

DOI: [10.55643/ser.1.51.2024.556](https://doi.org/10.55643/ser.1.51.2024.556)

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Received: 01/03/2024

Accepted: 18/03/2024

Published: 31/03/2024

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FORMATION OF LEADERSHIP QUALITIES IN THE PROCESS OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN THE CONDITIONS OF AN INSTITUTION OF HIGHER EDUCATION

ABSTRACT

The research is conducted in the article and theoretical and practical analysis of the characteristics of leadership and the substantiation of the psychological and pedagogical conditions for the formation and development of leadership qualities in students in the process of professional training in a higher educational institution. An analysis of various approaches to the interpretation of the concepts of "leader", "leadership", "leadership in education", and "educational leadership" is proposed; Based on the various definitions analyzed, he identifies the signs of student leadership: initiative, contact, sensitivity, goodwill, broad social and intellectual horizons, willingness to help, etc. It is noted that the concept of leadership is considered by scientists in such aspects as leadership as a mechanism for introducing innovative changes, leadership as a model of personality formation, and leadership as the spiritual mission of an individual. The results of a study conducted among students of the first (bachelor's) level of higher education of specialty 013 "Primary Education", which was conducted to study the state of formation of leadership qualities. future primary school teachers are presented and characterized. Empirical studies have shown that students systematize all leadership qualities into the following groups: organizational, communicative, perceptual, creative, and self-regulatory. It is noted that confirmation of the qualities of a leader in future primary school teachers involves the creation of appropriate favorable conditions that ensure that students' activities are focused on the development of leadership motivation. The article defines and characterizes the necessary psychological and pedagogical conditions: the formation of the motivational and value sphere of a future teacher education specialist for impact on the process of increasing the level of personal professional development within the limits of future professional activity; the readiness of the university's scientific and teaching staff to work with potential leaders; formation of practical leadership experience in the conditions of educational applicants undergoing various types of teaching practice; development and implementation of training sessions in the educational process of professional training of future specialists.

Keywords: leader, leadership in education, psychological and pedagogical conditions, leadership qualities, professional training

JEL Classification: D81, D83, H83, I21, I23, I28

INTRODUCTION

A leader in the modern world is a specialist who is able to actively support and implement the most diverse innovations proposed by both theorists and practitioners in a certain professional field. The priorities of educational policy in the field of leadership, as noted by N. Machynska, are the following directions: ensuring state guarantees of access to quality education; creation of conditions for improving the quality of general, professional, and higher education; formation of effective economic relations in the education system; provision of the education system by highly qualified specialists, their support by the state and society; management of education development based on the distribution of responsibilities between educational policy subjects; training of educational leaders in the system of professional education and an extensive network of educational institutions for advanced training and internships [14, p.120].

A modern leader is a person who is able to quickly respond to changes occurring in society, make appropriate decisions, and bear responsibility for their effectiveness. The formation of a leader and the development of leadership qualities take place over a long period of time, but the most favorable period - the so-called sensitive period - falls precisely on the student period, which is determined by the favorable psychological features of the youth period. The following characteristics are characteristic of youth: the life and professional self-determination of a person, the need for socially useful activities, the formation of beliefs, a sense of duty and responsibility, the development of willpower such as independence, perseverance, etc. At the same time, the issue of the formation of leadership qualities of students in modern socio-economic conditions has not been worked out enough. The student environment is the most favorable for the manifestation of leadership qualities. It should be noted that during this period, leadership qualities are very often manifested in those who had not previously shown such activity, which makes it possible to analyze the formation of leadership qualities of students of higher education institutions (HEIs) both as a process and as a result.

LITERATURE REVIEW

Among the Ukrainian scientists who, to one degree or another, investigated the problems declared in the proposed article, the following should be noted: S. Bazhanyuk, M. Doctorovych, G. Kaskova, M. Khromey, O. Kokun, V. Kondratieva, N. Machynska, V. Malyako, A. Mitlosch, L. Sergeeva, I. Zyazyun and others. Their research is mostly limited to a number of characteristic features, in particular: leadership is the process of realizing the positive influence of the group leader on its members during the achievement of group goals; leadership itself takes on specific characteristics according to the environment and conditions of deployment; leadership this is both a social position, a managerial status, and a managerial position, which involves proactive and responsible leadership of a team or a certain process through the development of concepts searching, designing, making appropriate decisions, motivating, forming and increasing the importance of choosing opportunities, directing people's activities to achieve specific goals at all. Moreover, some foreign researchers have also devoted a lot of their scientific work to the study of the topic of our article. For example: J. L. Howell, K. E. Bullington, D. E. Gregory, M. E. Williams, & W. L. Nuckols note the importance of the formation of leadership qualities in students in particular pedagogical practice and internship [6, p. 51–66]; Omotayo Adewale Awodiji, Suraiya R. Naicker consider leadership qualities as charismatic, pragmatic, ideological and innovative [18, p. 222–235]; Kim Juhee & Wargo Elizabeth emphasize the importance of providing a wide range of extracurricular activities for students and their impact on student leadership development in the community [10, p. 11–36]; Toker Alpaslan emphasizes that «leadership in education is more important than other types of leadership styles in the market, while educational leaders directly shape the performance of their students, which in turn affects the country's market performance» [22, p. 230–236] and others.

