



# **Professional development of the teacher in the light of European integration processes**

Професійний розвиток педагога в світлі  
євроінтеграційних процесів

Edited by prof. Tsvetkova Hanna

За наук. ред. проф. Ганни Цветкової

*Inter*  
**GINC**

### **Bibliografische Information der Deutschen Nationalbibliothek**

Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliografie; detaillierte bibliografische Daten sind im Internet über <http://dnb.dnb.de> abrufbar.

### **Bibliographic information published by the Deutsche Nationalbibliothek**

The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie; detailed bibliographic data are available on the Internet at <http://dnb.dnb.de> .

### **Information bibliographique de la Deutsche Nationalbibliothek**

La Deutsche Nationalbibliothek a répertorié cette publication dans la Deutsche Nationalbibliografie; les données bibliographiques détaillées peuvent être consultées sur Internet à l'adresse <http://dnb.dnb.de>.

### **Informazione bibliografica della Deutsche Nationalbibliothek**

La Deutsche Nationalbibliothek registra questa pubblicazione nella Deutsche Nationalbibliografie; dettagliati dati bibliografici sono disponibili in internet in <http://dnb.dnb.de> .

### **Библиографическая информация Немецкой Национальной Библиотеки**

Немецкая Национальная Библиотека вносит эту публикацию в Немецкую национальную библиографию; подробные библиографические данные можно найти в интернете на странице: <http://dnb.dnb.de> .

### **Información bibliográfica de la Deutsche Nationalbibliothek**

La Deutsche Nationalbibliothek recoge esta publicación en la Deutsche Nationalbibliografie. Los datos bibliográficos están disponibles en la dirección de Internet <http://dnb.dnb.de> .

# **Professional development of the teacher in the light of European integration processes**

**Професійний розвиток педагога в світлі євроінтеграційних  
процесів**

**Edited by prof. Hanna Tsvetkova**

За наукової редакцією професора Ганни Цветкової

*Монографія*

*Hameln, 2019*

*Inter*  
**GING**

ISBN 978-3-946407-07-2

(e-book)

<https://doi.org/10.192219/978-3-946407-07-2>

УДК 378.147:37.011.3-051

П

**Рекомендовано до друку вченою радою Національного педагогічного  
університету імені М.П. Драгманова  
(протокол № 14 від 5 червня 2019 року)**

Професійний розвиток педагога в світлі євроінтеграційних процесів: колективна монографія / за наук. ред. проф. Цветкової Ганни – Hameln : InterGING, 2019. – 565с.

Professional development of the teacher in the light of European integration processes: collective monograph / in the sciences. edit prof. Tsvetkova Hanna - Hameln: InterGING, 2019. – 565 c.

**Науковий редактор – Цветкова Ганна** – доктор педагогічних наук, професор (НПУ імені М.П. Драгманова, м. Київ, Україна).

**Технічний редактор – Дроздова Діана** – кандидат психологічних наук, викладач (НПУ імені М.П. Драгманова, м. Київ, Україна).

**Рецензенти:**

**Бех Іван Дмитрович** – доктор педагогічних наук, професор, дійсний член (академік) НАПН України, директор Інституту проблем виховання НАПН України;

**Набока Ольга Георгіївна** – доктор педагогічних наук, професор, перший проректор ДВНЗ «Донбаський державний педагогічний університет»

**Стрельников Віктор Юрійович** – доктор педагогічних наук, професор, професор кафедри філософії і економіки освіти Полтавського обласного інституту післядипломної педагогічної освіти імені М.В. Остроградського

Монографія вміщує чотири розділи, кожен із яких висвітлює актуальну педагогічну проблему сучасної педагогічної освіти: підготовка майбутніх педагогів у світлі євроінтеграційних спрямувань; досвід європейських країн у підготовці педагогів; феномен дитинства та взаємодія з родиною в сучасному освітньому просторі; особистість в інноваційному просторі професійного розвитку. Видання адресоване ученим-дослідникам, вихователям, учителям-практикам, науковцям-початківцям і всім небайдужим до проблем дитинства, сучасного батьківства, розвитку освіти України в часи її сутнісного реформування, переносу навчальних пріоритетів, зміни освітньої парадигми, поступової адаптації до вимог сучасного суспільства.

The monograph contains four sections, each of which highlights the current pedagogical problem of modern pedagogical education: preparation of future teachers in the light of European integration goals; the experience of European countries in the training of teachers; the phenomenon of childhood and interaction with family in the modern educational space; personality in the innovative space of professional development. The publication is addressed to researchers, educators, teachers-practitioners, novice scientists and everyone who is indifferent to the problems of childhood, modern parenthood, the development of Ukraine's education in the time of its essential reformation, the transfer of educational priorities, changes in the educational paradigm, gradual adaptation to the requirements of modern society.

Co-authors: Hanna Tsvietkova, Ellina Panasenko, Irina Voityuk, Olena Matviienko, Ganna Bielienka, Kateryna Volynets, Yulia Volynets, Nadiya Stadnik, Nataliia Myskova, Mariia Pochynkova, Svetlana Yalanska, Iryna Kohut, Maksym Rohanov, Tamara Otroshko, Elena Sas, Raisa Shulyhina, Irina Lysakova, Liubov Kanishevskaya, Natalia Vyshnivska, Iryna Volovenko, Natalia Andrushchenko, Liudmila Priymenko, Larysa Zdanevych, Nataliia Melnyk, Sopiia Dovbnia, Olga Reypolskaya, Victoriya Marshicka, Alla Chagovets, Marina Roganova, Iryna Aprieliava, Tamara Pirozhenko, OlenaKhartman, Lyudmila Smalyus, Natalia Shavrovska, Oksana Babakina, Valentyna Lytvyn, Tetiana Aliexieienko, Ludmila Gonchar, Svitlana Bulavenko, Christina Shaparenko, Diana Drozdova, Svitlana Repetiy, Victoria Galchenko.

