

Marahovska N.V.
Ph.D, Associate Professor,
Mariupol State University

MOTIVATING TEACHER TRAINEES TO REALIZE THEIR LEADERSHIP POTENTIAL

The modern system of education is aimed at providing leadership training for teachers. The importance of realizing teachers' leadership potential can in no way be overemphasized. Implementing pedagogical conditions (directing motivation and values sphere of teacher trainees to leadership in the learning process; acquiring integrated knowledge on leadership in pedagogical work; developing leadership skills (organizational, communicative, perceptual, projective, creative, self-regulatory) in the learning process; acquiring practical leadership experience during pedagogical practice) with the help of various methods contributes to the successful realizations of teacher trainees' leadership potential in the learning process of H.E.I.

Every year the students of Mariupol State University are involved in «Professional Workshop» which is designed as a «warm-up» training course before their teaching practice at comprehensive schools. For this purpose we created a series of training materials [1-3]. At the first session of Professional Workshop, theoretical foundations of leadership and in particular pedagogical leadership are explained to teacher trainees. They are given concrete examples of teachers who became real leaders in their field. Then the trainees enact the debates/panel discussions in order to realize the necessity of becoming a leader in their future profession. The following questions are analyzed:

1. Do you think leadership qualities are born or are they gradually acquired?
2. Do you think nature (biology) or nurture (circumstances) is more important in developing leader's personality?
3. Which three words could you use to describe the personality of a leader?
4. Are you a leader or a follower? Justify your answer.
5. Tell about someone who treated you in a special way in childhood and was a leader for you. This person could have been a relative, a family friend or a stranger.
6. What role did you play in games as a child (an organizer, an active performer, a passive performer)
7. Tell about a teacher that influenced you greatly, changed your personality and directed your professional way.
8. Do you think it's necessary to be the leader nowadays, are you aimed at taking leadership position in your future job?
9. What is the area of excellence of your own? Give an example of this excellence.
10. Draw an atom of yourself: you will be the nucleus and events, people, things, activities, etc. will be electrons.

The trainees work in groups in order to find similarities and differences in teacher's and leader's functions. The students are to decide where to place the following items in the Venn diagram: stimulate and challenge students; evaluate work, search out errors and omissions; maintain order in the classroom; perform professional tasks at a high level of competence and productivity; provide task excitement, motivation and spirit; explain material; involve and empower others;

persuade and persevere; assist evolution and change; guide problem solving; be a course content expert; establish group integration, group goals and policies; offer ideas, suggestions; do his work better than others.

Then the students compare their versions with the ones of the other groups to reach a consensus. After that, they fill in a copy of the diagram to display on the noticeboard.

It should be said that at all the sessions of Professional Workshop the teacher trainees participate at a variety of activities that promote realizing their leadership potential, i.e. completing worksheets, drawing mindmaps, giving presentations, reading articles and books and then discussing them together, taking active part in role-plays, problem solving and brainstorming, doing peer teaching and project work.

After pedagogical practice, at the last session of Pedagogical Workshop the students do a Strengths and Weaknesses Analysis. They complete the following sentences:

As a teacher, I am quite good at

As a teacher, I am fairly good at

As a teacher, I am not so good at

As a teacher, I find it difficult to

This activity helps the teacher trainees to do critical self-assessment and find out the gaps in their professional training.

Then the teacher trainees are suggested to discuss the models of interaction between teachers and their students. The participants read the thought-provoking statements below and give their opinion on them:

1. The teacher is the key figure in the learning-teaching process.

2. It's better to work with a hard working and dependable student than with an active and initiative one.

3. Teacher's creativity is just a wish, the actual teaching work is completely regulated.

4. For successful work at school it's more important to master education technologies than to reveal yourself as a personality.

The rationale of the above exercise is that the teacher trainees analyse and work out effective models of interaction with students in their future job.

The experience of using the above-mentioned methods in the learning process of H.E.I. shows that the teacher trainees acquire necessary leadership skills which help them succeed in the modern world.

References:

1. Мараховська Н. В. Методичні рекомендації щодо організації навчання студентів за індивідуальним освітнім маршрутом з метою формування лідерських якостей майбутніх учителів (на прикладі вивчення дисципліни «Іноземна мова») / Н. В. Мараховська. – Маріуполь : Маріупол. держ. гуманітар. ун-т, 2008. – 112 с.

2. Мараховська Н. В. Технологія тривіум-тренінгу в процесі формування професійної ідентичності майбутніх учителів іноземної мови : навч.-метод. посіб. / Н. В. Мараховська. – Маріуполь : Маріупол. держ. гуманітар. ун-т, 2011. – 112 с.

3. Мараховская Н. В. Технология конструирования профессиональной идентичности будущих учителей иностранного языка / Н. В. Мараховская // Педагогические условия развития личности: теория и практика (книга 3) : коллектив. монограф. – М. : НИЦ «Апробация», 2013. – С. 106-134.