



Лідер. Еліта. Суспільство

Leader. Elite. Society



UDK 316.46:159

doi: 10.20998/2616-3241.2018.1.01

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TEACHER LEADERSHIP IN SPACE OF SOCIAL REQUIREMENTS

Abstract: *The phenomenon of leadership and its appearance are considered as a completely natural reaction to the needs and demands of society. In this capacity, leadership is one of the important and effective mechanisms for ensuring the normal functioning and development of society. The complex nature of leadership is associated with its individual and social nature, and it reflects the wide variety of social needs in which the leaders have to live and act. A special place in this space is the leadership of the teacher. His professional activity not only satisfies the needs of society, but also influences the structure of their space and culture of needs.*

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Key words: *natural reaction, needs and demands of society, mechanism of life support, individual and social nature, space of social needs.*

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ЛІДЕРСТВО ПЕДАГОГА У ПРОСТОРИ СУСПІЛЬНИХ ПОТРЕБ

Анотація: *Феномен лідерства та його поява розглядаються як цілком закономірна реакція на потреби і запити соціуму. У цій якості лідерство виступає одним з важливих та ефективних механізмів забезпечення нормального функціонування і розвитку суспільства. Складний характер лідерства пов'язаний з його індивідуально-суспільною природою і постає відображенням широкого розмаїття суспільних потреб, у просторі яких і доводиться жити й діяти лідерам. Особливе місце у цьому просторі посідає лідерство педагога. Його професійна діяльність не тільки задовольняє потреби соціуму, а й впливає на структуру їх простору та культуру потреб.*

Ключові слова: *закономірна реакція, потреби і запити соціуму, механізм забезпечення життєдіяльності, індивідуально-суспільна природа, простір суспільних потреб.*

General problem statement. The nature of the phenomenon of leadership complex, contradictory and even mysterious constantly attracts the attention of researchers

to its essence, origin and manifestations, to its role and place in the overall system of social relations. So, since ancient times in any society people who were endowed with special personal qualities, who forced their environment to listen to the advice of these people, obey their will. Today, due to the research of philosophers and psychologists, the essence of leadership is largely studied, but still some aspects remain, which require further clarification. One of them is the fact of the emergence of leaders in response to the needs of society and their activities in the space of these needs.

The social needs of leaders themselves arise as a result of the existence of rather wide differences in the goals and interests, aspirations and ideals of the people, and the need for some harmonization in the mechanisms. Indeed, without their coordination, the very possibilities of organizing and implementing joint activities are essentially complicated as conditions of normal functioning and development of society. Without such an agreement, contradictions become more acute, interpersonal and intergroup conflicts and crises arise.

Throughout its civilizational development, humanity has developed powerful means of effectively coordinating the interests and aspirations of various actors in joint activities and resolving contradictions. The main ones are traditions, customs, morals and law. However, the observance of the norms and provisions envisaged by them, also requires certain mechanisms, one of which is leadership. That is why it plays an extremely important role in responding to the needs of society and in this capacity should be considered a manifestation of the synergetic patterns of self-organization of society as an extremely complex open dissipative system. It is precisely because of these needs that society deliberately or unknowingly finds in its environment such personalities, which it puts forward as leaders.

Special features of processes that are conditioned by social needs and occur in the space of these needs are extent left out of the attention of researchers. Their own system analysis and practical use is an important and urgent problem. Its research and decision-making will actively promote both the identification of potential leaders and their purposeful development again according to public needs. Leadership research is precisely in the context of social needs that opens up interesting and important opportunities for identification, the leaders of which quality and competence are necessary for society, how to provide an understanding of their actual social needs, what should be the goals, content and nature of professional training, parenting and personal development of leaders.

Particularly acute and important is the problem of the influence of the space of social needs on the nature of leadership which becomes the case when it comes to the teacher. His or her leadership has specific manifestations that emerge from the very purpose of the phenomenon of education, and the needs of society in the systematic preparation of the younger generations for a successful life and activity in our complex and changing world. Its variability affects the dynamics of the space of social needs, and therefore the teacher as a carrier of leadership qualities must adapt to these changes.

