

STRUCTURE AND FORMATION FEATURES OF THE FUTURE PRESCHOOL EDUCATION SPECIALISTS' LEADERSHIP COMPETENCE: UKRAINIAN AND FOREIGN EXPERIENCE

СТРУКТУРА ТА ОСОБЛИВОСТІ ФОРМУВАННЯ ЛІДЕРСЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ ДОШКІЛЬНОЇ ОСВІТИ: УКРАЇНСЬКИЙ ТА ЗАКОРДОННИЙ ДОСВІД

With the rapid development of society and the continuous innovation of education, the field of preschool education is facing unprecedented challenges and opportunities. As the core force of preschool education, preschool education experts not only need to have solid professional knowledge and skills, but also should have excellent leadership ability to cope with various complex educational situations and changing educational needs. Therefore, exploring the theoretical basis for the formation of leadership ability of future preschool education experts is of great significance for cultivating high-quality and professional preschool education talents. This paper starts from the aspects of teaching, organization, and communication skills. The main method of studying this issue is to analyze relevant literature in the past decade and summarize scholars' cognition of the leadership training of future preschool education experts. This paper determines the specific concept and theoretical basis of the leadership of future preschool education experts, and explores the nature, structure and characteristics of the leadership ability of future experts in the concept of preschool education. It reveals the significance and value of leadership ability and leadership ability as a subject of scientific research. Further summarize the experience of preschool education expert training at home and abroad. The leadership formation of future preschool education experts is a multi-dimensional development process, including the cognition of the laws of children's development, the understanding of team management and organizational behavior, and the adaptability and flexibility in leadership behavior. In practice, these concepts must be transformed into concrete actions, such as formulating and implementing educational plans, expanding educational resources, guiding teachers' professional growth, and establishing partnerships with families and communities. Through such practices, future preschool education experts will be able to better lead preschool education institutions towards the goal of improving teaching quality and promoting the all-round development of children. In short, the leadership formation of future preschool education experts is deeply rooted in the rich soil of pedagogy, developmental psychology, organizational behavior and leadership theory.

The knowledge base and behavioral guidance provided by these theories will help them optimize leadership practices in actual educational environments, effectively promote the improvement of education quality, and thus cultivate a new generation of talents that meet the needs of future society.

The article reveals the concept of leadership in the context of preschool education and emphasizes the structural characteristics of future expert leadership. The cultivation of future preschool education expert leadership is a multi-dimensional development process. Future preschool education experts must have a deep understanding of the laws of children's psychological development and be able to identify and

promote the development of key abilities of children at different stages, such as social emotions, cognition and language abilities. Effective leaders apply this theoretical knowledge to the actual educational environment to support and optimize the content and methods of preschool education. The article analyzes the leadership structure of future preschool education experts in China and Ukraine, and finally concludes what leadership components we need for the cultivation of future preschool education expert leadership.

Key words: Preschool education, leadership, leadership competence structure.

Зі стрімким розвитком суспільства та постійними інноваціями в освіті сфера дошкільної освіти стикається з безпрецедентними викликами та можливостями. Будучи основною силою дошкільної освіти, експерти з дошкільної освіти повинні не тільки мати ґрунтовні професійні знання та навички, а й володіти певними лідерськими здібностями, щоб справлятися з різноманітними складними освітніми ситуаціями та мінливими освітніми потребами. Тому дослідження теоретичних засад формування лідерських якостей майбутніх фахівців дошкільної освіти має велике значення для виховання якісних та професійних талантів майбутніх фахівців дошкільної освіти. Основним методом дослідження цього питання є аналіз актуальної літератури за останнє десятиліття та узагальнення знань науковців про лідерську підготовку майбутніх фахівців дошкільної освіти. У статті визначено конкретне поняття та теоретичні основи лідерства майбутніх фахівців дошкільної освіти, досліджено сутність, структуру та особливості лідерських якостей майбутніх фахівців у концепції дошкільної освіти. Розкривається значення та цінність лідерської здатності та лідерської здатності як предмета наукового дослідження. Подальше узагальнення досвіду підготовки фахівців дошкільної освіти в країні та за кордоном. Формування лідерських якостей майбутніх фахівців дошкільної освіти є багатовимірним процесом розвитку, що включає пізнання закономірностей розвитку дітей, розуміння командно-організаційної поведінки, адаптивності та гнучкості лідерської поведінки. На практиці ці концепції мають бути трансформовані в конкретні дії, такі як формулювання та реалізація освітніх планів, розширення освітніх ресурсів, сприяння професійному зростанню вчителів та встановлення партнерства з родинами та громадами. Завдяки таким практикам майбутні фахівці дошкільної освіти зможуть краще вести заклади дошкільної освіти до мети підвищення якості навчання та сприяти всебічному розвитку дітей. Формування лідерської компетентності майбутніх фахівців дошкільної ґрунтується на дослідженнях педагогіки, психології роз-

