

POSSIBILITIES OF EDUCATIONAL SPACE OF A PEDAGOGICAL UNIVERSITY FOR THE DEVELOPMENT OF A LEADER POTENTIAL OF A STUDENT

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ABSTRACT

In accordance with the theory and practice of vocational education, the main areas of active activity of students at the university are organizational, scientific, cognitive, research, pre-professional, socially significant, leisure, labor, sports and fitness, which create the necessary conditions for developing the leadership potential of a future teacher [1]. In the process of diverse creative, personal and socially significant activities of students in a specially organized educational space, the transfer of static opportunities into the dynamic competencies of a student of a pedagogical university.

Keywords: Leader, globalization, spirituality, spiritual attack, moral threat, internal and external threat, mass culture, terrorism, individualism, information attack and so on.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The need to develop the leadership potential of students of a pedagogical university involves the creation of a set of conditions that will allow them to test many aspects of pedagogical activity, having been in different situations, already at the stage of university education. The development of the leadership potential of students of a pedagogical university is understood as a pedagogically organized process of targeted actions to form a set of competencies that allow a future teacher to successfully manage the pedagogical process.

The experience of leadership behavior in interaction with students and colleagues can be obtained in a properly functioning educational space. It, charging with positive energy, allows the student to go further to new, higher levels of understanding of his mission as a designer of the personality development process, to rethink his functions and lay the routes for his professional growth [4].

The humanistic orientation of the teacher, provided by traditional training, limits leadership nature, adjusting it from a value position. The teacher is called upon not only to transmit to students a system of knowledge, but also to effectively shape their worldview, social maturity, high moral qualities, respecting the personality of the student, recognizing his uniqueness and the right to education. In this context, leadership is considered not as a way to increase one's own prestige and achieve personal goals at any cost, but a "healthy" desire to change the world and serve society through professional activities. After all, only the teacher who himself is a comprehensively developed person and an initiative participant in the life of society can successfully solve the problems of modernization of education. One of the general cultural competencies notes "the ability to understand the significance of culture as a form of human existence and be guided in its activities by basic cultural values, modern principles of tolerance, dialogue and cooperation" [3, p. 75]. The young teacher is the bearer of socially active attitudes, values and traditions that he must transmit to the student at all stages of his development. In

this regard, the education system today is focused on the search and implementation of new forms, mechanisms, options for solving the problem of professional education and the development of leadership potential of students. The role of the main direction is considered the influence of the educational environment as a whole. Using its capabilities, the pedagogical university has the opportunity to maximize the various positive social forces in the process of educating a competent teacher, to help increase its role in education and society as a whole.

A.S. Makarenko noted the developing potential of the environment, its positive impact, arguing that circumstances, things, actions, and actions of people, even completely unfamiliar ones, can bring up [5]. Thus, emphasizing that the teacher is not the only agent of socialization, the most complete realization of his functions is possible only in a specially organized educational space.

In the book "Pedagogical Psychology" L.S. Vygotsky says that education must be organized so that it is carried out through the student's own experience. This, in turn, is entirely determined by the environment, the role of the teacher is reduced to its design and regulation [5].

The influences of the environment as a whole, which involve the individual in participating in public life, teach him to understand culture, behavior in the team, self-assertion and the fulfillment of various social roles, become one of the directions of indirect educational influences on

student identity. With this approach, the formation of a future teacher is carried out naturally, but in a pedagogically organized environment in which a successful personality is formed with a developed leader potential.

I.D. Frumin, and after him N.M. Borytko point out the advantages of the environmental approach to personal education, noting its differences from socialization [2; 256]. The environmental approach is distinguished by the "naturalness" of the environment of the subject of upbringing, the formation of skills related to transfer (since the subject of upbringing himself goes through the stage of initiation of the action), the source of activity is the subject of upbringing. Environmental education is a holistic process that combines material and spatial resources, information culture, human behavior and special events [9; 284].

Studying the problem of developing leadership potential in the educational space of the university, we traced the genesis, revealed the essence and correlated the scientific concepts of "educational environment" and "educational space".

In pedagogy, the concept of the environment includes everything that has and can have an impact on human development, therefore, the main idea of the environmental approach is the interaction and interdependence between the environment and the individual, that is, the environment acquires a personally significant characteristic.

