ZHUMBEI Marianna – *PhD (Pedagogy), Associate Professor at the Department of Foreign Languages and Country Studies, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76000, Ukraine*

ORCID: https://orcid.org/0000-0002-8883-4135

Scopus Author ID: https://www.scopus.com/authid/detail.uri?authorId=57215411652

ResearcherID: https://www.webofscience.com/wos/author/record/AAE-2254-2022

TYMKIV Iryna – *PhD (Pedagogy), Associate Professor at the Foreign Languages and Translation Department, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76000, Ukraine*

ORCID: https://orcid.org/0000-0003-0326-5779

Researcher ID: http://www.webofscience.com/wos/author/record/HJZ-4265-2023

DEVELOPMENT OF STUDENT LEADERSHIP COMPETENCIES IN THE CONTEXT OF THE RUSSIAN-UKRAINIAN WAR

Summary. *The article deals with the problem of development of student leadership competencies in the process of their study at the university. Today, the Russian-Ukrainian war highly motivates teachers of higher education institutions to form leadership qualities of the future professionals-patriots of their country. The main challenges of education in the conditions of the Russian-Ukrainian war are: destruction of the infrastructure of institutions of higher education, psychological depression of both students and teachers, low motivation to study, lack of digital infrastructure, etc. Despite the full-scale war, Ukrainian school graduates continue to make plans for the future in our country. The admission campaign statistics of 2022 indicates high level of patriotic education of the Ukrainian youth. The analysis of three theories of leadership (theory of traits, situational theory, system theory) indicates the fact that the phenomenon of leadership appears in a situation where a problem needs to be solved and consists of three components: personal traits of the leader; the nature of the group-members; the problem to be solved. The terms "leader", "leadership" and "leadership competencies" are defined. Three groups of leadership competencies are introduced. Clear examples of leadership competencies are offered. The pedagogues contribute significantly to the development of professionally important leadership qualities of students. Their role lies in the use of innovative methods and techniques of students' leadership competencies development. To such methods and techniques we refer: methods of self-leadership development, methods of teaching communication skills, game-based methods, methods based on learning in groups, interactive learning methods. We conclude that the development of student leadership is the necessity of today's Ukrainian society.*

Key words: *leader, leadership, leadership competencies, leadership qualities, training, patriot, war.*

ЖУМБЕЙ Маріанна *– кандидат педагогічних наук, доцент кафедри іноземних мов і країнознавства, Прикарпатський національний університет імені Василя Стефаника, вул. Шевченка, 57, Івано-Франківськ, 76000, Україна*

ORCID: https://orcid.org/0000-0002-8883-4135

Scopus Author ID: https://www.scopus.com/authid/detail.uri?authorId=57215411652

ResearcherID: https://www.webofscience.com/wos/author/record/AAE-2254-2022

ТИМКІВ Ірина – кандидат педагогічних наук, доцент кафедри іноземних мов і перекладу, Прикарпатський національний університет імені Василя Стефаника, вул. Шевченка 57, Івано-Франківськ, 76000, Україна
ORCID: https://orcid.org/0000-0003-0326-5779
Researcher ID: http://www.webofscience.com/wos/author/record/HJZ-4265-2023

