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**THE LEADERSHIP QUALITIES FORMATION OF FUTURE EDUCATORS BY
MEANS OF STUDENT SELF-GOVERNMENT**

***Abstract.** The article reveals the meaning of the notion “leadership”. Modern national and foreign approaches which determine leadership have been analyzed. Processes of leadership and management have been compared. Main characteristics of future educators` leadership qualities have been proposed. Components in the structure of leadership qualities of students of higher educational establishments have been suggested: the self-organization ability, the organizational activity ability, the interpersonal cooperation organization ability. Criteria of future educators` leadership qualities maturity have been determined: cognitive, operational, personal. The emphasis is placed on the fact, that educational establishments have the opportunity to form leadership qualities with the help of the students` participation in the work of self-governing bodies. The brief description of the experimental approach of students` who are going to be future educators, leadership qualities by means of student self-governance has been suggested. The educational potential of “Young Leader School” (transliteration “Shkola Molodoho Lidera”) in the formation of pedagogical university students` leadership qualities has been viewed. The staged nature of the organization of various forms of the extracurricular educational activities of students has been revealed.*

***Key words:** leadership, leadership theories, leadership conceptions, leadership qualities, students, student self-governance, future teachers.*

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**ФОРМУВАННЯ ЯКОСТІ ЛІДЕРСТВА МАЙБУТНІХ ОСВІТЕЛІВ
ЗАСОБАМИ СТУДЕНТСЬКОГО САМОВРЯДУВАННЯ**

***Анотація.** У статті розкривається зміст поняття «лідерство». Проаналізовано сучасні національні та зарубіжні підходи, які визначають лідерство. Порівняно процеси лідерства та управління. Запропоновано основні характеристики лідерських якостей майбутніх вихователів. Запропоновано компоненти в структурі лідерських якостей студентів вищих навчальних закладів: здатність до самоорганізації, здатність до організаційної діяльності, здатність організації міжособистісної співпраці. Визначено критерії зрілості лідерських якостей майбутніх вихователів: пізнавальна, оперативна, особистісна. Акцент робиться на тому, що навчальні заклади мають можливість формувати лідерські якості за допомогою участі студентів у роботі органів самоврядування. Запропоновано короткий опис експериментального підходу студентів, які будуть майбутніми педагогами, лідерськими якостями за допомогою студентського самоврядування. Розглянуто освітній потенціал «Молодої школи лідерів» (транслітерація «Школа молодого лідера») у формуванні лідерських якостей педагогічних студентів університету. Виявлено поетапний характер організації різноманітних форм позашкільної виховної діяльності студентів.*

***Ключові слова:** лідерство, теорії лідерства, концепція лідерства, лідерські якості, студенти, студентське самоврядування, майбутні вчителі.*

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ФОРМИРОВАНИЕ КАЧЕСТВ ЛИДЕРСТВА БУДУЩИХ УЧИТЕЛЕЙ СРЕДСТВАМИ СТУДЕНЧЕСКОГО ПРАВИТЕЛЬСТВА

***Аннотация.** В статье раскрывается значение понятия «лидерство». Проанализированы современные национальные и зарубежные подходы, определяющие лидерство. Процессы лидерства и управления были сопоставлены. Предложены основные характеристики лидерских качеств будущих педагогов. Предложены компоненты в структуре лидерских качеств студентов высших учебных заведений: способность к самоорганизации, способность к организационной деятельности, способность к организации межличностного сотрудничества. Определены критерии зрелости лидерских качеств будущих педагогов: познавательный, операционный, личностный. Акцент сделан на то, что учебные заведения имеют возможность формировать лидерские качества с помощью участия студентов в работе органов самоуправления. Предложено краткое описание экспериментального подхода студентов, которые станут будущими педагогами, лидерских качеств посредством студенческого самоуправления. Рассмотрен образовательный потенциал «Школы молодого лидера» (транслитерация «Школа молодого лидера») в формировании лидерских качеств студентов педагогического вуза. Выявлен поэтапный характер организации различных форм внешкольной учебной деятельности студентов.*