In the theory and practice of education, the environment is interpreted as a means of controlling the process of becoming a child's personality [8]. J. Dewey wrote that education is not organized directly, but with the help of the environment, for which it is specially formed [5]. Therefore, the term "educational or educational environment" has a longer history than "educational space". For example, ST. Shatsky noted the qualitative and quantitative changes in the pedagogical process depending on changes in the environment [6]. In the works of A.G. Kalashnikov was mentioned "... a certain educational environment" [8, p. 75], A.P. Pinkevich spoke about the environment, "which is created for the purpose of pedagogical influence" [3, p. 10]. A L.S. Vygotsky emphasized the role of the teacher, who is "the organizer and manager of the social educational environment" [5, P. 57]. All authors noted the high potential of the

student's environment and suggested taking it into account in the process of training and education.

Many scientists have an understanding of the significance of the educational environment and its potentials. NOT. Schurkova, who studied the educational environment of the school, defines it as a set of socially valuable circumstances surrounding the child, affecting his personal development and contributing to his entry into modern culture, and is divided into object-spatial, behavioral, eventful, informational and cultural environment [2; 5]:

L.I. Novikova noted that “the process of pedagogization of the environment consists in focused pedagogical activity directed

on the actualization of socially significant values and needs and the deactualization in the minds of young people of values and needs of an asocial nature” [3, P. 117]. She explains the process of creating an educational environment through the narrowing of the natural and strengthening of positive factors due to organized, improved and reduced to a system of influences [7; 8]. Later, the scientific school of L.I. Novikova developed the theory of educational space, and its basic concept in the 90s was introduced into the categorical apparatus of pedagogy [6; 9].

To understand the educational space, it is necessary to consider the category of “space”. The philosophical concept of space characterizes it as a form of existence of existence and expresses the relationship between coexisting objects, determines the order of their parallelness and extent, characterizes all forms of matter motion, including social [3].

Physics and mathematics interpret the term “space”, implying a lot of objects under it, between which relationships are established, determined by the nature of these objects and the distance between them [1; 3]. In philology, the concept of “field”, similar to space, is used as a combination of linguistic units, united by a common content and reflecting the conceptual, objective and functional similarity of the designated phenomena [3].

Along with studies of the educational space of the class, school, district, a number of scientists considered the educational space of the university. So, according to N.M. Borytko, the educational space of a university is a context of personal development, which is determined by the specific composition of students and teachers who make it up, by the nature of their inclusion in this space. Like any other system, the educational space of a university arises as a socially determined formation, acquires significant system-forming qualities, reaches maturity, undergoes structural and functional changes, is transformed on the basis of laws and principles predetermined by the genesis of the phenomenon [3].

Also N.M. Borytko pointed to the existence of diverse educational spaces (legal, family, sports, etc.) for the formation of a holistic personality [2]. Each of these spaces is undergoing its formation, based, perhaps, even on different principles, and it is difficult to assert their coordination and coordination. However, it is important that the educational space of the university is designed to combine the positive potentials of the environment and limit the negative for the most effective professional education. The educational space of a university is an element of a social system through which, on the one hand, social processes “flow”, and on the other, it is a carrier of certain functions [8].

The parameters of the “leadership field” as well as the educational space include: the composition of students and interpersonal relationships in the group, the style of relations

between teachers and students, the nature and orientation of activities and communication, a sense of ownership and personal responsibility for activities, the status of an individual in a group in various activities. The similarity of the educational space and the “leadership field” gives reason to endow the former with formative opportunities.

According to the goal of upbringing, the main function of the educational space of a university is to create the conditions for the comprehensive development of personality and professional formation of a teacher, in our study, for the development of the leadership potential of students of a pedagogical university. The effectiveness of organized educational space is determined, first of all, by the preparedness of graduates

Higher education to professional activity and independent creative activity, allowing them to set and solve educational and educational tasks. We adhere to the approach of N.M. We understand the borytko and educational space of the university as a structured set of opportunities in a specially organized educational environment that contributes to the effective development of the leadership potential of students of a pedagogical university.