The analysis of recent researches and publications aimed at solving the problem that has been raised, convincingly indicates its importance and relevance, a significant theoretical and applied significance. In this you can be sure of a powerful stream and monographic literature on leadership issues, articles in solid scientific publications. Interestingly, even the historical aspects of the phenomenon of leadership are explored. Thus, O. Nestula analyzes in detail the problems of the leader's social responsibility in the management paradigm of ancient China, including on the basis of the philosophy of Confucius and other ancient Chinese thinkers [14]. Significantly, as J. Fernandes in the process

of examining the code of dignity of the same Confucius attributes leadership to public values [9]. Di Chicco is collectively exploring the processes of historical development of the phenomenon of leadership in ancient China, Rome and Persia [10].

In a direct correlation with changing social needs, there is also a certain transformation of leadership. Problems that arise with this and the peculiarities of the manifestation of transformational leadership are studied by B. Bass and R. Riggio [7]. An interesting Japanese entrepreneur, Kazuo Inamori, head of the Kyosera Corporation and DDI Corporation, cites many interesting and instructive questions about the leadership's qualities and their relevance to social needs in their book. For example, he argues that "when we all aspire to improve working conditions, we must provide convenience not only for the manager but also for the majority of employees. Here, the leader must give a good example, sacrificing his own interests. If the leader lacks courage, we will never achieve any significant reforms or improvements" [2, p. 206-207]. This idea seems to be quite relevant for modern Ukraine.

German researchers, Gitte Gerter and Christina Ottl, featured in the team, analyzing the need for a team leader and the meaning of his work, write that, of course, the team leader must have professional qualifications. However, this does not mean that he is obligated to know everything and be better able than everybody. First and foremost, he must have a good understanding of his managerial tasks, be a strong strategist, draw conclusions and make decisions, manage his staff and improve their qualifications, and set goals and achieve them. But in no case should he put into practice all this. The authors emphasize that if one of the workers knows or knows something better, the leader must recognize this fact and actively use his qualifications in his work [9].

The dynamic nature of contemporary social life determines the need for creative leadership. Philosophical problems of this

particular phenomenon are analyzed by P. Cassé and P. G. Claudel, who seek to answer the question of how philosophy can turn people into more effective leaders [8]. In an interesting, often aphoristic form, reveals the characteristics of a leader who meets social needs, Donald Trump and Meredith McIver. They are, in particular, convinced that "behavior in a difficult situation speaks a lot about a person. Our attitude to such situations is an important element of the future problem solving. One and the same trouble will break one and make a stronger one [6, p. 97]. Summarized the phenomenon of leadership as a factor in the impact on staff and society as a whole is considered by P. Cotter, who considers leadership and management peculiar systems with different functions that complement each other [12, p. 21].

O.G. Romanovsky demonstrates an interesting, truly innovative approach to the formation of a full range of personal qualities of a leader in all kinds of professional activities. Together with V.V. Bondarenko, the scientist suggests the application of this approach on the example of the training of future psychologists [4].

There are many publications on individual issues of leadership and its manifestation in response to the needs of society and the peculiarities of its functioning in the space of these needs. As an example, we can mention at least the article by W. Leah, devoted to the extremely topical problem of leadership in conditions of sustainable development [13]. Conclusions and suggestions of the author should promote understanding of the leaders of those threats and dangers that bear the real possibility of a global catastrophe caused by the irresponsibility of people in their pursuit of their economic activity and predatory use of natural resources.

Somewhere close to our problem, the issue of leadership pedagogy is analyzed by O. G. Romanovsky, V. Ye. Mykhailychenko and L. M. Gren, which emphasize on the requirements for the preparation of leaders and on the methodological foundations of

training leaders in the process of studying in higher education institutions. They indicate that "the modern educational system requires new psychological and pedagogical approaches to the process of formation of leadership qualities in student youth, which meets the requirements and system of values of society" [5, p. 92]. We in this article go further, considering also the requirements for the leadership qualities of the teacher, without which it is impossible to identify and develop the leader's potential of the student.

