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DEVELOPMENT OF LEADERSHIP SKILLS BY MEANS OF ART IN THE OUT-OF-SCHOOL EDUCATIONAL INSTITUTIONS

The article is devoted to the essence of the concept of «leadership», different scientific approaches to classification of leadership qualities have been defined, the specific impact of different types of art on a person has been characterized, and the opportunity to develop leadership skills through art has been found. Among the qualities that should develop through art the author has determined intuition, long-term vision, insight, confidence, self-control, passion. In the author's opinion, the formation of these skills is effective at the hobby groups' lessons of an artistic and aesthetic direction in the out-of-school educational institutions that demand of necessity to develop the pedagogical technologies for the teachers and students.

The content of the pedagogical technology of the development of emotional intelligence has been presented, as well as the specific of teacher training of the out-of-school educational institutions in the professional development project that affects the teachers' leadership skills and allows them to form student-leaders by various artistic means, has been investigated.

Keywords: leadership, leadership qualities, creative activity of personality, kind of art.

Modern Ukrainian society aspires after civilizational development with the orientation to European economic, social standards and, first of all, cultural values that underpin the lives of Europeans and attract the «other worlds». However, success of any reform in Ukraine is determined by joining to the system of European values through the acquisition of its own values, which are identical to the European values and they may become a unifying force for the country. One of the key values is a democracy. Unfortunately, such rules of democratic society as rights and freedoms, equal rights for all people and other standards are not determinative in Ukrainian society yet. It is generally known that democracy requires a conscious and active involvement of citizens in public life, and it cannot occur without it.

Civil society with patriotic and national consciousness citizens is establishing actively at the present stage of development of Ukrainian society, especially when the country has suffered from Russian aggression. At the same time, innovative society has a distinct lack of true leaders who are able to lead the country by ways of consolidation and progressive development, so nowadays the problem of the formation of leadership skills is an urgent problem.

Such Western and Native scientists as V. Hromovi, R. Daft, A. Zaleznik, A. Zub, S. Kalashnikova, S. Covey, V. Kremen, K. Lewin, J. Maxwell, D. McGregor, O. Ponomarev, P. Senge, V. Hodgson have researched leadership theory. However, the problem of leadership development by means of art has been little investigated. **The purpose of the article** is to define the essence of the concept of «leadership» characteristics of leaders' qualities, as well as to describe the contents of pedagogical technology that affects the teachers' leadership skills and allows them to form a student-leader by artistic means.

Etymology of the word «leadership» is «to lead others». By combining Western and Eastern approaches to understanding leadership, the scientists have defined two key aspects of this concept: leading as a movement toward certain direction and imitation by others based on respect. In the literature, the concept of «leader» has several interpretations. This is someone who is ahead in the competition; someone whom most people trust; someone who is successful in life; someone who has the ability to organize people; someone who is popular with some group, a head of state and so on. Nevertheless, a leader is a person who has learned to control, motivate and guide himself/herself in order to achieve own goals and targets.

Phenomenon of leadership is natural for humans. This is so-called «proto-leadership» that displays itself in the animal sphere, where there is a gregarious type of life. And there is a leader, i. e. the strongest, smartest and most determined representative, who manages a herd accordingly to natural laws. People also need some confident, motivated and courageous personalities who may lead.

The problem of leadership has deep roots. During ancient times, it was believed that a leader was a person who could make history. Certain historical conditions demanded their own leader. The notion «leader» was discovered in English language in the XIII century and derived from it «leadership» appeared only in the beginning of the XX century (we consider that there was necessity to study this notion), where different aspects of leadership became the objects of scientific researcher. It is known that the first fundamental studies were carried out by K. Lewin and his followers R. Lippitt and R. White in the 1930s in the USA that caused the development of the conceptual apparatus of this phenomenon. The interest to leadership studies increased significantly in the 1970s. There were some new studies, in particular,

D. McGregor «Theory X and Theory Y», where the author examined the principles of theory X as a management and control carried out by an authoritarian leader, and theory Y as a leadership management, where the conditions to achieve a goal and to aim someone's energy only at success of the organization were created to the members of this organization [4].

There are about 70 qualities in the scientific sources. In any event, these qualities are responsible for leadership indicators and they are classified by researchers in certain groups of qualities: *physiological* (pleasant appearance, voice, good health, high ability to work, energy, presentable); *psychological*: type of personality (extrovert, introvert), temperament (phlegmatic, sanguine, choleric), authoritativeness, ambition, steadiness, independence, courage, creativity, perseverance; *intellectual*: high level of intelligence: logic, memory, intuitive, encyclopedic knowledge, open-mindedness, insight, speed of thinking, erudition, conceptual, sense of humor; *business and personal*. What qualities are the most important?

