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Individual and creative approach to studying the problem of developing leadership potential among future teachers of preschool education

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Abstract

Relevance. This study addresses the training of future preschool education teachers and explores approaches for enhancing their leadership potential. It emphasizes the importance of developing leadership skills at both personal and professional levels for specialists working with preschool children.

Purpose. The purpose of the study is to provide a theoretical foundation and develop methodological guidelines for using modern approaches to cultivate leadership skills among preschool education specialists in universities.

Methodology. The study employed analysis and modeling methods, starting with a historical and pedagogical approach to understand the development of preschool teacher training. It involved analyzing scientific and methodological literature, legislative and regulatory documents, and applying theoretical and empirical research methods.

Results. The study identified key issues in developing leadership potential among future preschool education teachers. It also outlined principles for selecting content and using information and communication technologies in teaching preschool children.

Conclusions. The research provides theoretical insights and practical guidelines for higher education institutions in Kazakhstan. These findings support the development of conditions, methods, and training opportunities that focus on enhancing leadership skills among future preschool teachers.

Keywords: leadership skills; training of specialists; pre-schooler; teacher.

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Introduction

Leadership skills are important not only as a means of self-expression upon studying at a university but also for the social adaptation of a graduate of a pedagogical university to harsh and extreme modern life situations. Leadership skills contribute to the competitiveness of the future teacher in the rapidly changing world. The modernisation of higher education increases the interest in the professional training of teachers working in preschool educational institutions, and in their awareness of the values of personal professional activity. The introduction of modern educational standards of preschool education establishes and encourages the search for new approaches to professional training of specialists at the university focused on the development of personal capabilities, activity, and creative individuality of specialists who can perform their professional activities, considering the main trends and approaches in the development of the preschool education system [1].

During training, future specialists should develop a professional perspective, on which the quality of preschool education and the entire system in general would depend. This implies strengthening the practical component of the professional training and determines the relevance of the subject under study. The issue of the development of the professional perspective among teachers of preschool education at university was investigated by many modern researchers, such as L. Dragvik and J. Grande [2], J. Abanto, E. Vidigal Phelps and N. McBride [3], who studied the essential features of the "leadership potential" concept, defining it as an integral and stable system of relations.

The new socio-cultural personality-oriented paradigm of higher education allows solving the problem of developing teacher's leadership skills as professionally significant qualities, considering that the effectiveness of professional training is determined primarily by the degree of their development as a holistic phenomenon. The moral values of the teacher are a substantial factor [2]. Among the current processes united by globalisation and the information explosion, the crisis of the conventional model of childhood stands out in particular. Children grow up in a modern environment, their experience differs from their parents', and the usual mechanisms of upbringing in the family are modified. Nowadays, there are more opportunities for career growth. Thus, parents do not always have enough time to develop the personality of a preschool child. Reduced communication in the family and lack of empathy entails difficulties in the development of preschool children. Children do not receive due care, affection, and parental love, which does not fulfil their need for recognition and success [3; 4].

An urgent issue is the rise of cynicism among the younger generation, rudeness, callousness, aggressiveness under the influence of computer games, which reduce children's control over their behaviour and develop addiction. As a result, there is an increased level of anxiety, indecision, selfishness, and spiritual emptiness. All these criteria and modifications require a revision of the relations between educational organisations and the family, the development of constructive tools for relations with families, the renewal of the preschool education

programme, and the improvement of the professional training of preschool teachers, the necessity of which is growing every year. Notably, the connection between socio-cultural changes in the environment and their influence on the transformation of the value system of preschool education figures is not clearly visible in pedagogical practice. This spawns numerous contradictions, the resolution of which contributes to the effective solution of the tasks of modern preschool educational organisations. These include the following contradictions [5]:

1. The ongoing changes in the structure of the preschool educational organisation, the crisis of the established model of childhood and family, the conventional requirements for the professional and personal qualities of preschool education specialists.

2. The need to consider the training of future specialists in preschool education and the lack of development of adaptations for the interaction between all participants of the educational process in designing of variable curricula.

3. The necessity of practice for active, proactive, inventive specialists of preschool education and the lack of means at the university that actualise the development of leadership potential in students.

