

УДК 378:37

DOI: 10.31732/2663-2209-2022-66-152-156

## СИСТЕМА ЛІДЕРСТВА В СИСТЕМІ ОСВІТИ УКРАЇНИ

*Салій Б.*

аспірант, ВНЗ «Університет економіки та права «КРОК», м. Київ, Україна, e-mail: bogdan.salij@gmail.com,  
ORCID: <https://orcid.org/0000-0002-1012-7959>

## LEADERSHIP FRAMEWORK IN EDUCATIONAL SYSTEM OF UKRAINE

*Salii Bogdan*

postgraduate student, "KROK" University, Kyiv, Ukraine, e-mail: bogdan.salij@gmail.com,  
ORCID: <https://orcid.org/0000-0002-1012-7959>

**Анотація.** У статті досліджується роль лідерства і модернізації освітньої системи України. Доведено, що освітнє лідерство як управлінська парадигма набуває особливого значення в умовах військової агресії Російської Федерації та сприятиме відновленню та розвитку системи освіти після війни. Однією з головних проблем української освіти є те, що після здобуття країною незалежності система розвивалася за інерцією, що призвело до збільшення віддаленості від реальних потреб демократичного розвитку суспільства, держави та економіки. Цей автор використовував якісні методи для збору даних, щоб підготувати список рекомендацій, які дозволять трансформуватися від авторитарної системи викладання до сучасної, орієнтованої на Захід системи, де вчитель є лідером, а не лише джерелом потоку інформації. Учитель-лідер повинен мати харизму, розвинений емоційний інтелект, мотиви служіння своїм послідовникам. Для досягнення успіху сучасна українська освітня система має бути студентоцентричною, де учень не є бездіяльним об'єктом педагогічного впливу вчителя, а навпаки, стає рівноправним учасником навчального процесу. Автор виявила, що для студентів важливішими є компетенції, які формуються під час навчання, ніж професіоналізм викладача та знання предмету. Надані рекомендації запобігають будь-якій нетерпимості чи дискримінації щодо студентів і створюють простір для студентів для розвитку особистості, який можна використовувати в майбутній кар'єрі. Однак для досягнення найкращих результатів навчальний заклад має розглядати рекомендації як загальні та адаптувати їх до свого середовища, а не просто виконувати.

**Ключові слова:** лідерство, освіта, вища освіта, емоційний інтелект, авторитарна система освіти, вчителі.  
Формули: 0; рис.: 1; табл.: 0; бібл.: 8

**Annotation.** The article examines the role of leadership in the modernization of the educational system of Ukraine. It is proved that educational leadership as a management paradigm acquires special importance in the conditions of military aggression of the Russian Federation and will contribute to the restoration and development of the education system after the war. One of the main issues of Ukrainian education is that after the country gained independence, the system developed by inertia which lead to increased distance from the real needs of democratic development of society, state and economy. This author used qualitative methods to collect data in order to prepare list of recommendations which will allow transform from authoritarian system of teaching to modern, western orientated system where teacher is a leader not just a source of information flow. Teacher-leader has to have charisma, developed emotional intelligence, service motives to his followers. To achieve success, modern Ukrainian educational system has to be student-centered where student is not inactive object of pedagogical influence of a teacher, on opposite, he become an equal contributor in the learning course. The author discovered that students found more important competencies that are formed during the course then teacher's professionalism and knowledge of the subject. Given recommendation prevent any intolerance or discrimination against students and create space for students to cultivate personal development that can be used in future careers. However, in order to achieve best results the educational institution must consider the recommendation as general and adapt them to their environment instead of just implementing them.

**Key words:** leadership, education, higher education, emotional intelligence, authoritarian education system, teachers.  
Formulas: 0; fig.: 1; tabl.: 0; bibl.: 8

**Introduction.** Requirements for a teacher of higher education is a problem that has constantly concerned and continues to be the focus of theorists and practitioners of teaching, students and their parents, employers and a whole society. And this is understandable: the

teacher responsible for providing passion to his students in their pursuit of development and improvement, professional growth, becoming a citizen of a democratic society. It would not be an exaggeration to say that the competitiveness of our country depends on

educators. In this sense, not only the professional competence of teachers, but also their personal qualities and leadership abilities acquire special importance. Teaching methods for training future specialists should be a constant focus of attention of the management system of higher education institutions.

