STUDENTS LEADERSHIP QUALITIES DEVELOPMENT IN UNIVERSITY EDUCATIONAL PROCESS: INDIVIDUAL MORAL VALUES PRIORITIES

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The relevance of the research is conditioned by the changes in the demands of the labor market to the system of higher education for the training of students-future specialists of the new formation, specialists-leaders, active subjects of various social strata, educated on universal moral values, with developed competences for self-identification and self-realization. The current inconsistency needs to be correctly scientifically systematized and rethought. In this connection, the main attention in this paper is devoted to scientific systematization and rethinking the priorities of moral values in the development of leadership qualities of students. Based on the results of the study, a typology of leadership qualities of students in the educational process of the university is established; the structure and content of priorities of moral values of the person in development of leadership qualities of students of high school are determined (cognitive, status-role, emotional and activity competences). The computer program - the training simulator "I am the leader" is justified as the didactic mechanism for realization of moral values of the person in development of leadership qualities of students. The effectiveness of the program is proved with the help of moral values' formation criteria of cognitive, status - role, emotional and activity competences of students, which are priorities in the development of leadership qualities.

Keywords: leadership, leadership qualities, priorities, students' moral values, competences in leadership development, volunteer activity, student self - management.

INTRODUCTION

The relevance of research

Changing the requirements of the labor market to the quality of specialists' training determines the leading strategies for rational transformation and renewal of the entire system of higher education. Modern fields of high-tech industry require a new generation of specialist, specialists - leaders, organizers, possessing professional and general cultural competences, with high moral values, competitive and stress-

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resistant in communication and collaboration, prepared for independent and personal decision-making in situations of extreme choice, responsible for the fate of their enterprises and staff (Zinchenko, 1994; Osipov, 1995; Ponomarev, 2007; Rakhimova *et al.*, 2017). The significance of these competences' development with modern student youth is noted in the majority of studies on the aspects of the formation of leadership in the student environment (Andreev & Saikina, 2004; Bern, 2000; Bensimon, 1993; Gaponyuk, 2008; Murtazin, 2011). In the course of the research, it is established that scientific data on the formation of university students' leadership qualities, which modern fields of humanitarian knowledge possess (Briginets, 2010; Galeev, 1994; Grebenyuk., 2012; Davletova, 2007; Zaiko, 2014; Shigapova, 2009; Valeeva & Biktagirova, 2016; Shaikhelislamov, Shaekhova & Murzalinova, 2016; Bayanova & Mustafin, 2016; Ermolaeva, 2016), are determined mainly by the indicators of student activity involved in the social activities of volunteer organizations and student self-government bodies. Beyond the specialists' attention are both the educational environment of the educational process and the content of the subjects studied (Sidelnikova, 2016), which, in comparison with the activities of volunteer organizations and student self-government bodies, have an equally important influence on the development of the moral foundations of the student's leadership qualities (Demidova, 2011; Hjell & Ziegler, 2007; Rozhkov, 2008; Shaikhitdinova, 2004; Tchoshanov *et al.*, 2017). The obtained data allow to substantiate an important trend - the student's leadership qualities - one of the important regulators of self-actualization of the personality, implemented through the system of moral values represented in the content of the educational process: in categories of the conceptual apparatus, goals, principles, structure and content of the disciplines studied, technologies, scientific and methodical Resources, criteria and quality indicators (Andreev & Saikina, 2004; Beck, 2000; Malakhova, 2004; Kalimullin & Utemov, 2016). To substantiate the theoretical and practical significance of moral values as priorities for the development of students' leadership qualities in the educational process of the university, the paper reveals the essence of the basic definitions adapted to the educational process of the university: "leader", "leadership", "leadership qualities"; based on the results of the study conducted, a typology of students' leadership qualities in the learning process is established; the priorities of the moral values of the individual are determined in the development of the students' leadership qualities (cognitive, status - role, emotional, activity-related competence). As a didactic mechanism for the realization of moral values of the individual in the development of students' leadership qualities, a computer program is justified: the training simulator: "I am the leader". The effectiveness of the program is proved with the help of criteria of moral values' formation of cognitive, status - role, emotional and activity-related competencies, which are the priorities in the development of leadership qualities.

