

## EDUCATION AND PEDAGOGY

DOI <https://doi.org/10.51647/kelm.2022.4.1>

### PSYCHOLOGICZNO-PEDAGOGICZNE UWARUNKOWANIA KSZTAŁTOWANIA SIĘ CECH PRZYWÓDCZYCH U STUDENTÓW INSTYTUCJI SZKOLNICTWA WYŻSZEGO O SPECJALNOŚCI PSYCHOLOGIA

*Lyudmila Aleksieienko-Lemovska*  
kandydat nauk pedagogicznych, docent,  
profesor Katedry Turystyki i Zarządzania Edukacyjnego  
Międzynarodowego Uniwersytetu Europejskiego (Kijów, Ukraina)  
ORCID ID: 0000-0001-5391-0719  
[al-lem17@ukr.net](mailto:al-lem17@ukr.net)

**Adnotacja.** W artykule określono psychologiczno-pedagogiczne uwarunkowania kształtowania się cech przywódczych u studentów specjalności Psychologia, specyfikę organizacji procesu edukacyjnego instytucji szkolnictwa wyższego. Ujawniono cechy przywódcze współczesnego specjalisty: ogólnozawodowe, kreatywne, społeczno-psychologiczne, społeczno-komunikacyjne. Podkreślono elementy określające osobowość lidera. Główne cechy osobowości przyszłego specjalisty są skonstruowane przez komponenty: komunikatywne, organizacyjne, gnostyczne i konstruktywne. Przywództwo jest uważane za rodzaj wewnętrznego stanu osoby głęboko zmotywowanej, mającej na celu osiągnięcie sukcesu, pewnej swoich decyzji, celowej w działalności zawodowej. Cechy przywódcze jednostki są definiowane jako bezpośredni warunek realizacji przywództwa. Podstawą rozwoju metodyki kształtowania cech przywódczych na podstawie osobistej odpowiedzialności są podejścia oparte na aktywności, zorientowane na osobowość, aksjologiczne, systemowe, kompetencyjne, zasada rozwoju. Przedstawiono rodzaje technologii, które są najskuteczniej wykorzystywane do rozwoju osobistego. W kwestii formułowania cech przywódczych uzasadniona jest potrzeba uwzględnienia cech środowiska społecznego, specyfiki działalności zawodowej i wyzwań stojących przed przyszłymi specjalistami z branży.

**Słowa kluczowe:** cechy przywódcze, uwarunkowania psychologiczno-pedagogiczne, studenci, proces edukacyjny, instytucja szkolnictwa wyższego.

### PSYCHOLOGICAL AND PEDAGOGIC CONDITIONS FOR THE FORMATION OF LEADERSHIP QUALITIES IN STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS MAJORING IN PSYCHOLOGY

*Lyudmila Aleksieienko-Lemovska*  
Candidate of Pedagogic Sciences, Associate Professor,  
Professor at the Department of Tourism and Educational Technologies  
International European University (Kyiv, Ukraine)  
ORCID ID: 0000-0001-5391-0719  
[al-lem17@ukr.net](mailto:al-lem17@ukr.net)

**Abstract.** The article identifies psychological and pedagogic conditions for the formation of leadership qualities in students majoring in Psychology, and specifics of organization of the educational process of the higher educational institution. Leadership qualities of a modern specialist are described: general professional, creative, socio-psychological, socio-communicative. The components that define a leader are highlighted. The main personality traits of the future specialist are structured by components: communicative, organizational, gnostic, and constructive. The leadership is considered to be a internal state of a motivated person, aimed at achieving success, confident in decisions, purposeful in professional activities. Leadership qualities of an individual are defined as a direct condition for the realization of leadership. Development of the methodology for the formation of leadership qualities on the basis of personal responsibility is based on activity, person-oriented, axiological, system, and competence approaches, the principle of development. The types of technologies that are most effectively used for personal development are presented.

**Key words:** leadership qualities, psychological and pedagogic conditions, students, educational process, higher educational institution.

