

Formation of leadership qualities of future teachers of primary school in professional preparation

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Abstract An important task in preparing a highly skilled professional in a high school is to educate a school leader. Leadership in education determines the social and educational dimension of management of the educational system, its links, and components, first of all - the social and educational activities of the educational institution. Contemporary conceptual changes in the system of education predetermine the subject relations of "teacher-student" in the modern Ukrainian school. Leadership skills should ensure a high level of professionalism of a future specialist. Macrostructure of professionalism of a teacher consists of a personal social and psychological, personality-psychological and special readiness. At the same time, the teacher remains the organizer of the educational process, the carrier of the necessity for the formation of the student's personality values and behavioral patterns. In the article, on the basis of theoretical analysis, the work of foreign and native scientists about the essence of the phenomenon of leadership as a socio-pedagogical phenomenon and the character logical definition of the very concept of "leader" in different social conditions are revealed, peculiarities of the formation of professional competence of future teachers of primary school on the basis of leadership-serving in the process of professional training in a higher education institution are considered.

1 Introduction

Ukraine's entry into the European and world's community requires high-quality education and the need for its modernization (Desyatov 2019). Reforming the whole system of education is also reflected in the issues of professional training, in other words, the reorientation in the field of the formation of professional competence of specialists is becoming relevant. Against the backdrop of the transformation of higher education, the restructuring of views on the process of professional training of pedagogical staff capable of laying the spiritual, intellectual and creative potential of the younger generations is significant (Eliseeva et al. 2016). This is especially true for primary school teachers since it is this educational link that should provide the foundation for successful child-rearing at school.

Nowadays a modern lesson in primary schools of Ukraine is conducted with children and for children: the teacher focuses on interests, cognitive inquiries, life experience, individual educational opportunities of pupils (see Vovk and Hryshchenko 2016). At the same time, the teacher remains a person who not only organizes the educational process, but also aims to raise the student's personality, to form their moral qualities, civic competence, the culture of behavior, and generally serve as an ideal of universal values. In addition, the teacher should be for the student not only a standard model for imitation, not trying to teach him what he can learn

himself, using books and Internet resources, but first of all, offer a responsible and appropriate choice of ways of pedagogical influence on the child, in order to so that he or she chose the appropriate behavior patterns, the meaning of his or her life. Proceeding from this, the important task of high-quality professional training of future teachers, which would show professional competence through leadership-serving, is actualized. Leadership-serving should be seen as the need for a person to be active in a creative way, to be sensitive and to encourage others since together it is possible to achieve more than alone, while enriching themselves by one or the other accomplishments.

Consequently, the concept of "leadership" has a different number of interpretations, it is distinguished by its versatility and, to some extent, its universality. The essence of leadership acts as a subject of scientific research, but still does not lose its relevance today, especially in the field of education, and in particular, its initial link - the primary school.

2 The basic categories of the research

The problem of leadership in various spheres of social relations was studied quite thoroughly, however, only in the aspect of improving the practice of social control and regulation of social processes, interpersonal relationships that are formed between people in the team. So far, we had a traditionally stereotyped idea of a leader as a strong and powerful individual who makes decisions, manages others and charismatically influences, in other words, he realizes all those special qualities that distinguish him among many others (Strielkowski and Chigisheva 2018). The concepts of "leadership" and "management" as phenomena that occur at different levels - in macro and microenvironment - were explored. Leadership was seen as a spontaneous phenomenon and opposed to official management. Today, the concept of "leader" is interpreted as requiring the ability to stimulate others, to identify their talents, to resolve conflicts, to empathize and to sympathize with, and to teach others the importance of these feelings. "Partnership leadership" is based on the principles of dignity, equality, democracy and progressive change through education and training.

The problem of leadership in education is devoted to many studies of both native and foreign scholars. Thus, in particular, leadership should be considered as a new management paradigm, the essence of which corresponds to the current realities and trends of society development (Kalashnikova 2012).

Please note that in English the "leader" sounds like "agents of change" - those who carry the changes. A. Meneghetti gave several definitions of the notion of "leader", among which "a leader is a person who realizes public interest while satisfying his own egoism" (Meneghetti 1999). This is a person-vector, the operational center of numerous relationships and functions; this is the one who can serve, make it work, is able to create a harmony of relationships between all (Meneghetti 1999).

To identify the main leadership qualities of a modern teacher it is advisable to turn to the structure of his professionalism. However, first of all, we consider it expedient to disclose the essence of the concept of "quality" and, in particular, "the quality of the individual". In scientific literature, quality is defined as the most significant property that gives certainty to any phenomenon" (Platonov 1986). Well-known psychologists Merlin (1976), Krutetsky (1962), and others define the notion of personality quality as an established set of its properties and qualities.

