



PREPARING YOUTH FOR PUBLIC LIFE AS A PEDAGOGICAL PROBLEM

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Abstract

The problems of creating favorable socio-pedagogical conditions for the disclosure of the leadership potential of the individual are considered. The substantiation of the topic of scientific research of the educational space in which the formation of a socially significant orientation of the young leader and the development of his personal inclinations is given.

Keywords: educational space, leader, leadership, youth geeks.

The prospects for the socio-economic and cultural development of modern society will be determined by the level of civic consciousness and social competence of the younger generation. Without due attention to educating young people in the spirit of the values and priorities of a civil law, democratic society, its social institutions, various forms of public participation in the political and economic life of the country are ineffective.

In the 90s. of the last century, both important, positive changes and negative phenomena, inevitable in a period of major socio-political changes, took place in Russia. These phenomena have had a negative impact on public morality, civic consciousness, on people's attitudes to society, the state, law and labor, on the relationship of man to man.

During the period of change of value orientations, the spiritual unity of society is violated, the life orientations of young people are blurred, the values of the older generation are devalued, as well as the deformation of moral norms and moral principles traditional for the country. The definition of educational space as a system of conditions and opportunities for personal self-development is the starting point for posing research problems in studying the practice of educating young leaders.



Firstly, this is the problem of assessing the subjective role of a teacher, pupil, and other agents of society (public organizations, educational and administrative institutions) in organizing the conditions for the formation of a young leader.

Secondly, the question arises about the system-forming factors and mechanisms for the formation of educational space. Various approaches as such mechanisms define:

- implementation of the model of a pedagogically formed way of life of a pupil in the environment (Yu. S. Manuilov);
- the interaction of teams of educational, cultural institutions, other social institutions regarding the education of the individual on the basis of common pedagogical tasks and principles (L. I. Novikova);
- an event as “a way of coexistence, cohabitation, a moment in which a developing, goal-oriented and value-oriented meeting of an adult and a child takes place” (A. A. Shibaeva) [2, p. 37].

In this list, it is worth pointing out the structure-forming role of the goals and values of the collective subject of the educational system (general school team, informal children’s association, public organization, etc.).

The problem of studying and recreating the educational space of the formation of a young leader has a wide range of related topics and related areas of research. These include issues of social and personal self-determination of young people. In the course of social self-determination, the choice of a future profession, socially significant occupations, and the nature of business behavior depend on the value orientations and attitudes of young people. Consequently, the issues of becoming a young leader are directly connected with the problem of spiritual and moral education of the younger generation and the establishment of a social and personal paradigm in modern educational practice.

One of the necessary aspects of the study of this topic is the correlation and adaptation of psychological theories of leadership with the problems of organizing pedagogical activities for the education and disclosure of leadership abilities of the individual. Psychological research in the field of leadership reveals the specifics of personality traits and features of external circumstances that determine leadership behavior. Thus, the existing theories of leadership can offer criteria for identifying the leadership potential of an



individual, as well as assessing the specially organized space for becoming a leader.

The problem of organizing the conditions for self-realization and the formation of a socially active personality has been repeatedly touched upon by researchers of issues of collective education, social pedagogy. The experience of the best schools of the 20s. 20th century (S. T. Shatsky, A. S. Makarenko, V. N. Soroka-Rosinsky, S. M. Rives and N. P. Shulman, M. M. Pistrak and others) was a social experiment in creating an educational environment within the framework of and outside educational institutions, by means of cultural, creative and economic and labor activities of a team of children and adults.

The ideas of the social and personal concept of education were revealed in his works by V. A. Sukhomlinsky. He considered the spiritual life of the team and the organized leisure of the child as an educational space for the versatile development of the individual. The civic maturity and creative individuality of the pupil were determined by the measure of his participation in school life, in socially significant activities for the benefit of his native village and society.

The methodological basis for studying the problem of the educational space for the formation of a young leader is also research and conceptual approaches in the field of youth science [3]. This branch of pedagogy emerged as the pedagogy of Komsomol work in the 1950s and 1960s. 20th century and was associated with the study of pedagogical influences on a person during adolescence in the process of personal self-determination.

Such prominent scientists as I. P. Ivanov, L. I. Umansky, A. N. Lutoshkin, M. M. Yashchenko, A. V. Mudrik, B. Z. Vulfov.

The issues of the development of social activity in the conditions of the educational activities of the school Komsomol organization were considered in the studies of B. Z. Vulfov, S. E. Khose and M. M. Yashchenko.

B. Z. Vulfov noted that the wider the range of social roles performed by a high school student, the denser the ties of the individual with society, the more actively socially valuable personal qualities are revealed. In this sense, the Komsomol collective, as an educational space, provided a wide range of social roles and made it possible to develop the ability to lead and obey. At the same time, the formation of a leadership position and a collectivist orientation took place in this community expediently, in a conscious socially valuable activity carried out with high ideological and moral motives.