Veröffentlicht im InterGING Verlag, Hameln, Deutschland, Mai 2019

Inhaber Marina Kisiliuk

Umschlagbild: <https://pixabay.com>

Umschlaggestaltung: M.Kisiliuk

Korrektur: D.Drozdova

Published in Germany

©The Editor(s) (if applicable) and The Author(s) co-authors 2019, Januar 2019. This book is an open access publication. Open Access This book is licensed under the terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>), which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made. The images or other third party material in this book are included in the book's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the book's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use. The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Copyright © 2019 by InterGING

Sonnenbrink 20, 31789 Hameln, Germany

[www.intergingpublishing.wordpress.com](http://www.intergingpublishing.wordpress.com)

Copyright © 2019 by Prof., PhD. Hanna Tsvetkova

“Pedagogical optimism”, “Respectfulness”, “Initiativity”, “Adaptivity”, “Artistry”.

The third group of values (positions 15-20) includes the following values: “Freedom of choice”, “Sense of humor”, “Civil responsibility”, “Empathy”, “Mobility”, “Acceptance of a multicultural social medium”.

No place was given to such values as professional observation, wit, related to social perception, and to the values that point to dynamism - a volitional style of problem solving and determination. The generalized scale of a preschool pedagogue’s professional values rating, compared by the groups of respondents, is presented in Table 1.

*Table 1*

Scale of a preschool pedagogue’s professional values rating in terms of groups of respondents

	Place in the rating	1-year students	4-year students	undergraduates	teachers
The 1 <sup>st</sup> group of values	1	Amount of education	Amount of education	Amount of education	Amount of education
	2	Creativity	Good organization	Communicativeness	Communicativeness
	3	Good organization	Communicativeness	Good organization	Benevolence
	4	Emotional balance	Creativity	Benevolence	Good organization
	5	Communicativeness	Benevolence	Creativity	Ability to self-improvement
	6	Cognitive interest	Pedagogical intuition	Emotional balance	Creativity
	7	Benevolence	Pedagogical optimism	Ability to self-improvement	Emotional balance
The 2 <sup>nd</sup> group of values	8	Ability to self-improvement	Cognitive interest	Respectfulness	Respectfulness
	9	Pedagogical intuition	Ability to self-improvement	Pedagogical intuition	Pedagogical intuition
	10	Initiativity	Emotional balance	Pedagogical optimism	Empathy
	11	Pedagogical optimism	Initiativity	Pedagogical optimism	Pedagogical intuition
	12	Respectfulness	Respectfulness	Artistry	Cognitive interest

	13	Adaptability	Adaptability	Initiativity	Sense of humour
	14	Artistry	Civil responsibility	Freedom of choice	Freedom of choice
<b>The 3<sup>rd</sup> group of values</b>	15	Freedom of choice	Artistry	Adaptability	Artistry
	16	Civil responsibility	Sense of humour	Sense of humour	Adaptability
	17	Sense of humour	Freedom of choice	Empathy	I Initiativity
	18	Mobility	Mobility	ь Civil responsibility	Acceptance of a multicultural social medium
	19	Acceptance of a multicultural social medium	Acceptance of a multicultural social medium	Mobility	Civil responsibility
	20	Empathy	Empathy	Acceptance of a multicultural social medium	Mobility

As it can be seen from the data in the table, only one type of values can be attributed to the “general standard”, namely: “Amount of education”. There is a coincidence of values evaluations in four equal positions among teachers and graduates (amount of education, communicativeness, respectfulness, freedom of choice), as well as the proximity of positions of grades by masters and teachers: many of them differ only in one adjacent position (good organization, benevolence, creativity, emotional balance, etc.).

Despite the fact that students of the first and fourth years have a coincidence in four positions and in the choice of values (amount of education, respectfulness, adaptability, mobility), three of the selected values are at the bottom of the ranking (12; 13; 18). In general, in the choice of values, there is a discrepancy between the value orientations of students of the 1st year and other years (which they are in reality), as well as among the evaluations by different groups of students.

Of little significance for the representatives of the 1st and 4th years was “empathy”, which was located on the last - the twentieth position.

According to the table, we can also state that our respondents of the first and fourth years are the most unanimous in assessing the significance of professional values such as “mobility”, “respectfulness” and “adaptability”, “acceptance of a multicultural social medium”.

In general, it became clear that the professional values of students of different years of studies vary and undergo changes in the process of professional training, but there are also unchangeable ones, which unite both freshmen and their teachers. These include amount of education, communicativeness, benevolence. Such values are in line with European standards and show that Ukraine's accession to the Euro-space is a logical progress of a civilized state. Preschool pedagogues who stand at the origins of the formation of an individual, being guided by certain values, can educate young people that is successfully implemented in the multicultural society.

**Conclusions from the study and perspectives of further exploration in this direction.** On the basis of the obtained results, in the future, in the educational process of a higher educational institution a system of pedagogical influences on students - future educators of preschool children was constructed with the purpose of correction of their value sphere and formation of professional competence. The results of the study will be presented in the following presentations.

#### СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Артемова Л. В. Реалії та перспективи розвитку дошкільної освіти України в контексті ключових позицій Болонської декларації / Л. В. Артемова // Вісник Глухівського державного національного педагогічного університету ім. О. Довженка. – 2010. – Вип. 16. – С. 10–14.
2. Амонашвили Ш. А. Как любит детей (опыт самоанализа). / Ш. А. Амонашвили. – Донецк: Изд-во «Ноулидж», 2010. – 69 с.
3. Беленька Г. В. Підготовка вихователів до розвитку особистості дитини в дошкільному віці / Г. В. Беленька, О. Л. Богініч, М. А. Машовець : монографія / Г. В. Беленька [та ін.]; ред. І. І. Загарницька; – К.: НПУ ім. М. П. Драгоманова: ціональний педагогічний ун-т ім. М. П. Драгоманова. Інститут розвитку дитини, 2009. – 310 с.
4. Беленька Г. В. Формування професійної компетентності сучасного вихователя дошкільного навчального закладу : монографія / Ганна Володимирівна Беленька. – К. : Університет, 2011 . – 320 с.
5. Бех І. Д. Виховання особистості: підручник / І. Д. Бех. – К.: Либідь, 2008. – 848 с.



6. Бех І. Д. Особистість у просторі духовного розвитку : навч. посіб. / І. Д. Бех. – К. : Академвидав, 2012. – 256 с.
7. Бондар В. І. Управління підготовкою успішного вчителя: теорія і практика: монографія / В. І. Бондар, І. М. Шапошнікова; за ред. В. І. Бондаря. – Київ: Вид-во НПУ імені М. П. Драгоманова, 2015. – 332 с.
8. Зязюн І. А. Педагогічна майстерність: підручник / Зязюн І. А., Крамущенко Л. В., Кривонос І. Ф. та ін.; За ред. Зязюна І. А., 2-ге видання доповнене і перероблене. Вища школа, 2004. – 422 с.
9. Косенко Ю. М. Основи педагогічної майстерності вихователя : навчально-методичний посібник для студентів вищих навчальних закладів спеціальності «Дошкільна освіта». 2-е видання, доповнене / Ю. М. Косенко – Маріуполь: ТОВ «Друкарня «Новий світ», 2014. – 320 с.
10. Макаренко А. С. О воспитании / А. С. Макаренко. – М.: «Издательство политической литературы», 1990. – 450 с.
11. Національна доктрина розвитку освіти [Електронний ресурс]. – Режим доступу: <http://www.president.gov.ua/documents/151.html>
12. Огнев'юк В. О. Освітологія: витоки наукового напрямку: моногр. / за ред. В. О. Огнев'юка, авт. кол.: В. О. Огнев'юк, С. О. Сисоєва, Л. Л. Хоружа, І. В. Соколова, О. М. Кузьменко, О. О. Мороз. – К. : Едельвейс, 2012. – 336 с.
13. Огнев'юк В. О. Освітні реформи: місія, дійсність, рефлексія: [моногр.] / за ред.: В. Кременя, Т. Левовицького, В. Огнев'юка, С. Сисоєвої. – К. : Едельвейс, 2013. – 460 с.
14. Освітні реформи: місія, дійсність, рефлексія: [моногр.] / за ред.: В. Кременя, Т. Левовицького, В. Огнев'юка, С. Сисоєвої. – К. : Едельвейс, 2013. – 460 с.
15. Про Національну стратегію розвитку освіти в Україні на період до 2021 року [Електронний ресурс]. – 2013. – Режим доступу до ресурсу: <https://zakon.rada.gov.ua/laws/show/344/2013>.
16. Пуховська Л. П. Професійна підготовка вчителів у Західній Європі: спільність і розбіжності: монографія. – / Л. П. Пуховська. – К.: Вища школа., 1997. – 179 с.
17. Семеног О. М. Педагогічна майстерність академіка Івана Зязюна: лінгвоаксіологічний аспект / О. Семеног // Педагогічна майстерність академіка Івана Зязюна : зб. наук. пр. / редкол. : Н. Г. Ничкало (голова) та ін.; упоряд.: Н. Г. Ничкало, О. М. Боровік ; Ін-т пед. освіти і освіти дорослих НАПН України. – К. : Богданова А. М., 2013. – 456с.
18. Сухомлинський В. О. Серце віддаю дітям / В. О. Сухомлинський. – Х.: Атма, 2012. – 450 с.
19. Children in Europe Policy Paper [Electronic resource] / Bernard van Leer Foundation Eurochild International Step by Step Association EECERA Utdanningsforbundet, Norway Gefures, Greece September 2008. – Retrieved from: <http://www.vbjk.be/en/node/5359> - the Date of retrieving: 24.06.2016. – Title from the screen, с. 2-4
20. CoRe (Competence Requirements in Early Childhood Education and Care): [Final Report]. – Public open tender EAC 14/2009 issued by the European Commission? Directorate-General for education and Culture. – University of East London, Cas school of Education and University of Ghent, Department for social welfare Studies. – London and Ghent, September, 2011. – 61 p., с. 27
21. ETUCE (European Trade Union Committee for Education). – Teacher Education in Europe. – An ETUCE Policy Paper, Brussels: ETUCE. – 2008. – 56 p., с. 44
22. The Definition and Selection of Key Competencies, OECD [Electronic resource]. – 2005. – Режим доступу до ресурсу: <http://www.oecd.org/education/skills-beyond-school/definitionandselectionofcompetenciesdeseco.htm>.