373.2:37.013:37.035:316.46(477+100)
(043.3)
DOI <https://doi.org/10.32782/2663-6085/2024/72.2>

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База знань і поведінкових рекомендацій, які знаходимо у цих наукових дослідженнях, стануть основою оптимізації процесу формування лідерської компетентності в реальному освітньому середовищі, ефективно сприятимуть підвищенню якості освіти і, таким чином, будуть підґрунтям для виховання нового покоління фахівців, які відповідають потребам суспільства майбутнього. У статті розкривається поняття лідерства в контексті дошкільної освіти та наголошується на структурних характеристиках майбутнього експертного лідерства. Формування лідерської компетентності майбутнього фахівця дошкільної освіти є багатовимірним процесом. Майбутні фахівці дошкільної освіти повинні

глибоко розуміти закономірності психологічного розвитку дітей, уміти виявляти та сприяти розвитку ключових здібностей дітей на різних етапах, таких як соціальні емоції, когнітивні та мовні здібності. Ці теоретичні знання в реальному освітньому середовищі можна використати для оптимізації змісту вибору форм та методів формування лідерської компетентності майбутніх фахівців дошкільної освіти. У статті аналізується структура лідерської компетентності майбутніх фахівців дошкільної освіти в Китаї та Україні та робиться висновок, які лідерські компоненти нам потрібні для підготовки майбутніх фахівців дошкільної освіти.

Ключові слова: дошкільна освіта, лідерство, структура лідерської компетентності.

Problem statement. Under the great changes of social economy, the 21st century is an era of new ideas, world outlook and research methods. In order to cultivate the leadership of future preschool education experts under new conditions, students majoring in preschool education in higher education should have leadership behaviour. In addition to professional ability, students should also have leadership ability. Therefore, the purpose of the entire educational process should be to cultivate and acquire the leadership ability of the educated and tap their potential. One of the main tasks of the current stage of educational development is to cultivate the leadership ability of higher education students, taking into account their ability, talent, business and personal qualities.

Analysis of recent research and publications. Thus, the issue of leadership is emphasized in the scientific works of the following scientists: N. Agaev, G. Andreeva, V. Bondarenko, A. Lutoshkin, O. Marmaza, B. Parygin, O. Ponomaryev, O. Romanovsky, N. Semchenko, L. Umanskyi, F. Khmil, Z. Chervanova, S. Shatskyi, V. Yagodnikov, N. Bibik, S. Bondar, S. Vitvytska, N. Volkova, M. Golovan, I. Zimnya, I. Ziazyun, O. Pometun, H. Selevko. The capacity issue is discussed in their work. In particular, the issues of leadership in various fields are raised in the works of R. Blake, N. Bolgarin, A. Baldwin, D. Vykhansky, V. Vesnin, A. Kalyanov, N. Marakhovska and others.

Despite the large body of scientific work, the complexity of leadership as a social phenomenon still leaves many unresolved issues, starting with defining "leadership," distinguishing its components, and figuring out what institutions should be created in higher education to ensure that leadership is formed as fully as possible.

