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**ENSURING SYSTEMATIC REFLECTION
AS AN IMPORTANT CONDITION FOR THE FORMATION
OF LEADERSHIP QUALITIES OF THE FUTURE TEACHER
OF HIGHER EDUCATION INSTITUTIONS**

**ЗАБЕЗПЕЧЕННЯ СИСТЕМАТИЧНОЇ РЕФЛЕКСІЇ
ЯК ВАЖЛИВА УМОВА ФОРМУВАННЯ ЛІДЕРСЬКИХ
ЯКОСТЕЙ МАЙБУТЬОГО ПЕДАГОГА ВИЩОЇ ШКОЛИ**

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The leadership qualities of the future higher education institutions teacher are a guarantee of his professional success, as they determine the ability to have such an influence on the student audience in the future professional activity, which will contribute to the high results of student learning, their moral, ethical and spiritual self-improvement, the development of their analytical and creative thinking, cognitive and research skills, communication and information skills.

At the same time, the formation of leadership qualities requires special, targeted work, as evidenced by the results of the research of Romanovsky O. G. and Reznik S. M., who established insufficient awareness among students of the need for leadership development for pedagogical activity. Thus, they note that “the professional competence of a modern teacher is mostly associated with didactic competence, in particular the ability to interest students and teach educational material in an accessible way, only 1.8% of respondents indicated leadership and leadership qualities as a component of such competence” [1, p. 158].

Therefore, we believe that the formation of leadership qualities in a future teacher of a higher school should be a special goal of his professional training and requires the development and implementation of special pedagogical conditions for this.

Leadership qualities of students are components of their professionally important personal formations. And a person’s reflection of himself and his

activity includes, among other things, a person's understanding of his qualities, how well they are developed and how well they meet the expectations of employers and the requirements of the profession. A significant number of researchers' point to the reflection of personal qualities as a component of personal and professional reflection.

Let's analyze what prompts a person to reflect, what is the reason, the key impetus for a person to delve into introspection. Regarding the answer to this question, scientists do not have a single point of view.

Kulida O. O. points out that a person determines the criteria of professionalism and development of personal and interpersonal qualities developed in society and, accepting these criteria, carries out professional self-reflection [2, p. 56].

Makhnovskiy S. S. describes this process as follows: "every specific reflective process begins with the fact that a person begins to realize a certain impasse in his life, a barrier that prevents him from doing or understanding anything. At the same time, the previously accepted patterns of actions (stereotypes) are leveled, the problematic situation as a whole and the person reflecting in it as an external object are reinterpreted. The process of rethinking is expressed, firstly, in a change in the subject's attitude to himself, which manifests itself in the form of certain actions, and secondly, in a change in the subject's attitude to his knowledge and skills. At the same time, the experience of conflict is not suppressed, but exacerbated, which causes the mobilization of the resources of the self to achieve the task" [3, p. 131].

Rezvan O. O. specifies two reasons for the student's need for professional reflective activity:

- social order (requirements of potential employers), which causes reflection of personal professional competences and qualities;
- a specialist academic curriculum, which activates the reflection of personal knowledge and skills [4, p. 8].

Therefore, the analysis of scientific sources allows us to conclude that a person's reflection is usually motivated by the awareness of professional requirements or one's limited possibilities in some situation. Sources of such awareness can be:

- social requirements;
- curriculum;
- life situation.

We partially agree with the opinion of these scientists, but we consider it necessary to make some clarifications. Reflection of personal qualities can be caused not only by social requirements, as indicated by Rezvan O. O., but also a curriculum. Since the requirements of the educational program provide for the mastery of certain competencies, which include not only knowledge, skills, but also values, experience, and also the formation

of certain qualities. Therefore, the reflection of personal qualities can be prompted both by the awareness of social demands and by the curriculum, which in general should form a systemic unity to the requirements of the professionalism of a higher school teacher.

We partially agree with the opinion of Makhnovskiy S. S. Indeed, a certain difficulty, a certain barrier “that prevents you from doing or understanding anything” can lead to reflection, but at the same time, we do not agree with the fact that every reflective process begins with a person’s awareness of a certain impasse in his life. We believe that it is not necessary for a person to feel hopeless in order for him to start reflecting on his life, personality, activities or qualities, etc.

The impetus for reflection can be a certain contradiction regarding motives, goals, views, aspirations. For example, awareness of the discrepancy between professional requirements and existing qualities can lead to reflection on ways of self-improvement and finding means of developing certain qualities.

But from our point of view, not only the presence of difficulties is a source of reflective searches, the cause of introspection can also be positive motives: the desire to know oneself, to achieve certain results, to answer for oneself the questions “who am I?”, “what do I want? ”, “what are my strengths?”, “in which activity can I express myself best?” etc.

We believe that when implementing pedagogical conditions for ensuring reflection of leadership qualities by future teachers of a higher school, it is necessary to take into account that the reason for a student’s reflective analysis may be:

- requirements of professionalism, reflected in feedback from stakeholders, educational program, etc.;
- the desire to know oneself;
- awareness of the need for personal self-improvement.

We believe that the systematic reflective practice of students is an important pedagogical condition for the formation of leadership qualities in future teachers of higher education as a basis for increasing the effectiveness of their pedagogical activities in the educational environment.

In modern changing world, the ability to reflect on one’s experience, decisions and actions is an important factor in improving the ability to perform effective professional activity. Reflection serves as a powerful tool for the personal and professional development of a student, contributing to a deeper understanding of oneself, one’s qualities, one’s compliance with social requirements for a teacher of a higher school.

By regularly reflecting on students’ past experiences, their actions, decisions, emotional reactions, achievements and failures, they can identify

certain patterns, tendencies in their behavior, their strengths and areas for improvement, creating a solid foundation for developing leadership qualities.

Thus, it is substantiated that an important condition for the formation of leadership qualities in future teachers of higher education institutions is the systematic reflection of students, aimed at self-observation, self-knowledge and self-analysis of leadership qualities and awareness of specific ways and opportunities for their improvement.

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