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UDC 37.09:316.46.058-043.86]:[378.046-021.68:378](045)

ORGANIZATIONAL AND PEDAGOGICAL SUPPORT OF THE PROCESS OF DEVELOPMENT OF LEADERSHIP COMPETENCE OF FUTURE HIGHER SCHOOL TEACHERS

Objective. The theoretical analysis of the problem of searching for organizational and pedagogical conditions for the development of leadership competence of future higher school teachers and ways to implement them in the educational process in HEIs was conducted in the article.

Methods. To gain the objective, the following theoretical research methods were used: analysis, synthesis, comparison, generalization of scientific sources on the research problem to clarify the essence of the concept of "organizational and pedagogical support", determination of organizational and pedagogical conditions of leadership development of future higher school teachers in the educational environment of HEIs.

Results. The scientific research found that the reference point of successful improvement of organizational and pedagogical support of the process of development of leadership competence of future higher school teachers in the educational environment of HEIs is organizational and pedagogical conditions during training of holders of a master's degree of the educational program "Higher School Pedagogy" in their complex combination: 1) training of scientific and pedagogical staff of HEIs for the process of development of leadership competence of future higher school teachers; 2) use of the didactic potential of the distance learning system in HEIs; 3) introduction of the Kaizen system in the process of training holders of a master's degree of the educational program "Higher School Pedagogy".

Conclusions. The ways of realization of organizational and pedagogical conditions were demonstrated. Training of scientific and pedagogical staff of HEIs for the process of development of leadership competence of future higher school teachers should be implemented through the introduction of the author's curriculum of the course "Innovative teaching methods in higher education: the latest ones in European and world practice"; increasing the teachers' participation in scientific and practical conferences of different levels, round tables, master classes, trainings, etc. It is expedient to use the didactic potential of the distance learning system in HEIs by creating a distance course "Fundamentals of Leadership", its functionality and didactic tools and active implementation during the distance educational process. The introduction of the Kaizen system in the process of training holders of a master's degree of the educational program "Higher School Pedagogy" should be implemented through a permanent workshop "Kaizen Technology: the Path to Leadership", the university's development strategy, the university's mission "Together to the heights of professional excellence and life success of everyone for the prosperity of Ukraine".

Keywords: teacher; higher school; leader; development; leadership competence; organizational and pedagogical support; higher school pedagogy; distance learning; kaizen.

Introduction. Currently, the problem of developing the leadership competence of future higher school teachers in the educational environment of domestic higher education institutions (HEIs) is determined by dynamically changing transformations taking place in the socio-economic, socio-political, educational spheres of Ukraine as the leadership management paradigm which is now successfully implemented in the vast majority of Ukrainian universities is actualized. There is no doubt that the transformation and modernization processes currently taking place in Ukrainian education and services will be successful, provided that effective teachers and professional leaders play a leading role in their implementation. Therefore, the process of professional training of future higher school teachers in domestic HEIs needs to be reconsidered and should be aimed at the formation and development of their leadership competence. In this regard, there is no doubt about the need to improve the organizational and pedagogical support of the process of developing the leadership competence of future higher school teachers in domestic HEIs.

Despite the existing theoretical and practical approaches to the training of future higher school teachers (O. Vynoslavska, N. Kononets, V. Kravchenko, Yu. Krashchenko, H. Lozhkin, M. Liutyi, O. Nestulya, N. Sidash, O. Khvysiuk et al.) have made a significant contribution to the process of forming students' leadership competence, the issue of improving the organizational and pedagogical support of the process of development of leadership competence of future higher school teachers in the educational environment of HEIs was insufficiently considered.

The aim and objectives of the study are to determine the organizational and pedagogical conditions of the process of development of leadership competence of future higher school teachers and outline the ways to implement them in order to improve the educational process in HEIs.

Materials and methods of the research. To solve the tasks, a set of theoretical research methods was used: analysis, synthesis, comparison, generalization of scientific sources on the researched problem to clarify the essence of the concept of "organizational and pedagogical support", determination of organizational and pedagogical conditions of leadership development of future higher school teachers in the educational environment of HEIs.

Results of the research, discussion. The scientific research found that the reference point of successful process of development of leadership competence of future higher school teachers in the educational environment of HEIs is organizational and pedagogical conditions.

