

# Information Support of the Educational Process in the Development of Leadership Potential of Modern University in the Conditions of Distance Learning

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## Summary

The modern development of higher education in Ukraine is the result of two main factors. One of them - the factor of social progress - reflects the transformations inherent in modern Ukrainian society. These include, first of all, the processes of democratization and the development of civic responsibility. European the choice of Ukraine, the integration of our state into the European space determine accordingly, the second factor influencing the development of domestic higher education - the trends that guide the progress of the European Higher Education Area (European Higher Education Area (hereinafter - EHEA) and the European Research Area Research Area, hereinafter - ERA).

The strategy of information support of the educational process (approved by the European Commission in 2010) recognizes the leading role of higher education as a driver of social progress, accordingly states the priority - the development of free economic education and identifies indicators of such progress - the achievement and international attractiveness of European free economic education. The information support of modernization challenges in higher education are aimed at the educational process, the leadership position of students, in particular through promotion and implementation of leading achievements and best practices in the context of globalization.

**Keywords:** *information support, distance learning, leader, leadership qualities, formation of leadership qualities of students, higher education applicants, pedagogical conditions.*

## 1. Introduction

In the modern conditions of development of the society caused by transition from industrial social formation to information, dynamic development of a science and technics considerably raises a role of the modern competitive expert. At the same time, more effective development of education is achieved by those countries

where first of all attention is paid to the problem of selection and professional training of the most capable and talented young people. New challenges for future professionals are related to informatization, globalization, commercialization and other current phenomena. One of these challenges is related to their willingness to implement the professional functions of specialists: design and technology, research and organizational and managerial functions. The quality of these functions in some way depends on the leadership position of the specialist, and the implementation of organizational and managerial functions is simply impossible without the established leadership position, therefore, its formation in future professionals is one of the important problems of information support in higher education, which leads to the formation of new professionals who are not only able to exploit and use innovative technologies, but also able to initiate and manage changes in the educational environment.

Training of highly qualified competitive specialists by a modern system of higher education in accordance with the requirements of state regulations (Laws of Ukraine "On Education", "On Higher Education", State National Program "Education" (Ukraine of the XXI century), National Doctrine of Education Development of Ukraine in the XXI Century) determines the attitude of students not only to acquire professional knowledge, but also to personal development, capacity building, formation of organizational skills. Such requirements to the personality of the future specialist necessitate his direction to the implementation of managerial functions, organizational influence on the production team, the role of leader, provided by the formation of a leadership position.

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## 2. Analysis of recent research and publications

Vizniuk I.M., Polishchuk O.S. [13] highlight the features of the formation of IT competence of future masters in the educational environment of higher education as a psychological and pedagogical problem in the education of leadership positions of students. Chahovets A., Chykhuk A., Bida O., Kuchai O., Salnyk I., I. Poliakova. [3] are engaged in the formation of motivation for professional communication in students in a pedagogical institution. Kuchai O. [15; 16] interprets the effectiveness of using multimedia technologies in education. Dolyntsi S.S. [4] highlights the individual psychological factors of conflict behaviour of adolescents within cyberspace. Altbach P. [1] demonstrates an encyclopedia for social professionals in terms of providing student-centered learning. Zaccaro S. J. [14] presents the pedagogical conditions for the formation of leadership qualities of students of higher educational institutions. Bennell, P. and T. Pierce [2] offers pedagogical conditions for the formation of leadership qualities of students of economic universities. Douglass, J. et al. [5] focuses on the disclosure of factors in the development of leadership qualities of students. Garcia, T. and H. L'Orange [6] presents the features of education of leadership qualities of future teachers in the system of student self-government. Kanter, M. J. [8] recommends psychological features of work on the formation of a leadership position of students for the curators of academic groups as key individuals in the education system of higher education institutions. Hursh, D. and A. Wall [7] reveals the peculiarities of educating leadership skills of students of agricultural universities. Sanyal, B. and B. Johnstone [9] offer methodical recommendations for the work of curators in student academic groups of specialty 071 "Accounting and Taxation" in higher education institutions. Scott, W. et al. [10] contributes in its activities to the formation and development of leadership qualities of students studying Psychology. Song, M.M. and H.H. Tai [11] interprets the effectiveness of indicators in the formation of leadership qualities of high school students in the personality-oriented educational process of secondary school.

