



FORMATION OF LEADERSHIP QUALITIES FOR SUCCESSFUL PROFESSIONAL ACTIVITY OF SPECIALISTS

FORMACIÓN DE CUALIDADES DE LIDERAZGO PARA EL ÉXITO DE LA ACTIVIDAD PROFESIONAL DE LOS ESPECIALISTAS

Tetiana Zasekina ¹

E-mail: zasekina.t@gmail.com

ORCID: <https://orcid.org/0000-0001-9362-5840>

Kateryna Desiatnyk ²

E-mail: k.desyatnyk@gmail.com

ORCID: <https://orcid.org/0000-0001-9804-2863>

Olha Makaruk ³

E-mail: olha.makaruk@pnu.edu.ua

ORCID: <https://orcid.org/0000-0002-2894-077X>

Alona Dvorska ⁴

E-mail: alyonadvorskaya96@gmail.com

ORCID: <https://orcid.org/0000-0002-9920-8738>

Maria Kostolovych ⁵

E-mail: kostolovychm@gmail.com

ORCID: <https://orcid.org/0009-0009-2119-6237>

Oleksandr Kuchai ^{6*}

E-mail: o.kuchai@gmail.com

ORCID: <https://orcid.org/0000-0002-9468-0486>

¹ Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, Ukraine.

² Lesya Ukrainka Volyn National University, Ukraine.

³ Kolomyia Institute of Vasyl Stefanyk Precarpathian National University, Ukraine.

⁴ Flight Academy of the National Aviation University, Ukraine.

⁵ Rivne State University of Humanities, Ukraine.

⁶ National University of Life and Environmental Sciences of Ukraine, Ukraine.

*Corresponding author

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ABSTRACT

The article reveals how leadership qualities are formed in individuals during training in a higher education institution for further successful professional activity. It reveals the content of the concept of "leadership," the components and variants of leadership styles, the goal of the leader, and groups of leadership qualities. The study takes into account cultural, competency, personal approaches, and value orientations in the formation of leadership qualities by centers for the development of leadership qualities. The main variants of leadership styles are revealed, the image of a charismatic leader is described, and the deep qualities of the image that have a great influence on people are described. The basic abilities and main features by which a leader can be characterized, effective methods for forming leadership qualities of the individual in higher education institutions, and strategies for developing

leadership qualities in the context of education quality management in future specialists are highlighted. The effectiveness of the developed system for the formation of leadership qualities was experimentally confirmed, in which attention was paid to: the motivation of students to the formation of leadership qualities, systematic reflection of students, and application of training technology.

Keywords:

Leadership qualities, Cultural, competence, personal approach, Value orientations, Methods of forming, Image qualities.

RESUMEN

El artículo revela formas de formar las cualidades de liderazgo de una persona mientras estudia en una institución



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de educación superior para una actividad profesional más exitosa. Se revela el contenido del concepto de «liderazgo», se identifican los componentes y variantes de los estilos de liderazgo, el objetivo del líder y los grupos de cualidades de liderazgo. El estudio tiene en cuenta los enfoques culturales, competenciales, personales y las orientaciones de valores en la formación de cualidades de liderazgo por parte de los centros de desarrollo de liderazgo. Se revelan las principales variantes de los estilos de liderazgo, se describe la imagen de un líder carismático y se describen las cualidades profundas de la imagen que tienen una gran influencia en las personas. Se destacan las habilidades básicas y las principales características por las que se puede caracterizar a un líder, los métodos efectivos para formar cualidades de liderazgo de una persona en instituciones de educación superior y las estrategias para desarrollar cualidades de liderazgo en el contexto de la gestión de la calidad de la educación en futuros especialistas. La eficacia del sistema desarrollado para la formación de cualidades de liderazgo se confirmó experimentalmente, en el que se prestó atención a: la motivación de los estudiantes para formar cualidades de liderazgo, la reflexión sistemática de los estudiantes y el uso de tecnología de formación.

Palabras clave:

Cualidades de liderazgo, Enfoque cultural, Competencial, Personalidad, Orientaciones de valores, Métodos de formación, Cualidades de imagen.