AIMS AND OBJECTIVES

The purpose of the article is to highlight, through theoretical analysis and empirical research, the pedagogical conditions for the formation of leadership qualities in future primary school teachers. To achieve this goal, it is necessary to solve a number of problems, in particular: to substantiate the psychological and pedagogical conditions for the formation and development of leadership qualities in students in the process of professional training in a higher educational institution; analyze different approaches to the interpretation of the concepts of "leader", "leadership", "leadership in education", "educational leadership" and, based on the analyzed different definitions, identify the signs of student leadership, etc.

METHODS

The article uses a number of general scientific methods, in particular: analysis of the subject of the problem defined by the purpose of the article, which made it possible to determine that students systematize all leadership qualities into the following groups: organizational, communicative, perceptive, creative, self-regulation; with the help of synthesis, it was possible to combine a certain number of problematic dimensions of the topic of the article; description, comparison, explanation, hypothesis, refutation, generalization, systematization, and formality were used in order to determine the subject field of the subject of scientific intelligence, according to which the principles of psychological-pedagogical formation of leadership qualities in students during professional training in the conditions of a higher educational institution were studied. In the context of our research, we conducted a survey among students of the Faculty of Pedagogical Education of Ivan Franko National University of Lviv, specialty 013 Elementary Education. For the survey, we used the "Leadership" test [[Link](#)], designed to assess a person's ability to be a leader, and the questionnaire "Self-assessment of a leader" modified by us for the problems of our research [[Link](#)].

RESULTS

A modern leader is a person who demonstrates his ambitious organizational abilities in the most diverse spheres of activity: politics, culture, business, mass media, etc. The problem of leadership in education is at the center of the attention of both domestic and foreign researchers. Analyzing the work of scientists, we compiled a table that systematizes various definitions of leader and leadership (Table 1).

Author	Definition	Content characteristic
I. Zyazyun	Leader	A recognized member of the group, who, using his inherent leadership abilities and qualities, chooses the optimal solution to achieve the group goal [25].
A. Mitlosch, V. Malyako, S. Bazhanyuk	Leader	A member of the group, according to which the rest of the group members recognize the right to make appropriate decisions in important situations for it, - decisions that concern their interests and determine the direction and nature of the activity of the entire group [16, p. 67].
O. Kokun	Leader	Is a member of the group that performs the main «role in the organization of joint activities and regulation» of relationships, according to which the group «recognizes the right to make decisions in significant situations», to which all members of the group voluntarily obey [11, p. 172].
Encyclopedia of education	A leader in education	«A person or an institution that carries out activities in the field of education aimed at its development, and the achievements and results of this activity are a guide for others» [5, p. 453].
I. Zyazyun	Leadership	This is the process of realizing the positive influence of the group leader on its members during the achievement of group goals; leadership itself takes on specific characteristics according to the environment and conditions of deployment [25].
Encyclopedia of education	Leadership	It is the ability of an individual personality to "ignite" others, to inspire them to activity and activity [5, p. 453].
A. Mitlosch, V. Malyako, S. Bazhanyuk	Leadership	the tendency of dominance «and subordination, influence and followership in the system of interpersonal relationships in the group» [16, p. 67].
M. Doctorovych, G. Kaskova	Leadership	This is both a social position, a managerial status, and a managerial position, which involves proactive and responsible leadership of a team or a certain process through the development of concepts of «vision, planning, decision-making, motivation, organization, development, empowerment, directing people's activities to achieve specific goals» [4, p. 10].
L. Sergeeva, V. Kondratieva, M. Khromey	Leadership	It is a significant component of the manager's activity, related to the purposeful influence on the behavior of individuals or a workgroup; tools of such influence are communication skills and personal qualities of the manager, which correspond to the external and internal needs of the group [20, p. 13].
N. Machynska	Educational leadership	An important and necessary element of the coordinated work of each structural division of a higher education institution. A leader in an educational organization must have experience in strategic management [14, p. 124].

