

Modern Education

Правильная ссылка на статью:

Vaganova, V.M. (2024). The Study of Leadership Development in Schoolchildren in the Late Twentieth Century. *Modern Education*, 4, 64–72DOI: 10.7256/2454-0676.2024.4.69498

The Study of Leadership Development in Schoolchildren in the Late Twentieth Century / История изучения развития лидерских качеств школьников во второй половине XX века

Ваганова Валерия Михайловна

аспирант, кафедра Педагогики, ФГАОУ ВО "Мурманский арктический университет"

183010, Россия, Мурманская область, г. Мурманск, ул. Спортивная, 13

✉ vaganova-vm@yandex.ru



[Статья из рубрики "Историзм как принцип"](#)

DOI:

10.7256/2454-0676.2024.4.69498

EDN:

LKPKFT

Дата направления статьи в редакцию:

08-02-2024

Дата публикации:

31-12-2024

Аннотация: Данная статья посвящена исследованию темы лидерства в контексте школьной среды в России во второй половине XX века. Особое внимание уделено анализу различных аспектов школьного лидерства, включая его влияние на учебный процесс, развитие личности учащихся, формирование командного духа и социальной ответственности. В статье также рассматриваются методы и подходы к развитию лидерских качеств учащихся, а также влияние школьного лидерства на общественную жизнь и успех в будущей карьере. Результаты исследования позволяют выявить важность школьного лидерства для формирования ценностей, навыков и качеств, необходимых для успешной социальной адаптации и профессионального развития учащихся. Статья дает возможность рассмотреть аспект школьного лидерства в

различные исторические периоды развития страны. В работе используются теоретические методы исследования, такие как анализ исследуемой литературы, синтез полученных данных, а также метод обобщения информации. Научная новизна: Выявление закономерностей развития лидерских качеств у школьников в условиях образовательного процесса во второй половине XX века в России. Лидерство является поистине сложным социальным явлением. Развитие данного направления является актуальным в данный период времени. Общество и его динамика дает новые вызовы и формирует все новые и новые требования к истинному лидеру. Умение управлять группой, взаимодействовать с каждым ее членом, брать на себя ответственность, вести коллектив к поставленной цели, на данный момент, можно назвать искусством. Проблемы лидерства являются ключевыми для достижения эффективной организации работы. С одной стороны, лидерство рассматривается, как наличие определённого набора качеств, приписываемых тем, кто успешно оказывает влияние или воздействует на других, с другой – лидерство – это процесс преимущественно не силового воздействия в направлении достижения группой своих целей. Лидерство представляет собой специфический тип управленческого взаимодействия, основанный на наиболее эффективном сочетании различных источников власти и направленный на побуждение людей к достижению общих целей.

Ключевые слова:

лидерство, школьное лидерство, развитие лидерства, история развития лидерства, особенности развития лидерства, типология лидерства, особенности развития лидерологии, развитие школьных лидеров, лидер, периоды развития лидерства

This article was previously published in Russian in the journal *Pedagogy and Education*, available at this link: https://nbpublish.com/ppmag/contents_2024.html.

The phenomenon of leadership has been the subject of close study by modern domestic and foreign researchers. It is associated with the need to grow professional staff capable of quickly adapting to social transformations. In Russia, educating young leaders is fixed at the state policy level. It is implemented through several events that bring together youth sector representatives in accordance with their professional competencies. However, to educate a modern and competent leader, it is necessary to understand the genesis of the development of the social phenomenon of leadership.

The concept of leadership is complex and multifaceted, and many scientists have tried to uncover it in their writings. For example, A. L. Umansky defines leadership as one of the components of a block of common qualities of the socio-psychological structure of a group, which naturally arises with the development of the group as a collective. In his works, Alexander Lvovich also defined leadership as a phenomenon reflecting the differentiation of group members according to their degree of influence on the group as a whole [\[5\]](#).

S. V. Bobryshev reflected his ideas of leadership in his works: "a multifaceted socio-psychological phenomenon reflecting the degree of social-role, emotional-volitional and behavioral mutual acceptance of the leader's group, as well as the mechanisms of mutual regulation of the relationship between them" [\[4\]](#).

A. V. Malinovsky gives another definition in his writings: leadership as the ability to influence individuals and groups of people to awaken them to work toward achieving a goal.