INTRODUCTION

The introduction of effective technologies and the availability of qualified and educated specialists is required by the modern socio-economic development of society. The higher education system directly contributes to the implementation of these needs. Providing graduates with the skills that are necessary in the labor market is an important direction of reforming modern education. Leadership is key to achieving organizational effectiveness. That is why there is a rather great interest today in the problem of leadership. It is precisely on the actions of leaders, managers, and leaders, starting from the collectives of enterprises, military organizations, and groups and ending with the state that the effective management of various social structures depends. The construction of any developed society objectively determines the need for leaders.

The leadership style of managing an organization, and the formation of leadership qualities for the successful professional activity of specialists is a topic that has been on the lips of many managers over the past decade.

New young leaders are needed who are capable of productive cooperation, are humanistically oriented, ensure the production of extraordinary ideas, and are ready to

take responsibility for their activities, for themselves, for making decisions (Pokhyliuk, 2023).

The interaction of individual civilizations and individual people is one of the characteristic features of the globalization of education. Often, cross-cultural problems arise in such interactions. Leadership qualities come to the fore among the qualities that ensure the success of working with people. "And as for the personality, this is leadership" (Bida et al., 2021).

Thus, the importance of the formation of leadership qualities for the successful professional activity of specialists and the development of leadership qualities of student youth in our time is undeniable.

Literature Review

The issue of the development and assessment of leadership qualities in teachers as a key aspect of the quality of education, its management, and the importance of teachers' leadership competencies for managing the educational process and improving the quality of learning is highlighted by Yampol & I. Namestiuk (2024). The authors present the content of self-assessment, observation, and questionnaires, and present methods for assessing leadership qualities; through professional mentoring and development, strategies for developing individual leadership qualities, and developing their leadership potential are considered. Including the development of individual development plans and their integration into higher and secondary schools, an analysis of ensuring effective management of the quality of education, and the use of assessment results for managing its quality.

The problem of the need to form leadership competencies in each higher education applicant is highlighted by Yeriomenko (2023). The scientist notes that rapid changes in the life and professional activities of each person have caused the activation of leadership. The advantage of collective leadership over individual leadership is emphasized, the essence of leadership is highlighted, and among the areas of research, an analysis of the concepts: "change leader", "change agent", "leader in education", the basic features of a leader are defined.

Liba & Roman (2023) devoted their research to determining the content of leadership qualities, developing pedagogical conditions for the formation of leadership qualities of future teachers: "motivational and value orientation of the future teacher towards successful professional activity; ensuring the future teacher's assimilation of a system of practically-oriented, integrated knowledge; application of personally-oriented technologies; formation of a set of integrated knowledge, skills and abilities".

The work of Lohvys (2023) is devoted to the study of psychological factors of the development of leadership qualities in future teachers and "describes the author's

approach to understanding the holistic structure of leadership qualities and the importance of its formation and development in the process of professional training of teachers, especially during the period of education reform. The proposed set of psychodiagnostic tools allowed for a comprehensive and comprehensive study of the personality of a future teacher from the position of leadership."

In the study by Harbuziuk & Yolkin (2023), emphasis is placed on involving the leadership factor within social and labor relations, applied principles of management of the development of leadership qualities of the individual are improved; new means, tools, and approaches to the development of leadership qualities of self-employed persons are revealed, in particular in the field of programming, design and art, work with texts, outsourcing of audio and video, consulting, mobile applications, programming. An algorithm of measures has been developed to implement and form the leadership potential of self-employed persons; a description of general leadership characteristics in the selected type of professional activity is made; planning of measures for the formation of leadership capital; approval of a program for the development of leadership properties and characteristics; determination of functional and structural characteristics of leadership potential; implementation of leadership functions: professional self-development, establishment of high-quality communication, management of professional culture, implementation of human potential, avoidance of professional conflicts.

Bida et al. (2021) identified the requirements for the social role of a leader in modern society; the formation of leadership qualities was considered an important factor in the success of specialists in their professional activities. Variants of leadership styles were identified, and it was found that "most definitions of leadership include three components: influence, group and goal".

The formation of leadership qualities during higher education is described by Pokhyliuk (2023) as a modern direction of active social and psychological training of future specialists; the features by which a leader can be characterized as a leader of a certain social group are considered. To form leadership qualities in higher education applicants, methodological recommendations for future specialists have been developed.