## ПСИХОЛОГО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ЛІДЕРСЬКИХ ЯКОСТЕЙ У СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ СПЕЦІАЛЬНОСТІ ПСИХОЛОГІЯ

*Людмила Алексєнко-Лемовська*

*кандидат педагогічних наук, доцент,*

*професор кафедри туризму та освітнього менеджменту  
Міжнародного європейського університету (Київ, Україна)*

*ORCID ID: 0000-0001-5391-0719*

*al-lem17@ukr.net*

**Анотація.** У статті визначено психолого-педагогічні умови формування лідерських якостей у студентів спеціальності Психологія, специфіку організації освітнього процесу закладу вищої освіти. Розкриваються лідерські якості сучасного фахівця: загально-професійні, творчі, соціально-психологічні, соціально-комунікативні. Виділено компоненти, що визначають особистість лідера. Основні риси особистості майбутнього фахівця структуровані компонентами: комунікативним, організаторським, гностичним і конструктивним. Лідерство вважається певним внутрішнім станом глибоко мотивованої людини, націленої на досягнення успіху, впевненої у своїх рішеннях, цілеспрямованої у професійній діяльності. Лідерські якості особистості визначаються як безпосередня умова реалізації лідерства. В основу розробки методики формування лідерських якостей на засадах особистісної відповідальності покладено діяльнісний, особистісно-орієнтований, аксіологічний, системний, компетентнісний підходи, принцип розвитку. Представлено види технологій, що найбільш ефективно використовуються з метою особистісного розвитку. У питанні формування лідерських якостей обґрунтовано необхідність врахування особливостей соціального середовища, специфіки професійної діяльності та викликів, що постають перед майбутніми фахівцями галузі.

**Ключові слова:** лідерські якості, психолого-педагогічні умови, студенти, освітній процес, заклад вищої освіти.

**Introduction.** Socio-psychological transformations taking place in modern society necessitate changes in various spheres of human life. Development of the society depends on professionals who have a non-standard thinking, have a creative imagination, show leadership qualities, and are able to take responsibility for timely solution of socio-psychological problems. In this regard, educational resources of higher educational institutions are used for the formation of leadership qualities of students. Psychologist as a person, whose actions ensure the orderliness and efficiency of all internal processes of the system working in a changing environment, plays a key role in the success of the organization. Since leadership is the highest form of skill of a specialist, in order to acquire professional competence, a psychologist must have highly developed leadership qualities. That is why students majoring in Psychology need the formation of leadership qualities already while studying in a higher educational institution, in order to develop and improve them during their professional activities.

Various aspects of leadership have been studied by scientists: J. Adair, B. Bass, W. Bennis, R. Boiatsis, K. Voronina, D. Goulman, T. Hura, R. Daft, E. Makki, V. Miliiaeva, A. Mitlosh, O. Romanovskyi, R. Stogdill, G. Yukl and others. Scientists reveal the essence of the phenomenon of leadership, determine the characteristics of leadership qualities of a modern specialist. Thus, B. Bass of argues that leadership is a universal phenomenon, and in social movements leadership plays an important, role, and therefore it is an important subject of study (Bass, 2005). W. Bennis emphasized that one is not born a leader, but becomes a leader (Bennis, 2009). Numerous concepts of leadership define main approaches: in terms of leadership qualities, which confirms the presence of certain unique personal traits received from birth, as well as a certain level of intelligence and education, self-confidence, proactivity; from the standpoint of defining leadership behavior, which states that leadership qualities can be successfully developed; the situational approach is emphasized, which takes into account the specific situation that defines the effectiveness of leadership, but the personal qualities and behavior of the leader are also important factors (Mitlosh, 2007).

