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A personality-developing educational environment as an essential prerequisite for fostering personal potential in Kyrgyzstan

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Abstract. In the era of globalisation and internal transformation, the educational system must adapt to the emerging challenges, ensuring not only the imparting of knowledge, but also contributing to the holistic development of personality. The relevance of the present study lied the need to create an effective personality-developing educational environment for the growth of personality potential in the conditions of globalisation and internal transformation, socio-economic changes taking place in Kyrgyzstan. The purpose of this study was to determine the role of personality-developing educational environment in the shaping and development of personality potential in the context of Kyrgyzstan, to identify the key factors affecting the success of personal growth and self-development in various social groups. The study considered the issues of creating a coherent, adequate to the challenges of time personality-oriented educational environment, where all components would be systematically and purposefully connected: organisational-technological, subject-spatial, social. The principal areas and ways of creating personality-developing educational environment of educational organisations as an open self-developing educational system were covered. The study revealed the principal areas and methods of creating PDE. The significance of a systematic and purposeful approach that combines organisational-technological, subject-spatial, and social components was emphasised. The findings of this study can be used to develop recommendations for improving educational programmes and practices aimed at developing students' personality potential. The study contributed to the understanding of the role of the educational environment in shaping a successful and adaptive personality capable of functioning effectively in the context of modern challenges

Keywords: personality-centred educational environment; PDE components; educational system; personal growth; educational environment

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■ INTRODUCTION

In connection with the introduction of the mechanism of implementation of the Law of the Kyrgyz Republic “On Education” (2023), innovative approaches to achieve the goals of sustainable development in the context of accelerating technologisation of education were defined. The primary target activity of educational organisations, including pre-school educational organisations and schools, is the development of the child’s personality potential, independence, and success in the implementation of educational trajectory, readiness to take responsibility for the choice of future profession, resilience, social-emotional skills, activity and mobility corresponding to the globalisation of modern education. To solve such social and psycho-pedagogical problems, educational organisations are offered a comprehensive step-by-step programme that allows them to approach the work on problems both at the level of the community and social institutions of education and upbringing, i.e., combining the efforts of families, preschool organisations, schools, and universities.

The conceptual foundations and methodological approaches of the study were based on the modern scientific achievements (philosophy, pedagogy, psychology, sociology), linking the theory and practice of modern education, considering modern contexts and the cultural diversity of the needs of each child. The theoretical rationale was based on the idea of scientist M. Seligman (2002), who proposed the concept of positive well-being, which includes five elements. Thus, A. Asmolov (2015) emphasised that modern society is characterised by an elevated degree of uncertainty. This applies to both external conditions (economic, political, cultural) and internal processes of the individual. People often find themselves in a situation of choice and uncertainty, which affects their psycho-emotional state and behaviour. The researcher analysed approaches that focus on how personality adapts to uncertainty. This includes theories concerning mental flexibility, cognitive adaptation, and the development of new mechanisms of behaviour in the face of constant change, also focusing on the variety of cultural and social factors that affect personality in the context of globalisation. The researcher’s study touches upon the concept of identity and its transformation in a changing world. In the context of globalisation and migration, there is a need to revise conventional notions of personal identity, which requires special attention in psychology.

D. Leontiev (2014; 2016) considered the key aspects of personal identity development through the educational environment. The researcher emphasised the value of motivation and activity as factors contributing to personal growth. Leontiev’s studies emphasised the significance of intrinsic motivation and self-actualisation as driving forces in the shaping of personality potential. The concept of the activity-based approach in personality psychology proposed by D. Leontiev, is the basis for understanding the processes occurring in PDE.

V. Yasvin (2018; 2019) explored personal development in the context of education. The researcher emphasised the significance of creating pedagogical conditions that promote the development of critical and creative thinking, as well as students’ autonomy. V. Yasvin’s findings emphasised the role of innovative educational practices in personality development process. T. Gordeeva (2016; 2017) attached special weight to the problem of studying motivation in the latest approaches, as well as diagnostic methods and practical recommendations that can be used in psychology and related fields. In Gordeeva’s definition, motivation is one of the crucial components of human behaviour, and its understanding is of immense value for both theory and practice. The researcher focuses on the fact that modern challenges in social and professional spheres require a new view of motivation, which includes not only theoretical aspects, but also practical ways of diagnosis and correction. The need to optimise the educational process in higher education institutions considering the requirements of the time is also described by I. Ivanova & I. Martyniuk (2024). They emphasised the significance of accounting for the psychological characteristics of students.

For Kyrgyzstan, the work of psychologists and educators from other countries serves as a basis for creating an environment that recognises both individual and social needs of young people. It is also necessary to note the study in the conditions of Kyrgyzstan, conducted by E. Khabieva (2017), which considered the psychological features of trusting relationships of schoolchildren of adolescence and young adulthood. The key focus was paid to the development of trust in adolescents, which is a crucial element in the social and personal development of schoolchildren.

