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YOUTH LEADERSHIP IN ENGLAND

A rapidly changing society and a decreasing sense of community have reduced opportunities for many youth to receive the support necessary to become self-sufficient. Youth development focuses on the whole person within his or her context and not simply on one issue or problem or one set of skills.

As a result, the outcomes of youth development are based on experiences and include complex dynamics, such as the development of character, citizenship, and leadership-things that cannot be taught didactically. This idea that some things cannot be taught but must be learned through experience is a key element of youth development. The goal of youth development is to foster the maturity of individuals through experiences with people and activities that are both challenging and supportive. Worldwide youth development problems are characteristic of young people in England.

Youth leadership is the involvement of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and decision making. For the most part, our culture places youth in powerless situations with no meaningful role other than as consumers. In addition, many adults do not understand that their role is not to mold participants in their programs but to provide tools and opportunities for youth to discover their unique spirit, genius, and public life [1]. This type of practice has not been modeled effectively, nor is it often valued. Well-intentioned adults often play the expert and re-create the power relations that keep youth in the role of consumer. If an adult is oriented toward serving as an expert, rather than facilitating the construction of knowledge, it does not seem likely that they will work effectively in partnership with youth. Furthermore, there is often a disconnect between efforts at youth leadership education and the needs of today's youth. Too frequently, didactic methods are employed to teach an assortment of skills related to leadership in isolation from an experience of real influence or without being cast within issues related to authentic youth concerns. The idea of

leadership as a developmental, lifelong trait that transcends day-to-day achievements has been replaced with a set of abilities. When this happens, we relegate leadership to a position of commodity to be displayed rather than as the unique state of mind and being it really is. It is true that the skills can be taught, but the accumulation of skills does not necessarily equal leadership. Leadership consists of skills, experiences, needs, and motivations and is a long and cumulative effort, not the single act of one individual who may serve as a catalyst for action. Although leadership typically resides in an individual, it is an effort far greater than the individual who fills the role. The cultivation of effective leadership requires the “calculated epiphany” that can occur through experiences that create the balance of challenge and support necessary to sustain influence. When programs do generate leadership experiences to complement skill building, it is often hard to find the balance between actively engaging youth at their experience level and overwhelm-ing them with too much responsibility. This difficult balance, what L. Vygotsky would have called an incorrect assessment of the zone of proximal development for youth leaders, can result in either youth with artificial status and no real power or youth burdened by responsibility that has no context within their former experience. As youth leaders struggle with these issues, reliance on adults can result in a lessened commitment and accountability from youth or the imposition of agendas from the adults. Finding that balance is more difficult than most experts in youth development initially imagined and embroils us in debates over what we are fostering-youth empowerment or youth partnership with adults. Youth empowerment suggests handing both the power and responsibility completely to youth, who are often unprepared for its reality. This autonomy is often nothing more than abandonment by adults who are unsure how to partner effectively with young leaders.

This becomes even more complicated when we consider the short leadership cycles in most youth groups, with the result being a loss of organizational capital (goal momentum and institutional memory). The continuous change in leadership, often on an annual basis, leads to a duplication of past projects and problems without the advantage of experience. Without the advantage of experience (which clearly benefits leadership), a strong new leader, armed with the skills of leadership and emerging talents, can easily succumb to the tendency to allow everything to be handled and executed by a small number of people. Not only is this

discouraging to the group members (the other youth one hopes to lead), but it can also lead to a vacuum at the top when the leadership changes. The end result is a weakening of the capacity of youth leadership to sustain itself. Our failure to conceptualize youth leaders outside an adult model of leadership is further evident in our selection processes for youth leaders. Do youth leaders represent their constituencies or the adults who empower them? «High-achieving», middle-class youth are often overrepresented among youth leaders, even in the leadership of groups intended to focus on at-risk youth. Often, successful youth organizations are elite driven, as they attract into leadership involved and achieving youth, who typically come from the more educated and included groups and reflect only a small segment of the total youth population. Should we not be worried about the gap between the youth affected by decisions being made and the youth making those decisions? Of course, the issue of who gets to lead illustrates the broader challenges in developing or expanding effective programs for youth. Here, a different elitism, not tied to talent or ability but to who has access, has emerged. To have the opportunity of youth leadership, one must first participate, and the reality is that programs must be attractive and relevant to target audiences. In addition, in come race, and gender influence who participates, and youth from low income communities-rural or urban-are least likely to be offered consistent support or a wide array of opportunities [2].

UK Youth Parliament enables young people to use their energy and passion to change the world for the better. The Young Leaders Collective is a new group of young people working to advance leadership within social action. The group, which is facilitated by the British Youth Council, will learn to how to deliver and lead others to carry out social action effectively and they'll get the opportunity to connect with a network of other young social action leaders, all dedicated to making a difference on the issues that matter to them [3].

Leadership is one potential outcome of youth development, and positive develop-mental opportunities can help aspiring leaders to gain the experience that will propel them toward becoming exceptional leaders, just as historically we recognized the importance of apprenticeships in the preparation of journeymen and masters.

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ЛІДЕРСЬКОГО ПОТЕНЦІАЛУ У МАЙБУТНІХ ВИКЛАДАЧІВ ВИЩОЇ ШКОЛИ

Проблеми формування майбутніх викладачів вищої школи як харизматичних лідерів – це один з пріоритетних напрямків виховання національної гуманітарно-технічної еліти, тому що викладач вищої школи повинен бути організатором, керівником студентського колективу. Ми можемо констатувати суттєве зростання інтересу до проблеми розвитку лідерського потенціалу у майбутніх викладачів вищої школи. Це зумовлено низкою чинників, серед яких одним із визначальних є світова тенденція переходу від індустріальної моделі розвитку до інформаційної, що викликає зміни у цілях, змісті, і відповідно, у функціях та завданнях діяльності сучасного викладача вищої школи. Ефективність інноваційної педагогічної діяльності неможлива без фахівців, які мають сформований лідерський потенціал, що, у свою чергу, спричиняє вимоги до особистості майбутнього педагога, стосовно прояву лідерства в когнітивній, інтелектуальній сферах, а також у сфері ділового спілкування. Актуальність цієї теми підтверджується багаторічними дослідженнями науковців кафедри ППУСС ім. акад. І. А. Зязюна О. Романовського [1], Т. Гури, І. Ріпка [2] та ін.

Педагогічна діяльність зобов'язує майбутнього викладача вищої школи виявляти та розвивати власний лідерський потенціал, щоб у майбутньому готувати студентів-лідерів. Гуманітарний цикл предметів