РОЗВИТОК ЛІДЕРСЬКИХ КОМПЕТЕНЦІЙ У СТУДЕНТІВ У КОНТЕКСТІ РОСІЙСЬКО-УКРАЇНСЬКОЇ ВІЙНИ

Анотація. Стаття присвячена проблемі розвитку лідерських компетенцій у студентів у процесі навчання у ВНЗ. Сьогодні російсько-українська війна стала причиною високої мотивації викладачів ВНЗ до формування лідерських якостей у майбутніх фахівців-патріотів своєї країни. Основними викликами освіти в умовах російсько-української війни постають: руйнація інфраструктури закладів вищої освіти, психологічна депресія як у студентів, так і викладачів, недостатня мотивація до навчання, відсутність цифрової інфраструктури тощо. Всупереч повномасштабній війні, випускники українських шкіл продовжують будувати плани на майбутнє у нашій країні. Статистика вступної кампанії у 2022 році свідчить про високий рівень патріотичного виховання української молоді, оскільки отримано понад мільйон заяв від абітурієнтів до ВНЗ України. Аналіз трьох теорій лідерства (теорії рис, ситуаційної та системної теорій) вказує на те, що феномен лідерства виникає у ситуації, коли необхідно розв'язати проблему, і складається з трьох компонентів: особистісних рис лідера; характеру членів групи; проблеми, яку потрібно вирішити. Здійснено визначення термінів «лідер», «лідерство» та «лідерські компетенції». Проаналізовано структуру лідерських компетенцій та запропоновано їх наочні приклади. Значний внесок у розвиток професійно важливих лідерських якостей студентів роблять педагоги. Їхня роль полягає у використанні інноваційних методів і прийомів розвитку лідерських компетенцій у студентів. До таких методів і прийомів належать: методи розвитку самолідерства, методи навчання комунікативних навичок, ігрові методи, методи, засновані на роботі в групах, інтерактивні методи навчання. Підсумовуємо, що формування і розвиток студентського лідерства є необхідністю сучасного українського суспільства.
Ключові слова: лідер, лідерство, лідерські компетенції, лідерські якості, навчання, патріот, війна.

Introduction. Students of Ukraine have been studying in crisis conditions for four consecutive years, from 2020 to 2023. While at the period of quarantine, educational processes were completely reformed in accordance with the requirements of distance learning in order to reduce the incidence of COVID-19, in 2022 the new threats to Ukrainian society and institutions of secondary and higher education arose, which require the latest approaches to the education organization. The main challenges of education in the conditions of the Russian-Ukrainian war are:

- *destruction of the infrastructure of institutions of higher education;*

Presently, a number of higher education institutions suffer from the devastating impact of the war. The absolute majority of the universities faced the territorial "dispersion" of students and scientific-pedagogical staff, thus, students were forced to switch to a distance or blended form of the educational process. The higher education institutions located in active combat zones found themselves in the most critical condition (students and teaching staff left the region). As a result of intense shelling and bombing, 5 institutions of higher education were completely destroyed, 41 were damaged (which is the percentage of 11% of all higher education institutions in Ukraine).

- *psychological depression and a decrease in the level of motivation* while training in the conditions of military actions, during air-raid alerts and absence of technological and energy supply;

- *problems with energy resources* that cause the learning process to be impossible in conditions of power outages;

Regular blackouts cause a broken continuity of life (loss of ordinary communication, lack of Internet and telephone connection, discontinuity of work schedule, etc.). Disruption of continuity creates fear. Consequently, effectiveness of students' learning activity cannot be the same as before.

– *lack of perfect digital infrastructure* in the regions where hostilities are taking place, including problems with the Internet;

– *lack of clear information about organization of educational process* in conditions of insufficient energy and technological resources, which has led to the complication of the educational process (Work of higher education institutions in the times of war, 2022).

The teachers bear the main burden of responsibility to organize educational process at the appropriate level in the conditions of war. However, the learning outcomes proposed to be achieved have remained unchanged regardless of the pandemic, full-scale war, power cuts and lack of Internet.

Today, we raise the problem of patriotic education which necessitates the formation of a system of leadership qualities of the individual, due to which one can make timely independent decisions, convince of the correctness of one's position, lead on the path to achieving one's goals, and interact effectively with the people around them.

Our research is focused on the development of leadership competencies of the students. Hence, the higher education institutions are required to train true leaders – creative, spiritual and moral personalities.

Analysis of recent research and publications. An analysis of the state of development of a given problem proves that certain aspects of it have been reflected in the scientific literature.

The problem of leadership and its significance for providing the success of educational process and personal development has been studied by the scientists in the field of management (M. Albert, C. Argyris, M. Mescon, F. Khedouri); philosophy (H. Atamanchuk, I. Lomachynska, R. Krychevskyi); politology (S. Denysiuk, A. Lysiuk, M. Shkoliar); psychology (Yu. Alejsandrov, V. Melnyk, N. Zhyhailo); sociology (A. Petrovskyi, I. Savelchuk, D. Bybyk); pedagogy (A. Makarenko, V. Sukhomlynskyi, S. Shatskyi, N. Semchenko, O. Romanovskyi) and others.

Modern Ukrainian pedagogical thought traditionally pays a lot of attention to the problems of patriotic education and formation of patriotic feelings and leadership.

