

FORMATION OF THE LEADERSHIP POSITION OF HIGHER EDUCATION APPLICANTS IN THE CONTEXT OF DISTANCE LEARNING

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Annotation. *The problem of leadership is increasingly raised in Ukrainian society. The need for specialists with leadership qualities is becoming increasingly important and obvious. The article reveals the theoretical foundations and practical recommendations for the formation and development of the leadership position of modern higher education applicants in the context of distance learning.*

The presented technology of forming managerial skills in the context of distance learning is a purposeful step-by-step process, a set of conditions, methods and means of which allows achieving the goal of developing students' leadership potential. The implementation of this technology in the educational process is a continuous step-by-step process, carried out in lectures and practical classes, provides for various forms of training organization (individual, group) and the use of various active teaching methods (practical exercises, specific situations, discussion, business and role-playing games). The technology implements a set of selected psychological and pedagogical conditions, working out all the structural components of managerial skills, using elements of real professional activity of students.

Keywords: *leader, leadership qualities, formation of leadership qualities of students, higher education applicants, pedagogical conditions.*

Introduction. In the modern conditions of development of the society caused by transition from industrial social formation to information, dynamic development of a science and technics considerably raises a role of the modern competitive expert. At the same time, more effective development of education is achieved by those countries where first of all attention is paid to the problem of selection and professional training

of the most capable and talented young people. New challenges for future professionals are related to informatization, globalization, commercialization and other current phenomena. One of these challenges is related to their willingness to implement the professional functions of specialists: design and technology, research and organizational and managerial functions. The quality of these functions in some way depends on the leadership position of the specialist, and the implementation of organizational and managerial functions is simply impossible without the established leadership position, therefore, its formation in future professionals is one of the important problems of higher education, which leads to the formation of new professionals who are not only able to exploit and use innovative technologies, but also able to initiate and manage changes in the educational environment.

Analysis of recent research and publications. Vizniuk I.M., Polishchuk O.S. (2021) highlight the features of the formation of IT competence of future masters in the educational environment of higher education as a psychological and pedagogical problem in the education of leadership positions of students. Volkivska D.A. (2016) in her works reveals the essence of the development of leadership potential of student assets in the university environment. Haponiuk Z.H. (2008) analyzes the pedagogical conditions for the formation of leadership qualities in students of humanitarian institutions of higher education. Chahovets A., Chykhuk A., Bida O., Kuchai O., Salnyk I., I. Poliakova. (2020) are engaged in the formation of motivation for professional communication in students in a pedagogical institution. Dolynnyi S.S. (2021) highlights the individual psychological factors of conflict behaviour of adolescents within cyberspace. Zvereva I.D. (2012) demonstrates an encyclopedia for social professionals in terms of providing student-centered learning. Zorina A.V. (2009) presents the pedagogical conditions for the formation of leadership qualities of students of higher educational institutions. Karmanenko V.V. (2019) offers pedagogical conditions for the formation of leadership qualities of students of economic universities. Krasnoshchok I.P. (2012) focuses on the disclosure of factors in the development of leadership qualities of students. Kraschenko Y. (2012) presents the features of education of leadership qualities of future teachers in the system of student self-government. Luchaninova O.P. (2017) recommends psychological features of work on the formation of a leadership position of students for the curators of academic groups as key individuals in the education system of higher education institutions. Sopivnyk R.V. (2014) reveals the peculiarities of educating leadership skills of students of agricultural universities. Televatova M.T., Petrakovska O.V., Svyryda O.A. (2019) offer methodical recommendations for the work of curators in student academic groups of specialty 071 "Accounting and Taxation" in higher education institutions. Hupavtseva N.O. (2018) contributes in its activities to the formation and development of leadership qualities of students studying Psychology.

Yahodnikova V.V. (2006) interprets the effectiveness of indicators in the formation of leadership qualities of high school students in the personality-oriented educational process of secondary school.

The aim of the article is to highlight the author's theory of leadership development,

which will help students realize themselves as a subject of their lives, to form a willingness to play the role of leader and the ability to organizational influence on the team in the conditions of distance learning.

Research methods.

