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Leadership as one of the main conditions for the formation of organizational culture of future higher education teachers

Since primitive times, every tribe, every group of people had a leader, that is, a person who had the greatest authority in the tribe, was universally respected and was usually the oldest in the tribe. Throughout the existence of mankind, the development of society, and the development of relationships between people, the approach to defining a "leader", the leader of a particular social environment, has changed somewhat, namely, such a characteristic of a "leader" as age has been excluded. It is natural and commonplace that every tribe, every group of people has its own rules, norms, prohibitions and traditions. It is the existence of traditions, social values, rules, and prohibitions in each tribe or group of people that distinguish one group of people from another.

In our opinion, the definition of a leader given by R. Aliyeva is quite successful: "A leader is someone who, walking ahead, shows the way to his fellow travelers" [1, p. 113].

In the modern world, each social group has its own leader, who is characterized by such qualities that can be considered primordial and basic – authority and universal respect.

O. Romanovski believes that a true leader can be a person who enjoys the trust of his/her team, demonstrates the ability to quickly adapt to changes, has strategic innovative and adaptive thinking, faith in himself/herself and the team, has charismatic abilities and willpower [2, p. 65].

Nowadays, it is difficult to imagine a person who does not have a higher education, a person who has not lived through student years, has not participated in the life of a higher education institution. A characteristic feature of such people is that while studying in higher education institutions they all adhered to certain rules, norms of behavior, values, traditions, had their own style, formed and contributed to the development of organizational culture.

Organizational culture is inherent in every group, every cell of society, every educational environment and has both common and distinctive features. One common feature of organizational culture in every cell of society is the creation of the image and competitiveness of this group.

The organizational culture of students has its own peculiarities, in particular: it exists in the educational environment, has a relatively rapid change in the composition of participants, has a relatively rapid life cycle, but at the same time is a permanent phenomenon.

O. Tesalovska believes that: "organizational culture acts as a powerful strategic tool that allows to orient students and university staff to a common goal, mobilize students' initiative, and facilitate communication" [3].

To ensure the proper and high-quality formation of the organizational culture of future teachers of a higher education institution, it is extremely important to have a person who is able to mobilize resources, be a role model and comprehensively promote the development of organizational culture, that is, the presence of a leader.

Leadership is one of the main reasons, and it can be considered the main reason, for the formation of the organizational culture of future teachers of higher education institutions, since it is through leadership, through the leader of a certain cell of students of a particular higher education institution, that the unity and development of organizational culture is ensured. It is the leader who is responsible for ensuring that the structural elements of organizational culture are observed and developed. In each higher education institution there are several different student groups with their own specific values, attitudes to learning, life and development, and each of these groups has its own leader. In this case, the main condition for the activity of such groups of people is the presence of unity to achieve certain goals, because each such group may have its own organizational culture, which may differ slightly from each other, but the main goal should be to form a common organizational culture of the higher education institution, because the organizational culture of the higher education institution and the organizational culture of future teachers complement and depend on each other. Therefore, it is the leader of each student organization who must ensure such unity to achieve a common goal.

A characteristic feature of leadership is that this phenomenon also has its own specific life cycle, as does the organizational culture of future teachers. And this life cycle is designed for the period of study, during which the leader and the number of students are unchanged (mostly) and can be 4 years for bachelor's degree, 1.5-2 years for master's degree, and 4 years for postgraduate degree. Throughout this period, leadership has its beginning, development and end. But at the same time, the main elements of the "previous" leadership are transferred to the "next" leadership, which arises in the same educational environment and ensures the continuity of the organizational culture of both future teachers and higher education institutions.

It is very important for a future teacher to be not only a professional, but also a leader, a certain authority for students, who can also be a personal example for many students. That is why the development of leadership in the process of forming the organizational culture of future teachers is a very important element that can ensure the proper development of the organizational culture of future teachers (in particular, to maintain the prestige of the teaching profession) and develop one of the main qualities of future teachers in their professional activities, namely, being a leader and a role model for students.

That is why, in our opinion, leadership is one of the main conditions for the formation of the organizational culture of future higher education teachers, since the

presence of leadership contributes not only to the formation of professional qualities of future teachers, but also creates a competitive environment that leads to the active formation, development and improvement of the organizational culture of future teachers.

References

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Priority education and cultivation of charismatic leaders among national humanities and technological elite

In today's era of globalization and information, the development of a country relies on leaders with comprehensive qualities. Humanities and technology are two indispensable fields that intertwine and collectively drive social progress. Cultivating charismatic leaders in Higher Education is crucial for nurturing national humanities and technology elites. As institutions of higher education, it is an important task to prioritize the education and development of charismatic leaders as national humanities and technology elites. It holds significant implications for achieving sustainable national development and overall progress. This article explores the