Each of the theories emphasizes the leader's mastery of certain personal qualities. Thus, K. Voronina in her research determines the levels of leadership skills and identifies certain aspects: leadership as an action and behavior, and leadership as a tool to achieve results and goals (Voronina, 2009). S. Kalashnikova describes leadership as a center of group interests, it is an art of reaching agreement, as well as a tool for achieving goals and results desired (Kalashnikova, 2010). According to V. Miliiaeva, one of the most effective ways is the implementation of leadership principles in the structure of professional competence (Miliaeva, 2017). The term "leadership" reveals domination and subordination, influence and following within the system of interpersonal relations in the group; the theory of leadership roles considers the role of the leader as a "socio-emotional specialist" who solves the problems arising in interpersonal relations (Shapar, 2007). Researchers define leadership qualities as relatively stable and interconnected formations of personal characteristics, combined into cognitive-emotional, moral-volitional, social-communicative and individual-paradoxical spheres (Romanovskyi, 2017). D. Goulman, E. Makki, R. Boiatsis emphasize that leadership always has an emotional basis, and the components of emotional intelligence (confidence, self-awareness and empathy) allow leaders to formulate a meaningful common goal (Goulman, Makki, Boiatsis, 2019). J. Adair defines their "reference set" of leadership qualities: enthusiasm, integrity, self-confidence, resilience, justice, kindness, modesty (Adair, 2007). G. Yukl defines the following leadership qualities of a modern specialist:

integrity, energy, resistance to stress, self-confidence, internal locus of control, emotional maturity, motivation to power, orientation towards achieving success, need for affiliation (Yukl, 2012).

Thus, based on the analysis of the literature, we can define that leadership is considered to be a certain internal state of a deeply motivated person, aimed at achieving success, confident in their decisions, purposeful in their professional activities. Leadership qualities of an individual are defined as a direct condition for the realization of leadership.

**Main part.** Main part. The purpose of the article is to determine psychological and pedagogic conditions for formation of leadership qualities in students majoring in Psychology. The task is to reveal the leadership qualities of a modern specialist; identify the components that determine the leader; find out the peculiarities of the educational process; determine groups of conditions and types of technologies that can be used for personal development with the best efficiency.

**Materials and methods.** The following theoretical research methods were used to solve certain problems: systematic analysis, comparison, systematization, classification and generalization of scientific and methodological literature; method of systematic analysis of psychological-pedagogical literature, interpretation of key provisions of the study. The methodological basis of the research is developed based on taking into account the provisions of functional-activity, axiological, universal, personality-activity approaches.

**Results and Discussion.** Conditions of modern life present the Ukrainian system of professional education with the task of modernization, functioning in accordance with an innovative route of development. Readiness for changes, mobility, ability to perform non-standard actions, responsibility and independence are characteristics of the successful professional in the field. The possibility of successful implementation of this task requires improvement of the professional training of future psychologists at the stage of their study in a higher educational institution.

Analysis of scientific research and requirements for the level of professional training of future specialists allowed us to identify the main qualities of the person and structure them by four components:

- Communicative component is communicative compatibility, ease and confidence in communication, psychological contact; ability to conduct a dialogue with subjects of professional communication; flexibility in mastering new roles in the group, kindness in communication; social and communicative individuality.
- Organizational component is openness; self-management; motivated activity; proactivity in creating a barrier-free environment; authoritarianism; tolerance; reflexivity.
- Gnostic component is the general culture of the individual; critical thinking; independence in learning new things; ability to find and vary new knowledge; ability to generalize professional and social experience; cognitive activity; information culture.
- Constructive component is a sensitivity to changes; ability to design one's own activities taking into account professional standards; ability to correct own actions and behavior; ability to search and choose alternatives; purposefulness and perseverance in construction of professional activity; ability to design a barrier-free space; pluralism, etc.

Comparative analysis of scientific research on leadership allowed us to highlight the leadership qualities of a modern specialist: future-oriented outlook and strategic goal setting; creativity and sensitivity to changes; purposefulness and ability to learn "throughout life"; determination and organizational insight; general and social proactivity; charisma and willingness to cooperate. Let's reveal the essence thereof.

A future-oriented outlook and strategic goal setting: this quality allows one to create an image of a new, not yet realized future, and present it to the followers.

Sensitivity to changes and creativity allows an opportunity to choose the most optimal solution for each situation; involves reasonable risk, readiness to overcome obstacles, internal motivation, readiness to oppose the opinion of others.