***Ключевые слова:** лидерство, теории лидерства, концепции лидерства, лидерские качества, студенты, студенческое самоуправление, будущие учителя.*

Problem solving in general and its connection with important scientific or practical task. Modern Ukrainian society is characterized by the significant changes in all areas of life, particularly in education. Modern schools require competent teachers, who are able to design and systematically improve their activities, to implement scientific and innovational practice achievement in the educational process, to give the adequate response to situations with elevated uncertainty, to function as an organizer of children`s group and personal professional activity. Leadership qualities are the significant part of the professional teacher`s preparation because to a large extent they determine the success of the realization of teaching and educational tasks, the capability to establish structural pedagogical cooperation with pupils and pupils` group, ability to self-organizing and regulation of self-activity. In this context, the formation of future teachers` leadership

qualities is being viewed as one of the top-priority direction in the modern higher pedagogical education. The State National Program “Educational” (transliteration “Osvita”) (“Ukraine XXI century), the National Doctrine of the development of education of Ukraine in XXI century, the Field Conception of the continuous pedagogical education focus on leadership qualities as an integral part of teacher`s competence.

Within this framework, appears the necessity of designing of new psychological and pedagogical approaches to the process of the young leaders` formation, who correspond to demands and system of social society values. The designing of approaches to the formation future teachers` leadership qualities is the strategic pathway each of the theoretical and the practical relations. The topicality of the issue is also determined by the fact that the quality requirements to the specialists` preparation in the system of

higher education have significantly grown. The basic conditions for the assurance of these requirements: 1) improvement of training technologies; 2) psychological and pedagogical accompaniment of the process of student's socialization.

And analysis of recent researches and publication, which initiated the solution of problem and which the author relies on. In scientific literature "leadership" is being concerned as: power (Jean Blondel); social status (L. Downton); ability to have an impact on separate individuals and groups, directing their efforts to reach the goal (M. Albert, J. Maxwell, M. Mescon, R. Stogdill, R. Krychevskiy, R. Paryhin, Yu. Platonov, A. Svenytskyi); informal influence in the conditions of the informal communication (R. Krychevskiy); part of the management (J. Kotter, H. Mintzberg). Leadership has been fully studied in political (B. Kretov, Ye. Kudriashova, V. Sheinov), social-psychological (J. Adair, T. Bendas, M. Veber, A. Petrovskiy), economical (P. Drucker, S. Covey, F. Hesselbach) aspects. Sources analysis provides the opportunity to draw a conclusion that leadership and management are different categories: management means the use of administrative resources but leadership involves personal influence and credibility; leadership cannot be restricted only to management functions, it is specific relationships within the group, which are based on the adoption of credibility and personal qualities one of the group members, who is not obligatory occupies the formal position [4].

Paper objective. To analyze pedagogical conditions of the implementation "Young Leader School" as the mean of the formation of future teachers' leadership qualities.

Paper main body. Researches distinguishes in the notion "leader" two meanings: first of all, it is a person who has prominent personal qualities, thanks to which his activity is characterized by efficiency; secondly, it is a person, whose right

to make a principal decision, which reflects the group interest and main group values, is recognized by a certain social group. On the basis of the conducted post-evaluation analysis of approaches to study of leadership phenomenon [2;3; 4; 6; 10; 14], we can draw to the conclusion, that the essence of leadership lies in the recognition of the leader right to organize group activity, aimed to satisfy interest of the particular community, of leader's influence on surrounding persons.

Due to the fact, that leadership includes the influence on surrounding persons, effective organization of joint activity, the leader has to have the peculiar features of character. But there is no unified list of leader's features in the science till the present day. Conducted analysis of scientific literature and practice of educational establishments [5; 8; 13; 15], give the possibility to elicit the following leadership qualities: activity, self-started, independence, resoluteness. Also, the leader has to have communicative and organizational skills. The significance of each quality can be different due to time and social-political conditions.

The first researches of the issue of leadership in national science had been conducted by P. Zahorovskiy, A. Zaluzhnyi, S. Lozynskiy, who contemplates the question of children groups' organization. Later, this issue had been studied by O. Vykhanskyi, I. Volkov, N. Zherebova, R. Krychevskiy, T. Malkovska, B. Paryhin, Yu. Platonov, M. Rozhkov, L. Umanskyi and others.