**Literature review.** Theoretical aspects of the problem of leadership in education are sufficiently widely presented in the works of Ukrainian and foreign researchers. In their works, the authors illustrated various aspects of the modern understanding of the essence, meaning and role of leadership as a management paradigm. In this regard, there is a fairly large range of studies of Hunter J., Goleman D., Nestulya O., etc. However, it should be noted that a leader is one who is followed not by force but by his own will, freely recognizing his right to indicate the goal, direction and lead. This right arises on the basis of trust in the leader by his followers (not subordinates), on the basis of his authority among them, their awareness of the importance for each of the tasks set by the leader and his values. Inspiring and motivating people to succeed, solve the most difficult tasks, the leader makes them conscious and active participants in the process of change, development, achievement of socially significant goals, thus maximizing the inner potential of each.

In this regard, it is extremely important that the teacher's activities meet modern socio-economic, socio-political trends and social expectations of consumers of educational services and society as a whole. In this context, the problem of leadership in the educational activities of the teacher deserves special attention. After all, leadership has been proclaimed one of the basic principles of ensuring the quality of its activities not only in the public but also in the private sector (Quality management systems, 2016).

In this essay will be discussed the current problems of Ukrainian highest educational system which still have authoritarian style as a consequences of Soviet Union authoritarian education system, because Ukraine was part of it. After the problem specification I will provide the ideas of how to transform current

approaches of teaching from authoritarian to the servile based on leadership theories and frameworks.

Unfortunately, the main weaknesses of the modern Ukrainian education system is authoritarianism, which reaches despotism in some educational institutions. However, this applies not only to the education system of our country, this is legacy that we get from USSR educational system. In attempts to build discipline, to organize the educational process, teachers and university administration unreasonably often and intensively use "administrative resources". The concept of "forcing a student" - from the list of the most common technics. It is not always spoken aloud, but the teacher's relationship with the student is mostly determined by this verb.

To keep the discipline at the level necessary for the lesson, to provide an opportunity for students to learn, the teacher needs endurance, self-control, mastery of a wide arsenal of pedagogical techniques and communication technologies. Sometimes the teacher does not have a wide arsenal of socio-communicative techniques to overcome the lack of student interest in learning. Low cultural level, especially in combination with aggression, feelings of immunity, inability to control themselves, control their emotions and in some cases inability to follow the rules of discipline – typical profile of teacher with authoritarian position. Exactly, authoritarian position, as a rule, fills the lack of professionalism, energy and personal resources of the teacher, performing a compensatory role (Kalashnikov, 2017).

The negative aspects of the authoritarian position are well-known: the student's initiative is restrained, the level of expression and development of creativity is reduced, confidence is reduced, a state of chronic stress is formed. Continued stay in such a situation leads to the formation of protest reactions, the energy of which, gradually accumulating, can cause an unexpected burst of aggression "unmotivated aggression". The educational influence of psychological pressure from the outside - the formation of such character traits as dishonesty, lack of initiative, irresponsibility, shyness, etc. (Surina, 2007).

Authoritarianism is usually associated with other characteristics of teaching. In particular, it is a didactic-centric orientation of the pedagogical process that opposes the anthropo-centric. When the priority of the teacher's activity, the reference point for its improvement becomes the method of teaching, the main actor of the educational process - the student - suffers. In this case, student is transformed from subject to object (Kornetov, 2006).

The teachers of the authoritarian style, are characterized by having tendency to be over-instructive. Its excess causes a decrease in interest in incoming information, and the very instructiveness - emphasizes its priority position with all the undesirable consequences of such communication.

In this way, the creative nature of the educational process is an essential condition for creating future of the nation. Involving students in the creative process is not only normal, it serves the implementation of the search activity on which human development depends, its adaptive potential, helps to achieve the goal of the school - the development of student personality, but also reduces the probability of fatigue. The chain of relationships here is simple: learning without creativity is uninteresting, and it turns out that it is violence against students.

**Aims.** The purpose of the article is to analyze the educational activities of Ukrainian teachers in accordance with the theory of leadership and to provide practical recommendations for improving teaching methods in higher education institutions of Ukraine.

For research purposes, general scientific and specific methods were used. The formalization method is intended for formulating the basic starting points of the theory of leadership. Methods of analysis (comparative and system-oriented) and synthesis, as well as methods of specifying the educational activities of teachers were used to assess the current state of the education system of Ukraine. Induction and modeling methods were used to create recommendations for improving teaching methods.