## REFERENCES

1. Artemova L.V. (2010). The realities and perspectives of the development of preschool education of Ukraine in the context of the key positions of the Bologna Declaration. Bulletin of O. Dovzhenko Glukhiv State National Pedagogical University. Issue 16, pp. 10-14. [Published in Ukrainian].
2. Amonashvili Sh. A. (2010). How to love children (experience of self-analysis). Donetsk: Knowledge Publishing House, 69 p. [Published in Russian].
3. Bielienska G.V. , O. L. Bohinich, M.A. Mashovets: monograph (2009). Training of educators for the development of the child's personality in preschool age. K. : M.P. Dragomanov NPU: M.P. Drahomanov National Pedagogical University. Institute for Child Development, 310 p [Published in Ukrainian].
4. Bielienska G.V. (2011). Formation of professional competence of a modern educator of preschool educational institution: monograph. K.: University, 320 p. [Published in Ukrainian]. .
5. Bekh I. D. (2008). Education of a person: textbook. K.: Lybid, 848 p. [Published in Ukrainian].
6. Bech I.D. (2012). Personality in the space of spiritual development: teach. Manual. K.: Academic Edition, 256 pp. [Published in Ukrainian].
7. Bondar V. I. (2015). Management of the training of a successful teacher: theory and practice: monograph. Kyiv: Publishing House of M.P. Drahomanov NPU, 332 p. [Published in Ukrainian].
8. Zyazyun I.A., Kramuschenko L.V., Krivonos I.F. (2004). Pedagogical skill: textbook. Higher school, 422 pp. [Published in Ukrainian].
9. Kosenko Yu. M. (2014). Fundamentals of pedagogical mastery of an educator: educational and methodical manual for students of higher educational institutions for the specialty "Preschool education". 2nd edition, supplemented. Mariupol: LLC New World Printing house, 320 p. [Published in Ukrainian].
10. Makarenko A.S. (1990). About education. Moscow: "Publishing House of Political Literature", 450 p. [Published in Russian].
11. National Doctrine of Education Development [Electronic resource]. - Access mode: <http://www.president.gov.ua/data/151.html>. [Published in Ukrainian].
12. Ognevyuk V.O. (2012). Educology: origins of the scientific field: monograph. K.: Edelweiss, 336 pp. [Published in Ukrainian].
13. Ognevyuk V.O. (2013). Educational Reforms: Mission, Reality, Reflection: monogr. K.: Edelweiss, 460 p. [Published in Ukrainian].
14. Educational reforms: mission, reality, reflection: [monograph] / Ed.: V. Kremen, T. Levovytskyi, V. Ognevyuk, S. Sysoeva. K.: Edelweiss, 2013. 460 p. [Published in Ukrainian].
15. About the National Strategy for the Development of Education in Ukraine until 2021 [Electronic Resource]. (2013). Resource access mode: <https://zakon.rada.gov.ua/laws/show/344/2013> [Published in Ukrainian].
16. Pukhovska L.P. (1997). Professional training of teachers in Western Europe: Communities and Differences: Monograph. K. : Vyshcha shkola (Higher school), 179 p. [Published in Ukrainian].
17. Semenog O. M. (2013). Pedagogical skill of academician Ivan Zyazyun: linguistic and axiological aspect. Pedagogical skills of academician Ivan Zyazyun: collection of scientific works. Institute of pedagogical education and adult education of the National Academy of Pedagogical Sciences of Ukraine. K.: Bogdanova A.M, 456p. [Published in Ukrainian].
18. Sukhomlynskyi V.O. (2012). I give my heart to children. Kh.: Atma, 450 p. [Published in Ukrainian].

19. Children in Europe Policy Paper (2008). [Electronic resource] / Bernard van Leer Foundation Eurochild International Step by Step Association EECERA Utdanningsforbundet, Norway Gefures, Greece September 2008. Retrieved from: <http://www.vbjk.be/en/node/5359> - the Date of retrieving: 24.06.2016. Title from the screen, p. 2. [Published in English].

20. CoRe (Competence Requirements in Early Childhood Education and Care): [Final Report]. Public open tender EAC 14/2009 issued by the European Commission? Directorate-General for education and Culture. (2011). University of East London, Cas school of Education and University of Ghent, Department for social welfare Studies. London and Ghent, September, 61 p., p. 27. [Published in English].

21. ETUCE (European Trade Union Committee for Education). Teacher Education in Europe. (2008). An ETUCE Policy Paper, Brussels: ETUCE, 56 p., p. 44. [Published in English].

22. The Definition and Selection of Key Competencies, OECD [Electronic resource]. (2005). Access mode: <http://www.oecd.org/education/skills-beyond-school/definitionandselectionofcompetenciesdeseco.htm>. [Published in English].

## **PEDAGOGICAL CONDITIONS OF FORMING LEADERSHIP QUALITIES OF THE FUTURE PEDAGOGUE IN THE CONDITIONS OF EURO INTEGRATION**

**Yulia Volynets**

Candidate of Pedagogical Sciences, Senior Lecturer at the Department of Preschool Education Kiev Boris Grinchenko University, Kyiv, Ukraine

ORCID ID 0000-0002-3849-0821

*y.volynets@kubg.edu.ua*

**Nadiya Stadnik**

Candidate of Pedagogical Sciences, Associate Professor Department of Preschool Education Kiev Boris Grinchenko University, Kyiv, Ukraine

ORCID ID 0000-0002-6370-0130

*n.stadnik@kubg.edu.ua*

**Abstract.** The research considers the theoretical aspects of the problem of forming the leadership qualities of a future preschool teacher in the process of professional training in the institution of higher education. The analysis of scientific approaches to the disclosure of the essence of concepts «leader», «leadership», «leadership qualities» and features of their formation are revealed. The future preschool teacher during his studies at a higher education institution must deeply master a certain set of leadership qualities that will allow him successfully realize his creative potential in practice. The components of formation of leadership qualities of the future preschool teacher, namely: theoretical component, organizational-practical and value-oriented, are considered. The pedagogical conditions of formation of leadership qualities of future preschool teachers in the process of professional training are singled out.

**Key words:** pre-school education; leader; leadership skills and abilities; vocational training of preschool teacher; formation of leadership qualities; pedagogical conditions.

