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ELABORATION AND APPLICATION OF TECHNOLOGY OF INDIVIDUALLY-DIFFERENTIATED TEACHING AT THE RUSSIAN LANGUAGE CLASSES

Abstract. Introduction. A modern teacher should operatively perceive what is new, which becomes most relevant in matters of education, own technologies that allow him to form a person who seeks, striving for self-knowledge, self-determination, self-realization.

The purpose. Identifying the individual abilities of students, it is necessary to develop their ability to think deeply, originally, freely and emotionally. The teacher can make difficult tasks easy, thereby helping students to master the program material.

The methods. To determine the level of knowledge of the Russian language at the first lesson they are offered the following tasks:

1. Translation of text, reading and retelling small text
2. Test assignments.
3. Essay "My hobby"

Results. We divide students into groups: strong, medium, poorly performing - groups 1, 2, 3. 1 group – students with a high level of mastering, with high cognitive abilities, able to work independently, perform tasks of increased difficulty. Group 2 - students with an average level of ability. For them, it is necessary to create conditions for progress in development and gradual transition to the 1st group. Working with this group, you need to develop the ability to educate independence, self-reliance. Group 3 - students with low academic performance, as a result of their pedagogical neglect or low abilities. This group has to pay special attention, support, help to learn the material, work only with them in class for some time, while the 1st and 2nd groups work independently. Sys-

tematic work with them helps some students go to work in 2 or 1 groups.

Originality. The author of the article has been dealing with this problem for more than 40 years, has devoted more than 20 works to this problem, including a textbook, an educational and methodological manual, developed this technology, received copyright (No. 0457 dated February 15, 2018), author technology (TIDO-technology individually -differentiated training) was introduced into the educational process of the International Kazakh-Turkish University named after Kh.A.Yasavi (Implementation Act dated February 8, 2018).

Conclusion. It is necessary to cope with distrust of the student, change the whole style of relationships with students. The time of each class is used to combine education and development of students.

The main advantage of tasks with differentiated assistance is the full employment of all students, independently moving from level to level. Each subject has its own possibilities of preparing multi-level tasks.

Differentiation of training will be effective and efficient, since such a pedagogical system, in which the student is considered as the most interested participant in his development, as an activist of self-education, self-development. And the pedagogical activity of such a teacher can be characterized as pedagogical cooperation and mutual understanding.

Keywords: technology of individually differentiated learning, driving forces; level of motivation.

Одержано редакцією 12.09.2018
Прийнято до публікації 30.09.2018

DOI 10.31651/2524-2660-2018-15-20-31

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UDC 378

LEADERSHIP QUALITIES OF YOUTH

Abstract. In this study, it is aimed to examine the youth leadership characteristics of graduate students. Research is in the scanning model. Youth Leadership specialties scale was used as a data collection tool. The study included 216 students from the Educational and scientific institution of pedagogical education, social work and art of Bohdan Khmelnytsky National University at Cherkasy in 2017–2018 academic year. Data collected were analyzed using Mann Whitney-U and Kruskal Wallis from nonparametric tests. Descriptive factor analysis (AFA) and confirmatory factor analysis (DFA) were performed for structural validity of the scale. According to the analysis results, the scale consists of 40 items and 9 factors. These factors have been identified as challenge and goal setting, Communication, Group skills, confidence and confidence, decision-making skills, problem-solving skills and responsibility. Cronbach's Alpha internal consistency coefficient calculated for reliability of

the whole scale was determined as 922. The results of the research according to the characteristics of youth leadership has been influenced by several factors.

Keywords: Youth; Leadership; Youth Leadership; Student Leadership; Youth Leadership Characteristics Scale.

INTRODUCTION

Young people are affected by rapid change and transformation in today's world and are dealing with personal and social problems. In addition, they have difficulty in discovering and managing themselves. In order to overcome these challenges, it has become even more important to prepare young people for the future in terms of different skills. In this context, it can be said that determining

leadership characteristics, building leadership capacity and developing them are important [1].

Leadership

Management, which began to progress as a science from the old times, has made various definitions of leadership along with the pioneers of science, some assumptions and models have been enriched and various ideas of leadership have come up. Leadership is an English word and the word is “lead” as its original verb. In other languages, management in English is not a word that reflects exactly the words “management” and “administration”, but rather a word that meets leadership, which is a necessary and important subject of study. In Turkish, although the word “leadership” and “satisfactory” are suggested, the word “leadership” is used in general [2].