[\[4\]](#)

In Russian social science, the topic of leadership has become relevant almost simultaneously with the beginning of the study of this phenomenon abroad. In the 1920s and 1930s, leadership was studied mainly by psychologists and primarily based on the material of children's groups (both organized and spontaneous). Most of the authors who wrote about the team at that time dealt with the problem of "leadership" in one way or another. Here, we can mention the works of E. A. Arkin, D. B. Elkonin, A. S. Zaluzhny, P. P. Blonsky, S. S. Molozhavy, M.vP. Feofanov, B. V. Belyaev, N. N. Korganov, I. Rudchenko, and others. They discussed the role and function of leaders in the children's collective, the factors of the child's promotion to leaders, the types of leaders, etc. The works of that time were largely descriptive and bear the imprint of the socio-political situation in the country in those years.

In the 1950s, the formation of school leaders in Russia had its own peculiarities related to the socio-political realities of the time. During this period, the views on leadership of L. S. Vygotsky, A. Leontiev, A. N. Lutoshkin, and A. Zaporozhets became fundamental. At that time, school leaders were formed under strict ideological orientation, reflected in education and upbringing. One of the main tools for forming school leaders in the 1950s was working with youth organizations such as pioneer detachments and the Komsomol. Students who were active and committed to the ideas of communism could occupy leadership positions in these organizations, which contributed to the development of their leadership skills. The formation of a school leader in the 1950s also took place through participation in various social events dedicated to holidays, commemorations, and sports competitions. Students who showed initiative and organizational skills could stand out among their peers and take a leading position in the team. In addition, an essential aspect of the formation of a school leader in the 1950s was the role of teachers and school leaders who guided students on the path of leadership development and promoted collectivism, camaraderie, and devotion to the ideals of communism [\[1\]](#).

Thus, the formation of a school leader in the 1950s in Russia was closely linked to the ideological principles of the time, active educational work in youth organizations, and teacher support. This period significantly impacted the formation of students' leadership qualities and determined the specifics of school leadership development during that period.

Only in the 1960s did Russian social science return to the study of the problem of leadership. During this period, a large number of works appeared on leadership. There have been repeated attempts to clarify and contrast these concepts. In the 1960s, significant social and political changes took place in the Soviet Union, which impacted leadership development. During this period, there was a noticeable shift in emphasis in Russia from the traditional authoritarian leadership model to a more flexible and collective one. Also, in the 1960s, Russia underwent changes in the economy and industry, which required a new approach to management and leadership. This led to the development of new leadership theories that emphasized the importance of collective leadership, employee participation in the decision-making process, and developing the potential of each team member.

When considering leadership, it is necessary to consider different approaches and schools of leadership in the main stages of its formation.:

1. Leningradsko-Peterburgskaya — E. S. Kuzmina (1967).
2. Leningradsko-Peterburgskaya — B. D. Parygina (1973).

3. Kursko-Kostromskaya — L. I. Umansky (1972).
4. Moskovskaya — A. V. Petrovsky (1980).
5. Moskovskaya — R. L. Krichevsky (1977).

In the 1960s, some of the most well-known names in social psychology at the Leningrad-Petersburg School were engaged in studying leadership: P. V. Bakhareva, T. V. Bendas, I. P. Volkov, N. V. Grishina, Yu. N. Yemelyanov, A. A. Ershov, A. I. Zakharov, A. II. Kapustina, 3. A. Linkova, O. S. Mikhalyuk, S. S. Mikheeva, V. N. Panferov, L. G. Pochebut, A. A. Rusalinova, A. L. Sventsitsky, V. E. Semenov, N. F. Fedotova, V. A. Chiker, E. S. Chugunova, A. Y. Shalyto, N. Y. Khryashcheva, and others.

Thus, the 1960s in Russia were marked by a transition from the traditional authoritarian model of leadership to more flexible and collective approaches, as well as a strengthening understanding that leadership can manifest itself not only in politics but also in other spheres of life, such as science, industry, and culture.

One can observe a harmonious combination of foreign and domestic achievements within this area. The previously existing distance from foreign leadership studies was overcome: theories and experimental facts were analyzed and adapted to domestic conditions, and work was carried out to adapt foreign methods and techniques for studying leadership. As a result, Soviet researchers had a rich methodological arsenal: sociometry, interviews, observation, various scales, and Fiedler's methodology; personality questionnaires and tests, content analysis, GOAL (group personality assessment), experimental homeostatic method (also used in the research laboratories of F. D. Gorbov and N. N. Obozov) and active methods of training leaders and supervisors were developed.

