

Formation of future teachers' leadership qualities through learning a foreign language

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Abstract This paper focuses on the nature, the place, and the main qualities of future teachers' leadership development through foreign language learning. Thus, this practical research is conducted to investigate the leadership qualities with their characteristics and classification. In order to do so, a general overview of leadership development is presented.

As a part of the study, our attention is focused on several key aspects which have a ground-breaking influence on forming leadership qualities and personal development according to our observation. This command of foreign languages and learning motivation, and critical thinking which are examined and discussed. In modern society leadership qualities predominate in a career climbing and successful advancement. Critical thinking helps a person to set specific goals, act immediately and decide without any debate, make a choice and judgment. Foreign language speaking skills are required by rapid globalization and human mobility. At the same time, they offer the challenge for improvement and development with no geographical borders. And with no doubt, a high learning motivation provides the development of each above-mentioned key aspects. This paper aims to show these three aspects' relevance in leadership qualities development.

1 Introduction

In the modern science the notion Leadership is defined in different way depending on the sphere of using its meaning. In general, we may treat Leadership as a kind of power when a leader makes people do what he/she wants, or Leadership is social position as a manager or administrator, or Leadership is an impact one person upon another person and so on.

During some long period, researches have been investigating the problems of leadership. They may an accent that nowadays leader realizes his/her function as conductor of changes. Those persons who don't want to follow time and life changes have difficulties in becoming a leader (Kalashnikova 2010).

The research, presented in the Report about school leadership in Europe, pointed out five specific components, which are predominant in a personal character of the teacher. These include leadership skills and communication skills, being able visionary and strategic thinking, being able to promote team building and collaboration, and finally having self-improvement as a principle (Council of Europe 2012).

In European countries the task of forming leadership qualities are rather urgent. For example, in Scandinavian countries, in Sweden, the leadership education is mandatory in preparing primary, secondary and upper school teachers and optional for early childhood teachers (Council of Europe 2012).

Therefore, forming leadership qualities is necessary for a future teacher. She or he should unify them with learning. According to Uljens (1997), learning always leads to competence and personality development.

2 Leadership and leaders

Leadership (social, economic, and academic) is a very complex concept and phenomenon that might be viewed and should be studied in the multidimensional and multi-angle perspective (Strielkowski and Chigisheva 2018).

Taking into consideration the specific of the future profession – the teacher – since the first-year studying a student should be prepared as a leader, and the Pedagogical College/ Institute/ University must help the student to create a strong motivation to study and to develop key leadership qualities which every future teacher should possess. Unifying these points leads to good results in preparing the teacher. The very important thing is that the lecturers themselves must be professionally experienced in what they do.

Leaders have credibility, and they've earned the right to ask people to listen to them and follow them. They influence other people and conduct them to a common goal (Bennis 1998). It is especially very important for future teachers.

Bennis (1998) is an American scholar who widely regarded as a pioneer of the contemporary field of Leadership studies. He defined leaders as persons “who do the right thing” (Bennis 1989). He distinguished six personal qualities which are correlated with preparing future teachers. They are integrity, dedication, magnanimity, humility, openness, creativity.

As for formation of future teachers' leadership qualities through learning a foreign language it is necessary to develop them. For example, within the discipline content “Professional speaking the foreign language (English)”, by means of a foreign language, students may be taught to listen to ideas that are outside one's current mental models, being able to suspend judgement until after one has heard someone else's ideas. Creativity means thinking differently see things that others have not seen and take a new and different viewpoint on things. In such a way critical thinking of future teachers is developed.

Within this discipline future teachers as learn a professional foreign language as form their critical thinking. For example, they do language tasks, using Matrix of importance (Covey 2004), answer philosophical questions like: “*Are you right now? Who you want to be? What do I have to say about myself? How do you want to be remembered?*” and so on. In a result we achieve a goal - future teachers' leadership qualities through learning a foreign language are formed.

3 The process of forming the teacher`s leadership qualities

Formation of future teachers' leadership qualities through learning a foreign language should consist of certain components. Model of forming the teacher`s leadership qualities in the pedagogical process of the university is understood as an interconnected and interdependent complex consisting of three components: target, substantive-procedural and control-diagnostic, ensuring the formation of leadership qualities and differentiating levels of their formation (Vyunova 2012).

The target component reflects the goal, tasks, principles and functions of process of forming leadership qualities important in pedagogical activities. The model is focused on the achievement of psychological and pedagogical readiness for professional activity based on forming the teacher`s leadership qualities in the educational space and includes a set of tasks. To achieve the goal it is necessary: to give some opportunities to students to develop their communication (foreign language) skills within the pedagogical process of the university; to promote organizational competence, significant for educational activities; to ensure the formation of confidence in professionalism, based on the pedagogical competence of the future teacher.