The phenomenon of leadership is so complex that it is difficult to give a single definition that would describe all its diversity. Thus, the American psychologist R. Stogdill noted that there are as many definitions of leadership as there are people who have tried to deal with this phenomenon. The problem of leadership is now becoming more intense, and therefore requires more detailed study, especially in a pandemic that leads to distance learning, because the current leadership position of the learner is the key to learning leadership in various life situations, including the conditions of the professional sphere, which is an indisputable requirement for successful activity.

The aim of the article is to study the information support of the educational process in the development of leadership potential in applicants at the modern university.

## 3. Research methods

### 3.1. Participants in the experiment

The experimental base of the study was Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University where the general sample of students consisted of students whose potential led to the ability to lead as a factor in sustainable human life. The experimental study involved 204 people, including 100 with a tendency to leadership (control group - CG), which were selected based on the results of the author's questionnaire and 104 people with reduced leadership position (experimental group - EG). The age of the participants of the experiment is 18-25 years. All participants before the start of the study were informed about the conditions of participation in the experiment and agreed to participate. The experiment was conducted by the decision of the specialized academic council of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (record № 13 dated 15.04.2021). The ethical rights of all participants are respected. The study was conducted in the natural conditions of the information support of the educational process in higher education, providing general conditions for participation in the experiment: the same time and duration of training, the same measurement materials to diagnose the level of leadership according to pedagogical conditions of higher education.

Modern philosophy and psychology have identified for pedagogy a number of classical and innovative mechanisms of the information support for the formation of students' leading position in the educational process of higher education. The formation of a leadership position is due to such basic terms as "leadership", "leadership potential", "leadership position". This is a concept to denote an essential parameter of the process of structuring a social group or social class. In this context, leadership is a basic mechanism that creates the conditions for differentiation of social activities and involves achieving leadership by a certain person (individual leadership) or a certain group (group leadership) in relation to other members of a larger group or population.

Current research on leadership issues [13] indicates that the innate set of qualities that ensure the realization of leadership potential simply does not exist. However, it cannot be denied that there are certain traits that, according to research, are not innate and at the same time are included in the list of "leadership" qualities. Instead, we are not talking about specific "universal" features, but about the expectations formed in society about the personality of the leader. That is, not all leaders need to own them. Modern science proves that leadership potential (internal reserve)

can be developed in each person, if he or she did not fall victim to violence, despotism, tyranny and other humiliations as a child.

65 definitions of leadership that have been formulated in foreign psychology over the past 60 years are analyzed, the main approaches to the explanation of leadership are identified, which make it possible to systematize most theories [14]:

1) leadership as a phenomenon of group processes: a leader is impossible without a group of followers, and is always mentioned as a center of group interests;

2) leadership as a reflection of personal characteristics: a leader must have a specific set of personal qualities that determine his ability to lead;

3) leadership as behavior: the leader has a specific style of solving problems and interacting with others, ensuring his ability to influence followers.

Currently, the following leadership qualities are distinguished: authority, activity, demanding, endurance, initiative, intelligence, competence, communication, creativity, critical thinking, reliability, persistence, independence, optimism, etc.

In most organizations, it can be observed that the influence is carried out on a top-down basis, i.e. managers influence subordinates. But feedback mechanisms also allow subordinates to influence managers. Involvement of people in such relationships leads to the desire for constant change, and leadership involves creating optimal conditions for change, rather than maintaining the status quo. In addition, changes are not imposed by the leader, but reflect significant goals and objectives for the leader and team members. Moreover, the goal of such change is the results that both leaders and the group strive for. Under the most favourable conditions, leadership should be evenly distributed between the leader and the group. In this case, team members receive a higher level of responsibility. Leadership cannot be described by a list of skills and abilities. First of all, it is based on personality traits, which are the source of power. These include: ambition, optimism, openness, courage, modesty. A true leader finds an opportunity to show both the desire to work and attention to others. Outstanding leaders are those people who are loving in their work and know how to pass this love on to others [1].