The theoretical aspects of leadership were also specified. For example, leadership began to be considered as a function of a group; an approach to leadership was formulated from the perspective of the group's level of development; various group structures represented by leadership and leadership processes, as well as systems of vertical and horizontal relationships related to these processes, were identified; criteria for the effectiveness of management of the production team were developed.

Research on the topic of leadership continued in the 1970s at the Kursk-Kostroma school. This trend in Russian leadership is primarily associated with the name of L. I. Umansky. For many years, his students and followers were A. S. Chernyshev; Lunev Yu. A., Sarychev S. V., A. N. Lutoshkin, E. M. Zaitseva, Kryukova T. L., I. N. Logvinov, and others. At the same time, representatives of the Moscow School, R. L. Krichevsky, E. M. Dubovskaya, I. B. Antonova, S. V. Kovalev, M. M. Ryzhak, and others have been working on leadership development. They developed the concept of leadership as a value exchange between a leader and a group; generalized foreign works relevant for that period; leadership was studied in groups of schoolchildren, students, and sports teams; the phenomenology of leadership was expanded; leadership mechanisms (in particular, identification with the leader) were studied; differentiation factors were analyzed; personal determinants were studied, etc.

All these activities are primarily related to the fact that in the 1970s, significant changes in the political, economic, and social spheres were noticeable in the Soviet Union, which also influenced leadership development. During this period, a gradual development of a more collective and collegial approach to government began, influencing the leadership model. In the economic sphere in the 1970s, the Soviet Union underwent changes related to increased

economic planning and management. This required new leadership skills and qualities, including making decisions in a rapidly changing environment. Social movements and civic engagement have intensified in the social sphere, which has also impacted the formation of leaders who had to take into account the interests of various social groups, as well as be able to mobilize people to achieve common goals.

Thus, the 1970s in Russia were marked by political, economic, and social changes, which also influenced the development of leadership models. At that time, new management approaches began to take shape, reflecting the collective and collegial nature of decision-making and requiring new skills and qualities from leaders.

Later, supporters of the Moscow School continued their work on leadership studies as early as the 1980s, of which A.V. Petrovsky is a prominent representative. He proposed a theoretical topological model of the activity mediation of leadership traits in his writings. This allowed for a new look at the old problem: the "personality of the leader" [3]. According to the model, for each type of group, there was a particular set of personal characteristics that are important for the leader or leader of this group [3].

The 1980s in Russia were a period of significant changes in the education system, which also affected the formation of school leaders. At that time, school self-government was actively developing, which became one of the main tools for developing students' leadership skills. School leaders of the 1980s were often formed through participation in school self-governing bodies such as school councils, student self-government committees, and others. Active and proactive students could take leadership positions in these bodies, which contributed to developing their leadership skills and critical related skills: responsibility, teamwork, leadership skills, etc. The formation of a school leader in the 1980s also took place through various social events, volunteer work, sports competitions, and other events where students could demonstrate their organizational abilities, communication skills, and the ability to mobilize peers to achieve common goals. In addition, an essential aspect of forming a school leader in the 1980s was the role of teachers and school leaders who stimulated and supported the development of students' leadership skills, created conditions for self-realization and manifested leadership abilities.

In the mid-1980s, important changes took place in the Russian history of leadership studies, reflecting democratic and economic transformations in society. This is due to lifting an unspoken ban on specific topics and concepts, namely research on political leaders, ethnic differences between leaders and leaders, etc. Revising some concepts marks this period, and studying poorly developed topics begins. As a result, leadership research has acquired certain features over the past decade and a half:

- quantitative increase in work on the problem;
- the emergence of branches of leadership study: political, organizational, sports, educational, family;
- the transition from harsh criticism to a serious analysis of the achievements of foreign science;
- revision of the concept of leadership and the emergence of new terms related to it;
- development of the age-related aspect of leadership;
- the emergence of new concepts;

- formation of a gender-based approach to leadership;
- conducting the first cross-cultural leadership studies;
- the emergence of interdisciplinarity in leadership development [\[3\]](#).

Thus, the formation of a school leader in the 1980s in Russia was associated with active participation in school self-government and social activities and support from teachers and heads of educational institutions. This period was a time of formation of a new generation of leaders who were able to apply their skills and experience in various spheres of public life.