LITERATURE REVIEW

The essence of the basic definitions: "leader", "leadership", "leadership qualities of students"

For the correct definition of the subject of this study, on the basis of a comparative analysis of the definitions "leader", "leadership" and "leadership qualities", the identification of their semantic content was carried out. It is proved that the most identical, complementary meanings the concepts possess in the established interpretation:

– "leader" is: 1) the subject, a member of the group, for whom the participants of the group themselves recognize the priority to make meaningful decisions in various important circumstances; 2) highly rated, authoritative personality of the student, which plays a central role in the joint activity of the members of the training group and regulates the relationship in training activities in micro groups (Gaponyuk, 2008; Malakhova, 2004; Shigapova, 2009);

– "leadership" is the organization of the process of realization of the value system of intra-group interaction of the members of the student group aimed at achieving the learning goals under the influence of the personality qualities of the leader (Murtazin, 2011; Rozhkov, 2008; Umansky, 1992);

– "leadership qualities" is a set of potential opportunities of personalities: 1) integrative: they provide satisfaction of the expectations of each member of the training group; 2) coordinative: carry out trust regulation of activity of all members of the group; 3) practical: transform the goals and objectives of the first two levels into specific programs of educational and cognitive activity in accordance with the accepted moral standards of leadership qualities:

1) active life position;

2) stress resistance;

3) the desire to serve the society;

4) harmoniously combine the ability to manage and the ability to obey;

5) possess developed empathy, to respond sensitively to other people's pain;

6) success (Bensimon, 1993; Stogdill, 1974).

The established content of the basic definitions is used as a theoretical and methodical basis for the development of leadership qualities of students in the educational process of the university.

The views of scientists on the research problem

Numerous studies of teachers and psychologists devoted to the problem of leadership of student youth are presented in various theories of leadership roles: the theory of features, integrative theory, the theory of constellation of features,

etc. (Shaikhitdinova, 2004). A significant contribution to the development of the theory of leadership qualities was made by scientists of the Gallup Institute (USA). Since an important place in the concepts of leadership qualities of personality belongs to the volunteer activity of US colleges' students, which is assessed by the universal criterion of "success", the group of scientists of this institute has developed a "success formula" of the leader, consisting of parameters of success: common sense, knowledge of one's business, self-confidence, a high comprehensive level of development, the ability to bring any business to the end, creative potential, relationships with colleagues, luck (http://achievers.ru/category/formula-uspexa/page/2). In the work of the American researcher R. Stogdill the special importance is given to the dynamic, procedural nature of leadership and leadership qualities in the volunteer activity of student youth: interpersonal interaction, acceptance of responsibility in solving problems and conflicts, critical thinking, goal setting, delegation of authority, involvement in co-operation, abilities to social activity (Stogdill, 1974). Alternative approaches of Russian scientists (Andreev & Saikina, 2004; Bern, 2000; Davletova, 2007; Zaiko, 2014; Zinchenko, 1994) to the problem of development of leadership qualities of university students are substantiated by the priorities of the "educational field of leadership", the creation of an environment for creative cooperation and partnership in micro-groups in educational activities: "teacher-student", "student-student", "teacher-student-educational process-Internet space." This group of scientists proves that the personality that most fully reflects and expresses the interests of the "educational field of leadership" stands out from the general group in the process of role differentiation and thereby most successfully realizes its own potential leadership qualities. The results of other Russian researchers (Galeev, 1994; Gaponyuk, 2008; Demidova, 2011; Osipov, 1995; Ponomarev, 2007, 1992) found that the totality of knowledge, skills, qualities and experience of the personality of university students in productive activities in a specific current situation, in conscious and purposefully active, oriented on moral values thinking, charisma, dynamism, ability to overcome stereotypes, communicability, receptivity, reliability, critical thinking, emotional potential and others - constitute the moral basis of the leadership qualities of a competitive specialist. A special role of moral values is admitted in the development process of the established qualities in the studied disciplines' and value orientations' content in the university educational process. The importance of the relationship between the educational and extracurricular activities of the university is proved, ensuring the integrity of the process of developing the leadership qualities of students (Briginets I.N., 2010; Krichevsky & Dubovskaya, 2001). The results of these studies are used to substantiate the conceptual approaches to determining the priorities of moral values in the development of leadership qualities of students in the educational process of the university.