Hemhill and Coons [3] defined leadership as the behaviour of an individual who directed the actions of a group towards a shared goal. According to Burns [4], leadership is the activation of corporate, psychological, political and other resources by individuals to predict, uncover and increase what their followers want [5].

B. Bass [6] leadership is a group process, a matter of personality, influence, persuasion, power relations, and the tool of achieving organizational objectives, or as a combination of structure refers to the establishment of this behavior.

According to T. Yildirim et al. [7, p. 438], understanding leadership change is the requisite for managing it, but it is not enough. Managers who will do this must have leadership qualities. Every

manager is not a good leader. It is enough to define leadership to see the relationship between change and leadership. There are three characteristics that a good leader should have: 1) Vision 2) persuasion 3) ability to motivate. In other words, he has a leading vision. The point to be reached knows. Then it brings people under this vision. He convinces them to think and act accordingly. Big goals require great efforts. Therefore, it is not enough for people to be convinced at first. They need to be constantly motivated on the long road that they need to walk. Otherwise, the excitement will go out in the short term and you will not be able to realize the vision (trf. S. Unal [8, c. 52]).

Youth Leadership

Youth leadership can be considered as a separate competence area, encompassing features such as team work, responsibility and ownership in youth development. Youth development also covers the field of youth leadership competencies and looks more holistic in adolescence A. Edelman et al. [9]. It is observed that the field of leadership is related to different areas of youth development. In fact, the two concepts intersect in particular places for their purposes [10]. According to W. Wheeler and C. Edelbeck [11], youth development activities and youth leadership are separated from each other at this point: youth development activities focus on empowering young people for adolescents' problems and coping with problems (trf. [1]). The leadership characteristics of young people are shown in Table 1 below:

Table 1

Leadership Qualities Seen in Young People

Features	Fund
<i>Problem solving skills</i>	Addison, 1985; Karnes, and Bean, 1990; Meyer, 1995; Central Michigan Uniandrsity, 2004:5; ACUI, 2005
<i>Target setting</i>	Addison, 1985; Anyon vd., 2007
<i>Decision-making skills</i>	Addison, 1985; Fertman and Long, 1990; Fertman and Linden, 1999; Joy, Yang and Farzanehkia, 2000; ACUI, 2005; Anyon vd., 2007
<i>Group skill</i>	Addison, 1985; Meyer, 1995; ACUI, 2005; Conner and Strobel, 2007; Kouzes and Posner, 2007; Ayres ,1987'den akt.,Horstmeier and Ricketts, 2009; Youthbuild, 2015

<i>To know individual and group values</i>	Meyer, 1995; ACUI, 2005; Henderson, Whitaker, Bialeschki, Scanlin, and Thurber, 2007; Kouzes and Posner, 2007; Amiranzadeh, 2012
<i>Oral and written communication skills</i>	Addison, 1985; Fertman and Long, 1990; Meyer, 1995; Zeldin and Camino, 1999; Zimmerman and Burkhardt, 1999a, 1999b; CMU, 2004, s. 5; Conner and Strobel, 2007
<i>Motivation</i>	ACUI, 2005; Anyon vd., 2007; Henderson, Whitaker, Bialeschki, Scanlin, and Thurber, 2007; Amiranzadeh, 2012
<i>Social and moral responsibility, sense of commitment</i>	Addison, 1985
<i>Conflict management and solving</i>	Addison, 1985; Fertman and Long, 1990; Zimmerman and Burkhardt, 1999a, 1999b; ACUI, 2005; ILA, 2009
<i>Stress management</i>	Fertman and Long, 1990; Fertman and Linden, 1999; CMU, 2004
<i>Recognize yourself</i>	ACUI, 2005; Linden and Fertman, 1998'den akt., Conner and Strobel, 2007; Anyon vd., 2007; CAS, 2009; Ayres, 1987'den akt., Horstmeier and Ricketts, 2009; Meadows, 2012; Amiranzadeh, 2012
<i>Managing yourself</i>	CMU, 2004:5
<i>Emotional intelligence</i>	ACUI, 2005; Youthbuild, 2015
<i>Self-regulation</i>	CMU, 2004:5
<i>administration</i>	CMU, 2004:5; Youthbuild, 2015; CAS, 2009
<i>Becoming a Model</i>	Fertman and Linden, 1999; ACUI, 2005; Kouzes and Posner, 2007.
<i>Critical thinking</i>	Karnes, and Bean, 1990; Anyon vd., 2007; Conner and Strobel, 2007
<i>Risk-taking</i>	Drum, 1988; Kouzes and Posner, 2007
<i>To cause positive change</i>	Rosch and Anthony, 2012: 43

METHOD

This section includes the type and pattern of the research, sampling, data collection tools, data collection processes, and data analysis.