One of the most important personal characteristics of the information support of the educational process of student youth is the necessary component of a leader - leadership potential. It is a set of such qualities that under certain conditions ensure the nomination of a certain member of the group to the role of leader. Each person has a leadership potential. But its formation and development is influenced by unpredictable psychological, pedagogical and social factors. Components of leadership potential are psychological qualities that ensure a person's ability to lead [4].

Let's define the components of leadership potential in relation to a student of higher education, which are relevant in terms of distance learning. The most successful functions of leader and leader in student groups are combined in the role of elder, who on the one hand is endowed with certain powers, and on the other hand - forced to interact with the group on the principles of equality, so look for approaches using the full range of qualities and skills. Such special conditions of activity in the conditions of distance learning give rise to a unique formation of a leader-leader. A psychological portrait of the student group leader is built around such a role duality. It is important to analyze the functions assigned to the formal leader in the student group and are necessary in the context of distance learning. We consider it necessary to distinguish four basic functions of a formal student leader: information; control; managerial; psychological. Note that the activities of the leader of the student group is due to specific socio-psychological features, which are determined by the dualism of the role of the formal leader of the student group, which combines the qualities of natural leader and leader-manager. These features coincide with the main functions of the leader in the student environment, such as: management, control, information and psychological. We emphasize that the peculiarity of the effective activities of the leader of the student group is that his activities are related to the emotional sphere of leadership. Therefore, the criteria for leadership in the student environment are: the ability to analyze the activities of the group; the ability to strategic foresight using creative and non-traditional approaches to solving problem situations in the group; the ability to motivate people and inspire what is needed in distance learning.

The *managerial function* is to ensure the operational management of the student group in the process of educational activities in terms of distance learning. The *control function* is provided through the maintenance of subordination relations in the student group. The *information function* is implemented in the process of coordinating relations between students and the administration of the institution, as well as providing feedback in the context of distance learning. Also, the head of the group in terms of distance learning, implementing the information function, is responsible for disseminating information about events, events, orders. The *psychological function* of the leader of the student group is realized through the maintenance of a harmonious socio-psychological climate in the group. The implementation of this function is possible only if the group leader has basic leadership skills, and can really use psychological techniques to unite the group in distance learning [3].

It should be emphasized that the leadership position of an individual is not identical to leadership potential or existing leadership abilities, but it is formed on their basis in the process of successful leadership, which includes

organizational and institutional actions when working with a group of followers in distance learning. At the same time, a person's personality is gradually freed from the influence of the external environment, which allows him to consciously change both the environment and himself, acquiring leadership qualities, especially: cognitive, communicative, organizational, moral and reflective skills. It should be noted that a person who has the necessary level of leadership development and strong leadership potential may never put them into practice, if at the cognitive, value, motivational level will not feel the need to master a leadership position in distance learning. Thus, we consider the leadership position of students in distance learning through the attitude of the future specialist to reality in all its manifestations. The formation of the leadership position of the learner should be considered as the acquisition of individual freedom, as its transformation into a subject of his life. Therefore, it is appropriate to define leadership in distance learning. Leadership position of a distance learner is a personal education that includes students' awareness of readiness to play the role of leader and ability to organizational influence on the production team, which is based on the leadership potential of the individual and formed in the process of learning leadership in different life situations including the conditions of professional engineering (Fig. 1).

<b>Motivation to succeed in achieving the goal in distance learning</b>		
<b>Leadership potential</b>		
<b>Personal qualities and values</b>	Leadership skills	I-concept of a leader
<b>Leadership position</b>		
<b>Cognitive level</b>	Value level	Motivational level

Fig. 1 Model of formation of leadership position of higher education applicants in the conditions of distance learning.

