

**Philosophical-Psychological, Pedagogical-Managerial Aspects
of "Qualitative" Formation of Future Specialists
of All Levels of Training and Specialties
in the Conditions of Technical University**

Olha Ihnatiuk

*Professor of the Department of Pedagogy and Psychology of Management of
Social Systems named after Academician I. Zyazyun, Nation Technical
University "Kharkiv Polytechnic Institute"; Kharkiv, Ukraine
Doctor of Pedagogical Sciences, Professor
ORC ID: 0000-0002-5710-7752; olgaignatyuk2016@gmail.com*

Iryna Kostyria

*Associate Professor of the Department of Pedagogy and Psychology of
Management of Social Systems named after Academician I. Zyazyun, Nation
Technical University "Kharkiv Polytechnic Institute"; Kharkiv, Ukraine
Candidate of Pedagogical Sciences
ORC ID: 0000-0002-2967-4530; superirina2016@ukr.net*

Andriy Koss

*Master of the Department of Organic Synthesis and Nanotechnology National
National Technical University "Kharkiv Politechnic Institute";
Kharkiv, Ukraine.
andreykoss8352@gmail.com*

Abstract

The study is devoted to such topical issues in the theory and methodology of education and pedagogy of higher education as the training of future leaders, namely the formation and development of leadership qualities of students in technical universities. On the topic of the study, the authors analyzed the literature of leading scientists in the field of philosophy, psychology and pedagogy, identified features of the formation of leadership in the student environment. The study reveals the seven most important criteria that form the core of the personality of the future specialist leader. The use of these seven criteria of personality development of the future specialist in technical universities requires a combination and adaptation of traditional approaches to education and the latest pedagogical technologies. This is aimed not just at introducing certain forms and methods of work into the educational process, but at creating a specially organized professional environment in which future professionals have opportunities for professional and personal growth through conscious change and transformation of both the environment and themselves. In the process of personal change, the student's historical "I" is as close as possible to his logical "I" and is held by the latter with the help of Onto In-Se. This is how the future specialist acquires leadership qualities, first of all: cognitive, communicative, organizational, moral and volitional and reflexive skills. It is established that through the development of conceptual and creative thinking of the student it is possible to influence the formation of his critical "I" as a necessary attribute of leadership: the ability to listen and hear, understand and act.

Key words: formation; future specialist; Technical University; leadership skills; "I" is a student; In Se Ontico.

Introduction. Today, one of the urgent tasks of technical universities is the formation of future professionals not only flexible "soft skills" and professional skills, which in the information age have become a measure of success, but also the ability to develop and realize their leadership qualities. Creative independence of the individual leader is increasingly becoming a necessity associated with the constant need for his general and special education. This requires a person to purposeful and energetic efforts and the ability to overcome established stereotypes, approaches to improving their professional competence, as well as their own intelligence in self-education, their professional and personal qualities.

Increased interest in this issue is due to rapid changes in all spheres of modern society and increasing the importance of the phenomenon of leadership in modern life. At the same time, the data of the survey conducted in 2019-2022 among applicants for higher education of the first, second and third levels of training of the National Technical University "Kharkiv Polytechnic Institute" (sample of 475 people, specialties: technical, economic, humanitarian), show that 41.33% respondents showed a low level of leadership skills; 38.66% of subjects showed a low level of organizational skills; The ability to understand and analyze the factors that determine the formation of the leadership position of the future specialist, showed only 2.42% of respondents [1]. These results once again emphasize the relevance of this study.

To form the personality of future professionals, it is important to understand scientific approaches to understanding the phenomenon of leadership. Leadership is always specifically historical and has a social dimension. For example, according to Lao Tzu, the best ruler is the one "the people do not notice", in second place - the one whom "the people adore", in third place - the one whom "the people are afraid", and in the last - the one whom "hate" [2, p. 555]. N. Machiavelli believed that a true leader should be guided not by personal interests, but only by global goals, to strengthen and unite, ie to manage the knowledge of human nature that motivates human activity. That is, leadership is possible "due to the ability to guess the most secret desires of the human soul" [2, p. 555-556].

The earliest socio-psychological theory of leadership, which emerged in the twentieth century, is the "theory of traits", which was based on research by English scientist F. Galton, who tried to prove the leading role of hereditary factors in human life by studying the biographies of celebrities [3, p. 7].

Behavioral approach theory focuses on leadership styles, a set of characteristics and techniques and methods in the management process. Leadership is the ability to delegate authority to subordinates, the study of methods of working with the external environment, the psychological impact on staff and the behavior of the leader with subordinates. That is, there are two possible models of leader behavior: the first is focused on performing production tasks to ignore the needs and interests of subordinates, and the model of attitude with respect for the needs of employees and their development. Among the main behavioral models of leadership are the theory of "X" and "Y" by D. McGregor "Whip and Gingerbread", the theory of leadership by K. Levin, the managerial lattice of R. Blake and D. Moutan, the theory of E. Fleischman and E. Harris, the continuum leadership styles R. Likert, etc. [3, p. 10].