The proposed approaches to the organisation of personal-developmental educational environment are based on the values of personal meaningful reflection, creativity, and respect for the educational work of each participant of the educational system. The first steps on adaptation and renewal of the system of pedagogical activities were implemented at the Kyrgyz National University named after J. Balasagyn, a major component of which was the introduction of the Programme for the development of personality potential in the educational environment. The purpose of this study was to investigate the influence of the environment stimulating personal growth on the shaping and development of individual potential in the conditions of Kyrgyzstan, as well as to identify the key factors contributing to successful personality development and self-improvement in various social groups.

■ MATERIALS AND METHODS

The methodological framework of the study was based on general scientific research methods, such as analysis, synthesis, comparison, generalisation, as well as theoretical analysis of scientific literature on the subject of the study. Theoretical analysis included the study and systematisation of scientific papers in psychology, pedagogy, and sociology.

gy, which covered the issues of personal development, educational environment, and personality potential. Particular attention was paid to the studies exploring the influence of sociocultural factors on personality development, as well as to the studies covering the development and implementation of personality-centred educational technologies. Specifically, the researchers relied on the concepts of psychological and pedagogical environment, such as the theories of I. Yakimanskaya (1996) on the personality-centred approach, theories of personality development in the conditions of educational space proposed by such scientists as L. Vygotsky, A. Leontiev, etc. In terms of the foundations of pedagogical activity, the study considered the findings of I. Baeva (2005), I. Dubrovina (2010), G. Bordovsky (2012). Furthermore, the studies of K. Polivanova (2020), I. Dubrovina & D. Lubovsky (2017), and other researchers were considered. In the context of Kyrgyzstan, the influence of national culture, traditions, and modern educational reforms aimed at forming an integrated, developing educational environment for students was factored in (Muratalieva, 2020; Korotenko *et al.*, 2021; Muratalieva *et al.*, 2024).

The comparative analysis considered distinct approaches to creating PDE in educational organisations, both in Kyrgyzstan and in other countries. This helped to identify common patterns and specific features related to cultural and social contexts. The study also employed generalisation and systematisation methods to formulate conclusions and recommendations based on the analysis of theoretical and empirical data. This helped to develop a holistic view of the role of PDE in the development of personality potential and offer practical recommendations for its creation and improvement. In the context of Kyrgyzstan, the influence of national culture, traditions, and modern educational reforms aimed at forming an integrated, developing educational environment for students was considered.

■ RESULTS AND DISCUSSION

A team of teachers was trained at the Institute for Retraining and Professional Development of Pedagogical Personnel of the Kyrgyz National University named after J. Balasagyn to teach educators, teachers, and managers of educational organisations the skills necessary to ensure socio-psychological safety, socio-emotional skills, and the latest pedagogical techniques for solving educational problems necessary for creating PDE in educational organisations as an open self-developing educational system. The research among schools and kindergartens formed the basis for long-term scientific research. In addition, the value of the programme for the higher education institution lies in the creation of a platform for interaction and continuity in the education system “Family – Preschool Organisations – Schools – Universities”.

As a result of the training courses, managers of educational organisations had the opportunity to improve their managerial skills and knowledge necessary to create and maintain a personal development environment. Specifically, they had the chance to:

- improve their qualification on the issues of PDE creation and change management in the educational organisation based on modern approaches in pedagogy, psychology, and management;

- obtain knowledge on how to manage environmental changes in an educational organisation to influence the personal development of the participants of the educational process;

- create and implement projects of such changes based on diagnostic data for their educational organisations, considering their specific features (presence of children with disabilities, the need for preventive actions and support for healthy lifestyles);

- train mentors who will be able to take on the role of coordinators of successful implementation of management projects of changes in the educational environment;

- receive resources and tools to manage changes in the educational organisation in the course of PDE creation, including the development of a team of teachers, diagnostic tools, solving professional problems based on the innovative technology “Professional Learning Communities” with the support of mentors;

- interact with other educational organisations taking part in this project for further professional development;

- strengthen the status and authority of its educational organisation and the possibility of positioning itself as a participant of the innovative project, including at the international level.

Teachers of educational organisations had the opportunity to improve their competence in supporting the personal development of students and received tools for their personal professional development. Specifically, they improved their qualifications in supporting the personal development of children, including those with disabilities; gained knowledge on how to improve their personal potential and resist professional burnout and develop stress resilience by using the resources of the Personality Potential Development Programme; created pedagogical projects to support the personality development of children; included materials on the social-emotional development of children and adolescents and the development of their personality potential in educational and correctional programmes; solved their specific professional problems within the framework of the innovative technology “Professional Learning Communities”, including with the support of mentors; improved the culture of interaction with colleagues, parents (legal representatives), representatives of local communities; obtained resources and tools for diagnosing the personal development of students and pupils of preschool general education institutions; took part in professional events to share best practices in the development of personal potential at the international level.