Thus, the analysis of scientific sources suggests that scientists have highlighted the issue of developing and assessing leadership qualities in teachers as a key aspect of the quality of education, and its management, emphasizing the importance of teachers forming leadership competencies for managing the educational process and improving the quality of learning; emphasized the superiority of collective leadership over individual leadership, highlighted the essence of leadership and among the areas of research, analyzed the concepts: "change

leader", "change agent", "leader in education", identified the basic traits of a leader; investigated the psychological factors of development of leadership qualities in future teachers; determined the requirements for the social role of a leader in modern society; considered the formation of leadership qualities as an important factor in the success of specialists in professional activities.

RESEARCH PURPOSE: to reveal the ways of forming leadership qualities of a person when studying at a higher education institution for further successful professional activities.

MATERIALS AND METHODS

To achieve the goal of the study, the following research methods were used: theoretical (analysis, comparison, synthesis, systematization, generalization, classification to reveal the conceptual apparatus of the study); empirical (pedagogical experiment, observation, conversation, testing to verify the work carried out in higher education institutions); statistical for qualitative and quantitative analysis of the results of the experiment.

In higher education institutions, in natural conditions, an experiment was conducted during 2022-2023. The experiment included the following stages: ascertaining, formative, and control. Master's students, a total of 62 people, were respondents. The participation of respondents in the experiment was voluntary.

The purpose of the ascertaining stage of the experiment was to determine the initial level of formation of leadership qualities in future specialists. The formation of leadership qualities in future specialists was determined using a three-point scale.

The ascertaining stage of the experiment (its results) showed that the respondents had a low level of leadership qualities and confirmed the need to introduce a system for the formation of these qualities into the process of professional training of future specialists.

At the formative stage of the experiment, CG students studied according to the traditional method, EG students studied according to the developed system for the formation of leadership qualities, which paid attention to: students' motivation to form leadership qualities, systematic reflection of students, and application of training technology.

At the end of the professional training process, after completing pedagogical practice, the students conducted a control stage of the experiment, where the level of formation of leadership qualities was compared in EG and CG. In the study, we used Fisher's φ test for statistical analysis of the results.

A statistically significant difference between CG and EG respondents was determined at the control stage of the

experiment regarding the low and high levels of formation of leadership qualities of the individual.

The effectiveness of the developed system for the formation of leadership qualities was experimentally confirmed, in which attention was paid to: students' motivation for the formation of leadership qualities, systematic reflection of students, and the use of training technology.

A statistically significant difference in the low and high levels of formation of leadership qualities between EG and CG respondents was determined at the control stage of the experiment.

The greatest changes occurred in EG respondents in terms of the level of formation of organizational qualities, reflexivity, orientation to self-improvement and self-development, and communication.

RESULTS-DISCUSSION

The content of the concept of “Leadership”, components and variants of leadership styles, and the goal of the leader.

Leadership is called “a typical system of methods of influence on subordinates for a leader (manager)”; “a socio-psychological phenomenon that belongs to dynamic processes in a small group” (Moskalenko, 2005).

“Leadership” is the ability to manage or direct an organization (group of people); the ability to lead people.

The definition of leadership includes the following components: group, influence, and goal. Summarizing these components, leadership can be considered a process in which a person influences other members of the group to achieve a goal.

Let's name the main variants of leadership styles: authoritarian, democratic, balanced, permissive, team, etc.

“Leaders are people who influence the behavior of others (students, subordinates, colleagues, followers, etc.); leadership is usually studied in the context of groups (for example, professional teams, student classes, sports teams); the group goal that must be achieved is an important aspect of leadership” (Bida et al., 2021).

“The phenomenon of leadership, leadership relationships always arise when a group of people has to solve some problems that affect the interests of all or most members of the group. Leadership relationships are most noticeable when the group is faced with the task of distributing resources (resources in this context are understood broadly: material, financial, food, informational, etc., up to reproductive)” (Harmash, 2009).