Materials and Methods

The effectiveness of the work of educational institutions depends not only on the training programmes and development of professionalism among future specialists but also on the personality of the teacher, one's ability to get along with children. Every talented, highly qualified teacher includes the general theoretical achievements of pedagogy, personal experience, individual preferences and traits of the children with whom one works in teaching practice. Therefore, even the most perfect theory cannot give a definitive answer to what a teacher should be, but it is the foundation for even the most gifted among them [6]. Modern pedagogical theory and practice undergoes substantial changes. The development of a modern education system, which focuses on the world educational space, is taking place. Social, economic, and political modifications require changes in the modern system of higher education, the multiplication of the mental and spiritual potential of society, the training of a new generation of specialists who can implement educational standards, and introduce new educational technologies.

The analysis of the methodological background of the study started with the historical and pedagogical approach to the understanding of the analysis of the subject, the representation of developing the training of preschool teachers through understanding of the originality of national culture within the framework of other peoples' culture; the thesis about the need to assess historical and pedagogical phenomena in terms of the possibility of using advanced pedagogical ideas in modern times based on the integration of state and cultural principles, which provide for orientation towards national and universal values upon analysing historical and pedagogical facts. Based on the analysis of scientific and methodological sources of literature, the study characterised the central concepts relating to the subject under study. The list of analysed concepts includes "leadership", "leadership potential",

"preschool education", the essence and specificity of these terms were defined; the study identified the main necessary leadership skills of future specialists of preschool education in higher education institutions, which determine the degree of their professional preparedness for teaching. The following research methods were chosen for achieving the set purpose:

– theoretical method (analysis of psychological, philosophical, pedagogical, and methodological literature on the subject matter);

– analysis of legislative and regulatory documents and sources that govern the issues of higher professional and preschool education at universities;

– empirical (survey-diagnostic; modelling; study of documentation; pedagogical experiment).

1. At the first stage, the philosophical, pedagogical, psychological, and sociological literature on the subject matter was analysed. The collection of reliable material on the subject "Individual and creative approach to the study of leadership potential development among future preschool teachers" was compiled, the problem of the study was identified, the relevance and purpose of the study were reasoned, and a plan for a trial study was drawn up. The study performed the pedagogical experiment, which identified the state of affairs concerning the issue under study, with analysis and generalisation of the main indicators of the leadership skills development among specialists of preschool education in the university.

2. At the second stage, the content and technological supply of creating leadership skills among future specialists were developed.

3. At the third stage, the theoretical theses of the study were clarified, and the results were summarised. The study results were processed, theoretically generalised and classified.

The reasonableness and conclusiveness of the study results were ensured by the methodological and theoretical rationality of the initial positions; the integrity of general scientific and specific research methods, adequate relevance and purpose, objectives and logic of the study; the combination of quantitative and qualitative analysis.

Results and Discussion

The establishment of an educational space in the Republic of Kazakhstan constitutes an undoubted movement towards the world community accession. At the same time, it constitutes the preservation of the national educational environment as a unity, its national foundation and the successes in the development of this sphere. The indivisible pedagogical space is a model of education focused on creating the position of the future specialist during personal pedagogical development. The potential of designing their personal professional development is ensured, which should focus on the personal potential, the real level of development of their educational activities. Performing professional activities requires considerable preparation, which allows achieving professional qualitative and quantitative results of less time-consuming work, mental and physical strength based on the appropriate techniques for performing work. Thus, the development of readiness to use pedagogy in the education of preschool children is an urgent issue among future specialists of preschool education.

The effectiveness of the work of educational institutions in Kazakhstan depends on the teacher's personality, on the awareness of the teaching staff, who foremost represent methodological services at all levels. The modern concepts of preschool education require the educator to be proactive and creative when incorporating the ideas of interactive personality-oriented development and learning, can generate progressive ideas to their professional work, and to replace outdated approaches with modern ones. Preparation for pedagogical activity is an essential component for professional pedagogical education, and it is necessary to create a purposeful preparation of students for this job. Future specialists are required to obtain the necessary level of knowledge, skills, and abilities relating to the educational activities of pre-schoolers during studying at the university. Modern socio-cultural environment in the Republic of Kazakhstan set the task for the system of professional preschool education to prepare an informed competitive specialist to work in rapidly changing world that can independently and creatively find solutions to the tasks set and are ready for further self-education and self-development [7; 8].

