



## **Experimental methods of leadership competence development of future physical education teachers**

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### **ABSTRACT**

At the present stage, the problem of developing leadership competence of future physical education teachers is relevant, as it is caused by fast-changing transformations which occur in socio-political, economic, cultural, social and educational spheres of Ukraine, in particular, in the field of physical culture and sports. The aim of the study is to develop an experimental methodology for the development of leadership competence of future teachers of physical education. Experimental verification of the methodology for the development of leadership competence of future physical education teachers was carried out using a pedagogical experiment during of 2021–2022 academic year. We selected to participate in the experiment 125 students in Poltava V. G. Korolenko National Pedagogical University and teachers University of Ukoopspilks «Poltava University of Economics and Trade», Poltava State Medical University. Research methods: theoretical; empirical; research work to test the effectiveness of methods for developing leadership competence of future teachers of physical education; methods of statistical data processing. The analysis of tabular data is the basis for the conclusion that there is a positive trend, namely the reduction in the number of students, who demonstrated a low level of development of leadership skills of future physical education teachers in all components and a positive increase in medium and high levels.

**Keywords:** resource-based learning, leader, leadership competence, future teachers of physical culture, physical culture and health work.

### **1. INTRODUCTION**

At the present stage, the problem of developing leadership competence of future physical education teachers is relevant, as it is caused by fast-changing transformations which occur in socio-political, economic, cultural, social and educational spheres of Ukraine, in particular, in the field of physical culture and sports. A special priority of the Ukrainian present in the field of pedagogical education is the formation of modern teachers of physical culture, able to solve complex specialized problems and practical problems in the field of secondary education, which involves the use of theories and methods of such educational sciences: pedagogy, physical education and sports, physiology, biomechanics and morphology, and is characterized by the complexity and uncertainty of pedagogical conditions for the organization of the educational process in primary (basic) secondary school. Obviously, the modern physical education teacher is an authoritative figure among young students, which orients its educational, organizational-methodical, physical-health-improving, managerial activity on their awareness of the importance of leading a healthy lifestyle. Modern physical education teacher

must be aware of the importance of being a leader for their students in the process of forming a culture of healthy living in them, as well as the formation of an integrated educational space of a new format in the Ukrainian school, which unites those who want to constantly develop, take care of their health, who seeks new ideas and knowledge of health technologies, seeks to improve themselves and be involved in positive social change. This, of course, actualizes the search for methods of effective leadership training for future physical education teachers in universities of Ukraine.

Analysis of scientific research shows that the problems of formation of leadership competence of future teachers are given considerable attention. Thus, scientific-pedagogical and practical approaches to the formation of components of leadership competence of future physical education teachers have been studied in the works of such scientists as (Sidoruk et al., 2015; Nestulya et al., 2018; Kononets et al., 2021; Otravenko et al., 2021; Shkola et al., 2022). At the same time, they need to further study the problem of selecting teaching methods for the effective development of leadership competence of future physical education teachers in pedagogical universities.

## 2. MATERIALS AND METHODS

The aim of the study is to develop an experimental methodology for the development of leadership competence of future teachers of physical education.

Experimental verification of the methodology for the development of leadership competence of future physical education teachers was carried out using a pedagogical experiment during of 2021–2022 academic year. We selected to participate in the experiment 125 students in Poltava V. G. Korolenko National Pedagogical University and teachers University of Ukoopspilks «Poltava University of Economics and Trade», Poltava State Medical University, who work on the implementation of organizational and methodological conditions for the development of leadership competence of future physical education teachers.

At each stage, our scientific tasks were solved based on appropriate research methods. The stages of organizing and conducting a local pedagogical experiment are presented schematically in Figure 1.