Model Of Research

This is a research on the descriptive survey model to identify the youth leadership characteristics of the students of the National Institute of Education-Scientific pedagogical education at the Bohdan Khmelnytsky National University in the Cherkassy region of Ukraine. This model is scanning the universe or a group of samples or samples to be taken from it in order to reach a general judgment about

the universe in a universe of many elements [12, p. 77–79].

Universe

The research universe is composed of the students of the Bohdan Khmelnytsky National University Institute of Education-Scientific pedagogical education, the year 2017–18. During this period, 216 students from 250 students studying at the institute completed the questionnaire. The personal characteristics of the group (gender, age, class, number of siblings, mother and father levels of learning, family income, number of books read in a month and family attitude) were revealed:

Table 2.

Frequency and Percentage Distributions
of Sample Group Demographic Information

Variants	1	2	3	4	5	6	Total
	Male	Female					–
Gender	<i>n</i> 15	201					216
	% 6.9	93.1					100
	17 –	18	19	20	21 +		–
Age	<i>n</i> 23	66	54	41	32		216
	% 10.6	30.6	25	19	14.8		100
	1	2	3	4			–
Class	<i>n</i> 78	36	65	37			216
	% 36.1	16.7	30.1	17.1			100
	1	2	3	4	5 +		–
Sibling	<i>n</i> 82	80	34	8	12		216
	% 38	32	15.7	3.7	5.6		100
Mother Educa- tion Status	Primary	Middle	High	University		Other	–
	<i>n</i> 4	27	61	102		22	216
	% 1.9	12.5	28.2	47.2		10.2	100
Father Edu cation Status	Primary	Middle	High	University		Other	–
	<i>n</i> 1	30	79	72		34	216
	% 0.5	13.9	36.6	33.3		15.7	100

Analysis of Data

The data collected as a result of the research were encoded in digital environment and made using the SPSS 17.0 (Statistical pack age for the Social Sciences) Program. First of all, according to the personal data sheet survey, gender, age, class, number of siblings, level of education of mother and father, family income, number of books read in one month and family attitude responses, frequency and percentage distributions were obtained. In this way, distribution of sample group was investigated according to demographic differences. In this context:

1. The homogeneity test was conducted while examining the effect of each variable on youth leadership. The results of the analysis of variance (Anova) and the non-parametric Kruskal Wallis-H and Mann Whitney-U tests were used for the non-parametric variables.

2. When differentiation is detected as a result of Anova, multivariate LSD tests between variance to determine the variable,

3. A non-parametric Mann Whitney-U test was used to determine the variable when the difference was determined as a result of the Kruskal Wallis test.

Manicures were tested at Level 05, other manicure levels were also specified and the findings were presented in tables for the purposes of the study.

FINDINGS

Below are the findings of the students' perceptions of youth leadership characteristics.

The reliability test of the youth leadership characteristics scale was conducted and was found as 922.

The Mann Whitney U test is shown in Table 3 to examine the effect of youth leadership characteristics scores on gender variables.

Table 3

Non-Parametric Mann Whitney-U Test Results According to Gender Variables
of youth Leadership Characteristics

Leadership features	Gender	n	Sequence average	The sum of the sequence	U	Z	p
Struggle and target setting	Female	201	108.46	21800.00	1499.000	-0.036	.970
	Male	15	109.07	1636.00			
Communicating	Female	201	109.12	21932.50	1383.500	-0.532	.594
	Male	15	100.23	1503.50			
Group skill	Female	201	107.98	21704.00	1403.000	-0.448	.654
	Male	15	115.47	1732.00			
Confidence and Being reliable	Female	201	107.43	21593.00	1292.000	-0.926	.354
	Male	15	122.87	1843.00			
Decision making skills	Female	201	108.31	21770.00	1469.000	-0.165	.868
	Male	15	111.07	1666.00			
Problem solving skills	Female	201	107.39	21584.50	1283.500	-0.968	.333
	Male	15	123.43	1851.50			
Liability and responsibility	Female	201	107.73	21654.00	1353.000	-0.664	.506
	Male	15	118.80	1782.00			

In Table 3, non-parametric Mann Whitney-U test results were presented to determine whether the subscales of youth leadership characteristics differ significantly from gender.

