

Leadership was first mentioned in Ancient Greece in the writings of Socrates. It is defined that "leadership is the application of knowledge by a person in a specific situation". Among all the qualities of a leader, Socrates' student Xenophon singled out: moderation, justice, insight, friendliness, presence of mind, tact, humanity, compassion, kindness, bravery, generosity, generosity, attentiveness. This list has practically not changed until now. Alexander the Great added humanism towards the warrior to the list.

The development of leadership became widespread in the late 70s of the 20th century, paying attention to the morality of leadership, quality values, justifying the difference in the concepts of "leadership" and "management", developing possible models of future leadership of the 21st century. Currently, researchers have made some corrections to the concept of "leadership" and it is associated with a more or less organized group of people united by a common goal, values, interests, etc.

During this period, foreign literature described the approach from the standpoint of the group's level of development. An experimental study was started on the problem of forming the qualities of a leader and manager. The use of a specially created device - a cybernometer - has been started for the study of leadership. It was used: in groups studying family leadership, leadership in groups in extreme situations. The "typology of the leader: organizer, initiator, inspirer, generator of emotional mood, erudite, craftsman, etc.", the concept of leadership was developed. The researchers chose the value exchange between the leader and the group as the basis for the concept; summarized foreign experience on the problem. Schoolchildren, students, and sports teams were chosen as the object of the research. The research of Ukrainian scientists on the problem of leadership can be divided into: philosophical, psychological, pedagogical, military-pedagogical and military-psychological directions.

A significant amount of research on the problem of leadership was conducted in the late 20th and early 21st centuries: socio-philosophical aspect of the leader; the nature of signs of leadership in modern society; methodological approaches in psychology. Attention was paid to the following areas: psychological features of leadership; psychological features of leadership motivation; psychological analysis of leadership abilities of members of youth public associations.

Key words: leadership, leader, stages of development, features of each stage, Socrates, leadership methodology.

UDC 378.147:378.011.3-051]-028.77-025.13:378.046-021.68:17.022.1

Mykola Lokhonya

Sumy State Pedagogical University named after A.S. Makarenko

ORCID ID 0000-0003-0778-252X

DOI 10.24139/2312-5993/2023.05-06/208-219

EXPERIMENTAL CHECK OF THE FORMATION MODEL OF THE FUTURE TEACHERS' READINESS TO CREATION OF THE HIGHER EDUCATIONAL INSTITUTION IMAGE IN THE MASTER'S TRAINING PROCESS

The interpretation of the concept of "formation of the future teachers' readiness to creation of the higher educational institution image" as a personal characteristic of a higher education institution is substantiated. The levels of the specified readiness are determined: low, medium and high. The results of the experimental verification of the formation of the future teachers' readiness to creation of the higher educational

institution image in the master's training process are given. In our study, the following formation stages of the future teachers' readiness to creation of the higher educational institution image were determined: personal-motivational, cognitive-operational, reflexive-evaluative. Gradualness and phasing are important components in the system of teachers' master's training. It is the gradual formation of the future teachers' readiness to creation of the higher educational institution image that will contribute to achieving the desired result.

In general, the institution creates an environment favorable for the formation of the readiness of future teachers to form of the higher educational institution image, which is considered in the study as a social space, as a zone of direct activity of educational seekers. The research singles out the pedagogical conditions that provide a suitable favorable environment: teachers' and students' awareness of the need the formation of the future teachers' readiness to creation of the higher educational institution image in the master's training process; the orientation of the content of educational disciplines and extracurricular activities to the formation of the future teachers' readiness to creation of the higher educational institution image, to create an environment favorable for the conversion of knowledge and skills acquired by students of education into image-creating activities. Through experimental research, the levels of formation of the future teachers' readiness were established: low, medium and high to creation of the higher educational institution image in the master's training process. Based on the analysis of the research results, a conclusion was made about positive trends in the formation of motives, values, knowledge, abilities and skills, emotional and volitional qualities of future teachers, which contribute to the formation of the future teachers' readiness to creation of the higher educational institution image in the master's training process.