A special value to our study is the idea that leadership by nature cannot be formed under authoritarian conditions (Boyko 2015). This fully correlates with the person-oriented paradigm of modern education in Ukraine, which involves partnerships between the participants in the educational process. In particular, the Concept of the New Ukrainian School is based on a qualitatively new level of building relationships between educators, students, their parents, and NGOs. Modern leadership-service studies are conducted in joint projects, such as, for example, Marshall Kristensen's leadership training for faculty members and students of the Borys Grinchenko Kyiv University. The Borys Grinchenko Kyiv University has created a Scientific Research Laboratory of leadership culture, which explores the peculiarities of the development of leadership qualities of workers in the context of reforming education, develops and tests programs for evaluating and developing leadership skills of scientific and pedagogical staff and heads of educational institutions.

Victor Ognevuyuk emphasizes that the culture of leadership helps to work systematically and holistically because there is nothing more important than working with people. Leadership is to spend 80 percent of one's time on staffing. Then you can come to succeed. You also need to develop the ability to be a leader for yourself. Steve Jobs was apt to say this: "*the first person you must become a leader is you*" (Grinchenko 2017). Understanding the importance of formation of leadership, the Leadership Manifesto was adopted at the University, trainings were held, and the educational module "Leadership-Serving" was introduced into the curriculum of bachelor's training.

3 Leadership qualities of the teachers of primary school

The teacher, as a leader, must propose such a system of values, ideas that younger students would not only be ready to realize but also accept them. For this, the teacher should be open to communication, flexible approach to organizing an educational process with elementary school students - junior schoolchildren. The teacher should be open to innovations and ready to introduce the achievements of science and positive pedagogical experience in the educational process. However, a successful teacher must not only mobilize the student team, create a psychologically comfortable atmosphere of the class, emit pedagogical optimism about the future of each child, but also demonstrate confidence in their forces. It is important to have a clear vision of the educational trajectory as a class in general, and each student, in particular. He or she should have empathy, namely, be sympathetic, at the same time, which is very important for a teacher, and, of course, be a strong mentor capable of persuading to carry with oneself. Thus, it is important for the teacher to have constructivism not only in professional activities, but also in solving their own life problems, to be flexible in making decisions, in other words, to be distinguished by creative attitude towards life in general.

In addition to the knowledge and skills the teacher "requires certain personal qualities, since the teacher himself is an instrument of influence on the student. This instrument - his soul - should be sensitive to another person, humane in his thoughts" (Zyazyun et al. 1997). Formation of a growing person largely depends on the ideological views of the teacher, the philosophy of his being, which directly affects the child, reflected in his or her subconscious (Belenka 2011). Thus, it can be argued that the teacher's leadership is to formulate an educational strategy as a student community in general, and for each student in particular, as well as in directing the intellectual, moral, spiritual formation of a growing personality. Especially this concerns the primary school teachers, since the primary school is the foundation for further successful child-rearing at school, and hence, in a certain way, the future of a growing personality, its place in society, the possibilities for self-realization and personal well-being.

4 Formation of leadership qualities

To find out the ideas of future primary school teachers about the teacher's leadership qualities, an empirical study was conducted to identify specific qualities that students considered essential for their own lives and for professional teaching activities.

The research was conducted during 2018 - 2019; it was attended by students of the specialty "Primary Education" of the Pedagogical Institute of the Borys Grinchenko Kyiv University during the first (Bachelor) educational level. Future primary school teachers were asked to answer the following questions:

- "What does it mean to you to be a leader?"
- "What kind of leadership skills should a primary school teacher have?"
- "What leadership qualities did you want to educate at yourself?"

The surveys were conducted on both the first year and the senior courses. Answers of students were analyzed on the basis of comparison. While answering the first question, students of the first courses responded mostly in the following way: "The ability to carry with oneself and to convince of the truth of words" (48%); "The ability to insist on his or her own" (26%); "Be sure to make a decision and be able to convince others about it" (17%); "To have strong charisma" (9%). Senior students responded in the following way: "It is the ability to take unpopular but important decisions for themselves and for all" (41%); "To independently build a trajectory of his or her life" (22%); "To bring people around with their ideas" (19%); "Be able to assume responsibility for themselves and for others" (18%).

The analysis of responses shows the students' understanding of the importance of their own responsible position in decision making both in the first and in the senior courses. However, senior students have shown an understanding of the importance of even unpopular decisions for the community.

Responding to the second question of the questionnaire, 44% of the students noted that it is important for the primary school teacher "to be a model for the child due to their personal qualities"; "be confident in their pedagogical actions and convince other participants of the educational process about its correctness" (20%); "a true teacher leader should make the learning process exciting for children" (18%); "the leader teacher must be distinguished by confident, responsible and objective attitude towards all children" (12%); "should be ahead of colleagues in the implementation of innovations in the educational process"(6%).