In terms of gender variables, there was no statistically significant difference between female students and male students ($p > .05$).

The Kruskal Wallis-H test is shown in Table 4 to examine the effect of youth leadership characteristics scores on age variables.

Table 4

Kruskal Wallis-H Test Results of youth Leadership Characteristics According
to Students Age Variable

Leadership features	Groups	n	X _{sira}	X ²	SD	p
Struggle and target setting	17 and - age	23	107.04	3.59	4	.463
	18 age	66	111.28			
	19 age	54	95.68			
	20 age	41	118.26			
	21 and + age	32	112.92			
Communicating	17 and - age	23	81.63	8.63	4	.071
	18 age	66	112.11			
	19 age	54	100.21			
	20 age	41	125.52			
	21 and + age	32	112.53			
Group skill	17 and - age	23	82.56	8.66	4	.070
	18 age	66	122.68			
	19 age	54	99.38			
	20 age	41	109.45			
	21 and + age	32	112.00			
Confidence and Being reliable	17 and - age	23	114.06	13.98	4	.007
	18 age	66	124.31			
	19 age	54	83.14			
	20 age	41	106.90			
	21 and + age	32	112.00			

Leadership features	Groups	n	X _{sira}	X ²	SD	p
<i>Decision making skills</i>	21 and + age	32	116.70	5.05	4	.282
	17 and – age	23	99.39			
	18 age	66	118.39			
	19 age	54	94.98			
	20 age	41	111.30			
<i>Problem solving skills</i>	21 and + age	32	113.85	1.40	4	.843
	17 and – age	23	94.84			
	18 age	66	111.72			
	19 age	54	110.87			
	20 age	41	107.02			
<i>Liability and respomsi- bility</i>	21 and + age	32	109.54	3.21	4	.522
	17 and – age	23	111.50			
	18 age	66	114.56			
	19 age	54	97.89			
	20 age	41	103.70			
	21 and + age	32	117.87			

In Table 4, non – parametric Kruskal Wallis-H test results were presented in order to determine whether the subscales of youth leadership characteristics differ significantly from age variables.

When the level of youth leadership was examined in terms of age, a statistically significant difference was observed between age variable and trust sub-dimension of trust ($\chi^2=13.98; p<.05$).

Given the average range of groups, it is observed that those 18 years of age have the lowest level of confidence and reliability, followed by those 21 years and older, those 17 years and six years, those 20 years and those 19 years, respectively. After this result, the Mann Whitney-U test

was used to determine which groups of differences were related.

When we look at the age range of confidence and confidence subscale as age variables, there was a statistically significant difference between 18 and 19 years of age in favor of 18 years of age ($U=1104.00; p<.05$).

There was a statistically significant difference between 19 years and 21 years and above in favor of 21 years and above ($U= 595.00; p<.05$).

The Kruskal Wallis-H test is shown in Table 5 in order to examine the effect of youth leadership characteristics scores on class variables.

Table 5.

Kruskal Wallis-H Test Results of youth Leadership Characteristics According to Students' Class Variable

Leadership features	Groupa	n	X _{sira}	X ²	SD	p
<i>Struggle and target setting</i>	1st class	78	112.35	6.66	3	.084
	2nd class	36	127.26			
	3rd class	65	102.78			
	4th class	37	92.14			
<i>Communicating</i>	1st class	78	111.58	0.51	3	.915
	2nd class	36	110.90			
	3rd class	65	105.55			
	4th class	37	104.82			
<i>Group skill</i>	1st class	78	114.05	6.48	3	.090
	2nd class	36	123.18			
	3rd class	65	104.83			
	4th class	37	88.93			
<i>Confidence and Being reliable</i>	1st class	78	127.45	17.07	3	.001
	2nd class	36	118.86			
	3rd class	65	88.40			
	4th class	37	93.75			
<i>Decision making skills</i>	1st class	78	122.76	8.57	3	.036
	2nd class	36	112.52			
	3rd class	65	98.60			
	4th class	37	91.89			

