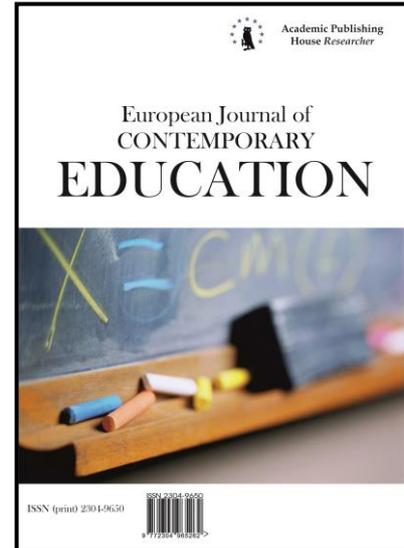




Copyright © 2019 by Academic Publishing House Researcher s.r.o.
All rights reserved.
Published in the Slovak Republic
European Journal of Contemporary Education
E-ISSN 2305-6746
2019, 8(4): 984-992
DOI: 10.13187/ejced.2019.4.984
www.ejournal1.com

WARNING! Article copyright. Copying, reproduction, distribution, republication (in whole or in part), or otherwise commercial use of the violation of the author(s) rights will be pursued on the basis of international legislation. Using the hyperlinks to the article is not considered a violation of copyright.



INCFAR: Characteristics and Challenges (A Fifth Anniversary Tribute)

Vasilii V. Tarakanov ^{a,*}, Marina A. Ponomareva ^b

^a Volgograd State University, Volgograd, Russian Federation

^b Financial University under the Government of the Russian Federation, Moscow, Russian Federation

Abstract

This paper examines the diverse activity of the International Network Center for Fundamental and Applied Research (INCFAR) in conjunction with the institution's fifth anniversary. The authors describe the process of creation and reorganization of the INCFAR Laboratories and discuss the Center's cooperation with other research-and-education establishments around the world. The paper includes an analysis of the key areas of research the Center is currently focused on.

The work's materials are grounded in some specialized literature and a body of research literature, as well as certain resources available on the Center's website. In working on this paper, the authors made wide use of the descriptive, statistical, and problem-historical methods, which helped put together a comprehensive picture of the relevant events in their historical sequence.

The authors conclude by stating that today the five-year-old INCFAR is a well-ramified research establishment. In addition to its efficient labs and spectacular publication activity, the Center is distinguished by considerable collaboration activity, possesses resources of its own in the area of dissemination of scholarly information, and runs a resource for indexing scholarly periodicals. All this helps make the outcomes of the Center's scholarly work as visible to the potential reader as possible, which, in turn, helps boost the possibility that these works will be known to wider scholarly and pedagogical communities.

Keywords: International Network Center for Fundamental and Applied Research (INCFAR), international scholarly collaboration, science studies, history, pedagogics, military sciences, intellectual capital, pedagogical innovations.

* Corresponding author

E-mail addresses: v.tarakanov@volsu.ru (V.V. Tarakanov)

1. Introduction

Today's increasingly global world is changing at a fast pace, which, naturally, is causing change in science and its forms as well. Truly, what just recently seemed immutable can easily change and take on a new form these days. As commonly known, networked collaboration is a practice that has been in wide use worldwide for decades. Yet, creating a networked scientific establishment may well look like something totally novel, as an institution of this kind does not require substantial funding that may be needed to maintain a campus. Let us explore this experience through the example of the International Network Center for Fundamental and Applied Research (INCFAR), a successful establishment which has been in operation for five years now.

2. Materials and methods

The work's materials are grounded in the company's business documentation, certain resources available on its website (<http://incfar.net>), a set of international scientometric databases, a set of journals run by Academic Publishing House Researcher s.r.o., some specialized literature, and a body of research literature.

In working on this paper, the authors made wide use of the descriptive, statistical, and problem-historical methods, which helped put together a comprehensive picture of the relevant events in their historical sequence.

3. Results

3.1. INCFAR's history and symbology

The International Network Center for Fundamental and Applied Research (INCFAR) was founded on July 27, 2014. The objective behind setting up the INCFAR was to bring together researchers based on networked collaboration among those who are united by a single research topic but reside in different regions or countries (networked cooperation), rather than do so based on a territorial principle (e.g., researchers from the same region gathered on one campus).