Further communication with students made it possible to establish that at the junior courses (1-2) not all future teachers are ready to realize their own responsibility for the formation of the personality of the junior pupils, while the majority (56%) believe that the main task of the teacher is to form the main competences of the child as defined by the State Standard of Primary Education of Ukraine: mathematical, innovational, ecological competence, etc. The family should do everything else, and the school is called to help it in it.

Table 1. Analysis of student responses to the question "What does it mean to you to be a leader?"

Students	Answers	%		%		%		%
Students of the 1 st year	The ability to carry with oneself and to convince of the truth of words	48	The ability to insist on his or her own	26	Be sure to make a decision	17	To have strong charisma	9
Students of the senior courses	The ability to take unpopular but important decisions for themselves and for all	41	To independently build a trajectory of his or her life"	22	To bring people around with their ideas	19	Be able to assume responsibility for themselves and for others	18

Source: Own results

The students of the 4th year considered the introduction of innovative technologies in the educational process as important. In their opinion, this would allow them to become a teacher-leader, who will form not only the educational environment of the class, the school, introduce the latest technologies of learning, author's development, but also generate educational policy of the school, district or region.

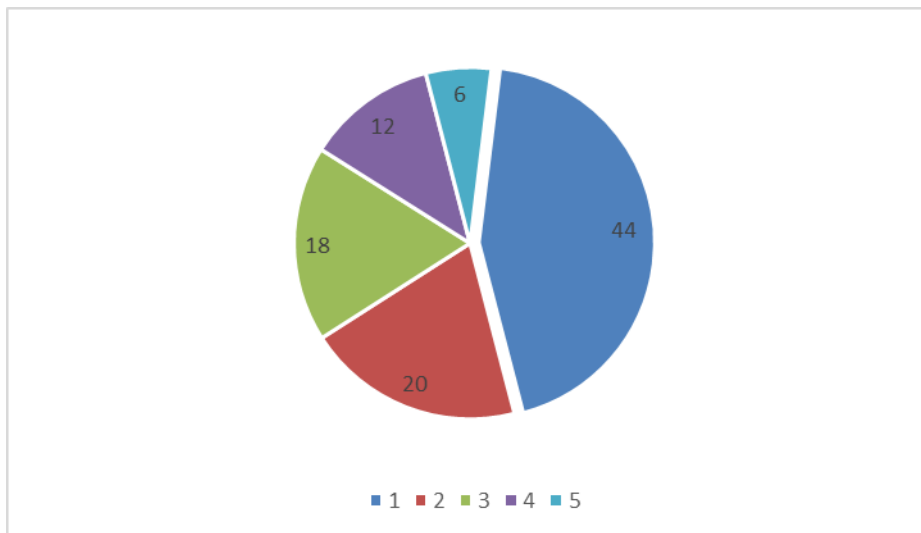


Fig 1. Analysis of students' answers to the question "What leadership qualities should a primary school teacher have?"

Source: Own results

- 44% of responses – to be a model for a child;
- 20% of answers – to be confident in your own actions;
- 18% of responses – to be able to make the educational process exciting;
- 12% of responses – to be responsible;
- 6% of responses – to introduce innovative educational technologies into the educational process.

Answering the third question, the students noted that, first of all, they wanted to develop such qualities as "self-confidence" (38%), "to be able to influence the audience" (27%), "to be not only fair, but also decisive"(18%), "communicability "(11%)," speed and flexibility in decision-making "(6%). At the same time, the students noted that the formation of the child's personality is too complicated and responsible process, which does not give the right to mistake: it is very difficult to correct wrong decisions in pedagogical activity, they have negative consequences for a comfortable feeling of a student both in the classroom and outside it. Therefore, the great advantage of a true teacher-leader is the responsibility, the ability to quickly make the necessary and appropriate decisions, and to convince other participants of the educational process about its correctness: students, parents, administration, etc. At the same time, it is valuable, in our opinion, that the future

teachers of the primary school noted: the children are quickly adapting to dynamically changing conditions of society, each next generation of children is unique, they are not similar to the previous, therefore, the basic quality of the teacher-leader is not to deal with the contemporary needs in their work and requests of education, but be ahead of them.

5 Conclusions

Consequently, organizational capabilities, combined with the individual qualities of a person, that enable it to quickly and reliably organize people to carry out a particular business, are important. We believe that in addition to the general qualities, without which it is impossible to effectively engage in an organizational activity, the person must have developed specific properties - original indicators of organizational talent; propensity to organize work; organizational insight; ability to actively psychologically influence.

All in all, it can be concluded that future teachers of primary education realize the importance of teacher's leadership qualities as a condition for the development of the education system, the formation of educational policy in general, the effectiveness of their own pedagogical activity in particular, and the organization of a comfortable, interesting educational process for each student. We believe that the managerial qualities of the teacher are among the top leaders among all the above-mentioned qualities.

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