Developing the leadership skills of future preschool education experts is a topic of much research (V. Kushirin, O. Makovsk, O. Skrypnikov, N. Semenchenko, T. Lyurin, O. Dubasenyuk, S. Kalashnikov, N. Serdyu, O. Chernyshov, V. Vlasov, V. Yagodnikova, N. Semenchenko). The analysis

reflects the need to develop leadership qualities in future experts, and the psychology and teaching plan for the development of personal leadership qualities. The reality facing our country is one of the main issues of educational science and practice, namely the formation of leadership capabilities of students in higher education.

In today's society, competition in the labor market is increasing, and everyone needs proactive workers, leaders who can think critically and solve pressing problems in non-standard ways. These people should work effectively in a team, take responsibility, make decisions and be able to lead a team.

Nowadays, domestic and foreign researchers have various interpretations of the concepts of "leader" and "leadership". Considering that each researcher interprets this concept in his own way, we will consider the most common variants of this definition: Strive to cultivate a sense of responsibility and ensure the development of leadership qualities through collective organization, self-governance and participation in various forms of interaction, including role-playing games, various trainings, etc. A leader is a person who plays a core role in organizing the joint activities of a group and has an influence on regulating the relations between the members of this group, their behavior, mutual relations, etc. [1, p. 455]. In the reference, leadership is defined as the position, responsibilities and activities of the leader, as well as the process of a person's influence on others, which is manifested in mutual perception, advice, imitation, and understanding.

According to J. Maxwell, "a leader is a person who knows the path, follows it and shows it to others" [2]. This sentence emphasizes the main characteristics of a leader, which are determined by scientists. Researcher S. Kalashnikov defines leadership as "status, personality and the process of involving followers in certain activities", noting that "the main basis of leadership is the personality of the leader, his leadership qualities "Relevant to our study is the essential definition of the concept of "leadership qualities" proposed by A. Pilganchuk and V. Kuzmenko,

who understand it as "personal qualities that provide effective leadership, personal and socio-psychological personality traits that influence groups and ensure the achievement of goals" [2]. Based on the research of experts, the study of individual stable personality traits is based on the analysis of individual leadership qualities. Researchers believe that leaders are born with certain traits that ensure the effectiveness of their activities. The basis for the classification of leadership styles and specific behaviors is the behavioral approach, which observes and analyzes the manifestation of leadership behaviors in the specific behavior of leaders. The determining factor of the behavioral approach is the behavioral style of leaders and followers. Behavioural dynamics reflects what the criteria for analyzing the activities of leaders are: "statics involving the analysis of individual leadership qualities, or dynamics based on the analysis of the leader's behavior" [8, p. 25-29]. The results of the study confirm that the dominance of a specific leadership style is untimely and confirm the necessity of flexible application of different leadership styles in specific situations [8, p. 25-29].

According to the research of scientific literature on the nature of leadership, leaders are found to have the following qualities: the leader's lifestyle is a combination of professional and personal life; the leader does not stop at his own development; the leader's mission is reflected in the use of abilities and acquired knowledge, skills, talents as a way of self-realization in interaction with others [8, p. 25-29]. Leaders who are charismatic personalities have the following personal qualities and skills: high level of psychological abilities, broad public interests, maturity; organizational skills, confidence in one's actions and decisions, sense of dignity, energy, competence, balance, emotional and stress resistance, ability to act quickly and thoughtfully in different situations and manage, success, inspiring others by example; well-developed rhetorical abilities (ability to express one's own ideas convincingly, interpersonal communication skills); ability to objectively evaluate oneself; ability to take care of one's appearance, mastering teaching skills [2, p. 294].

Based on the study of the concept of leadership, O. Morgulets identified the following main leadership approaches: approach based on leadership qualities (the first traditional approach assumes that a person has unique personality traits from birth, a high level of intelligence and education, expressive appearance, self-confidence, initiative, etc.; is the basis for other concepts); behavioral approach (assumes that leadership qualities can be successfully developed and that leaders are not necessarily born leaders); situational approach (determines that the effectiveness of leadership depends directly on the specific situation, but the personal qualities and behavior of the leader are also important factors of leadership).