According to Zh. Verovkina, organizational and pedagogical support is a set of organizational and pedagogical conditions as a combination of processes and relationships that provide effective management of the process of forming the subjective position of students during the optimization of educational activities in the educational process [1].

V. Varava interprets the term "organizational and pedagogical support" in her research as: 1) a set of conditions that ensure the learning process (the level of professional competence of teachers; the degree of readiness to teach students); 2) a set of conditions that assure the improvement of the educational process in the educational institution (material and technical, educational and methodological, financial support, etc.) [2].

Scientists, A. Parreira, M. Pestana, P. Oliveira, note that organizational and pedagogical support in the formation of leadership competence is conditions for improving the management of intellectual interaction of participants in the educational process in solving specific didactic tasks aimed at forming this competence [3].

The research of domestic scientist O. Yezhova substantiates the idea that this concept refers to the components of the educational process at the management level and is a set of interconnected information systems that need to be created by the subject (mostly by the rector of the university) at the management level to ensure the management of scientific and pedagogical staff and their professional activities, as well as students and their activities to achieve the planned educational goals. In this definition, information systems mean the circumstances that are determined by the researcher to achieve the goal, may relate to resources, scientific and methodological support and monitoring of the ongoing pedagogical process [4].

Having studied the works of M. Hrynova, M. Diachenko-Bohun, N. Kononets, L. Rybalko, we conclude that organizational and pedagogical conditions should be interpreted as a fundamental basis for combining actions that constitute the process of forming leadership competence of future managers in the educational environment of the university. And it is necessary to consider and implement them comprehensively [5].

It is concluded in our study based on the analysis of scientists' works that *the organizational and pedagogical support of the process of development of leadership competence of future higher school teachers in the educational environment* should include such interrelated circumstances, actions and measures that contribute to the orderliness, coherence of the interaction of the subjects of the pedagogical process, who jointly implement a certain program or goal, namely the introduction of a didactic system of formation of leadership competence of students in HEIs.

Based on the analysis of scientific and pedagogical works and our own practical experience at the university, we believe that it is possible to improve the organizational and pedagogical support of the development of leadership competence of future teachers in the educational environment of HEIs with the help of a set of organizational and pedagogical conditions during the training of holders of a master's degree of the educational program "Higher School Pedagogy":

1) training of scientific and pedagogical staff of HEIs for the process of development of leadership competence of future higher school teachers;

2) use of the didactic potential of the distance learning system in HEIs;

3) introduction of the Kaizen system in the process of training holders of a master's degree of the educational program "Higher School Pedagogy".

We consider these conditions as propaedeutic preparation for the introduction of the didactic system. In the process of discussing the ways with lecturers of PUET to solve the problem of developing leadership competence of future higher school teachers at the round table "Formation of leadership competence of holders of a master's degree of the educational program "Higher School Pedagogy": pedagogical experiment" we came to the conclusion that the achievement of positive results from the implementation of didactic system will be extremely difficult without special training of scientific and pedagogical staff of the university, without the development of a distance course "Fundamentals of Leadership", which will open opportunities for independent learning of students at the convenient time and place, and without using the Kaizen system as a key ideology of the educational process at the university (all together to continuous improvement and refinement).

Training of scientific and pedagogical staff of HEIs for the process of development of leadership competence of future higher school teachers was carried out on the basis of the Interdisciplinary Institute for Advanced Training of Specialists, which is a subdivision of PUET, by developing and implementing the author's curriculum of the course "Innovative teaching methods in higher education: the latest ones in European and world practice".

It should be noted that the curriculum of the course consists of four modules and regulates the volume and sequence of lectures, practical classes, master classes, training courses and organization of independent work of teachers.

Module 1 "Competence-oriented approach in the training of modern professionals" aims to understand the personal professional strategy and identify specific ways to improve professional and universal competencies.

Module 2 "Training technologies and techniques in the work of a teacher" focuses on one of the most effective innovative methods of conducting classes that is a training course. All components of this learning process are covered, starting from the development of a training design and ending with the "feedback" stage. A training course is considered as a type of lesson with the maximum achievement of useful productive action in the educational process.