## **ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ЛІДЕРСЬКИХ ЯКОСТЕЙ МАЙБУТНЬОГО ПЕДАГОГА В УМОВАХ ЄВРОІНТЕГРАЦІЇ**

**Юлія Волинець**

кандидат педагогічних наук, старший викладач кафедри дошкільної освіти

Київський університет імені Бориса Грінченка, м. Київ, Україна

ORCID ID 0000-0002-3849-0821

*y.volynets@kubg.edu.ua*

**Надія Стаднік**

кандидат педагогічних наук, доцент кафедри дошкільної освіти

Київський університет імені Бориса Грінченка, м. Київ, Україна

ORCID ID 0000-0002-6370-0130

*n.stadnik@kubg.edu.ua*

**Анотація.** У дослідженні розглянуто теоретичні аспекти проблеми формування лідерських якостей майбутнього дошкільного педагога в процесі професійної підготовки в умовах закладу вищої освіти. Здійснено аналіз наукових підходів щодо розкриття сутності понять «лідер», «лідерство», «лідерські якості» та розкрито особливості їх формування. Майбутній дошкільний педагог під час навчання у закладі вищої освіти повинен глибоко оволодіти певним набором лідерських якостей, які дозволять йому успішно реалізувати свій творчий потенціал у практичній діяльності. Розглянуто компоненти формування лідерських якостей майбутнього дошкільного педагога, а саме: теоретичний компонент, організаційно-практичний та ціннісно-орієнтований. Виокремлено педагогічні умови формування лідерських якостей майбутніх дошкільних педагогів у процесі фахової підготовки.

**Ключові слова:** дошкільна освіта; лідер; лідерські якості та уміння; професійна підготовка дошкільного педагога; формування лідерських якостей; педагогічні умови.

**Relevance of research.** In the context of global social change on the path to European integration, the transition to European educational standards of quality, especially innovative processes in Ukraine, aimed at upgrading social life, stabilizing the socio-economic situation, modernizing education, introducing fundamentally new demands on the personality of the younger generation. The modern world requires young people with a new thinking, a new vision of the situation, an ability to adapt to new conditions, capable of fruitful cooperation, the production of extraordinary ideas, ready to make non-standard decisions that allow us to make radical changes in society [5, p. 14].

Of particular relevance are changes in the field of pre-school education and the training system for its implementation. The need for education of a professionally competent, mobile, competitive future teacher of preschool education with leadership qualities requires specific pedagogical activity, during which the teacher must be the organizer, the head of children's and parent's groups, to train future leaders of our state, society [5, p. 14].

Future preschool educators, as M. Mashovets notes, must clearly demonstrate how diversified their vocational education is, because they will help

in learning the world children and themselves, revealing the psychic skills for a successful life. To form the personality of the child (morality, character traits, manifested in personal culture, behavior in society, in relation to other people, to the natural and social environment, responsibility for the results), culture of mental activity [13, p. 31].

Consequently, the future preschool teacher during his studies in the higher education establishment must profoundly master not only professional knowledge, skills and abilities, but also a certain set of leadership qualities that will allow him to successfully realize his creative potential in practice and become the main driving force behind the creation of a new effective national system education.

In this context, the state educational policy of Ukraine is being reformed. A new legislative field of the educational branch is created; the legal and regulatory framework for the development of the national education system is developed. In particular, the laws of Ukraine «On Education», «On Preschool Education», «On Higher Education», the Basic component of preschool education and other educational normative documents that open up new opportunities in the field of training pedagogical staff, aimed at enhancing the prestige and social status of the teacher, providing conditions for his professional and cultural growth.

The indicated changes in the content and organization of preschool education, determine the relevance of the problem of forming the leadership qualities of the future preschool teacher in the context of European integration.

**Analysis of recent research and publications.** The analysis of scientific literature shows that the problem of leadership is one of the most urgent philosophical problems. The treatment of the phenomenon of leadership can be found in the writings of Confucius, Plato and Aristotle, and other thinkers of antiquity, who pondered the ideal state and its rulers. If the first attempts to comprehend the phenomenon of leadership were made by the classical theorists, then at the beginning of the twentieth century. The problem of leadership has

become interdisciplinary – the problem began to be studied in political science, sociology, psychology, management, etc. [15].

In modern scientific literature, the problems of leadership are very broad: the conceptual provisions of the development of personality and self-awareness (K. Abulkhanov-Slavsk, B. Ananiev, L. Vygotsky, O. Leontiev, S. Rubinstein); theoretical conclusions of the teachers of the twentieth century on the key role of personal involvement in self-government as a source of education for autonomy and civic formation (P. Kaptyrev, A. Makarenko, S. Shatsky); psychological and pedagogical principles of educational work in educational institutions (V. Alfimov, I. Bekh, I. Zyazyun, M. Yevtukh, T. Buyalska); analysis of the phenomenon of leadership and leadership development in the team (N. Zherebova, R. Krichevsky, A. Lutoshkin, B. Parigin, A. Petrovsky, L. Umansky); the provision on improving the quality of professional training for future specialists (V. Lozova, N. Nichkalo, O. Pekhot, O. Savchenko, S. Sysoeva, V. Radul, O. Sukhomlynska).

The problem of forming leadership skills in teachers, developing leadership skills and skills in the process of vocational and pedagogical activities, the formation of general and pedagogical culture were studied by such scholars as E. Bogardus, Yu. Hilbukh, K. Demchuk, L. Derevyana, O. Kirichuk, Y. Kolominsky, A. Makarenko, M. Mashovets, V. Ognevyuk, I. Ripko, V. Sukhomlynsky, L. Thermen, O. Khmizov and others.

Important place in this system is the problem of self-government in the team as an effective means of forming leadership qualities. Investigations of this problem were carried out by I. Volkov, E. Dubrovskaya, Y. Morozov, B. Parigin, L. Umansky and others.