RESULTS

Typology of leadership qualities of students in the educational process of the university

It was established that before the beginning of the 20th century, studies of the leadership problem were purely descriptive. Serious studies of this problem appeared in the twentieth century. In the synthesized form, several groups of leadership theories can be distinguished: the theory of heroes, the theory of features, the theory of the environment, personality situational theories, interaction theories - expectations, humanistic theories, exchange theories, motivational theories, etc. (Shaikhitdinova, 2004). Most of the presented theories consider the phenomenon of leadership from the standpoint of the characteristics of its carrier (the leader), attributing to him or her certain traits, social features, status and role: it is the individual in the social structure (system group), endowed with certain powers and status, showing acceptable to this structure (system group) socio-psychological qualities, possessing a specific set of value orientations, allowing him or her to control other individuals, effectively to influence them and productively interaction with them. In the course of the study it is proved that in this interpretation the differences between the leader and the "driven" are not absolute, but relative. The qualities necessary for a leader are not only the privilege of separate individuals, but also of many other members of the group representing potential leaders. The leader in this sense is rather a characteristic not of the individual, but of the group whose interests, expectations and needs are the decisive element. The individual becomes a leader not because of some special personal qualities, but in spite of it, because he is chosen as a means of meeting the needs of the group. With this approach, the leader loses autonomy, initiative, and the ability actively to demonstrate his or her leadership qualities and direct the activities of the members of the group to achieve the goals of the activity and to form its new moral values.

In the course of the research it was proved that the process of activating the leadership qualities of students most effectively occurred in the "educational field of leadership" - in the educational process of the university, aimed at developing the personal qualities of students in defining themselves as responsible and free in their creative choice, active and enterprising personality. The key characteristics in the formation of students' such qualities are universal values of the educational process of the university, accumulating the moral values of each student as an individual, having its own structure of interests, needs, views, personal attitudes in self-development and self-determination. To this end, during this research, scientific and methodical approaches to creating a "leadership field" in the educational process of the university were determined and the effectiveness of axiological, competence, system - activity and synergetic approaches was established:

– axiological approach makes it possible to distinguish the hierarchy of moral values (universal, institutional, personal), which are the basis for the development of leadership qualities of students in the educational process of the university. a significant place in the structure of established values is given to the process of their interiorization by all subjects of the "educational field of leadership" (management personnel, teachers, students);

– the competence approach serves as a basis for projecting specialists' professional programs centered around the idea of forming the competences of effective leaders' activities. The structure of the competences of the successful leader (self-awareness, system thinking, ability for perspective forecasting, ability to delegate authority, charisma, ability to overcome stereotypes, appreciate differences, dynamism, communicability, sensitivity, reliability, critical thinking, developed emotions);

– the system-activity approach focuses on the integration interaction of educational and upbringing processes, which results in the model of an innovative pedagogical system aimed at training a professional leader possessing creative abilities. This model uses specific types of activities and technologies for their implementation that contribute to the formation and development of leadership qualities of students: project technologies and technologies of coaching and tutoring;

– the synergetic approach defines the educational process of the university as a complex, nonlinear system that has developed potential for self-development, self-organization and self-actualization as the socially significant requirements, and as the needs and interests of each subject of the "leadership field".

Based on the implementation of established approaches in the course of the study, it is proved that the following types of leadership qualities of students effectively manifest themselves in the system of relations "teacher-student-learning process": 1) integrative: the active life position dominates, the desire to serve the interests of the collective - in terms of the content of the activity; transforming - according to the functions of the activity; creative - on the results of activities; 2) coordinative: collegial, confidential - by the nature of the activity; harmonious, combining the ability to control and the ability to obey - according to the functions of the activity; successful in regulating activities - on the results of activities; 3) practical: having the competence to transform the goals and objectives of the first two levels into specific programs of educational and cognitive activity in accordance with the accepted moral norms of leadership qualities (active life position, morality, desire to serve the society).

The structure and content of the priorities of the moral values of the individual in the development of the leadership qualities of students in the educational process of the university

It is established that among all groups of values of leadership qualities, the group of moral values of an effective leader is the most important among student youth. Surveys of the students testify: "the leader who understands the situation and its tendencies, sees the goals, is able to create and implement a strategic plan, guided by the moral values of a person" is effective one. "(WWW.fom. ru). The study determined, identified and experimentally substantiated rating of moral values' priorities of the individual in leadership skills development of students: 1) the integrity of the world view, 2) formation of a civic stand point, 3) patriotism, 4) social activity, 5) willingness to act in accordance with the proclaimed values, 6) focus on service to public, 7) the success, 8) self-confidence, 9) the ability to overcome obstacles, 10) responsibility, 11) stress resistance, 12) charisma, 13) energy, 14) determination, 15) purposefulness.