Participants in the experiment. The experimental base of the study was Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University where the general sample of students consisted of students whose potential led to the ability to lead as a factor in sustainable human life. The experimental study involved 204 people, including 100 with a tendency to leadership (control group - CG), which were selected based on the results of the author's questionnaire and 104 people with reduced leadership position (experimental group - EG). The age of the participants of the experiment is 18-25 years. All participants before the start of the study were informed about the conditions of participation in the experiment and agreed to participate.

The experiment was conducted by the decision of the specialized academic council of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (record № 13 dated 15.04.2021). The ethical rights of all participants are respected. The study was conducted in the natural conditions of the educational process of higher education, providing general conditions for participation in the experiment: the same time and duration of training, the same measurement materials to diagnose the level of leadership according to pedagogical conditions of higher education.

Current research on leadership issues (Vizniuk & Polishchuk, 2021) indicates that the innate set of qualities that ensure the realization of leadership potential simply does not exist. However, it cannot be denied that there are certain traits that, according to research, are not innate and at the same time are included in the list of "leadership" qualities. Instead, we are not talking about specific "universal" features, but about the expectations formed in society about the personality of the leader. That is, not all leaders need to own them. Modern science proves that leadership potential (internal reserve) can be developed in each person, if he or she did not fall victim to violence, despotism, tyranny and other humiliations as a child.

65 definitions of leadership that have been formulated in foreign psychology over the past 60 years are analyzed, the main approaches to the explanation of leadership are identified, which make it possible to systematize most theories (Zorina, 2009):

- 1) leadership as a phenomenon of group processes: a leader is impossible without a group of followers, and is always mentioned as a center of group interests;
- 2) leadership as a reflection of personal characteristics: a leader must have a specific set of personal qualities that determine his ability to lead;
- 3) leadership as behavior: the leader has a specific style of solving problems and interacting with others, ensuring his ability to influence followers.

Despite the diversity of views, we can distinguish the definition of leadership, which reflects the results of foreign research. Leadership is a process that involves the influence of the leader on the followers, which arises during group actions aimed at achieving a common goal. Modern developments of foreign researchers can be

described as integrative. Researchers recognize that the phenomenon of leadership is quite multifaceted and largely depends on the sphere of activity of the individual, and therefore, to unambiguously identify the origins of leadership and predict its success is impossible. That is why researchers who have studied leadership in the psychological field have focused on identifying the roles that a leader can play given the different situations in everyday life and the specifics of the group to which the leader belongs. Traditionally, society has formed different role expectations for men and women. For a long time, it was believed that women did not have the ability or desire to show masculinity in behavior, which many believe is necessary for successful leadership. The desire of some women to apply for an important leadership position in the business sphere has recently been met with surprise at best by colleagues, and more often than not - with a negative attitude (Haponiuk, 2008).

Currently, the following leadership qualities are distinguished: authority, activity, demanding, endurance, initiative, intelligence, competence, communication, creativity, critical thinking, reliability, persistence, independence, optimism, etc.

In most organizations, it can be observed that the influence is carried out on a top-down basis, i.e. managers influence subordinates. But feedback mechanisms also allow subordinates to influence managers. Involvement of people in such relationships leads to the desire for constant change, and leadership involves creating optimal conditions for change, rather than maintaining the status quo. In addition, changes are not imposed by the leader, but reflect significant goals and objectives for the leader and team members. Moreover, the goal of such change is the results that both leaders and the group strive for. Under the most favourable conditions, leadership should be evenly distributed between the leader and the group. In this case, team members receive a higher level of responsibility. Leadership cannot be described by a list of skills and abilities. First of all, it is based on personality traits, which are the source of power. These include: ambition, optimism, openness, courage, modesty. A true leader finds an opportunity to show both the desire to work and attention to others. Outstanding leaders are those people, who are loving in their work and know how to pass this love on to others (Karmanenko, 2019).

One of the most important personal characteristics of student youth is the necessary component of a leader - leadership potential. It is a set of such qualities that under certain conditions ensure the nomination of a certain member of the group to the role of leader. Each person has a leadership potential. But its formation and development is influenced by unpredictable psychological, pedagogical and social factors. Components of leadership potential are psychological qualities that ensure a person's ability to lead (Chahovets, Chykhuk, Bida, Kuchai, Salnyk & Poliakova, 2020).

