



# Formation of leadership among curators of sports groups

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## Abstract

**Objective of the study** was to pinpoint the characteristics that contribute to the development of leadership abilities in the leader of a student group in the sports department.

**Methods and structure of the study.** The research project involved students from various years and academic disciplines. Sociometric techniques were employed to assess the values and position of a leader within a group. To identify the characteristics of leadership, criteria for its development were established, with specific indicators of readiness for leadership.

**Results and conclusions.** It is clear that in order to become a leader, the mentor of the sports department's student group must cultivate certain traits, such as a strong motivational framework that includes goal-setting, a set of values, and the distinctiveness of our work. In the hierarchy of leadership attributes, the primary factor is the ambition to excel in academic and professional pursuits.

**Keywords:** *leader, leadership, curator, student group, sports department.*

**Introduction.** Interaction in a student group during the formation of the educational team, adaptation of students to new requirements of the educational process is an important aspect of educational activities. In this regard, an important role is given to the curator of the student group, who could have leadership qualities. However, the solution to this problem is determined by the peculiarities of training at the sports department. It is known that many students of this department are actively involved in sports activities, the nature of which is reflected in their personal qualities, attitude to society and studies. Most student athletes themselves are carriers of leadership qualities and strive to achieve high results in both sports and educational activities.

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**Methods and structure of the study.** According to scientists, a leader must have such personal char-

acteristics as enthusiasm, the ability to dominate, self-confidence, and intelligence. Along with them, such qualities as balance, prudence, maturity, strength of the "I", receptivity, intuition, empathy, rich imagination, the ability to avoid excessive thinking, the desire to help people, and tolerance for uncertainty are also distinguished.

Since 1972, leadership has been included in the international list of types of giftedness and has come to be regarded as an individual talent. In our country, this phenomenon has until recently been primarily ideological in nature. Leadership giftedness is manifested in the fact that if a young person has this feature, then, most often, he has the ability to organize the process of interpersonal interaction in a purposeful, effective way and causing a sense of understanding of what is happening in all participants in the communication. The following features are characteristic of leadership as a type of giftedness:

- the dominant role of internal motivation, in particular, in which the motivation for success prevails;



- the creative activity under study, expressed in posing and solving problems;
- the ability to achieve original solutions, forecasting and anticipating;
- the ability to create ideal standards that provide high aesthetic, moral, intellectual assessments.

The study involved student groups of different years and specialties of study. Sociometric methods for studying the values and status of the leader in the group were used as diagnostic tools. To determine the indicators of readiness for leadership, criteria for the formation of this phenomenon were developed.

**Research results and conclusions.** Based on the questionnaire of respondents, it was revealed that senior students of the sports faculty prioritize such a quality of a leader as «being responsible for oneself and others» (Figure 1). According to them, in modern society there is an order for a leader of the new generation, who should have traditional views on humanistic values, and at the same time be able to realize his managerial abilities aimed at revealing the potential of those young people who surround him, have the ability to adapt to changes and make the necessary decisions.

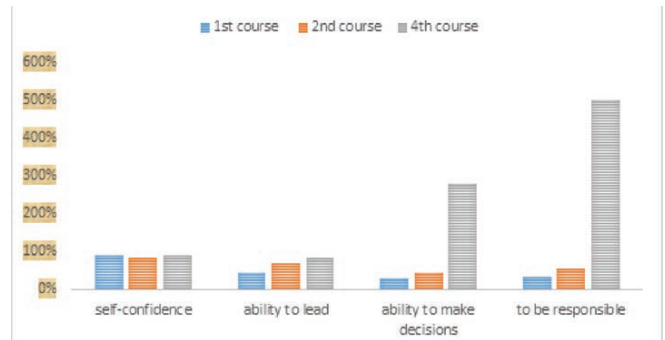


Figure 1. Qualities required for a leader

In our understanding, the characteristics inherent in a leader are reflected in the sociocentric approach, where the desire for a leading role dominates not so much for one’s own benefit, but in the interests of the team or society as a whole.

A sociometric study using the author’s methods allowed us to identify students’ opinions on whether the group’s curator is a leader or not? Is he perceived as an appointed leader? In addition, the role of a leader with a business, emotional status, or a complex integration of these statuses, which the curator claims, was determined (Figure 2).

Criteria indicators of readiness for leadership

Components of readiness	Criteria indicators
Motivational readiness	<ol style="list-style-type: none"> <li>1. Conscious acceptance of the values of future professional activity.</li> <li>2. Life attitudes: intentions and inclinations related to the chosen professional activity.</li> <li>3. Predominance of motives that ensure the effectiveness of the performance of future professional activity.</li> </ol>
Theoretical and practical readiness	<ol style="list-style-type: none"> <li>1. Availability of professional knowledge reflecting the specifics of the work.</li> <li>2. Developed professional thinking, social intelligence, manifested in theoretical and practical activities.</li> <li>3. The degree of formation of cognitive, constructive and organizational skills for the upcoming activity</li> </ol>
Communicative readiness	<ol style="list-style-type: none"> <li>1. Ability to create “two-way communication channels”.</li> <li>2. Ability to choose the optimal communication style in different situations, master the means of verbal and non-verbal communication.</li> </ol>
Creative readiness	<ol style="list-style-type: none"> <li>1. Recognition of the importance of an active position, manifested in independence, psychological and creative activity in mastering knowledge and skills.</li> <li>2. The presence of developed creative abilities and experience in applying them in practice</li> <li>3. The ability to take a research position in relation to one’s practical activity and to oneself as its subject.</li> </ol>

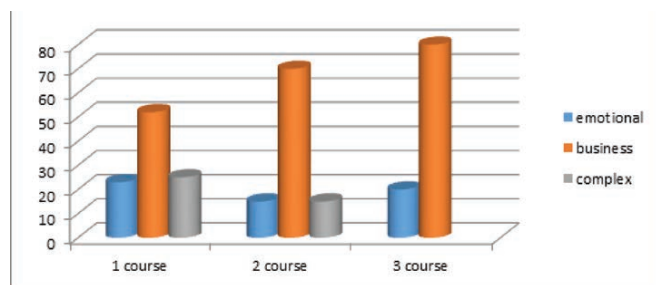


Figure 2. Definition of the status role of the curator as a leader

The specificity of the future professional activity of students of the sports faculty is manifested in the fact that they constantly reflect on previously learned activity patterns, value standards, conceptual patterns of behavior associated with sports. Overcoming the initial difficulties of adaptation is achieved through the use of various innovative approaches in training at the sports faculty, as well as support of the student group by the curator, which over time turns into constant support. At the initial stage, in the first two years, the role of the curator is especially important, so his task is not to control and solve complex problems for students, but to become a link between students and the educational environment of the educational organization as a whole, to promote the development of personal qualities of the student in the context of the «significant other» and to maintain conditions for self-development.

**Conclusions.** The study identified leadership characteristics of student group curators of the sports faculty, including achievements, attitude to society, participation in public life, ability to show initiative, interest in scientific, sports and cultural spheres, responsible behavior in a team, respectful attitude to equipment, focus on achieving goals, belonging to one's team, integrity in observing ethical standards, willingness to support classmates, everyday discipline, steadfastness of convictions, criticality towards others and self-discipline, reliability in competitive conditions, neatness in appearance, desire to lead, desire for sports achievements. It was established that in order to achieve the status of a leader, a student group curator of the sports faculty must develop such qualities as: a stable motivational structure consisting of goal-setting, a value system and uniqueness of thought activity. In the hierarchy of leadership characteristics, the dominant role is played by the desire to achieve high results in educational and professional activities.

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