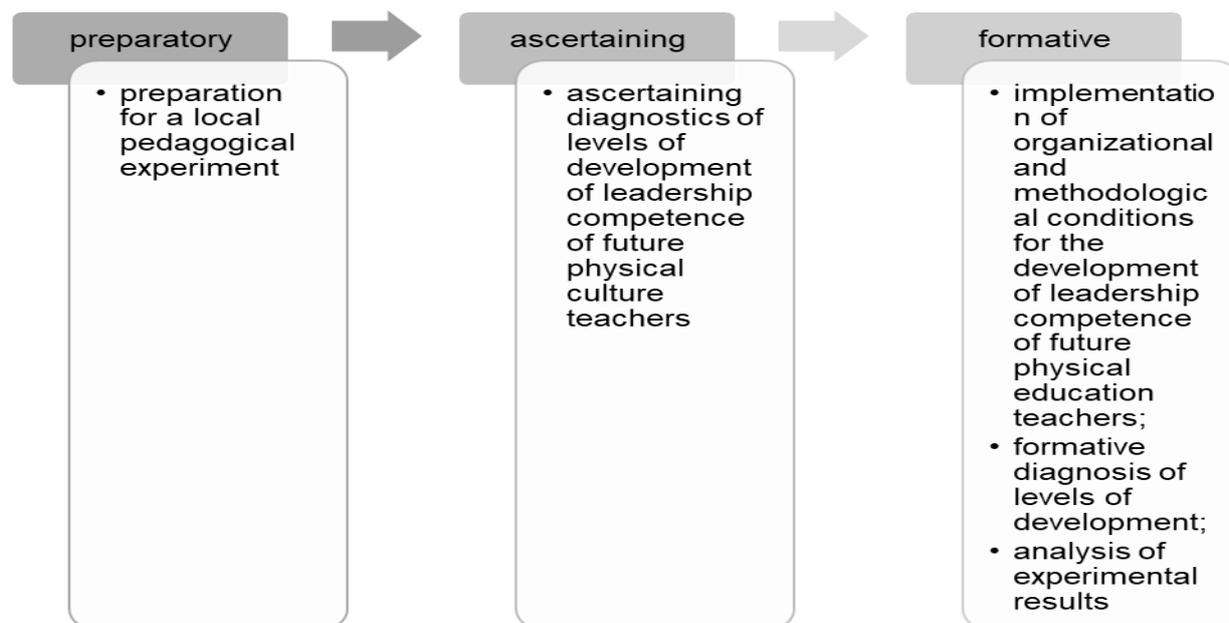


Fig. 1. Stages of pedagogical experiment

To achieve this goal, we used a set of research methods:

- theoretical – analysis of scientific and methodological literature on the development of leadership competence of future physical education teachers, to determine the degree of development, comparison and comparison of different views on the research problem, to consider theoretical issues in order to define the concept of «leadership competence of the future teacher of physical education» and its component-structural analysis; systematization and generalization of scientific positions for substantiation of organizational and methodical conditions of development of leadership competence of future teachers of physical culture;
- empirical – observation, conversation, questionnaire; research work to test the effectiveness of methods for developing leadership competence of future teachers of physical education.
- methods of statistical data processing – for mathematical processing of the obtained research results.

## 3. RESULTS AND DISCUSSION

The context of our study gives us the opportunity to consider the leadership competence of the future physical education teacher as a willingness to effective leadership in the implementation of health-preserving technologies, to the management of physical culture and health activities of schoolchildren, to a leadership position in the orientation of student youth to a healthy lifestyle, which consists of a set of interrelated components (Fig. 2):

- personal-motivational component is characterized by basic leadership qualities of the individual (openness, impartiality, initiative, confidence, responsibility, enthusiasm, etc.), his system of motives, values, ability to consciously control the results of their leadership activities;
- activity-behavioral component reflects the system of knowledge about leadership and leadership skills of future physical education teachers, obtained during training (leadership styles, group approach to the implementation of the tasks facing the physical education teacher, independence and autonomy in decision-making, manifestation of leadership position in the organization of physical culture and health work with students, etc.);
- information-communicative component reflects the ability of the future physical education teacher to communicate from leader's position with students while motivating a healthy lifestyle, to conduct informational and educational events in a health-preservation context;
- result-target component is determined by the set of qualities of the future physical education teacher that allow him to achieve his goals (purposefulness, focus on the result of physical culture and health activities, management of the student body, information and development of students' ability to lead a healthy lifestyle, etc.).



**Fig.2:Components of leadership competence of the future physical education teacher**

We consider the experimental method of development of leadership competence of future teachers of physical culture as a set of organizational and methodological conditions – specific interrelated factors (goals, content, forms and methods of activity, leadership communication in the student body, etc.), necessary for the systematic impact on the personality of future teachers of physical culture in order to develop in the learning process at the Pedagogical University their leadership competence.

Analytical understanding of the scientific achievements of scientists (Nestulya et al., 2018; Kononets et al., 2020; Otravenko et al., 2021; Emetc et al., 2022; Shkola et al., 2022) gives us the opportunity to determine a number of organizational and methodological conditions, the introduction of which will increase the level of leadership competence of future teachers of physical education.

