

**SOCIOLOGICAL, PSYCHOLOGICAL AND PEDAGOGICAL
APPROACH TO THE ANALYSIS OF EDUCATIONAL LEADERSHIP**

Summary. The article is devoted to the concept of «educational leadership», which introduces new forms of dialogue and communication in the society and all its spheres, including education.

Keywords: leadership, education, student.

Аннотация. Статья посвящена понятию «образовательное лидерство», которое вносит новые формы диалога и общения в социум и все его сферы, в том числе и в образование.

Ключевые слова: лидерство, образование, студент.

Psychological and pedagogical analysis of the educational leadership's problem presupposes a study of the essence and specifics of this phenomenon in the semantic context of broader categories – management, governance, and leadership. Since the category «educational leadership» is more private and narrow in relation to the category of «leadership», it is fair to assume that the theoretical foundations of the educational leadership's study are laid by a rich experience of studying the problems of leadership in the humanities. Leadership and the formation of a leader as a social and cultural phenomenon receives coverage from different disciplinary positions. Understanding the structural and functional characteristics of leadership in the educational field contributes to:

- a) the socially psychological concept of leadership as a process of interaction in the «leader-follower» system, the complex of personal qualities that must be possessed to fulfill a leadership role;
- b) management approach to the typology of leadership styles, to the possibilities of forming and developing a leader's block of qualities.

Review of these factors will make it possible to identify the main theoretical and methodological principles of leadership analysis and, in turn, their application to the sociological analysis of leadership in the field of education.

A significant contribution to the development of leadership problems has been made by social psychology. In the Western social and psychological literature, the term leadership and its various concepts arose from the initial on the basis of empirical research. Moreover, there are different points of view on the essence of the phenomenon being studied. If some authors (in particular, A. Koch) propose to consider the categories of «governance» and «leadership» as synonyms, proving that leadership is essentially one of the roles of a leader, others (and this view seems more justified), not forgetting about the general, which unites governance and leadership, still suggest to consider and significant differences of these categories among themselves. For example, Abraham Zaleznik draws a line between governance and leadership as follows: «Leadership is a set of actions based on the use of pre-determined techniques and means, leadership can also be presented as art or a riddle based on the personality characteristics of the leader. Chiefs and leaders differ in terms of their personal characteristics, attitudes toward the group's goals, perceptions of work, relationships with subordinates and perceptions of oneself. Chiefs introduce other people into professional roles and supervise

their implementation, base their activities on permanent methods and proven reactions, not focusing on technical innovations and testing new ideas. Leaders, in contrast, make constant attempts to develop new and ambiguous solutions to the problem, motivate others to work hard for implementation their ideas (visions) into reality. The source of the influence of leaders on other people is authority, which is affirmed by personal charm, devotion to the purposes of the group, enterprise, professional skill and a wealth of ideas». Thus, an operational distinction is made between management and leadership. First is characterized by the relations of power, while second is discussed from the personal influence point of view. The management is preserved by the system of directives; it is formally institutionalized authority, while leadership is based on the opinion of the group and depends on whether the group takes the leader. As we can see, the generally accepted principles of management contrast sharply with the vague and often contested to the concept of leadership, so it is necessary to consider the main research orientations in this area.

In social psychology, there are several groups of leadership theories, the main ideas of which are actively perceived and developed in the theory and practice of management, in sociology. The theory of features and its varieties arose under the influence of the English psychologist and anthropologist F. Galton's studies, who tried to explain leadership on the basis of heredity. The basic idea of this approach was the conviction that the leader possesses some unique set of sufficiently stable and unchanging qualities, which are often passed by inheritance and distinguishing it from followers. Thus, the supporters of this theory (E. Bogardus, K. Baird, F. Galton) interpret leadership as a set of personality traits and try to define this set of personal qualities in order to develop methods for identifying leaders. In other words, leadership in the context of this theory is what comes from the individual.

Leadership is carried out in a certain field of activity and in a certain social organization, so we can say that there are different professional areas of leadership that have their own specifics (sports, politics, business, science, education). The modern leader acts within the framework of the relevant regulations (authorization of interactions with followers as a social community), established norms and patterns of behavior that determine the scale of leadership influence and the ways of its implementation. In addition, in each field of activity, various professional situations develop; different requirements are imposed on the personal and professional qualities of potential leaders. The nature and specificity of educational leadership can be considered in the context of the prevailing ideas about the essence of education and upbringing, their goals and means, the place of the educator and student in the education process. In foreign sociology, education was studied from different perspectives. The problems of education, including higher professional education, were raised in the works of sociologists at the border of the XIX–XX centuries (M. Weber, E. Durkheim, D. Dewey, G. Spencer). However, the greatest importance for the development of modern sociology education was the research developments of the 50's. XX century. In the 1950 s. education was seen as an institution of socialization (T. Parsons, A. Touraine) and as a means of maintaining public order (K. Manheim), the stabilizing function of education came to the fore.