Situational leadership theory believes that the effectiveness of the leader is influenced by both personal qualities and leadership style, as well as situational factors. These may be the needs and personal qualities of subordinates, the influence of the environment, the availability of information from the leader to be able to behave depending on the situation. This approach is most effective for management practice. It includes four models depending on the situation: the situational model of F. Fiedler's leadership; Vrum-Yetton's decision-making model; the approach of T. Mitchell and R. House "path - goal"; life cycle theory of P. Hersey and K. Blanchard [3, pp. 64-66].

The charismatic theory of leadership is the culmination of the development of the theory of traits and the theory of abilities, developed by B. Bass, W. Bennis, B. Nanus, D. Nadler, M. Tushman. According to them, a charismatic leader should have features such as: reflection, ability to influence, motivate, inspire, inclusion in social processes, self-actualization [3, p. 10].

It is equally important to note that there is a theory of leadership as a way of serving, that is, embodying one's needs and interests through serving the common good. This theory was developed by R. Greenleaf, J. Hale and D. Fields. Its essence is that leadership should be a natural human need, with the right formation of goals, and the creation of traits of self-sacrifice. In this theory, there is a connection between leadership and morality and the requirements of human behavior in society, which characterizes a person as a whole person [3, p. 11].

In our opinion, the authentic theory of leadership, which was developed by B. Avolio, W. Gardner, A. Eagle, A. Chen, and B. Shamir, is more perfect. This theory reveals the personality of the leader through the detailing of the moral qualities of the subject, which includes: the correctness of intentions, qualities, views, feelings, sincerity and devotion. The main factors of authentic leadership are passionate and persistent pursuit of a goal based on self-discipline, the ability to empathize and build positive relationships with others, which is determined by values, not benefits [3, p. 12].

In our opinion, the training of leaders requires knowledge of the laws and mechanisms of formation and development of leadership skills, systematization of knowledge for training, graduates of all levels of training and specialties of technical university and the formation of necessary skills and development of their inner positive core, i.e. *Onto In-Se (In Se Ontico)*. By the internal positive core of a person, we understand the elementary form of the unity of human action – *Onto In-Se (In Se Ontico)*. It draws up a basic criterion for the identity of the individual as a person and as a point of relation.

A leader is a person who, satisfying his own selfishness, realizes the public interest [4].

The current stage of development of higher education in Ukraine is characterized by the fact that the traditional system of education is being replaced by personality-oriented, classical methods are gradually being replaced by innovative ones, the technological approach to learning has become relevant. Therefore, when concluding new curricula, there is a need to introduce innovative technologies for training leaders. As many years of experience of higher technical school confirms that the modern technological approach in higher education is able to provide a certain amount of knowledge, skills, and the necessary set of qualities inherent in a leader-specialist [7; 8].

The problem of considering the personality in the context of life and creative potential, based on the uniqueness of a particular person, plays an important role in the formation of the leader's consciousness. In our opinion, there are seven most important criteria that form the core of a leader's personality, all others are separate aspects of these qualities. Natural potential is one of the main qualities of a leader's personality, because it is the inner aspirations that determine the vector of personality development in history. The inner "I" pushes the personality of the future specialist to new achievements, because it feels that it is capable of more.

The second and not insignificant aspect of the future leader's personality is rational and technical development in accordance with the natural potential, i.e. the necessary education, contacts and experience in accordance with his logical-historical "I", i.e. in accordance with his Onto In-Se.

The third aspect of the leader's core are his ambitions, his driving force, charge, will, manifestation of intentionality, ie the presence of the property of human consciousness to be directed: a person wants to be outside as much as he is able inside. The personality of the future specialist can have extremely huge potential, but without ambition it will not be able to realize itself.

The fourth aspect is love and fidelity to one's vocation, to feel within oneself what it should be. We consider it extremely important to recall the philosophical and pedagogical views of the great philosopher, teacher G. Skovoroda based on the doctrine of "kinship", "related work". The "kinship" of each person to a particular activity, physical or spiritual, is manifested through self-knowledge. A person who recognizes his "kinship" becomes truly happy. According to G. Skovoroda, only through the spiritual arrangement of the individual can we come to the ideal of a perfect human society. Of course, not everyone is capable of creative efforts of self-knowledge, so there is a problem of social pedagogy. Man is seen as a subject of his activity. Indeed, the individual is able to purposefully transform the objective reality, to carry out creative self-development [9].