The goal of the leader is a strong team, in which all individuals work for a common cause, for maximum results,

where each person is a self-sufficient individual and is simultaneously an element of the team. The team-building process has the following approaches to interpreting the content of leadership:

- the interpersonal approach increases the motivation for the leader's activities because it is he who, for the existence of the team, ensures the increase in its effectiveness, creates the need for continuous development of interpersonal competence;
- the multiplicity of situations of choice by team members and the leader himself, implies a role approach because it is through the variability of roles that their differentiation among team members and approbation is carried out, due to which the perception of each of the group members, the team, etc. is clarified.
- the goal-setting approach is based on improving the skills of group members regarding the implementation and differentiation of team goals, which are implemented with the help of a consultant.

To emphasize the need to improve the content of the concepts of “leadership” and “leader” at the current stage, these approaches were chosen: (Romanovskyi et al., 2017).

Groups of leadership qualities. Taking into account the cultural, competence, personal approach, and value orientations in the formation of leadership qualities by centers for the development of leadership qualities.

Scientists divide leadership qualities into the following groups:

- leadership qualities themselves, which include courage in generating ideas, creativity, charisma, empathy, initiative, morality;
- general management qualities, which include practical thinking, professional competence, collectivism, hard work, sociability, resilience in stressful situations, organizational skills, healthy lifestyle, and willpower;
- specific qualities, which include qualities characteristic of a particular industry (Sopivnyk, 2013).

The globalized world is characterized by an extraordinary pace of development of contacts between representatives of different cultures. For future leaders, this is precisely what determines the need for quality – taking into account the diversity of cultures in interactions with their subordinates and with other leaders, and also assumes a variety of personal behaviors and values, approaches to production and management, gender and race relations. At the same time, a cultural approach, a competency approach, a personal approach, and a person's value orientation should be taken into account. There should be awareness of legal and economic differences, as well as differences of a motivational and social nature that exist in the workplace around the world. Different components of a specific culture of a particular individual should be

taken into account. To achieve the set goals, the ability to motivate employees and properly stimulate representatives of different cultures will be of increasing importance (Kuzminskyi et al., 2019).

Therefore, it is precisely such a quality as tolerance that is becoming increasingly important for future leaders of a globalized world. And it consists of the fact that the personality normally consciously relates to "otherness", to any of its manifestations, and not intolerance to something unpleasant or incomprehensible.

Taking into account the cultural, competence, personal approach, and value orientations in the formation of leadership qualities in the individual, the work should be aimed at the planetary education of student youth. This is the main task of working on oneself by future leaders (Bida et al., 2021).

In all higher education institutions in the USA, special centers and departments for the development of leadership qualities have been created, which offer various leadership development programs, programs for participation in inter-university (for example, in ethical debates) competitions from forming a high school team to special courses where students gain knowledge about how to experiment, master the basics of volunteering, learn to be brave, persistent, form and prove their opinion to others, not be afraid to project the future, take risks, organize cooperation, receive help from other people and help each other, etc.

Leadership theories are currently developing in line with the idea that those who teach others to be leaders for themselves and give up their role as leaders are also the best leaders (Karmanenko, 2019).

So, when forming leadership qualities, centers for the development of leadership qualities necessarily take into account such approaches to a person as: cultural, competence, personal, and value orientations of a person.

Main variants of leadership styles. The image of a charismatic leader.

Let us highlight the main variants of leadership styles: command, authoritarian, democratic, balanced, permissive, etc. To a large extent, the effectiveness of a specific, individually taken leadership style depends on situational factors. Although, one style may be better than another, in some cases, because there is no single leadership style that would suit all situations – there is an optimal style for different situations.

A leader (ideally) should be a person who has some kind of strange charm, attracts the attention of others, and knows how to influence others.

Such a quality as charisma is of great importance for a leader. The image of a person, his image becomes

charismatic when his deep complex characteristics are clearly manifested in it.

Usually, a charismatic personality evokes irrational strong feelings in people. They manifest themselves on a conscious level as a surge of energy, respect, passionate affection, and admiration (Prorok, 2015).

For many years, the image of a charismatic leader has attracted special interest from scientists. It is they, charismatic leaders, who can act, despite obstacles and personal sacrifices, to motivate and inspire people to act beyond their usual capabilities. A charismatic leader influences people with strong emotional indicators. The leader's charisma helps to increase the productivity of the entire organization's activities, if it does not contradict his ethical standards.