The process of forming leadership qualities is based on principles systematic, continuity, activity and action, ensuring logical interconnection, complementarity and conditionality of all elements of this process, interdependent and interpenetrating nature training and education, the integration of theoretical and practical aspects training, as well as activates targeted activities that reflect the essence of the leadership position.

Within the process of forming the leadership qualities of the future teacher it is necessary to realise the following tasks: to make sure the communicative competences to be developed within the pedagogical process; to provide with organizational competencies that are important in forming future teachers' leadership qualities; to form confidence in professional training based on the pedagogical competence of the future teacher (Vyunova 2012). The content reflects the essence of the formation of leadership qualities necessary teacher:

- identification of the essence and purpose of the qualities of a leader in pedagogical professions;
- the study of the main approaches to the formation of leadership qualities in future teachers;
- the development of communicative competences in the process interactions in the educational space;
- obtaining organizational leadership competencies that are significant in pedagogical activity;
- independent creative activities on building own leadership style in pedagogical situations, based on qualities of the leader, which are important for professional success of the future teacher.

The result of the process of forming future teachers' leadership qualities is estimated with a diagnostic component. The success criteria is psychological and pedagogical readiness of the future teacher to the professional activity. It combines leadership qualities that can be assessed by indicators (communication and organizational competence, confidence in teacher training), having a quantitative expression, and also levels of formation (low, medium, high).

4 Formation of future teachers' leadership qualities through learning a foreign language

The formation of the leadership qualities is an important component of the teacher's professional competence, so a concerted effort of forming their inner learning and professional motivation influences on stimulating and developing characteristics of the leader. As it has been investigated that the educational and professional activity is a leading point for future teachers. Therefore, the peculiarities of motivating students to master a future pedagogical profession influence upon all the rest of their motives. In particular, taking into consideration the students' strong learning and professional motives, their educational activity has a deep and a persistent character. These students may inspire other people with their creativeness and activity. In spite of some arising problems, they continue to be interested in their studying and to be ready in overcoming these difficulties.

One of the desired outcomes of the English Language Course is developing trainees' professional competencies, that is, language awareness and skills necessary to operate confidently and efficiently in the classroom. Specification of the professional competencies is intended to establish a framework within trainees can relate acquired linguistic knowledge and skills appropriately to teaching practice (Nikolayeva and Solovey 2001).

Communicative competence is an important element in the professional preparation of foreign language teachers (Willems 1993). They need it to act as models of the competent foreign language speaker for their learners and in their role as selector of materials and methods (Willems 1993).

To the thought of Britten (1988), EFL teacher trainees for whom English is a foreign language are learning to do something very harder than native-speaking trainees. As our task is the formation of future teachers' leadership qualities, we agree with Britten's (1988) points of view about three stages in teacher training: firstly, future teachers need to establish communication in a foreign language (English) with pupils who are very likely share their own mother tongue; secondly, such trainees must master a set of professional skills which will probably have to be performed in the foreign language, including leading skills; thirdly, non-native trainees have to outgrow not only ideas about teaching and learning a foreign language, but information about the nature of the language and what it means to know a foreign language. It gives future teachers an opportunity to create for their pupils a special educational environment (social, vocational, philosophic) and to lead them in process of teaching and learning.

Focusing attention upon forming future teachers' leadership qualities, lecturers should use the correct teaching methods to lead the students towards preparing them to become leaders realising their own studying strategy. That's why it is so urgent for lecturers to set realistic goals. We must put in mind that the only person who does the learning is the learner him/herself. When they become teachers, they must be able to research innovative schools or preschool teaching methodologies, to choose the most suitable and effective ones. But for possessing such the teacher's qualities students need to train professional specific skills. The successful future teachers (Willems 1993):

- are familiar with important theories of second/ foreign language learning;
- are familiar with and able to assess critically major methods (e.g. grammar-translation), and are able to select, adapt and create activities from range of methods for use as appropriate for a range of objectives, learners, learning styles;
- understand that language learning and teaching involve a systematic strategy for leading the negotiation of social knowledge through discourse, thus lending autonomy and consistency to language didactics as a discipline;
- are able and ready to understand and critically assess research in language learning;
- are able to take research findings in language learning into account in their teaching and in the other important professional areas, and so on.