Leadership – is one of the mechanisms of the group activity integration, upon conditions that the person, who executes the role of the leader, unites, directs actions of all group members, who accept and supports his actions. Partially overlapped by notions "management", "supervision", leadership characterizes at the same time the specific form of relations in the group or in the

organization. In such a way, in national psychology leadership phenomenon has been viewed as a measure of the influence of personality of one of the group's members on the group in whole in the direction of optimization in the solution of group-wide tasks.

In whole, the notion of leadership had been connected with interpersonal relations in the small group, intra-group activity and natural spontaneous movement of these processes. Soviet social-psychological school does not deny Western concepts of leadership, put the main emphasis on the comparison of leadership and management and the specification of spontaneous, natural, herein free, informal sources of leadership, as a counter to official basics of management.

At present, a series of experimental studies, conducted in the sphere of social psychology in our country, testify the deep interrelation of leadership and management processes. Researches N. Marakhovska, N. Semchenko, V. Yahodnikova found the dependence of group effectiveness on the group members' acceptance/non-acceptance of the manager as the leader [8; 13; 15].

O. Leontiev had developed the operational approach to the study of the leadership issue. In accordance with this approach, the main determinant of the leadership process is aims and tasks of the group, which determine, who is going to be the leader and which style of leadership will appear more effective [7].

The conception of the value exchange approach, developed by R. Krychevskiy, is the mechanism of the leader nomination. The idea of value exchange is used to explain the phenomenon of leadership: the value characteristics of the members of a group (meaningful properties of the individual) as if exchanged for the authority and recognition of the leader [6].

The general point for all definitions of leadership in Western social psychology is the recognition of an important factor in

stimulating the leader of the group's actions when solving their group tasks. In this sense, the leader is a person who implements the norms and values of the group [10].

It is worth noting that the interpretation of the phenomenon of leadership, understanding its causes and mechanisms in Western psychology has undergone a significant evolution. But so far, neither in social psychology, which deals mostly with small groups nor in pedagogical psychology, which under the leader understands, first of all, successful professionals, there is no clear understanding of this phenomenon.

The most common and generally accepted theory of leadership in Western psychology – is the theory of personal qualities, the theory of situational leadership, situational-personality theory [12].

In the theories of the humanistic approach is given a different understanding of leadership. These theories argue that the human being by nature is a complex motivated organism, and the organization basically is always guided. Therefore, the leader must transform the organization so that the individual is provided with the freedom to realize his own goals, needs, and at the same time so that he can contribute to the goals of the organization. These ideas were developed in the works of R. Blake, J. McGregor and other American psychologists [12].

Representatives of the motivation theory of leadership (S. Mitchell, S. Evans) argue that the effectiveness of the leader depends on his influence on the motivation of followers, on their ability to perform productive tasks and to the satisfaction felt by them in the process of work [12].

Theories of exchange and transactional analysis (J. Homans, J. March, G. Simon, J. Tibo, C. Jorjey) view the leader as one who feels the needs and desires of his followers and offers them ways to meet them [12].

In national psychology, a great deal of attention is paid to the problem of leadership types and styles. B. Parygin proposes

to build a leadership typology, taking into account the content, style and character of the leader's activities. The basis of the typology of leaders N. Zhrebava puts a sign of the formation of interpersonal relationships and the division of functions. R. Krychevskiy distinguishes between two types of leadership depending on the type of group activity: instrumental and expressive. L. Umanskyi proposed a typology of leadership based on the functions implemented by leaders, distinguishing leader-initiators, leader-erudite, leaders-generators of emotional atmosphere, leader-craftsmen. According to N. Zhrebava, leadership style raises questions about the methods and means by which the leader succeeds in solving group tasks.

Concepts of leadership, presented in the system of education, can be divided into three groups: 1) psychological, the main object of their attention is the personality of the leader, his behavior, methods of influence. These theories view leadership as an art of management and interaction with followers and opponents; 2) pedagogical, justifying the necessity and the possibility of development of leadership from childhood; 3) complex, which is an attempt to combine different approaches.