It was proved that there were no significant discrepancies between the students' preferences in the selection of priorities for the moral values of leadership qualities and the importance of these value groups for university professors and representatives of the labor market. It has been established that the most important groups of moral values for the development of leadership qualities of students in the educational process of the university for teachers and representatives of the labor market were values which were identical with the priorities of students ones: purposefulness, social activity, independence in decision-making, ability to overcome obstacles, ability to creative self-realization, and manage the team, etc. (Andreev & Saikina, 2004; Bern, 2000; Stogdill, 1974).

In the course of the study, the conditionality of the development of the leadership qualities of students in the learning process is established by the learning objectives. It is proved that the goal of the educational process, expressed in the form of knowledge-abilities, knowledge-skills, knowledge-beliefs, knowledge-actions, knowledge-competences, initiates all the moral values objectively inherent in these activities and transforms them into an indicative basis for targeted actions to develop leadership qualities of students. To implement effectively the indicative framework of targeted actions, the structure of preventive didactic requirements is justified in the course of the study:

– the goal should have its manifestation in the activities of students and teachers and its objective reflection both in the structure of the required result, and in the means of achieving it;

– the goal should have an accurate interpretation;

– the goal should be adequately accepted by all participants of the educational process;

– the objective goal must complement the common goal, the logical version of its achievement and reflection.

In accordance with the established requirements during the research, the algorithm of the orienting basis of actions for using the content of priorities of moral values in the development of leadership qualities of students in the educational process of the university is justified. The structure of the algorithm consists of the following steps:

– conceptual stage: axiological, competence, system - activity and synergetic approaches are used; value foundations of the typology of leadership qualities, adapted to the educational process of the university;

– diagnostic stage: monitoring of the educational process as a "field of leadership", in which the personality develops, its moral potential is formed, its leadership qualities are revealed;

– structurally - contextual stage:

   1) formulation of the educational goal as a system-forming element of the priorities of moral values in the development of leadership qualities of students;

   2) determination of the volume of theoretical knowledge about the content of moral values of the individual, focused on participation in leadership activities;

   3) determination of the initial level of priorities of the student's moral values in the structure of leadership qualities;

   4) updating the didactic and organizational and methodical component of the educational process in accordance with the goals of realizing the priorities of moral values in developing the leadership qualities of students;

   5) the definition of the competences' status of action in specific programs of educational and cognitive activity in accordance with universal moral standards of leadership qualities (active life position, morality, desire to serve the society);

– technological stage: projecting and implementation of the structure and content of interactive technologies (projective, reflexive, co-educational);

– criterial stage (the criteria for the formation of moral values of cognitive, status - role, emotional and activity competencies):

   1) cognitive competences (personal acceptance of the role of leader): a developed interest in organizing activities, positive motivation and inner willingness to assume the functions of the organizer, the search for non-standard solutions in the situation of uncertainty, the ability and desire to resolve conflict situations, the consolidation of the training group, manifesting in the efficiency of learning-cognitive activity, expansion of communicative contacts, activity in a wider community, willingness to assume representative functions;

2) status - role competences (acceptance of the leader by the group): status level (delegation to the leader of representative, managerial, intermediary functions); business level (recognition of the authority of the leader in the sphere of business relations, increase of motivation for self-realization, reflection of the achieved results); emotional level (harmonization of interpersonal relations, influence on increasing the positive mood of group members, creating a zone of positive emotions);

3) emotional competences (the influence of the leader on the members of the group): the ability to initiate decision-making; psychological tact: reasonable compromise, constructive resolution of conflicts in the group; the ability to create a favorable psychological climate, construct interconnections and relationships;

4) activity competences (personal contribution to the realization of moral values in the content of leadership qualities in the training activities of the group): formed knowledge and organizational experience, a positive focus on the achievement of the final result, a clear understanding of the objectives of training activities, the construction of a program to achieve goals, the correction of the group activity, errors' forecasting and preventive measures' undertaking.

The computer program - the simulator "I am the leader"

The didactic mechanism of realization of moral values of the person in development of leadership qualities of university students in the given research is the experimental project of the computer program - training simulator: "I am the leader".

