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Adaptation of foreign leadership development models to leadership qualities formation of future psychologists in high schools of Ukraine

The issue of leadership development in the student environment is quite relevant both in our country and in foreign countries.

Leadership is the process by which individuals and groups understand the perspective of the larger group process system and strive to work together for positive change. The researchers believe that “as leadership research evolves, it is critical to consider adult development; in particular, the development of student leadership” [4]. Thus, Helen and Alexander Estin, together with colleagues from the Higher Education Research Institute (HERI), seeking to produce a "new generation of leaders", in 1992 worked on the creation of a model for the development of social change, which classifies all students as potential leaders. Their model became a challenge in solving the problem of combining the theories of industrial leadership with the development of leadership of college students. Five leadership practices needed in the model [3] were proposed:

- individual leadership (it is fundamental for practices at the level of a group and society, related to the concept of self-awareness, which means knowing and observing one's attitude, beliefs and emotions);

- inclusive leadership (classifies all students as potential leaders and considers education as the main means of developing leadership potential. Inclusive leadership means being aware of and understanding the different perspectives of others and going the extra mile in helping to develop other group members. Empowerment leadership is characterized by a group environment where participants remove barriers to development);

- congruent leadership (the value of congruence can be defined as agreement between one's beliefs and actions or consistency and authenticity in relation to others);

- commitment leadership (investing yourself in an activity or idea and "the energy that motivates collective efforts" [2, p. 6];

– ethical leadership (congruence between behavior and values and knowledge of ethical decision-making).

Working on a campus or community project, students can study and practice the seven interrelated values of social change grouped into models (individual, empowerment, congruence, and commitment; group values of cooperation, common purpose, and public debate; social value of citizenship).

We agree with the scientists' opinion that "student age, like any other stage of a person's life cycle, has its unique specificity: the period from 16 to 22-23 years is determined by the direction in the way of thinking of a person and in his character, one of the most sensitive periods, which is characterized by the highest degree of perception of social and professional experience, the rise of memory, attention, thinking. Therefore, this age is favorable for the formation of leadership qualities of the future bachelor [1, p. 16]. According to Kevin Meaney, "for traditional age undergraduate students, these experiences may include participation in leader development experiences for various lengths of time and with varying foci (e.g. week-long intensive program for leaders of student organizations, one-day workshops, semester-long modelbased programs, academic and honors classes). In the postsecondary setting, where education is the principal purpose, it is particularly important to study useful interventions and experiences that contribute to students' intellectual and personal development" [3, p.16].

Adapting the experience of foreign colleagues to the domestic realities of the formation and development of leadership among students, in particular future psychologists in institutions of higher education, we can state such types of work as: conducting trainings on the formation and development of leadership qualities; drawing up and introducing into the educational process intensive weekly programs for group leaders and leaders of student self-government; conducting seminars and round tables with the participation of educational leaders and leaders of city organizations; develop semester-long leadership development programs and supplement existing programs with topics that address the role of leaders during martial law.

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