

**Наталія Котурбаш,**

магістрантка I року навчання спеціальності «Початкова освіта»,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Nataliia Koturbash,

the 1-st Year Student of Master`s Degree of Primary Education
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
nataliia.koturbash@pnu.edu.ua
ORCID ID 0000-0002-4654-6274
ResearcherID AAL-7352-2021

Іван Хом'як,

аспірант I року навчання спеціальності «Публічне управління та адміністрування»,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Ivan Khomiak,

Graduate Student of the First Year of Study of Public Management and Administration,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
ivan.khomiak@pnu.edu.ua
ORCID ID 0000-0001-9908-5152
ResearcherID AAL-7917-2021

УДК 378.4: 37.014.67: 316.46: 005.551

ФОРМУВАННЯ ЛІДЕРСЬКИХ ЯКОСТЕЙ У МАЙБУТНІХ УПРАВЛІНЦІВ У СФЕРІ ОСВІТИ ЗАСОБАМИ СТУДЕНТСЬКОГО САМОВРЯДУВАННЯ

Анотація. Процеси глобалізації й динамічні суспільно-політичні, економічні та культурні трансформації перших десятиріч XXI століття диктують нагальну й гостру потребу в ґрунтовно освічених, інтелектуально сміливих та незаангажованих молодих і зрілих людях, здатних інноваційно мислити і діяти за умов перманентних криз, успішно долати стан безсилості чи розгубленості перед викликами сьогодення, продукувати інноваційну й оптимістичну картину світу. Формування такої особистості – надмета сучасної системи вищої освіти, що орієнтує її на виховання лідера – творчого, духовно-морального представника світової спільноти й громадянина своєї держави.

Це, своєю чергою, зумовлює важливість набуття майбутнім фахівцем лідерських якостей та навичок, завдяки яким він у подальшій професійній діяльності зможе ухвалювати своєчасні самостійні рішення, оволодівати навичками переконування, організовувати командну роботу, ефективно взаємодіяти з соціальним оточенням.

Швидкі зміни навколишнього середовища спричиняють фундаментальні трансформації, які здійснюють колосальний вплив на організації і ставлять перед сучасними лідерами складні й обсяжні завдання. Це зумовлює перехід до нової парадигми лідерства.

Сучасні дослідження проблеми лідерства доводять, що лідером стає особистість із лідерськими якостями та навичками, яка здатна реалізувати їх у відповідних ситуаціях, але в науковій соціально-педагогічній літературі технології формування лідерських якостей особистості у виховному процесі розроблені недостатньо. Отже, оскільки існує об'єктивна потреба в лідерстві, проблема формування лідерських якостей студентської молоді у освітньому процесі є актуальною проблемою сьогодення.

Організація виховного процесу та залучення молоді до роботи студентського самоврядування, що визначається як законна, послідовна, безперервна зміна етапів розвитку та становлення взаємодіючих суб'єктів, передбачає застосування ефективних способів та створення необхідних соціально-педагогічних умов, завдяки яким стане можливим формування лідерських якостей студентства.

Ключові слова: заклад вищої освіти, лідерство, управлінець, освітній процес, студентське самоврядування, командна робота.

FORMATION OF LEADERSHIP QUALITIES IN FUTURE MANAGERS IN THE FIELD OF EDUCATION BY STUDENT SELF-GOVERNMENT

Abstract. The processes of globalization and dynamic socio-political, economic and cultural transformations of the first decades of the XXI century dictate the urgent and urgent need for thoroughly educated, intellectually courageous and uninvolved young and mature people who can innovatively think and act in permanent crises, successfully overcome helplessness or helplessness. in the face of today's challenges, to produce an innovative and optimistic picture of the world. The formation of such a person is the goal of the modern system of higher education, which focuses on the education of the leader - a creative, spiritual and moral representative of the world community and a citizen of his country.



This, in turn, makes it important for the future specialist to acquire leadership qualities, thanks to which he will be able to make timely independent decisions, master persuasion skills, organize teamwork, interact effectively with the social environment.

Rapid changes in the environment are causing fundamental transformations that have a tremendous impact on organizations and pose complex and challenging challenges for today's leaders. This leads to a transition to a new leadership paradigm.

Modern research on the problem of leadership proves that the leader is a person with leadership qualities and skills that can implement them in appropriate situations, but in the scientific socio-pedagogical literature technologies for the formation of leadership qualities in the educational process are insufficiently developed. So, because there is an objective need for leadership, the problem of forming leadership qualities of student youth in the educational process is an urgent problem today.