**Results.** The teacher, as a person and organizer of the student's educational activities, must always remember that today the methods and techniques inherent in authoritarian rule, coercion no longer give a positive educational effect. Just as, according to Covey, the era of the "whip and the gingerbread" in management in general came to an end, along with the industrial age (Covey, 2015).

So, in order to effectively fulfill its mission in the new realities of the modern globalized world, information society, knowledge economy, the priority of democratic values, the teacher have to be a leader for his students. Therefore, he must have a sufficient set of personal qualities and tools to interact with the environment, which are among the ones that leaders have. Discussions on their list have been going on from first educational institution. Therefore, I will focus only on the most important, in our opinion, for a teacher of a modern university.

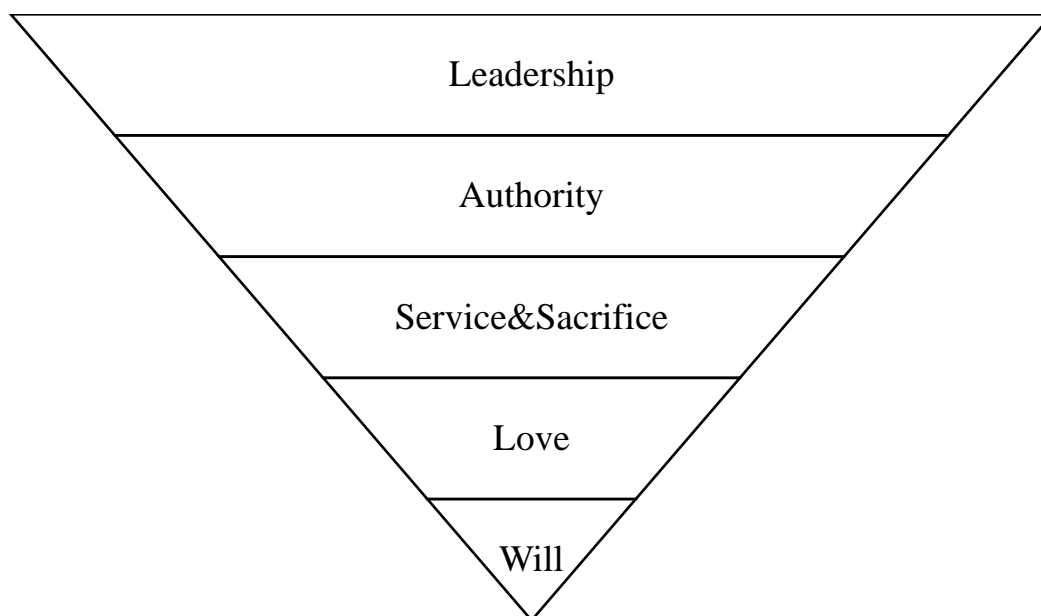
First, the teacher must have a charisma that is obvious to others. And there are different points of view on this problem. However, it is difficult to disagree with Enkelman, who among the "charismatic" traits of the leader includes the following:

- 1) personal magnetic force of gravity;
- 2) inspiration from accomplish the task of life;
- 3) identification with the work performed (gives the impression that the person is in his place);
- 4) demonstration of own abilities;
- 5) self-confidence and mental balance;
- 6) the ability to focus on the main thing;
- 7) sociability and ability to establish interpersonal relationships;
- 8) the ability to motivate himself and others;
- 9) the ability to find the right approach;
- 10) the ability to set clear goals for yourself and others;
- 11) charm;
- 12) activity and energy, ability to make decisions;
- 13) the ability to serve as a role model;
- 14) positive perception of life. (Enkelman, 2019)

All these characters are formed in a person who lives and works according to his calling, considering pedagogy, educational activity not as official duties, but as his own life mission, serving which has important social significance - forming a generation that will determine the fate of the country. The teacher's awareness of the importance and greatness of his life mission helps to mobilize his extremely powerful inner energy of beliefs and actions, which allow him to identify charisma and fascinate those who share his goals and values, see and define it. Only a teacher with "charisma" can become an authoritative role model for the student, to inspire his trust in him and the desire to imitate him.