Purposefulness and ability to learn "throughout life" implies orientation to the result and ability to choose different routes to achieve it. It allows the person to choose different ways to reach their goal while always keeping it in mind.

Charisma and willingness to cooperate: this quality of a leader implies a clear awareness of one's own goals, courage of desires, openness of self-expression, an incredible charge of energy that spreads to others, controlled or unconscious ability to influence others.

Determination and organizational insight: ability to foresee and competently manage events, plan and carefully consider all future measures, ability to bring the work process to perfection, to organize it so that it becomes maximally effective with a minimum of invested effort.

General and social proactivity: this quality implies that the one's life does not depend on the surrounding environment, the state, beloved persons, but is a direct consequence of certain decisions and choices, and for this purpose the leader must hold the initiative.

Let's consider the peculiarities of formation of leadership qualities in students of higher education institution majoring in Psychology. It is important for a future psychologist to possess universal, professional and personal values, to be endowed with high moral and spiritual virtues, to love the chosen profession truly, to improve themselves and self-develop. A person must be the highest value in the value-meaning hierarchy of a specialist.

To achieve the real goals of higher education, it is helpful to involve the students in such educational activities, in which the leadership abilities can be manifested and developed to the maximum extent. As research shows,

ideas about leadership are formed more on the basis of personal experience (inclusion in leadership or observation of other leaders) than, for example, under the influence of social conditions; so the image of leadership is often stereotypical. Therefore, formation of leadership qualities of future psychologists requires creation of appropriate favorable conditions, directing the students' activities towards the development of motivation to be a leader, expanding knowledge about leadership in professional activities, developing and including leadership skills in one's own psychological and pedagogic toolkit, maintaining a stable leadership position even under the influence of negative life events.

Thus, the following provisions should be the basis for the formation of leadership qualities of future psychologists:

- leadership qualities should be formed while preparing students for future professional activities throughout the entire period of their studies;
- a necessary prerequisite for personal and professional development is the humanistic orientation of the process of preparing students for future professional activity;
- use of innovative forms and methods, learning technologies, which is a prerequisite for the development of creativity, proactivity and self-dependence;
- a definitive trend of preparation for future professional activity is the integration of scientific-theoretical, practical and value spheres of students' activity.

Preparation of future psychologists for the formation of leadership qualities requires such completed components as a knowledge base, a system of actions and values that ensure their practical implementation, namely: theoretical component, organizational and practical component, and value-oriented component.

The theoretical component consists of the unity of methodological, theoretical and technological knowledge that integrates special (professional) knowledge and the ability to use it when solving professional tasks. It is manifested in the following indicators: awareness of leadership theories, manifestation of leadership qualities, and factors affecting the formation of leadership qualities; awareness of the essence of the concept of leadership qualities, their indicators and features of manifestation. The organizational and practical component includes the presence of an educational environment, which allows formation of leadership qualities based on the features of their manifestation; ability to control, adjust and use the factors affecting the implementation of personal leadership qualities; ability to find and effectively operate forms and methods in future professional activities and leadership positions. It provides students with the ability to forecast, plan and design their own activities, choose behavior, make decisions, predict their consequences and bear responsibility. The value-oriented component involves the formation of values and meanings as one of the most important socio-psychological mechanisms for the formation of relationships among students, their attitude to life and their place in it, spiritual freedom.

The system for the development of leadership qualities of students of higher educational institutions provides for the creation of both an appropriate developmental environment (special psychological and pedagogic influences, group interaction in course of training, organization of socially significant activities of students), and a set of tools aimed at the development of motivation for self-understanding and self-improvement, self-development of responsibility as an integral personal quality that is system-forming in regard to leadership.

In the integral educational process, the following structural components are distinguished: personal component as a collective subject of the process of interaction of the educational process participants; target component, which is determined by the requirements for the personality and activities of a professional, contained in the model of a specialist, qualifications description, state educational standard, etc.; content component, that includes what is to be learned by students in order to realize the given educational goals; operational and activity component (technologies, forms, methods), which is implementation of educational goals and tasks, carried out through interaction using certain methods, techniques, learning technologies and organizational forms; psychological and pedagogic conditions as a component of the learning process.

