

**MODERN TRENDS OF DEVELOPMENT
LEADERSHIP QUALITIES IN THE PROCESS
OF PERSONAL AND PROFESSIONAL DEVELOPMENT
OF THE FUTURE FACTOR**

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Abstract. The aim of the article is an attempt to consider and analyze the newest tendencies of forming and development of leader qualities in the process of personal and professional formation of a future specialist. Subject of research is psychological conditions of development of leadership qualities of the future specialist in the process of personal and professional formation. The methodology of scientific research was the philosophical doctrine of personality (Aristotle, Confucius, Plato); foreign theories of leadership (R. Beals, L. Carter, R. Stogdill, F. Fiedler); domestic concepts of formation of leadership qualities (L. Karamushka, S. Pokhodenko); fundamental positions of personality-activity approach in forming leadership qualities (G. Ball, L. Vygotsky, O. Leontiev, S. Maksimenko); systematic approach to professional and personal self-determination (K. Abulkhanova-Slavskaya, N. Ivanova, E. Spranger). The article describes the theoretical and applied aspects of the problem of personal formation and professional development of the future specialist. The role and value of leader qualities are described in the structure of personality of future specialist. It is established, that considerable efforts of ZVO must be directed in support the inwardly-personality and external terms of forming of necessary leader qualities for future specialists. It was proved that the scientific study of leadership was moving in stages from the assessment of the personal and professional qualities of the leader himself and his ability to influence the group to cover the phenomena of the group's moral and psychological climate, the nature of the tasks to be solved, the styles of leadership interac-

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tion with the group, functions and motives. The conceptual approach to the process of effective development of leadership qualities of the future specialist is highlighted and substantiated. It is shown that the most productive approach to the problem of development of leadership qualities in the process of personal and professional formation of a modern specialist is systematic methodology with the leading position of unity of consciousness and activity. The factors influencing the environment on the development process of leadership qualities are considered. On the basis of analysis, generalization and systematization of scientific sources, psychological conditions have been characterized that allow to ensure a purposeful process of formation and development in young specialists of a high level of development of leadership qualities. The definition of the concepts of “leader” and “leadership” is specified, depending on their paradigmatic affiliation. It was set that leadership appropriately is the social phenomenon, and the basic function of leader consists in organization of effective cooperation of members of group with the aim of achievement of general aims and productive implementation of activity. Certainly, that leadership is predefined by certain personality descriptions of leader that provide efficiency of vital functions of group and can be changed depending on a situation. As a result of the scientific and methodological analysis of the problem of development of leadership qualities in the process of personal and professional formation of a young specialist, one can conclude that in modern theories and approaches special attention is drawn both to the personality of the leader and to the influence in the process of formation and development of leadership qualities of external factors the environment. Particular attention in the process of development of leadership qualities should be given to the formation of personal abilities to self-development and self-actualization. Using own creativity, a leader must be able to move the trajectory of structural decision of problem and inspire group members to work together and to achieve their goals.

1. Introduction

In the field of analysis of transformational transformations in Ukraine of special significance are studying the leadership qualities of the future specialist. Leadership qualities constitute the leading characteristic of the personality of a modern young specialist. Today, the demand for specialists with strong will, high ability to work, able to organize their own

Modern trends of development leadership qualities in the process of...