In our opinion, such conditions include:

1. strengthening the motivation of future physical education teachers to learn the basics of leadership;
2. conducting training for future physical education teachers «Effective leadership in the professional activities of physical education teachers»;
3. providing and coordinating the individual trajectory of students' leadership competence development.

Exploring the problem of developing leadership competence of future physical education teachers in the context of the paradigm of resource-based learning (Shouten et al., 2009; Tolkachev, 2016; Kononets et al., 2021; Shkola et al., 2022) as a set of forms, methods and means of teaching, aimed primarily at a holistic approach to the organization of the educational process at the university, which is focused on training the ability of independent and active transformation of the information environment by finding and practical application of information resources in order to gain knowledge of classical and modern concepts of leadership and the application of effective techniques according to different leadership styles, formation of leadership skills that provide students with the ability to be a professional leader in the future professional activity of a physical education teacher. We have identified implementation mechanisms for the development of leadership competence of future physical education teachers, which include a number of such teaching methods: role play method, reframing method, comparison method, information method, discussion method, system analysis method, SWOT Analysis, Brainstorming, Microphone, Jigsaw, Circle of Ideas, Diamond 9, case study method, workshops, educational and fitness projects, focused conversation, consensus search, moderation method, intervision method, individual and collective mindmapping, kaizen method, etc.

Thus, the process of teaching a number of disciplines that indirectly affect the development of leadership competence of future physical education teachers («Professional activity in the field of physical culture»),

«Theory and methods of teaching sports games», «Organization of local history and tourism work», «Theory and methods of teaching moving games and entertainment», «Theory and methods of physical education», «Sports and pedagogical improvement», «Olympic and professional sports», «Management of physical culture and sports», «Organization and methods of mass physical culture», etc.), as well as the training «Effective leadership in the professional activities of physical education teachers», the content of which is directly aimed at the development of leadership competence, was based on the use of the above methods.

We describe in more detail some of the methods that have been implemented within the experimental methodology.

### **Project method**

During the training «Effective leadership in the professional activities of physical education teachers» and other above-mentioned disciplines of professional training of future physical education teachers, students were offered to implement various projects, which are classified by: dominant activity in the project (research, search, creative, role-playing, information-applied); subject-content component (mono-projects, ie projects within one discipline or interdisciplinary projects); the nature of project coordination (open-ended or coordinated); nature of contacts (internal: students of a certain group, course, educational institution, region, country; and international: different countries, foreign educational institutions, educational institutions); number of project participants (individual, group, mass); project implementation period – short-term (classes), medium-term (from a week to a month), long-term (several months).

We have identified the approximate topics of the projects: «Leadership in the work of a physical education teacher», «Leadership of a physical education teacher in social networks», «Leadership styles in professional activities in the field of physical culture», «Leadership in the organization of local history and tourism», «Development of leadership skills during moving games and entertainment», «Sports and pedagogical improvement: the formation of leadership behavior of teachers», «Leadership, Olympic and professional sports», «Leadership management paradigm in physical culture and sports», «Organization and methods of mass physical culture: the formation of leadership worldview of teachers», etc.

The key condition for the implementation of such projects was the focus on:

1. usage of group (or mass) projects with dominant role activity of future physical education teachers;
2. development and implementation of only one project during the training course (long-term project lasting 2 months);
3. the result is an information product to be received by a group of students: event (special media event), which allows you to track the behavior of each member of the group in the course of certain activities.

Thus, while working on projects, students mastered various techniques, that contributed to the formation of their leadership competencies, such as role-playing games, discussions, workshops, SWOT analysis, peer review method, brainstorming, microphone, Jigsaw, Circle of Ideas, etc.

During the implementation of these projects, students were required: to actively participate in physical culture and health, local history and tourism work and project activities; to work as consultants, organizers, trainers, advisers during various events within the projects with students of schools in Poltava; to promote ideas of leadership among pupils and students (participation in discussions, conferences, creation of posts on social networks, etc.); to plan, develop and implement their own projects aimed at implementing new sports and health initiatives; to participate in the development of methodological materials on leadership issues, to take part in various activities dedicated to leadership in teaching.

### **Role play method**

During the role-playing game «Genius of physical culture and health work», the purpose of which was to train in persuasion methods, leadership skills, develop creative thinking, the ability to see different approaches to solving problems, as well as to understand yourself, understand the nature of your leadership qualities, train in the process of leadership communication, the teacher had to apply not only the ability to organize the game, but also the ability to moderate its course, use different methods of communication, create a situation of success.