In the context of studying the educational leadership's problem, it is preferable to regard education as a sphere of activity. At the same time, it is necessary to distinguish the categories «activity sphere» and «business environment». The life process of the subject is carried out in a certain environment, where goals, internal and external conditions are correlated. The environment significantly determines the objective content of activities, it is covered by

the life process as a natural and social space. The interconnection of these conditions, the integrity, the subject and subjective orientation of the individual environmental factors, are expressed by the concept of «sphere».

At the same time, the categories «environment» and «sphere» are not identical. If the environment is everything that surrounds, permeates, involves the subject in the orbit of activity either as an object, either as a means or as a condition, then the sphere is already some result of a certain orderly environment. The category «sphere activity» discloses the subjective content of the subject's actions, correlates it with external conditions and gives an idea of how the subject specifically organizes his life in historically prescribed conditions, than the reproduction of his social life is maintained. Thus, the sphere of education encompasses «educational influence», which is carried out by the educational institutions themselves, and the actions of other social organizations in this direction. In other words, the sphere of education includes the process of socially cultural development of a person and everything that has an impact on him.

Consideration of education as a sphere of activity allows organically turn to the analysis of educational institutions as social organizations in which leadership processes are carried out. The study of leadership in educational institutions as social organizations of a certain sphere of life makes it possible to apply the basic methodological principles that we singled out in the first and second paragraphs to the analysis of the phenomenon of leadership in the field of education.

Learners (in this case, students) as an object of study are of particular interest, since they act simultaneously: as independent leaders in education (a special position in educational activity and educational behavior); as the followers of training leaders (the emphasis is on the degree of agreement on the educators and trainees's educational leadership, that is, the «supply» and «demand» groups, «continuity» of leadership). Researchers usually distinguish several stages of studentship: the first, third and fifth year, each is characterized by its own characteristics. Studying the attitude towards the educational leadership of students, it is legitimate, in our opinion, to select students of the fifth year as the object of analysis. Such a choice is due to a number of reasons: first, a steady assessment of the socially cultural environment of the university was formed among the fifth-year students; second, by this time the perspective life plans, professional interests (orientation to the «advanced» leadership position in the future professional activity) are actualized, a more or less stable evaluation of the training received in the university is formed, an idea is formed about the necessary attributes and qualities of the leaders' activity in education. Therefore, fifth-year students more adequately assess their leadership potential.

In this research, students' orientation toward the leadership position was studied at different levels and stages of its formation: the cognitive stage is the identification of the level of knowledge of the leadership phenomenon, an understanding of the leader «character»; the affective stage is the identification of an attitude toward a leadership position in the future professional activity; behavioral stage – the identification of real mastery of leadership potential and the ability to implement it. To clarify the understanding of the leadership's essence as a mechanism of relationships and the correlation of the leader character in the representation of students with the similar image that was formed by teachers, the following questions were suggested: «In modern conditions, the leader is ...», «Leaders in education have such traits as ...». Open-ended questions were used, which is associated with some methodological difficulties

(processing complexity, 86,0% of the respondents). However, while answering open questions, respondents mention what dominates in their minds, which is most relevant.

The research showed that students have a fairly clear idea of the leadership's essence as a process of socially cultural self-regulation and self-management in the group, as a factor of internal, informal ordering of relations (the modern leader is «a person who can lead, inspire, entice», «for which one can strive, imitate his actions», «having authority in the group, able to rally people around him», while the leader «does not infringe on the interests of others, but helps»). Students understand leadership not only as a process of formal management of a social community, but also as a high level of professionalism (the modern leader is «a person who excels in his field of professional activity», «achieved the best results in his field», «having fundamental knowledge of his profession»). The character of the training leader, formed by students, looms through role associations and the ranking of professionally significant qualities. The professional roles performed by the teacher were divided into two main groups: the role of the teacher as a subject; the role of the teacher as an educator. The teacher is perceived by the university students not only as a translator, conductor of knowledge (66,8% of the respondents), but also as a researcher who creates a new field of knowledge in the field of his interest (53,4% of students associate the teacher's profession with this role). The overwhelming majority of students (68,8%) believe that the modern teacher, regardless of the subject taught, should be a psychologist, implement a personal-oriented approach to the trainees, helping them cope with problems developing their individualities. In general, students adequately perceive the current professional situation in education. Indeed, a set of personal qualities and abilities of the teacher, corresponding to these role associations, in conjunction with the education, the necessary professional training «forms» the leader in the field of activity. The next set of questions is aimed at clarifying students' orientation toward professional leadership through the direction of professional self-determination.

In general, 62,8% of students are oriented to work by background, about the same number consider the profession their vocation, which, in a general form, correlates with the share of students who came to the university not by accident. This is actually produced by specialists. The rest are oriented to the spheres of other labor.

The part of those students, who wish to change their profession, not counting it as the basis of their professional career, is 37,2%. As a rule, these are those students for whom the choice of profession was accidental, who was disappointed or changed intentions.

The current situation with the professional self-determination of students is not due to the fact that today it is quite difficult to find a job without a work experience, lack of vacancies. On the contrary, the situation on the labor market is very favorable now.

References

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