To arrange in a higher educational institution an efficient educational process, it is necessary to create motivational (formation in the student of the motivation for active educational and cognitive activities, presentation of achievements), content (development of educational and program documentation, didactic materials, methodical manuals) and organizational (time framework and mode of study, organizational structure of the educational process, implementations of active forms and methods of study) conditions.

Reflective component also plays an important role in the educational process. Summarizing the results of each stage of training is necessary not only for evaluating its effectiveness, but also for the development of reflection and introspection, as well as for the formation of the need for self-improvement.

Relying on the achievements of social philosophy, philosophy of education, sociology, cultural studies, psychology and pedagogy, the modern system of domestic higher education should focus on creating optimal conditions for the formation of a harmoniously and comprehensively developed personality of a competent specialist, who thinks creatively, is capable of self-improvement and self-realization, has a sense of responsibility, civic self-awareness and activity; create conditions for realizing the personal potential in order to optimize social life, stimulate the development need to serve the society and develop leadership qualities.

The social and educational conditions of the educational process, which can contribute to the formation of students' leadership qualities, should be used in the higher school to full extent. Accordingly, there is a need to identify the main trends, principles, psychological and pedagogic conditions and technologies, that contribute to the formation and development of leadership qualities of an individual within the educational process of a higher educational institution.

Involvement of students to extracurricular activities helps achieving the real goals of higher education, since leadership abilities cannot always be developed only within the educational process. Educational work in the system of higher education is based on historically formed traditions of world civilization. Its main principles are the generality of the educational space, combination of universal human values with national and regional traditions, respect for work and professionalism, predominance of the spiritual over the material, moral, aesthetic, ecological and patriotic education, priority of a healthy lifestyle, effectiveness of social interaction, free self-determination and self-realization of the individual.

The results of the study determine the need for purposeful formation of leadership qualities in students based on personal responsibility, which is manifested as an integral quality of the personality and has a complex structure. This quality is manifested at different levels: situational, as a stable personal quality, and in its most developed form it is the basis for organization of life and construction of the individual's life path, that has a significant impact on the success of leadership along with other factors (intelligence and high level of knowledge, honesty, proactivity, self-confidence, discipline, perseverance, a certain socio-economic status, etc.).

Development of the methodology for the formation of leadership qualities on the basis of personal responsibility is based on activity, person-oriented, axiological, system, and competence approaches, as well as the principle of development.

According to the activity approach, the development of responsibility – and, on its basis, of leadership qualities – of the individual takes place under conditions of educational activity during group interaction, which is also very important in the student age. Formation and development of the group, identification of leaders, and formation of group values and norms are clearly revealed in the group interaction. Professional context of the activities allows students to discover their own abilities and achievements related to the future profession.

The personally-oriented approach provides for revealing the potential opportunities and abilities of the individual, in particular leadership: responsibility, focus on independence, creativity, communicative and organizational abilities.

Definition of the axiological approach is based on the values of the individual are considered a system-forming factor that determines its self-development. According to this approach, a person acquires moral, aesthetic, cultural values, internalizing and “subjectivizing” them.

Based on the principle of systematicity, development of a certain system of personal qualities, including leadership, is considered a holistic process, the properties of which are not reduced to the properties of its individual lines, directions, and components.

A competent approach to the development of leadership qualities of the individual is manifested in the fact that, when organizing educational activities, it makes it possible to consider the development of professional competence of future practicing psychologists as a step-by-step process of acquiring professional knowledge, practical skills in organizing activities and experience in emotional attitudes towards subjects and methods of activities that meet the needs of society.

It is also important to deepen self-understanding and self-knowledge of the individual based on internal dialogue and reflection as a psychological mechanism.