In the fall of 2014, the Center comprised three labs: (1) Laboratory for World Civilizations (headed by A.A. Cherkasov); (2) Laboratory for Military Research (headed by N.V. Mityukov); (3) Laboratory for Economic and Social Interaction (headed by T.E. Gvarliani). In 2017, the last two labs were joined into a single entity to form the Laboratory for Professional and Pedagogical Training (headed by N.V. Mityukov). As of October of 2019, the Center, formally registered in the US, employs 20 researchers from seven different countries (Russia, Serbia, Slovakia, Spain, Ghana, Ukraine, and Israel). Two of the Center's members are also members of the American Historical Association (USA) (A.A. Cherkasov and A.Yu. Peretyatko). One of its members is also a member of the History of Education Society (UK) (T.A. Magsumov) (Tarakanov, Ludwig, 2019: 915). Another of its members is also a member of the Royal Naval League of Spain (Spain) (N.V. Mityukov). Based on data for October of 2019, the Center has 197 publications in Scopus and 159 publications in WoS. Its h-index in Scopus is 12.

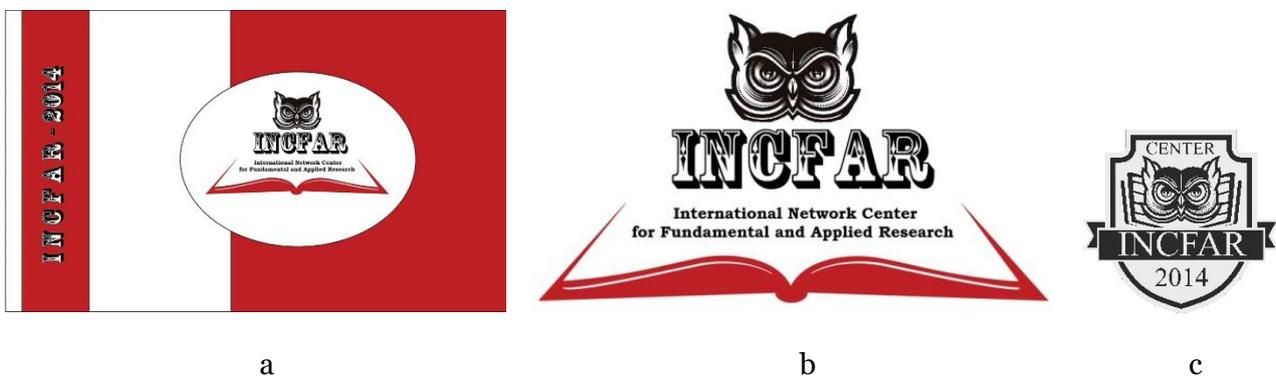


Fig. 1. INCFAR's symbology (a – flag, b – logo, c – badge).

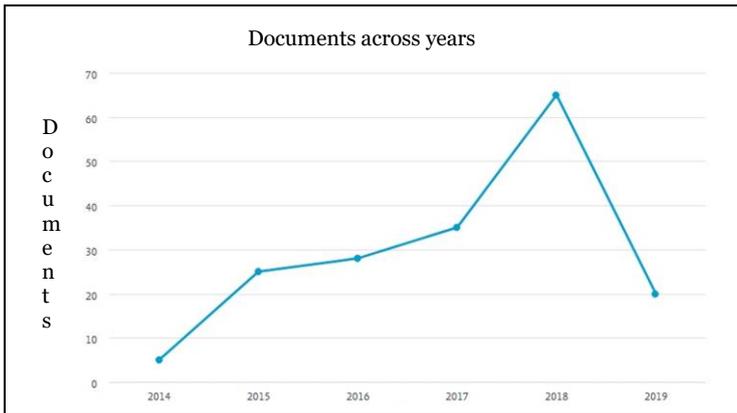


Fig. 2. Number of publications by the INCFAR based on Scopus data (as of September of 2019).