### 3.2. Methods of conducting a pedagogical experiment

The study continued during the first semester of 2021 in terms of distance learning. According to the purpose and objectives of the empirical study was conducted in four stages, which are listed in table 1.

Table 1: Stages of empirical study of the formation of the leadership position of higher education applicants in the conditions of distance learning

Nº S/n	Stage name	Stage characteristics	Methods and techniques
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1	Methods and techniques selection	Selection of methods and techniques that were selected most in accordance with the purpose and objectives of the study	Authorial questionnaire
2	Conducting basic research	This stage included: filling in personal data; conducting test tasks	1. Test Determination of willpower (E. Ilyin) 2. Express diagnosis of self-esteem (N. Fetyskina) 3. Test "Diagnosis of leadership opportunities" (E. Zharikov, E. Krushelnytskyi)
3	Primary data processing	Data obtained using standardized methods and constructed scales were calculated according to the keys	Drawing conclusions
4	Research results interpretation	The results of the study were interpretations obtained at the intersection of the processed quantitative and qualitative data	

The presented and tested authorial questionnaire at the first stage of the research is designed to measure the student's propensity for leadership position, with which we highlight the presence of leadership traits, potential and self-concept of a leader. According to her, a high number of points indicates a tendency of the subject to leadership in the following parameters:

- from 0 to 10 points - this result indicates a lack of propensity for leadership;
- from 11 to 20 points - means low propensity for leadership;
- from 21 to 30 points - this number of points means the average leadership position of the student;
- from 31 to 40 points - means the level of high leadership position in the student of higher education.

According to the results of the authorial questionnaire conducted in the conditions of distance learning, the subjects were selected on the basis of propensity for leadership.

The educational process involved students mastering the basic program material in the institution of higher education in lectures, practical classes, during independent work in distance learning. Lectures and practical classes are focused on mastering the main theoretical problems studied in each section. The learning process uses traditional (lecture, conversation, explanation, preparation for practical classes, independent work in distance learning), innovative (discussion, inverted learning, contextual learning, problem-based learning, the use of ICT for the presentation and processing of educational material, case method, game simulation).

The study of academic disciplines involved the use of various methods and technologies of teaching and learning in distance learning.

*Explanatory-illustrative method* - was implemented in lectures in the form of a story or explanation of a significant amount of theoretical material, it helped to facilitate the understanding of complex educational information, to systematize it.

The method of problem-based presentation of educational material was implemented by creating problem situations, providing assistance to students in the analysis with the subsequent joint solution of the tasks.

*Reproductive method* - was used to reproduce and repeat the way of activity according to the formed dynamic stereotype of actions. The method is useful for mastering basic concepts in distance learning.

*Active teaching methods* - used as a consistent and purposeful setting of tasks for students, solving which they are actively learning new knowledge.

The partial search (heuristic) method was aimed at involving students in solving cognitive problems on their own. At the same time, students mastered various ways of searching for information in distance learning, formed a belief in the truth of new knowledge, analyzed the reliability of the results and possible errors and difficulties in distance learning.

The research method allowed to involve students in independent solving of scientific problems.

The following interactive forms of practical classes in distance learning were used in the educational process: case method - students were given diagnostic indicators, they must interpret them, identify the problem, process theoretical information according to the identified problem, provide practical recommendations; situational tasks; role games; work in small groups with the help of a computer.

Various learning technologies are used in the teaching of academic disciplines - both traditional and modern (personality-oriented, information and communication, etc.). At the same time, learning is student-centered and is carried out through active practical activities. In particular, in order to intensify the educational process in the conditions of distance learning, the use of problem lectures, business games, discussions, etc. is provided.