It is entirely natural that this analysis is far from exhaustive and can not exhaust a wide range of publications on leadership issues and even those relating to the issue raised. However, it provides an opportunity to ascertain its essential theoretical and applied significance and the need for its in-depth study in order to develop effective ways and means of identifying potential leaders and rational organization of purposeful professional and personal development in the education system.

Unresolved aspects of the problem.

The purposeful analysis of literary sources on the problem shows that the deep essence of the system of relationships between leadership and social needs is, unfortunately does not attract due attention of researchers. This, in particular, is mentioned in the previous work of one of the co-authors of this article. It is emphasized there that "this aspect should be considered the key to clarifying why some organizations, enterprises, firms, or other social groups and even society and the state as a whole function normally and successfully develop while others are in a state of affairs, are experiencing deep and long-term crisis". It is emphasized separately that "for Ukraine, this problem is more relevant, that for almost a quarter century of independence in it there was never found a national leader capable of proposing an effective strategy for development and raising the people for its realization" [3, p. 13]. We also consider it necessary to add that the applicants for

leadership are primarily concerned not with social needs, but with their enrichment.

The purpose of the paper is to clarify the nature and essence of the relationship between social needs and leadership, which in itself is one of the important social needs. It is also expected to disclose the interaction between the leader and the society through the mechanisms of constitutional norms, legal mechanisms, morals and cultural-historical traditions. Proper attention will also be paid to ways and means of forming leaders understanding of the actual social needs and their consideration in their strategic plans and direct practical activities.

An important component of the goal of our study is also the analysis of the content and features of leadership in the pedagogical environment. It is meant to show the need for the teacher to have developed leadership qualities and their influence on his professional activities, and hence on the space of public needs.

Presenting main material. The complex and contradictory nature of man as a being at the same time biological and social, reasonable and selfish generates constant collisions of different, and even generally opposite directed needs and goals, aspirations and interests of the participants in the joint activity. Since this activity is a crucial precondition for the normal functioning and development of society, and therefore those individuals whose aggregate it forms, there is an urgent need for reliable means and methods of certain harmonization of these needs and goals, aspirations and interests, as well as mechanisms of their implementation.

And one of the first ways of their agreement is the choice of a reputable arbiter and appeal to him for help. At the same time, there is a public need for such authoritative personalities and for other purposes. First of all, to determine the strategy and methods, the content and nature of the joint activities of people and the search and creation of sufficiently favorable conditions for the life of the corresponding social group. Probably,

at first such persons became those who differed in physical strength and courage. Somewhat later it became clear that the leader needed the mind and ability to analyze the situation, life experience and the ability to comprehend it. He must have the inherent ability to listen to people and make decisions, entrepreneurship and even trickery. For the leader, not less important features of the leader were his attractiveness and the ability to influence people, to conquer them by their will.

These initially spontaneous processes gradually, with the development of science, especially psychology, were studied and received a scientific explanation. Within the framework of the analysis, the interrelations between social needs and leadership and the nature of the functioning of leadership in the space of these needs became clearer. Today, at least three interrelated aspects of the problem of leadership in the space of social needs can be stated. The first aspect relates to the needs of society in true leaders who can properly perceive people's expectations and act in accordance with them. At the same time, it is also important for society to clearly define its requirements to the professionalism and personality qualities of the leader, as well as the method and mechanisms for the implementation of certain sanctions against him in case of non-compliance of his actions and behavior with these requirements.

The second aspect of the leadership problem and its manifestations in the space of social needs relates to a deep understanding of the leader of these needs and his ability to analyze them, separating really important needs from insignificant ones. In order to function rationally and organize the joint activity of people to meet these needs, he needs an understanding and understanding not only of the needs of his immediate environment, but also their place in the general space of the needs of the whole society and their compliance with the norms of morality and law.