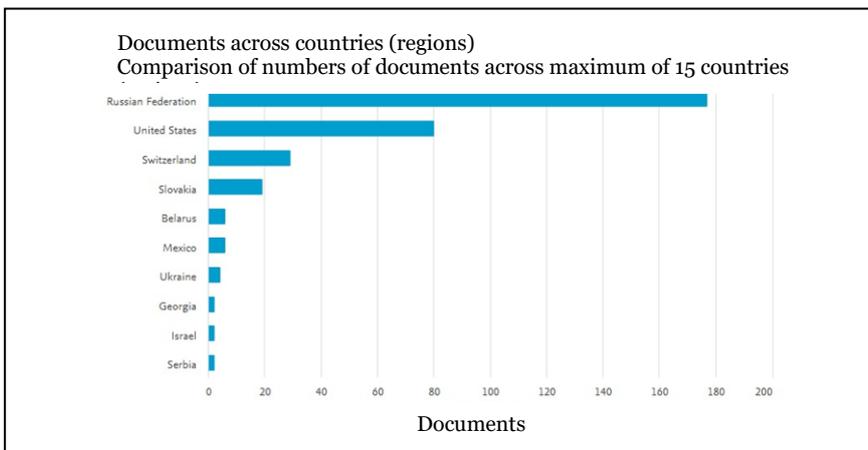


Fig. 3. Distribution of publications across countries based on Scopus data (as of September of 2019).

During the period 2016–2019, Head of the INCFAR Alexander Cherkasov, Doctor of Historical Sciences, took part in four Arctic expeditions organized as part of the Arctic Floating University program (2016 – Novaya Zemlya’s western coast; 2017 – Franz Josef Land; 2018 – Novaya Zemlya’s eastern and western coasts; 2019 – Spitsbergen). As a result of these expeditions, scholarly ties were successfully established with researchers from Switzerland, Canada, and China.



Fig. 4. A group of researchers holding an American flag and an INCFAR flag in Ny-Ålesund on the island of Spitsbergen (Norway) in July of 2019 (A.A. Cherkasov second right).

3.2. INCFAR’s publication activity

One of the key indicators of the Center’s performance is its publication activity. During the period 2015–2017, reports on the Center’s research activity included all of its publications released in journals indexed in a variety of scientometric and bibliometric systems, monographs, and

collections of scholarly works. Starting in 2018, the research activity report has covered only works published in journals that are indexed in Scopus and WoS.

Given that the Center currently runs two different labs (Laboratory for World Civilizations and Laboratory for Professional and Pedagogical Training), most of its publication activity, accordingly, is associated with the following two major research areas – history and pedagogics (including the history of pedagogics).

The INCFAR is not just a collaboration effort that brings together 20 researchers from Europe, Asia, and Africa. Most of its staff members are also experienced teacher practitioners engaged in the development and implementation of various innovations in their professional instructing activity. In this regard, the scholarly interests of staff at both of the INCFAR Labs cover relevant issues in pedagogics such as developing new methodologies on teaching various disciplines in secondary school and college and enhancing teachers' skill levels (Neskoromnykh et al., 2017), implementing a value-based approach in the educational process (Degtyarev et al., 2019), developing media education, and many others.

The Laboratory for World Civilizations is mainly focused on exploring issues related to the history of the Caucasus, the history of slavery and slave trade in the Black Sea region, military history (e.g., the Caucasus theater of military action in the period from the 18th to the early 20th centuries), and some other subjects. The other lab, the Laboratory for Professional and Pedagogical Training, is chiefly concerned with investigating issues of present-day education, as well as the history of development of the education system in the Russian Empire, the USSR, and the countries of Europe, including issues of comparative pedagogics.

Since it may be rather time-consuming trying to examine the Center's entire publication activity in a single paper, it makes sense to just focus on the top 25 most cited INCFAR papers based on Scopus and those based on WoS data. It is worth remembering that far from all of the peer-reviewed journals are indexed concurrently in both of those databases, which leaves room for discrepancies in interpretation.

The Center's most cited papers can be divided into three major groups.

The first group is focused on issues related to the Caucasus War (1801–1864) and the way of life and traditions of the mountaineer community in the Caucasus (with a separate focus on slave trade) (Cherkasov et al., 2013; Cherkasov et al., 2014; Cherkasov et al., 2014a; Cherkasov et al., 2015; Cherkasov et al., 2015a; Cherkasov et al., 2015b; Cherkasov et al., 2016; Cherkasov et al., 2016a; Cherkasov et al., 2016b; Cherkasov et al., 2017; Cherkasov et al., 2017a; Cherkasov et al., 2017b; Cherkasov et al., 2018; Cherkasov et al., 2018a; Cherkasov et al., 2018b; Ermachkov et al., 2018; Ermachkov et al., 2018a; Gvarliani et al., 2017; Ivantsov et al., 2015; Karataev et al., 2016; Magsumov, 2016; Smigel, Cherkasov, 2016).