An American philosopher and lecturer J. Maxwell identifies 21 qualities of the leader. The first quality is a character because the leader should be solid as a rock. The second quality is charisma. Later the scholar identifies dedication to work that distinguishes a businessman from a dreamer. The next quality is an ability to communicate, competence, courage, insight, concentration. As to generosity, the researcher notes: «Your candle does not lose anything if it shines on people around you.» Initiative and the ability to listen are important for the leader. Among the list of qualities, passion is interesting. In Maxwell's opinion, however, the leader has the thirst for life. Positive attitude, the ability to solve the problems, to establish effective interaction between people, as well as responsibility, self-discipline, the ability to learn: «You are the first person who is under your authority» are required [2].

Among the researchers there were stereotype that the leaders were born, but current theories has found the opportunity to develop leadership skills. In particular, the Harvard professor A. Zaleznik proves that this is important only to direct the process of learning or self-education. Professor's view about the similarity of certain features of a leader and a person, who has the ability to art, is a very interesting. He says: «... the leaders have far more in common with artists, scientists and people of other creative jobs than managers. To correctly use this interests similarity, during teaching we should devote less time to study the strategic schemes and computer models and we should devote more time to experiment that give space for free play of the mind and imagination. Many outstanding personalities who are ready to become true leaders will graduate the business school if we accent on learning in such way» [5].

Analysis of previous studies leads to the conclusion that the development are received by students through studying art in artistic clubs, music schools, schools of art, institutions

of aesthetic development, is an important for leadership development. On the other hand, the teachers, parents and students do not realize the importance of artistic disciplines in this context. We acknowledge a lack of understanding of the universality of artistic influence on the overall development of students, particularly their leadership skills at national level. This is proved by the fact that the number of hours to teach art in schools has been reduced by half. Therefore, the role of out-of-school educational institutions (music schools and schools of arts) that represent other forms of artistic work with students (special lessons, groups of artistic and aesthetic direction) and influence the children's development has increased. The main purpose of this effect is not to increase the knowledge about the features of the objective world, although art has the cognitive function. This is a complex children's immersion in the space of art, where the each kind of art effect on the personality's mind and sensual sphere through the specific expressive means. Music affects by means of particularly emotional depth, dynamism, activity, procedural musical fabric. Painting affects by means of the ability to reproduce events and provide information about the outside world through the rich variety of art materials and techniques. Theatre affects by means of possibility to join the stage action as a spectator and actor, self-express and express own identity. Any kind of artistic activities, which groups of artistic and aesthetic direction and the out-of-school educational institutions offer today, should provide the development of **key leadership skills** that we define such as *intuition, long-term vision, insight, confidence, self-control, passion*. Briefly describe these qualities.

Scientists believe that *intuition* is one of the ways of human knowledge, which are opposite to logical, rationalistic, discursive way. Intuition is based on the instinct. This is the understanding the instinct. Philosophy of intuition comes mainly from art as a special kind of knowledge, so intuition is also a source to understand music and other creative works. Long-term vision allows the leader to form a full, clear picture of actions. First, actions form in imagination, then transform into a reality. Long-term vision is like a house foundation, which has clear shape.

Imagination is developed during the lessons of any kind of art. For example, mastery of musical performance depends on the ability to predict the sound of the work, which based on carefully studying of the music note symbols, and means of expression, thoughts about a composer's idea, etc. All students' activities, which are related to performances before an audience (individual and group performance, lessons in the theatre and dance hobby groups), create *confidence, self-control*. However, success cannot be achieved in any activity without the love for the work, *passionate attitude* to the process of the work and its result.

The teachers often intuitively form the skills, which relate to leadership, in educational and, in particular, art practice. In addition, art has so strong properties that due to the content

of the images it affects the leadership qualities, but there is an element of chance and non-constructive approach. Meanwhile, any activity can be either an art or a technology (V. Bezpalko). Art is based on intuition, but technology is based on science. Effective pedagogical activity differs from an impromptu, in other words, it requires detailed planning and that is the start of a technology [1].