Vasyl Sukhomlynskyi, an outstanding Ukrainian pedagogue-humanist, insisted that patriotic education was reasonable to be based on the national values of love for the native land, people and Motherland, language and culture. The great educator emphasizes that: "Our high goal is not just a prosperous person, but a fighter, … a person who will advance the interests of other people, fight for the preservation of the country's natural resources, defend its independence;… these are the components of a leader's personality, and not just a leader, but a patriotic leader" (Sukhomlynsky, 1977, p.256).

Leadership is one of the most popular and studied subjects of pedagogy, however, knowledge about the process of leadership formation as a set of characteristics that make a person a good leader is still limited.

Objective. The research is dedicated to the study of the problem of development of the student leadership competencies in higher education institutions, precisely in the times of the Russian-Ukrainian war. The innovative methods and approaches to the formation of student leadership are to be analyzed.

Presentation of the main material. The problem of leadership has always attracted the attention of thinkers. In particular, Plato, Aristotle, Niccolo Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Georg Hegel, Friedrich Nietzsche, Sigmund Freud, Erich Fromm, Theodor Adorno, etc. interpreted the subject of leadership and considered it fundamental in the philosophical development of this problem. Scientific concepts of these thinkers have become the basis of modern theories of leadership.

The leadership field is overcrowded with theories. Their number varies from 16 (Northouse, 2016), to 66 (Kellerman, 2012).

Today, theories have significantly influenced practice, education, politics, and have gained scientific popularity. Three main theories of leadership are distinguished among them:

1. *Theory of traits* (Charismatic theory) is focused on the innate qualities of a leader. According to this theory, a person who has a set of personal qualities or a set of certain psychological traits can be a leader. A charismatic leader is seen as a person who can rebuild morale and offer a positive vision of the organization's development in the future (Bogardus, 1924). The American researcher singles out the following traits of a leader: intelligence, energy, sense of

humor, desire to be recognized, empathy, ability to predict, ability to attract attention, curiosity, self-control, grit, etc.

2. *Situational theory* of leadership determines that people become leaders not because of their personality, but because of various situational factors and the appropriateness of the relationship between the leader and the situation (Hersey & Blanchard, 1985). To be most successful and effective, a leader must adapt his style and approach to diverse circumstances. According to this theory, there are four main leadership styles (telling, selling, participating, delegating). The approach is effective due to its possibility to adapt to the team's needs and to set a beneficial balance for the organization.

3. *System theory of leadership* states that leadership is the process of organizing interpersonal relations in a group, and the leader appears to be the subject of managing this process. Leadership is interpreted as a function of the group, and it must be studied from the point of view of the objectives and problems of the group. Besides, leadership is significantly influenced by the chosen leadership style (Von Bertalanffy, 1968).

Having analyzed the leadership theories, we emphasize that the phenomenon of leadership appears in a situation where a problem needs to be solved, consisting of three components: personal traits of the leader; the nature of the group and its members; the exact problem the group should solve.

Considering the problem of our research, there appears a strong need to educate

real leaders who treat people with respect, become an example to follow, demonstrate patriotism.

Despite the full-scale war, Ukrainian school graduates continue to make plans for the future in our country. According to the statistics of the admission campaign in 2022, domestic universities received 1.2 million applications; 700,000 of them are for the Bachelor's Degree (Work of higher education institutions in the times of war, 2022).

The above-mentioned figures indicate the appropriate high level of patriotic education of the Ukrainian youth, implying love for the Motherland, loyalty and service to it, concern for ensuring the territorial integrity and sovereignty of Ukraine, care for its continuous upward development on the path of democratic national revival, promotion of harmonization of state, social, public and personal interests in everyday life.

The word *leader* comes from the Old English word "lædan" and means "going before as a guide". It was first mentioned in English in the 14th century to describe a "person in charge". Later, several other uses of the word were recorded. Currently, the word leader has a lot of different uses. Most commonly, it describes "a person who is in charge or a company that is more successful than others in its field". A person who is a leader usually has a number of personal traits that make them well-suited to being responsible for others. Some people are natural leaders, while others must work hard to develop a leader's mentality (McMillan Dictionary, 2002).

The subject of leadership is the leader as a person who has valuable potential for the group initiates the interaction of group members, and influences the team building (Marakhovska, 2009, p.18).

