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Concept of Training Future Teachers for Leadership at the University Level

The given concept is the theoretical basis for training students of pedagogical profiles for leadership at the university level. The purpose of the concept is to reveal the basic approaches to leadership in education, its types and forms, and, using a competency-based approach, to determine the range of competencies and professional and personal qualities that a teacher must have in order to become a leader at school, in class, in territorial and international community, in real and virtual world. The applied task of the concept is to determine the meaningful and target guidelines of the three educational modules, the development and implementation of which the project is aimed at. The concept accumulates leading ideas contained both in the classical theory of leadership and in recent research on this subject.

The analysis of research literature on the problem of leadership showed that so far there is no unified interpretation of the notions "leader" and "leadership" [1; 7; 8]. Most commonly a leader is defined as a member of a group who spontaneously advances to the position of an unofficial leader in a specific and significant situation. The main function of a leader is to ensure the organization of joint activities of people for the quick and successful achievement of a common goal [10].

Scientists reveal such characteristics of leadership as responsibility, individual commitment and focus on achieving high results and organization goals; ability to influence, etc. Thus, leadership is manifested in certain personality traits and qualities that distinguish one professional from another and allow for successful achievement and keeping leadership positions.

Significant for this concept were publications that disclosed methodological issues of forming the leadership potential of university students (I.V. Drygina, M.V. Romanova, A.S. Khismatova, etc.); personal and professional qualities that jointly characterize the position of a leader, including a teacher; conditions that form the qualities of a successful leader (A.A. Derkach, V.G. Zazykin, O.V. Evtikhov, Yu.N. Emelyanov, R.I. Kotrukhova, V.N. Markin, T.V. Medvedeva, P .E. Ovsyankin et al.). In many studies, leadership is presented as a sphere of interaction in which the leader acts as the subject of effective communication management in the group (R.I. Kotrukhova, A.A. Murashov, etc.). The leader teacher in this aspect appears as a person of dialogue, aimed at establishing a dialogical unity or its facilitation. As A.A. Murashov correctly points out, the teacher-leader "is faster and more accurate than others: knows how to deal with the interlocutor and the situation; to look at the world through the eyes of those whom he/she intends to lead; to be an actor, but also a commander; to communicate new, but also engage in a dialogue; and if the dialogue takes place, to see the children not as they are in front of him/her now, but to see them as people of tomorrow; to know the subject, and most importantly, how it will come to students' life, what they will gain by studying it" [6, 262].

Thus, in this concept, leadership is understood as a process of influencing people which is aimed at achieving the goals. Directing other people's actions, the leader achieves his/her own results. The main elements of the leadership (management) process include influence (support), ensuring voluntary participation and achieving the goal.

Based on the analysis of scientific research literature and real educational practice, a number of fundamental ideas have been singled out in the concept of training student teachers for leadership.

1. Leadership in education is seen as a direct and indirect impact on the development of educational processes and organizations, as well as the transformation of social relations in pedagogical and children's groups, aimed at innovative changes in the educational landscape of the territory. Leadership in education encourages children and adults to achieve educational goals, as well as the tasks of social and professional development of the individual.

Leadership in education cannot be regarded as a quality of socially advanced, ambitious educators. Leadership is a professional and personal characteristic of any teacher, reflecting his/her readiness for a wide range of interactions in the surrounding society. Therefore, all future teachers must be trained for leadership already at the university.

A teacher is a manager who builds relationships with people, establishes contact, and effectively interacts with children and adults in order to achieve educational goals. As seen from this perspective, a teacher is a professional leader.

Based on the scientific theory of leadership and understanding of the leader as the leading, the first, heading the way person, I.B. Bicheva and O.M. Filatov define a teacher-leader as a person who is trusted and recognized; able to lead a team of children (parents, colleagues), awakening their activity and interest; to influence the process of interaction by regulating relationships; to organize the implementation of a particular activity responsibly. In this case, a teacher becomes a significant and undoubted authority influencing the process of development, training and education. Today, a teacher-leader is becoming an important strategic resource for all transformations, able to generate and perceive innovations, ready to be active and creative [2].

2. The key characteristics of a teacher-leader are:
- focus on a group of teachers and students: socio-perceptual abilities, empathy, active social and professional stand (altruism and taking into account the interests of the group, understanding socially significant goals), readiness to implement social and pedagogical initiatives; interpersonal sensitivity, the ability to understand the needs of other people;
- clarity of personal goals: awareness of one's own motives, ability to set career goals and develop personal strategies for professional development, willingness to uphold students 'own interests and interests, aligning their goals with the goals of groups of students and teachers;
- self-regulation and self-discipline: ability to control oneself (one's body, emotions, cognitive processes), stress tolerance, self-management, self-control, objectivity of assessment, purposefulness;
- ability to influence others: confidence, determination, adaptability, initiative, compliance with pedagogical tact and ethical standards; organizational skills, mechanisms of self-presentation and emotional impact, skills of effective

interpersonal communications and interaction with the group, the ability to manage conflicts in pedagogical and children's groups; personal charm and individual appeal (charisma).

3. The degree of expression of leadership qualities depends on:

- the environment in which leadership is manifested (real or virtual; class, group, educational organization, territorial or international community);
- functions and duties of the teacher (teacher, educator, educational manager);
- individual and personal characteristics of the teacher, affecting the style of his/her leadership behavior;
- the role of the teacher in the structure of formal and informal relations established in the educational organization.