In the context of modern reforms of the educational environment of Kazakhstan, the strategy of training future specialists in preschool education is being modified. Modern scholars are especially interested in the training of specialists who can creatively utilise their pedagogical skills in the rapidly changing situation. Thus, in the modern pedagogy, there are dual processes associated with the modification of its content features. One of the distinctive features of such processes is that the content of professional preparedness of students of a pedagogical university in general and a teacher of preschool education in particular is reviewed and rethought. The issue of providing pre-school educational institutions in Kazakhstan with professionally knowledgeable teaching staff who can effectively manage the educational process and promote the successful socialisation of preschool children is acute. Therefore, professional education meets an important task to develop leadership and professionally significant skills among future teachers of preschool education, which determine their professional preparedness to work with preschool children. Prerequisites for the solution of this question serve current approaches and directions in the training of future educators: the transition from the concept of "qualification" to the concept of "competence"; switching to a multi-level system of higher education; quality of education as the core task of creating a common European space, to support a significant status and the degree of professional knowledge among future teachers [9; 10].

The leadership potential development from infancy is determined by the interaction of biological (character traits and health) and social factors.

In modern psychology, the following classifications of leadership are distinguished:

- by activity content;
- by the activity nature;
- by activity orientation.

The leader in the teaching staff of preschool education is a professional who can get along with everyone (with pre-schoolers, with teachers, with parents).

The future teacher of preschool education should be accepted by pre-schoolers as an example and standard. It is important to lead considering not only entries in the diploma but also the unanimous choice of its students. This means understanding their environment, holistic communication, the actions of the teacher those preschool children perceive as desired by themselves [11]. For becoming a leader, one needs to:

- accurately and quickly navigate the interlocutor proceeding from the situation at hand;
- the ability to look at the world through the eyes of those whom one intends to lead;
- to be not only a friend but also a commander; to inform about what is happening; to conduct a dialogue;
- be able to predict the outcome of dialogues and situations;
- knowledge of the discipline and, most importantly, the way this discipline will help pre-schoolers, what they will gain with it [12].

The main leadership qualities of a preschool teacher are confidence based on competence, and reliance on the opinion of the majority is derived from the non-stop analytical thinking, which reaches an unconscious level.

Teachers and psychologists discuss "charisma", since the modern teacher and one's students are a single whole; here, the teacher is a leader, and the right to this role is given by leadership skills in general, recognised and confirmed by rating features [13; 14]. The closer the future teacher will be to the position of the "leader", the wider one's consciousness is, and more accurate and relevant speech impact on the interlocutor and interaction with them, advanced knowledge on modern culture and adolescent subculture, which arrogant disregard will never allow even the most intellectual teacher to become a leader.

The task of the leader is to present the surrounding world and its diversity objectively, and at the same time rid the preschool child of the confusion that accompanies the destruction of egocentric priorities, which are replaced by an adequate perception of objective phenomena and objects.

Leadership is the ability to display information that is interesting to the child during the communication with a pre-schooler, but at the same time this information should be both desirable and sudden, developing the attention and interest of the pre-schooler. A communicative leader is a person of dialogue [15; 16].

The main task is to be not just a leader, but a leader with effective activities. Author of well-known academic works A. A. Ozdemir [17] proved that all individuals with effective leadership potential who work with pre-schoolers have one major common feature. They possess a quality that is now called emotional intelligence. A. A. Ozdemir [17] concluded that emotional intelligence is an unavoidable condition of competent leadership. A person who does not possess this type of intelligence can have perfect training, a sharp mind and continuously generate new ideas, while not becoming a great leader. The components of emotional intelligence are self-awareness, control of emotions and actions, personal motivation and social adaptation.

Notably, the leadership potential is found in the individual style of every specialist. There is a so-called leadership style of relations and teaching. The potential of

a leader depends on the type of temperament, character, emotionality of the teacher and one's upbringing. This specialist is close to a sanguine type, that is, a calm person who easily and quickly responds to surrounding events. The main character traits of this specialist are sociability, mobility, activity. Leadership potential in their activities is used exclusively by those who can convince and lead individuals.

The professional activity of a preschool specialist in Kazakhstan has its specificities. Many scholars emphasise that successful development of a pre-schooler, one's personal initiative and social well-being depends on competent purposeful leadership of the educator and leader. As a result, the specificities of the professional and pedagogical activity of the preschool educator include invariant requirements and features that are enriched by the specificities of the professional activity: the age of preschool children, structuring of the organisation of activities, the specificities of interaction between children and educators. The structure of a preschool teacher's activity is determined by its mission, which is related to providing organisational and managerial conditions for the successful education and socialisation of the child in preschool education [18-20]. The issue of leadership is one of the most acute problems in the social sciences. Many scholars are engaged in the study of leadership, including I. Abankina and L. Filatova [20], K. Clayback and M. Hemmeter [7], E. Soltero, N. Parker and S. Mama [6], V. Coelho, F. Åström and K. Nesbitt [12].