Of considerable interest in our study are works on the methodology of comparative pedagogy (N. Abashkina, N. Avshenyuk, N. Bidyuk, B. Wulfson, O. Dzhurinsky, V. Zhukovsky, O. Kudin, N. Lavritschenko, O. Lokshina, N. Nychkalo, O. Ogienko, L. Pukhovskaya and others).

**Formulating the goals of the article.** To analyze the scientific approaches to revealing the essence of the concept of «leader», «leadership», «leadership qualities»; to reveal the peculiarities of their formation and to distinguish pedagogical conditions of formation of leadership qualities of future preschool teachers in the process of professional training.

**Research results.** The root of the English word «leader» comes from the concept, which means «leadership», «lead», «path». This word is relevant to the motion. The leader in the literal sense is always the person who goes ahead. They are waiting for him to point out the path. This is evidenced by typical statements about leaders: «A leader can not become the result of appointment ... you are a leader when and only when people follow you voluntarily» (J. Collins); «Leaders awaken people in energy, generating and supporting creative tension, encouraging the desire to realize their dreams, while also telling the truth about what's really about» (P. Sunj) [9].

Researchers in different ways determine the essence of the concepts of «leader» and «leadership». Most definitions of leadership are interpreted as a group phenomenon: the leader is unthinkable alone, he is always an element of group structure, and leadership is a system of relations in this structure [1]. Leadership is the ability of an individual to induce others to act, to inspire them to engage in active activity, and therefore involves achieving leadership in the leading position (individual leadership) or part of group members (group leadership) with respect to the rest. In this case, we can say that leadership is a mechanism for both the differentiation of social activity and its integration. According to Ukrainian research, L. Danilenko and L. Karamushka, leadership assumes and prepares the changes, introduces and adapts them, shapes the position, attitude to change [9].

M. Beseedin believes that the leader is characterized by giftedness, skill, perseverance in achieving his goals, which some people have received from nature. The rest – they must learn this, in order to master the chosen profession, to cope with the tasks that stand before them [3].

In the context of our research we will focus on the first aspect. «The leader in education is a person or institution that carries out activities in the field of education, aimed at its development, and achievements and results of this activity are a guide for others» [8].

O. Baeva in his research notes that the typological features of the temperament of the leader are determined by such special features as willingness to risk, ability to fix their attention and manage their own behavior on the basis of self-regulation and self-control processes. Such reactions are predominantly genetically determined, that is, a person is already born with a tendency to an emotional, violent reaction to the environment that lasts throughout life [3].

Here are two types of leaders: active and intellectual. By the definition of I. Adizes, the active type of leader influences the group with the help of the force of his personality. Political leaders, leaders of civic organizations and student councils are examples of active leaders. Intelligent type of leader, on the contrary, affects the group through his knowledge and ideas [2, p. 3].

In psychological literature, there are several concepts of leadership. In particular, the theory of «leader's features» or the theory of «prominent man» is based on the notion that leaders are carriers of the qualities and skills inherent in them and only those who are innate and appear independently of the particularities of the situation or group [1].

In the 1950s, the «theory of the features of the leader» changed the concept of «leadership as a function of the group» (R. Crachfield, D. Krech, G. Homans), as well as «theory of leadership as a function of the situation» (R. Bayles, T. Newcom, A. Pica) The theory of «leadership as a function of the group» was based on the fact that the phenomenon of leadership is the result of intra-group development, where all members of the group to one degree or another participate in this process, and the leader is a member of the group with the largest status, most consistently adhering to the norms and values of the group [6].



The most widespread in our time is «theory of leadership as a function of the situation». According to her, the specifics of leadership as a function of the situation and role is that this leader does not «give» this role, but he «takes it» himself (N. Zhrebowa) [6]. A study of leadership, conducted by N. Zhrebowa, showed that a specific sphere of activity (training, socially useful labor, social work, recreation) put forward its instrumental leader. The same data was obtained in the work carried out under the direction of V. Shpalinsky, in the study of student groups in most cases, different people may appear to be leaders in different spheres [6].

N. Marakhovskaya, N. Semchenko defines leadership qualities as a set of personality characteristics that help her to hold a leader's position in a group, manifest themselves in organizational skills, ability to significantly influence the behavior and mood of people, to be an example for imitation [13, p. 20]. D. Kramims believes that leadership qualities are «internal features or abilities that enable the leader to act effectively while contributing to the development of the organization» [12, p. 83].

One of the key characteristics of the leader is his emotional potential – the ability to manage his emotions, feelings, feel and understand the feelings of other people, especially children. A person can have first-class training, an acute mind and constantly generate new ideas, but in the absence of emotional intelligence, she will still not become a leader. The components of emotional intelligence are self-awareness, self-control, motivation, empathy and social skills. Having these qualities means understanding your own and another's emotional state, and so good to lead people to achieve common goals.

J. Adair defines such a «reference set» of leadership qualities: enthusiasm, integrity, self-confidence, sustainability of character, justice, heart-fellness, modesty [1].

R. Freider, D. Feidimen to leadership qualities include: integrity, energy, resistance to stress, self-confidence, internal control, emotional maturity, motivation to power, orientation to success, need for affiliation [18].

In our opinion, the most important capabilities of a leader should include the qualities that contribute to the ability to realize, delegate authority and responsibility; the ability to organize and motivate group work, set priorities, self-knowledge and self-esteem, persuasion, analytical thinking, recognition of the most significant factors, self estimation, processing and formation of information, program development, trends, distribution of effort and time. The main features of the leader's behavior should be politeness, tact, delicacy, civilized own style of behavior, and certainly a noble image, the same image of the leader, which guarantees not only half the success but also constant satisfaction from the activity [18].