professional activities, to create a team and be able to be a leader in it, is growing. In conditions of continuous social change, as young as ever, young, knowledgeable, energetic, initiative leaders able to rally together like-minded people, clearly and clearly formulate urgent, urgent and perspective tasks ahead of them, support in difficult moments and lead to new results. Therefore, the problem of leadership, especially among future specialists, becomes of great importance. Higher educational institutions should form a level of leadership development that would enhance the competitiveness of future professionals in the professional environment. Despite the considerable attention of scientists to the problem of modern leadership, the question of formation and development of leadership qualities of future specialists in the process of person-professional formation has not become the subject of a separate study. The foregoing suggests that there are contradictions between: the need for a society in the presence of competitive professionals, able to be leaders in various spheres of society's life, and the lack of accentuation of the attention of the law-enforcement bodies on issues of leadership skills formation in the process of training and professional training of young people. The analysis of level of worked out of research problem allowed to set that among scientists there is not the only going near understanding of essence and structure of leader qualities of future specialist. The problem of leadership was studied by a large number of scientists from various humanities and practical sciences. L. Blasna, I. Volkov, V. Goncharov, E. Dubrovska, I. Kon, E. Kuzmin, I. Polonsky, B. Parygin, L. Umansky studied the phenomenon of leadership, research of its nature and conditions of formation. Significant advances in leadership have been accumulated in foreign science (G. Bellingres, E. Bogardus, A. Jordan, C. Levin, S. Lehmann, A. Ted, R. Traice, F. Fiedler, P. Hers, etc.). The development of personal qualities of the leader was investigated by N. Bolshunov, F. Ilyasov, A. Sosland, S. Smith and others. Psychologists have made a classification of leadership (T. Bendas, K. Johnson), correlations of leadership and guidance (B. Parigin, F. Tilman) the leadership style have been characterized (N. Obzorov, I. Polonsky, O. Umansky, etc.). In general, we can say that in psychological research, leadership is associated with the ability of the individual to dominate, manage and conquer other people. At the same time, the basis of personalization in the position of a leader may lie in various factors: innate qualities, certain situations, functions, tasks and goals of the group.

Research by psychologists on the problem of leadership proves that the leader is a young person, endowed with leadership qualities, or has a leadership potential that is realized in situations of interaction with members of the group. However, beyond the bounds of the study remains the definition and study of the role of psychological conditions that would contribute to the effective formation of leadership qualities in the process of training and training future specialist. The main purpose of this work is to find the psychological conditions necessary for the effective formation of leadership qualities in the process of personal and professional formation of future specialists.

2. The phenomenon of leadership in the conditions of modern social change

In a situation of significant transformational changes, society needs young people who are able to look at new ways of solving urgent problems, to organize the work of the team in a new way, and to lead others. The leader's position is manifested in the ability to accurately identify goals and strategies, and to adhere to them effectively, to be an example for the rest of the group, to skillfully dispose of the time and to teach them how to use it effectively, to take immediate decisions in non-standard conditions that are conducive to positive changes. Leadership is a significant work on oneself, and the innate leadership entails an inner potential that one needs to conquer and guide in the appropriate direction.

The training of future leaders is perceived as a strategic task of modern society. His decision is associated with hopes of social progress, ensuring the quality of life of the population and national security in its broadest modern sense. A special role in solving these tasks is given to the modern system of vocational education, which requires new psychological approaches to the process of formation of leadership qualities in future specialists [5, p. 47]. Due to the fact that leadership qualities are an important component of the special competences of a modern specialist, their development needs to be pursued consistently and purposefully in the process of training and professional training of future specialists. This requires the presence of special psychological conditions, organizational measures and psychological impact on the process of formation of leadership competencies as factors of development of the young man's readiness for professional activity and the basis for personal leadership in future professional activities.

**3. Analysis of psychological concepts of leadership
in foreign and domestic literature**

The formation of leadership qualities in a future specialist is forming of active attitude toward vital functions in society, developing a flair to reflect, influence people, converting them for like-minded persons, sending their efforts to the achievement of general socially – meaningful aims, realization of the values, options and abilities of a man.

The analysis of psychological literature on leadership issues has shown that there is a varied interpretation of the essence of this category and approaches to its study. In particular, R. Dautt examines leadership through interaction between the leader and the representatives of the group that influence each other and want to achieve significant changes and results that reflect the overall goals. E. Bogardus, the prerequisites for the emergence of a leader in the group called the emergence of problems that he must solve. B. Parigin expresses the opinion that leadership is one of the effective processes of management and organization of a small social group, which involves achieving group goals in the best possible time and with the best effect. I. Beh treats leadership as a significant influence on the group, with the help of which its members are induced to achieve a single goal. F. Massaric and R. Tannebaum study leadership as an interaction of group members, which manifests itself in the real situation through the process of communication and aims to achieve goals [9, p. 198]. V. Hocking believed that the leader acquired rights in the group only after the group was ready to adhere to the program proposed by him. J. Schouler proposed a three-level model of the theory of leadership [3, p. 114]. According to his model, leadership can be manifested at three levels: private, public, and personal. Private and public levels are external. Personal leadership is an internal level and determines the need for personal growth and self-development. O. Zaitseva under the leadership understands the fact of the active and purposeful influence of the individual – the representative of the group – on the group as a whole in the direction of performing group tasks.