Chinese scholars' research on leadership structure can be summarized into the following aspects: the so-called capability structure model is an organic model composed of the components that determine the capability (internal factors), influencing factors (internal and external factors) and the manifestation of the capability. It reveals the ways and methods of capability cultivation and the laws of capability development and exertion. The model consists of three layers: potential layer, actual capability layer and environment layer. The interaction between the potential layer and the environment layer is activity. The actual capability is always manifested through the activities of the capability subject in the environment [9].

Liu Yu said that according to the high-level model of college student leadership, 303 and 1405 college students were tested respectively, and exploratory factor analysis and confirmatory factor analysis were conducted using SPSS17.0 and Lisrel 8.72. The research results show that the college student leadership model is composed of 11 factors in two dimensions, internal and external. External participation includes affinity, communication, thinking, communication and competition, and self-endogenous power includes emotional power, execution, learning, planning, information and self-power. After verification and analysis, it was found that this high-level model has high conceptual validity [11].

Through a review of the leadership of future preschool education in Ukraine and China, this paper defines the leadership structure as: the leadership structure consists of communication, logic and will. Communication consists of communication, communication and thinking; logic consists of affinity, learning and information; will consists of execution, emotion and self.

The purpose of the article is to compare the structural characteristics of leadership competence of future preschool education experts in China and Ukraine, review and define leadership and leadership qualities, and define leadership competence of preschool education experts in this paper. On the basis of the research of the two countries, the leadership structure of future preschool education experts is summarized.

Summary of the main material. Z. Gaponyuk identified the following groups of potential qualities of leaders: general professional qualities, creative qualities, socio-psychological qualities, socio-communication qualities. E. Zeyer in 2003 said that «Personal qualities determine productivity, quality and performance». V. Shadrikov in 1982 mentioned that «Personal qualities of the subject of activity influence the efficiency of activity and the success of its development» [9]. M. Akhmetova in 2004 and B. Goloveshko in 2017 were certain that «A set of professional qualities that serve the successful conduct of professional

activity, effective solution of professional tasks, personal and professional growth and improvement» [2]. The results of the study revealed the importance of personality leadership qualities in leadership qualities: enthusiasm for doing things, social interaction skills, initiative, persistence in one thing, self-discipline, work ability, and general professional qualities, including the mastery of theoretical knowledge, practical experience, systematization of professional problems, adaptability, ability to predict events, high-quality performance of duties and responsibilities, sense of responsibility, team management ability, highlighting the primary and secondary, proper self-management, and distribution of responsibilities in the team. Creative qualities include creativity, initiative, openness, and comprehensiveness; the ability to develop, lead, and implement innovative educational projects and plans, the ability to cultivate preschool education experts to carry out educational innovation activities, the ability to apply research results to the management of the educational process, and methodological work. Social-psychological qualities include: creating a safe, comfortable, developmental, and inclusive educational environment; people-oriented, flexibility, tolerance, positive thinking, setting an example, building interpersonal connections, confidence and commitment in oneself, understanding others, influencing others' activities and behaviors, implementing personalized training for each expert, determining the best work rhythm, being able to prove oneself, convince others, and forming a positive attitude towards the activities and behaviors of leaders; emotional and stress resistance, analytical and reflective tendencies, and the application of reflective practice.

Social-communication qualities include the ability to communicate and establish professional connections, self-confidence (the ability to defend one's own views, prove one's own opinions, respect the interests of the entire team and individuals, and personal space), the ability to manage communication between team members, the ability to use communication channels and mechanisms, and the ability to use communication activity techniques [2, p. 294]. Analyzing the specifics of professional activity allows us to identify the following factors that should be taken into account when forming the leadership qualities of future leaders of preschool institutions (next PEI): social and educational challenges; characteristics of the social and educational environment; goals and objectives of management, the professional role played by the leader, etc.