Therefore, an overview of different approaches to the interpretation of the concepts of "leader", "leadership", and "educational leadership" makes it possible to state that leadership is one of the basic mechanisms of differentiation of social activity. Leadership involves: achieving a special (leading) position by a person (individual leadership), as well as the possibility of group leadership in relation to the rest of the group members. Leadership is a mechanism of student integration in the group. We emphasize that from the very beginning of the teacher's acquaintance with the students, he faces the task: of identifying a leader in the team and comprehensively helping him develop constructively. Entrusting such a student to lead self-governance, to bear responsibility for discipline is the leading activity of a teacher at a higher education institution, who at the same time must carefully monitor that the sense of responsibility in the leader does not turn into "narcissism". The teacher's methods for identifying a leader in higher education will differ. Student age is characterized by a maximum in achieving positive results, learning stereotypes of behavior, and forming a professional orientation.

For example, I. Ivanova distinguishes two types of leaders: active and intellectual, and considers leadership as a key method of pedagogical management culture. The researcher claims that a leader is a person who is able to influence the actions of one or a group of people in order to achieve a set goal [8, p. 214–220]. The analysis of scientific-theoretical and practical research carried out by V. Moroz gave the author the opportunity to single out the leading characteristics of a leader, in particular: «mental stability and the ability to organize work; willingness to independently perform tasks and the ability to manage oneself; poise and self-confidence, purposefulness and perseverance, activity and sociability, the

ability to empathize, the ability to make decisions in any situation, the need for success; honesty and decency in relationships, self-control and efficiency, intellectual ability; creativity, initiative, ability to resolve conflicts, willingness to take risks» [17, p. 42].

The authors consider leadership in three aspects: as a mechanism for implementing innovative changes; as a model of personality formation; as a spiritual mission of leadership [4, p. 10]. The phenomenon of leadership, as noted by K. Lin'ev, is manifested in the interaction of the manager-leader with employees in the process of joint activities. Leadership has a clearly expressed process-oriented nature. From leadership models with one component - "manager-leader", the researcher notes that it is worth moving to a formula with three components "leader - followers - management process". It is within the framework of this triangle that the author proposes to identify the essence and meaning of the concept of "leadership", to create programs for training and improving the qualifications of educators, aimed both at the formation of their competencies, styles of behavior and at practicing team interaction in the team [12, p. 23].

Therefore, the researchers interpret the phenomenon of leadership as a process of effective management of educational and cognitive activity and as an integrative quality of the teacher that influences and ensures the effectiveness of this activity. The following characteristics are characteristic of student leadership: initiative, sociability, contact, sociability, sensitivity, benevolence, a wide socio-intellectual outlook and erudition, readiness to come to the aid of a friend, as well as external attractiveness, physical strength, and dexterity.

We note that an important component of leadership should be spirituality, the formation of which is impossible in a hurry, in intensive training work. The formation of spirituality is a long, systematic process. That is why it is very important that the spiritual component of education is implemented not only in theoretical training based on philosophy, psychology, etc. but also in practice in a balanced, responsible solution of acute problems and contradictions, the absence of double standards, professional ethics and performance by the teacher functions of supervisor, tutor, spiritual mentor. Nevertheless, we are convinced that leadership among students is determined by the following qualities of a young person: initiative, sociability, contact, sociability, sensitivity, benevolence, a wide social and intellectual outlook and erudition, readiness to come to the aid of a friend [13, p. 34].

Therefore, the analysis of scientific research on the problem of leader formation makes it possible to state that the following are the most characteristic signs and characteristics of a leader:

1. Psychological characteristics of a person, which include intellectual abilities: education, originality, moderation, formed worldview, sociability, inquisitiveness, etc.
2. Formed character traits: initiative, creativity, balance, energy, persistence, stubbornness, benevolence, diligence, friendliness, obligation, etc.
3. Formed skills that serve as a basis for the formation of personal and professional competencies: the ability to take risks and responsibilities; the ability to quickly make decisions and bring their implementation to a positive result; the ability to navigate people; a formed sense of humor; ability to persuade and organize; the ability to change; courage in solving controversial issues, etc.

Let's analyze the obtained results. There are 65 full-time students and 35 part-time students who took part in the survey, all of them female students, and they are 3rd and 4th year bachelor's degree students.