The second group of papers covers issues related to public education in the Russian Empire, both at its center and on its periphery (Aminov et al., 2018; Cherkasov et al., 2019; Cherkasov, Smigel, 2016; Magsumov, 2014; Magsumov, 2015; Shevchenko et al., 2016; Shevchenko et al., 2018; Magsumov, 2017; Magsumov, 2018a; Magsumov, 2018b; Magsumov et al., 2018; Magsumov, Nizamova, 2015; Magsumov, Nizamova, 2016; Molchanova et al., 2013).

The third group incorporates papers that are focused on the social history of the Don Cossack Host (Peretyatko, 2016; Peretyatko, 2017; Peretyatko, Zulfugarzade, 2017; Peretyatko, Zulfugarzade, 2017a), as well as those dealing with a wide and diverse range of issues, from networked activity (Mingaleva et al., 2017) and cinematography (Fedorov et al., 2017) to historiography (Polyakova, 2015).

Many of the works by the Center's staff members are of an interdisciplinary nature. This, above all, is the case with historical research. In essence, this is vivid testimony to effective interaction between historian researchers and members of other scholarly areas, including economics, law, pedagogics, linguistics, etc. In its scholarly activity the Center actively engages specialists from institutions of higher learning and research organizations in the US, Canada, Switzerland, Ukraine, Russia, Ghana, Slovakia, Belarus, Moldova, and some other countries. Among the institutions partnered with the INCFAR are Geneva University (Switzerland) and Tel Aviv University (Israel). This kind of cooperation has helped take work on many of the scholarly issues within the sphere of the INCFAR's professional interests to a whole new level.

3.3. The Labs' staff members and their scientometric performance

Tables 1 and 2 list the staff at the INCFAR Labs and data on their publication activity (data as at October 1, 2019).

Table 1. Laboratory for World Civilizations

No.	Name	Position	Scopus			WoS		
			Total papers	Total citations	h-index	Total papers	Total citations	h-index
1	Cherkasov, A.A.	Head of the Lab	45	220	9	92	170	7
2	Smigel, M.	Deputy Head of the Lab	27	136	8	26	72	5
3	Lysenko, Yu.A.	Leading Researcher	14	12	2	12	8	1
4	Ter-Oganov, N.K.	Leading Researcher	6	5	2	6	6	2
5	Degtyarev, S.I.	Leading Researcher	19	13	2	20	12	2
6	Natolochnaya, O.V.	Senior Researcher	13	39	4	18	15	2
7	Mamadaliyev, A.M.	Senior Researcher	16	10	2	20	18	3
8	Taran, K.V.	Senior Researcher	12	21	3	13	14	3
9	Ermachkov, I.A.	Senior Researcher	10	23	3	15	25	3
10	Polyakova, L.G.	Junior Researcher	12	13	2	12	9	2
Overall value for the Lab			174	492	37	234	349	30
Average value per single staff member			17.4	49.2	3.7	23.4	34.9	3

Table 2. Laboratory for Professional and Pedagogical Training

No.	Name	Position	Scopus			WoS		
			Total papers	Total citations	h-index	Total papers	Total citations	h-index
1	Mityukov, N.V.	Head of the Lab	23	23	3	25	26	3
2	Magsumov, T.A.	Deputy Head of the Lab	28	168	9	24	20	2
3	Gvarliani, T.E.	Leading Researcher	11	24	3	15	20	3
4	Rajović, G.	Leading Researcher	17	18	3	19	22	2
5	Peretyatko, A.Yu.	Senior Researcher	17	26	4	19	38	4
6	Nizamova, M.S.	Senior Researcher	3	23	2	3	4	1
7	Sarfo, J.O.	Researcher	4	17	1	2	11	1
8	Mitrofanov, A.F.	Researcher	2	3	1	1	3	1
9	Karataev, V.B.	Junior Researcher	12	20	3	12	19	3

10	Shevchenko, N.A.	Junior Researcher	5	19	2	5	18	2
11	Molchanova, V.S.	Junior Researcher	31	151	9	25	109	7
Overall value for the Lab			153	492	40	150	290	29
Average value per single staff member			13.9	44.7	3.6	13.6	26.3	2.6
Average value for the INCFAR			15.5	46.8	3.6	18.2	30.4	2.8

The core of the center’s team is made up of several former instructors of the Department of National History at Sochi State University (A.A. Cherkasov, O.V. Natolochnaya, A.M. Mamadaliev, and K.V. Taran), as well as several members of the Student Science Club For Regional Studies Through History (Ermachkov et al., 2018), run by that department (I.A. Ermachkov, L.G. Polyakova, V.B. Karataev, and N.A. Shevchenko).