Since mental phenomena are multidimensional, then, according to the principle of development, development of leadership qualities of the individual is considered in two systems of measurement: in dynamic and static dimensions. The dynamic dimension of the studied phenomenon involves considering it as a process, and describing and justifying it in terms of functioning. In this regard, the development of some qualities appears a subsystem of the process of personality development as a system. If we are talking about a static dimension of development of leadership qualities, then a certain result of this process is assumed as a moment of formation and development.

The principle of development in the research is also revealed in the fact that the development of leadership qualities of students is considered as a process; all changes in the system of psychological qualities of the individual are irreversible, since they are understood as a subsystem in the system of personal development, which is always carried out under new conditions, at every new stage, based on previous system qualities.

Generalization of researches dedicated to psychological and pedagogic technologies, which are most effectively used for personal development, allows us to feature the following types of technologies:

- integrative, which involve the integration of knowledge and skills from various educational disciplines, various types of activities and forms of organization of the educational process;
- gaming, aimed at forming students' ability to solve creative tasks: business and role-playing games, simulation exercises, gaming design, solving practical tasks;
- trainings, that ensure development of individual algorithms for solving creative tasks;
- dialogue trainings, which are aimed at the development of dialogic thinking in the subject-subject system.

The psychological trainings, problematic situations analysis close to real conditions professional activity have to play important role (Hura, 2016).

The under conditions of training and gaming technologies, favorable conditions are created for the development of the individual's need for development of their leadership abilities, for studying the rules and mechanisms of social and psychological influence in practice, for mastering leadership skills. Interpersonal interaction in the group and feedback stimulate the development of social responsibility of the individual.

Motivation of participants to develop leadership qualities is one of the internal factors of personal activity. That is why significant attention is paid to the development of achievement motivation, stimulation of participants to self-development and self-improvement.

One of the main mechanisms of self-development is reflection, the importance of which is emphasized by the vast majority of researchers (Marusinets, 2016). In order to develop students' reflection, during the classes special procedures are used; they are based on feedback and self-analysis of participants within the educational process, reflecting the results of self-knowledge, self-observation, awareness of the processes of group interaction and their place in the group structure.

One of the important conditions for the formation of leadership qualities of students is the creation in training interaction of a developmental personality-oriented environment, which is characterized by relevant characteristics, aimed at developing of leadership.

Thus, based on research on the formation of leadership qualities of the individual, we have identified the following psychological and pedagogic conditions for effective development of leadership qualities of students majoring in Psychology in higher educational institutions:

- taking into account individual psychological characteristics and motivation of students' leadership;
- development of responsibility (from specific-situational to responsibility as a stable personal quality) as a basis of responsible leadership;
- creation of a developmental personality-oriented environment in training and real educational and extracurricular interaction among students, which is described by relevant characteristics (content of activity, group dynamics, problems, reflection); aimed at developing responsibility as the basis of leadership;
- ensuring the purposeful development of leadership qualities of future professionals through organization of student body, self-government, and using interactive forms of work (trainings, role-playing games).

Methods of formation of students' leadership qualities included three stages: introductory stage, activity stage, and independent stage. It was carried out in three directions: during lectures on professional disciplines; during practical and seminar classes in professional disciplines; during extracurricular activities.

Effective measures for forming students' leadership qualities in the introduction of the defined psychological and pedagogic conditions:

- motivational and value orientation of future professionals to successful professional activities by providing positive experience of achievement and success in specially modeled situations;
- ensuring the acquisition of practice-oriented, integrated knowledge about the phenomenon of leadership on the basis of cognitive activation of students and their critical interpretation of educational material;
- application of personality-oriented technologies aimed at formation of applied leadership skills in future professionals;
- formation of a set of integrated knowledge, skills and abilities, aimed at the development of emotional intelligence resulting from training exercises in reflection (understanding and awareness of emotions) and emotional impact.

In order to form the leadership qualities of students, review lectures, seminar, discussions and practical training sessions were conducted; the content was determined by the need to form a certain applied leadership skills. Methods for developing leadership qualities in students in practical training-type classes were a variety of practical exercises, brainstorming, business and role-playing games. Special work was organized to activate students and make them critically comprehend the educational material to provide in-depth knowledge of leadership and the formation of their own "I am the leader" self-portrait. The content of tasks ensured the implementation of the integrative and aim-orientating function of the leader.