Module 3 "Modern approaches to the methodology of teaching disciplines" introduces teachers to the latest methods, approaches, teaching techniques. The group is offered practical ways to use the latest techniques: facilitation, moderation, film case, storytelling, MAC (metaphorical associative cards), mind mapping, and the Kaizen method. In the 21st century the most popular competencies in any specialty for a modern specialist are realized and mastered through these methods and techniques, in particular, they will help organize the process of developing students' leadership competence.

Module 4 "Distance technologies in educational activities" is designed to acquaint teachers with the peculiarities of creating educational content in a distance learning environment (the Moodle platform).

Comprehensively approaching the problem of special training of scientific and pedagogical staff of the university for the process of development of leadership competence of future higher school teachers, we oriented teachers to active participation in scientific and practical conferences at various levels.

At the same time, the conferences were organized and held in the educational environment of PUET, such as: international scientific and methodical conference "Quality of higher education: factors of formation of graduates' competitiveness", international scientific and methodical conference "Quality of higher education and prospects for development of educational activities of higher education institution", international scientific and methodical conference "E-Learning and University Education", a series of scientific and methodological seminars "Science and higher education: problems of interaction and challenges of contemporary modernization", round tables "The concept of leadership-service as a didactic basis for the formation of future teachers' leadership competence", "Experience of managerial activity of I.A. Zaziun in the context of professional training of a leader-manager", "The concept of leadership as a basis for the formation of educational managers' leadership competence", "Practice of implementing a leadership approach to training a new generation of professionals in PUET", "Conceptual bases of formation of a charismatic leader", "Value aspects of modern concepts of leadership", "Didactic aspects of the formation of future higher school teachers' leadership competence: emotional leadership", "Features of compiling the manual "Fundamentals of Leadership": individual practical tasks", "Theory and practice of developing leadership qualities of an individual person: from work experience", "Ways to actualize the leadership management paradigm in Ukraine", "Formation of the desire for self-realization in student's youth in the study of the course "Fundamentals of Leadership" as a factor of competitiveness", "Formation of leadership competence of graduates of Higher Educational Establishment of Ukoopspilka "Poltava University of Economics and Trade".

The expansion of the opportunities for the development of future teachers' leadership competence by introducing distance learning in the educational environment PUET was realized through the creation of a distance course "Fundamentals of Leadership", the functionality of which contributed to the solution of didactic tasks of the learning process aimed at forming students' leadership competence. Access to this course is provided through the Main Distance Learning Center PUET (URL: http://el.puet.edu.ua/).

To create the distance course "Fundamentals of Leadership", we chose the distance learning platform Moodle (Modular Object-Oriented Dynamic Learning Environment) that is a free, open learning management system. According to scientists, it implements the philosophy of "pedagogy of social constructivism" and focuses on the organization of interaction between a teacher and students, although it is suitable for the organization of traditional distance learning courses, as well as support for full-time study [6].

Research by scientists, N. Kononets, O. Mukoviz, Ye. Smirnova-Trybulska, convincingly proves that Moodle (developer: MOODLE PTY LTD, Australia) is a convenient software package for creating distance learning courses and websites that works with open source IMS and SCORM. The platform, which contains 35 functional modules (task modules, forum, chat, journals, tests, resources, seminars, etc.), can be installed on any computer that supports PHP and works with various database management systems. It is managed by the administrator who is assigned during the installation and contains the following elements: dynamic interface themes (settings of colors, fonts, location of interface elements, etc.); a large number of modules to expand functionality; wide choice of languages in the interface; program code available for editing [7; 8; 9].

Therefore, setting up the course "Fundamentals of Leadership" affords an opportunity for a lecturer who provides distance education in the Moodle system: to organize the educational process on a wide variable basis (theoretical material in hypertext and multimedia form, forums, journals, resources, research, tasks, chats, seminars, tests, etc.); to edit texts using the built-in HTML editor; to view and save in a separate file the results of assessing student participation in forums, tests, tasks; to provide full access to reports on the work performed, in particular about the time spent on their implementation; to save copies of letters on forums and the teachers' answers in HTML or plain text format; to vary students' knowledge assessment systems; to archive the course [8].

To access the distance course "Fundamentals of Leadership" (course authors O. Nestulya, S. Nestulya), you should use the capabilities of the Main Distance Learning Center PUET el.puet.edu.ua, log in to the Moodle system and choose the above-mentioned course [10]. Detailed guidelines for working in the Moodle system have been developed to help students and teachers: http://el.puet.edu.ua/sites/default/files/instr_teacher.pdf.

