social function in forming and developing a social sector of economy.

CONCLUSION

The modern Russian youth labor market as the part of the world market is characterized by an increasing gap between the employment aspirations of young people and possibilities to meet them. As a rule young people do not have the practical experience of work (or it is not sufficient), so, their high requirements for wages as well as the discrepancy between the level of professional

training and the requirements of employers make the search for a suitable job problematic. Evaluating the results of many modern researches one can state that the worked out stereotype of “fashion specialty” continues to attract the focus of matriculants. In response to the demand of matriculants (consumers) there is formed a list of educational programs which are offered by universities causing the strengthening influence of cobweb model of employment in the youth labor market segment aggravating the structural imbalances of youth employment. The informal sector is well represented within the youth segment of employment, emphasis here should be put on creating of young people employment preferences. According to the research of Veriaskina (2005) there was evaluated the assessment of employment preferences of youth between the ages of 14-18 years who are involved in the informal sector of the economics and the main problems of their work were identified. The research determined that the work to which the young people have resorted to “earn” money for specific needs for them is not of any significance in terms of its enrichment of human capital and the focus on the prospects for employment. The main thing for them is the result which is expressed in certain revenue. In terms of a simple model of investment in human capital the most part of the respondents has high personal discount rate, they appreciate the “now” as perhaps the most significant and the real point of time, the future prospects do not play such an important role for them.

The emergence of problems in the youth labor market is preceded by the period of early labor socialization of youth.

In the condition of the professional competencies formation through the system of Higher Professional Education (HPE) the socio-economic importance of the acquired professional competence can be defined as a form of social protection of professional groups including the framework of the youth labor market segment. Among the main forms of social protection in relation to the process of formation of the workforce the level of professional competence (level of professional education), access to professional education that is the economic benefits the availability of which statistically implies the revenue level for the individual, social status, stability of employment, etc. can be noted. As a result of the author’s researches the higher professional education today regardless of the level and quality of services receives predominantly the features of attributive good through the derivative (related) benefits (the prestige of the university, the presence of the diploma, the prestige of the diploma, the links acquired during the studying, employment guarantees of the university, etc.) allowing

individual also to feel himself socially protected and to pretend for a higher social status upon graduation from the university receiving the diploma.

Young people representing socially vulnerable group of the population need the support including the support from the state as the guarantor of rights and freedoms as an economic entity which is able to create competent, fair and much-needed labor market for young people. To build an effective labor market it is necessary to approach the problem of professional orientation and labor socialization of youth comprehensively evaluating all the stages of reproduction of the workforce forming the integrated scheme of interaction of the labor market and the education market. After determining the labor suggestions as well as potential employers it is possible to generate the demanded according to the qualification requirements and professional competences workforce creating an integrated model of professional education and employment which in future will lead to the reduction and possibly elimination of imbalances of the labor market, the preservation of the youth labor potential and accordingly the whole nation.

The description of a social model of workforce formation herein enables to consider the process of arranging and using social ties in the context of reproduction, distribution and use of labor resources at the stage of professional orientation and professional training of workforce in more detail. With account for theoretical estimates, methodological justifications and empirical studies provided, we can reveal significant variable models (regressors) and justify them in modern socio-economic conditions, define social economy as a social field of the functioning of a model and the result of such interaction in the form of social capital of the society.

ACKNOWLEDGEMENT

Financial support: Grant of Russian Fund of Fundamental Research # 16-36-60002.

REFERENCES

- Ariamov, I.A., 1928. [Working Teenager]. Novaya Moskva, Moscow, Russia, (In Russian).
- Bell, D., 1973. *The Coming of Post-Industrial Society: A Venture of Social Forecasting*. Basic Books, New York, USA., Pages: 507.
- Bourdieu, P., 1986. *The Forms of Capital*. In: *Handbook of Theory and Research for the Sociology of Education*, Richardson, J.G. (Ed.). Greenwood Publishing Group, Westport, Connecticut, USA., ISBN:9780313235290, pp: 241-258.
- Cassel, G., 1932. *The Theory of Social Economy*. Harcourt Publishing Company, San Diego, California, USA., Pages: 708.
- Gnevasheva, V.A., 2015. Professional competences of youngsters for globalized economics. *Intl. J. Home Sci.*, 1: 44-46.
- Gnevasheva, V.A., 2016a. Dutch disease of Russia's economy?. *Mezhdunarodnye Protsessy*, 14: 146-154.
- Gnevasheva, V.A., 2016c. Russian younger's in the social model of labor force forming. *J. Curr. Res. Sci.*, 4: 18-20.
- Gnevasheva, V.A., 2016d. *The Social Model of the Manpower Formation*. Lap Lambert Academic Publishing GmbH & Co. KG, Saarbrucken, Germany,.
- Gnevasheva, V.A., 2016e. The use of the utility function of labour to assess the formation of human resources. *Soc. Sci.*, 11: 6433-6435.
- Gnevasheva, V.A., 2016. [Youth Segment of the Labor Market in Modern Russia: Features of the Formation of Labor]. Publishing Center RIOR, Moscow, Russia, ISBN:978-5-369-01423-3, Pages: 223 (In Russian).
- Hellmich, S.N., 2015. What is socioeconomics? An overview of theories, methods and themes in the field. *Forum Soc. Econ.*, 46: 1-23.
- Kapitsa, S.P., S.P. Kurdyumov and G.G. Malinetskii, 1997. *Synergetics and Future Forecasts*. Nauka Publisher, Moscow, Russia,.
- Kogan, B.B. and M.S. Lebedinskii, 1929. [To Be Working Youth]. Molodaya Gvardiya Publisher, Moscow, Russia, (In Russian).
- Kovaleva, A.I., 2004. [Socialization (In Russian)]. *Knowl. Understanding Skill*, 1: 139-143.
- Lukov, V.A., V.A. Gnevasheva, N.V. Zakharov, V.A. Lukov and S. Lukov *et al.*, 2007. [Social and cultural value orientations of Russian youth]. *Proceedings of the All-Russian Scientific Conference on Image of Russian Youth in the Modern World: Its Consciousness and Socio-Cultural Orientations*, December 6-7, 2007, Moscow University for the Humanities, Moscow, Russia, ISBN:978-5-98079-394-4, pp: 13-56 (In Russian).
- Lukov, V.A., 2012. [Youth Theories: Interdisciplinary Analysis]. Canon Press, Moscow, Russia, ISBN:9785883732644, Pages: 527 (In Russian).

- Poist, R.F., 1989. Evolution of conceptual approaches to designing business logistics systems. *Trans. J.*, 1: 55-64.
- Pokrovskii, V.N., 2011. *Econodynamics: The Theory of Social Production*. Springer, Berlin, Germany, Pages: 306.
- Veriaskina, V., 2005. The dynamics of human potential development and priorities of higher education. *Higher Educ. Russ.*, 2: 29-37.
- Von Wieser, F., 2003. *Social Economics*. 1st Edn., Routledge Company, Abingdon, UK., ISBN-13: 978-0415313438, Pages: 494.
- Weber, M., 1922. *Economy and Society*. Bedminster Press, New York, USA.,.
- Zaitsev, V.A., 1926. [Work and Life of Working Adolescents]. *Voprosy truda*, Moscow, Russia, (In Russian).