The essence of the game: the teacher prepares an opaque bag for the game, in which envelopes will be placed; each participant takes out of the bag one envelope, which indicates one of the types of physical culture and health work (air baths in motion, hygienic gymnastics, corrective gymnastics, hardening procedures, hardening procedures, etc.). The task is to present this species to the group, offering at least five of its real benefits in the most effective way. At the end of the game, an important didactic stage is discussion: What did the game teach you? Whose experience was the most successful? Whom of your colleagues would you suggest changing their marketing strategy and why? Whose ideas do you remember the most and why?

It should be noted that such a game can be carried out both in the classroom and during a distance lesson, as well as in real conditions (at school with students, on the street, etc.).

### **The «Reframing» method**

was used in cases where the task is not critical (Bronikova, 2008). With its implementation, students can rethink things and look at things that seem negative to us from the other side. The aim: to master in practice the technique of “reframing” (changing the point of view or view of the situation to give it a different meaning); help to overcome internal barriers, fear and insecurity in front of other people; demonstrate in practice the difference in people's approach to the same situation; develop empathic abilities of participants as leaders. The essence of the method: in a group of 4–5 people, exchanging views, find one trait of a volunteer, which he himself perceives as negative. You have to look at this feature from the opposite point of view, from a positive point of view. The group should present this positive trait: in a certain genre song, rhyming lines, theatrical scene, drawing, comics, meaning in the form that best reflects the rethought quality.

For example: 1) slowness is presented as thoughtfulness and the ability to slowly assimilate vital material; 2) lack of courage as a good natural self-defense, lack of adventurism; 3) desire to eat everything in a row as a manifestation of interest in life, the desire for universality of knowledge and skills; 4) slovenliness as a quality of creative nature, not noticing everyday life to be the creator of something ideal. Volunteers have a number of questions: How new did you find the view of the problem? Have you ever thought about possible options for self-esteem? How do we feel about the experience? What did you like about the task? What did you discover while working with the group? Exchange views on the most successful examples.

### **The method of workshops**

This is a method of dynamic training of future physical education teachers, which is due to their own active work under the guidance of teachers (Tolkachev, 2016). The emphasis in its implementation is on the acquisition by future teachers of physical culture of dynamic knowledge - living knowledge that students receive in the process of creativity, experimentation, a high degree of independence. At the same time, students independently determine the goals of learning, share with the teacher the responsibility for their educational process and the development of leadership competence.

It should be noted that the method of conducting workshops as a mix of theoretical presentations, practical actions and discussions on the proposed topics and selected issues in the context of «future physical education teacher as a leader», allowed to solve truly unique problems, such as:

- generation and implementation of new ideas (workshop is a platform for the implementation of new ideas in student projects of physical culture and health-improving);
- intensification of teamwork in student groups (strengthening «team spirit» on trust, personal relationships, sympathies, where many innovations, creativity, impressions, satisfaction with the work done – to develop and implement various forms and types of physical culture and health-improving work, prepare and conduct a modern physical culture lesson, etc.);
- providing interactivity within the project and during the event (for example, event traffic is generated on a website, blog, or page on social networks, for this news is issued with an interactive inscription «the bearer of the password (or coupon) has the right to participate in the workshop»);
- strengthening interest in leadership (workshop, of course, can increase interest in the training «Effective leadership in the professional activities of physical education teachers» and leadership in general);
- increase motivation to form leadership competence of both organizers and participants, which are future physical education teachers (one group of students can act as organizers, another – as participants);
- prompt feedback, so that participants in the dialogue get to know each other better during the workshops;
- providing an individual trajectory of students' leadership competence development (workshop during the training «Effective leadership in the professional activities of physical education teachers» and various professional disciplines studied by future physical education teachers, able to regulate specific requests and expectations of individual students or groups);
- application of new techniques (workshop is a tool for implementing new techniques, which gives a good impetus to work);
- implementation of the Kaizen method (all together to continuous improvement and development, improvement of various skills, leadership competence of future physical education teachers);
- implementation of the methodological mix during the workshop (comparison method, information method, discussion method, system analysis method, SWOT analysis, brainstorming, microphone, Jigsaw, «Circle of Ideas», «Diamond 9», case study method, focused conversation, consensus search, moderation method, individual and collective mindmapping);
- dynamics of development (continuous development of leadership competence of future physical education teachers).