A person spends one's life in a social context, lives and works as part of various groups, is influenced by various informal and formal leaders, which can be people with different personal qualities and social status. The concept of "leadership" is the research subject for a number of social sciences such as sociology, political science, psychology. Leadership is immutable in every civilised society and permeates all spheres of life [12; 17]. The phenomenon of leadership, as well as many other phenomena in the human social environment, is so complex that a scientific definition of it cannot be clear and trivial. At the same time, the words "leader" and "leadership" appeared in common language long before the emergence of scientific theories about leadership. However, the modern life requires modernising the system of preschool education based on innovative development of the leadership potential of the future specialist. The probability of successful completion of this task requires improving the professional training of preschool education specialists at university. Nowadays, the social development is quite dynamic and saturated. The transformations that occur in the system of modern education are determined by the need to increase the quality of higher education, which is impossible without changing the requirements for a modern teacher [3; 21]. The following personal and professional qualities and competencies of a preschool teacher are:

- a clear vision of the current challenges of preschool education;
- valuing the child, culture, creativity;
- humane teaching position;
- the ability to take care of the ecology of childhood, the preservation of the spiritual and physical health of children;

- showing concern for the development of personality of very child;
- the ability to create and constantly enrich the cultural-informational and subject-developing educational environment.

The research is focused on solving relevant research question, which is the need to identify the theoretical, organisational and technological foundations for the development of professionally significant qualities of modern preschool teachers considering the changes in the goal settings of vocational education, the change in the paradigm of pedagogical knowledge, which is expressed in the need of society to improve the pedagogical culture of modern people. The analysis of modern studies on the development of the education process of future specialists of Kazakhstan in the education of preschool children has shown that there are developments for the implementation of the activity approach, which involves focusing on the development of the creative potential of the individual and allows considering the individual features of any student by including them in activities for self-actualisation and personal growth. According to D. Blau [22], the activity approach to training involves the selection of the content of educational disciplines, considering the specificities of future production activities. This approach is described by identifying the features of the students' understanding of the cultural and historical experience of humanity, and its transferring.

The modern system of developing training of specialists of preschool institutions on the example of leading foreign countries. For example, in Japan, preschool institutions educate more than half of children. The high quality of educational work is provided by training teachers at the pedagogical faculties of universities, at pedagogical universities (institutes) and colleges. French teachers are trained at the university first, and then at "normal schools", which have the status of vocational universities. The curriculum covers 4 modules of disciplines: general pedagogical; subject training, learning about new equipment and technology; preparation for educational and administrative work; elective courses of the student's choice. It is necessary to pass two years of pedagogical training to work as an assistant teacher [5; 23]. For example, in the United States, every state has its standards for training teachers. Specialists of preschool education receive a general two-year academic training, and within two to four years they master disciplines related to the mental and physical development of the child. Graduates receive a license certificate, and the one with a high score allows them to continue their studies for another two years in graduate school and receive a master's degree. It is quite possible to transfer the training of preschool teachers to the university in the nearest future [24; 25].

A modern teacher must strive for self-improvement within the framework of the ideas of humanisation of education, must know and use the achievements of science, develop original methods of teaching children, and work with parents and the public effectively [26; 27]. The key to successful pedagogical activity of a teacher is one's intelligence, modern worldview, objective self-esteem, pedagogical tact, highly developed professional qualities, psychological and pedagogical education, and the ability to work with children. Pedagogical activity is a dynamic

system, which components are four interrelated components [9]:

1. Design component provides for the structure of the system of goals and objectives, planning of personal activities and activities of preschool children.
2. Constructive component combined with the selection and organisation of educational material.
3. Organisational component is the ability to organise the pedagogical process and to create a developing environment for the child.
4. Communicative component is associated with the ability to establish and develop pedagogically appropriate relationships with children, their parents, and colleagues.

Thus, a specialist of a preschool institution must master the established set of knowledge and skills, develop positive qualities of leadership potential and professional skills for a successful activity. The integrity and interaction of these criteria is a prerequisite for the effective implementation of the professional functions of a preschool teacher, which are [28]:

1. Child care. It covers ensuring children's activity based on progressive methods and technologies of pedagogical activity; taking care of their health; developing positive emotions; creating a rational educational environment; providing first aid if necessary; conducting hardening and other health-improving measures; preventing violations of children's health.