Charismatic leaders create an atmosphere of change and an idealized picture of the future, increase the level of self-awareness of people, convey complex ideas and clearly formulate goals, and open up new opportunities, so that employees begin to sacrifice personal interests for the sake of the interests of the organization; inspire followers with their enthusiasm, when they take personal risks, they achieve the trust of followers, passionately defend their position. People admire and respect a charismatic leader for his personal qualities, knowledge, and experience, and not for his title and position (Stratan-Artyshkova et al., 2022).

Charismatic leaders can overcome the boundaries of the organizational formal hierarchy even though they occupy high positions, their influence is based not on official power, but on personal qualities (Bida et al., 2021).

Deep image qualities that have a great influence on people.

Let's highlight the most important image characteristics of a leader:

- **energy** (dynamism, activity, expressive language, emotionality of the image, bright ideas, lively facial expressions and gestures);
- **dominance** (significance, strength, influence of the image, ability to arouse the desire to listen, change for the better, perform specific actions);
- **clarity, the closeness of the image** (ability to evoke a sense of accessibility, simplicity, security in a person, comprehensibility, and conclusion);
- **archetypal image** (reflection of impulses, old ideas in the image);
- **positivity of the image, reference** (ability to evoke feelings of trust, sympathy, interest, respect, embodiment in the image of moral universal ideals and values).

These deep qualities of the image have a great influence on people, in particular, they determine its mystery,

charm, “irrational magnetism”, and extraordinaryness (Prorok, 2015).

Basic abilities and main features by which a leader can be characterized.

There are 5 basic abilities of a leader:

- the ability to inspire followers is the ability to create an attractive and positive image of the future. A leader with developed skills of inspiration, addressing the values and motives of followers, can make a common goal valuable for each member of the team;
- the ability to model the proposed path to achieving the goal is the ability to clearly define the goal, break down the ways of its implementation into separate tasks, and assess potential risks; this is the willingness of the leader, to create the most optimal scenario, to discuss various options for achieving the goal with his followers;
- the ability to allow followers to achieve more is manifested in the development of team members, in the leader's focus on this goal, when the leader distributes responsibilities so that all team members learn and open up new opportunities for themselves;
- the ability to perceive each goal as a challenge – for the most effective achievement of the goal, is manifested in the leader's readiness for systemic changes. The leader does not get satisfaction with such skill in the patterned performance of the same work; he is constantly looking for new tasks and ideas that could improve both his team members and himself;
- the ability to encourage others is manifested in the ability to maintain positive emotions and goals in the team and when communicating to maintain a positive mood with each of the followers, which allows them to achieve more and increases the followers' faith in themselves (Romanovskiy et al., 2017).

Let's name the main features by which a leader can be characterized:

- status in the group: the leader has a high status and enjoys authority in the group;
- the leader as a member of the group, he is not “above” the group, but “within” the group;
- the leader's influence on the group: the leader's influence on the consciousness and behavior of other group members, group management, and organization in the process of achieving group goals;
- coincidence of value orientations: the leader most fully expresses the interests of the group; the leader's value orientations, norms, and group coincide;
- the source of the leader's nomination in the group (Radul et al., 2002).

Effective methods for forming leadership qualities of the individual in higher education institutions.

Even in the student environment, future specialists develop leadership qualities during their higher education.

The most effective method in the professional aspect of forming leadership qualities is the use of training technologies in the educational process of higher education. The teacher has the opportunity to most successfully work out the necessary forms of behavior and skills, to present the necessary theoretical material through training. For various specialties, the implementation of training for students can be useful, and for those students whose professional activities will be closely related to communication with other people, this is especially important. It is precisely such areas of a specialist's work that require professional skills of interaction with other people and developed communicative qualities. Qualitative skills and qualities can be achieved using interactive and active learning (Pokhyliuk, 2023).

Professional development and mentoring include strategies for developing leadership qualities in specialists.

Professional development programs provide mentoring programs, training, seminars, and courses aimed at developing communication skills, classroom management skills, and conflict management.

Mentoring allows young specialists to receive advice, support, and skills from experienced colleagues.