The leader is a member of the group, the participants of which recognize his/her superiority in status and give him/her the right to make decisions in situations that are significant for it; a person capable of performing a central role in the organization of joint activities and regulating relationships in the group; a person who, due to one's personal qualities, has a predominant influence on the members of the group (Yahodnikova, 2006, p.13).

A leader "shows up" in the process of interaction between the group members or organizes them around him/herself, when his/her norms and value orientations are coordinated with those of the group and contribute to the organization and management of this group in the course of achieving group goals. There exist other close to the above definitions of the concept of the leader.

Summarizing different approaches to the definition of the phenomenon "leader", we will define *a leader* is a member of the group, who performs the main role in organizing joint activities and regulating relations, according to which the group recognizes the right to make decisions in significant situations, which all group-members voluntarily follow.

Today, students should be prepared to undertake the leadership role in the future (Rudolph, 1990). The process of education equips students with such a possibility.

Training contributes to the development of *leadership competencies* because it provides a set of systematic experiences that assist in acquiring new leadership-related knowledge and opportunities to practice new skills and abilities

(Lacerenza, 2017). Judy Bronwell states that leadership competencies are skills and behaviors that contribute to superior performance (Bronwell, 2006). The American scientist and psychologist Morgan W. McCall defines the leadership competency as a complex of knowledge, skills, and abilities which are required for effective performance in a leadership role (McCall,1988).

Effective leadership is influenced by certain personal qualities. The need for them is determined by the specificity of situations and the peculiarities of the tasks. In this case, a combination of personal qualities with the professional competence is necessary. An effective leader must be able to: carry out a strategic outline of the development prospects of the managed organization; simulate a complex situation; calculate the risk; change the organizational structure and culture (Liubko & Stoliarchuk, 2010).

John Maxwell, a well-known American expert in leadership research, a founder of a number of organizations, designed to help people discover their personal and professional potential as well as the leadership qualities of future specialists, proposed a list of 21 indispensable qualities of a leader (Maxwell, 2000, p. 118.) According to Maxwell, we highlight the following personal qualities which contribute to the development of leadership competencies: stress resistance, charisma, dedication, competence, discernment, focusedness, proactivity, ability to listen, positive attitude, problem-solving, communication, responsibility, confidence, self-discipline, ability to learn, willingness to take risks, etc.

Hence, is the importance of high performance of workers in the global business environment.

By using a competency-based approach to leadership development, higher education institutions can identify and train the next generation of leaders. For this it is essential to structure the leadership competencies to: personal competencies, interpersonal competencies and job related competencies. Such a division makes a useful model, which will purposefully guide the educational process in the direction of the development of leadership competencies, starting with the beginning of training at the university.

Out of personal competencies we single out: integrity, stress resistance, personal engagement, adaptability. Interpersonal competencies refer to: effective communication, team building, contribution, delegation. Job related competencies include: decision-making and problem-solving, planning, goal setting, time management, work organization (see table 1).

Combined, the above-mentioned competencies are aimed at achieving the desired results. Thus, the leadership competencies develop the ability of acting as a role model for the team, being reliable and having the capacity of solving problems, taking important decisions, contributing to the successful running of the company due to fulfilling the role of a skilful task-delegator, time manager and a goal-setter (McCauley, 2001).

We consider the significance of a systematic approach in the process of training leaders. One of the aspects stresses the necessity of starting training future specialists-leaders at the initial stages of education, generalizing the acquired leadership competencies and specifying them in accordance with the professional field of activity at the stage of higher education.

We emphasize that leadership development should be provided in all academic areas: humanities, scientific and social disciplines. For instance, the university discipline "Foreign language for professional orientation" is aimed at the teaching of oral and written communication, providing opportunities for potential leaders to learn how to express ideas clearly and persuasively, to prepare and present speeches, to listen and comment on presentations, to prepare for and engage in debates, to lead conferences and discussion sessions, etc. Group activities provide opportunities for young people to learn how to help others feel important and valued, accept their contributions, keep discussions relevant, follow and lead.