The implementation of the tasks of education at the present stage mostly responds to the motivational and situational psychological concepts. The motivational approach (A. Maslow, F. Herzberg) takes into account the needs and interests of the subjects of management, and situational theories (F. Fiedler, P. Hers) can be considered in line with the concept of person-oriented education. Together with the above-mentioned psychological theories, leadership in education successfully explains the pedagogical and value theories that view personality, education, leadership as individual and common values, on which the success of a person and society as a whole depends [12].

In national psychology and pedagogy, the theory of leadership in education is poorly presented. At the beginning of the XXI century in the national science there were studies devoted to leadership in education [5; 8; 13; 15], but they are only a study of certain aspects of governance and psychological patterns of leadership, and yet there are no holistic theories of leadership.

Studies show that leadership qualities are an important component and at the same time a factor in the personal and professional development of future teachers both during the period of professional training and at the stage of independent professional activity. On the basis of the analysis of psychological and pedagogical research it is possible to distinguish the following main characteristics of the leadership qualities of future teachers:

- leadership qualities belong to the structure of pedagogical skills and have a complex character that reflects the convergence of cognitive, emotional and personal and operational-actional components;

- leadership qualities of future teachers, while preserving general structural characteristics, have a number of specific features: by function - provide for the organization of the activities of the subject, pupils and pupils groups, establishing constructive interpersonal interaction; by content - enable future teachers to give a decision on the leadership of pupils in the laconic, logical, optimal, from the pedagogical point of view, form; to prove pedagogical decision to pupils in a clear, emotionally rich, volitional and mobilization style; to perform clearly and correctly the functions, rituals, external attributes of activity defined by normative documents;

- leadership qualities serve as a criterion for professional development and demonstrate the ability of students to diagnose their personal potential as subjects of pedagogical activity, integrate humanities, psychological, pedagogical and managerial

knowledge in order to improve their professional activities, develop skills and abilities of pedagogical communication and influence which ensures successful the implementation of the organizer functions of the teacher [1].

On the basis of summarizing different approaches to determining the structure of leadership, taking into account the characteristics of professional activities of teachers and requirements for his personality identified in educational - professional program of training and educational-qualifying characteristic of teacher, we singled out three components in the structure of leadership qualities of students of higher educational establishments: the self-organization ability, the organizational activity ability, the interpersonal cooperation organization ability.

We consider self-organization abilities as individual psychological peculiarities of the teacher, which determine the ability to self-examine, to diagnose their own professionally significant qualities, procedural and structural analysis of their own activities, self-organization and self-regulation, to overcome difficulties in the path of self-improvement. Abilities of the organization of activity are manifested in the ability to analyze the conditions of the educational process, plan, predict, control and adjust the implementation of teaching tasks on the basis of comparison of results with a given purpose. The ability to organize interpersonal interaction ensures that the teacher establishes dialogical relationships with pupils, a partner subject - subject interaction, cooperation and co-creation with students.

On the basis of the analysis of the content characteristics of the isolated components, we have defined the criteria for the formation of leadership qualities of future teachers. (cognitive, activity, personal), which are specified in the complex of relevant indicators. Indicators of the cognitive criterion of the formation of

leadership qualities of future teachers are: combinatorial and predictive thinking (erudition, variability, intuitiveness, flexibility and critical thinking); knowledge of ways of self-organization; knowledge about the peculiarities of leadership in education; knowledge of the peculiarities of development of interpersonal interaction with pupils, group dynamics, principles of psychological compatibility; knowledge of methods and techniques of influencing personality; knowledge of the peculiarities of pedagogical communication.

The indicators of the activity criterion are the complex of organizational skills: self-analysis of the results of activity, self-control, self-command, rational distribution of the forces, task setting, work planning, prediction of the results of the decisions, coordination, integration of joint efforts, division of duties, instruction, control, critical evaluation of the results. interaction, prediction of deviations and difficulties in work, prevention of conflict situations, prompt decision-making, improvisation, communication, regulation of the relation with the team.