Table 3. INCFAR’s Current Scopus and WoS Stats

	Scopus	WoS
Authors	20	20
Papers	197	159
Citations	491	219
h-index	12	7

3.4. Present-day state of affairs at the INCFAR

Today, five years later, the Center comprises the following four major functional units:

- Laboratory for World Civilizations;
- Laboratory for Professional and Pedagogical Training;
- Academic Publishing House Researcher s.r.o.;
- Scientific Information Department.

The two labs have already been examined above. As regards Academic Publishing House Researcher s.r.o., the start of the institution’s actual publishing experience is credited to Alexander Cherkasov and goes back as early as 1992. The same year is when the publishing house was actually founded (Tarakanov, Ludwig, 2019: 915). At present, the institution runs as many as 52 scholarly journals in Slovakia alone, with two of these indexed in Scopus, three – in WoS, and three – in Chemical Abstracts Service. The publishing house runs several narrowly specialized journals as well, including Propaganda in the World and Local Conflicts (focused on military propaganda), Slavery: Theory and Practice (slavery), and Bylye Gody (the history of modern-era Russia and Europe).

The Scientific Information Department is concerned with the following two major areas:

The first – the technical support of the full-text english-language database Open Academic Journals Index (OAJI). The database indexes open access journals.

Official website: <http://oaji.net>

The 2nd program – Eastern European Scientific Information Agency. EESIA reviews the results of scientific research in the field of history and archeology.

Official website: <https://eesiag.com>

The Open Academic Journals Index database was created on June 11, 2013. At present, it incorporates 2,765 scholarly journals from 113 countries. It currently includes over 150,000 peer-reviewed papers, with its number of authors exceeding 280,000. The database is equipped with functionality that helps perform a broad and inclusive search across papers, journals, and authors (<http://oaji.net/library-oaji.html>). It incorporates a service that automatically calculates the value for a journal based on the CGIJ system. The maximum CGIJ value is 1,000. This value can be achieved if:

The journal, which uploaded more than 10 of its articles, and indexed nowhere – 0, 101

The journal, which uploaded over 100 of its articles and indexed nowhere – 0, 201

The journal, which uploaded more than 500 of its articles and indexed nowhere – 0, 350

The journal is indexed in DOAJ + o, 150 to the CGIJ

The journal is indexed in Scopus + o, 250 to the CGIJ

The journal is indexed in WoS + o, 250 to the CGIJ (<http://oaji.net/>).

The Eastern European Scientific Information Agency project was launched on April 30, 2018. That day saw the publication of the first news item on the information resource. The project aims to familiarize international (above all, English-speaking) audiences with news about Eastern European science. Going forward, the agency's resource is expected to become a resource for national news portals related to issues of science. At present, the agency gathers news only in the area of history, mainly from journals dealing with Eastern European history. In the near future, it may be possible to expand the agency's news feeds to include other sciences as well. The project differs from national news portals in that its resource offers a complete bibliographic description of all news items it carries, styles them in English, and provides an active link to the information source.

Conclusion

Today, after five years since its foundation, the INCFAR is a well-ramified research establishment. In addition to its efficient labs and spectacular publication activity, the Center is distinguished by considerable collaboration activity, possesses resources of its own in the area of dissemination of scholarly information, and runs a resource for indexing scholarly periodicals. All this helps make the outcomes of the Center's scholarly work as visible to the potential reader as possible, which, in turn, helps boost the possibility that these works will be known to wider scholarly and pedagogical communities.

The implementation of networked research projects has helped bring together a large number of researchers from various countries and regions. This, most importantly, is going to enable researchers from Eastern Europe to finally overcome the state of methodological confusion they have been in for several decades now, with the issue having had a truly negative effect on Russian socio-humanitarian science, resulting in its narrative descriptiveness.