Leadership features	Groupa	n	X _{sira}	X ²	SD	p
<i>Problem solving skills</i>	1st class	78	116.87	7.49	3	.058
	2nd class	36	110.38			
	3rd class	65	111.46			
	4th class	37	83.79			
<i>Liability and responsibility</i>	1st class	78	115.12	5.83	3	.120
	2nd class	36	119.36			
	3rd class	65	105.79			
	4th class	37	88.72			

In Table 5, non – parametric Kruskal Wallis-H test results were presented in order to determine whether the subscales of youth leadership characteristics differ significantly from the class variable.

A statistically significant difference was observed between the class variable and the sub-dimension of trust and trust when looking at the level of youth leadership characteristics in terms of class variables ($\chi^2=17.07$; $p<.05$).

When we look at the level of youth leadership characteristics in terms of class variables, there was a statistically significant difference between the class variable and the sub-dimension of decision making skills ($\chi^2=8.57$; $p<.05$).

Considering the row averages of groups, the bottom-dimension of reliability and reliability is the highest level of 1.the class is owned by those who do this, respectively.the ones in Class, 4.those of you at the age of 3.those who are in the class are watching.

Given the row averages of the groups, decision making skills sub-size, maximum level 1.the class is owned by those who do this, respectively.the ones in Class, 3.class year-olds, 4.those who are in the class are watching. After these results, the Mann Whitney-U test was used to determine which groups of differences were related.

As a result of the Mann Whitney-U test, the confidence and reliability subscale

is considered as class variables.class 3.Class 1.there was a statistically significant difference in favor of the Class ($U=1634.00$; $p<.05$). When you look at the child dimension of trust and trust as class variables, you see that 1.Class 4.Class 1.there was a statistically significant difference in favor of the Class ($U=978.50$; $p<.05$). When you look at the child dimension of trust and trust as class variables, you see 2.Class 4.between Class 2 and Class 2.statistically significant difference in class favor ($U=839.00$; $p<.05$).

As a class variable to the lower dimension of Decision-Making Skills, 1.class 3.Class 1.there was a statistically significant difference in favor of the Class ($U=1971.50$; $p<.05$). As a class variable to the lower dimension of Decision-Making Skills, 1.Class 4.Class 1.there was a statistically significant difference in favor of the Class ($U= 1027.0$; $p<.05$).

Kruskal Wallis-H test was used to examine the effect of Youth Leadership Characteristics scores on the number of siblings and there was no statistically significant difference.

The Kruskal Wallis-H test to examine the effect of the Youth Leadership Characteristics scores on the mother's education level variable is shown in Table 6.

Table 6

The Results of Kruskal Wallis-H Test According to the Parental Learning Level Variable of the Students of Youth Leadership Characteristics

Leadership features	Groups	n	X _{sira}	X ²	SD	p
<i>Struggle and target setting</i>	Primary School	4	55.87	11.68	4	.020
	Middle School	27	117.66			
	High School	61	105.21			
	University	102	117.17			
	Other	22	75.70			
<i>Communicating</i>	Primary School	4	42.37	7.08	4	.131
	Middle School	27	125.50			
	High School	61	107.00			
	University	102	109.54			
	Other	22	98.93			
<i>Group skill</i>	Primary School	4	81.87	5.16	4	.271
	Middle School	27	119.44			

Leadership features	Groups	n	X_{sira}	X^2	SD	p
	High School	61	106.67			
	University	102	112.76			
	Other	22	85.20			
Confidence and Being reliable	Primary School	4	68.62	3.07	4	.546
	Middle School	27	116.25			
	High School	61	110.23			
	University	102	109.72			
	Other	22	95.72			
Decision making skills	Primary School	4	96.00	2.42	4	.658
	Middle School	27	114.37			
	High School	61	105.39			
	University	102	112.68			
	Other	22	92.79			
Problem solving skills	Primary School	4	114.25	7.00	4	.135
	Middle School	27	127.11			
	High School	61	104.41			
	University	102	111.50			
	Other	22	82.00			
Liability and responsibility	Primary School	4	85.25	6.91	4	.140
	Middle School	27	126.57			
	High School	61	109.72			
	University	102	109.63			
	Other	22	81.88			

The results of the non-parametric Kruskal Wallis-H test were presented in Table 6 to determine whether the subscales of youth leadership characteristics differ significantly from the maternal learning status variable.