Therefore, it is very important for teacher to be skillful and use technology of teaching art in order to develop students' leadership qualities. To achieve this, first of all, teachers need to be trained on the trainings and use their ideas or technologies of personal development in the professional and personal life and improve them. The trainings will provide the understanding how students' leadership can be developed better and more efficiently by means of art. One of these technologies is a *technology of development emotional intelligence by means of art in the out-of-school educational institutions*. This technology has been developed by us within the project of professional development for teachers of the out-of-school educational institutions. (Note: For the first time, the term emotional intelligence was used in 1990 by J. D. Mayer and P. Salovey. It means «the ability to thoroughly understand, evaluate and express emotions and emotional knowledge; and control emotions that cause emotional and intellectual development of personality» [3]. S. Rakhmankulova and D. Goleman study the impact of emotional intelligence on effectiveness of leadership. Emotions permeate all activities of the leader such as gaining the confidence, strengthen relationships, develop a vision, concentration the energy, people management, finding compromises, making the decisions and formulate useful conclusions).

The purpose of the project was to develop teachers' knowledge, abilities and skills to use technology of developing emotional intelligence by means of art to develop leadership qualities of students in the out-of-school educational institutions. *The objectives of the project* are to provide theoretical concept information on the essence of the notions «emotion», «emotional intelligence» and technologies to develop emotional intelligence; determine the value of emotional intelligence for leadership development; show the ways and methods of identifying, analyzing and establish connections between emotions; develop the ability to empathize with another person and affect on his/her emotional state during capture artwork; reveal the ability to manage and correct emotions through art activity.

We define *the technology of development emotional intelligence by means of art* as a complete system of learning aimed at the development emotional intelligence through a set of methods and techniques to form the abilities to observe and understand the person's emotional state of people, develop skills to empathize with their emotional state, as well as manage and correct their own emotions by means of art. The technology consists of components such as *cognitive com-*

ponent – the formation of knowledge about emotions, the ability to identify, analyze and establish connections between them, decode emotional information; *emotional and value component* – understanding the importance of someone's own emotions and emotions of the others; *behavioral component* – empathy, assimilation of emotions into thinking, the ability to manage someone's own emotions and correct them through art.

The training was held in presentia and distance forms (full time 18 hours). Distance form include self-study materials, taking the theory test, obtaining the online consultations, participation in the online forums, sending the tasks and receiving the reviews via email. On the first day of the training, favorable conditions were created for group work. They were integration, development rules, creating an atmosphere of openness, kindness, cooperation, positive motivation. There were different gaming methods, for example, «icebreakers», lectures, mini-lectures and practical exercises when the basic concepts were defined (*See the program table 1*).

Six basic emotions such as anger, contempt, fear, surprise, joy, sorrow, as well as their characteristics and demonstration in facial expressions, feelings, actions and manner of walking were revealed during the mini-lecture «Theoretical foundation of understanding emotions. Emotional intelligence». The patterns, which should be considered in perception of music in order to understand emotions, were disclosed in the course of «Simulating emotions by means of music» (by V. Petrushin):

1. Slow tempo + minor sounding simulate emotion of sadness and show mood of disbelief, grief, sorrow for a person's death, a beautiful past.
2. Slow tempo + major sounding simulate emotional state of rest, relaxation, satisfaction. In this case the nature of music is meditative, balanced, relaxed.
3. Fast tempo + minor sounding simulate emotion of anger. In this case the nature of music is tense and dramatic, excited, passionate, heroic.
4. Fast tempo + major sounding simulate emotion of joy. The nature of music is life-affirming, optimistic, cheerful, and joyful.

During the project method of facilitated discussion was used. For example, after looking at the painting «The Court of Solomon» by N. Poussin people answered the question: «What emotions did artist convey in the painting? Why do you think so? What do you feel looking at the painting?» that helped to find out and analyze people's emotional states.

The parallels, which were drawn, can affect person's emotional state, as well as to correct it by various works of arts or methods of an interaction with art such as conversations, discussions, playing musical instruments, perception works and so on. This approach helps the teacher to discover «recipes» in order to correct their own emotional state and students' emotional state by means of music.

Table 1

**Program of Project of Professional Development of Teachers:
«Implementation of a technology of development emotional intelligence by means of art
in the out-of-school educational institutions»
Program of the first day of training (6 hours)**