Let's define the components of leadership potential in relation to a student of higher education, which are relevant in terms of distance learning. The most successful functions of leader and leader in student groups are combined in the role of elder, who on the one hand is endowed with certain powers, and on the other hand - forced to interact with the group on the principles of equality, so look for approaches using the full range of qualities and skills. Such special conditions of activity in the conditions of distance

learning give rise to a unique formation of a leader-leader. A psychological portrait of the student group leader is built around such a role duality. It is important to analyze the functions assigned to the formal leader in the student group and are necessary in the context of distance learning. We consider it necessary to distinguish four basic functions of a formal student leader: information; control; managerial; psychological. Note that the activities of the leader of the student group is due to specific socio-psychological features, which are determined by the dualism of the role of the formal leader of the student group, which combines the qualities of natural leader and leader-manager. These features coincide with the main functions of the leader in the student environment, such as: management, control, information and psychological. We emphasize that the peculiarity of the effective activities of the leader of the student group is that his activities are related to the emotional sphere of leadership. Therefore, the criteria for leadership in the student environment are: the ability to analyze the activities of the group; the ability to strategic foresight using creative and non-traditional approaches to solving problem situations in the group; the ability to motivate people and inspire what is needed in distance learning.

The managerial function is to ensure the operational management of the student group in the process of educational activities in terms of distance learning. The control function is provided through the maintenance of subordination relations in the student group. The information function is implemented in the process of coordinating relations between students and the administration of the institution, as well as providing feedback in the context of distance learning. Also, the head of the group in terms of distance learning, implementing the information function, is responsible for disseminating information about events, events, orders. The psychological function of the leader of the student group is realized through the maintenance of a harmonious socio-psychological climate in the group. The implementation of this function is possible only if the group leader has basic leadership skills, and can really use psychological techniques to unite the group in distance learning (Kraschenko, 2012).

It should be emphasized that the leadership position of an individual is not identical to leadership potential or existing leadership abilities, but it is formed on their basis in the process of successful leadership, which includes organizational and institutional actions when working with a group of followers in distance learning. At the same time, a person's personality is gradually freed from the influence of the external environment, which allows him to consciously change both the environment and himself, acquiring leadership qualities, especially: cognitive, communicative, organizational, moral and reflective skills. It should be noted that a person who has the necessary level of leadership development and strong leadership potential may never put them into practice, if at the cognitive, value, motivational level will not feel the need to master a leadership position in distance learning. Thus, we consider the leadership position of students in distance learning through the attitude of the future specialist to reality in all its manifestations. The formation of the leadership position of the learner should be considered as the acquisition of individual freedom, as its transformation into a subject of his life. Therefore, it is appropriate to define leadership in distance learning. Leadership position of a distance

learner is a personal education that includes students' awareness of readiness to play the role of leader and ability to organizational influence on the production team, which is based on the leadership potential of the individual and formed in the process of learning leadership in different life situations including the conditions of professional engineering (Fig. 1).

Motivation to succeed in achieving the goal in distance learning		
Leadership potential		
Personal qualities and values	Leadership skills	I-concept of a leader
Leadership position		
Cognitive level	Value level	Motivational level

Fig. 1. Model of formation of leadership position of higher education applicants in the conditions of distance learning

Methods of conducting a pedagogical experiment. The study continued during the first semester of 2021 in terms of distance learning. According to the purpose and objectives of the empirical study was conducted in four stages, which are listed in table 1.