The personal criterion is characterized by indicators that reflect the emergence of future teachers important in the context of the leadership position of personality traits: humanistic orientation, empathy, tolerance, altruism, self-confidence, positive self-esteem, aspiration for leadership, volitional qualities, responsibility, diligence, reflexivity, setting on self-education, activity, initiative, independence.

Taking into account the criteria and indicators, the generalization of the results of the summative stage of the experimental study, it was possible to define and describe three levels of the leadership qualities formation of future teachers: high, medium, and low.

According to the traditional organization of the pedagogical process, the formation of leadership qualities of students

is slow, spontaneous, the majority of urgent to find new approaches and justify the pedagogical ideas of the purposeful formation of the readiness of future teachers to realize their own activity and initiative in the educational process of the secondary school. In our opinion, students' self-government possesses considerable potential in this context, opportunities of which so far are little used in the process of formation of the personality of students of pedagogical higher educational establishments.

Researchers consider [2; 8] that leadership qualities can be manifested already at an early age, with the important stage being school and student years when life's self-identity takes place and the person receives the first lessons of organizational work. According to P. Blonskyi, L. Vygotskyi, S. Rubinstein, the youth age is sensitive to the formation of leadership qualities of the person in virtue of psychic peculiarities, since it is characterized by the desire for socially useful activity, an active attitude to reality and the desire to change it, readiness for life and professional self-determination, persuasion are being formed, a sense of duty and responsibility, a certain level of development reach such volitional qualities as independence, initiative, perseverance.

Educational institutions have the opportunity to form leadership qualities of personality through the participation of students in the activities of self-government bodies. I. Andriyчук, L. Boniuk, J. Gryshchenko, E. Hak, V. Korotov, A. Makarenko, M. Rozhkov and other researchers studied the issues of self-governance, in particular, the content of activity, structure, pedagogical leadership, at different times. At the same time, the features and opportunities of student self-government in the institution of higher education are not sufficiently studied. Student self-government at the university can be considered as a special form of initiative, independent activity, aimed at developing social activity

students have a low level, which makes it of youth, support student initiatives, to address important issues of students' livelihoods; as a mechanism for the formation of leadership qualities, since one of the goals of student self-government can be the education of a citizen able to participate in the management of an organization, a state. The formation of leadership qualities of students through participation in the activities of self-government is possible because student self-government has a pedagogical leadership and socially significant activities that allow to teach leadership and develop communicative and organizational skills in real life. Socially significant activities of self-government affect the formation of activity, initiative and determination of students since it requires organizers to take responsibility, actively interact with the people [10].

The generalization of the results of the analysis of psychological and pedagogical literature, the statement of the research stage, the current practice of student self-government in pedagogical higher educational establishments, as well as own experience gives grounds to formulate a set of pedagogical conditions for the formation of leadership qualities of future teachers by means of student self-government: ensuring the phased inclusion of students in various forms of extracurricular educational activities ; inclusion of students in the organizational activity under the program "Young Leader School", which ensures the acquisition of professionally directed individual experience of organizational work; stimulating self-improvement of future teachers in the process of student self-government bodies activity.

The study found that the formation of leadership qualities of future teachers depends to a large extent on the provision of active participation of students in various forms of extracurricular activity, based on the principles of the subject-subject interaction of participants in the pedagogical process:

the organization of self-training and self-leisure for maximum satisfaction of cognitive and cultural needs of student youth; the choice of forms and methods of extracurricular educational activity taking into account the tasks of professional formation of future teachers; the comprehensive development of the individual creative potential of students.

In the context of the formation of leadership qualities of future teachers, it is important to ensure the staged nature of the organization of various forms of extracurricular educational activities of students. At the first stage, the main goal is to develop their interest in organizing activities, which plays a significant motivating role as a factor in activating the person-professional formation of future teachers. The results of observations make it possible to distinguish the logical sequence of stages of development of students' interest in organizing activity: interest in organizational activity knowledge of the peculiarities of organizational activity a steady interest in the organizational activity, which manifests itself in constructive creativity. The general indicators of constructive creativity of students in the organizational activity are: variability, novelty, originality of organizational decisions; ability to use previous experience to create new projects; activity and systematic approach to solving problems of collective work; positive emotional attitude to the tasks.