Depending on spatial characteristics, **the following types of leadership in education** can be distinguished:
- leadership in the children's team as an organizing teacher, which does not depend on social status and role position in the adult team;
- leadership as the head of an educational organization or territorial education management body, based on managerial functions and competencies;
- formal or informal leadership in professional communities, including network ones, as heads of methodological associations, tutors, mentors;
- social leadership in the public space of the territory, as managers of socially significant projects, consultants of youth organizations and associations, organizers of leaders' schools for youth;
- leadership in the cross-cultural space as leaders and participants in international projects, members of international organizations and associations.

4. The university should prepare two categories of leaders in education: **teachers** who carry out the main professional activities in an educational organization, and **educational managers** who carry out managerial functions in this organization. For future teachers, leadership can act as a mechanism for professional and career growth (internal leadership) and a mechanism of social self-realization (external leadership).

The basis for training students for leadership is their inclusion in various social practices that contribute to the formation of a leadership position among students. During the period of study at the university, a gradual evolution of the leadership position of the future teacher takes place. At each stage of this evolutionary process, the student positions himself as a leader in relation to:
- oneself;
- interpersonal communication partners in the group;
- a children's team or a group of colleagues, like-minded people;
- the educational community of children and adults [5].

The first stage of mastering a leadership position requires the future teacher to develop self-regulation skills. One must learn to control oneself, one's own internal states, and one's external expressiveness.

At the second stage, the teacher learns to position himself/herself as a leader, heading in some situations of interpersonal interaction. Intra-group communications, in which the

teacher begins to take the initiative in his/her own hands, becomes the leadership behavior environment. The development of self-presentation skills, techniques and methods of influencing communication partners will effectively solve professional pedagogical problems.

The third stage expands the space of the teacher's leadership behavior to the scale of the teaching staff, to the practice of indirect, indirect management of the children's team. The teacher -leader acts as a captain, able to form his/her own team of like-minded people and coordinate their actions in achieving a common goal.

The fourth stage in the evolution of a leadership position is associated with the practice of managing a team system, a school, or an entire educational community (for example, a community of residents of one village or a local city community). The spread of personal influence to the masses of people is ensured by an active civic position, which the teacher takes in the sociocultural and socio-political life of the country [5].

5. Comprehension of the leadership position occurs in parallel with the acquisition of relevant professional and pedagogical competencies. Leadership competencies are related to the functions performed by educators.

To implement the internal function (management of the class and the school), the teacher must possess such competencies as:

- ability to analyze their own leadership qualities and develop them through advanced training (for example, on the basis of the Educational Center for Leadership Development);
- ability to diagnose the leadership qualities of students, mastering the methods of studying the informal structure of the children' group, identifying informal leaders;
- ability to develop leadership qualities of students through the organization of special training (Leader's School, Leadership Academy, etc.), the organization of student self-government at schools and in student groups, as well as involving students in socially significant projects and civic initiatives;
- knowledge and ability to use productive methods and tools for team building and team management;
- ability to act as mentors to young educators.

When performing **an external function** (leadership in the local, territorial and international community), the teacher must have such competencies as:

- ability to interact with leaders of local territorial communities, to manage projects and events of a historical, cultural, environmental, sports, artistic nature that are significant for the territory;
- ability to become a leader and provide methodological support to the local professional community;
- ability to provide informational, methodological and organizational support to the work of youth parliaments, public associations, civil society institutions;
- ready to provide advisory assistance to leaders of youth communities both in real life and in virtual networks;
- ability to create and develop international professional educational communities;
- ready to interact in international virtual teams, including project teams;
- ability to be an effective leader (member) of international professional and public associations.

In addition to the above competencies, the teacher must have IT competence that allows carrying out various types of communication in the virtual space (including social networks), using various technical capabilities and platforms for effective distance learning. This competency allows a modern educator to become a leader in the digital world

6. The formation of students' professional and pedagogical competencies is carried out by including them in various types of socially significant activities.

Extra-curricular work performed at the university creates optimal conditions for the formation of leadership qualities of a young person. An active life position kind of guarantees fresh ideas, innovative approaches, bold managerial decisions, it is precisely in these educators that educational organizations are interested. Today's leaders among socially active students in the future can prove themselves as managers, social and political leaders, whose field of activity is educational and social institutions [3].

Student self-government (hereinafter - SSG) occupies a special place in the formation and development of leadership qualities of HEI students. SSG is one of the main forms of educational work at a university, aimed at creating conditions conducive to students' self-fulfillment in the creative and professional sphere, solving issues in various areas of student life and forming comprehensively developed, creative personalities with an active lifestyle, and training of modern specialists who are competitive in labor market [9]. The most effective organizational forms of SSG that contribute to the formation of leadership competencies include forms of co-management of a university, forms of exercising managerial powers (student council, organizing committee, student parliament, group and department meetings), forms of implementing target functions (student club, student scientific society, sports committee, specialized associations at departments), forms of training a student leader (discussion club, leaders' school, leadership in project teams, profile summer camps), forms of social partnership (Youth Council, student forum of youth initiative, student trade union committee), forms of assessing the performance of self-government (group and individual portfolios).

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