When we look at the level of youth leadership in terms of maternal learning level variables, there was a statistically significant difference between the desire to fight with the mother learning level variable and the target setting subscale ($\chi^2=11.68$; $p<.05$). After this result, the Mann Whitney-U test was used to determine which groups of differences were related.

When we look at the sub-size of the struggle request and target setting as the maternal learning level variable, there was a statistically significant difference between

primary school and University in favor of the University ($U= 79.50$; $p<.05$).

When we look at the sub-size of the struggle request and target setting as the maternal learning level variable, there was a statistically significant difference between the secondary school and the other in favor of the secondary school ($U= 192.00$; $p<.05$).

When we look at the sub-size of the Fight Request and target setting as the maternal learning level variable, there was a statistically significant difference between the University and the other in favor of the University ($U= 660.00$; $p<.05$).

Kruskal Wallis-H test conducted to examine the effect of the Youth Leadership Characteristics scores on the father's education level variable is shown in Table 7.

Table 7

The Results Of Kruskal Wallis-H Test According to the Student Learning Level Variable of The Youth Leadership Characteristics of the Students

Leadership features	Groups	n	X_{sira}	X^2	SD	p
Struggle and target setting	Primary School	1	70.50	4.99	4	.288
	Middle School	30	107.63			
	High School	79	112.87			
	University	72	114.19			
	Other	34	88.16			
Communicating	Primary School	1	91.50	4.99	4	.369
	Middle School	30	103.18			
	High School	79	103.67			
	University	72	120.68			
	Other	34	99.10			
Group skill	Primary School	1	150.50	6.43	4	.169
	Middle School	30	107.93			

Leadership features	Groups	n	X _{SIRA}	X ²	SD	p
	High School	79	111.39			
	University	72	115.99			
	Other	34	85.16			
Confidence and Being reliable	Primary School	1	95.50	5.62	4	.229
	Middle School	30	103.15			
	High School	79	117.03			
	University	72	111.28			
	Other	34	87.88			
Decision making skills	Primary School	1	49.50	4.86	4	.302
	Middle School	30	107.31			
	High School	79	110.77			
	University	72	115.80			
	Other	34	90.52			
Problem solving skills	Primary School	1	27.50	7.44	4	.114
	Middle School	30	117.76			
	High School	79	107.21			
	University	72	116.84			
	Other	34	88.01			
Liability and responsibility	Primary School	1	66.50	10.60	4	.031
	Middle School	30	129.06			
	High School	79	114.91			
	University	72	105.71			
	Other	34	82.58			

The results of the non - parametric Kruskal Wallis-H test were presented in Table 7 to determine whether the sub-dimensions of youth leadership characteristics differ significantly from the father learning status variable.

There was a statistically significant difference between the parental level variable and the liability and liability subscale ($\chi^2=10.60$; $p<.05$). After this result, the Mann Whitney-U test was used to determine which groups of differences were related.

When we look at the sub-dimension of responsibility and responsibility as the father Education Level variable, there was a statistically significant difference between the secondary school and the other in favor of secondary school ($U= 288.50$; $p<.05$).

When we look at the sub-dimension of responsibility and responsibility as a father learning level variable, there was a significant difference between high school and high school in favor of high school ($U=957.50$; $p<.05$).

The Kruskal Wallis-h test was conducted to examine the effect of youth leadership characteristics scores on the number of monthly books and monthly family income variables, and there was no statistically significant difference.

The Kruskal Wallis-H test to examine the effect of the Youth Leadership Characteristics scores on the family attitude variable is shown in Table 8.