At the second stage, the formation on the basis of the constant interest of students' value attitude toward organizational activity as a means of personal and professional self-actualization becomes of great importance. In this process, it is also possible to distinguish three consecutive stages: 1) reassessment of values and ideals, awareness of the personal meaning of the organizing activity of the teacher; 2) assimilation of the values of organizational activity under the influence of authoritative persons (teachers, mentors); 3)

education activities of students; direction of the formation of a stable value relation to organizational activities through participation in student self-government.

The main task of the third stage of the leadership qualities formation of future teachers is the development of organizational skills, which is advisable to carry out at the following stages: 1) deepening and expanding knowledge about the peculiarities of organizational activity in the pedagogical process of general education; 2) comparative analysis of organizational activity and determination on this basis of its general characteristics and individual characteristics, which determine the individual style of organizational activity of the future teacher; 3) the formation of students' experience in organizing activities on the basis of the inclusion in practical organizational work in the of student self-government bodies. Organizational work, which underlies the functioning of students self-government, expands the scope of personal self-realization of future teachers, involves them in various spheres of life educational institution, allows to test themselves in various types of management activities, to strengthen professional orientation. In order to use the developmental potential of student self-government in the process of the leadership qualities formation of future teachers, we have developed a program "Young Leader School", which is based on the principles: 1) the choice of means of preparation, taking into account the initial level of the formation of leadership qualities of students; 2) provision of conditions for the implementation by each student of his organizational tendencies and interests; 3) the creation of a system of work in which organically combines the theoretical and practical activities; 4) organization of interaction with students on the principles of democracy and dialogue.

The basis of the approach of the formation of leadership qualities of future

teachers is the content, forms of organizational activities of the "Young Leader Schools", which is an educational complex, which involves them in various areas of life of the student community of higher educational establishments and includes all its structural and organizational levels: group, faculty, institution, dormitory, higher education establishment; has various organizational forms (senate, government, parliament, monitors' council, student's dean's office, council, student's scientific society, etc.) and corresponding legal regulation. The process of the formation of leadership qualities of future teachers under the "Young Leader School" program includes three areas of activity: work in student self-government using a variety of group activities (role games, collective creative activities, problem discussions, conversations, training); realization of tasks of organizational activity of members of student's self-government at the level of academic group, institute (faculty) (discussion, instruction, management decision simulation); the activity of the Council of Student Self-Government of the University (method of regulation, independent organization of the activities, training).

The analysis of psychological and pedagogical researches devoted to the problems of professional self-improvement of the person (F. Diakov, K. Yelnytskyi, V. Kryzhko, S. Myropolskyi, E. Pavliutenkov, O. Prokopova, N. Rumiantseva, and others.) showed that person-professional formation of future teachers in general and the formation of their organizational skills in particular, impossible without the subjective activity of students, aimed at their own development. Such activity has a complex functional structure and its own logic of development, which involves four successive stages: self-analysis and decision-making on self-improvement; planning and developing a self-improvement program; direct practical activity on the realization of the set tasks in

ation and methods, which are used in the work on itself, self-control and self-correction of own actions.