Communication is a key position in forming leadership qualities. Foreign language speaking skills are required by rapid globalization and human mobility as we have already stated nowadays foreign languages skills considered to be an absolute requirement and an essential ability of the 21st century. So, every contemporary person sets such a goal and does his best to realize it. But in the meantime, a foreign language learning is a complicated process which is a labouring job and needs great hardship. Nevertheless, nowadays the necessity of

learning and mastering English as the second or foreign language has been dramatically increasing according to the strengthening an importance of the English language as an international one. Thus, the focus of English learning has changed from reading and grammar skills to providing effective communicative competence.

Taking into consideration that the communicative competence consists of linguistic, socio-linguistic, discourse, strategic ones (see Hymes1972) and using own results, we have pointed out the model of forming future teachers' leadership qualities (see Figure 1 that follows).

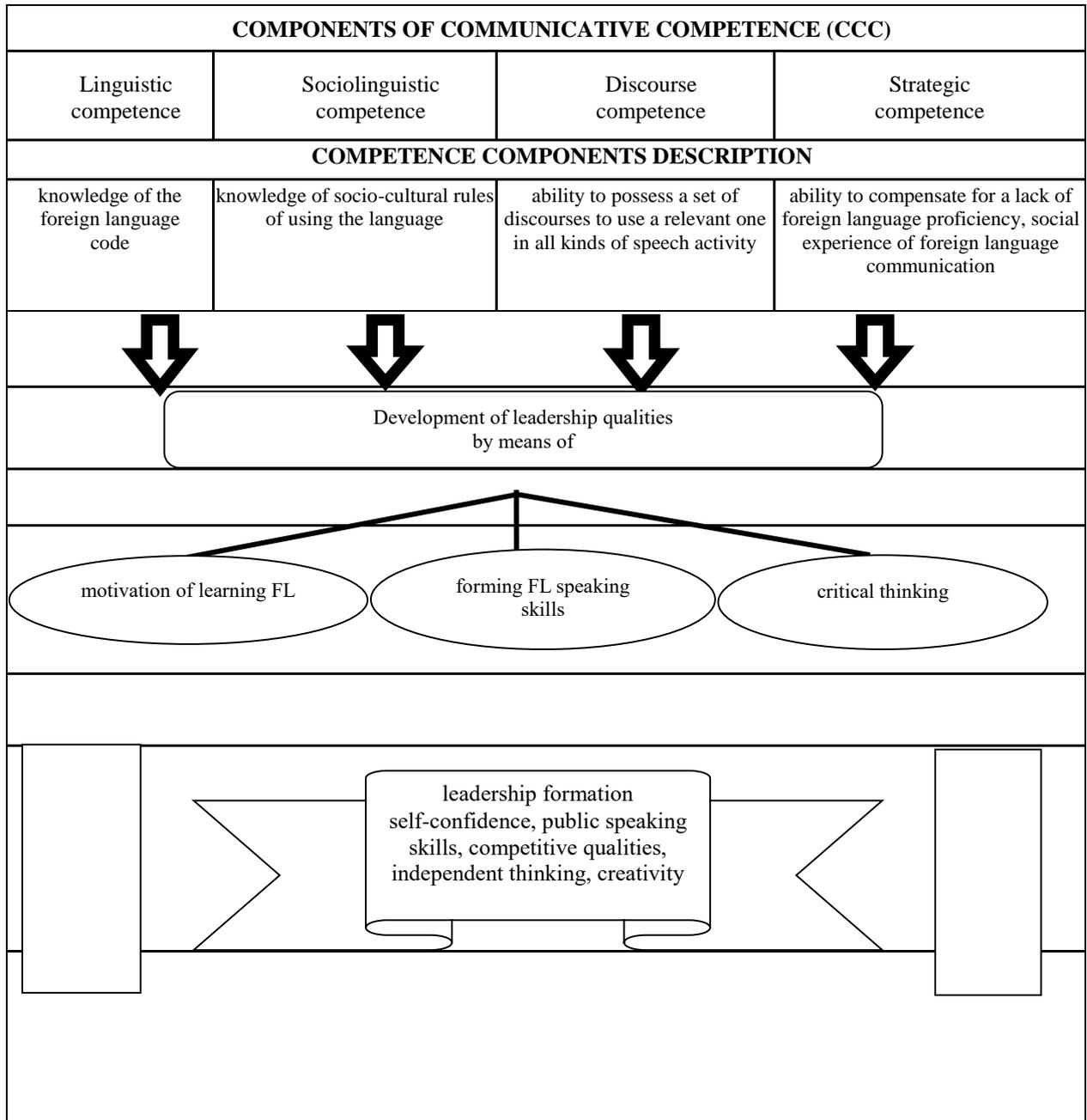


Fig. 1. Model of forming future teachers' leadership qualities
Source: Own results

In order to do our investigation completed it is necessary to study all the factors given in the table above in more detail and present full characteristics of CCC as well as its influence on the leadership qualities formation through foreign language speaking skills, learning motivation and critical thinking development.