The quantitative indicator of the survey is systematized by us in Table 2.

The result obtained	3rd year (55 students)		4th year (45 students)		Qualitative characteristic
0-25 points	16	29 %	7	16 %	Leadership qualities are weakly expressed
26-35 points	19	35 %	12	27 %	The qualities of a leader are expressed on average
35-40 points	12	22%	16	35 %	Leadership qualities are strongly expressed
More than 40 points	8	14 %	10	22 %	This person, as a leader, is inclined to dictate

The respondents systematized leadership qualities into separate groups: organizational (ability to unite the team, ability to capture the team with new ideas, establishing cooperation with related teams); communicative (skills to form relations with another person on the basis of focusing his attention and mutual communicative foundations in communication);

perceptive (skills of perception, understanding and evaluation of oneself and others); creative (ability to reveal original ideas); self-regulation (ability to maintain personal balance and organize equal relationships in the team).

In the context of the research, we conducted a survey based on the author's questionnaire, where the questions were open-ended (The questionnaire includes the formulation of the term "leader" and the interpretation of personal positive qualities contained in the structure of the value system of the future teacher). We were interested in understanding the concepts of "leadership", and "leadership qualities"; the content of skills and qualities of an educational leader to ensure success in future professional activities; the list of personal characteristics of the leader, which can be a guarantee of the success of training. We will analyze the received answers to individual questions of the questionnaire. Thus, in particular:

1. To the question "How do you understand the concept of "leadership"?" we received different answers, which were systematized according to common indicators: this is the behavior of a person that allows you to group supporters around you; leadership inspires people to accept a certain idea and move forward, implementing it; he is a charismatic person who attracts the attention of other people and gathers them around him; this is good leadership; a person who leads a team and can rally it around him.
2. To the question "What qualities should a leader possess? Name the 5 most important", we note that, in our opinion, the answers of the respondents, where each of the respondents could express their reasons for choosing the higher education institution, deserve to be analyzed the most. So, in particular, the first place was held by the answers related to the budgetary place of study (8 respondents – 9%), the second place was taken by answers like – I wanted to study specifically at Ivan Franko Lviv National University (6 respondents – 7%), the third place was shared answers such as "we have a family of teachers up to the third generation (or several generations" and "I really want to work especially with young children") (6 respondents - 7%) among themselves.

Many scientists focused their attention on this issue, we will take some of their opinions and theses as a basis [2, p. 17–25; 19; 21, p. 91–104]. Thus, our empirical analysis of individual answers to the proposed questionnaires by the respondents of our study made it possible to draw the following conclusion: the current state of formation of leadership qualities among students can be stated as low, as evidenced by the survey indicators based on the completed questionnaires; the respondents, who are students of the 3rd and 4th years of the Faculty of Pedagogical Education (specialty 013 Elementary Education) have a general idea of the concept of leadership, the characteristic features of leaders, but do not quite have the practical skills to manifest these features in daily activities. The survey conducted by us indicates the need to create favorable conditions for increasing the level of professional training of future teachers, aimed at the formation of leadership qualities, development and formation of motivation to be leaders, expanding knowledge about leadership in pedagogical activities, developing and implementing leadership skills in one's own pedagogical practice, maintaining a sustainable leadership position in various life situations. Achieving the real goals of higher education is facilitated by the involvement of students in various types of classroom and extracurricular activities, in which the leader's ability can be maximally manifested and developed. With the results of the conducted empirical research, we tried to confirm the importance of the scientific problem chosen for research, which concerns the formation of leadership qualities of the future teacher. Thus, it was found out that the future teacher, during his education at the relevant institution of higher education, must acquire professional knowledge, abilities, and skills, and establish a system of positive qualities of a person-leader, which by their structure influence the successful realization of personal creative potential. In this case, it is appropriate to state that the affirmation of the qualities of a leader (in our case, we are talking about a future teacher) has a positive effect on the creation of favorable conditions that, by their very nature, direct the activities of students or students of higher education towards the formation of personal leadership qualities, raising the level personal motivation, development, and structuring of already formed leadership qualities into practical pedagogical activity, including personal socially significant behavior, and so on.

The formation of leadership qualities of future teachers depends on the creation and implementation of certain conditions. Let's analyze them.