Key words: *experimental test, formation, future teachers' readiness, creation, higher educational institution image, master's training process.*

Introduction. The obtained results systematization of the control section after the completion of the formative stage of the pedagogical experiment, their analysis, generalization and general conclusions formation was carried out at the control stage of the experimental work.

In order to evaluate the work effectiveness, a comparative results analysis of the ascertainment and control stages was carried out, on the basis of which a positive dynamic was revealed regarding the formation of the future teachers' readiness to creation of the higher educational institution image in the master's training process.

Analysis of relevant research. The concept interpretation of readiness for a certain type of activity is considered in their academics improvements by S. Honcharenko (student's professional readiness), A. Derkach (readiness to pedagogical activity), S. Maksymenko and A. Peleh (readiness for activity) and others. In science, there is no consensus regarding the determination of levels of readiness for a certain activity. Thus, V. Urusky indicates three levels of readiness of teachers and students for activities – high, medium, low (Urusky, 2005). G. Romanova singles out four levels of readiness of

teachers to design of educational technologies – reproductive (low), reconstructive (average), variable (sufficient), creative (high) (Romanova, 2017), Y. Shapoval distinguishes five levels – pre-professional, initial, basic, constructive, systemic (Shapoval, 2007).

We characterize the the formation of the future teachers' readiness to creation the higher educational institution image in the master's training process at three levels – low, medium and high.

Thus, the issues analysis and results of an experimental work on the formation of the future teachers' readiness to creation of the higher educational institution image in the master's training process are becoming relevant nowadays.

The aim of the article. To analyse and demonstrate the results of experimental work on the formation of the future teachers' readiness to creation of the higher educational institution image in the master's training process.

Research methods: Solving the highlighted tasks, a set of methods of scientific research adequate to them were used, theoretical: a comparative analysis of the scientific definitions of the formation of future teachers' readiness to creation of the higher education institution image, a systematic analysis of traditional and innovative formation components of future teachers' readiness to creation of the higher education institution image and evaluation of the existing image using statistical and communication methods. The monitoring results allows to get an idea of the real higher educational institution image.

Results. Diagnostic measures were carried out with the diagnostic tools help, which were used at the ascertainment experiment stage. Processing of the obtained results was carried out according to a similar algorithm, which is presented in the description of the ascertainment results stage.

Measurements of the level of the personal and motivational formation component of the future teachers' readiness to creation of the higher educational institution image demonstrate qualitative positive changes.

Thus, the modified studying method of value orientations, modified by O.V. Khayainen showed that the educational seekers number in experimental groups who systematically participate in image activities has increased (54%). The future teachers' percentage who are organizing committees part for the implementation of image plan events has increased (24%). The percentage of EG and CG applicants participating in this activity planning increased to 6% and 7%, respectively.

A. A. Faizulaev's methodology "Evaluation of motivational self-regulation" demonstrated that the students' percentage who marked the characteristics significant for the formation of the above-mentioned quality increased. 19% of education seekers noted such a characteristic as "very energetically takes on their affairs, is distinguished by the strength of their own desires and the intensity of their experience, is passionate and unrestrained"; 11% of education seekers – "usually restrained and does not devote himself entirely to the task, often "persuades" himself to take on his affairs more energetically, almost does not feel strong urges, aspirations"; 27% of education seekers – "knows all their good and bad habits and tendencies, realizes where their real interests are directed, can predict how long-lasting their various desires and aspirations are", etc. Sufficient motivation stability is felt regarding the formation of the future teachers' readiness to creation of the higher educational institution image in the master's training process.

The determination of the indicator regarding the presence of cognitive activity to the problems of the formation of the future teachers' readiness to creation of the higher educational institution image in the master's training process was carried out using the test of B. Pashnev "Study of the cognitive activity level" (adapted by the author). Qualitative increase in the students' number of the experimental group was demonstrated by the study results.

The summarized results for the personal and motivational component of the of the future teachers' readiness to creation of the higher educational institution image at the control experiment stage are presented in Table 1.