2. Gnostic-research. The goal is to study the individual and personal traits of children; to collect and analyse the facts of their behaviour, to establish the causes and consequences of the actions of pupils; to design the development of the personality of every child and the children's team in general; to learn best practices, new pedagogical technologies.

3. Educational. It is presented in the development and implementation and in education and training, the selection of new forms and methods for the development of a child's attitude to nature, the surrounding world, other people and themselves, interest and culture of knowledge.

4. Design and organisational work. It is focused on the organisation of the pedagogical process in kindergarten; the use of new forms that ensure the effective development of children; modelling and management of various types of their activities; pedagogical management of their behaviour and activity.

5. Diagnostic. It consists in determining the level of development of children, the state of the pedagogical process, the tasks of educational work with children and parents, the results of their pedagogical work and their compliance with the modern requirements; the use of corrective methods.

6. Coordinating. It ensures the unity of the work of child education and the family to create a full-fledged potential of the guilty environment, favourable for the development of an independent, creative personality of the child; the use of pedagogically appropriate forms of work with parents based on a differentiated approach to different types of families.

A preschool teacher's performance of one's duties requires not only professional skills, but also the leadership potential [1; 29]:

1. Pedagogical focus. The core of pedagogical focus is an interest in one's profession and love for children, professional purpose, intentions and attraction to work.

2. Empathy. It is defined by the ability to be compassionate, to respond expansively to the experiences of a preschool child.

3. Pedagogical conduct. Conduct is a sense of boundaries in relationships with the environment, which is expressed in the ability to adhere to the rules of decency.

4. Professional optimism. The foundation of professional optimism is the teacher's belief in the strength and ability of every student. The preschool education specialist is always attuned to the perception of their positive qualities [30].

5. Culture of pedagogical communication. The teacher must be able to build the right relationship with children and their parents.

6. Authority. Trusting relationships with parents is the most important for gaining the authority in the eyes of the child. The main personality traits of a preschool teacher can also be conscientiousness, self-discipline, energy, patience and self-control [31].

Thus, it is necessary to create competent methodological support, the development of conditions that contribute to the development of the teacher's leadership potential in every preschool organisation for specialists to meet the current requirements. For the successful implementation of pedagogical activity, the preschool educator must master the knowledge of preschool pedagogy, child psychology, individual psychological traits, age-related physiology, preschool pediatrics and hygiene, rules for protecting the life and health of children. At the same time, it is necessary to master information that covers the purpose, objectives, principles, content of education and training of children at the general theoretical level, as well as the optimal conditions, forms, methods and means of leading the educational process, organising games, intellectual and physical work, artistic creativity, organising the space of children's life. This knowledge is needed by the educator not as theoretical baggage but as the foundation for the practical skills necessary in his activity [2]:

- analyse the programme and methodological literature, advanced pedagogical experience;

- organise and plan the development of children through various types of activities (play, educational, household, labour, cultural, musical, etc.);

- analyse pedagogical situations and phenomena, children's behaviour and one's actions;

- to diagnose the development of children, to organise differentiated training and education considering this diagnose, to evaluate the results of one's activities objectively;

- produce didactic manuals and use them to optimise various forms of the educational process;

- to foster children's interest in the spiritual, historical, cultural and national values of the people;

- promote pedagogical knowledge among parents and the public, involve parents in the work of preschool institutions; effectively use the heritage of folk and classical pedagogy;

- interact with the assistant teacher, music director, head of physical education, methodologist, head of preschool institution.

The psychotherapeutic and psychocorrectional skills of a specialist to support a child support in overcoming the difficulties of personal development, preventing interpersonal conflicts, weakening and neutralizing psychotraumatic situations are of a particular importance. The personality-oriented model of education in Kazakhstan demands the educator to pursue personal, professional development, communication skills, and the ability to be an active participant in personality-oriented communication in particular. The teacher must have certain personal qualities to achieve effective results in education [13; 32]:

- the ability to reflect (one's awareness of how the person perceives oneself in communication) and control the results of pedagogical activity, cooperation with the child on the principles of humanism, the development of child's personality;

- the ability to identify and consider the interests of children, their right to respect, support them emotionally and morally, the desire for emotional intimacy in communicating with them, the ability to direct it to ensure psychological comfort and timely personal development;

- constant focus on expanding knowledge, self-study and self-education to improve their teaching skills.