Table 1

Stages of empirical study of the formation of the leadership position of higher education applicants in the conditions of distance learning

№ S/n	Stage name	Stage characteristics	Methods and techniques
1	2	3	4
1	Methods and techniques selection	Selection of methods and techniques that were selected most in accordance with the purpose and objectives of the study	Authorial questionnaire
2	Conducting basic research	This stage included: filling in personal data; conducting test tasks	1. Test Determination of willpower (E. Ilyin) 2. Express diagnosis of self-esteem (N. Fetyskina) 3. Test "Diagnosis of leadership opportunities" (E. Zharikov, E. Krushelnytskyi)
3	Primary data processing	Data obtained using standardized methods and constructed scales were calculated according to the keys	Drawing conclusions
4	Research results interpretation	The results of the study were interpretations obtained at the intersection of the processed quantitative and qualitative data	

The presented and tested authorial questionnaire at the first stage of the research is designed to measure the student's propensity for leadership position, with which we highlight the presence of leadership traits, potential and self-concept of a leader. According to her, a high number of points indicates a tendency of the subject to leadership in the following parameters:

- from 0 to 10 points - this result indicates a lack of propensity for leadership;
- from 11 to 20 points - means low propensity for leadership;
- from 21 to 30 points - this number of points means the average leadership position of the student;
- from 31 to 40 points - means the level of high leadership position in the student of higher education.

According to the results of the authorial questionnaire conducted in the conditions of distance learning, the subjects were selected on the basis of propensity for leadership.

The educational process involved students mastering the basic program material in the institution of higher education in lectures, practical classes, during independent work in distance learning. Lectures and practical classes are focused on mastering the main theoretical problems studied in each section. The learning process uses traditional (lecture, conversation, explanation, preparation for practical classes, independent work in distance learning), innovative (discussion, inverted learning, contextual learning, problem-based learning, the use of ICT for the presentation and processing of educational material, case method, game simulation).

The study of academic disciplines involved the use of various methods and technologies of teaching and learning in distance learning.

Explanatory-illustrative method - was implemented in lectures in the form of a story or explanation of a significant amount of theoretical material, it helped to facilitate the understanding of complex educational information, to systematize it.

The method of problem-based presentation of educational material was implemented by creating problem situations, providing assistance to students in the analysis with the subsequent joint solution of the tasks.

Reproductive method - was used to reproduce and repeat the way of activity according to the formed dynamic stereotype of actions. The method is useful for mastering basic concepts in distance learning.

Active teaching methods - used as a consistent and purposeful setting of tasks for students, solving which they are actively learning new knowledge.

The partial search (heuristic) method was aimed at involving students in solving cognitive problems on their own. At the same time, students mastered various ways of searching for information in distance learning, formed a belief in the truth of new knowledge, analyzed the reliability of the results and possible errors and difficulties in distance learning.

The research method allowed to involve students in independent solving of scientific problems.

The following interactive forms of practical classes in distance learning were used

in the educational process: case method - students were given diagnostic indicators, they must interpret them, identify the problem, process theoretical information according to the identified problem, provide practical recommendations; situational tasks; role games; work in small groups with the help of a computer.

Various learning technologies are used in the teaching of academic disciplines - both traditional and modern (personality-oriented, information and communication, etc.). At the same time, learning is student-centered and is carried out through active practical activities. In particular, in order to intensify the educational process in the conditions of distance learning, the use of problem lectures, business games, discussions, etc. is provided.

Results. According to the indicators of rapid diagnosis of the level of self-esteem (N. Fetyskina) (Fig. 2) the following data were obtained: high self-esteem in - 34 subjects (33%), medium - in 41 people (37%), low - 31 subjects (30%). Correspondence of values to the average level of self-esteem means that the majority of respondents have an average self-esteem. It is characterized by great instability and poses certain risks that accompany the benefits when a person feels confident. One of the biggest risks of average self-esteem is that it tends to turn into low self-esteem if you do not make a conscious effort. Therefore, the main goal of a person with this type of self-perception should be to increase their self-esteem as much as possible until he reaches the highest ranks.

High self-esteem is characterized by a person's overestimation of their positive qualities, which is manifested through the reduction of their strengths or exaggeration of shortcomings. A person with high self-esteem is more active, self-confident, does more thoughtful actions, is independent in his own judgments, perceives criticism as an "attack" on his own dignity. Such people are often optimistic because they are more likely to do their thing. When raising self-esteem, keep in mind the other extreme - aggressive narcissism, which is an undesirable and negative result of improper personal development. Positive is the conscious increase in self-esteem through self-education and personal development.