Based on the analyzed material, it is reasonable to single out such innovative methods and techniques to the formation and development of student leadership as:

1) methods of self-leadership development (self-reflection, development of self-awareness and interest in self-knowledge; determination of desired experience; techniques of constructive thinking and decision-making; planning and setting goals; optimization of motivational purposes; organization and use of the student's own "social ecosystem" – active search of the target behavior in social, organizational, public, political and physical environment, mobilization of social support);

2) methods of developing communication skills – communication trainings, participation in conferences, open discussions, start blogging and promoting students' own pages in social networks, special professional psychological trainings on leadership development;

3) game-based methods provide a way of conceptualizing the rational people's way of navigating personal and group decisions in

Table 1

Types, definitions and examples of leadership competencies:

Personal competencies	Interpersonal competencies	Job-related competencies
Integrity – being honest, trustworthy and having high moral principles. An honest, responsible and reliable leader is respected by every worker (e.g. a leader's words and actions always match). *Stress resistance* – ability to be composed and to cope with the job demands without excessive consumption of emotional energy; being emotionally steady in a crisis. A calm, balanced and self-controlled leader avoids crisis or conflict situations in a team (e.g. a leader creates a positive atmosphere that supports the well-being of colleagues). *Personal engagement* – being a leader who inspires and motivates (e.g. engaged leaders achieve more growth and business success due to employee profitability and customer satisfaction). *Flexibility* – willingness to change or compromise. A leader who easily adapts his style to better serve the team (e.g. changing plans easily to match the reality of the situation in order to maintain productivity).	*Effective communication* – clear exchange of ideas, thoughts, opinions and knowledge with the purpose of being understood (e.g. an effective leader listens actively, gives constructive feedbacks, shows empathy and respect, understands non-verbal messages). *Team building* – creating a cohesively working strong team of members who respect, trust and support each other (e.g. a great leader creates a positive working environment, establishes healthy working relationships with team members, maintains a friendly climate). *Contribution* – demonstrating open, positive, and proactive attitude towards colleagues, work and progress (e.g. successful leaders mentor up-and-coming individuals within their organization). *Delegation* – shifting authority and responsibility for tasks and decisions from the leader to the worker (e.g. leaders delegate tasks, prepare conditions for their successful completion, follow and support the performance of delegated tasks).	*Decision-making* – ability to accept important and right decisions (e.g. a leader combines experience and intuition with data; assesses ideas, variants, offers and potential outcomes; finds the most appropriate solution). *Problem-solving* – the ability to anticipate, analyze, diagnose and resolve problems (e.g. leaders become effective and influential if they are able to think outside the box and offer innovative solutions to problems). *Planning* – ability to set objectives and determine steps of action for achieving these objectives considering the long-term perspective of the organization (e.g. a clear understanding of an algorithm of actions designed by a leader is compulsory). *Goal setting* – setting distinct work objectives for subordinate staff and prioritizing teamwork (e.g. a leader allocates the time necessary for the activities that contribute effectively to the achievement of the company's strategic objectives and guides the coordinated team). *Time management* – ability to properly coordinate tasks and activities by means of control over one's time (e.g. highly effective leaders decide on the order in which to do tasks and make sure they are performed according to the schedule). *Work organization* – balanced and rational distribution of duties and tasks among the team-members and assignment of tasks according to the training and experience of each worker (e.g. a team leader organizes the team, emphasizing the skills and knowledge of each member; engages and motivates the company to achieve collective goals).

competitive situations; role play is aimed at formation of leadership skills;

4) working in groups with the purpose of learning the principles of distributed leadership (shared/distributed leadership) – working in the so-called ecosystem of leaders;

5) methods based on an interactive learning model actively engage students in the learning process (often with the use of technologies) (Kouzes, Posner, 2017).

These methods and techniques are used to form competencies that require the demonstration of smart thinking and collaboration skills and are, therefore, most relevant to the objective of student leadership development. In foreign scientific literature, such pedagogical practices have been

called "enhanced activities". Within their application, students are given more time for reflection, and special opportunities for collaboration are also organized.

Conclusion. Student leadership development is the necessity of today's Ukrainian society. A special role in the process of formation of a leader is given to the teachers of social-humanitarian and psychological-pedagogical disciplines of higher education institutions. The pedagogues contribute significantly to the development of professionally important qualities of students, including qualities crucial for the further prosperous development of the country, namely, the qualities of a patriot-leader.