Using the provisions of the competence approach, T. Batalova defines the following functional roles of modern leaders: "the ability to be a manager-leader, strengthening the activities of followers; the ability to manage a team; the ability to set an example, influencing people to achieve certain goals; the

ability to use modern methods and technologies in the management of educational institutions, including information and communication; the ability to work in a team, the ability to work effectively as a team member and leader; the ability to be a strategist", transforming their activities and pre-educational activities; the ability to innovate and think creatively, realize creative potential in professional activities, manage innovative educational activities; the ability to distinguish opinions and arguments, evaluate them, establish cause-effect relationships; the ability to continuously carry out professional development [2., p. 294]. Savelyeva points out the following leadership qualities of a person: dedication to work, charisma, expression of character, which is reflected in the ability to withstand stress, competence, concentration, insight, the ability to listen, initiative, problem solving, a positive attitude, responsibility, confidence, self-discipline, social skills, foresight, the ability to learn and the willingness to take risks [Савельєва, О., p. 82]. Scientists A.I. Kurytsia and D.I. Kurytsya believe that the process of developing leadership qualities in students should be part of the overall teaching process of an educational institution and should be based on special conditions that ensure its effectiveness [4, p. 353–363]. In addition, we believe that the formation and development of leadership qualities in students should be the primary task of any educational institution. The process of their development and formation should be aimed at enabling students to acquire skills, knowledge and leadership, influence and effective management. Regarding the concept of "leadership competence", according to pedagogical terminology, competence is a dynamic combination of personal qualities such as knowledge, skills, understanding, and values, and is the ability of a person to carry out effective activities [10]. Leadership competence means that a person has leadership knowledge, understands its nature and values, has developed leadership skills, and has leadership qualities that enable him to effectively exert formal or informal influence on others.

Next, we will consider the experience of some European countries in developing students' leadership qualities and abilities. Thus, in Germany, educational institutions create the necessary opportunities to develop and form students' leadership abilities and qualities, allowing students to try themselves and their strengths in various social roles, have the opportunity to accumulate communication experience, and also feel responsible for their own behavior, so that you can develop leadership and business qualities, learn to manage, obey and take responsibility [7, 81–84].

Two scholars Nickels & Ford in 2017; Fleenor in 2019 summarized leadership into work-related ability, personal ability, and interpersonal ability based on the 360 feedback model.



Fig. 1. Leadership Competencies Structure by Nickels & Ford, 2017; Fleenor, 2019

In China, after summarizing the leadership summaries of different scholars, it is divided into the following abilities.

This article summarizes and analyzes leadership in the context of preschool education, and summarizes the specific leadership as follows:

In my opinion, the leadership structure includes: team building skills; communication and coordination skills; preschool education professional literacy; time management skills; decision-making skills; emotional management skills; self-analysis and control skills; problem-solving skills, understanding

children and empathy skills. The reason why preschool education professional leadership includes team building ability, communication and coordination ability, preschool education professional literacy, time management ability, decision-making ability, emotional management ability, self-analysis and control ability, problem-solving ability, and the ability to understand children and empathy is that these abilities together constitute the core qualities of preschool educators, which are essential for their professional development and the implementation of educational work.

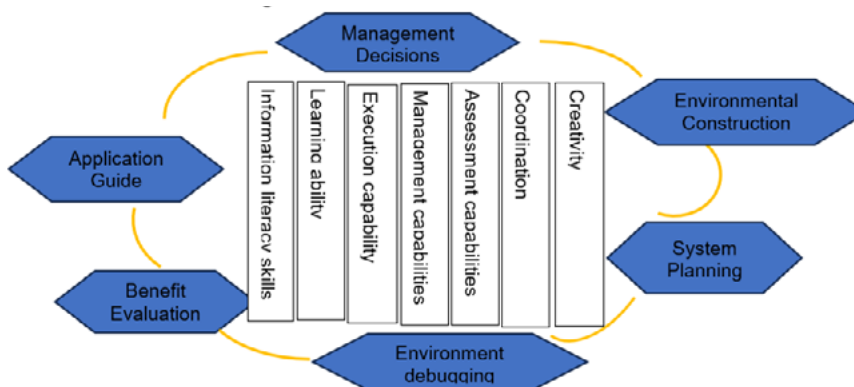


Fig. 2. Source: cited Lü Kun, Chen Xiping. Research on capability structure model, evaluation and empirical methods