Table 8

Kruskal Wallis-H Test Results According To The Student's Family Tutum of Youth Leadership Characteristics

Leadership features	Groups	n	X _{SIRA}	X ²	SD	p
Struggle and target setting	Reassuring and consulting.	182	114.53	11.01	3	.004
	Extreme requester and protectionist	17	80.32			
	Forced everything	17	72.02			
Communicating	Reassuring and consulting.	182	113.30	7.92	3	.019
	Extreme requester and protectionist	17	93.73			
	Forced everything	17	71.79			
Group skill	Reassuring and consulting.	182	113.22	8.21	3	.016
	Extreme requester and	17	96.55			

Leadership features	Groups	n	X _{sira}	X ²	SD	p
<i>Confidence and Being reliable</i>	protectionist					
	Forced everything	17	69.82			
	Reassuring and consulting.	182	114.79			
	Extreme requester and protectionist	17	91.55	14.29	3	.001
<i>Decision making skills</i>	Forced everything	17	58.02			
	Reassuring and consulting.	182	114.03			
	Extreme requester and protectionist	17	79.00	9.19	3	.010
	Forced everything	17	78.70			
<i>Problem solving skills</i>	Reassuring and consulting.	182	111.16			
	Extreme requester and protectionist	17	102.02	2.68	3	.262
	Forced everything	17	86.44			
	Reassuring and consulting.	182	114.39			
<i>Liability and responsibility</i>	Extreme requester and protectionist	17	96.41	13.70	3	.001
	Forced everything	17	57.47			

In Table 8, non – parametric Kruskal Wallis-H test results were presented in order to determine whether the subscales of youth leadership characteristics differ significantly from the family attitude variable.

When we look at the level of youth leadership characteristics in terms of family attitudes variable, there was a statistically significant difference between the desire to fight against the family attitude variable and the target setting subscale ($\chi^2=11.01$; $p<.05$). When we look at the level of youth leadership characteristics in terms of the family attitude variable, there was a statistically significant difference between the family attitude variable and the sub-dimension of communication ($\chi^2=7.92$; $p<.05$). There was a statistically significant difference between the family attitude variable and the sub-dimension of Group skills when the level of youth leadership characteristics was compared with the family attitude variable ($\chi^2=8.21$; $p<.05$). When we look at the level of youth leadership characteristics in terms of family attitude variables, there was a statistically significant difference between the family attitude variable and the sub-dimension of trust and trust ($\chi^2=14.29$; $p<.05$). When we look at the level of youth leadership characteristics in terms of family attitude variables, there was a statistically significant difference between the family attitude variable and the lower dimension of decision-making skills ($\chi^2=9.19$; $p<.05$). A statistically significant difference was observed between the family attitude variable and the liability subscale ($\chi^2=13.70$; $p<.05$). After these results, the

Mann Whitney-U test was used to determine which groups of differences were related.

When we look at the family attitude variable in the Fight Request and target setting subscale, there was a statistically significant difference between reassuring and opinion consultation and overly trusting and advocate in favor of opinion consultation ($U=1051.0$; $p<.05$).

As a family attitude variable to the lower dimension of decision-making skills, there was a statistically significant difference between reassuring and opinion consultation and overly trusting and protectionist in favor of opinion supervision ($U=1043.5$; $p<.05$).

CONCLUSION and RECOMMENDATIONS

There was no statistically significant difference in the gender dimension of the youth leadership characteristics of the participants. This result supports some research [13–15], and does not support some research [16–18].

The characteristics of the students who participated in the study differed statistically from the age of the children in terms of their confidence and reliability in the sub-dimensions of youth leadership. According to this, the size of reliability and reliability were found to be higher in younger people. This result supports the research of R. Cansoy and S. Turan [1] and does not support the research of M. Sutter and M. Kocher [19].

It was found that the characteristics of the students who participated in the study differ statistically from the class variables in terms of their ability to trust and to be reliable and to decide on the sub-

dimensions of youth leadership. According to this result, 1. by showing confidence and becoming reliable students in the class with a higher participation of this substance, and decision-making skills decision-making skills of High students in the first class of the variables can be said to be safe and secure.

There was no statistically significant difference in the number of siblings of the children involved in the study. This result of the research supports R. Cansoy and S. Turan [1] research.

The characteristics of the students who participated in the study were found to differ statistically from the mother's learning level variables and the desire to struggle from the sub-dimensions of the youth leadership characteristics. According to this result, students who graduate from their mothers are more successful in showing their goals and wishes. These findings support some studies and do not support others. In S. Açıık's [17] study, there was no difference between the problem solving sub-dimension and the parent education level. Similarly, the decision-making behaviour of the university students in Gürçay's [20] study does not change according to the level of education of parents (Yiğit, [21]; Saygılı, [22]).