Structure of the program - simulator

1. Information module (knowledge, abilities and skills are formed to use the content of the basic concepts of the program):
   – leader, leadership, leadership qualities;
   – typology of leadership;
   – types of leadership personality qualities, formed in the educational process of the university;
   – the structure and content of the priorities of moral values in the development of leadership qualities of students;
   – becoming a leader.

2. Technological module (realization of the acquired knowledge by modern interactive means):
   – master classes;
   – coach trainings;

– effective communication trainings;

– trainings of confident behavior;

– training of a successful leader;

– round tables, workshops to solve creative problems;

– videoconferences, talk shows, dispute clubs;

– business and role-playing games, etc.

3. Project module (practical application of leadership qualities in the direct educational process):

– work in project groups, development and implementation of socially significant projects at the group, university, interuniversity levels.

The purpose of the program – of the simulator: The formation of competences for the implementation of the priorities of moral values in the development of leadership qualities of students in the educational process of the university.

Preparatory stage

An introductory briefing is being held at this stage. Students are got acquainted with the structure of the program of the simulator "I am a leader", with the logic of organizing an educational process based on the use of computer and other specialized tools. The advantages of using the interactive whiteboard are explained: the most accessible computer tool aimed at achieving the training goals of the simulator program; enables to transfer the image from the monitor screen to the projection board, and also to control the computer with the help of special markers. It has available software:

– Notebook (SMART Notebook);

– a video recorder (SMART Recorder);

– video player (SMART Video Player);

– additional (marker) tools (Floating Tools);

– Virtual keyboard (SMART Keyboard).

The functional features of the interactive whiteboard software are disclosed:

– notebook is a graphical editor that enables to create documents of its own format using text, graphic objects, both created in other Windows programs, and with the help of appropriate tools;

– the video recording tool enables to record in the video file (AVI format) all the manipulations currently performed on the board, and then play them using a video player (SMART Player). So, using a notebook, within one lesson one can create the necessary material, for example, any table, and in other sessions, repeatedly demonstrate the whole process through a video file;

- markers are used by the teacher to create marks on the entire area of the monitor screen regardless of the current application used. In this case, all the notes, for example, in the Power Point presentation, can be saved;
- a virtual keyboard is used to control the computer when the instructor is directly near the board, in order to duplicate the standard computer keyboard.

The main advantages of the interactive whiteboard are *allocated*:
- economic and resource availability for any unit of the university;
- unlimited space;
- a wide range of graphic tools;
- the ability to store information in a dynamic form (in video-File);
- an effective means of creating educational and didactic materials, of static and dynamic nature;
- Software tools can be used both separately and in aggregate, depending on the stage of the educational tasks being solved.

The main memory characteristics of the board are consolidated:
- information can be located on an area of unlimited size, stored indefinitely, while at any time one can return to the previous information;
- has great graphic capabilities of the image: a wide color spectrum of the pen, its various shapes and thickness, a different color background;
- has the ability to save all information in a video format. For example, one can lock the recording algorithm so that we can later view not the static end result, but the recording process from start to finish, adjusting the speed;
- has the resources to create educational and didactic materials, of static and dynamic nature. All materials can be created directly in the class and then used in all types of educational and extracurricular activities.

The contents of the introductory instruction are received by each student for individual use in printed form.

Organizational stage

Creation of micro-groups. Distribution of roles and their functional responsibilities: election of the leader, delegation of authority to the leader of the group, acceptance of the leader by the group, acceptance of the role of the leader by the individual.

Formulation of the problem

Each participant in SMART Notebook fixes answers to a number of questions:
- why participation in this activity is important to me;

–   what will be done to accomplish the plan;

–   where to start;

–   what will happen in the end.

The course of activity (All resources of the interactive whiteboard are used):

–   planning of joint and individual activity by the leader of the group and its active members to solve the tasks;

–   realization of activity of the leader on the organization of independent work of students;

–   consultations of the leader with the teacher, the group's active members, individually with the members of the group;

–   recording by the leader of the results of activity.

Presentation of the results of activities

An important role in this kind of activity of the leader is played by software resources of the interactive whiteboard. The main types of presentation, taking into account the presented resources, are video films, websites, talk shows, videoconferences, etc.

