

Formation of Leadership Qualities in Students of Higher Education Institutions

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ANNOTATION: In this article discusses about formation of leadership qualities in students of higher education institutions.

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The need to develop the leadership capabilities of students of Pedagogical Higher Education Institutions allows them to be in different situations and try out many aspects of pedagogical activity. Under the development of leadership opportunities of students of Pedagogical Vocational Education and Training, the pedagogical organizational process of forming a set of competencies that allows the future teacher to successfully lead the pedagogical process is understood.

In accordance with the theory and practice of professional education, the main directions of active activities of students in HEIs are organizational, scientific-knowledge, research, specialization, socially significant, entertainment, work, sports-health activities, and they are future creates the necessary conditions for the development of the teacher's leadership potential [1]

In the course of various creative, personal and socially significant activities of students in a specially organized educational environment, the transfer of the static capabilities of the pedagogical higher education student to dynamic competencies takes place.

It is possible to acquire the experience of leadership behavior in interactions with students and colleagues in a properly functioning educational environment. It allows the student, as a designer of the process of personal development, to reach a new, higher level of understanding of his mission in the future, to re-understand his tasks and define the directions of his professional growth. [2].

The successful development of the leadership potential of students of Pedagogical Vocational Education and Training is directly related to the transfer of attention, which is considered relevant for Vocational Education and Training, from "training a specialist" to "educating a professional". A.A. Leontiev emphasizes two levels of teacher formation in relation to the pedagogic profession: as a professional and as a person, that is, the importance of the personal development of a person who undertakes the mission of an educator of the younger generation is emphasized. [3]

N.M. Boritko defines vocational education as mastering society and professional norms (social-normative aspect), creative self-development (individual-meaningful aspect), professional-personal self-affirmation

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(valuable-active aspect) consists of, describes the process of managing the professional-personal formation of a person as an activity. [4]

The pedagogical result of professional education is the internal readiness of students to consciously and independently build, implement and correct the perspectives of their professional and personal development. These are the pedagogical values that enable the implementation of skills in different settings, which leads us to understand competencies.

The humanitarian orientation of the pedagogue's activity provided by traditional training corrects the nature of leadership from a valuable situation and limits it. The teacher should not only convey the system of knowledge to students, but also effectively form their worldviews, social maturity, and high moral qualities, and in doing so, should respect the personality of the student, recognize his uniqueness and the right to education. In this context, leadership is viewed not as a way to increase one's reputation and voluntarily achieve personal goals, but as a "healthy" desire to change the world and serve society through professional activity. Because only a well-rounded person and a pedagogue who is an active participant in the life of society can successfully solve the tasks of modernization of education.

A young teacher is considered the bearer of social and active principles, values and traditions, and he should convey them to the student at all stages of his development.

In this regard, the educational system today is focused on the search and implementation of new forms, mechanisms, solutions to the problems of professional training and development of students' leadership potential. In the role of the main direction, the influence of the educational environment in general is studied. Using its capabilities, in the process of educating a competent teacher in the pedagogical higher education institution, there is an opportunity to maximize the realization of various positive social forces, to help increase his role in education and society in general. In this way, the pedagogue is not considered the only agent of socialization, but it is possible to perform his functions more fully only in a specially organized educational environment.

L.S.Vygotsky's book "Pedagogical psychology" it is emphasized that education should be organized in such a way that it can be implemented through the personal experience of the student. This, in turn, is completely determined by the environment, in which the teacher's role is to construct and regulate it.

The influence of the general environment, which attracts the individual to participate in social life, teaches him to understand culture, behavior in the community, self-affirmation, and to fulfill various social roles, becomes one of the directions of instrumental educational influences on the personality of the student. . In such an approach, the formation of a future teacher takes place in a pedagogically organized environment where the formation of a successful personality with a natural but developed leadership potential takes place.

I.D. Frumin, followed by N.M. Boritko also points out the advantages of the environmental approach to the education of a person and emphasizes its differences from socialization. The environmental approach is distinguished by the "naturalness" of the living environment of the subject of education, the formation of skills related to transfer (because the subject of education passes the stage of the initiator of the action himself), the source of activity is the subject of education is itself. Education with the environment is a holistic process that summarizes material-environmental resources and information culture, human behavior and individual events. [5]

Studying the problem of developing leadership opportunities in the educational environment of higher education institutions, we observed the genesis, discovered the essence and compared the scientific concepts of "educational environment" and "educational space".

In explanatory dictionaries, "environment" is defined as the social and domestic conditions surrounding a person, as well as a set of people related to the generality of these conditions. In the definition, the contextual function of the environment is determined, and the context is a content-relatively complete part of the text, an idea, or a content-relatively complete part of the being. Thus, "the environment reflects the set of many conditions that affect the arbitrary object included in it, firstly, it gives continuity and process to the existence of this object, and secondly, the meaning of each of its units creates a meaningful background phenomenon that generally "disables" its content". Philosophical understanding of the environment also reflects its meaningful description as a form of being, that is, it is considered as a field and material for development, with the help of which individual abilities are manifested. In addition, the environment is defined as a set of natural conditions in which the activities of human society and organisms take place.

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