The characteristics of responsibility and responsibility of the students who participated in the study were found to differ statistically from the level of the father's learning variables. In a similar study, communication skills vary positively depending on Father education level (Dalkılıç, [23]) and as the mother education level increases, positive communication can be established with children and democratic attitude increases (Inceoglu and others, trf. Dalkılıç, [23]). Especially at this age, individuals make their decisions with social content in a more friendly environment (Bednar and Fisher, [24]).

There was no statistically significant difference between the number of books and the monthly family income of the participants in the study.

It was found that the responsibility and responsibility characteristics of the students who participated in the study were statistically different from the family attitude variables. According to this result, it can be argued that the students who are confident in their behaviour and whose ideas are given importance are more

effective in showing leadership characteristics and have a positive role in developing youth leadership characteristics.

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ЛІДЕРСЬКІ ЯКОСТІ МОЛОДІ

Анотація. Метою дослідження ставилося вивчення особливостей молодіжного лідерства аспірантів. Дослідження виконувалося у вигляді сканування. Як інструмент збору даних використовувалася шкала спеціальностей молодіжного лідерства. У дослідженні взяли участь 216 студентів з Навчально-наукового інституту педагогічної освіти, соціальної роботи і мистецтва Черкаського національного університету імені Богдана Хмельницького в 2017–2018 навчальному році. Зібрані дані було проаналізовано за допомогою непараметричних методів Манна-Уїтні і Крускала Уолліса. Для структурування валідності результатів були проведені описовий факторний аналіз (AFA) і конфірматорний факторний аналіз (DFA), що дозволило охопити 40 позиції і 9 чинників.

Ці чинники були визначені основою для постановки цілей, реалізації комунікації, групових навичок, впевненості у собі, уміння приймати рішення, брати відповідальність на себе. Коефіцієнт внутрішньої узгодженості Альфа Кронбаха, розрахований для надійності всієї шкали, склав 0,922. Виділено кілька чинників, що вплинули на результати дослідження за характеристиками молодіжного лідерства.

Ключові слова: молодь; лідерство; молодіжне лідерство; студентське лідерство; масштаб характеристик молодіжного лідерства.

Одержано редакцією 04.09.2018
Прийнято до публікації 18.09.2018

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УДК 378(477):33.012.334

ЗАСОБИ ФОРМУВАННЯ ПОТРЕБОВО-МОТИВАЦІЙНОГО КОМПОНЕНТА КОНКУРЕНТОСПРОМОЖНОСТІ МАЙБУТНЬОГО ФАХІВЦЯ МУНІЦИПАЛЬНОЇ ЕКОНОМІКИ

У статті проаналізований процес формування компонентів конкурентоспроможності майбутніх економістів під час навчання в ЗВО, зокрема потребово-мотиваційного, когнітивно-операційного й рефлексивно-оцінного компонентів, що входять до змісту цієї конкурентоспроможності. Розглянуто докладно роль і значення потребово-мотиваційного компонента в навчанні майбутнього фахівця муніципальної економіки в технічному університеті. Зазначено, що принципи формування кожного з компонентів конкурентоспроможності у межах теоретично обґрунтованої системи було визначено на засадах студентоцентрованого навчання; впливу на когнітивну, афективну, психомоторну сфери особистості, а також актуалізації загальних компетенцій майбутнього фахівця. Виявлено завдання формування потребово-мотиваційного компонента конкурентоспроможності майбутніх фахівців муніципальної економіки, запропоновано вправи з активізації мотиваційного потенціалу особистості, представлено організаційні форми із формування зазначеного компонента (методи і засо-

би, зокрема аудіовізуальні й автоматизовані тощо).

Ключові слова: конкурентоспроможність; потребово-мотиваційний компонент; принципи формування конкурентоспроможності; студентоцентроване навчання; внутрішня мотивація.

Постановка проблеми. Концепт «конкурентоспроможність» стосовно майбутніх фахівців муніципальної економіки закладів вищої освіти дозволяє зорієнтуватися на формуванні конкретних компонентів, що входять до його змісту, а саме: потребово-мотиваційного, когнітивно-операційного й рефлексивно-оцінного. На основі характеристик цих компонентів розроблено науково-методичну систему формування зазначеного утворення, до якої віднесено множини взаємопов'язаних елементів