The effectiveness of the simulator program is proved by the results of students' participation in leadership activities in the educational process of the university. The analysis of the results of teachers and students survey suggests that the priority moral values in the development of the leadership qualities of respondents at this stage are values of cognitive competences - 1 to 2 places respectively (75 to 74.5%). On the third place are the moral values of activity competences (72%). At the 4-th – 5-th places - the values of status-role competences (62 - 65%). At the last 6th place - the values of emotional experience (60.5%). Depending on the type, nature and content of the activities, which are specific for each stage of the simulator program implementation, each participant of the experiment has an opportunity not only to "try on" and experience the role of a leader in specific educational activities, but also to adapt moral values to the development of leadership qualities.

DISCUSSION

The relevance of the study, its theoretical and practical significance are confirmed by the results of the study, the course of which proved that the process of activating leadership qualities of students most effectively occurs in the "educational field of leadership" - in the educational process of the university, focused on the development of the moral potential of students' professional and personal competences. It is also proved that the key characteristics for students' leadership qualities' formation are universal values of the educational process of the university, accumulating moral values of each student as an individual, having its own structure

of interests, needs, views, personal attitudes in self-development and self-determination. The effectiveness of the axiological, competence, system - activity and synergetic scientific and methodical approaches to the creation of the "leadership field" in the educational process of the university is substantiated and the algorithm of the orienting basis of actions for using the content of priorities of moral values in the development of leadership qualities of students in the educational process of the university is implemented. The revealed tendencies are confirmed by the results of studies of the pedagogical theory and practice of the leadership problem (Andreev & Saikina, 2004; Bensimon, 1993; Bern, 2000; Briginets, 2010; Gaponyuk, 2008; Davletova, 2007; Zaiko, 2014; Malakhova, 2004; Murtazin, 2011; Ponomarev, 2007). In the course of the study, the computer program - the training simulator "I am the leader" is justified as a didactic mechanism for the realization of the moral values of the individual in developing the leadership qualities of students. The effectiveness of the program is proved with the help of the criteria of moral values' formation of the cognitive, status - role, emotional and activity competences of the student personality, which are priority in the development of his or her leadership qualities in the educational process of the university (Table 1).

TABLE 1: CRITERIA OF MORAL VALUES' FORMATION OF THE STUDENT'S PERSONALITY IN THE DEVELOPMENT OF LEADERSHIP QUALITIES IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY (THE 5-POINT SCALE OF ASSESSMENTS IS USED)

Criterion of moral values' priorities	Rating of moral values' priorities	Indicators for assessing the students leadership qualities' formation					
		Before the experiment			After the experiment		
		High (5 points)	Average (4 points)	Low (3 points)	High (5 points)	Average (4 points)	Low (3 points)
Cognitive	75 %	3,8	2,8	1,5	4-5	4	2,8
Activity	72%	3,5-3,8	2,5-2,8	2-2,3	4-4,5	2,8-3,5	2,3-2,5
Status-role	65 %	2,8-2,9	1,9-2,5	0,9-1,5	4,0	3,5	2,9
Emotional	60,5%	2,5	1,9	1,5	3,0-3,5	2-2,5	1,0-2,0

CONCLUSION

The conducted research confirms the theoretical and practical significance of the problem for researching the priorities of moral values of the individual in the development of leadership qualities of students in the educational process of the university. The paper reveals the essence of the basic definitions adapted to the educational process of the university: "leader", "leadership", "leadership qualities"; on the basis of the results of the conducted research, a typology of leadership qualities of students in the teaching process was established; the priorities of the moral values of the individual in the development of leadership qualities of students (cognitive, status - role, emotional, activity competence) are defined. As a didactic

mechanism for the realization of moral values of the individual in the development of leadership qualities of students, a computer program -a training simulator: "I am a leader" was justified. The effectiveness of the program is proved with the help of criteria of moral values' formation of cognitive, status - role, emotional and activity competences, which are priority in the development of leadership qualities of students in the educational process of the university.

The carried out research does not exhaust itself with the decision of the put purposes and problems. Important significance for the theory and practice of leadership development in the educational process of the university has its pedagogical system, which requires significant adjustments both in the content of the scientific and methodical maintenance of the process, and in the training of new generation teachers possessing the creative leadership potential of educational activity, possessing an arsenal of modern technologies, knowing about the changes in the student's personality structure.

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