References

- [Aminov et al., 2018](#) – Aminov, T., Magsumov, T., Sayakhov, R., Nasipov, I., Aitov, V. (2018). Pedagogical potential of muslim religious sources in overcoming physical and mental and psychological trials. *Journal of Social Studies Education Research*. 9(2): 266-282.
- [Cherkasov et al., 2013](#) – Cherkasov, A.A., Ryabtsev, A.A., Menkovsky, V.I., Tarakanov, V.V., Navrotsky, A.V. (2013). By Royal Authority (Investigation Data, Concerning Mines Theft in Fort Navaginsky of the Black Sea Coastal Frontier. 1851). *Bylye Gody*. 27(1): 5-15.
- [Cherkasov et al., 2014](#) – Cherkasov, A.A., Menkovsky, V.I., Ivantsov, V.G., Ryabtsev, A.A., Molchanova, V.S., Natolochnaya, O.V. (2014). The "Nobility" and "Commoners" in Ubykh Society: The Reasons behind the Social Conflict. *Bull. Georg. Natl. Acad. Sci*. 8(3): 64-72.
- [Cherkasov et al., 2014a](#) – Cherkasov, A.A., Šmigel', M., Ivantsov, V.G., Ryabtsev, A.A., Molchanova, V.S. (2014). Hillmen of the Black Sea Province (early XIX century): Geography, demography, antropology. *Bylye Gody*. 32 (2): 150-154.
- [Cherkasov et al., 2015](#) – Cherkasov, A.A., Ivantsov, V.G., Ustinovich, E.S., Kryukova, N.I., Molchanova, V.S. (2015). The Moving of the Ubykhs to the Russian Service as a Result of the Peace Initiatives in the First Half of the 1840s years. *Bylye Gody*. (3). 37: 541-548.
- [Cherkasov et al., 2015a](#) – Cherkasov, A.A., Ivantsov, V.G., Smigel, M., Molchanova, V.S. (2015). The Daily Life and Morals of Circassian Society: A Historical-Comparative Investigation based on sources from the period between the Mid-16th and the First Half of the 19th centuries. *Brukenenthal. Acta Musei*, X. 1: 76-77.
- [Cherkasov et al., 2015b](#) – Cherkasov, A.A., Shmigel, M., Bratanovskii, S.N., Molchanova, V.S. (2015). Jikis and Jiketi in Conditions of War and Peace (1840–1860 years). *Bylye Gody*, 38(4): 888-893.
- [Cherkasov et al., 2016](#) – Cherkasov, A.A., Ivantsov, V.G., Metreveli, R.V., Molchanova, V.S. (2016). The Destruction of the Christian Historical-Cultural Heritage of the Black Sea Area: Trends and Characteristics (the Late 18th and First Half of the 19th centuries). *Annales Ser. hist. sociol.* 26(1): 1-12.
- [Cherkasov et al., 2016a](#) – Cherkasov, A.A., Ivantsov, V.G., Shmigel, M., Molchanova, V.S. (2016). Demographic characteristics of the Aristocratic Abkhazia in 1800–1860 years. *Bylye Gody*, (1). 39: 53-66.

[Cherkasov et al., 2016b](#) – Cherkasov, A.A., Ivantsov, V.G., Smigel, M., Molchanova, V.S. (2016). The Demographic Characteristics of the Tribes of the Black Sea Region in the first half of the XIX century. *Bylye Gody*. (2), 40: 382-391.

[Cherkasov et al., 2017](#) – Cherkasov, A.A., Bratanovskii, S.N., Valleau, A. (2017). The losses of the Russian army in Transcaucasia during the Russo-Turkish war (1828-1829): The historical-statistical study. *Rusin*. 50(4): 38-60.

[Cherkasov et al., 2017b](#) – Cherkasov, A.A., Ivantsov, V.G., Smigel, M., Molchanova, V.S. (2017). The list of captives from the Turkish vessel *belifte* as a source of information on the slave trade in the north-western caucasus in the early 19th century. *Annales-Anali za Istrske in Mediteranske Studije - Series Historia et Sociologia*. 27(4): 851-864.

[Cherkasov et al., 2017a](#) – Cherkasov, A.A., Ivantsov, V.G., Smigel, M., Molchanova, V.S. (2017). The Losses of the Russian army during the Caucasian war (1801-1864): Historical and statistical research. *Bylye Gody*. 43(1): 68-85.

[Cherkasov et al., 2018](#) – Cherkasov, A.A., Koroleva, L.A., Bratanovskii, S.N., Valleau, A. (2018). The Abkhazian and Mingrelian principalities: Historical and demographic research. *Vestnik Sankt-Peterburgskogo Universiteta, Istorija*. 63(4): 1001-1016.

[Cherkasov et al., 2018a](#) – Cherkasov, A.A., Smigel, M., Bratanovskii, S., Valleau, A. (2018). The Circassian aristocracy in the late XVIII – the first half of XIX centuries: The social structure of society. *Bylye Gody*. 47(1): 88-96.