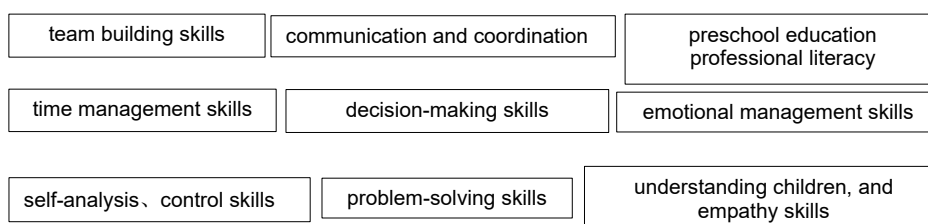


Fig. 3. Structure of the leadership competencies

First of all, team building ability is an important part of preschool education professional leadership. As educators, preschool education experts not only need to have the ability to work independently, but also need to work together with colleagues, parents and other parties to form a joint force to better promote the development of preschool education. Team building ability includes the ability to form a team, assign tasks, and stimulate the enthusiasm and creativity of team members, which can help kindergarten teachers effectively organize and coordinate team members and contribute to the healthy growth and development of children.

Secondly, communication and coordination ability is also an indispensable part of preschool education professional leadership. In educational practice, preschool education experts need to communicate and coordinate with multiple parties, including colleagues, parents, children and superior departments. Good communication skills can help preschool education experts better express their own views and ideas, and at the same time better understand and listen to the needs and opinions of others, so as to reach a consensus and promote the smooth progress of education.

Furthermore, preschool education professional literacy is the foundation of preschool education professional leadership. Preschool education experts with high professional literacy have solid professional knowledge and skills, and can scientifically and effectively guide children's learning and growth. They are familiar with the laws of children's physical and mental development, and can formulate and implement educational plans that meet the characteristics of children, providing strong guarantees for the comprehensive development of children.

Time management ability is also crucial for preschool education experts. In the busy educational work, preschool education experts need to arrange time reasonably to ensure the smooth completion of various tasks. Good time management ability helps kindergarten teachers improve work efficiency, reduce work pressure, and better pay attention to children's growth and development.

In addition, decision-making ability, emotional management ability, self-analysis and control ability, and problem-solving ability are also important aspects of preschool education professional leadership. These abilities can help preschool education experts quickly respond to various complex situations and problems in educational practice, make wise decisions, and effectively manage their emotions and behaviors, providing strong support and guarantee for the healthy growth of children.

Finally, the ability to understand children and empathize is an indispensable part of preschool education professional leadership. Preschool education experts need to have keen observation and empathy,

have a deep understanding of the inner world of children, and understand their needs and feelings. In this way, they can better establish emotional connections with children, pay attention to their growth and development, and provide them with more intimate and effective education.

In summary, preschool education professional leadership includes team building ability, communication and coordination ability, preschool education professional literacy, time management ability, decision-making ability, emotional management ability, self-analysis and control ability, problem-solving ability, and the ability to understand children and empathy. These abilities together constitute the core qualities of preschool educators, which are of great significance to their professional development and the implementation of educational work.

Conclusions. The study of this issue is divided into two parts: first, a theoretical analysis of existing methodological theories in philosophy, psychology and educational science literature, papers on this issue, and theories and methods of educational research is conducted. The research on leadership by Chinese and Ukrainian scholars is analyzed, and the concept of leadership is fully defined. Second, after comparing the specific content of leadership in China and Ukraine, this article draws conclusions about the specific content of leadership based on its own views. Determine and verify the structure of the formation of leadership qualities of future leaders of preschool education institutions, including which leadership qualities contribute to the formation of their professional capabilities, and explore how the leadership capabilities of future preschool education experts should be cultivated.

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