Hymes (1972) stated that linguistic competence is understood as concerned with the tacit knowledge of language structure, that is, knowledge that is commonly conscious or available for spontaneous report, but necessarily implicit in what the (ideal) speaker-listener can say. The linguistic competence involves knowing grammar, vocabulary, phonetics.

Meanwhile, the major goal of linguistic competence is forming speaking skill development, but simultaneous the appropriate teaching forms and methods used by teachers at the lesson encourage students to master their speaking skills out of the classroom work. As a result, the students improve the level of their world outlook through doing different grammar and vocabulary tasks, share their opinion due to different issues which are discussed at the lessons and while getting progressive results they raise their motivation to studying. Thus, motivation brings undeniable influence in any process organization. And we should admit that in learning process this aspect plays a vital role in sufficiency and person's achievement success. In order to form future teachers' leadership qualities motivation determines whether or not a student will set an exact goal and takes a core position in this process.

Learning a foreign language is impossible without sociolinguistic aspect. It consists of linguistic and non-linguistic components. According to Nikolayeva and Solovey (2001) linguistic component comprises acquisition and proper usage of non-equivalent and background, awareness of the socio-cultural conventions governing the use of the language functions; non-linguistic component includes wide categories of information about the foreign society, expressed implicitly and explicitly. It should be mentioned that sociolinguistic aspect has a great effect on developing critical thinking and forming leadership qualities.

Consequently, this aspect allows student to behave more confident in international communication, masters their independent thinking, creativity, thus, leadership qualities formation is provided through it.

The discourse competence required of the teacher consists of a near-native repertoire of linguistic devices (and the skills of using them) to make discourse coherent; it involves such things as initiating interaction or opening a text, intervening as a listener, applying time-gaining and concluding an exchange (Willems 1993). The discourse competence gives a future teacher an opportunity to know, to develop, to create varieties of language forms which are longer than sentences with the appropriate cohesion, coherence and rhetorical organization to combine ideas in one story, report, etc.

One of the aspects of discourse competence formation is critical thinking development. Critical thinking is described as the ability to think through and solve difficult problems matters more in the "real world" than specific scientific content and the process of discourse competence formation provides to master it having discussions on different issues while training foreign speaking skills. At the same time strategic competence is developed.

The strategic competence language teachers need refers to their ability to process language data efficiently and appropriately under the constraints that characterise natural interaction such as time constraints and limited short-term memory; it helps the future language teacher to link up the linguistic and sociolinguistic competences to the context of situation (Willems 1993).

Apart from the specific knowledge and methods, a consciously caring and supportive attitude, which is open to the diverse languages and cultures needs to be developed among language teachers. This is case whether we speak of the indigenous European languages and cultures or the community languages of recent settlers. Only through mutual understanding and tolerance can we achieve that intercultural communication which is essential to the ideal of European co-operation and progress (Kosharna and Vovk 2012).

The development of all components of communicative competence is a condition for a cognitive activity of future teachers. They assimilate development of leadership qualities by means of inner and outside motivation to learn a foreign language, formation a strong foreign language and speech skills, start a critical thinking. The result of the process of leadership formation will result into self-confidence, public speaking skills, competitive qualities, independent thinking, creativity of future teachers.

5 Conclusions

Learning a foreign language provides multitude opportunities for formation of future teachers' leadership qualities through this process and develops core competences for a successful leader in the global society.

Overall, we argue that leadership is becoming a core element for an every modern ambitious future professional. On this basis, we made an effort to study the basis of leadership factors, its description and aspects and characterise a model of forming leadership qualities of a future teacher.

At the same time, we have tried to draw attention to describe basic elements of communicative competence and provide practical ideas on how to succeed in this process. More generally, these basic findings are consistent with research showing that learning a foreign language through communicative competence development which include linguistic, sociolinguistic, discourse, and strategic competence formation can be succeeded focusing on several key aspects which have a ground-breaking influence on forming leadership qualities and personal development.

The basic question to ask when discussing the formation of future teachers' leadership qualities through learning a foreign language is what we want to achieve by it. We would suggest that the answers proposed will be valid for all those concerned in teacher – leader training and language education: the learner, the student – a future teacher, the teacher and the educator. If education is to have any real meaning, it involves all those

concerned, be it in different degrees and to different extents. The leadership formation results into future teachers' self-confidence, public speaking skills, competitive qualities, independent thinking, creativity.

Basically, we are all learners engaged in lifelong learning and this is likely to involve the need for us to find ways of growing in understanding ourselves, other people and the world around us and becoming leaders for ourselves, for pupils, and students alike.

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