Thus, it was determined that leadership is an inner state of a person who is aimed at success, deeply motivated, leads an active life, is confident in their decisions and actions; leader is a member of the group, who by their direct actions integrates and directs the group; functions of the leader are integration and aim-orientation of the group. Leadership is considered as a set of individual-personal and socio-psychological characteristics of the individual that allow them to play the role of the leader in the group.

Components that determine the leader: general personal qualities of the leader, which form their value system, attitude to people and the world around them; leader behavior that involves mutual understanding, perception, evaluation, etc .; a situation, in which the leader has to act, and which determines the success of their actions. Leadership qualities include: general professional qualities, creative qualities, socio-psychological qualities, social-communicative qualities.

Leadership qualities of a true specialist do not appear by themselves, unless when it comes to a person with a pronounced charisma. These qualities can be formed in the process of training of students in a higher educational institution, focused on the formation of their leadership. We are convinced that the success of professional training of future psychologists depends on the focus of the educational process on the formation of their leadership qualities.

**Conclusions.** Therefore, modern higher education must help each student to define themselves as responsible, free in their creative choice, active and proactive personality. At the same time, the key characteristics of forming of a leader are personal orientations based on the acceptance of each student's personality as a unique individual, who has their own interests, needs, views, personal values and seeks to exercise the right to choose the path of self-development and self-determination. Competitiveness of a graduate of a higher educational institution as a future specialist largely depends on their active life position and presence of leadership qualities.

When forming leadership qualities, it is necessary to take into account the peculiarities of the social environment, specifics of professional activities and the challenges that the future professionals are facing.

The psychological and pedagogic research conducted does not cover all aspects of the problem. Further research on the formation of leadership qualities in students who already have work experience is needed, as well as methodological psychological and pedagogic support for the formation of leadership qualities in the context of “throughout life” learning.

#### Список використаних джерел:

1. Adair J. Develop your leadership skills. 2nd ed. MPG Books Ltd, Bodmin, Cornwall. 2007. 100 p.
2. Bass B., Riggio R. Transformational Leadership. 2nd Edition. New York. Psychology Press. 2005. 296 p. DOI: 10.4324/9781410617095
3. Bennis W. G. On Becoming a Leader. Perseus Books Group. 2009. 296 p. DOI: 10.4324/9781410617095
4. Вороніна К. О. Особливості вивчення рівня лідерських здібностей. *Збірник наукових праць Інституту психології імені Г. С. Костюка НАПН України / За ред. С. Д. Максименка*. 2009. Т. XI. Част. 3. С. 99–107.
5. Гоулман Д., Маккі Е., Бояціс Р. Емоційний інтелект лідера. Пер. з англ. В. Глінка. Київ : Наш формат. 2019. 288 с.
6. Гура Т. В., Пономарьов О. С. Соціально-психологічні вимоги до особистості лідера та характеру його мислення. *Проблеми сучасної психології*. 2016. С. 90–102. DOI: 10.32626/2227-6246.2016-34
7. Калашнікова С. А. Освітня парадигма професіоналізації управління на засадах лідерства. Монографія. Київ : Київський університет імені Бориса Грінченка. 2010. 380 p.
8. Марусинець М. М. Рефлексивна парадигма в координатах модернізації підготовки психологів. *Наука і освіта*. № 10. 2016. С. 82–87. DOI: 10.24195/2414-4665-2016-10-16
9. Міляєва В. Р. Підходи до визначення поняття професійної компетентності на засадах лідерства в сучасній психологічній теорії. *Міжнародний науковий журнал Університети і лідерство*. № 1 (1). 2017. С. 1–10.
10. Мітлош А. В. Психологічний аналіз лідерської обдарованості членів молодіжних громадських об'єднань : автореф. дис. канд. психол. наук. Ін-т психології ім. Г. С. Костюка АПН України. 2007. 20 с.
11. Романовський О. Г. Лідерські якості в професійній діяльності. Харків : НТУ «ХПІ». 2017. 143 с.
12. Шапар В. Б. Сучасний тлумачний психологічний словник. Харків : Прапор. 2007. 640 с.
13. Yukl G. Effective Leadership Behavior: What We Know and What Questions Need More Attention. *Academy of Management Perspectives*. 2012. Vol. 26, No. 4. P. 66–85. DOI: 10.5465/2012.0088