I. P. Ivanov, the author of the communitarian methodology and pedagogy of general care, together with the teachers of Leningrad schools in the 60s. revived and updated the system of organizing the educational activities of A. S. Makarenko. The basis of the methodology was the idea of developing the individuality and creative activity of every young person. The elements of the communal methodology are: the interaction of different micro-collectives; shift and duty commanders; a system for distributing cases for a day and longer periods; meetings of groups with a discussion of cases, plans, actions; registration of children's life with such details as system, full dress, game, traditions. The formation of behavioral skills, interaction skills, moral and social development with this method of organizing group activities are ensured by involving everyone in constant and varied creative work. Initially, the methodology of collective creative activity (KTD) was used to train pioneer and Komsomol activists of schools. Subsequently, a broad socio-pedagogical movement arose, directed against formalism and bureaucracy in children's organizations, asserting the priority of the active creative life of schoolchildren in order to develop themselves and improve the surrounding reality.

Modern technologies for organizing leadership camps are based on the ideas and principles of the KTD methodology, borrowing the details and forms of organizing the life of activists.

Undoubtedly, a great contribution to understanding the problem of educational space was made by the studies of L. I. Novikova and her school, in which the theory of educational systems was developed. A. T. Kurakin, A. V. Mudrik, N. A. Selivanova, V. D. Semyonov, V. A. Karakovskii took part in the development of this theory. Regarding the issue of becoming a young leader, two key ideas of the theory seem to be relevant:

- 1) the educational system affects the child not only as a pedagogical, but also as a social factor [4];
- 2) the condition for the emergence and development of the educational system is the activity of the pupil as the subject of management of this system.

The variety of points of view on the problem of creating an educational space for the formation of a personality determined the ambiguity of the conceptual and terminological apparatus in this matter. So, in particular, there is no single interpretation in the categories of «pedagogical (educational) space» and «pedagogical (educational) environment». The concept of «educational space» is not clearly separated from the concept of «educational system». There is no



unambiguity in the terminological designation of socio-spatial characteristics (environment, space, sphere, etc.).

Some authors separate the concepts of «pedagogical environment» and «pedagogical space» according to their content characteristics. According to A. D. Obutova [6, p. 41–42], the pedagogical space in terms of its scale probably corresponds to the pedagogical environment, however, the difference between these categories is determined by the degree of involvement of the subject in the educational forms of the social and cultural environment.

In the interpretation of D. V. Grigoriev, the educational space appears as “a dynamic network of interconnected pedagogical events created by the efforts of social actors of various levels (collective and individual)” [2, p. 37]. Along with this, in the culturological concept of education by N.E. Shchurkova, the event environment is only one of the components of the educational environment, which also includes object-spatial, socio-behavioral, information environment.

In modern conditions, the documents that determine the content of education [1, 7] focus on the organization of local educational space within the school and its immediate social environment, since it should become the most important structure-forming component of the national space.

A single value-semantic basis for the interaction of subjects of education should eliminate barriers between individual academic subjects, between school and family, school and society, school and life. The growing role of social and cultural practices, involving schoolchildren in solving social, environmental, economic, cultural and other real problems of a village, district, city, region are revealed in the idea of a macro-level of pedagogical interactions. This is the idea of going beyond the «pair» pedagogy (teacher-student) to the level of a wide, diverse and developing social community. In addition to the children’s collective, representatives of the public and various social institutions should become subjects of education. The factors of upbringing are transformed from the social conditions themselves, the way of life of schoolchildren as they are involved in socially transformative activities. One of the options for the pedagogical management of the social formation of the personality of a young leader and citizen is the creation of youth and youth public associations (organizations, movements, institutions). The Children’s Public Association (DOO) is a voluntary union of children and adults, created for joint activities, to meet their own social needs. The form of existence and



expression of social activity as an active attitude to life through initiatives and their implementation in the activities of preschool educational institutions.

The first thing that happens to a child in a children's association is his inclusion in a diverse field of activity. The development of a socially significant orientation of the personality and the actualization of leadership potential occur as the child's own meanings of initiative participation in public life are formed in the mind of the child. Only by realizing the need for liberation from the passive-consumer attitude to life, the pupil can become the subject of the educational space of personal self-development.

The variety of meanings that are revealed from the compositions of students leads to the fact that the concept of forming a personality with an active life position should be based on the variable content and forms of personal self-determination.

According to this conception, the immediate social environment of the leader should be considered the sphere of realization of the citizenship position. As the leadership potential of the individual is revealed, the space of its influence expands from a team of classmates to the youth community of an educational institution and to the scale of participation in programs aimed at improving the socio-economic and cultural standard of living of residents of their native village, city, region.

The practice of modeling the educational space of young leaders requires not only understanding the value priorities of the subjects of this space. It is necessary to base the model on the criteria of the socially oriented orientation of the leader, as well as the principles and methodological approaches to the development of the social activity of the pupil on the basis of his free self-determination.

The development of educational space takes place in parallel with the process of becoming a young leader. And the driving force of development will be the contradiction between the tendency to streamline the structure of the educational space and the variability of values, meanings of the young leader's self-determining personality.



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