The first pedagogical condition consists of the formation axiologically-motivated part of the formation of the future teacher, including taking into account the requirements for primary classes, which concerns the possession of relevant leadership qualities and their application both in the educational process and in personal and professional self-training and future professional activity. The implementation of this condition involves directing the motivational and value sphere of the future specialist to leadership in the process of professional training. The main goal is to preserve in students-future specialists a persistent interest in the formation and disclosure of leadership potential, and motivation to achieve success in professional and pedagogical activities. In the context of the specified condition, we envisage future specialists acquiring a set of integrated awareness of the importance of acquiring leadership qualities in pedagogical education precisely because of the system of educational components of both mandatory and optional cycles of educational and professional

programs. The second pedagogical condition is the readiness of the scientific and pedagogical staff of higher education institutions to work with potential leaders. Acquisition of relevant knowledge, abilities, and skills of professional pedagogical activity, awareness of the relevance of the phenomenon of leadership qualities in a teacher, as well as mastering the basics of diagnosing and evaluating the level of leadership potential of future teachers. The ability to organize professional self-training, and increasing personal recognition of the importance of established relations with the heads of secondary and higher education institutions should also be included here. Skills are also determined by the scientific and pedagogical worker himself to carry out the necessary activities, aimed at identifying, forming, and developing the leadership potential of future primary school teachers. The formation of leadership qualities in future teachers directly affects their ability to create favorable conditions for the formation of the same positive leadership qualities in students of higher education, which provides the opportunity to involve everyone in socially significant relationships from the position of a leader. We believe that the implementation of this condition is possible by organizing such an educational environment of higher education institutions, which allows forming leadership qualities in students of education based on their manifestation; where conditions are created for control, correction, and use of influencing factors on the realization personal qualities of a leader in future teachers; skills of successful search and productive application of forms and methods in personal professional pedagogical activity. Undoubtedly, all this affects the formation of students of higher education in forecasting, planning, and risk assessment skills in their practical activities, during the educational process. It also affects the model of behavior, execution of decisions, feeling of responsibility for their consequences, etc. Many domestic researchers believe that a modern student-leader, among other positive qualities, must have communication skills, be able to work in a team, and adapt to changes; his leadership can be defined as the ability to influence other students in the direction of achieving a defined goal, making them not "subordinates" but co-executives. The leader is called to regulate interpersonal relations in the group in the conditions of the microenvironment, and thus the teacher-curator gives the identified leader much more authority and, of course, responsibility. In particular, this is manifested in the formation of organizational work skills in student leaders. And here one cannot do without the "basics" of rhetoric or the art of storytelling. The organization of student self-government participants by a teacher-curator is of great importance. The activities of student self-government bodies (student councils, student unions, student scientific societies, etc.) exist in each educational institution differently: some have structures that coordinate the activities of student self-government organizations; in others, they are all subordinate to the student council and clearly provide an opportunity for a charismatic leader to reveal his capabilities and abilities. Therefore, such a pedagogical strategy is promising and requires further research in the formation of leadership skills and, the professional and personal development of students.

The third pedagogical condition is the formation of practical leadership experience in the context of education seekers undergoing various types of pedagogical practice. The implementation of this pedagogical condition is based on a set of knowledge and elementary practical experience about the peculiarities of pedagogical work, and understanding the phenomenon of leadership in modern conditions. Within the framework of the implementation of this condition, it is necessary to ensure the development of leadership skills of the future primary school teacher in the learning process in order to master the leader's operations (actions) and quality implementation of the future professional pedagogical activity. Ensuring the implementation of this condition, it is worth emphasizing that the professional values of students in different years of study are distinguished by their content and undergo changes in the process of professional training. At the same time, there are invariable characteristics that unite students of different years of study and their teachers, in particular: level of education, general development, sociability, and friendliness.

The fourth pedagogical condition is the development and implementation of training classes in the educational process of professional training of future specialists. The necessity and importance of using training in the development and formation of leadership qualities is most relevant, especially for student youth. The peculiarity of the training is the combination of game methods and the educational and diagnostic process. A leadership position is formed thanks to practical exercises, the cognitive foundations of teaching certain disciplines, and the synergy of the development of qualities necessary for a leader, and the skills that make a leader a key person in solving problem situations, tasks, and achieving team goals. In the process of conducting trainings, it is necessary for a teacher of higher education institutions to interact individually (individual approach to personality development) and responsibly with all participants of the training process, to feel the weak and strong points of students, to be able to qualitatively adjust to the final goal of the training and to be able to see and feel the problematic moments of the learning process for every student. Thus, it is possible to emphasize the effectiveness of the application of training in the process of developing the leadership potential of students and the responsible role of the teacher in this process: the peculiarities of his interaction with students, taking into account the individual potential of students.