The third aspect of the problem is moral and value-related, and is associated with the ability of the leader to instill in his

supporters and followers and through them the wider circle of people of the system of vital values, including the culture of intelligent needs. This aspect reflects the spiritual world of the leader and his desire to exercise spiritual influence on people, to raise in them the promotion of observance and development of the best cultural-historical traditions, tolerance of communication and mutual relations. In this way, he has to bring these qualities to the level of spiritual needs and serve as an example in the quest for their satisfaction both for their surroundings, and even for their opponents.

It seems quite natural that all three aspects of the integral problem of leadership and its manifestations in the space of social needs are focused on the personality of the leader, in the style of his actions and behavior, in relation to people and the nature of influence on them. Indeed, the leader depends not only on the possibility of one or another ranking of needs and its consolidation in the public consciousness, but also the choice of a strategy of activity aimed at their satisfaction in accordance with selected criteria of importance. In fact, this means the influence of the leader on the very structuring of the socio-economic, socio-psychological and spiritual-value nature of the entire space of social needs.

The effectiveness of this influence depends, to a large extent, on the level of development of professionalism of the leader, and on the professional and socially significant of his personality traits and qualities. Many years of experience in the teaching and management of authors in higher education allows us to confidently state that this is where the identification of potential leaders takes place, the development of their leadership potential and the necessary creative abilities and the creation of reliable prerequisites for its successful practical implementation.

A certain part of the graduates, bright leaders-professionals leave for educational work. It also requires them to transition to a

fundamentally new quality of leadership and a new character of its manifestations. Now the actions of a young teacher take place in a kind of socio-cultural space of education and are aimed at largely meeting the educational needs of students. But he must, at the same time to project these actions on the space of public needs. In the first place, he needs to direct his activities to meet the public needs of specialists in certain professions and a certain level of professional training and competence, an appropriate level of personal development.

At the same time, he faces the same contradiction mentioned above, which stems from the very nature of man, and that the goals and needs of each particular student far do not coincide with social goals and needs. This circumstance requires, firstly, a substantial strengthening of the educational component of the educational process and its focus on the personal development and socialization of the student, including the development of his leadership potential. The socialization of the same student should provide not only an understanding of the general laws of social development and social needs, but also the development of his ability to interact, communicate and fruitfully co-operate with other people.

Secondly, the successful formation and development of students' leadership qualities is possible only if the leader's qualities and qualities are inherent to the teacher and he realizes them and uses them purposefully as one of the essential factors of his pedagogical influence. It is also important that his leadership qualities and qualities manifest themselves not only in communication and cooperation with students, where they are conditioned by his very age and status difference from students. His leadership qualities should also be clearly manifested in communicating and collaborating with colleagues as well as with management. At the same time, he should have a good understanding of the hierarchical nature of the system of leadership in higher education and its place in this system. This means that, on the one hand, he adheres to

the norms of official ethics, and on the other hand, considers it expedient to express his opinion if he does not agree with the opinion of the head of the department, faculty or even the rector. And such a manifestation of his leadership also serves as a kind of response to the need for democratization of public life, in the space of which is his professional teaching activity.

Thirdly, the contradictory nature of man with all inevitability in one way or another affects the personality of the leader and his behavior and activities in the space of public needs. Their compliance with these needs can be ensured by his constant and persistent self-education, self-education and self-improvement throughout the active working life. When it comes to leadership of a high school lecturer, he must instil in his students the desire to pursue such a life strategy. Then they will form a sense of tolerance and responsibility that help them overcome the contradiction of human nature, to reconcile individual and social aspirations and interests and thereby positively influence their own space of social needs.

Considering the main directions, the purposeful activity of a teacher of higher education in which, by self-improvement, he will be able to successfully meet the characteristic requirements of the space of social needs. First of all, as a leader, he needs a high level of education, which guarantees his proper professional competence, erudition and outlook, his general and vocational pedagogical culture. And these qualities substantially increase the intensity of its pedagogical influence on students as future active participants in the creation of this space.