The problem of training leaders has set requirements for updating forms, methods and training techniques of teaching modern specialists of various spheres of professional activity. New forms of teaching activity of scientific and pedagogical workers in institutions of higher education should be foremost organized in the direction of interactive forms and educational technologies. The study on methods and techniques based on the interactive learning model is to become the subject of our further research.

BIBLIOGRAPHY

1. Bogardus, E. S. Mental Leadership. Chapter 35 in Fundamentals of Social Psychology. New York: Century. 1924. P. 409–417. URL: https://brocku.ca/Mead Project/Bogardus/1924/1924_toc.html (last access 03.03.2023)

2. Brownwell, J. Meeting the competency needs of global leaders: A partnership approach. Human Resources Management, 45(3). 2006. 309-336. URL: https://www.researchgate.net/publication/229581059_Meeting_the_competency_needs_of_global_leaders_A_partnership_approach (last access 23.03.2023).

3. Hersey, P., Blanchard, K. So you want to know your leadership style? Training & Development Journal, 36(6). 1974. P. 34-48. URL: https://www.scribd. com/ document/532075807/09-Hersey-P-Blanchard-K-H-1974-So-You-Want-to-Know-Your-Leadership-Style-Training-Development-Journal (last access 13.03.2023).

4. Kouzes, J. M., Posner, B. Z. The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. 2017. URL:https://nibmehub.com/opac-service/pdf/read/The%20Leadership%20 Challenge _%20 How%20to%20Make%20 Extraordinary (last access 11.05.2023).

5. L. Von Bertalnffy. General system theory: Essays on its foundation and development, rev. ed. New York: George Braziller, 1968. URL: https://monoskop.org/File:Von_Bertalanffy_Ludwig_General_System_Theory_1968.pdf (last access 04.04.2023).

6. Maxwell, J. C. The 21 indispensable qualities of a leader. Becoming the person others will want to follow. 2000. URL: https://www.academia.edu/6263037/John_ Maxwell_21_ Indispensable_Character_of_a_Leader (last access 10.05.2023).

7. McCall, M. W., Lombardo, M. M., Morrison, A. M. The Lessons of Experience: How Successful Executives Develop on the Job. Lexington, MA: Lexingtonn Books. 1988. URL: https://scholar.google.com/citations?user=9vi5Qc8A AAAJ&hl=en (last access 15.05.2023).

8. McCauley, C. Leader training and development. 2001. URL: https://www.researchgate.net/publication/313205162_Leader_training_and_ development (last access 12.04.2023).

9. Rudolph, F. The American college and university: A history. Athens: The University of Georgia Press. 1990. URL: https://link.springer.com/chapter/10.1057/9781137367037_2 (last access 02.03.2023).

10. What is a leader? *McMillan Dictionary.com.*2002. URL: https://www.macmillandicti onaryblog.com/leader (last access 02.04.2023).

11. Любко О. В., Столярчук Л. В. Особливості лідерства в управлінні персоналом. 2010. URL: http://nauka.kshnir.mk.ua/?p=58840 (last access 04.04.2023).

12. Мараховська Н.В. Педагогічні умови формування лідерських якостей майбутніх учителів у процесі навчання дисциплін гуманітарного циклу: автореф. дис. канд. пед. наук: 13.00.04. Харк. нац. пед. ун-т ім. Г. С. Сковороди. Харків, 2009. 22 с.

13. Робота вишів у війну. URL: https://lb.ua/society/2022/09/26/530550_ robota_vishiv_viynu.html (last access 01.05.2023).

14. Сухомлинський В.О. Вибрані твори в 5-ти т. Т. 3. Серце віддаю дітям. Народження громадянина. Листи до сина. Київ, «Рад. школа», 1977. 670 с.

15. Ягоднікова В.В. Формування лідерських якостей старшокласників в особистісно орієнтованому виховному процесі загальноосвітньої школи: Автореф. дис. канд. пед. наук: 13.00.07. Східноукр. нац. ун-т ім. В. Даля. Луганськ, 2006. 21 с.