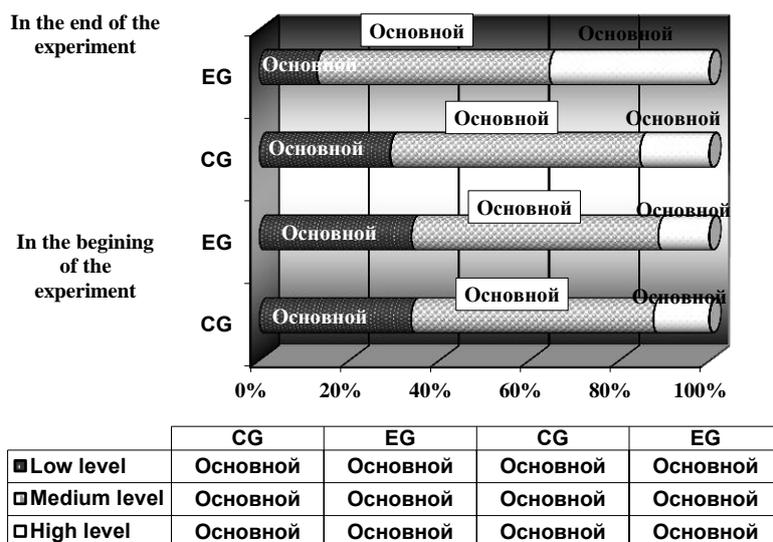
Professional self-improvement of future teachers as organizers takes place in two interrelated forms of activity: self-training and self-education. Self-training of students is based on the principles of autonomy, practical orientation, systemacity and consistency. In order to enhance the development of leadership qualities, pedagogical leadership of self-education of future teachers should be carried out at the following stages: diagnostic, formative, reflexive. At the first stage, self-training of students is based on a diagnostic basis in order to identify the initial level of their readiness for organizational activity, to identify potential problems and disadvantages, to monitor personal and professional development, and to determine the prospects for the leadership qualities formation. At the second stage, students test various forms of work, aimed at mastering the organizational experience, systematizing the idea of the peculiarities of the organizational activity of the teacher. At the reflexive stage, future teachers sum up the results of self-training, analyze and comprehend the dynamics of personality-professional readiness, adjust self-esteem for the leadership qualities formation. The main areas of self-training in the field of organizational activity of future teachers are: the development of moral and emotional-volitional qualities; self-improvement of mental abilities and processes; formation of communicative skills and readiness for constructive pedagogical interaction.

The experimental verification of the developed methodology for forming the leadership qualities of future teachers was carried out on the basis of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University. A total of 627 respondents participated in the molding experiment (312 in the experimental and 315 in the control

group). Experimental work was carried out activities of students, coordination of student self-government bodies, student training at the “Young Leader School”, pedagogical leadership in self-training and self-education of future teachers.

The results of the molding experiment

during the organization of extracurricular show that the substantiated pedagogical conditions and the developed methodology result in significant changes in the structural components of leadership qualities of students, which finds a general manifestation in the positive dynamics of levels of their formation (Ill. 1).



Ill. 1. Dynamics of levels of leadership formations in students control and experimental groups. (in %)

Thanks to the experimental work carried out in the experimental group, the number of students with a high level of leadership development was substantially increased (from 11.3% to 35.5%), while the percentage of students with a low level (from 33.9% to 12.9%) Using the Wilcoxon criterion confirmed the statistical validity of these changes ($\alpha = 0.05$). In the control group, unlike the experimental one, there were no significant changes in the levels of students` leadership qualities formation. Thus, the number of respondents with a high level of leadership development at the beginning was 12.4%, in the end it was 15.4%. The number of respondents with a low level decreased by only 4.6% (from 33.8% to 29.2%), with an average level - increased by 1.9% (from 53.5% to 55.4%).

Conclusions of the research. The

results of the theoretical and experimental research give grounds for the formulation of the following conclusions:

1. Leadership qualities are an important part of the personality of the future teacher, on which the success of the implementation of training and educational tasks depends, and the ability to establish constructive pedagogical interaction with pupils and pupils' groups, the ability to self-organize, regulate and improve their own activities. In this regard, the formation of leadership qualities of future teachers should be one of the priority directions of modern pedagogical higher education. This makes it urgent to find new approaches and justify the pedagogical conditions for forming future teachers` leadership qualities. In our opinion, student self-government has significant developmental potential in this context, which

abilities so far are little used in the process of

2. On the basis of the analysis of psychological, pedagogical literature and the peculiarities of the personal formation of pedagogical specialists, we determined the essence of future teachers leadership qualities as an integral individual-psychological property that determines the ability to plan, control and adjust their own actions and activities of other subjects in the pedagogical process, ensuring the successful implementation of the tasks of training and educational cooperation according to the

forming future teachers leadership qualities specific conditions.

3. The results of the pedagogical experiment confirmed the effectiveness of the substantiated pedagogical conditions and the developed methodology for forming future teachers' leadership qualities, which provided for the comprehensive development of the students' abilities of self-organization, the ability to organize activities, and the ability to organize interpersonal interaction of students.

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