The level of development of his emotional intelligence (EQ) is extremely important for a teacher-leader, which well-known American researchers Goleman, explain through personal (dedication, self-control) and social (social sensitivity, relationship management) skills. Determining the content and importance of emotional intelligence in the activities of the leader, the researchers emphasize: "The main task of leaders, in our opinion, is to" ignite "people - to make them ready to act" (Goleman, 2018).

Another aspect of the activity of a modern teacher-leader - service. The author of one of the theories of leadership service Dr. Hunter demonstrating his model in the form of an inverted pyramid (Figure 1).



**Fig. 1. The model of leadership service by Dr. Hunter [4]**

Hunter claimed, that leadership is where we're going. That is why it is at the top of the inverted pyramid. For it to stand the test of time, it must be based on authority that cannot be reached without serving others. Examples of such leaders are Jesus Christ, Gandhi, Mother Teresa, who served with love for their followers based on freedom. In fact, a responsible leader is constantly evolving himself and doing everything possible to develop his followers, inspiring them to do so. The leader-servant must create an appropriate environment for the development of his followers at all levels of the organization. This

is his responsibility. By his own conduct he must set an example of consistent adherence to this principle of leadership-service, for his "golden rule" requires the leader to treat his followers the way he would like them to treat him. (Hunter, 2019).

**Discussion.** Based on above presented researchers it can be claim that in 2022 education should be student-centered and consist of following principles that teacher:

- respects and takes into account the diversity of students and their needs, enabling flexible learning trajectories;

- takes into account and uses different ways of providing educational services;
- flexibly uses various pedagogical methods;
- regularly evaluates and adjusts the methods of providing educational services and pedagogical methods;
- maintains a sense of autonomy in the learner, while providing him with appropriate support;
- promotes mutual respect in the relationship "student-teacher";
- has proper procedures for dealing with student complaints.

Thus, the student stops to be a passive object of pedagogical influence of the teacher. In relations with teacher, student becomes an equal participant in the educational process. Therefore, traditional methods and techniques of authoritarian pedagogy must be eliminated and leaved in the past.

**Conclusions.** The conducted research provides grounds for formulating the conclusion. The effectiveness of the teacher is determined not only by his pedagogical competencies, which are manifested in the field of professional competence, but, above all, his new style of organizing educational activities based on values, willingness to change and develop personally and motivate students to develop, and provide support for them.

In terms of social psychology and management, such requirements correspond to the category of "leadership". In other words, in order to meet modern requirements for the quality of education, teacher should be not just a source of information flow for his students, but more importantly – a leader in the process of acquiring professional and social competencies necessary for their life, not only professional success.

For the student, important not only teacher's professionalism and knowledge of the subject. Students need to master not only the knowledge but also the competencies that are formed during the course. Moreover,

teacher is required to be a leader in the field not only of theoretical knowledge but also of practical activity, his human qualities, interest in the formation and development of his students, willingness to develop and change with them.

To sum up, the recommendations do not allow for any kind of intolerance or discrimination against students. On the contrary, they require the involvement of students in the development of educational programs in order to provide them with academic knowledge and skills, including those that are general that can affect personal development and can be applied by students in future careers. At the same time, institutions must ensure the implementation of programs in such a way as to encourage students to take an active role in the development of the educational process.

**References:**

1. Covey, S. R. (2015), *The eighth skill: from efficiency to greatness*. Alpina Business Books, 3ed edition. 408 p.
2. Enkelman, N. B. (2019), *Personal qualities as a means of achieving success in professional and personal life*: Interexpert, 272 p.
3. Goleman, D. (2018), *Emotional leadership: the art of managing people based on emotional intelligence*. Alpina Business Books, 301 p.
4. Hunter, J. (2019), *Service is the true essence of leadership*. Popuri, 160 p.
5. Kalashnikova, S. A. (2017), *Educational paradigm of professionalization of management on the basis of leadership: a monograph*. Kyiv: Borys Hrinchenko University, 380 p.
6. Kornetov, G. B. (2006). *Results and prospects of paradigmatic and pedagogical interpretation of models of the educational process*. Humanities, № 6, pp. 85-108.
7. *Quality management systems*. (2016), The official edition. Kyiv: SE "UkrNDNC".
8. Surina, G. Y. (2007), *Tolerance in the concept of humane pedagogy*. *Bulletin of Ivan Franko Zhytomyr State University*, № (34), pp. 115-118.

**Стаття надійшла до редакції 23.04.2022 р.**