REFERENCES

1. Bogardus, E. S. (1924). Mental Leadership. Chapter 35 in *Fundamentals of Social Psychology.* New York: Century. P. 409–417. Retrieved from https://brocku.ca/Mead Project/Bogardus/1924/1924_toc.html (2023, March, 3)

2. Brownwell, J. (2006). Meeting the competency needs of global leaders: A partnership approach. Human Resources Management, 45(3), 309-336. Retrieved from https://www.researchgate.net/publication/229581059_ Meeting_the_competency_needs_of_global_leaders_A_partnership_approach (2023, March, 23).

3. Hersey, P., Blanchard, K. (1974). So you want to know your leadership style? Training & Development Journal, 36(6). P. 34-48. Retrieved from https://www.scribd. com/document/532075807/09-Hersey-P-Blanchard-K-H-1974-So-You-Want-to-Know-Your-Leadership-Style-Training-Development-Journal (2023, March, 13).

4. Kouzes, J. M., Posner, B. Z. (2017). The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. Retrieved from https://nibmehub.com/opac-service/pdf/read/The%20Leadership%20Challenge%20 How%20to%20Make%20 Extraordinary (2023, May, 11).

5. L. Von Bertalnffy. (1968). General system theory: Essays on its foundation and development, rev. ed. New York: George Braziller. Retrieved from https://monoskop.org/File:Von_Bertalanffy_Ludwig_General_System_The-ory_1968.pdf (2023, April, 4).

6. Maxwell, J. C. (2000). The 21 indispensable qualities of a leader. Becoming the person others will want to follow. Retrieved from https://www.academia.edu/6263037/John_Maxwell_21_Indispensable_Character_of _ a_ Leader (2023, May, 10).

7. McCall, M. W., Lombardo, M. M., Morrison, A. M. (1988). The Lessons of Experience: How Successful Executives Develop on the Job. Lexington, MA: Lexington Books. Retrieved from https://scholar.google.com/ cita-tions?user=9vi5Qc8A AAAJ&hl=en (2023, May, 15).

8. McCauley, C. (2001). Leader training and development. Retrieved from https://www.researchgate.net/publi-cation/313205162_Leader_training_and_development (2023, April, 12).

9. Rudolph, F. (1990). The American college and university: A history. Athens: The University of Georgia Press. 1990. Retrieved from https://link.springer.com/chapter/10.1057/9781137367037_2. (2023. March, 2).

10. What is a leader? *McMillan Dictionary.com.*2002. Retrieved from https://www.macmillandicti onaryblog. com/leader (2023, April, 2).

11. Liubko, O. V., Stoliarchuk, L.V. (2010). Osoblyvosti liderstva v upravlinni personalom [Peculiarities of lead-ership of staff management]. Retrieved from http://nauka.kshnir.mk.ua/?p=58840 [in Ukrainian]. (2023, April, 4).

12. Marakhovska, N.V. (2009). Pedahohichni umovy formuvannia liderskykh yakostei maibutnikh uchyteliv u protsesi navchannia dystsyplin humanitarnoho tsyklu [Pedagogical conditions of formation of leadership qualities of the future teachers in the process of teaching humanitarian disciplines]: avtoref. dys. kand. ped. nauk: 13.00.04. Khark. nats. ped. un-t im. H. S. Skovorody. Kharkiv, 2009. 22 s. [in Ukrainian].

13. Robota vyshiv u viinu [Work of higher education institutions in the times of war]. Retrieved from https:// lb.ua/society/2022/09/26/530550_robota_vishiv_ viynu.html [in Ukrainian]. (2023, May, 1).

14. Sukhomlynskyi, V.O. (1977). Vybrani tvory v 5-ty t. T. 3. Sertse viddaiu ditiam. Narodzhennia hromadianyna. Lysty do syna. [Selection of works. I give my heart to children. Birth of a citizen. Letters to son]. Kyiv, «Rad. shkola», 1977. 670 s. [in Ukrainian].

15. Yahodnikova, V.V. (2006). Formuvannia liderskykh yakostei starshoklasnykiv v osobystisno oriientovanomu vykhovnomu protsesi zahalnoosvitnoi shkoly [Formation of leadership qualities of senior pupils in a personally ori-ented educational process of a secondary school]: Avtoref. dys. kand. ped. nauk: 13.00.07. Skhidnoukr. nats. un-t im. V. Dalia. Luhansk, 2006. 21 s. [in Ukrainian].