The structure of the distance course, which reflects its content and is available through the navigation panel, consists of *the organizational (introductory) block of the distance course* (Introduction, Methodical recommendations for the course, Criteria for assessing student achievement, List of questions for final control, Topics, Blog, News, Glossary, Personalities). and *blocks of modules*: Module 1 (topics 1–4), Module 2 (topics 5–7), Module 3 (topics 8–10).

Taking into consideration that the didactic unit is the smallest part of the educational information required for perception, analysis and learning by students, we will consider the didactic units of the distance course module as an example: Methodological recommendations for the module, Topic №1. (Structure), Methodical recommendations for the topic, Reference summary of topic №1, Educational materials for topic №1, Graphic summary with schematic representation of topic №1, References to topic №1, Practical tasks for topic №1, Testing of topic №1, Examples of students' work, Worth to see, Worth to read (Excerpts for topic №1).

The set of didactic units is the general content of the discipline "Fundamentals of Leadership" in accordance with the work program. We need to analyze the content of distance learning modules in more detail.

The first module "Leadership in the modern management paradigm" introduces students to the problems of leadership, defining the meaningful essence of this phenomenon as a really effective process. Its effectiveness depends on knowledge of the main components and principles of application in practice. Therefore, the first module covers the topics: "My leadership potential", "Leadership and management", "Leadership styles" and practical tasks for the topics are done.

Topics №1 and №2 of the first module will help future higher school teachers to understand the definitions of "leadership", its classification, place in the system of other disciplines, to identify the object and subject of the course, classification, to find out the basics of management and leadership: power and influence, their interdependence, to determine how the new paradigm of leadership

of the 21st century differs from the old one, which was founded in the 20th century. Students will gain a clear vision of the functions of different processes and the effectiveness of specific roles in relevant situations by comparing educational management and leadership.

Studying the third topic of the module "Leadership Styles", students pay attention to long-term research, which have determined the behavior of the leader in two directions: "focus on people" and "focus on tasks". Methodical recommendations, which are offered separately for each topic, will help to study the module in detail.

In the second module "Personality of a teacher-leader" students get acquainted with the structure of the personality of the leader and different approaches to its study. Attention is paid to the study of the basics of the cognitive component of the leader's personality. Work with mental models is carried out. Experimentally personal qualitative characteristics are defined. Students study the cognitive component of the leader's personality, their behavioral attitudes, self-concept, determine the locus of control of the leader and get acquainted with the values of the leader's personality. This module is aimed at discovering inexhaustible sources of personal resources, which should be developed to achieve the goals set in life and profession.

The third module "Leadership: organizational aspect" has four topics. In the topic "Communication skills of a leader" students will get acquainted with the components of the communication process to understand that effective communication is the basis of the achievements of any organization at different levels. Students will learn what the process of information exchange depends on and how to make it effective; how verbal and non-verbal communication affects the followers' understanding of the leader's tasks; master the ability to listen that is the most necessary technique for a higher school teacher of any level, as well as the step-by-step stages of successful communication with the audience.

Students will learn how to create a team, what the stages of its formation are, what challenges a leader can expect at each stage in the topic "Leader and team". Also they will get to know how to create a team passionate about their work and effective in achieving goals, how to properly distribute roles in the team and maintain team unity, all this information can be found in the materials and tasks to the topic. Organizational leadership begins with the leader's understanding of their own mission and the organization's mission. The following two topics: "Leader as a social architect" and "Leader and corporate culture" reveal how to properly formulate the mission, how to act so that the mission does not remain slogans on paper, but lives in the hearts of employees of the organization. Students will be introduced to the materials of topics and tasks related to the basics of strategy formation and corporate culture, which will ensure progressive development for a long time. Students will be able to answer a number of questions that will ensure meaningful activities and make life full and happy. Thus, the content of the distance course "Fundamentals of Leadership", reflected in three modules, is directly aimed at forming the leadership competence of students in the process of studying the discipline [11].

It should be noted that the distance course created in the Moodle system implements the principle of hypertextual educational content (the ability to view educational material by hyperlinks) [7]. Such hyperlinks in the text of the study materials can be found throughout the course content.