Table 1

Distribution of future teachers by levels of the personal and motivational component formation, readiness to creating of the higher educational institution image in the master's training process at the control experiment stage (in %)

№	Indicators	Formation Level, %					
		High		Medium		Low	
		EG	CG	EG	CG	EG	CG
1	Formation of personal characteristics	22	15	59	50	19	35
2	The presence of a motivational component, persistent interest in image-creating activities in	24	16	65	53	11	31

	combination with the teaching direction of professional activity;						
3	Manifestation of cognitive interest in creating a positive higher education institutions image	25	14	64	57	11	29

Therefore, the future teachers' distribution according to the levels of formation of the personal and motivational component of readiness to creation of the higher educational institution image in the master's training process at the control experiment stage gives grounds to assert positive growth dynamics in EG in all indicators. Drawing conclusions, we note that the personal and motivational priorities of students of EG are sufficiently focused on creating of higher educational institutions image and forming the future teachers' readiness for this process.

According to the diagnosis results of the formation level of the cognitive-operational component of the future teachers' readiness to creation of the higher educational institution image in the master's training process at the control experiment stage in EG, the students' number with a high level of knowledge in psychology, pedagogy, methodology and imageology increased compared to students of CG. Noticeable changes in the future teachers' understanding of this issue importance were revealed.

The obtained observational data confirmed the positive changes. And according to the survey results, it was established that 27% of students from EG and 19% from CG initiated image measures. At the ascertaining experiment stage, future teachers managed to single out shortcomings in the organization of image events.

The test results "Your creative potential" showed a better result compared to the ascertaining experiment stage. The level of creative potential increased in EG compared to CG.

Re-measurement of formation of image-creating knowledge showed an increase in the number of EG education recipients at the high and medium levels by 7% and 8%, respectively, and a corresponding decrease in the number of future teachers at the low level.

The formation of psychological, pedagogical and methodological knowledge, necessary for the future teachers' readiness to creation of the higher educational institution image, was also analyzed. Comparing the results, positive dynamics are noted.

The summarized results of the cognitive-operational component of the future teachers' readiness to creation of the higher educational

institution image in the master's training process at the control experiment stage are presented in Table 2.

Table 2

Distribution of future teachers by formation levels of the cognitive-operational component of future teachers' readiness to creation of the higher educational institution image in the master's training process at the control experiment stage (in %)

№	Indicators	Level of formation, %					
		High		Medium		Low	
		EG	CG	EG	CG	EG	CG
1	Mastering a set of knowledge on imageology	19	15	53	49	28	37
2	The formation of psychological-pedagogical and methodical knowledge necessary for the positive image formation of higher educational institutions	16	15	62	53	22	32
3	Ability to implement image-creating plans, projects, etc.	18	16	68	54	14	30

The data presented in Table 2 testify to the positive dynamics of the formation level of the cognitive-operational component. The positive dynamics of the increase in EG indicators compared to the ascertainment stage of the experiment is observed. At the same time, low-level indicators decreased in EG.

The research results of the result-evaluation component of the future teachers' readiness to create an image demonstrate positive shifts according to all methods, which were also used at the ascertainment experiment stage of. The obtained results are presented in Table 3.

Table 3

Distribution of future teachers by levels of formation of the result-evaluation component of the future teachers' readiness to creation of the higher educational institution image in the master's training process at the control experiment stage (in %)

№	Indicators	Level of formation, %					
		High		Medium		Low	
		EG	CG	EG	CG	EG	CG
1	the ability to self-assess activities regarding the formation of a positive image of higher education institutions	26	12	61	60	13	28

2	the formation of professional organizational and management skills regarding the implementation of image direction measures	29	15	59	59	12	26
3	the ability to use one's own potential in order to form a positive image of higher education institutions	27	17	54	52	19	31

After conducting the research work formative stage, the results were obtained, which showed an increase in the indicators of the high and medium levels in all components, and a decrease in the low level. Changes occurred in CG regarding the levels of above-mentioned quality formation, but they were not significant.