In general, using the method of workshops in the process of forming the leadership competence of future physical education teachers, we focused students on collective creative work. Because it is, first of all, a manifestation of the life-practical position of a teacher-leader, improving the learning process, a favorable environment for acquiring leadership skills, opportunities to demonstrate skills and leadership qualities, it is a set of actions for the common good, joy and success.

### Intervision method

described in detail in the works of (Shouten et al., 2009), also deserves special attention in the context of improving the efficiency of the process of forming leadership competence of future physical education teachers. In the context of the implementation of our methodology, the method of intervention (presentation of personal experience in terms of leadership) was used in following format. Initially, student meetings were organized with leaders of student self-government of various universities, local self-government of Poltava, physical education teachers, who position themselves as leaders in physical culture and health work with schoolchildren of the city, who were invited to share their own experience, to answer the question «Do I consider myself a leader and why?», discuss problematic issues, such as motives, incentives, communication, team building, participation in the public life of the university, the city, how the status of a leader affects personal and professional life, problems in communication with followers, etc. A very interesting way to motivate students was to demonstrate professional portfolios of invited guests in the form of presentations, videos or websites, which highlighted a number of achievements under the leadership of the specific leader, his own achievements, his business activity in professional activities and other areas.

After that, students were asked to conduct an interview on their own, choosing a topic: «Do I want to be a leader and why», and after a discussion, using the following steps: formulate questions to clarify the situation «I want to be a leader»; try to express opinions, get ideas about the factors that influenced the creation of this situation; make sure it's not a coincidence; only after such a thorough analysis to proceed to the formulation of alternative solutions; summarize the results of the discussion and briefly formulate the experience gained.

At the end, the interview was discussed with the whole group. The discussion focused on the following points: Was the discussion focused on leadership activities within the profession of physical education teacher? Was the feedback effective? Has a search for new alternative solutions taken place? Do you want to be a leader and what can motivate you to do so?

As a mandatory interview report, students were asked to write it in the form of a short summary: did you get answers to your questions that you found useful, motivation and demotivation of leadership, with whom you would like to discuss leadership issues in the professional activities of a physical education teacher, the pros and cons of intervention.

As a result of monitoring the course of the intervention, it was noted that organized meetings with leaders of student and local self-government, physical education teachers and the actual interview with students led to awareness of the importance of leadership behavior in their lives and the chosen future profession of physical education teacher. In addition, organized and conducted meetings, informal conversations with guests after the interview, friendly communication, helped to create a situation of success and inspire students to leadership, as they encouraged them to take an active part in the affairs of the university (at the city or oblast level), in competitions, grants, social projects, to continue their studies in master's and postgraduate studies, to encourage active work and cooperation, etc.

Using the algorithm of creating a situation of success, teachers focused their activities on removing the fear of students for leadership; demonstrated a personal example of leadership of scientific and pedagogical staff and university administration (meetings with the rector, vice-rectors, deans), as well as its graduates; mobilized student activity for leadership activities; motivated to lead in social networks (motivators, quotes from famous leaders, videos, etc.); intensified the activities of schools, leadership clubs; instructed students on the techniques, methods, forms of implementation of educational and future professional activities of a teacher-leader; advanced the successful result of the student's activity as a leader in physical culture and health work.

Experimental verification of the methodology showed that in general the level of development of leadership competence of future physical education teachers has increased after the introduction of the proposed conditions (Tab. 1).

**Table 1. Results of diagnostics of levels of development of leadership competence of future teachers of physical culture (in %)**

Compo nents	personality- motivational		activity-behavioral		information- communicative		result-target	
	Before the experime nt	After the experi ment	Before the experime nt	After the experime nt	Before the experime nt	After the experime nt	Before the experime nt	After the experime nt
Low	44,00	9,60	30,40	4,00	38,40	8,00	52,80	30,40
Medium	49,60	71,20	56,80	72,00	46,40	62,40	38,40	56,00
High	6,40	19,20	12,80	24,00	15,20	29,60	8,80	13,60
Total number of students	100,00	100,00	100,00	100,00	100,00	100,00	100,00	100,00

Summary data on the dynamics of changes in the levels of leadership competence of future physical education teachers are presented in the Table 2.