Therefore, in the conditions of the modern reform of domestic pedagogical education, the problem of forming the leadership component of the pedagogical activity of the future teacher acquires special importance. Different researchers put

forward different criteria for the grouping of leadership qualities, but no significant contradictions were observed, which gave us the opportunity to reasonably highlight the leadership qualities that must be developed in future teachers in the context of professional-pedagogical training.

DISCUSSION

The results of the study show that the majority of respondents' interpretations of leadership qualities are formed on the basis of acquired experience: direct participation in leadership skills, observation of the activities and behavior of leaders, say - direct influence of social relations, social living conditions, etc. Quite often, an image of leadership emerges. According to stereotypical characteristics. When developing the leadership qualities of future primary school teachers, we believe that it is necessary to take into account the components of leadership: the community was created for the purpose of solving common tasks; the process by which the future teacher will directly shape the positive qualities of the group. As a result, the already formed personal qualities of the leader will influence social and social changes, within the framework of the formation of value relations between the person-leader and the community. In today's conditions, the future teacher is a leader in the full understanding of this word, because he is responsible for personal decisions, personally influences the avoidance of risks, increasing efficiency, community, and compliance with academic integrity.

CONCLUSIONS

Thus, we state: that the development and formation of leadership qualities in students of specialties 013 Primary education in the process of professional formation in the academic environment of higher education institutions is a long, not always predictable process, the effectiveness of which depends on many factors. The formation of quality characteristics of a leader in the student environment has a decisive influence on:

- individual psychological characteristics of a person (the presence of leadership qualities, the determination of personal orientations, the formation of moral and volitional values, and the observance of a stable life position);
- creation of a favorable (comfortable) educational environment, where the steady position of the teacher-mentor is clearly visible;
- ensuring favorable conditions for coexistence in the student community - presence of official and unofficial student leaders, coordination of actions between them;
- the use of training exercises and training classes in working with students both within the framework of studying educational components and during the organization of various types of events with the participation of representatives of student self-government and other structural divisions of higher education institutions in order to identify and develop sustainable leadership qualities.

ADDITIONAL INFORMATION

AUTHOR CONTRIBUTIONS

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ФОРМУВАННЯ ЛІДЕРСЬКИХ РИС У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ В УМОВАХ ЗАКЛАДУ ВИЩОЇ ОСВІТИ

Статтю присвячено теоретико-практичному аналізу особливостей лідерства та обґрунтуванню психолого-педагогічних умов формування й розвитку лідерських рис у студентів у процесі професійної підготовки в умовах закладу вищої освіти. Запропоновано аналіз різних підходів до тлумачення понять «лідер», «лідерство», «лідерство в освіті», «освітнє лідерство»; на основі проаналізованих різних визначень виокремлено ознаки студентського лідерства: ініціативність, контактність, чуйність, доброзичливість, широкий соціально-інтелектуальний кругозір, готовність прийти на допомогу тощо. Зазначено, що поняття лідерства науковці розглядають у таких аспектах, як: лідерство як механізм упровадження інноваційних змін; лідерство як модель формування особистості; лідерство як духовна місія особистості. Подано та схарактеризовано результати дослідження, проведеного серед здобувачів освіти першого (бакалаврського) рівня вищої освіти спеціальності 013 Початкова освіта, яке проводили з метою вивчення стану сформованості лідерських рис у майбутніх учителів початкової школи. Емпіричне дослідження показало, що студенти всі лідерські риси систематизують у такі групи: організаторські, комунікативні, перцептивні, креативні, саморегуляції. Зазначено, що формування лідерських рис у майбутніх учителів початкової школи передбачає створення відповідних сприятливих умов, що забезпечують спрямування діяльності студентів на розвиток лідерської мотивації. У статті визначено та схарактеризовано необхідні психолого-педагогічні умови: формування мотиваційно-ціннісної сфери майбутнього фахівця педагогічної освіти до лідерства в процесі професійної підготовки та майбутньої професійної діяльності; готовність науково-педагогічних працівників закладу вищої освіти до роботи з потенційними лідерами; формування практичного досвіду лідерства в контексті проходження здобувачами освіти різних видів педагогічної практики; розроблення та впровадження тренінгових занять в освітній процес професійної підготовки майбутніх фахівців.

Ключові слова: лідер, лідерство в освіті, психолого-педагогічні умови, лідерські риси, професійна підготовка

JEL Класифікація: D81, D83, H83, I21, I23, I28