In the last decade of the twentieth century, school leaders formed in the context of fundamental changes in society and the education system. The destruction of Soviet ideology marked this period, the collapse of the Soviet Union, and the transition to a market economy. In this regard, forming a school leader has acquired new features. In the 1990s, the emphasis in forming school leaders began to be on developing personal qualities, independence, and entrepreneurial skills. School leaders began to be perceived as performers of ideological tasks and active participants in public life, able to make decisions and influence others. An important factor in forming a school leader in the 1990s was the active development of public organizations, clubs, and student and school governments. Students had the opportunity to show their initiative and leadership skills through participation in various projects, events, and social activities. Another critical aspect of forming a school leader in the 1990s was the role of teachers as mentors and support for students. Teachers began actively developing methods of working with students to develop leadership skills, independent thinking, and responsibility. In addition, school curricula have started to pay more attention to developing social skills, communication, conflict management, and psychological training. This allowed students to develop leadership skills, teamwork, decision-making, and conflict resolution. All these aspects have given the main impetus to the development of modern leadership among schoolchildren, which it currently is.

Thus, the formation of a school leader in the 1990s in Russia was associated with the active development of public life, strengthening the role of educational institutions in the formation of leadership qualities of students and changing priorities in the educational system. This period had a significant impact on the development of school leadership and formed a new approach to the formation of leadership qualities of students.

Most Russian leadership studies of the twenty-first century are characterized by considering the phenomenon in the context of joint group activities, so researchers focus not just on "situations" but on specific tasks in which certain group members can demonstrate their organizational ability to solve tasks. The difference between a leader and other group members is not in the presence of unique features but in the presence of a higher level of influence.

An example is the concept of value exchange developed by R. L. Krichevsky as a mechanism for promoting leadership, although this idea was previously developed in social psychology. The leader is considered to be the one in whom those qualities especially significant for group activity, i.e., valuable for the 5th group, are presented in the most complete form. Thus, in the course of interaction, a group member is promoted to a leadership position, with whom the group is identified, as it were, because they embody its values more fully than others. That is why they have the greatest influence [\[2\]](#). Currently, the question of the

effectiveness of pedagogical guidance and support for children's leadership is of great interest. Specific situations and pedagogical technologies are being developed to facilitate the process of educating a leader. Many scientists, for example, T. E. Vezhevich, A. G. Zalevskaya, O. N. Kapirenkova, V. A. Pavlova, G. Sh. Tazhutdinova, A. L. Umansky, and others, are working on the creation of methods and programs for the formation and development of child, adolescent, and youth leadership.

The analysis made it possible to identify differences in approaches to the phenomenon under study, typical for both domestic and foreign researchers. The beginning of leadership studies is noted in the writings of ancient philosophers, who focused on the characters of famous figures in the historical process. Subsequently, the work of Western theorists became the basis for considering the phenomenon of leadership through the prism of personality and through situational analysis of the process of implementing their activities. The interactionist approach allowed us to combine both areas of research.

Leadership is a truly complex social phenomenon. The development of this area is relevant in this period of time. Society and its dynamics present new challenges and create new demands for a true leader. The ability to manage a group, interact with each member, take responsibility, and lead the team to its goal can currently be called art. Leadership issues are key to achieving effective work organization. On the one hand, leadership is considered as the presence of a certain set of qualities attributed to those who successfully influence or influence others; on the other hand, leadership is a process of predominantly non-forceful influence to achieve a group's goals. Leadership is a specific type of managerial interaction based on the most practical combination of various power sources and aimed at encouraging people to achieve common goals.