To develop leadership qualities, educational institutions can implement strategies through the creation of collaborative teams, stimulating specialists to exchange experience, mutual learning, and joint work. At the institution administration level, the development of clear strategies and support for leadership development initiatives contributes to the creation of a supportive environment and stimulating motives for the professional growth of specialists (Plakhotnik et al., 2022).

Integration of assessment results into the practice of managing an educational institution is an important aspect of leadership qualities, which includes the development of individual development plans based on the needs and goals of specialists, as well as taking into account the results of the development of the educational institution and assessments when making management decisions. Leadership qualities in specialists determine the implementation of innovative approaches to training and education, the formation of a positive atmosphere in the group, and their ability to influence the process of professional training (Haran et al., 2021).

The leadership qualities of teachers who demonstrate leadership qualities are of key importance for effective management and organization of the educational process in higher education, capable of creating a stimulating and supportive atmosphere in a group where each student feels interested and important in the educational process

of higher education. Teachers who have leadership qualities can motivate higher education students to develop their potential, achieve high results, and show initiative in implementing innovative approaches to learning and new methods of the educational process.

The influence on the organization of collaborative work among students and the educational team is one of the important roles of leadership qualities for teachers. Possessing leadership potential, teachers can create an atmosphere of cooperation, mutual assistance, and mutual understanding during the educational process, which contributes to the socialization of students and the improvement of the quality of education. It is the teacher-leaders who contribute to the formation of a positive team, act as catalysts for the development of group dynamics, and contribute to the achievement of success in the education of higher education applicants.

Leadership qualities play an important role in the implementation of changes in the educational process and innovations by teachers. Teachers-leaders actively contribute to the implementation of innovative technologies, the dissemination of best practices and pedagogical ideas in the field of education, are agents of change, and develop a professional community.

Strategies for developing leadership qualities in the context of education quality management in future specialists.

Strategies for developing leadership qualities in future specialists are key to ensuring student success and increasing the effectiveness of training in the context of education quality management. Strategies are aimed at developing specialist-leaders who can influence the development of the professional system as a whole and not only effectively manage its processes.

Let's consider the main strategies for developing leadership qualities in specialists (Yampol & Polishchuk, 2023).

The first strategy that takes into account the specifics of education quality management is to develop and organize professional development programs. These professional development programs include master classes, training, courses, and seminars aimed at developing communication skills, professional process management skills, and conflict management, which allows specialists to gain new knowledge and practice skills, develop their leadership abilities necessary for successful work in professional activities (Yampol, 2023).

The second strategy is to support mentoring. Mentors, who are proactive administrators and experienced professionals, provide advice, support, and mentor young colleagues, promote adaptation to new working conditions, help them develop professional skills, and provide practical advice on solving problems.

The third strategy is to create a favorable environment for the development of leadership qualities in future specialists. The administration of an enterprise or institution supports the initiatives of specialists aimed at implementing innovative approaches to work and increasing motivation for professional growth.

The fourth strategy is to integrate the results of the assessment of leadership qualities into the practice of managing an educational institution or enterprise. To develop individual personal development plans, the administration uses the data obtained and directs them to improve the leadership skills of a specialist or student. The results of the assessment can be used to make management decisions regarding the development of an enterprise, educational institution, corporation, etc.

In increasing the professional level of the team, and ensuring the quality of the educational process or the work of the enterprise, an important element is the strategy for developing leadership qualities in specialists, which, when implemented, contributes to the creation of a supportive and stimulating environment for achieving successful results in educational and professional activities and professional growth of specialists.

A key stage in determining the potential of specialists is the analysis of data from the assessment of the leadership qualities of specialists in the context of education quality management, which allows for identifying both the weaknesses and strengths of specialists, which is an important stage for the further development of the leadership potential of the individual and improving the quality of professional activity (Yampol & Namestiuk, 2024).

The experiment.

In higher education institutions, in natural conditions, an experiment was conducted during 2022-2023. The experiment included the following stages: ascertaining, formative, and control. A total of 62 master's students were respondents. The participation of respondents in the experiment was voluntary.

The purpose of the ascertaining stage of the experiment was to determine the initial level of leadership qualities in future specialists. Testing, interviews, and observations were used to diagnose the initial level in future specialists.