Using the results of research N. Kononets and taking into account the analysis of the presentation of educational content developed in the Moodle distance course, we can say that the hypertext of the course "Fundamentals of Leadership" enhances the ability to solve didactic problems, which is determined by its following characteristics: *nonlinearity* (choice of arbitrary and convenient navigation in the distance course); *connectivity* (use of a system of hyperlinks, navigation panels and interactive buttons as a means of linking educational content); *structuredness* (construction of a distance course in the form of a tree-like structure and convenient location of educational material on its pages, which facilitates the process of developing a distance course as a hypertext environment); *connectivity* (use of hyperlinks in the distance course connects fragments of text with audio, video files, graphics with presentations, etc.); *substantive completeness* (linking all the necessary components of the distance course into a coherent system) [7].

It should be emphasized that the successful solution of didactic tasks in the open distance education environment has appropriate roles for its users: the *administrator* who makes any changes in the distance learning environment and is responsible for the proper functioning of the distance learning course, its settings and correctness of data on the site as well as user registration; *tutors* who work at the university and can be involved in teaching the discipline "Fundamentals of Leadership" with the right of access to a distance course; *students* who study the discipline "Fundamentals of Leadership".

Thus, the developed distance course "Fundamentals of Leadership" is a powerful didactic resource for the development of leadership competence of future higher school teachers, which fully provides all types of classes in disciplines and includes: means of studying the theoretical foundations of the discipline (information component); means of support of practical classes, writing course papers, doing projects and individual tasks (practice-oriented component); means of knowledge control (controlling component); means of interaction of the tandem "teacher-student" (interactive component); methodical recommendations for studying both the whole discipline and its modules (methodical component); means of managing the process of studying the discipline (control component).

The possibilities of the process of developing leadership competence of future higher school teachers during distance learning have also been expanded by introducing the electronic textbook "Fundamentals of Leadership" for mobile devices created by our author's team (O. Nestulya, S. Nestulya, N. Kononets). Students have access to it from the university repository [12].

The scientific basis for the introduction of the Kaizen system in the process of preparing holders of a master's degree of the educational program "Higher School Pedagogy" was the works of E. Hainieiev, M. Kolenso, N. Kononets, I. Masaaki, P. Matiukhin. Their thorough analysis allowed to interpret the concept of *the Kaizen system* as a constant purposeful process of improving the educational process taking into account human, financial, logistical, didactic resources and their interaction, which aims to achieve complex goals (creating a polylingual, entrepreneurial, innovative, leading higher education institution that is competitive in domestic, European and world educational spaces), optimizes forms, methods and means of teaching, develops leadership competence of both students and teachers and leads to the planned results [7; 11].

Our own practice proves that the Kaizen system in the educational environment of HEIs provides an atmosphere of support and development of leadership potential, creative abilities and talents of teachers and students through their participation in self-government institutions, innovative educational, scientific and practical activities, international cooperation and mobility programs. It is the optimal way to develop the leadership competence of future higher school teachers in the given conditions.

We agree with N. Kononets that the Kaizen system in the educational process is a scien-tifically substantiated system model of activity of scientific and pedagogical staff, which contains a description of the algorithm of their actions to solve a particular educational problem [7]. The researcher made a significant remark, emphasizing that the Kaizen system can be considered as a strategy that combines a wide range of methods to optimize learning and increase the efficiency of the educational process at the university in general and the process of developing leadership skills of future teachers in particular.

The implementation mechanism for creating the Kaizen system in PUET was a permanent workshop "the Kaizen system: the Path to leadership", which aimed at acquainting scientific and pedagogical staff with the philosophy of Kaizen, studying the relevant domestic and foreign literature and demonstrating the possibilities of applying the Kaizen method in the educational process at the university (testing the technology of formulating Kaizen questions, the introduction of the module "Kaizen" in the study of disciplines such as "Management", "Self-Management", "Communications and Social Responsibility", "Group Dynamics and Communications", which demonstrates the use of Kaizen method in the development of leadership qualities of students, acquaints with the interesting strategy of Japanese management, which gave this country the opportunity to take a leading position in many areas of the economy, provides an opportunity to test the use of a hexagonal set for creative thinking Kaizen and organize effective students' work in a team).