Modern approaches to the problem of leadership are characterized by greater integrity, the desire for generalizations and intentions to take into account all the known components of leadership, together with the individual-psychological characteristics of the leader. Modern researchers point out that leadership is based on the social need for a high level of interpersonal interaction in the process of professional activity, which in turn generates the

relevance of considering the functioning of complexly organized systems of professional interaction. Examination of these systems leads to the study of the need for self-organization in the process of interpersonal and professional interaction; study of the ordering of the behavior of individual elements of the system in order to ensure its vital and functional ability [7, p. 127].

4. The concept of “leader” and “leadership”

in modern psychological literature. The nature of leadership

The notion of “leader” is closely associated with the notion of “leadership”. From our point of view, the “leader” is an authoritative person who has cognitive, value, creative, and communicative potentials; realizes in the process of activity its motivational striving to be a leader and to act as a leader; the person who leads others can provide the freedom of each individual to realize his own goals and needs in order to contribute to the realization of the goals of society [6, p. 232].

The nature of leadership is dualistic. Leadership, on the one hand, is the position of the individual in a certain group, organization, social environment. On the other hand, leadership is the process of involving the followers in some activity, which ultimately depends on the success of one or another leader's mission and, in fact, his leadership status in the environment, which from time to time is necessary and important to confirm. Leadership position is characterized by responsible attitude of the future specialist to himself, other members of the group, people, nature, the world; readiness to assume responsibility for solving problem situations. Underlying the process of development of leadership competences in the future specialist are: firstly, objective relations in groups and socio-economic environment of the personality of life; secondly, the relations and value orientations in the student group, the peculiarities of the process of education in the law enforcement, the creation of conditions for obtaining leadership experience, the cultural and psychological cohesion of teachers and students, social status; thirdly, person-psychological guides, own motivation, knowledge, experience and personal orientation; fourth, objective-situational factors, that is, the purpose and tasks of the group in the situation of interaction.

Summarizing the previous material, one can conclude that leaders are not born, but they become. Formation of leaders in the process of personal and professional formation of future specialists is not a spontaneous process, but deliberately organized in the course of education and education,

Modern trends of development leadership qualities in the process of...

where the young person is an active participant, that is, the subject of his own becoming. Effective leadership of future professionals can be formed and improved by means of modeling the necessary psychological conditions and related programs. Formation of leadership qualities in the process of personal and professional formation of future specialists should take place on a natural basis, that is, through the development of the students' horizons, the skills of their work in the team, personal activity, initiative, creative potential.

5. Psychological conditions for the formation of leadership qualities in the process of personal and professional formation of a young specialist

In order to better perceive and master information about leadership, it is necessary to create and maintain a certain complex of social, pedagogical and psychological conditions. The main objective of creating psychological conditions for the formation of leadership qualities for future professionals is not that each person must necessarily become a leader, but that, taking into account its individual characteristics and the theoretical and, most importantly, practical skills, it will be able to self-determination as precisely as possible in personal and professional terms. This approach allows a future specialist to form a higher level of motivation, self-responsibility, and a civic position and, of course, to achieve leadership success in any kind of activity, including in professional activities.

It is psychological support, that is, the creation of the necessary psychological conditions, can provide a constructive change in the personality of the future specialist. The main efforts should be aimed at supporting the internal-personality and external conditions for the formation of the necessary leadership qualities. To internal-personality include such conditions as activity, flexibility, self-organization, self-confidence, creativity, sociability, stress resistance, competitiveness and organizational ability.

The external conditions determine: firstly, the fact that the specially created psychological conditions in the process of educational and professional activity allow future specialists to show themselves entirely from the other side, try other roles, receive support, which in turn makes it possible to build other relationships with group members in the process of interpersonal interaction; secondly, future specialists are getting acquainted with qualitatively new criteria of self-perception in the process of interpersonal

interaction. This gives them the opportunity to freely open up, creates the security of participation in discussions, and without these conditions it is impossible to develop the flexibility of thinking, initiative that is necessary for the leader and the competitiveness of a modern specialist.

