

professor of department of pedagogy and psychology of social systems management, National Technical University "KhPI", doctor of sciences in public administration, full professor (Ukraine, Kharkiv)

Leadership in education as a synergy discipline in training applicants for education

At the present stage, leadership as a pedagogical problem is studied in the works by Ukrainian and foreign scientists. Among the national researchers are D. Zerbino, N. Marahovska, O. Makovskyi, V. Mykhailychenko, N. Mukan, S. Nestulia, O. Romanovsky, N. Semchenko, O. Khmyzova, A. Cherkashyn, et al.

Among foreign leadership and pedagogical leadership researchers, C. James, J. Evans, M. Connolly, T. Mitchell, M. Fertig, G. Hucken, R. House, et al. should be mentioned.

The education content should ensure a system of knowledge, abilities, and skills in creative professional activities [1, c. 120]. In foreign researchers' opinion, "educational leadership is an influence action on others at education institution for attaining goals, which requires certain actions. When personalities who bear delegated responsibility act in relation to this responsibility, they are leaders" [2]. A leader's personality is formed mainly as a result of their own labor and effort, and the whole period of their training at a higher education institution should be linked with their permanent active cognitive activity aimed not only at knowledge acquisition, but also at its creative use in their future professional activities. Organizing and managing this process is the principal task for academic personnel of a higher education institution (HEI) [1, c. 122].

The authors share the scientists' opinion that the principal general features of Ukrainian and foreign culture concerning leader teaching is that teachers enhance a student's individual development, understand the decision-making process, have mastered the principles of psychology and sociology, consulting methods, value a student's individual features, believe in every student's dignity and development of their potential. And this applies to many disciplines, which, at first sight, do not seem to be directly linked with leadership.

In the course of their training in specialty 011 – Educational, pedagogical sciences by the program of "Educational, pedagogical sciences", the applicants for the third level of higher education (a philosophy doctor) acquire knowledge in the training subjects linked with future activities, in particular such as:

- World-view and socio-cultural foundations of science-and-technical activity;
- Foreign language for communication in the academic environment;
- Scientific outcomes presenting;
- Information technologies in pedagogical and scientific activities;
- The methods and methodology of a pedagogic research;
- Leadership in education;
- Didactics and pedagogical innovations;
- Scientific foundations of higher professional education and future specialists training.

The training course is completed by pedagogical internship.

The analysis of competencies and outcomes of the disciplines teaching has enabled the authors to state that all of them have common teaching outcomes which to a greater extent are focused on the "Leadership in education" discipline, namely:

- the ability of applying abstract thinking, analysis and synthesis for generating ideas, views, theories in scientific research and pedagogy;
- the ability of planning and productively organizing the teacher's and the applicants' for education activity for carrying out research work, attaining science-and-professional goals and self-improvement;
- the ability of developing and substantiating the choice of forms, methods, technologies of personality training and educating, with taking into account the current challenges, up-to-date educational strategies, and the capability of applying them in practice;
- readiness for perceiving a teacher's role as that of a leader who successfully teaches and actively disseminates their own science-and-pedagogic experience, is capable of organizing and carrying out educational and scientific events, to participate in meetings, professional associations.

Indeed, the leadership component of the third level of higher education training system (a philosophy doctor) not only is a significant component in their professional formation, but also the very uniting factor for all the disciplines that are taught, on the crossroads of which the synergy effect is achieved – the formation of a future professional, a bearer of leader's educational traits.

The authors hope that the implementation of reforms of higher education of Ukraine in applicants' training will foster development of a new generation of teachers as well. For the teachers' leading position in the education process will positively influence not only the quality and efficiency of the applicants' results in learning, but also their attitude to further self-improvement, self-education in future, which will support them in training for life that is one of the key indicators of human development level.

References

1. Romanovsky A.G., Mykhailychenko V.E., Gren L.N. (2018). The pedagogy of leadership: a monograph. Kharkiv: NTU "KhPI". (500 p.)
2. Michael Connolly, Chris James, Michael Fertig. The difference between educational management and educational leadership and the importance of educational responsibility Educational Management Administration & Leadership, December 2017. URL: <https://journals.sagepub.com/doi/abs/10.1177/1741143217745880>

БІДА Олена Анатоліївна

завідувач кафедри педагогіки та психології, Закарпатський угорський інститут ім. Ференца Ракоці II, д.пед.н., проф. (Україна, м. Берегово);

ОРОС Ільдико Імріївна

доцент кафедри педагогіки і психології, президент ЗУІ, Закарпатський угорський інституту ім. Ференца Ракоці II, доктор філософії (Україна, м. Берегово);

ЧИЧУК Антоніна Петрівна

професор кафедри педагогіки і психології, Закарпатський угорський інституту ім. Ференца Ракоці II, д.пед.н., доц. (Україна, м. Берегово)

Важливий фактор успішності професійної діяльності фахівців – формування лідерських якостей