Given the scientific results of Yu.S. Manuylova and V. Yu. Romaykina [7; 4], who studied the concepts of “educational or educational environment” and “educational space”, we structured the essential characteristics of these categories (see Table 1):

Table 1: Essential characteristics of the categories “environment” and “space”

Критерии	Воспитывающая/воспитательная среда	Воспитательное пространство
Возникновение	Возникает в результате управления объективно существующими обстоятельствами	Возникает в результате созидающей деятельности его субъектов
Функции	Выполнение контекстной функции по отношению к любому существующему в ней объекту и развивающемуся в ней процессу	Определяет собственно бытийные характеристики, «конституирует» объект
Процессы	Актуализирует потенциально существующие в данной среде ресурсы	Способствует возникновению качественно новых ресурсов, развивающихся на основе конструктивной деятельности его субъектов
Взаимосвязь	Является средовым контекстом для воспитательного пространства	Влечет за собой педагогизацию среды и приобретение ею характеристик среды воспитывающей

Thus, the educational space contributes to the optimization of the educational activities of all the entities that make up this space, enhances the educational potential and its own influence on a specific environment. The creation of an educational space is a necessary condition for the successful functioning of the educational systems of specific educational institutions, since educational systems are open systems that depend in their development on the environment of the university, its social, ethnic, cultural, natural components. All of the above stipulates the importance of studying the environment, its educational potential, and the possibilities of increasing it by turning it into an educational space. Therefore, the environment must be able to use, and the educational space - to create.

On the one hand, the researchers note that the upbringing space is a living system of relations, which any attempts to oblige, subordinate to collaborating institutions, to impose from the outside any kind of initially alien form of work within it will lead to the formalization of the principles and goals of joint activity, detachment and, ultimately, to its ossification and destruction. On the other hand, it is impossible to clearly draw the boundaries of the educational space; they are determined by the atmosphere, following common goals, and coherence.

The subjects of the educational space of the university are the initiators of its creation. They can be either individuals: students, teachers, administrators, or groups or associations of students, teachers, administrators (course, group, student association, department, etc.), as well as third-party organizations interested in the existence of an educational space. However, "the educational space is the space of education, and not the functioning of various educational, cultural and other institutions" [5].

Leadership potential can be developed in classroom and extracurricular educational activities (according to a study by Roger Harold [4]: interpersonal interaction, program planning, resolution of problems and conflicts, critical thinking, goal setting, delegation of authority, financial management, engagement, social ability activities). For example, various leadership programs of US universities and colleges form among students, first of all, an active life position, morality, and a desire to serve society. The US vocational education curriculum contains a special section that focuses on the formation of students' qualities such as self-confidence, positive self-esteem, self-esteem, demonstration of mutual understanding and friendliness, the ability to organize your work, your life, reflecting their professional competence [8]. The above confirms the need for a harmonious combination of "management skills" and "abilities to obey," a combination of formal professional knowledge and skills and personal characteristics in the image of a competent teacher.

The educational space includes: communicative-behavioral, research, event, subject-aesthetic environment, health-saving and informational environment. A.V. Petrovsky noted that the educator creates a very special developmental environment that combines the "natural", "subject", "social", "existential" and other components of the life of the pupil [9]. The main idea of this synthesis is to create conditions for situational (visible) and supra-situational (invisible) activities of participants in the educational space. Educators involve the student in the educational process in the educational space, where his own activities and the implementation of supra-situational acts of cognition, creativity, emotional development of the world with the aim of developing his leadership potential become possible. The teacher creates conditions for the pupil to manifest and experience his own subjectivity (his own characteristics, characteristics, abilities, qualities). At the same time, the educational space turns into a mirror of the subjectivity of pupils and educators, in a reflection of the dynamics of their relationship.

Highlighting the specifics of the activities of teachers and students in academic and extracurricular activities at the university, we note that the subjects are included in the educational space in accordance with individual capabilities. In particular, educational interactions in the system of teacher-student, student-student, administrator-student, administrator-teacher, are determined by the degree of mastery of organizational and communicative competencies and skills of educational activities by subjects of the educational space.

Thus, a necessary condition for the development of leadership potential is specially organized in the educational space educational and extracurricular activities of students, allowing them

gain significant communicative and organizational experience in various role positions. Due to the fact that the educational space is a combination of interactions and relationships, the subject also continues to exert a corrective effect on the educational space itself and ensure its existence.

The educational space created by the joint efforts of the university administration and the students themselves leads to the creation of an atmosphere that contributes to the formation of communicative, organizational and instrumental competencies. For students in the educational space of the university, it is possible to carry out pedagogical activities - simulating pedagogical situations, actively influencing them, mastering various social roles and behaviors, which, ultimately, contributes to the successful development of their leadership potential, an area of education that is so necessary now.

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