Consequently, the leadership qualities of future specialists must be formed from student years, from the stage of manifestation of maximum initiative and activity during the period of professionalization of the individual. As a result of the educational and professional activities of a modern young man, she must develop leadership skills such as organizational skills, managerial skills, ability to form and unite the group, identify its goals, set goals for it, develop a program for the uniting group – these requirements are put forward to a modern leader. The appointment of a leader is to unite the group members and direct their activities in a collective direction. A modern leader is required to possess skills of personal and professional interaction with the group. During such interaction, the organizing role of personal qualities of the leader is revealed and performed, such as mastery of circumstances, decision-making, taking responsibility, making a viable choice. At the same time, the leader is obliged to satisfy the interests of the members of the group, adhering to legal and civil norms, and not putting the group representatives in dependence on themselves. The interaction with the group and the authority of the leader has an important influence on the style of his personal behavior (democratic, authoritarian or rigid).

One of the important psychological conditions for the formation of leadership qualities is to give the young person the opportunity to be a leader. The social environment significantly influences the level of development of leadership qualities of future professionals. One of the main reasons why young people are not able to be good leader's in future professional activities is lack of self-confidence. That is why, in the process of educational and professional formation, it is necessary to create such conditions that young people who possess the weak developed qualities of the leader, could show themselves to the fullest.

Analysis of the work of the above scientists and researchers on leadership problems has allowed allocating seven of the most effective psychological conditions that allow organizing the process of formation of future specialists in leadership qualities. Let's consider more about these conditions.

1. Paying attention of future specialists to the problem of forming leadership qualities. The current specificity of the professional activities of a

Modern trends of development leadership qualities in the process of...

future specialist is increasing the requirements for professional competence. A young specialist, often without knowing the potential of his abilities and abilities, falls into a situation where it is necessary to demonstrate professional leadership qualities. Consequently, the focus of the youth on the problem of forming readiness for leadership is one of the most important tasks of the organization of educational and professional activities. The attention of the young man to the problem of development and manifestation of his own leadership qualities is the focus and concentration of his consciousness on certain peculiarities of the group's life and its place in it while performing joint activities while simultaneously distracting from everything else [10, p. 232].

2. Development of future specialists of interest in leadership qualities through familiarization and mastery of theory and practice of leadership. In domestic science, the notion of "interest" is interpreted as a form of cognitive orientation of the individual [4, p. 68]. A young specialist is interested in what can satisfy her need for leadership. Leadership interests tend to evolve: satisfaction of leader's interest does not lead to its extinction, but causes new interests. At the same time, unimpeded satisfaction of needs does not generate interest.

Consequently, the formation of leadership qualities for future specialists is a process of formation of a set of knowledge and skills, motives and installations, the development of their interest, the expansion of the cognitive sphere and the properties of the person with such qualities that make it possible to position themselves as a true leader and exercise influence on the members of the group.

3. Maximally effective use of opportunities for information and education environment ZOO. The formation of an educated, competent future specialist with advanced leadership qualities plays an important role in the informational and educational environment.

4. Active use of educational opportunities of the group in the interests of preparing readiness for leadership in future specialists. Domestic science proceeds from the recognition that the free and harmonious development of the personality of a young specialist is possible under the conditions of collective activity.

Organization of meaningful activities of future professionals, an active participation in it, not only allow you to survive the joy of success, but also accustomed to treating it critically and striving to overcome the problems. At the same time, the presence of fundamentally healthy moral and ethical

relations between members of the group creates such an environment in which the targeted effects on the group directly change the behavior of each member, and at the same time any influence on a particular person is perceived by others as an appeal to them.

Thus, the group with its public opinion, traditions and customs is an indispensable factor in shaping readiness for future leadership in leadership.

5. Formation of a leader's position, experience of leadership thinking, character, behavior and emotional response. According to E. Lukhmenova [10, p. 231], the leader's position is characterized by a responsible attitude towards himself, other members of the group, society as a whole, as well as the willingness to assume responsibility for solving problem situations.

6. Encouraging future specialists to form their own readiness to be leaders in future professional activities. A. Kozhaspirou treats the term “stimulus” as “external influence on the personality, collective, group of people, activating their motivational sphere, and through it and certain activities” [11]. N. Shvedova understands the “stimulus” as “a causative cause, an impulse; an interest in committing something” [2, p. 321]. E. Klimov [1, p. 259] and A. Stolyarenko [10, p. 141] see in the stimulus means, the external inducement of human activity. Incentives are calculated on the activation of certain motives and, only achieving this, affect the work. Consequently, the stimulus is a deliberate influence on the personality of the leader activating his activity, that is, a strong motive moment, an internal or external factor that causes reaction, an action.