In the study, based on the refined structure of leadership qualities, indicators, criteria, and levels of leadership qualities in future specialists were substantiated.

According to the motivational and personal criterion, the indicators of the formation of leadership qualities in future specialists are: orientation towards self-improvement and self-development and motivation to achieve success.

According to the emotional-intellectual criterion, the indicators of the formation of leadership qualities in future

specialists are: – reflexivity, intellectual lability, empathy, and balance.

According to the organizational-management criterion, the indicators of the formation of leadership qualities in future specialists are: independence, willpower, leadership, activity, and organizational qualities.

According to the communicative-social criterion, the indicators of the formation of leadership qualities in future specialists are: sociability and sociability.

According to the three-point scale, the formation of leadership qualities in future specialists was determined.

Low level of formation – to achieve success, respondents have a low desire, a low need for knowledge, a low ability for self-development, respondents practically do not control their emotions, are anxious, unbalanced, have a low level of ability for compassion and empathy, do not show sufficient willpower, perseverance, inclination to leadership. These are closed personalities, not organized, not sociable, and not in contact.

Average level of formation – characterized by the mediocre ability of respondents to self-development and success, the person shows some anxiety, does not always control his emotions, is not ready for empathy and reflection, the tendency to leadership of the personality is moderately developed as well as activity; the respondent has some difficulties in communicating freely.

High level of formation – characterized by high motivation to achieve success, ability and need for self-development, ability to control one's emotions, developed reflexivity, ability to overcome difficulties, tendency to leadership, organization, independence, activity, sociability.

According to the results of the experiment – the ascertaining stage – in the EG and CG we note that:

- 5% of respondents have a high level of development of such a personality quality as leadership – which is the least developed quality of the student's personality;
- 62% of respondents – have a low level of development of such a personality quality as leadership.

So, we observe that leadership, among all the qualities of the respondents, is the least developed quality.

In the study, we checked such a quality as the balance of students.

According to the results of the experiment – the ascertaining stage – in the EG and CG, we note that:

- 8% of students have a high level of development of such a personality quality as balance – which is one of the least developed qualities of the student's personality;
- 62% of respondents have a low level of development of such a personality quality as balance,

In the study (the ascertaining stage), we checked such a quality as the independence of students.

- 11% of students have a high level of development of such a personality quality as independence – which is one of the least developed qualities of the student's personality;
- 60% of respondents have a low level of development of such a personality quality as independence.

In the study (the ascertaining stage), we checked such a quality as the organizational qualities of students.

- 8% of students have a high level of development of such a personality quality as organizational qualities – which is one of the least developed personality qualities of a student;
- 51% of respondents have a low level of development of such a personality quality as organizational qualities.

The best-developed personality qualities of respondents are intellectual lability and sociability. This is proven by the results of the ascertaining experiment.

In the study (the ascertaining stage), we tested such a quality as the intellectual lability of students.

- 33% of students have a high level of development of such a personality quality as intellectual lability – which is one of the most developed qualities of a student's personality;
- 20% of respondents have a low level of development of such a personality quality as intellectual lability.

In the study (the ascertaining stage), we checked such a quality as the sociability of students.

- 34% of students have a high level of development of such a personality quality as sociability – which is one of the most developed qualities of a student's personality;
- 31% of respondents have a low level of development of such a personality quality as sociability.

Thus, the ascertaining stage of the experiment (its results) showed a low level of formation of leadership qualities in the respondents and confirmed the need to introduce a system for the formation of these qualities into the process of professional training of future specialists.

At the formative stage of the experiment, CG students studied according to the traditional methodology, EG students studied according to the developed system of leadership qualities formation, in which attention was paid to: students' motivation to form leadership qualities, systematic reflection of students, and application of training technology.

At the end of the professional training process, after completing pedagogical practice, students conducted a control stage of the experiment, where a comparison of the level of leadership qualities formation was carried out in

EG and CG. Assessment of students' effective achievements was carried out using the same diagnostic methods, criteria, indicators, and levels of leadership qualities formation as at the ascertaining stage of the experiment.

In the study, we used Fisher's φ -criterion for statistical analysis of the results.