The organization of the educational process and involvement of young people in student government, which is defined as a natural, consistent, continuous change of stages of development and formation of interacting actors, involves the use of effective methods and creating the necessary socio-pedagogical conditions.

Keywords: institution of higher education, leadership, manager, educational process, student self-government, team work.

INTRODUCTION

The problem formulation. The need to combine the process of acquiring new knowledge with the formation of life strategy, mastering social roles for full life in terms of integration into the world educational space is emphasized in regulations, including the laws of Ukraine "On Education", "On Higher Education", National Strategy for Education in Ukraine period until 2021, the State target program of work with gifted youth, the Concept of national-patriotic education of children and youth, etc.

Competition in the market of goods and services, globalization of the economy, the rapid change of requirements for the organization and management of production processes dictate a huge demand for graduates of economic universities, able to respond effectively to modern challenges.

This problem is especially relevant for future managers in the field of education, as improving the efficiency of the educational institution largely depends on the effective teamwork of employees and taking into account their leadership potential. To increase the competitiveness of the educational process, to develop a strategy for its further development, it is important to develop an optimal organizational structure, select a cohesive team of employees and create an appropriate moral and psychological mood in the team. All this can be ensured through the formation of leadership qualities in students - future leaders. Therefore, higher education institutions reorient classical programs and concepts of educational activities to the formation and development of leadership qualities and competencies of a young specialist, his personal and professional capabilities, including: productive teamwork, responsible management decisions, effective communication and others.

Analysis of recent research and publications. The phenomenon of leadership, the problems of manifestation of leadership qualities were studied by domestic (D. V. Alfimov, S. A. Garmash, O. O. Nestulya, S. I. Nestulya, T. O. Polkovenko, etc.) and foreign scientists (O. P. Balashov, K. Blanchard, K. Bogardus, M. Weber, O. V. Evtikhov, L. Carter, M. V. Kitaeva, R. L. Krichevsky, F. Massarik, B. D. Parigin, V. O. Tatenko, F. Fiedler and others).

Pedagogical aspects of the formation of leadership qualities in students were considered by N. P. Babkova-Pylypenko, P. I. Babochkin, B. R. Goloveshko, K. D. Demchuk, I. P. Krasnoshchok, A. V. Zorina, L. S. Kazantseva, N. V. Marakhovska, N. O. Semchenko, R. V. Sopivnyk and others.

However, despite the significance of the results obtained in solving the problems of organizational leadership, to date, an effective system of pedagogical conditions for the development of leadership qualities of students in higher education by means of student self-government.

The analysis of scientific sources shows the inadequacy of the study of this problem, as well as the presence of a number of contradictions between:

- increased demand for a high professional level of management staff and traditional approaches to their training in the Free Economic Zone, which do not ensure the formation of professional and personal competencies based on the leadership paradigm;
- urgent need of economic universities in the development of leadership qualities in students and insufficient development of theoretical foundations of this problem;
- potential opportunities of the educational environment of higher education institutions to improve the leadership qualities of students during their studies and the insufficient level of scientific and methodological support of this process.

THE PURPOSE OF THE RESEARCH

The article highlights the main ways to improve leadership qualities in future managers in the field of education, through the active work of such students in the student government of higher education.

RESEARCH METHODS

In research the following research methods are used: general scientific (analysis, synthesis, deduction, induction, comparison, classification, generalization), which allow to argue and justify the experience of socialization of children with special educational needs in the context of inclusive education; search and bibliographic for systematization of research sources; historiographical-interpretative for studying the state of the problem under research, comprehension of conceptual approaches to its solution and its categorical-conceptual apparatus; comparative and descriptive- to characterise the main stages of inclusive education development.

RESULTS OF THE RESEARCH

In the 90s of the twentieth century. began to study the leadership qualities associated with "social intelligence" - the ability to interpret their own and others' thoughts, feelings and behavior and act in accordance with this interpretation. Thus,



according to S. Zaccaro, "social intelligence" is the presence of a number of abilities, such as: "social consciousness, social insight, self-control and the ability to respond adequately to circumstances, situations and social environment".

D. Goleman introduces into the leadership thesaurus the concept of "emotional intelligence as a key quality of a leader. Emotional intelligence contains a set of personal and social competencies. The first scientist includes self-awareness, confidence, self-regulation and motivation. And social competencies include empathy and social skills, in particular the ability to communicate and resolve conflicts.

Note that emotional intelligence is emotions (affective sphere), thinking (cognitive sphere) and their interaction. If the actual intelligence is the use of information in accordance with life's tasks, then emotional intelligence is associated with the ability to understand emotions and use it when performing various tasks.