7. Development of skills of future specialists to self-development of leadership qualities. For the proper formation and development of leadership qualifications, the purposeful activity of future specialists is required, characterized by continuous work on oneself, over their own spiritual, personal and professional development. Scientists argue that self-development provides the opportunity to consistently complicate the tasks and content of new knowledge, the formation of new leadership qualities, the promotion of self-management personality with its further development.

6. Investigation of the features of the leadership potential of future specialists in the process of person-professional formation

The presence of motivation for active leadership in the professional development of a future specialist should become one of the main factors of the innovative development of society, since it is the younger generation that fits

Modern trends of development leadership qualities in the process of...

rapidly changing dynamics of social and economic spheres. Youth is the most creative and active part of modern society, and the extent to which it is motivated by leadership, influences the dynamism of human development.

The purpose of our study was identify the leading motivations that lead potential leaders to the future active participation in the life of the group; identifying factors that differentiate the motivation of respondents to carry out leadership activities; identification of the main reasons that, according to respondents, contribute to the successful development of leadership qualities.

By organizing this study, we aimed to obtain quantitative and qualitative indicators of this problem, that is, to identify the words, parameters that respondents use in relation to leadership, which distinguishes the main leadership issues, how much they themselves are motivated to leadership. The method of focus groups was defined as the most productive to achieve the goal. The method of focus groups (group depth interview) refers to “flexible”, or qualitative, methods of psychological research. The task of qualitative methods of psychological research is to compile a list of so-called “hypotheses of existence,» that is, a list of thoughts, statements or assessments that are available in society and have no zero degree of distribution. This method was used to identify the associations, experiences, ideas that young people have on the problem of development and manifestation of leadership qualities at the present stage of society development, her vision of future perspectives of her own leadership participation in the group's life activities. For this purpose, 5 focus groups meeting the requirements of this method of study were conducted. The participants of the focus groups were young people (18-23 years old) who study at the ZNO of Vinnitsa region in different specialties.

Let's dwell on the results of our focus group research. An in-depth study of the leadership potential of future specialists in the process of person-professional formation with the help of the focus group gave the opportunity to obtain the following results:

1. Future specialist's position leader is not excluded from the horizon of personal life-professional plans. The desire of young people to get the status of a leader is influenced by her desire and opportunity to take the position of dominance and influence the group as a whole. Young people agree that the student group is an enabling environment for demonstrating the qualities of the leader, and not only in the youth who owned them before, but also in those who did not show leadership activity. In this sense, the educational-professional group provides all levels of opportunity in the

pursuit of leadership. An active leadership position deserves attention from the side of the respondents, which does not exclude the possibility of taking it in the future. Some researchers associate life and professional plans with their own active leadership position. Among them are: young people who have the opportunity to use parental capital and wish to continue the work of parents and enterprising young people who are focused on the prospect of their own professional achievements.

With regard to the vital task of taking an active leadership position in future professional activities, youth demonstrate a different degree of desire to determine the fate of each participant and the entire group as a whole. Young people reveal various levels of psychological abilities to an active leadership position:

– the first level of abilities. Investigators seldom see the need for an active leadership position. Prefer the formal position in the group unlike the dominant one. Respondents with the corresponding level of leadership qualities almost do not demonstrate an initiative in organizing the group's life, acting behind the motto "if they say, then I will do it." The insignificant level of development of leadership qualities is also expressed in the low level of communicative activity outside the educational-professional environment in relation to other members of the group. In order to personally accept the need to sit an active leadership position, the investigator must be reasoned, in detail, describe its importance. With a great deal of confidence, it can be argued that the respondents will not take an active lead position;

– the second level of abilities. In order for respondents to be willing to take an active leadership position, it is necessary to demonstrate their personal benefit, empathize with them and help to overcome stress and discomfort. Emotional reactions, which manifests itself in the open opposition regarding – needs for leadership. Investigators are keen to see leadership qualities, but are afraid to declare their desires;

– the third level of ability. Prefer the leadership position in the group above the formal, but not ready to show leadership qualities in any group. There may be initiators in organizing the structure and effective implementation of joint activities by members of the group if they see this need and need. Prudent, if necessary, manifestations of leadership qualities;

– The fourth level of abilities. These are the young people who associate the immediate life and professional plans with an active leadership position. The special features of the data being studied are personal activity