[Cherkasov et al., 2018b](#) – Cherkasov, A.A., Koroleva, L.A., Bratanovskiy, S.N., Smigel, M. (2018). The Evolution of the Circassians' Oaths in the Context of Changing Religious Views in 1800-1855. *Vestnik Volgogradskogo gosudarstvennogo universiteta. Seriya 4, Istorija. Regionovedenie. Mezhdunarodnye otnosheniya* [Volgogradskii Gosudarstvennyi Universitet – Vestnik – Seriya 4 – Istorija, Regionovedenie, Mezhdunarodnye otnosheniya], 23(4): 40-50.

[Cherkasov et al., 2019](#) – Cherkasov, A.A., Bratanovskii, S.N., Koroleva, L.A., Zimovets, L.G. (2019). Development of school education in the Vologda governorate (1725-1917). Part 1. *European Journal of Contemporary Education*. 8(1): 208-214.

[Cherkasov, Smigel, 2016](#) – Cherkasov, A.A., Smigel, M. (2016). Public education in the russian empire during the last third of the XIX century: Parish schools. *European Journal of Contemporary Education*. 18(4): 418-429.

[Degtyarev et al., 2019](#) – Degtyarev, S.I., Zavorodnia, V.M., Slavko, A.S., Polyakova, L.G. (2019). Implementing a Value-Oriented Approach to Training Law Students. *European Journal of Contemporary Education*. 8(3): 677-691.

[Ermachkov et al., 2018](#) – Ermachkov, I.A., Koroleva, L.A., Svechnikova, N.V., Gut, J. (2018). The plague in the Caucasus in 1801-1815 years: Part I. *Bylye Gody*. 47(1): 120-129.

[Ermachkov et al., 2018a](#) – Ermachkov, I.A., Koroleva, L.A., Svechnikova, N.V., Gut, J. (2018). The plague in the caucasus in 1801-1815 years: Part II. *Bylye Gody*. 48(2): 558-569.

[Ermachkov et al., 2018b](#) – Ermachkov, I.A., Ekimov, A.I., Vazerova, A.G. (2018). Students' humanitarian science club activity in 2006-2012. *European Journal of Contemporary Education*. 7(2): 286-290.

[Fedorov et al., 2017](#) – Fedorov, A., Levitskaya, A., Gorbatkova, O., Mamadaliev, A. (2017). Directions, Objectives, and Author's Concepts of Audiovisual Media Interpretations of School and University Theme in the Soviet Cinema of the "Thaw" Period (1956-1968). *European Journal of Contemporary Education*. 7(1): 82-96.

[Gvarliani et al., 2017](#) – Gvarliani, T.E., Koroleva, L.A., Svechnikova, N.V. (2017). The formation of the Russian medical activities in the caucasus in 1736-1799. *Bylye Gody*. 43(1): 39-47.

[Ivantsov et al., 2015](#) – Ivantsov, V.G., Cherkasov, A.A., Tarakanov, V.V., Molchanova, V.S., Natolochnaya O.V. (2015). Russian and foreign authors of the late 18th - 19th Centuries on the North-West and Central Caucasus (the historiographical and historical aspects): Part 1. *Bylye Gody*. 35(1): 70-80.

[Karataev et al., 2016](#) – Karataev, V.B., Gordeev, I.A., Zimovets, L.G. (2016). Azov cossack host on the territory of the black sea Coastline. *Bylye Gody*. 40(2): 392-397.

[Magsumov, 2014](#) – Magsumov, T.A. (2014). Main approaches to the study of historical and educational process. *Bylye Gody*. 34(4): 720-726.