According to educational and qualification levels, types, forms and terms of training, sources of funding, to meet the interests of the individual, the needs of every region and state among teaching staff [33].

The content of university training must meet the following requirements [28]:

- priority of national and universal spiritual values;

- organic connection of special courses with the national culture, history, traditions of the people and the state;

- development of students' needs and abilities for learning;

- development of personal leadership potential among future specialists;

- democracy of the system of teaching disciplines, the freedom of students to choose the forms of classes and training courses;

- continuous system of higher pedagogical education: pre-university, university, postgraduate.

Modern realities focus on special training of a preschool education specialist as a humanistically oriented person who can quickly respond to the dynamics of socio-cultural processes, conditions of personal professional activity, develop and implement modern technologies during learning and personality development [15]. Modern preschool institutions need teachers who can continuously improve their leadership skills and professional level. This requires absolute internal motivation, the desire to work independently on oneself and one's skills. Teaching activities must be creative in nature, considering the specifics of future professional activities, individual mental traits of a preschool child, one's inclinations, abilities, range of interests, life guidelines and aspirations. The focus of modern education on the development of a professional creative personality of a specialist, who can implement any educational standards and introduce new learning

technologies, requires effective organisation of indivisible professional training at universities, updating the content of professional training of future educators, finding rational means, methods and forms for its implementation. The issues of developing the preparedness of future specialists for professional activity have been reflected in many academic studies.

Conclusions

When determining the current level of leadership potential among future preschool education specialists, it was revealed that scholars distinguish human-personal and communicative features of the individual, as well as functional literacy and reflexive skills, among the most significant professional qualities. However, many educators do not understand how to fully implement the principle of direct interaction of participants with each other, which is very important for preschool education. The development of the ability to conduct pedagogical practice based on this principle is described. It is proposed to gradually involve students, who are future specialists, in real future professional activities. The results of the analysis of modern academic research convincingly assure that the priority for the higher education system is the training of a future specialist, which is based on the development of worldview, beliefs, creative skills, and professional flexibility of a specialist.

This idea must become the core of the professional pedagogical activity of a new generation of preschool education specialists. It is necessary to develop

psychological preparedness of educators for pedagogical creativity, special support and assistance for the child, psychological and pedagogical support, purposeful pedagogical guidance of the child's activities on the part of adults, create pedagogical environment for the development of creativity among children in preschool age for a child to become an active participant in various types of cultural activities. Thus, there is professional and pedagogical training of future teachers of preschool education for pedagogical creativity. The presented experience of the stages of training of Bachelors and specialists is required in the system of higher pedagogical education for preschool children, since it allows providing not only a theoretical level but also to organise high-quality practical training. However, the issue of preparing future specialists for the development of mathematical competence of children of different age groups in preschool educational institutions remains underdeveloped, which is the prospect for further research in this field.

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Conflict of Interest

None.

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Індивідуально-творчий підхід до вивчення проблеми розвитку лідерського потенціалу майбутніх педагогів дошкільної освіти

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Анотація

Актуальність. Це дослідження присвячене підготовці майбутніх педагогів дошкільної освіти та дослідженню підходів до розвитку їхнього лідерського потенціалу. Підкреслюється важливість розвитку лідерських якостей як на особистісному, так і на професійному рівнях для фахівців, які працюють з дітьми дошкільного віку.

Мета. Метою дослідження є теоретичне обґрунтування та розробка методичних рекомендацій щодо використання сучасних підходів до формування лідерських якостей у фахівців дошкільної освіти у вищих навчальних закладах.

Методологія. У дослідженні використано методи аналізу та моделювання, починаючи з історико-педагогічного підходу до розуміння розвитку професійної підготовки дошкільних педагогів. Було проаналізовано науково-методичну літературу, законодавчі та нормативні документи, застосовано теоретичні та емпіричні методи дослідження.

Результати. У ході дослідження було визначено проблеми розвитку лідерського потенціалу у майбутніх педагогів дошкільної освіти. Окреслено принципи відбору змісту та використання інформаційно-комунікаційних технологій у навчанні дітей дошкільного віку.

Висновки. Дослідження містить теоретичні висновки та практичні рекомендації для закладів вищої освіти Казахстану. Отримані результати сприяють розробці умов, методів і можливостей навчання, спрямованих на розвиток лідерських якостей у майбутніх дошкільних педагогів.

Ключові слова: лідерські якості; підготовка фахівців; дошкільник; педагог.