<i>Training themes</i>	<i>Forms and methods</i>	<i>Number of hours</i>
I. Introduction (entry diagnostics, greetings, identify the rules of interaction and the expected results)	Survey «Icebreakers» – «greetings», conversation	1
II. Main part: «Theoretical foundation of understanding emotions. Emotional intelligence», «Features of expression of emotion by person», N. Poussin «The Court of Solomon», «Essence of a facilitated technology. Qualities of a teacher-facilitator», «Implementation of a facilitated discussion in the educational process», «Presentation of skills to conduct a facilitated discussion by the participants of the training»	mini-lecture practical work facilitated discussion lecture practical work practical work	0,5 0,5 0,5 1,5 0,5 1
Reflection	«Microphone»	0,5
Program of the second day of training (6 hours)		
I. Introduction (greetings, identify the expected results)	«Icebreakers» – «greetings», conversation	0,5
II. Main part: «Analysis of music works: «Nocturne» from String Quartet No. 2 by A. Borodin; Prelude No. 4 by F. Chopin; «Two colors» by O. Bilash; Prologue to M. Skoryk's opera «Moses»; «A Little Night Music» by W. A. Mozart». «Simulating emotions by means of music». «Innovative methods for work with students at music lessons in order to develop an emotional sphere». Musical improvisation as a mean of correction of emotional state	facilitated discussion mini-lecture lecture practical work lecture practical work	1 0,5 0,5 1 1 1
Reflection	Survey	0,5
Distance learning		
Study theoretical materials for individual work	individual work	During 2 months
Pass the test (20 points)	Testing	
Make a lesson plan using task for development of students' emotional intelligence (25 points)	individual work (send lesson plans by email)	
Take part in forum about problems of development of emotional intelligence by means of art (15 points)	Internet-discussion	
Make a list of music compositions and works of fine arts that represent basic emotion of a person (10 points).	individual work (send making lists of sets by email)	
Make a presentation «I am a teacher-leader» (7–10 slides). Prepare to performance – by 5 min (30 points)	individual work	
The last day of the project		
I. Introduction (diagnostics, greetings, identify the rules of interaction and the expected results)	survey, «Icebreakers» – «greeting», conversation	1
II. Main part: «Development of emotional intelligence as a condition for effective leadership». Presentation «I am a teacher-leader»	lecture with elements of conversation and discussion presentation	2 2
Outcomes of the project. Honor the most successful three participants of the training. Give a certificate of participation		1

In conclusion, the problem of development of leadership skills of the young generation in Ukraine is extremely important. The art and its various forms are a powerful mean to develop of leadership skills that students study in different educational institutions, particularly in the hobby groups of artistic and aesthetic direction. There is an urgent need to create pedagogical techniques that will allow most teachers acquire leadership skills and develop their students' leadership skills using the potential of different kinds of artistic activity. Among the key leadership skills are intuition, long-term vision, confidence, self-control, passion. The development of these skills is effective at the hobby groups' lessons of artistic and aesthetic direction in the out-of-school educational institutions that provide opportunities to do active artistic activity such as to perform as musicians on stage, participate in the theatrical performances, create artworks, hand-made.

Further studies are therefore necessary to determine the technologies of development of leadership skills of different age groups of students in the various institutions.

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ІНФОРМАЦІЯ. РЕЦЕНЗІЇ

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ЕСТЕТИЧНІ ТА ЕТИЧНІ ЗАСАДИ ПЕДАГОГІКИ ДОБРА АКАДЕМІКА ІВАНА ЗЯЗЮНА

Умирають майстри, залишаючи спогад, як рану.
В барельєфах печалі уже їм спинилася мить.
А підмайстри іще не зробились майстрами.
А робота не жде, її треба робить.

Ліна Костенко

28 серпня 2014 р. відійшов у вічність наш Учитель і Наставник академік Іван Андрійович Зязюн, а біль втрати з часом лише зростає. Ця втрата непоправна й гірка. Не стало великого Майстра, Гуманіста й «Високошляхетного естетичного художника» (П. Юркевич) [3], який усі свої сили віддав служінню освіті й реальному піднесенню вчителя на ту висоту, про яку найчастіше лише говорять з високих трибун високі державні особи.

В історію розвитку педагогічної науки академік І. А. Зязюн увійшов як творець Педагогіки добра, яка цікаво й захоплююче викладена ним в однойменному науково-методичному посібнику «Педагогіка добра: ідеали і реалії» й реалізується у теорії та практиці педагогічної майстерності як краси педагогічної дії.

Хочу наголосити: саме дії, а не діяльності. Адже І. А. Зязюн неодноразово зазначав, що діяльність (у тому числі й педагогічна) – це абстрактний процес, характеристика змісту й етапів виконання фахівцем у галузі освіти своїх професійних функцій у цілому. А педагогічна дія – це конкретна ланка цього процесу, яка виконується конкретним учителем чи викладачем і об'єктивує його педагогічний досвід та педагогічну майстерність як систему якостей і властивостей, що забезпечують високий рівень його педагогічної діяльності на рефлексивній ос-