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Leadership training in chinese universities

To fulfill the mission of universities to educate future leaders, to contribute to the promising broad training of a reserve of leaders to work in government and public positions in China, adapt and meet the growing needs of students in leadership training, and effectively conduct leadership training for students, a lot of work is being done at universities in China.

Leadership education for university students is organized in two ways: one way is for all students, and the second way is the Leadership Upbringing Program for student leaders holding leadership positions in the student government or students who are members of the Communist Party of China, those students who meet certain qualification requirements, such as excellent students (students who have received excellent academic titles, scholarships, etc.), recognized, approved, and recommended by the administration, party organization, and student government of the university.

There are also educational programs on leadership. One of them is the “open and self-selecting” model, that is, the university creates leadership education programs open to all students, including elective leadership courses that include internships, and other training programs. Students can voluntarily choose such programs. Another model is one in which centralized or decentralized leadership training is seen as an integral part of university education. Students take a leadership test in their first year, after which a planned leadership development program begins, which lasts until the end of their study at the university.

Contents, ways and methods of teaching leadership to Chinese students.

First, leadership education for Chinese students is based on the value dimension. Values refer to people’s general or systematic views about the meaning of objective things around them, including people and things. Ideals and beliefs are the highest expression of subjective values and an important part of a worldview. Certain values determine people’s attitudes, opinions and behavioral orientations, as well as evaluation criteria. Good values are the core and soul of leaders. Leaders themselves must not only set the right values for themselves, but also must influence the values of their subordinates and followers. The values of a good leader are ideals and beliefs, patriotism, sense of social responsibility, integrity and honesty, honor and trust, teamwork, awareness of public service, etc. Leadership education for students is based on high correct values.

To learn and improve students' leadership skills, they are provided by a platform with various formal courses offered by the university. Students are taught theoretical knowledge in the field of leadership and gain interactive experience under the guidance of teachers through relevant leadership courses to enhance their knowledge, improve their cognitive level and gain experience in leadership behavior. Titles and content of these courses typically include: "Introduction to Leadership", "Foundational Knowledge of Leadership", "Leadership Assessment", "Leadership Thinking", "Leadership Ethics", "Leadership and Civic Responsibility", "Leadership Studies", "Leadership Paradigm and Strategy", "Leadership Training", "Women's Leadership", "Cross-Cultural Leadership", "Leadership Behavior", "Leadership Skills", etc.

Second, leadership education for Chinese students is organized through public courses (core courses or general courses) on history, values and legal concepts, civic and social responsibility, methods of responsible thinking, and the wisdom of leadership decisions. The current two-course education in China, that is, the theory of the Communist Party of China, modern history of China, ideological, moral education and legal foundations, as well as courses in current politics and ideological education, are important ways to carry out such education. Other types of educational institutions also have their own public courses that are also well integrated and used for leadership training.

Third, leadership education for Chinese students is implemented through the penetration program, that is, the penetration of leadership education into the education and teaching of various professional disciplines. Moral education in this form has long been widespread in China, and now leadership training is increasingly expanding in this way. For example, in literature, history, philosophy, social sciences, natural sciences and engineering, both the professional characteristics of candidates and their leadership qualities are considered to build academic teams, select leaders, and teams' participants.

Chinese Ministry of Education has adopted "The Plan for Higher Engineering Education and Training". This training plan is actually a strategic plan to develop future leaders in the professional engineering field. The implementation of this plan represents an excellent strategic opportunity for universities to train students in leadership in science and technology. to truly realize the educational goal of the plan and develop a large number of excellent engineers for the future. Only with the help and in combination with leadership training projects for university students better results can be achieved because an excellent engineer must be an excellent leader and must have a strong sense of social responsibility, innovative ability, and team leadership, not just strong practical abilities.

The methods and techniques for teaching student leadership described in this article are based on the purpose model. At the initial stage, the understanding of student leadership education by all parties is not uniform, and such conditions are not fully met in terms of institutional mechanisms. Thus, universities can start working at the local level or select some aspects of it for research practice. In a word, leadership training for university students is a very important innovation in China. Although it is currently just a young tree, if it receives enough sunlight, rain and more care from people, it will definitely grow into a tall tree.

References

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Особистісний підхід у формуванні професійної спрямованості майбутніх фахівців освітніх, педагогічних наук

Одним із важливих завдань вищої школи на сьогодні залишається підготовка висококваліфікованих, конкурентноспроможних, соціально активних фахівців у сфері освіти. Якісна професійна підготовка фахівців освітніх, педагогічних наук передбачає формування у них професійної спрямованості, що може бути ефективним і дієвим тільки за умови урахування індивідуальних потреб кожного здобувача освіти.

Тому метою тез є аналіз застосування особистісного підходу у формуванні професійної спрямованості майбутніх фахівців освітніх, педагогічних наук.

В Українському педагогічному словнику С. Гончаренка поняття особистісного підходу розглядається «як послідовне ставлення педагога до вихованця як до особистості, як до самосвідомого відповідального суб'єкта власного розвитку і як до суб'єкта виховної взаємодії. Це базова цінність, орієнтація педагога, яка визначає його позицію у взаємодії з кожною дитиною й колективом. Сучасне розуміння особистісного підходу (або особистісно-центрованого підходу) визначили в 60-ті роки ХХ ст. представники напряму гуманістичної психології (К. Роджерс, А. Маслоу, Р. Мей, та інші), які твердили, що повноцінне виховання можливе лише в тому разі, коли заклад освіти служитиме лабораторією для відкриття унікального «Я» кожного індивіда та передбачає допомогу вихованцеві в усвідомленні себе особистістю, у виявленні, розкритті своїх можливостей, становленні самосвідомості, у здійсненні особистісно значущих і суспільно прийнятих самовизначення, самореалізації та самоствердження» [1, с. 273].

Таким чином, особистісний підхід до формування професійної спрямованості, розглядаємо як тісну взаємодію, співпрацю викладача й майбутніх фахівців освітніх, педагогічних наук, яка спрямована на максимальний розвиток студентів, усвідомлення ними свого педагогічного призначення та кар'єрного шляху в освіті. Важливими завданнями викладача