Библиография

1. Уманский, Л. И. Психология организаторской деятельности школьников / Л. И. Уманский. – Москва : Просвещение, 1980. – 160 с.
2. Тимонин А.И., Тимонина Л.И. Школа лидера: цикл учебно-развивающих занятий для старшеклассников областного лагеря старшеклассников имени А.Н. Лукошкина "Комсогр" / Под ред. А.И. Тимонина, Л.И. Тимониной. – Нижний Новгород: изд-во ООО "Педагогические технологии", 2008. – 88 с.
3. Фридман Л.П. Изучение личности учащегося и ученических коллективов. М.: Академия, 2013. – 210 с.
4. Платонов Ю.П. Путь к лидерству. СПб.: Речь, 2011. – 348 с.
5. Рожков М.И, Организация воспитательного процесса в школе / М.И, Рожков, Л.В. Байбординова. – Москва : Просвещение, 2001. – 354 с.
6. Смекалова Е.М. Школа лидерства: Методические рекомендации. М.: ТЦ Сфера, 2011. 96 с.
7. Петровский В. А. Личность в психологии : парадигма субъектности / В. А. Петровский. – Ростов н/д : Феникс, 1996. – 101 с.
8. Немов, Р. Психология. – М.: Просвещение, 1998.
9. Парыгин Б. Д. Основы социально-психологической теории / Б. Д. Парыгин. – Москва : Наука, 2019. – 211 с.
10. Морозов А.В. Социальная психология. М.: Академический проект, 2009. – 340 с.
11. Маркова М.Ю. Развитие лидерских качеств и организаторских способностей в детском общественном объединении. М.: Изд. Просвещение, 2014. – 142 с.
12. Лутошкин, А. Н. Как вести за собой: Старшеклассникам об основах организаторской работы / А. Н. Лутошкин / А. Н. Уманский 2-е изд., перераб. и доп. – Москва : Просвещение, 1981. – 221 с.

13. Гурова Р.Г. Формирование личности школьника в коллективе / Под редакцией Р.Г. Гуровой. – М.: Просвещение, 1959.
14. Кричевский Р.Л. Феномен идентификации в лидерстве у старшеклассников // Социально-психологические проблемы личности и коллектива. – Ярославль: ЯрГУ, 2012. С. 122-126.
15. Асеев, В.Г. Мотивация поведения и формирования личности [Текст] / В.Г. Асеев – М.: Мысль, 1976.
16. Гоулман Д. Эмоциональное лидерство: Искусство управления людьми на основе эмоционального интеллекта. М.: Альпина, 2012. – 301 с.

Результаты процедуры рецензирования статьи

В связи с политикой двойного слепого рецензирования личность рецензента не раскрывается.

Со списком рецензентов издательства можно ознакомиться [здесь](#).

Объектом исследования в представленной для рецензирования работе выступает лидерство как педагогически формируемое качество, предметом же – соответствующий педагогический процесс в социально-историческом пространстве второй половины двадцатого века.

Актуальность исследования несомненна, поскольку о лидерстве как о значимом качестве весьма часто говорится в наши дни, при этом, как правило, в управлеченческом контексте, тем не менее, освещение данной проблематики в сугубо педагогическом разрезе в современном публикационном поле наблюдается сравнительно редко.

Автору удалось в сжатой форме провести обзор лидерства как формируемого качества на сравнительно длинном отрезке на очень обширном социально-историческом фоне, и это, по нашему мнению, есть основная заслуга работы, определяющая её новизну.

С методологической точки зрения статья имеет сугубо теоретический характер, что естественно для работ исторического толка, однако, нельзя не отметить, что «мостик» к современным реалиям и проблемам усилил бы ее актуальность и значимость.

Основным методом исследования выступает историко-педагогический анализ, эффективность его применения определяется тем, что из текста явно видны специфические черты каждого десятилетия в педагогическом разрезе.

С языковой точки зрения работа выполнена на хорошем уровне. Несмотря на научность изложения, текст не перегружен специализированной терминологией, легко воспринимается даже неподготовленным читателем и может, таким образом, вызвать интерес у весьма широкой публики.

Заслуживает внимания подробный обзор авторов, исследовавших данную тему с указанием их конкретного вклада в ее развитие.

Список литературы соответствует требованиям и находит смысловое отражение в тексте работы.

С содержательной точки зрения статья представляет большой интерес и выполнена на высоком уровне качества, хотя, еще раз подчеркнем, что работа в значительной степени выиграла, если бы автор показал, как опыт прошлой эпохи перекликается с современными реалиями. Однако существует ряд замечаний структурного характера.

Текст не разбит на отдельные взаимосвязанные части, что принято в научно-аналитических работах. Сплошной текст делает статью похожей больше на фрагмент учебника и придает тексту просветительский оттенок.

В заключении фактически автор ещё раз подчеркивает актуальность работы, между тем в тексте содержится очень хороший материал для тезисных выводов.

В статье отсутствует методологический блок с обоснованием исследовательского

инструментария.

С учётом специфики материала напрашивается табличное его представление в заключительной части с синтезом основных специфических черт рассматриваемых десятилетий в педагогическом разрезе.

Указанные замечания в целом имеют рекомендательный характер и не отменяют понимания того, что статья представляет собой содержательно насыщенную работу и заслуживает публикации в рецензируемом журнале по психолого-педагогическому направлению.