**Table 2. Dynamics of changes in the levels of development of leadership competence of future physical education teachers**

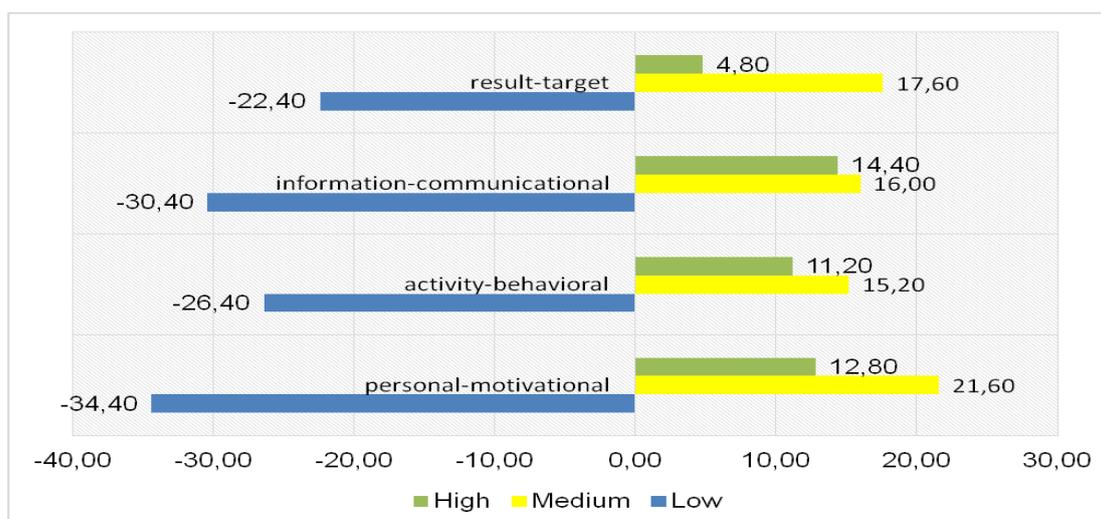
Levels of competence	Components (changes in %)			
	personal-motivational	activity-behavioral	information-communicational	result-target
Low	-34.40	-26.40	-30.40	-22.40
Medium	21.60	15.20	16.00	17.60
High	12.80	11.20	14.40	4.80

Thus, according to the personal-motivational component, the number of future physical education teachers who have a high level increased by 12.8 %, the number of future physical education teachers with a medium level increased by 21.6 %, while the number of future physical education teachers with a low level decreased by 34.4 %;

- by the activity-behavioral component, the number of future physical education teachers with a high level increased by 11.2 %, the number of future physical education teachers with a medium level increased by 15.2 %, the number of future physical education teachers with a low level decreased by 26.4 %;

- by the information-communicational component the number of future physical education teachers with a high level increased by 14.4 %, the number of future physical education teachers with a medium level increased by 16 %, the number of future physical education teachers with a low level decreased by 30.4 %;

- by result-target component the number of future physical education teachers with a high level increased by 4.8 %, the number of future physical education teachers with a medium level increased by 17.6 %, the number of future physical education teachers with a low level decreased by 22.4 % (Fig. 3).



**Fig.3: Visualization of the dynamics of changes in the levels of development of leadership competence of future physical education teachers**

It should be noted that during the observation of students it was recorded that their activities within the approbation of selected teaching methods significantly increased students' self-esteem, gave the opportunity to express themselves, to believe in their own strength, to try themselves in the role of a leader, to demonstrate their leadership skills, ability to make decisions, to interact, as well as successful attempts to self-realize both as a physical education teacher and as a leader in physical culture and health-improvement work.

#### 4. CONCLUSIONS

The analysis of tabular data is the basis for the conclusion that there is a positive trend, namely the reduction in the number of students, who demonstrated a low level of development of leadership skills of future physical education teachers in all components and a positive increase in medium and high levels.

In summary, we note that as a result of the application of experimental methods for the development of leadership competence of future physical education teachers, which was based on the introduction of organizational and methodological conditions (strengthening the motivation of future physical education

teachers to learn the basics of leadership; conducting training for future physical education teachers «Effective leadership in the professional activities of physical education teachers»; providing and coordinating the individual trajectory of students' leadership competence development) following changes were observed in students: the presence of an active need to know the phenomenon of leadership, yourself as a leader, the meaning of leadership competence and its implementation in educational activities, the need to develop their own leadership style, motivation for leadership, motivation for success and perseverance in achieving the goal, namely the success of physical culture and health work with students. Thus, it was concluded that the purposeful implementation of the methodology helps to reveal the leadership potential of future teachers of physical education, as well as the formation of their leadership competence in conditions close to the realities of future professional activity.

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