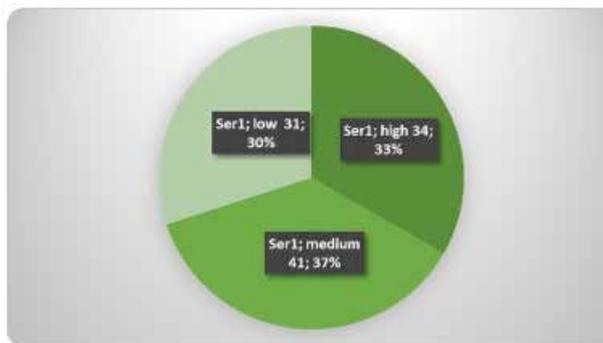


Fig. 2. Distribution of subjects by level of self-esteem

Low self-esteem in the context of distance learning is manifested through the reduction of their strengths or exaggeration of shortcomings and is much more difficult to psychologically correct due to its merger with the inferiority complex of the individual. Low self-esteem leads to a painful perception of criticism, but such people are not able to adequately receive compliments. They consider them to be false and untrue, used for profit. People with low self-esteem look insecure, confused. They are less active, often influenced by others.

It is quite possible to increase self-esteem, although it is often a rather slow process. However, conscious attempts to form self-esteem can be useful to almost everyone.

According to the results of testing the method "Determination of willpower (E. Ilyin)", the following results were obtained: high level in 35 subjects (34%), average in 29 (28%) and low in 39 (38%) (Fig. 3).

A low level of willpower indicates that the student is doing the easiest and most interesting thing, even if it can hurt. He is not very enthusiastic about his responsibilities, which often leads to conflict situations. His position is characterized by the famous phrase "What do I need most?". Any request or commitment is perceived by such students as almost physical discomfort. And the point here is not in the weakness of the will, but in their selfishness. They often say that they do not need willpower or that they are simply not given it. They say with some relief, "Well, I don't have the willpower."

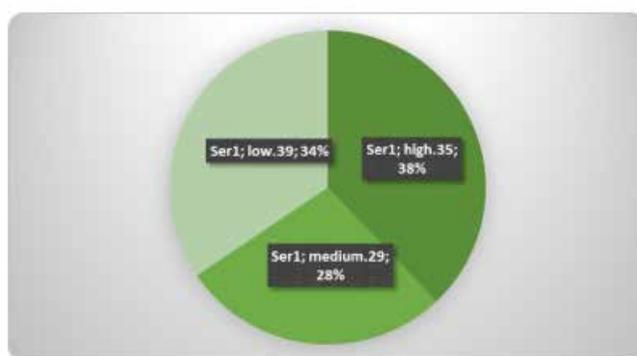


Fig. 3. Distribution of subjects by level of willpower

Researchers who are dominated by moderate willpower differ from others in that when they face difficulties, they try to overcome them. But if they see detours, use them immediately. Apparently, these people are just cunning in front of others, and maybe even hiding their weakness in front of themselves. By the way, these people protest if they are called uncharacteristic. Everyone wants to have a character. Therefore, it is advisable to start improving yourself from the education of willpower.

If the subjects' willpower is at a high level, then in a difficult moment they will not fail. They are not intimidated by new assignments, long trips, or affairs that frighten others. Although sometimes their clear and firm position on unprincipled issues bores

others. They are often even referred to as "character" instead of "willpower". This is not accidental, because how developed a person's willpower is, how he will be able to realize his other qualities.

Thus, the development of willpower is a very difficult process. After all, in essence it is violence against oneself, coercion to do what one does not want to do, or, conversely, refusal of what one really wants.

According to the results of the method "Leader" the following results were obtained: high level in 46 subjects (44%), medium in 34 (33%) and low in 25 (23%) (Fig. 4).