Schoolchildren and kindergarten pupils had the chance to study in an updated educational environment that promotes their self-fulfilment and development. Thus, they were given the opportunity to:

- be trained and educated in a renewed educational environment that provides more opportunities for self-fulfilment;

- acquire knowledge and skills on how to manage personal emotions, as well as to optimally use and develop personal resources to preserve and strengthen their health, subjective well-being here and now, as well as in their adult life;

- interact in the children's and adult communities of the participants of this project, which presented an opportunity to demonstrate their personal initiatives (not only to take part in changes in the environment of the educational organisation, but also to plan major events);

- expand opportunities to interact with their peers from other CIS countries.

The results of the programme implementation will also contribute to the satisfaction of a series of needs of parents, representatives of the local community, and local self-government bodies (in the zone of influence of the educational organisation). Specifically, parents and representatives of the local community will have the opportunity to take part in the life of the educational organisation to a greater extent; the culture of interaction between managers, teachers, children, and families and the community as a whole will increase due to the knowledge and educational resources of the project; educational organisations will be more active in public and socially useful events, will be empowered to take a leadership role in educating the population on issues of personal development, and will become resource centres with innovative knowledge and skills in the field of personality development and creating PDE.

Overall, the findings of the study confirmed that the creation of a personal development environment is a key factor in the successful development of personality potential (Yakimanskaya, 1996; Korotenko *et al.*, 2021). Integration of efforts of educational organisations, teachers, parents, and local community allows creating conditions in which each participant of the educational process can fully develop their potential (Baeva, 2005). The creation of PDE requires a systematic approach, including the development and implementation of corresponding educational programmes, training of teaching staff, creation of a favourable subject-space environment, and development of social-emotional skills in students (Dubrovina & Lubovsky, 2017). It is vital to factor in the specific cultural and social features of the region, as well as the needs of diverse social groups.

N. Muratalieva (2020) argued that the creation of personal development environment in educational institutions of Kyrgyzstan is a key factor for the development of adaptive, independent, and socially responsible citizens. In the context of modern challenges, such as globalisation, digitalisation, and economic transformation, educational systems must transform to not only transmit knowledge, but also to form students' ability to self-development, critical thinking, and social communication. Y. Yuan & L. Fang (2016) confirmed the researchers' opinion that PDE

becomes a valuable tool in this process, combining psychological comfort, favourable educational climate and modern pedagogical approaches. One of the key aspects of PDE formation is the integration of national educational values with international standards. Incorporating elements of cultural identity into the educational process not only strengthens national self-awareness, but also helps students feel confident in the global community.

Modern technologies also play a significant role in the development of PDE. The use of digital platforms, interactive methodologies, and adaptive educational systems promotes individualisation of learning, enabling each student to develop at their own pace (Kiryanova, 2024). Online courses, virtual labs, simulations, and game-based learning methods expand opportunities for self-development and make learning more accessible and engaging. Furthermore, PDE involves active engagement of families, communities, and employers in the educational process. K. Polivanova (2020) stated that the creation of partnerships between schools, universities, businesses, and public organisations promotes the integration of education with real life and professional sphere.

The introduction of personal development environment requires a systematic approach, including training of teaching staff, development of the infrastructure of educational institutions, and creation of psychological support programmes. It is vital not only to form a space for learning, but also to ensure the social and psychological safety of students, helping them to handle emotional and personal challenges. In the long term, PDE contributes to the development of self-confident, independent, and socially active individuals who are ready for successful self-fulfilment in the modern world.

■ CONCLUSIONS

When educating teachers, training in the development of PDE helped to consider the socio-psychological regularity of cognitive activity, which became an opportunity for open interaction of all participants of educational relations and the development of professional competencies of teachers, the opportunity to implement professional ideas, plans for personal growth, the possibility of productive interaction, co-creation, the development of a creative environment. Furthermore, the training of heads of educational organisations on the development of PDE helped to improve the educational environment focused on the educational needs of students; to consider the criteria of personality-developing educational environment to create and form a creative environment, strengthening the characteristics of the educational environment: generalisation, activity, emotionality, sustainability, improvement of management concepts in the context of personal development of educational subjects; development of analytical and prognostic function of management, improvement of management technologies, management structure, creative management team, increasing the role of collegial bodies in decision-making.

The value of the idea for educational organisations lies in the creation of a coordinated, personality-oriented, personally-developing educational environment, adequate to the challenges of the time, where all components are systematically and purposefully connected: organisational and technological, subject-spatial, social, and inclusion. The launched project of creating inclusive education for students with disabilities has become the basis for the activities of educational organisations in the short and long term.