Modern trends of development leadership qualities in the process of...

and authority in expressing their own point of view regarding events in the group; high responsibility not only for its own actions, but also for the result of the interaction of the whole group; high activity in the group, which manifests itself in establishing high level of contacts with members of the group outside the classes, interest in improving the group's results, the desire to achieve friendly relations in it. Young people with a high level of leadership skills are respected by groups that have a personal and authoritative opinion; they consider themselves leaders of the group and demonstrate leadership qualities directly in the situations of the competition. The investigators adequately analyze their own strengths and weaknesses. Respondents with ease accept the need for manifestation of leadership qualities, ready to play an important role in forming group goals, world outlook, as well as in organizing the structure and joint activities of group members.

Consequently, a significant number of respondents, although expressing a positive attitude to an active leadership position, do not link it directly with a real manifestation of their own leadership. As can be seen from the results of the study, the specification of the issue with regard to the characteristics of leadership positions reduces the number of willing to demonstrate it. The results reflect the actual willingness of young people to become a leader in their training and future professional activities.

2. In general, it is possible to distinguish three groups of young people by the degree of desirability of assuming a leading position in the process of educational and educational activities. The first group is "outsiders." They belong to that part of the youth, which showed the low relevance of their prospects for an active leadership position. With a high degree of confidence, it can be argued that these people will not become leaders. The second group includes "clearly uncertain", that is, this category covers young people, which in principle do not exclude the biographical probability of taking a leading position in the future. It can be assumed that these respondents are ready to join the group's livelihoods in the status of leader in a favorable social environment. To the third group should be considered "perspective". These include young people who associate life and career plans with an active leadership position. It is very likely to state that this number most accurately reflects the actual state of affairs.

3. During the study, the proportion of respondents willing to take an active leadership position in the future was analyzed in the context of various social characteristics. Gender differences have been identified that

influence the willingness of young people to play an important role in the life of the educational and professional group. The results show that men are more prone to leadership. This can be explained by the influence of gender-based expectations common in society. The role of “breadwinner” encourages men to take leadership positions. It was also found that the fact of residence in the city or in the countryside does not affect the presence or absence of respondents' readiness for leadership. However, the presence of leaders in the immediate environment (among relatives and friends) serves as a serious additional factor of motivation for leadership.

4. Future experts identify two groups of factors that, in their opinion, contribute to the successful formation, development and manifestation of leadership qualities:

– factors of the environment. These include those positions that are in relation to the subject of the nature of the external determination. In this case it is the presence of supporting loved ones and relatives, the opportunity to practice with the purpose of obtaining skills of advanced experience, the possibility of forming practical leadership skills in ZOO and the purposeful formation of a positive image of the leader in society;

– factors of personal potential. This is all that is within the scope of the capabilities and resources of the person himself.

5. There is a significant difference in the opinions of “clearly uncertain” and “promising” respondents regarding the defining conditions for the first steps in leadership activities. For a group of “clearly uncertain” respondents, that is, potentially ready for leadership, the most pressing issue is “leadership start.” Yes, they primarily indicate the need for support from the immediate environment. For “perspective”, that is, those who have unambiguously determined the desire to take a leader's position, it is important to have opportunities for effective interaction in a professional group.

6. Significant barriers to the manifestation of leadership qualities respondents call competition, underdevelopment of the system of leadership education, the negative impact of administrative barriers. In the value aspect, leadership is not considered by young people as a way to quickly achieve social prestige. The main attraction of leadership, according to the researchers, is the discovery of the path to freedom and the desire to solve a number of professional and career problems. In a significant part of modern youth there is a certain desire for leadership; with the help of leadership young people plan to realize the existing ideas and ambitions.

Modern trends of development leadership qualities in the process of...

7. According to the respondents, the most significant, personal qualities that a leader must possess is: the systemic nature of thinking; high creativity; availability of managerial abilities; high degree of efficiency; the presence of positive social settings; positive motivation; combination of social roles; adequate self-esteem; high degree of self-regulation, organization of activities and control; absence of conflicting and aggressive tendencies in behavior; high stress resistance.