Leadership qualities are a kind of socio-psychological properties of personality, and, personality traits – this is only a potential for leadership. In life, there are many cases when individuals, who have been marked with strong will, intelligence and other virtues, have not become leaders. According to E. Jennings, almost every group has members that surpass the leaders by reason, ability, but they do not have the status of leader [6].

The analysis of scientists' views on the definition of the concept of «personality quality» suggests that they are dominated by his interpretation as an integral characteristic, the structure of which includes: mental processes (sensation, perception, memory, thinking, imagination, attention, emotional and volitional sphere), properties (temperament, character, ability), states, orientation (needs, motives, interests, worldview, beliefs) [11]. At the same time, as noted by O. Yevtichov, the researchers failed to identify the absolute features through which a person becomes a leader. The success of the formation of an individual as a leader depends on his ability to demonstrate the required qualities, and above all, skills and abilities, in appropriate situations [7].

For a preschool teacher, it is important that he possesses universal human, professional and personal values, was endowed with high moral and spiritual virtues, truly loved the chosen profession, constantly self-developed and self-

developed. The highest value in the value-semantic hierarchy of a specialist in preschool education should be a child [9, p. 17-20].

Achieving the real goals of higher education helps to attract students to such training and extra-curricular activities in which the ability of the leader can be maximally manifested and developed. As studies of the problem show, ideas about leadership are shaped more by students based on personal experience (being included in leadership or observing other leaders) than, for example, under the influence of social conditions, so often the image of leadership has the character of a stereotype. Therefore, the formation of leadership qualities of future preschool teachers involves the creation of appropriate favorable conditions, the direction of students' activities to develop leadership motivation, the expansion of knowledge about leadership in pedagogical activities, the development and inclusion of leadership skills in their own pedagogical tools, the observance of a stable leadership position, even under the influence of negative life phenomena.

When forming the leadership qualities of future preschool teachers, one must take into account the components of leadership – a group and the achievement of a common goal; a process in which a future preschool teacher has an influence on the group. The end result of the leadership process is a social change that is achieved through a constant value exchange between the leader and the group. Today, the future preschool teacher – the leader who assumes responsibility – exercises his influence on the principles of risk, efficiency, autonomy, collegiality and honor.

«We always strive for perfection». Such a principle is borne out by the team of the Boris Grinchenko University of Kyiv. We agree with Victor Ognevyuk, who emphasizes that leadership skills should be developed by each member of the team. It is important to understand that you are a leader not because you are in office, but because you can change yourself, and you can change the university together with the team [16].

In our opinion, leadership skills are the readiness of a person to successfully, skillfully, skillfully perform his professional activities, to know and to be able, through means of moral and motivated influence, to succeed in working with members of the teaching staff, to be an intellectual (erudite), and to influence emotionally the improvement of the psychological climate in group; the ability to combine the views on the fundamentally important issues of the collective's work to successfully achieve the goal [5].

Based on the analysis of scientific literature, we identified a set of the most significant leadership qualities of a preschool teacher. Of the 50 listed in the questionnaire of leadership qualities, the students of the Pedagogical Institute of the Kyiv University named after Boris Grinchenko specializing in «Preschool education» at the educational qualification level «Bachelor» are invited to choose the 20 most important qualities in their opinion. We have made a diagnosis of respondents' knowledge of leadership. Determination of the adequacy of the content of this part was carried out using mathematical statistics.

As the research shows, ideas about leadership are shaped more by students based on personal experience (being included in leadership or observing other leaders) than, for example, under the influence of social conditions, so often the image of leadership has the character of a stereotype. To determine understanding of the concept of «leader» and the perception of personal qualities inherent in the leader, a questionnaire was proposed to students. We were interested in how students understood the notion of «leader»; which skills, skills, and qualities need to have a leader in order to ensure success in future professional activities, and which ones are the key to successful learning and enable you to achieve high results in research and research, develop self-organization, and self-discipline.

Diagnosis of leadership qualities, knowledge and skills of students revealed an inadequate level of their formation for qualitative pedagogical activity (see Fig.1).

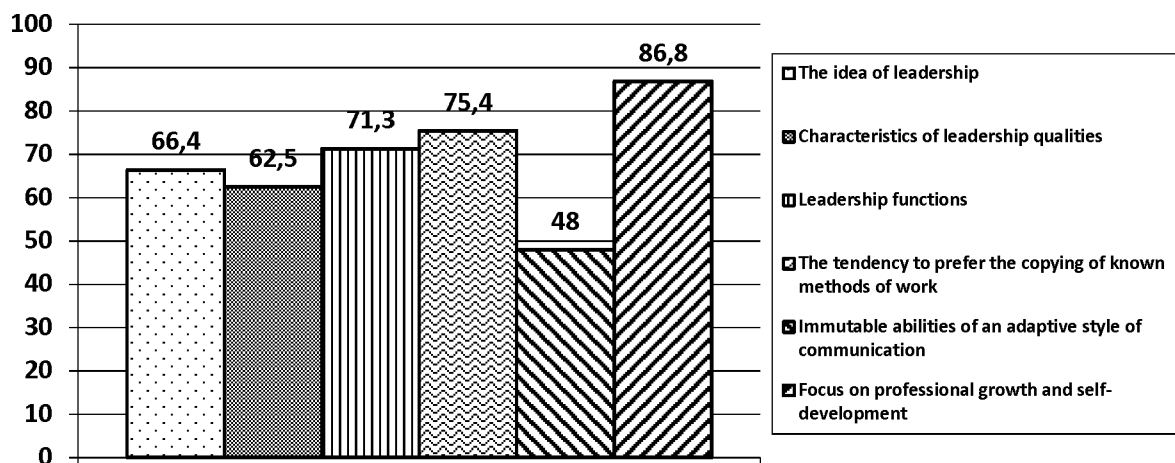


Fig.1 Diagnosis of formation of leadership qualities, knowledge and skills of students for qualitative pedagogical activity, in%

More than half of the respondents have insufficient knowledge of leadership (66.4%), leadership qualities (62.5%), leadership (71.3%), tend to favor copying known methods of work (75.5%), incommensurability of skills adaptive style of communication (48%). At the same time, most students (86.8%) are focused on professional growth and self-development, self-education; they believe that gaining knowledge about leadership, mastery of leadership skills can significantly improve the efficiency of their professional activities.