#### References:

1. Adair, J. (2007). Develop your leadership skills. 2nd ed. MPG Books Ltd, Bodmin, Cornwall. 100 p. [in English]
2. Bass, B. & Riggio, R. (2005). Transformational Leadership. 2nd Edition. New York. Psychology Press. 296 p. DOI: 10.4324/9781410617095 [in English]
3. Bennis, W. G. (2009). On Becoming a Leader. Perseus Books Group. 296 p. DOI: 10.4324/9781410617095 [in English]
4. Voronina, K. (2009). Osoblyvosti vyvchennia rivnia liderskykh zdbnosteï [Features of studying the level of leadership skills]. *Problemy zahalnoi ta pedahohichnoi psykhologii : zb. nauk. pr. instytutu psykhologii im. H. S. Kostiuka APN Ukrainy*. Kyiv. Tom 11, chast. 3. Pp. 99–107. [in Ukrainian]
5. Goulman, D., Makki, E. & Boiatsis, R. (2019). Emotsiyni intelekt lidera [Primal Leadership, With a New Preface by the Authors: Unleashing the Power of Emotional Intelligence]. Hlinka V., Trans. Kyiv : Nash format. 288 p. [in Ukrainian]
6. Hura, T. V. & Ponomariov, O. S. (2016). Sotsialno-psykhologichni vymohy do osobystosti lidera ta kharakteru yoho myslennia [Social and psychological demands on leader's personality and character of his thinking]. *Problems of Modern Psychology : Collection of research papers, issue 34*. Pp. 90–102. DOI: 10.32626/2227-6246.2016-34 [in Ukrainian]
7. Kalashnikova, S. A. (2010). Osvitnia paradyhma profesionalizatsii upravlinnia na zasadakh liderstva : Monohrafiia. [Educational paradigm of professional management on the basis of leadership : Monograph]. K. : Kyivsk. un-t imeni Borysa Hrinchenka. 380 p. [in Ukrainian]
8. Marusinets, M. M. (2016). Refleksyivna paradyhma v koordynatakh modernizatsii pidhotovky psykhologiv [Reflexive approaches in modernisation of future psychologists' training]. *Nauka i osvita*. № 10. Pp. 82–87. DOI: 10.24195/2414-4665-2016-10-16 [in Ukrainian]
9. Miliiaeva, V. R. (2017). Pidkhody do vyznachennia poniattia profesiinoï kompetentnosti na zasadakh liderstva v suchasniï psykhologichniï teorii. [Approaches of definitions of the concept of professional competence based on leadership in modern psychology]. *International Scientific Journal of Universities and Leadership*, № 1, pp. 1–10. [in Ukrainian]
10. Mitlosh, A. V. (2007). Psykhologichnyi analiz liderskoi obdarovanosti chleniv molodizhnykh hromadskykh obiednan. [Psychological analyse of leadership giftedness of youth public association]. Extended abstract of candidate's thesis. 20 p. [in Ukrainian]
11. Romanovskiy, O. H. (Eds.) (2017). Liderski yakosti v profesiinii diialnosti [Leadership qualities in professional work]. Kharkiv : NTU “KhPI”. 143 p. [in Ukrainian]
12. Shapar, V. B. (2007). Suchasnyi tлумachnyi psykhologichnyi slovnyk [Modern explanatory psychological dictionary]. Kharkiv : Prapor, 640 p. [in Ukrainian]
13. Yukl, G. (2012). Effective Leadership Behavior: What We Know and What Questions Need More Attention. *Academy of Management Perspectives*. Vol. 26, No. 4. Pp. 66–85. DOI: 10.5465/2012.0088 [in English]