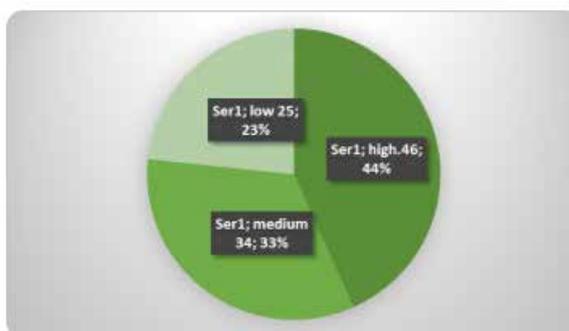


Fig. 4. Results of the method "Diagnosis of leadership opportunities"

Quantitative and qualitative manifestation of certain indicators of criteria allows us to distinguish three levels of formation of leadership qualities of students - high, medium and low. The high level is characterized by the presence of all indicators of the formation of leadership qualities of students, mostly with a high level of manifestation. These future professionals are characterized by a clear understanding of the essence of leadership behavior, the specifics of organizational activities, communication, steadfast motivation to show leadership, the desire to succeed in teamwork. A person with high levels of leadership has a significantly lower likelihood of outdated psychological experiences and conflicts in the family.

Intermediate students are characterized by the dominance of the average level of development of indicators of leadership, the instability of motivation to manifest leadership and behavior. They have a sufficient level of awareness of leadership issues, but do not know how to implement them in interpersonal relationships in the team. Manifestation of leadership position and behavior of these students is situational.

The low level implies that the indicators of the criteria for the formation of leadership qualities of students appear sporadically, almost imperceptibly or not at all.

There is a high level of leadership position in the CG of individuals. Applicants for EG education were involved in a formative experiment to adjust their leadership position in higher education institutions.

Table 2

Relationship between CG and EG leadership

Leadership position	Personal qualities and values	Leadership skills	I-concept of a leader
High rates	0,027	0,017	0,033
Low rates	0,227**	0,257**	0,215**

** – the correlation is significant at the level $p \leq 0,01$

Analysis of the obtained data by Pearson's criterion χ^2 (Table 2) shows the presence of significant differences ($\chi^2 = 16.87$, $p \leq 0.01$) of the average indicators of leadership capabilities of CG and EG. Note that the strength and depth of low rates on this method due to individual psychological characteristics, level of psychological development, behavioural stereotypes and features of self-actualization, specific response to the situation, how to process internal personal conflict, the degree of stress. According to our study, the relationship between neuropsychological resilience and mental health exists, it is significant and direct ($r_{xy} = 0.359$, $p \leq 0.01$). This was done through the analysis of quantitative statistics and the whole set of sources involved.

Thus, with the help of the comparison strategy it was stated that the reference control and experimental groups have significantly different meanings and distribution of characteristics of the leadership position. The identified qualitative and quantitative differences became the basis of the formative strategy, the main task of which was to approximate the indicators of EG members to the indicators of the participants of the CG-reference, i.e. the restoration of psychosomatic health.

Discussion of results. The formation of a leadership position in students during the educational process in higher education institutions in the context of distance learning will be most effective, subject to the following pedagogical conditions:

- involvement of students in practical, independent activities that involve the use of organizational, communicative, cognitive, reflective skills and determines the manifestation of their leadership position;
- modeling of professionally-oriented tasks that require students to choose the best ways of leadership in situations of dialogic and group interaction;
- education of values to the leadership position in extracurricular and classroom work.

These pedagogical conditions are a single complex, because they are interconnected and complementary. These pedagogical conditions should be applied from the first year throughout the educational process in higher education institutions in the context of distance learning. Since in the light of existing trends in social development the problem is not technology and technology itself, but their compliance with the needs of mankind, the problem of the human factor, human resources comes to the fore, which requires strengthening humanitarian, especially psychological and pedagogical training in higher education institutions, especially in the context of distance learning.

Conclusions. Thus, the technology of formation of managerial skills in distance

learning is a purposeful step-by-step process, a set of conditions, methods and tools which allows to achieve the goal of developing leadership potential of students.

The implementation of this technology in the educational process is a continuous step-by-step process carried out in lectures and practical classes, involves various forms of learning (individual, group, collective) and the use of various active learning methods (practical exercises, specific situations, discussion, business and role games). The technology implements a set of selected psychological and pedagogical conditions, working out all the structural components of managerial skills, using elements of real professional activity of students.

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