## 4. Results

According to the indicators of rapid diagnosis of the level of self-esteem (N. Fetyskina) (Fig. 2) the following data were obtained: high self-esteem in - 34 subjects (33%), medium - in 41 people (37%), low - 31 subjects (30%). Correspondence of values to the average level of self-esteem means that the majority of respondents have an average self-esteem. It is characterized by great instability and poses certain risks that accompany the benefits when a person feels confident. One of the biggest risks of average self-esteem is that it tends to turn into low self-esteem if you do not make a conscious effort. Therefore, the main goal of a person with this type of self-perception should be to increase their self-esteem as much as possible until he reaches the highest ranks.

High self-esteem is characterized by a person's overestimation of their positive qualities, which is

manifested through the reduction of their strengths or exaggeration of shortcomings. A person with high self-esteem is more active, self-confident, does more thoughtful actions, is independent in his own judgments, perceives criticism as an "attack" on his own dignity. Such people are often optimistic because they are more likely to do their thing. When raising self-esteem, keep in mind the other extreme - aggressive narcissism, which is an undesirable and negative result of improper personal development. Positive is the conscious increase in self-esteem through self-education and personal development.

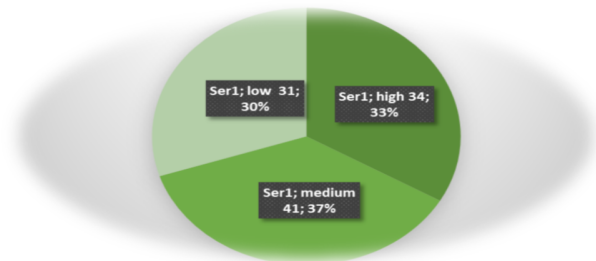


Fig. 2. Distribution of subjects by level of self-esteem.

Low self-esteem in the context of distance learning is manifested through the reduction of their strengths or exaggeration of shortcomings and is much more difficult to psychologically correct due to its merger with the inferiority complex of the individual. Low self-esteem leads to a painful perception of criticism, but such people are not able to adequately receive compliments. They consider them to be false and untrue, used for profit. People with low self-esteem look insecure, confused. They are less active, often influenced by others.

It is quite possible to increase self-esteem, although it is often a rather slow process. However, conscious attempts to form self-esteem can be useful to almost everyone.

According to the results of testing the method "Determination of willpower (E. Ilyin)", the following results were obtained: high level in 35 subjects (34%), average in 29 (28%) and low in 39 (38%) (Fig. 3).

A low level of willpower indicates that the student is doing the easiest and most interesting thing, even if it can hurt. He is not very enthusiastic about his responsibilities, which often leads to conflict situations. His position is characterized by the famous phrase "What do I need most?". Any request or commitment is perceived by such students as almost physical discomfort. And the point here is not in the weakness of the will, but in their selfishness. They often say that they do not need willpower or that they are simply not given it. They say with some relief, "Well, I don't have the willpower."



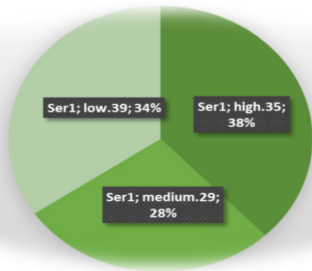


Fig. 3. Distribution of subjects by level of willpower.

Researchers who are dominated by moderate willpower differ from others in that when they face difficulties, they try to overcome them. But if they see detours, use them immediately. Apparently, these people are just cunning in front of others, and maybe even hiding their weakness in front of themselves. By the way, these people protest if they are called uncharacteristic. Everyone wants to have a character. Therefore, it is advisable to start improving yourself from the education of willpower.

If the subjects' willpower is at a high level, then in a difficult moment they will not fail. They are not intimidated by new assignments, long trips, or affairs that frighten others. Although sometimes their clear and firm position on unprincipled issues bores others. They are often even referred to as "character" instead of "willpower". This is not accidental, because how developed a person's willpower is, how he will be able to realize his other qualities.

Thus, the development of willpower is a very difficult process. After all, in essence it is violence against oneself, coercion to do what one does not want to do, or, conversely, refusal of what one really wants.