To substantiate leadership qualities, researchers today use the achievements of psychologists in the field of personality theory. One of the most productive is the model of the "big five" - the five main components of personality:

1) neuroticism (depression, anxiety, insecurity, irritability, vulnerability and hostility) as opposed to emotional stability (balance and relaxation);

2) extraversion (sociability, self-confidence, positive energy, perseverance and high activity) as opposed to passivity, calm and restraint;

3) intellectual openness (awareness, creativity, curiosity, intuition, inspiration) as opposed to everyday life, limitations and narrow interests;

4) conformism (adaptability, trustworthiness);

5) honesty (organization, controllability, reliability, determination, responsibility) as opposed to negligence and carelessness.

Leadership research has found a link between a person's presence in the Big Five and his or her leadership potential. In particular, extraversion is most correlated with leadership and is seen as the main feature of an effective leader, which is characterized by perseverance, activity, energy. In addition to a high level of extraversion, leaders are characterized by honesty, intellectual openness and low levels of neuroticism. It is noteworthy that conformism is almost uncharacteristic of leaders.

Leadership naturally appears in any group that unites several people, and even more so in a large organization or other social structure. O. Pervitska rightly notes that "the phenomenon of leadership, the relationship of leadership occurs whenever a group of people have to solve any problems that affect the interests of all or most members of the group. The most noticeable leadership relations are when the group faces the task of resource allocation (resources in this context are understood in a broad sense: material, financial, food, information, etc., up to reproductive)".

Such a broad understanding of leadership, which can affect areas of social life (politics, economics, culture, science, etc.), as well as micro- and macro-level interactions of people (from relationships in small groups to government and international politics), allows to cover formal and informal organizations.

Perhaps the brightest leadership is manifested in the conditions when it is necessary to mobilize all the efforts of a particular community, group or organization to protect their interests, overcome crises, carry out complex social reforms or organizational change. The people who led them have been called heroes in various nations since ancient times, extremely respected, recognizing their power and authority in the exercise of management functions.

As you know, the words "leader" ("leader") and "leadership" ("leadership") have the Anglo-Saxon root "lead" (Ukrainian - "way"), which, in turn, comes from the verb "lead" - "go", "travel". The Anglo-Saxons used it to determine the course of a ship at sea. Thus, initially the leaders were called people or ships that pointed the way.

It should be noted that by the end of the XIX century. - early twentieth century. in scientific texts, the concepts of "leader" and "leadership" were considered in terms of politics and economics. It was not until the 1930s that they became widespread in social psychology in connection with publications on conflict theory by the American Researcher K. Levin and his followers.

However, different sciences have their own views on the interpretation of this concept. Thus, in the philosophical literature, the leader is the most authoritative member of the organization or social group, which due to the specifics of his personality dominates in various political, moral and social situations. Scientists I. Korotets, L. Shtompel, O. Shtompel emphasize the informal nature of the leader's authority and the spontaneity of leadership in a particular situation. Economics and sociology see the leader as an authoritative, influential member of the group, able to lead the group, the team; a person who, due to his personal qualities, has a significant influence on members of a social group. Political science interprets a leader as a person who runs a political party or other socio-political organization.

In psychological and pedagogical science, the concept of "leader" is considered quite widely. Thus, according to V. Davydov, it is a member of the group, which in significant situations is able to influence the behavior of other participants. The leader, according to V. Grigorieva, is a member of the group, able to organize its activities and regulate relations, the one who actually leads. The leader has the same qualities as most other members of the group, but is distinguished by his actions, and the level of his activity is higher.

According to O. Kondur a leader is "a person who has developed communication skills, is able to effectively influence other people with words, with whom the majority of the team wants to cooperate" (Kondur, 2021, p. 68).

According to T. Vezhevych, the leader is a member of the group, who is authorized by all other members to make the most responsible decisions that "concern the interests of the whole group and determine the direction of its activities" (Vezhevych, 2021).



According to I. Emelyanov, the leader - "a member of the group who has the necessary organizational skills, occupies a central position in the structure of interpersonal relationships and encourages his example, organization and management of the group to achieve group goals in the best way" (Emelyanov, 1971, p. 53).

According to O. Kondur, the leader is a member of the group, which is associated with an ideal set of group values, has the greatest impact on their community and reveals its qualities in the process of interaction (Kondur, 2021, p. 66). The leader, according to V. Yagodnikov, is "a member of the group, according to which she recognizes the advantage in status and gives the right to make decisions in situations important to her"; "An individual who is able to play a key role in organizing joint activities and regulating relationships in the group"; "A person who, due to his personal qualities, influences members of a social group" (Yagodnikov, 2015, p. 56).