Visual changes dynamics in the levels of the future teachers' readiness to creation of the higher educational institution image in EG and CG during the pedagogical experiment are shown in Table 4.

Table 4

The dynamics of the formation levels of the future teachers' readiness to creation of the higher educational institution image in the master's training process during the experiment (%)

Components	Indicators	Levels	EG (104 persons)		CG (95 persons)		According to the criterion χ^2 (certainty)	
			Const. stage	Const. stage	Const. stage	Const. stage	Const. stage	Const. stage
Personal-motivational	Personal and motivational presence of business and personal qualities of future teachers high	high	16	22	14	15	0,66	9,08
		medium	49	59	48	50		
		low	35	19	38	35		
	The presence of a stable interest in image-	high	14	24	13	16	0,39	14,14
		medium	53	65	55	53		
		low						

	creating activities in combination with the teaching direction of professional activity is high	low	33	11	32	31		
	Manifestation of cognitive interest in creating a positive image of higher education institutions	high	11	25	13	14	0,83	22,65
		medium	55	64	54	57		
		low	34	11	33	29		
Cognitive-operational	Mastery of a complex of knowledge on imageology	high	15	19	14	15	0,52	14,43
		medium	49	53	50	49		
		low	36	38	37	37		
	Mastery of a complex of imageology knowledge	high	14	16	15	15	0,63	26,97
		medium	54	62	52	53		
		low	32	32	33	32		
	Formation of psychological-pedagogical and methodical knowledge necessary for the formation of a positive image of higher educational institutions	high	16	18	16	16	0,34	16,27
		medium	51	68	52	54		
		low	33	14	32	30		
Reflexive-evaluative	ability to self-assess activity in terms of forming a positive image of higher educational institutions	high	10	26	9	12	0,62	32,04
		medium	58	61	58	60		
		low	32	13	33	28		
	the formation of professional organizational	high	15	29	14	15	0,42	19,02
		medium	51	59	54	59		

and management skills regarding the implementation of image direction measures	low	34	12	32	26		
the ability to use self potential in order to form a positive image of higher educational institutions	high	13	27	11	17	1,63	14,65

During the experiment, there is a significant decrease in the number of EG students with a low level of all components formation, at the same time, the number of future teachers' of EG who have a high formation level of the readiness components to creation of the higher educational institution image in the master's training process has increased: the presence of business and personal qualities of future teachers – 16%, the presence of a stable interest in image-creating activities in combined with the teaching direction of professional activity – 14%, the manifestation of cognitive interest in creating a positive image of higher educational institutions – 11%, mastering a complex of imageology knowledge – 15%, the formation of psychological-pedagogical and methodical knowledge necessary for the positive image formation of the higher educational institutions – 14%, the formation of psychological -pedagogical and methodical knowledge necessary for the formation of a positive image of higher educational institutions – 16%, the ability to self-assess activities for the positive image formation of higher educational institutions – 10%, the professional organizational and managerial skills formation in the implementation of image direction measures – 15%, the ability to use self potential for the purpose formation of the higher educational institution image – 13%. So, positive dynamics were recorded in EG according to all indicators.

At the control stage, a reliability check of the difference in the formation levels in the control (CG) and experimental groups (EG) was carried out using the χ^2 agreement criterion for each component and indicator at the experiment end:

– Personal and motivational component: presence of business and personal qualities of future teachers $x_2 = 9.08$; the presence of a stable interest in image-creating activities in combination with the teaching direction of professional activity $x_2 = 14.14$; the manifestation of cognitive interest in creating a positive image of the higher educational institution $x_2 = 22.65$;

– Cognitive-operational: mastering a set of knowledge on imageology $x_2 = 14.43$; mastering a set of knowledge on imageology $x_2 = 26.97$; Formation of psychological-pedagogical and methodical knowledge necessary for the formation of the higher educational institution positive image; $x_2 = 16.27$;

– Reflective and evaluative: the ability to self-assess activity regarding the formation of the higher educational institution positive image $x_2 = 32.04$; the formation of professional organizational and management skills regarding the implementation of image direction measures $x_2 = 19.02$; the ability to use one's own potential in order to formation of the higher educational institution positive image $x_2 = 14.65$.