The research suggests the need to create favorable conditions for improving the professional level of future preschool teachers and conduct special work aimed at forming leadership skills of students, directing students to motivate to be leaders, expanding knowledge about leadership in pedagogical activities, developing and incorporating leadership skills into their own pedagogical toolkit, adherence to a steady leadership position, even under the influence of negative life events.

As a result of the analysis of leadership qualities of future preschool teachers, taking into account the peculiarities of pedagogical activity, the leadership qualities of the teacher as complex internal educations are defined, which are manifested through the system of needs, motives, knowledge, skills,

beliefs, values and personal qualities. They determine the activity and behavior of the future preschool teacher, provide him with leading positions in the system of interpersonal relationships, which allows the specialist in pre-school education to effectively manage the group, exercise a leading influence on all participants in pedagogical interaction and take an active position in the process of professional development.

O. Ponomarenko distinguishes four groups of leadership qualities of the teacher, namely: professional-business, cognitive-creative, affective-communicative and moral-volitional [17]. The researcher describes the groups of leadership skills: organizational (the ability to rally the team), communicative (ability to appeal to another person, attract her attention, initiate interaction in the process of communication), perceptual (ability to perceive, understand and evaluate themselves and others), predictive (ability to predict behavior the other person in the process of dialogue and determine the ways of influencing it), creative (ability to identify original ideas that initiate dialogical forms of interaction with another person), self-regulation (ability to maintain the balance of the city As internal and external circumstances).

The formation of leadership qualities of future teachers in the process of professional training in a higher education institution is that all qualities must be formed in a dialectical unity through a specially created developmental environment, notes O. Ponomarenko [17] and corresponding conditions of activity; the factors influencing the formation of leadership qualities are biological (genetic), micro social (family, school, university, etc.), macro social (religion, culture, socio-political structure of the state, etc.); purposeful formation of leadership qualities takes place in the perspective of professional formation of a teacher and covers such time frame as formal pedagogical education, entry into a profession and continuous professional development; the result of the formation of leadership qualities at each stage is the psychological readiness of the teacher to leadership in conditions that are adequate to the

requirements, circumstances and content of the activity, which involves each of these stages.

Consequently, the following provisions should be made as a basis for forming the leadership qualities of future preschool educators: the formation of leadership qualities should be carried out in the process of preparing students for future professional activities throughout the period of their education; the necessary precondition for personal and professional development is the humanistic orientation of the process of preparing students for future professional activities; use of innovative forms and methods, technologies of teaching, which is a prerequisite for the development of creativity, initiative and their independence; the characteristic tendency of preparation for the future professional activity is the integration of the scientific-theoretical, practical and valuable spheres of student activity. Hence, the training of future preschool teachers for the formation of leadership qualities involves the formation of components, which are the base of knowledge, the system of actions and values that ensure their practical implementation, namely: the theoretical component, organizational, practical and value-oriented.

The theoretical component consists of the unity of methodological, theoretical and technological knowledge integrating special (professional) knowledge and their ability to use them in solving professional tasks and is manifested in such indicators, such as: knowledge of theories of leadership, signs of manifestation of leadership qualities and factors, influencing the formation of leadership qualities; awareness of the essence of the concept of «leadership qualities» of a preschool teacher, their indicators and peculiarities of manifestation in preschoolers. The organizational-practical component includes the availability of educational and educational environment of the higher educational establishment, which allows for the formation of leadership qualities on the basis of their manifestation; ability to control, correct and use factors influencing the implementation of personal leadership skills of preschool teachers; the ability to find and effectively use forms and methods in future

professional activities and leadership positions. It involves the formation of students' ability to predict, plan and design their own activities, choose behavior, make decisions, predict their consequences and bear responsibility for them. Value-oriented component involves the formation of value orientations and meanings as one of the most important socio-psychological mechanisms for the formation of student relationships, its attitude to life and its place in it, spiritual freedom.

One of the conditions for the development of leadership qualities of future preschool teachers in higher education institutions is the readiness of teachers to work with leaders. Knowledge and skills about the peculiarities of work, understanding of the phenomena of leadership in modern conditions, the ability to diagnose the leadership potential of future preschool teachers and organize their preparation, the desire to interact with leaders of other institutions of higher education determine the readiness of the teacher himself. The development of leadership qualities involves the ability and ability of a professor of sciences to construct social conditions for the development of the student's personality, aimed at incorporating it into socially meaningful relationships from the position of leader.

Researcher A. Kober highlights system-building factors of leadership in such a complex of personal qualities and psychological peculiarities as: sociability, purposefulness, responsibility, persistence, motivation for success, balance, prudence, compromise, empathy, positive self-esteem, self-confidence, sincerity, resolve, developed intuition, sensitivity, readiness for risk (innovativeness), criticality (to oneself and to others) [10].

The formation of leadership qualities of future preschool teachers depends on certain conditions. Find out them. The first pedagogical condition for forming the leadership qualities of future preschool teachers is to direct the motivational-value sphere of the future preschool teacher to leadership in the process of professional training. The second pedagogical condition for the formation of leadership qualities of future preschool teachers in the process of