When comparing the growth in all indicators of the formation of leadership qualities for successful professional activity of specialists, we note that the most significant changes occurred in the EG respondents in terms of the level of formation of organizational qualities, communicativeness, reflexivity and orientation towards self-improvement and self-development.

We can add to these qualities – independence and leadership, qualities in which particularly significant changes also occurred in the EG at a low level of development.

And the smallest changes occurred in the respondents in terms of the level of formation of willpower.

We determined the general level of leadership qualities in future specialists as the arithmetic mean of the level of development of leadership qualities and all indicators of the criteria.

A statistically significant difference between the CG and EG respondents was determined at the control stage of the experiment regarding the low and high levels of formation of leadership qualities of the individual.

- 34% – we observe a high level of development of leadership qualities of EG students;
- 19% – we observe a high level of development of leadership qualities in CG students.
- 17% – we observe a low level of development of leadership qualities of EG students;
- 36.6% – we observe a low level of development of leadership qualities of CG students.

We present (in levels of development of leadership qualities) the generalized results of the dynamics of changes in respondents before and after the experiment.

The dynamics of changes in the levels of development of leadership qualities of EG respondents are more significant than those of CG respondents.

In EG, the number of respondents with a high level of leadership qualities increased by 17%, and with a low level – decreased by 23%.

In CG, the number of respondents with a high level of leadership qualities increased by 2%, and with a low level – decreased by 5%.

Thus, the effectiveness of the developed system for the formation of leadership qualities was experimentally confirmed, in which attention was paid to: students' motivation

for the formation of leadership qualities, systematic reflection of students, and the use of training technology.

A statistically significant difference in the low and high levels of formation of leadership qualities between EG and CG respondents was determined at the control stage of the experiment.

The greatest changes occurred in EG respondents in terms of the level of formation of organizational qualities, reflexivity, orientation towards self-improvement and self-development, and communicativeness.

CONCLUSIONS

The content of the concept of "Leadership" is revealed, and the components and variants of leadership styles, the goal of the leader, and groups of leadership qualities are highlighted.

The study takes into account cultural, competency, personal approaches, and value orientations in the formation of leadership qualities by centers for the development of leadership qualities. The main variants of leadership styles are revealed, the image of a charismatic leader is described, and the deep qualities of the image that have a great influence on people are described.

The basic abilities and main features by which a leader can be characterized, effective methods for forming leadership qualities of a person in higher education institutions, and strategies for developing leadership qualities in the context of managing the quality of education in future specialists are highlighted.

In higher education institutions, in natural conditions, an experiment was conducted during 2022-2023. The experiment included the following stages: ascertaining, formative, and control. A total of 62 master's students were respondents. The participation of respondents in the experiment was voluntary.

The purpose of the ascertaining stage of the experiment was to determine the initial level of formation of leadership qualities in future specialists. The formation of leadership qualities in future specialists was determined using a three-point scale. The ascertaining stage of the experiment (its results) showed a low level of formation of leadership qualities in the respondents and confirmed the need to introduce a system for the formation of these qualities into the process of professional training of future specialists.

At the formative stage of the experiment, CG students studied according to the traditional methodology, EG students studied according to the developed system for the formation of leadership qualities, in which attention was paid to: the motivation of students to the formation of leadership qualities, systematic reflection of students, application of training technology.

At the end of the professional training process, after the students completed pedagogical practice, a control stage of the experiment was conducted, where a comparison of the level of formation of leadership qualities was carried out in EG and CG.

A statistically significant difference between the respondents of the CG and the EG was determined at the control stage of the experiment regarding the low and high levels of formation of leadership qualities of the personality.

The effectiveness of the developed system of formation of leadership qualities was experimentally confirmed, in which attention was paid to: the motivation of students to form leadership qualities, systematic reflection of students, and application of training technology.

A statistically significant difference between the low and high levels of formation of leadership qualities between the respondents of the EG and the CG was determined at the control stage of the experiment.

The greatest changes occurred in the respondents of the EG in terms of the level of formation of organizational qualities, reflexivity, orientation to self-improvement and self-development, and communication.

We see further research in the development and experimental testing of pedagogical conditions for the formation of leadership qualities of student youth and a model for the development of leadership qualities; the formation, in the context of students' practice, of practical leadership experience.

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