The second direction is his desire to form and maintain his undeniable authority not only among students, but also among colleagues. This authority should be based on the actual results of his research activities and their skillful use in the educational process in order to develop creative abilities and innovative thinking of students. An important part of the authority of a teacher as a scientist should be his international

recognition, including through the quoting of his works and references to them. At the same time, it is equally important for such a leader to be the recognition of the authority of other scholars and scholarly schools, the recognition of the priority of those who first received new scientific results.

The third direction should be awareness of the leader of devotion to his work, which inevitably gives him a sense of love in his profession and a deep satisfaction with his professional activities. These feelings arise, on the one hand, from his inner psychological focus on pedagogical activity, and on the other - on the awareness of its high social significance. It is this significance that generates understanding of the leader of those requirements that generates the space of social needs, and understanding the essence and meaning of these needs. Consequently, due to his dedication to his work and his high professionalism, the leader-teacher not only promotes satisfaction of social needs, but also becomes one of the extremely important needs of society. He brings to the space of these needs spirituality, culture and intellect, meaningfulness of the meaning of life, and understanding each of his purposes.

The fourth direction of self-improvement of the teacher as a leader in the space of public needs should be his desire to constantly improve and enrich his spiritual world, to develop and fruitfully use the spiritual and cultural potential. After all, as G. Vasyanovich and O. Budnyk quite rightly write that "a significant amount of the pedagogical corps is not sufficiently aware of the need for self-improvement in the spiritual and moral sense, the acquisition of new knowledge, skills, culture of behavior, etc." [1, p. 102]. Morality must be an integral part of a leader and teacher. A well-known leader in the field of higher engineering education, rector of the NTU "KhPI" in 1944-1979. M.F. Semko accurately and figuratively said that the most soft pillow is pure conscience.

Finally, the fifth direction of the purposeful activity of the teacher from his

development and self-improvement, according to our deep conviction, should be his respectful attitude towards his teachers and their scientific school. At the same time, leaders in the pedagogical environment holding positions of responsibility must respect their subordinate colleagues and seek to promote their professional and personal development, development of their leadership potential. Like every teacher, managers should have high moral standards and convictions. They must act as genuine bearers of democratic values, humanistic worldview, high spirituality and culture. At the same time, they need a combination of demanding and principled with benevolence and responsibility. Such a combination of features and qualities of the manager-leader is a necessary prerequisite for their authority and deep respect for their subordinates.

Conclusions. The given analysis of peculiarities and manifestations of leadership of the teacher in the space of public needs is based on the many years of experience in the educational activities of authors in high school. Results allow us to reach such well-grounded conclusions. First, the phenomenon of leadership is not something extraordinary or casual. It follows directly from the needs of society and humanity as a whole as a manifestation of the synergetic patterns of self-organization and self-development of society and as an effective mechanism for coordinating the individual and social goals, aspirations and interests of people.

Secondly, the mission of the leader is to ensure the proper functioning and development of the community through satisfaction of its needs and expectations, determination and consistent observance of the system of norms and requirements of morality, law, customs and cultural-historical traditions of the given society. In the general system of means of leadership influence on the environment significant place is the approval of these norms and requirements in the public consciousness.

Thirdly, a special place in the space of social needs is the need for proper

preparation of the younger generations for a successful life and activity in the difficult, changing conditions of social development. It determines the urgency of the need for managers-leaders who would not only efficiently carry out their professional activities, but also identify potential leaders among their pupils and students, and would purposefully contribute to the development of their leadership potential, the formation of the spiritual world and the instillation of humanistic life values, moral principles and beliefs.

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Fourthly, for the proper performance of their professional functions and the effective exercise of pedagogical influence on students, the manager-leader must constantly pursue a purposeful activity from self-education, self-education and self-improvement. This will allow him to adequately meet the characteristic requirements of the space of public needs, to understand these needs well and act towards their satisfaction. In this case, his professional and personal credibility will contribute to successful work and leadership.

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Стаття надійшла до редколегії: 14.05.2018