Therefore, it is necessary to accept the tasks of one's life, one's path, one's ambitions, the desire of consciousness for something greater and to achieve something more. In this way, there is a high probability of loneliness, ahead of others is not always relevant considerations of those who do not aim at development and perfection as goals. The future specialist must learn to constantly enjoy the tasks, because if you move towards the goals without love for their work, only because of the will and ambition, there is a high probability of emotional burnout and neuroticism. The fifth, but not insignificant aspect, is meetings with more competent people, to grow and develop to their level, ie the development of a logical "I".

Eloquent confirmation of the understanding and acceptance of these provisions are the views of respondents who expressed in the psychological and pedagogical diagnosis of the study of conditions and features of formation and development of personality potential of the future professional [7-9]. Here are just a few of them:

- The university exists not only to really teach something, but above all, to prepare for life (57% of respondents);
- Introduction of new plans and a sample of educational programs (professional or educational-scientific) educational components (foreign language communications, psychological, pedagogical, managerial, socio-economic, etc.), strengthening the choice of individual vector of development "skills" of the future specialist, significantly affect worldview orientations of future specialists (63% of respondents);
- The issues of business career management and career advancement are already of concern to young and future professionals, the interest is in acquiring new knowledge, developing skills, developing and improving professional skills (87% of respondents).

The sixth aspect is to be focused on achieving a greater existence, to ultimately be more yourself, to realize what is really important and beneficial. This state is achieved through the ability of transcendental overcoming and functional utilitarianism.

The seventh aspect is that the activity of the logical and historical "I" is caused first by the impulse of Onto In-Se and then corrected by him throughout the history of activity. That is, the formation of the historical "I" as a result of activity is determined by the essence of the logical "I" and the conditions of activity and expresses a kind of skills, experience, experience of the future specialist as a leader. This is shown in Figure 1.

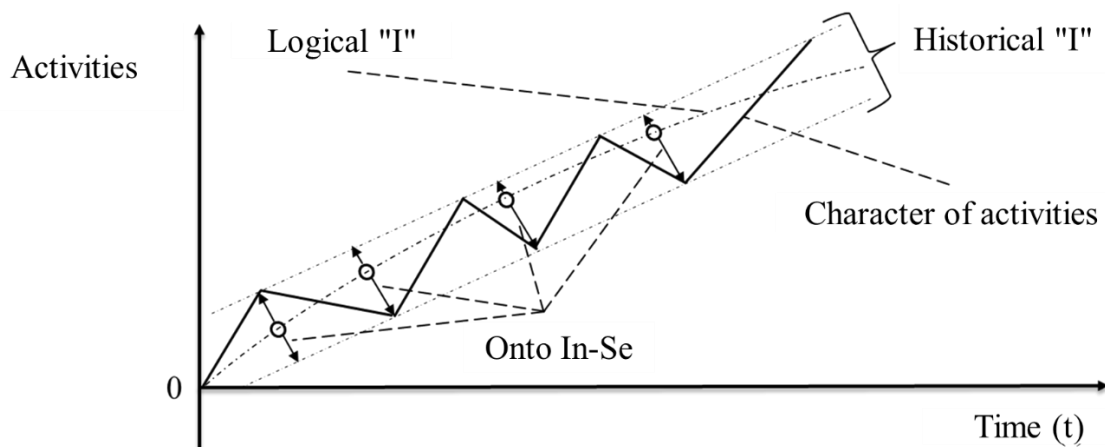


Fig. 1. Interaction of Onto In-Se with logical "I", historical "I" and character of activities.

Thus, we can note that the historical "I" is conditioned by external conditions and the logical "I", which through Onto In-Se affects him, without giving the separation of his activities from real needs. When the historical "I" is as close as possible to the "I" of the logical and is held by the latter with the help of Onto In-Se, not allowing him to break away, this student most effectively implements his activities as a leader in a particular field. On the other hand, through the historical "I" it is possible to influence the development of the logical "I" in the future specialist, forming in him the qualities necessary for the activities of the leader in certain conditions, including professional. Through the development of conceptual and creative thinking of the student can influence the formation of his critical "I" as a necessary attribute of leadership: the ability to listen and hear, understand and act.

Conclusions. Thus, the problem of "quality" formation of future graduates of all levels of training and specialties in the technical university at the present educational transformations and globalization is relevant for pedagogical theory and practice in training professional leaders in higher education institutions of any profile (technical, economic, pedagogical, etc.). Also, solving this problem requires further creative understanding of its philosophical and psychological, pedagogical and managerial aspects..

Only a creative, responsible personality of a teacher-leader can bring up a competitive personality of a future professional leader. This process should be based on the design of pedagogical acme technology for the formation of a professional leader in professional training and implementation of not only all structural components of pedagogical acme technology (conceptual, substantive, procedural parts and software), but also the study of necessary pedagogical conditions. Identified in the course of pedagogical research of philosophical-psychological, pedagogical-managerial aspects of professional training of future specialists of all levels and specialties of technical university, their further creative thinking, will allow better organization of professional training of future professional leaders.

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