Prospects for further research in this area include investigating the effects of PDE on the development of concrete personality qualities such as creativity, critical thinking, and emotional intelligence. It is also of interest to investigate the effectiveness of different PDE models in various types of educational organisations and for different age groups. It is necessary to further explore the influence of sociocultural factors on the development of PDE and to develop methods for assessing the effectiveness of PDE. Furthermore, a promising area is the development of training programmes for teachers and heads of educational organisations to create and manage PDE.

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■ CONFLICT OF INTEREST

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Аннотация. Глобализация жана ички трансформациялар доорунда билим берүү системасы жаңы чакырыктарга ылайыктап, билимди берүү менен чектелбестен, адамдын жалпы өнүгүшүнө да өбөлгө түзүшү керек. Бул макаланын актуалдуулугу глобализация жана ички өзгөрүүлөр, ошондой эле Кыргызстандагы социалдык-экономикалык өзгөрүүлөр шартында адамдын потенциалын өнүктүрүү үчүн эффективдүү адамды өнүктүрүү билим берүү чөйрөсүн түзүү керектигинде. Макаланын максаты Кыргызстандын шартында адамдын потенциалын түзүү жана өнүктүрүүдө адамды өнүктүрүү билим берүү чөйрөсүнүн ролун аныктоо, ошондой эле ар түрдүү социалдык топтордогу жеке өсүш жана өзүн-өзү өнүктүрүүдө ийгиликтүү болууга таасир эткен негизги факторлорду аныктоо. Макалада убагына жараша, координацияланган, жеке багытталган билим берүү чөйрөсүн түзүү маселелери каралган, мында бардык компоненттер системдүү жана максаттуу түрдө байланыштырылган: уюштуруучулук-технологиялык, предметтик-мейкиндиктик жана социалдык. Билим берүү мекемелеринде адамды өнүктүрүүчү билим берүү чөйрөсүн түзүүнүн негизги багыттары жана ыкмалары ачылган. Жөнөкөй жана максаттуу ыкманы колдонуу маанилүүлүгү белгиленген, мында уюштуруучулук-технологиялык, предметтик-мейкиндиктик жана социалдык компоненттер бириктирилет. Изилдөөнүн жыйынтыктары билим берүү программаларын жана практикаларын жакшыртуу боюнча сунуштарды иштеп чыгуу үчүн колдонулушу мүмкүн, ал студенттердин жеке потенциалын өнүктүрүүгө багытталган. Макала билим берүү чөйрөсүнүн ролун түшүнүүгө өз салымын кошот жана замандын чакырыктарына ылайык ийгиликтүү жана адаптацияланган инсанды калыптандырууда маанилүү болуп саналат.

Негизги сөздөр: жеке багытталган билим берүү чөйрөсү; ЖӨЧ компоненттери; билим берүү системасы; жеке өсүү; билим берүү чөйрөсү

Личностно-развивающая образовательная среда (ЛРОС) как необходимое условие развития личностного потенциала в Кыргызстане

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Аннотация. В эпоху глобализации и внутренних трансформаций образовательная система должна адаптироваться к новым вызовам, обеспечивая не только передачу знаний, но и способствуя целостному развитию личности. Актуальность данной статьи заключается в необходимости создания эффективной личностно-развивающей образовательной среды (ЛРОС) для развития личностного потенциала в условиях глобализации и внутреннего преобразования, социально-экономических изменений, происходящих в Кыргызстане. Цель статьи заключалась в определении роли личностно-развивающей образовательной среды в формировании и развитии личностного потенциала в контексте Кыргызстана, выявлении ключевых факторов, влияющих на успешность личностного роста и саморазвития в различных социальных группах. В статье рассмотрены вопросы создания согласованной, адекватной вызовам времени личностно-ориентированной образовательной среды, в которой системно и целенаправленно связаны все компоненты: организационно-технологический, предметно-пространственный, социальный. Раскрыты основные направления и способы создания личностно-развивающей образовательной среды образовательных организаций как открытой саморазвивающейся образовательной системы. В работе раскрыты основные направления и методы создания ЛРОС. Подчеркнута важность системного и целенаправленного подхода, объединяющего организационно-технологические, предметно-пространственные и социальные компоненты. Результаты исследования могут быть использованы для разработки рекомендаций по совершенствованию образовательных программ и практик, направленных на развитие личностного потенциала учащихся. Статья вносит вклад в понимание роли образовательной среды в формировании успешной и адаптивной личности, способной эффективно функционировать в условиях современных вызовов

Ключевые слова: личностно-ориентированная образовательная среда; компоненты ЛРОС; образовательная система; личностный рост; образовательная среда