In this case, the critical value of the agreement criterion $x_{2critical} = 5.98$. Therefore, $x_{2post} > x_{2crit}$. ($9.08 > 5.98$; $14.14 > 5.98$; $22.65 > 5.98$; $14.43 > 5.98$; $26.97 > 5.98$; $16.27 > 5.98$; $32.04 > 5.98$; $19.02 > 5.98$; $14.65 > 5.98$).

According to the decision-making rules, H_0 is rejected in favor of the alternative. Thus, it can be stated that the implementation of the model of formation of the future teachers' readiness to creation of the higher educational institution image in the master's training process has got a positive effect.

So, our research proves the validity of pedagogical conditions and the developed model of formation of the future teachers' readiness to creation of the higher educational institution image in the master's training process.

Conclusions. A mechanism for diagnosing the levels of the future teachers' readiness was developed, substantiated and experimentally verified for each of the identified components: personal-motivational, cognitive-operational, reflexive-evaluative. The general method of experimental research and its description were described. The results of the ascertainment, formative and control stages of the experiment were presented. In the process of conducting the ascertaining stage of the pedagogical experiment, it was established that the medium and low level of formation of the future teachers' readiness to creation of the higher

educational institution image in the master's training process, both in CG and in EG, was predominant. However, the students were eager for knowledge and improvement, which enabled us to conduct the second experiment stage.

Prospects of the further research. The further research prospects include the scientific grounding of the innovative technologies of formation of future teachers' readiness to creation of the higher education institution image in the master's preparation process.

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АНОТАЦІЯ

Лохоня Микола. Аналіз та результати експериментальної перевірки з формування готовності майбутніх викладачів до створення іміджу закладу вищої освіти в процесі магістерської підготовки.

Обґрунтовано тлумачення поняття «формування готовності майбутніх викладачів до створення іміджу закладу вищої освіти» як особистісної характеристики закладу вищої освіти. Визначено рівні вказаної готовності: елементарний (початковий), репродуктивно-продуктивний (середній) і творчий (високий). Наведено результати експериментальної перевірки формування готовності майбутніх викладачів до створення іміджу закладу вищої освіти в процесі магістерської підготовки. У нашому дослідженні визначено такі етапи формування готовності майбутніх викладачів до створення іміджу ЗВО: мотиваційно-когнітивний, професійно-діяльнісний, діагностично-релевантний. Поступовість і поетапність є важливими складовими в системі магістерської підготовки викладачів. Саме поетапне формування готовності майбутніх педагогів до створення позитивного іміджу ЗВО сприятиме забезпеченню досягнення бажаного результату.

У цілому в закладі створюється сприятливе для формування готовності майбутніх викладачів до формування іміджу ЗВО середовище, яке у дослідженні

розглядається як соціальний простір, як зона безпосередньої активності здобувачів освіти. У дослідженні виокремлено педагогічні умови, що забезпечують відповідне сприятливе середовище: усвідомлення викладачами і студентами необхідності формування готовності майбутніх викладачів до створення іміджу закладу вищої освіти у процесі магістерської підготовки; спрямованість змісту навчальних дисциплін та позанавчальних заходів на формування готовності майбутніх викладачів до створення позитивного іміджу закладу, створення середовища, сприятливого для конвертації набутих здобувачами освіти знань і умінь в іміджетворчу діяльність. Шляхом експериментального дослідження встановлено рівні сформованості у майбутніх викладачів: низький, середній та високий готовності до створення іміджу закладу вищої освіти в процесі магістерської підготовки. На основі аналізу результатів дослідження зроблено висновок про позитивні тенденції у формуванні мотивів, цінностей, знань, умінь і навичок, емоційно-вольових якостей майбутніх викладачів, що сприяють формуванню готовності до створення іміджу закладу вищої освіти в процесі магістерської підготовки.

Ключові слова: експериментальна перевірка, формування, готовність майбутніх викладачів, імідж закладу вищої освіти, процес магістерської підготовки