According to the results of the method "Leader" the following results were obtained: high level in 46 subjects (44%), medium in 34 (33%) and low in 25 (23%) (Fig. 4).

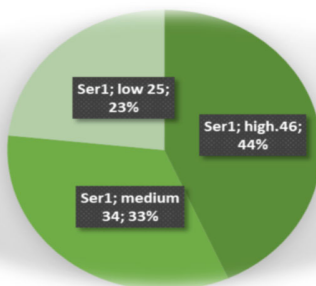


Fig. 4. Results of the method "Diagnosis of leadership opportunities"

Quantitative and qualitative manifestation of certain indicators of criteria allows us to distinguish three levels of formation of leadership qualities of students - high, medium and low. The *high level* is characterized by the presence of all indicators of the formation of leadership qualities of

students, mostly with a high level of manifestation. These future professionals are characterized by a clear understanding of the essence of leadership behavior, the specifics of organizational activities, communication, steadfast motivation to show leadership, the desire to succeed in teamwork. A person with high levels of leadership has a significantly lower likelihood of outdated psychological experiences and conflicts in the family.

*Intermediate* students are characterized by the dominance of the average level of development of indicators of leadership, the instability of motivation to manifest leadership and behavior. They have a sufficient level of awareness of leadership issues, but do not know how to implement them in interpersonal relationships in the team. Manifestation of leadership position and behavior of these students is situational.

The *low level* implies that the indicators of the criteria for the formation of leadership qualities of students appear sporadically, almost imperceptibly or not at all.

There is a high level of leadership position in the CG of individuals. Applicants for EG education were involved in a formative experiment to adjust their leadership position in higher education institutions.

Table 1: Relationship between CG and EG leadership

Leadership position	Personal qualities and values	Leadership skills	I-concept of a leader
High rates	0,027	0,017	0,033
Low rates	0,227**	0,257**	0,215**

\*\* – the correlation is significant at the level  $p \leq 0,01$

Analysis of the obtained data by Pearson's criterion  $\chi^2$  (Table 2) shows the presence of significant differences ( $\chi^2 = 16.87, p \leq 0.01$ ) of the average indicators of leadership capabilities of CG and EG. Note that the strength and depth of low rates on this method due to individual psychological characteristics, level of psychological development, behavioural stereotypes and features of self-actualization, specific response to the situation, how to process internal personal conflict, the degree of stress. According to our study, the relationship between neuropsychological resilience and mental health exists, it is significant and direct ( $r_{xy} = 0.359, p \leq 0.01$ ). This was done through the analysis of quantitative statistics and the whole set of sources involved.

Thus, with the help of the comparison strategy it was stated that the reference control and experimental groups have significantly different meanings and distribution of characteristics of the leadership position. The identified qualitative and quantitative differences became the basis of the formative strategy, the main task of which was to approximate the indicators of EG members to the indicators

of the participants of the CG-reference, i.e. the restoration of psychosomatic health.

## 5. Discussion of results

The formation of a leadership position in students during the educational process in higher education institutions in the context of distance learning will be most effective, subject to the following pedagogical conditions:

- involvement of students in practical, independent activities that involve the use of organizational, communicative, cognitive, reflective skills and determines the manifestation of their leadership position;
- modeling of professionally-oriented tasks that require students to choose the best ways of leadership in situations of dialogic and group interaction;
- education of values to the leadership position in extracurricular and classroom work.

These pedagogical conditions are a single complex, because they are interconnected and complementary. These pedagogical conditions should be applied from the first year throughout the educational process in higher education institutions in the context of distance learning. Since in the light of existing trends in social development the problem is not technology and technology itself, but their compliance with the needs of mankind, the problem of the human factor, human resources comes to the fore, which requires strengthening humanitarian, especially psychological and pedagogical training in higher education institutions, especially in the context of distance learning.