Every teacher who participated in the ongoing workshop had the opportunity to get acquainted with mental models (stable, strong working subjective judgments, deep-rooted beliefs about the need to develop leadership skills of students, continuous improvement of learning and self-improvement) of organizers and trainers of the seminar, to take part in discussions, to present own mental models, educational styles, to carry out self-analysis, to share own pedagogical experience in the course of development of leadership competence of the students.

Conclusions. To sum up, we note that the reference point of successful improvement of organizational and pedagogical support of the process of development of leadership competence of future higher school teachers in the educational environment of HEIs is organizational and pedagogical conditions during training of holders of a master's degree of the educational program "Higher School Pedagogy" in their complex combination: 1) training of scientific and pedagogical staff of HEIs

for the process of development of leadership competence of future higher school teachers (implemented through the introducing the author's curriculum of the course "Innovative teaching methods in higher education: the latest ones in European and world practice", master classes, trainings, etc.); 2) use of the didactic potential of the distance learning system in HEIs (implemented through the creation of a distance course "Fundamentals of Leadership", its functionality and didactic tools, and active implementation during the distance educational process); 3) introduction of the Kaizen system in the process of training holders of a master's degree of the educational program "Higher School Pedagogy" (implemented through conducting a permanent workshop "Kaizen Technology: the Path to Leadership", the university's development strategy, the university's mission "Together to the heights of professional excellence and life success of everyone for the prosperity of Ukraine").

Prospects for further research in solving this problem, we see in expanding the range of organizational and pedagogical conditions for the development of leadership competence of future higher school teachers in the educational environment of HEIs and improving of innovative educational technologies identified by the selection.

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНИЙ СУПРОВІД ПРОЦЕСУ РОЗВИТКУ ЛІДЕРСЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВИКЛАДАЧІВ ВИЩОЇ ШКОЛИ

Анотація. *У статті здійснено теоретичний аналіз проблеми пошуку організаційно-педагогічних умов процесу розвитку лідерської компетентності майбутніх викладачів вищої школи та шляхів їх реалізації в освітньому процесі у ЗВО.*

Для досягнення мети застосовано такі теоретичні методи дослідження: аналіз, синтез, порівняння, узагальнення наукових джерел з досліджуваної проблеми для уточнення сутності поняття «організаційно-педагогічний супровід», визначення організаційно-педагогічних умов процесу розвитку лідерської компетентності майбутніх викладачів вищої школи в освітньому середовищі ЗВО.

У результаті наукового пошуку з'ясовано, що орієнтиром успішного удосконалення організаційно-педагогічного супроводу процесу розвитку лідерської компетентності майбутніх викладачів вищої школи в освітньому середовищі ЗВО слугують організаційно-педагогічні умови під час підготовки магістрантів освітньої програми «Педагогіка вищої школи» у їх комплексному поєднанні: 1) підготовка науково-педагогічних кадрів ЗВО до процесу розвитку лідерської компетентності майбутніх викладачів вищої школи; 2) використання дидактичного потенціалу системи дистанційного навчання в ЗВО; 3) впровадження системи кайдзен у процесі підготовки магістрантів освітньої програми «Педагогіка вищої школи».

Продемонстровано шляхи реалізації організаційно-педагогічних умов. Підготовку науково-педагогічних кадрів ЗВО до процесу розвитку лідерської компетентності майбутніх викладачів вищої школи доцільно реалізувати шляхом упровадження авторської навчальної програми курсу «Інноваційні методики викладання у вищій школі: новітнє в європейській та світовій практиці»; активізації участі викладачів у науково-практичних конференціях різних рівнів, круглих столах, майстер-класах, тренінгах тощо. Використання дидактичного потенціалу системи дистанційного навчання в ЗВО доцільно реалізувати за допомогою створення дистанційного курсу «Основи лідерства», його функціоналу й дидактичного інструментарію, та активного упровадження під час дистанційного освітнього процесу. Впровадження системи кайдзен у процесі підготовки магістрантів освітньої програми «Педагогіка вищої школи» доцільно реалізувати за допомогою постійно діючого семінару-практикуму «Технологія кайдзен: шлях до лідерства», стратегії розвитку університету, місії університету «Разом – до вершин професійної досконалості й життєвого успіху кожного заради процвітання України».

Ключові слова: викладач; вища школа; лідер; розвиток; лідерська компетентність; організаційно-педагогічний супровід; педагогіка вищої школи; дистанційне навчання; кайдзен.