- [Magsumov, 2015](#) – *Magsumov, T.A.* (2015). The additional professional training in the late Russian empire. *Bylye Gody*. 36(2): 327-337.
- [Magsumov, 2016](#) – *Magsumov, T.A.* (2016). The Jigets: A great history of a small people. *Rusin*. 45(3): 247-253.
- [Magsumov, 2017](#) – *Magsumov, T.A.* (2017). Family and school in Russia at the beginning of the 20th century: Attempts to bridge the gap. *European Journal of Contemporary Education*. 6(4): 837-846.
- [Magsumov, 2018a](#) – *Magsumov, T.A.* (2018). Apprenticeship in secondary vocational schools during the economic modernization in late imperial Russia. Part 1. *European Journal of Contemporary Education*. 7(4): 918-926.
- [Magsumov, 2018b](#) – *Magsumov, T.A.* (2018). Vocational school and studying youth in the Russian revolution of 1905. *Terra Sebus*. 10: 289-313.
- [Magsumov et al., 2018](#) – *Magsumov, T.A., Artemova, S.F., Ustinova, O., Vidishcheva, E.V.* (2018). Public education system in the Caucasus region in the 1850s: unification and regulation of educational process. *European Journal of Contemporary Education*. 3(7): 598-607.
- [Magsumov, Nizamova, 2015](#) – *Magsumov, T.A., Nizamova, M.S.* (2015). The country council work on extracurricular enlightenment of adults in the Volga-Ural region. *Bylye Gody*. 38(4): 1001-1010.
- [Magsumov, Nizamova, 2016](#) – *Magsumov, T.A., Nizamova, M.S.* (2016). The Zemstvo's activities to guide the primary school teacher resources formation and support. *Bylye Gody*. 41(3): 688-697.
- [Mingaleva et al., 2017](#) – *Mingaleva, Zh., Sheresheva, M., Oborin, M., Gvarliani, T.* (2017). Networking of small cities to gain sustainability. *Entrepreneurship and sustainability issues*. 5(1): 140-156.
- [Molchanova et al., 2013](#) – *Molchanova, V.S., Cherkasov, A.A., Šmigel', M.* (2013). Youth and patriotic sentiments during the reign of Emperor Nicholas II. *Bylye Gody*. 30(4): 88-93.
- [Neskoromnykh et al., 2017](#) – *Neskoromnykh, N.I., Chernenko, N.V., Mamadaliev, A.M., Vorozhbitova A.A.* (2017). Educational-Cognitive Barriers in the Preparation of Future Social Pedagogues for the Prevention of Social Dependencies. *European Journal of Contemporary Education*. 6(1): 57-63.
- [Peretyatko, 2016](#) – *Peretyatko, A.* (2016). The dark side of the Emancipation Reform of 1861 on the Don region: the history of the resettlement of one of the peasant community according the material of atamanskaya kontselyariya. *Bylye Gody*. 39(1): 137-145.
- [Peretyatko, 2017](#) – *Peretyatko, A.* (2017). "Before Giving to the Nation or Tribe A New Order, One Must First Ask the People of this Nation whether they Need this Order": the Local Prerequisites for the Reforms of 1860-1870 On the Don. Part I. *Bylye Gody*. 46(4): 1401-1415.
- [Peretyatko, Zulfugarzade, 2017](#) – *Peretyatko, A.Y., Zulfugarzade, T.E.* (2017). Higher and secondary education of the don Cossacks in the context of the epoch: The time of the great reforms. *European Journal of Contemporary Education*. 6(2): 367-377.
- [Peretyatko, Zulfugarzade, 2017a](#) – *Peretyatko, A.Y., Zulfugarzade, T.E.* (2017). Project of Reforms Proposed for the Don Public Education in the first half of 1860: A.M. Dondukov-Korsakov, Kh.I. Popov, N.I. Krasnov. *European Journal of Contemporary Education*. 6(4): 817-829.
- [Polyakova, 2015](#) – *Polyakova, L.G.* (2015). Black Sea Governorate during World War I: A Historiographical Survey. *Bylye Gody*. 36(2): 366-372.
- [Shevchenko et al., 2016](#) – *Shevchenko, N.A., Vidishcheva, E.V., Emelyanova, O.V.* (2016). The establishment of the system of public education in the Caucasus (1802-1917 years): The characteristic features. *Bylye Gody*. 40(2): 363-372.
- [Shevchenko et al., 2018](#) – *Shevchenko, N.A., Kucherov, I.A., Shirev, D.A., Miku, N.V.* (2018). Public Education in the Russian Empire at the end of the 19th century. *European Journal of Contemporary Education*. 7(1): 226-231.
- [Smigel, Cherkasov, 2016](#) – *Smigel, M., Cherkasov, A.A.* (2016). The Slavery in Circassia and the United States (1850–1860-ies years): General and Special. *Bylye Gody*. 42(4): 1182-1197.
- [Tarakanov, Ludwig, 2019](#) – *Tarakanov, V.V., Ludwig, S.D.* (2019). Aleksandr Cherkasov: A Scholar, Publisher, and Organizer of Research Collaborations (to the 20th Anniversary of the Scholar's Research and Pedagogical Activity). *Bylye Gody*. 53(3): 914-920.