The leader, according to J. Smith, is a member of the group who focuses on group processes, has the art of agreement, and in terms of role differentiation has his own position (Smith, 2015, p. 65).

In the study, we rely on the interpretation of the School of Leaders as a curriculum for members of student government of higher education institutions, designed for a certain period of time, which aims to create a team of leaders through training and joint activities in training.

In his intelligence, O. I. Kalashnykov emphasizes that today training has become a group form of work on personal development and an interdisciplinary method that helps practitioners to effectively implement tasks related to the development of communicative abilities and skills, management of emotional states, cognitive processes, acceptance and self-improvement, etc. Training "provides effective interaction with the world, contributes to success in various fields" (Kalashnykov, 2018, p. 6).

The term "training" comes from the English language "training" and has a number of beginnings - "training", "education", "training", "training". According to the UK's Manpower Services Commission (MSC), training is "a pre-planned process aimed at changing participants' attitudes, knowledge or behavior through learning experiences, aimed at developing skills to perform a particular activity or several activities" (Kliuiev, 2017).

Measures of the leadership management paradigm of the School of Leaders on the basis of the training program are designed for three categories of students: I - students, II - research and teaching staff, III - management staff.

The program provides for diagnosis, analysis, formation (if necessary) and development of leadership qualities. Speakers of events can be specialists who have shown a willingness and desire to share their work and pedagogical experience.

Tasks of the School of Leaders for future managers in the field of education:

- to promote a change of views on the organization of communication with students on the principles of personality-oriented interaction;
- to form and develop leadership qualities that are absent or insufficiently developed in students;
- to teach students to use the acquired skills of personality-oriented interaction in organizational activities;
- to provide favorable conditions for joint creativity of students of pedagogical specialties and students-managers.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Based on the analysis and generalization of the conceptual foundations of the research problem, the concept of "leader" as the most authoritative person in the group, who due to his personal qualities plays a major role in various moral, social and other situations, joint activities of group members. decisions in situations relevant to the group and is responsible for them.

The concept of "leadership qualities of students" is revealed as a dynamic professional and personal education, formed in the process of professional training of students of pedagogical and managerial specialties in higher education.

REFERENCES

- Emelianov Y. N. (1971). Rukovodstvo kolektivom kak problema sotsyalnoi psikhologii [Team leadership as a problem of social psychology]. Moskva. MHU. (in Russian)
- Kalashnykov A. Y. (2018). Nauka Pobezhdat. Trenynhy Lyderstva Y Preodoleniya Konfliktov [The science of winning. Leadership and conflict resolution training]. Sankt-Peterburh Rech. (in Russian)
- Kalashnykov K. (2018) Rol y mesto teoryi lyderstva y komandobrazovaniya [The role and place of theories of leadership and team building]. Upravlenye personalom, 6, 46–47. (in Russian)
- Kliuiev Dr. Henry. (2017). 9 pravyl uspešnoho lydera [9 rules of a successful leader]. Moskva: Tryada. (in Russian)
- Kondur O., Koturbash N., Mykhaylyshyn H. (2021). The role of student self-government in ensuring the quality of higher education. Journal of Vasyl Stefanyk Precarpathian National University, 1(8), 65–71. DOI: 10.15330/jpnu.8.1.65-71.
- Smith Dzh. (2015). Lyderstvo v sfere professionalnkh usluh [Leadership in professional services]. Dnepropetrovsk: Balans Byznes Buks, 2015. 290 p. (in Russian)
- Vezhevych T. E. (2021). Pedahohycheskye usloviya razvytiya lyderskykh kachestv uchashchykhisia [Pedagogical conditions for the development of students' leadership qualities:]: dys. kand. ped. nauk: 13.00.01. Ulan-ude. (in Russian)
- Yahodnikova V. V. (2015). Formuvannia liderskykh yakosteï starshoklasnykiv v osobystisno-orientovanomu vykhovnomu protsesi zahalnoosvitnoï shkoly [Formation of leadership qualities of high school students in the personality-oriented educational process of secondary school]: dys. na zdobuttia vchenoho zvannia kand. ped. nauk: 13.00.07. Odessa: Pivdenoukraiïnskyi derzhavnyi pedahohichnyi universytet im. K. D. Ushynskoho. (in Ukrainian)

Received

15.01.2021 p.

Accepted

04.02.2021 p.