According to respondents, there are a sufficient number of inefficient leaders who do not have a vision for the future, which creates significant problems for the members of the group: they are not able to create an incentive for moving forward and positive qualitative changes in the group; they do not have promising plans for group development. This attitude impedes the creation of a supportive atmosphere in which it is interesting and exciting to work. Such leaders pose a threat not only to individual members of the group, but also to the whole group; they put pressure on the group they are managing. That is why, in order to achieve the effect of involving young people in leadership activities, it is expedient to ensure the process of formation and development of leadership qualities within the educational environment.

8. Among the facts that are inherent in the educational process and, according to the respondents, to form and develop leadership qualities, the following were noted: examples of successful leadership; purposeful development of leadership thinking; the orientation of the training courses for practical application in future professional activities. Respondents confirm the importance and necessity of including in the educational process all stages of formation and development of leadership qualities of the future specialist: formation and development of leadership thinking → the direction of the acquired knowledge on their practical application → examples of successful leadership activities → practical orientation of educational and professional activities → implementation of a real leadership project.

9. However, an absolute majority of respondents believe that the level of development of leadership qualities of the person in the process of educational and professional activities does not meet the modern requirements of development of society. In this case, the need for this knowledge is great. Therefore, one of the main tasks at the present stage of development of society is the upbringing of an active person capable of taking an active leadership position.

10. Weak personal motivation, revealed during the survey, makes us wonder how deep the knowledge of young people about the need for self-development and self-realization; the probability of success in future professional activities without a high level of leadership development. As a rule, scientific knowledge is the basis of the formation of beliefs, and superficial create only the visibility of awareness, without changing the structure of knowledge as a whole. The survey showed that young people gain basic knowledge in educational institutes and through the media. Probably, this is one of the reasons why most young people value their knowledge as insufficient to reorient to a leader's way of life: knowledge acquired in such a passive way did not grow into conviction. Indicator and incentive of motivation for real changes in the way of life of future specialists is the level of awareness of their relevance to the proper level of development of their own leadership qualities.

11. Investigation of awareness of the respondents on the problems of leadership potential, low level of awareness of their relevance to optimizing the ways of developing leadership qualities revealed insufficient understanding of the importance of this problem. At the same time, the recipients expressed their desire to develop and improve their own ability to develop and manifest leadership. The obtained results testify that respondents have not yet realized the challenges of modernity to the end of the whole urgency and the need for an immediate response to them. The revealed contradiction between the desired and actual way of professional life is an important result of our study. The overcoming of this contradiction is possible by forming the motivation and installations of future specialists to optimize their own life and professional plans with an active leadership position.

Thus, the level of development and manifestation of leadership qualities of students is a dynamic professional-personal entity that is formed during the process of professional training at the university. Creativity and orientation towards strategic thinking is a marker of the formation of leadership qualities in the process of personal and professional formation of a modern specialist. No less important specific feature of leadership potential of the personality of the future specialist is his orientation to taking into account the individual psychological characteristics of others in their relationship with them. A reliable indication of leadership potential is the ability of a future specialist to stimulate others to work and overcome obstacles to achieving the goal.

7. Conclusions

As a result of the conducted scientific and theoretical analysis, one can conclude that contemporary concepts and approaches draw attention to both the personality of the leader and the influence of external factors on the process of forming the leadership qualities of a future specialist. The researchers focus on the ability of the leader to develop a new vision of problem solving and using their own charisma, inspire group representatives to effectively achieve their goals. A modern leader is a person who according to a certain situation in a group embodies the group norms and values in his own life, is ready to assume responsibility, substantially affects the group's activities, guided by the tasks set before the group; manages the creation of a favorable moral and psychological climate in the group and analyzes the formulation and solution of the tasks, activates the group. There are four groups of leadership qualities, the development of which may and need to be carried out in the process of youth training: intellectual, organizational, executive, communicative. Leadership qualities are personal qualities that provide successful leadership. However, there is no general set of leadership qualities. The success of the formation and development of leadership qualities depends on the ability of the individual to demonstrate the skills and abilities needed in the relevant situations. Modern conditions of the development of the society necessitate the purposeful formation of future specialists of leadership qualities, starting from the period of their educational and professional activities in the ZOO. In our opinion, every future specialist should be proactive and not afraid to show leadership skills. In the process of personal and professional formation of a future specialist, it is important not only to master the combination of professional knowledge and skills, but also to develop the leadership qualities of a modern specialist. Therefore, leadership is a key element in implementing professional change and personal development of a modern specialist.

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