*The first pedagogical condition for the formation of leadership position* in distance learning students, we offer the involvement of students in practical, independent activities that involve the use of organizational, communicative, cognitive, reflective skills and determines the manifestation of their leadership position. In our opinion, it is independent activity in real conditions increases the ability to search and master new information, provides the ability to adaptability, promotes mobile change of activities and even areas of activity, helps to develop readiness for innovation, improves overall quality. But the most important thing is that independent activity is an effective mechanism for forming the leadership position of the future specialist.

*The second pedagogical condition* for the formation of the leadership position of students is the modeling of professionally-oriented tasks in distance learning, which require students to choose the best ways of leadership in situations of dialogue and group interaction. The formation of the leadership position of students is possible only when in the process of education, the student will be placed in conditions that will be close to the conditions of his future practice, which is possible using methods of modeling professionally-oriented tasks.

*The third pedagogical condition* is to determine the education of values of students to a leadership position in the classroom in distance learning, which was implemented through the introduction of educational programs for students to develop a leadership position in special courses for teachers. Note that student awareness alone is not enough to change students' behaviour and personal attitudes. Extensive use of methods of education in the implementation of the third pedagogical requirement will significantly affect the motivational sphere of students, because they can transfer knowledge and skills from external (activity) to internal (mental, value) world of the individual, which, in our opinion, will promote leadership personality.

Thus, sound and developed pedagogical conditions are a single complex in the context of distance learning, because they are interconnected and complementary, they determine the forms and methods of education, and should be applied from the first year throughout the educational process in higher education. Criteria for the development of intellectual skills are the student's ability to highlight, analyze a problem, generate new ideas, compare, identify strengths and weaknesses of different ideas, argue the benefits of a solution, establish cause-and-effect relationships, summarize and draw conclusions. In the conditions of distance learning, when compiling the content of exercises for the formation of managerial skills and abilities, a clear, close to each student educational activity is used. Drawing up tasks of planning, instructing, critical remarks on the basis of not only modeling of managerial activity of the engineer, but also, using, as an example, educational activity of the student, expands understanding, makes exercises more obvious, allows to understand how to use acquired skills not only in professional activity, but also in everyday life. All this ensured the implementation of the condition of using the activity approach in teaching.

The development of intellectual skills involved students' work on problems of a problematic nature, which require a deeper analysis and understanding of the essence of theoretical issues. Such tasks not only develop the ability to analyze, evaluate the advantages and disadvantages of certain ideas, but also contribute to the implementation of the condition of deepening knowledge, making them more flexible and diverse. Work on comprehension of educational material not only develops intellectual skills, but also promotes more effective and rapid acquisition of organizational and communicative skills.

## Conclusions

Thus, the technology of formation of managerial skills in distance learning is a purposeful step-by-step process, a set of conditions, methods and tools which allows to

achieve the goal of developing leadership potential of students.

The implementation of this technology in the educational process is a continuous step-by-step process carried out in lectures and practical classes, involves various forms of learning (individual, group, collective) and the use of various active learning methods (practical exercises, specific situations, discussion, business and role games). The technology implements a set of selected psychological and pedagogical conditions, working out all the structural components of managerial skills, using elements of real professional activity of students.

Therefore, given the role of leadership qualities of the student to build productive interpersonal relationships with the educational environment of higher education and to ensure competitiveness in future professional activities, we believe that the activities of participants in the educational process should create pedagogical conditions for their formation in future professionals. The main activities of teachers in the student group on the formation of leadership qualities of students are: promoting the development of leadership knowledge and skills of students, expanding their awareness of: leadership in general, and its role for self-realization in future careers; personality qualities that provide effective leadership in interpersonal interaction in the group (team) and ways to identify and develop (self-development); opportunities in the educational environment of the educational institution for the manifestation of leadership qualities; encouraging students to develop (self-development) leadership skills in order to achieve common group goals; cohesion of the student group as an environment of manifestation and formation of leadership qualities of students; encouraging student participation in the self-organization of group life, involving students in student activities, encouraging active participation in community activities; ensuring that students master the methods of effective organizational work and communicative interaction in the group; creating conditions for enriching the experience of leadership behavior of students.

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