

Research Article**Formation of Student Leadership Competencies in University Volunteer Organizations Activity Based On Project Technologies.**

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ABSTRACT

The urgency of the research is conditioned by a complex of social and pedagogical factors determined by the activation of volunteer activity of volunteer organizations in all spheres of life activity of the university. Particular importance in this context is given to the project technologies of forming leadership competencies in the activities of volunteer organizations. In this regard, the main attention in this paper is devoted to the theoretical and methodical substantiation of the structure and content of project technologies for forming the students' leadership competencies in the activities of volunteer organizations. As the leading method, the simulation method is used, which allowed to substantiate the significance of volunteer organizations of the university in the formation of leadership competencies of students. The essence of leadership competencies of students is established in the paper; the purpose, structure and content of the activity of volunteer organizations of the university in the formation of leadership competencies of students are defined; based on the results of the study, a model of project technologies for forming leadership competencies in the activities of volunteer organizations is substantiated. The effectiveness of the model of project technologies is proven with the help of criteria for the formation of cognitive, status - role, emotional and activity competencies. The materials of the paper can be useful for university teachers, methodologists, curators, tutors.

Keywords: volunteer organizations, university, volunteer activity, student self-government, leadership competencies, classification of project technologies.

INTRODUCTION**The relevance of research**

Modern tendencies in the modernization of higher education are characterized by a set of trends that determine a qualitatively new stage in the formation of leadership competencies of university students on the basis of the use in this process of modified extensive and intensive

resources of the university and society (Avdeeva, 2010; Azarova, 2008; Anisimov, 2014; Bensimon, 1993; Barkhaev, 2010; Hoffman, 2015; Morden, 1997; Stogdill, 1974). The results of a significant number of studies indicate that among the identified extensive and

intensive resources of the university, the most relevant in forming the leadership competencies of students are the opportunities of volunteer organizations (Lukash & Timchenko, 2015; Maxwell, 2007; Shigapova, 2009; Yarullina, 2008). It is proved that the participation of students in the activities of volunteer organizations of the university allows them to accelerate their acquisition of the necessary leadership competencies in organizing and planning their own activities and activities of other members of the collective, in making independent, responsible decisions, in implementing unlimited opportunities for professional and personal self-determination (Adams, 2000; Bocharova, 1994 Bukharkova, 2007; Ermakov, 2011; Yefremova, 2012; Kembell & McDowell, 2013; Morozov, 2006; Kholostova, 1995). The obtained results confirm the tendency of priority of leadership competencies, which are today one of the most popular competencies for young professionals and their employers (Arsentieva, 2010, Bunker, 2013; Kalashnikov, 2008; Klyueva, 2008; Shigapova, 2009; Shafeeva, 2013). In the course of the study, a complex of organizational and pedagogical conditions was justified, without which the formation of leadership competencies of students in the activities of volunteer organizations of the university is not possible:

- creating a comfortable social and psychological climate in the activities of volunteer organizations;
- ensuring emotional adaptation of students at all stages of participation in the activities of volunteer organizations;
- active participation in student self-government of the university;
- inclusion of modular projects in the content of the educational process that reveal the structure and content of the process of forming leadership competencies in the activities of volunteer organizations;
- application of project - target forms of activity in all types of activity of volunteer organizations;
- implementation of project technologies in the integration of volunteer, educational and scientific activities.

Among the organizational and structural components of pedagogical conditions, project technologies are a priority status. To substantiate the theoretical and practical significance of project technologies for the formation of leadership competencies of students in the activities of volunteer organizations, the paper explores the essence of leadership competencies; the purpose, structure and content of the activities of volunteer organizations of the university in the formation of leadership competencies of students are determined; based on the results of the study, a model of project technologies for forming leadership competencies in the activities of volunteer organizations is justified. The effectiveness of the model of project technologies is proved with the help of the criteria for the formation of the cognitive, status - role, emotional and activity competencies of the leader.

LITERATURE REVIEW

Volunteering as a modern means of solving social and pedagogical problems has long research traditions in foreign and Russian scientific schools. Foreign scientists (Adams & Keim, 2000; Bensimon, 1993; Hoffman & Acosta-Orozco, 2015; Morden, 1997; Stogdill, 1974), made a noticeable contribution to the formation of leadership competencies of students in the activities of volunteer organizations of the university. Since an important place in the concepts of leadership qualities of the individual, declared by the scientists of this school, belongs to the volunteer activity of college students, which is assessed by the universal criterion of "success", the main attention of researchers is focused on the development of the "success formula" of the leader or parameters of his or her success: common sense, knowledge of one's business, self-reliance, a high overall level of development, the ability to bring anything to the end, creativity, relationships with colleagues, luck (Bensimon, 1993). The studies of the American researchers the other direction (Campbell & McDowell, 2013; Maxwell, 2007; Morden, 1997) establish universal characteristics of volunteering, which are of particular importance for justifying the dynamic,

procedural nature of leadership and leadership traits in volunteer activities of student youth: voluntary - it is participation of people regardless of age, race, sex and religion in activities aimed at addressing the social, cultural, economic and environmental problems in public which are not connected with profit-making. Conceptual projects of the Russian school of scientists (Arsentieva, 2010; Banker, 2013; Barkhaev, 2010; Bocharova, 1994; Bukharkova & Gorshkova, 2007; Yermakov, 2011) are focused on researching the "educational field of leadership", creating in the space of this field a creative environment for the formation of leadership qualities of the individual. Considerable attention in the work of this group of scientists is given to the questions of projecting models of student self-government activity for the formation of successful leaders and the creation of a didactic model of scientific and methodical support for the process of forming leadership competencies.

The results of other Russian researchers (Klyueva, 2008; Lukash & Timchenko, 2015; Morozov, 2006; Kholostova, 1995; Shafeeva, 2013; Shigapova, 2009; Yarulina, 2008) confirm the trend of life leadership competencies as a combination of knowledge, skills, qualities and experience of the person of the university students in the productive activities of voluntary organizations and prove the necessity of a deeper study of the activities of voluntary organizations in the formation of leadership competencies of students using modern technology.

The results of the presented scientific directions provided significant assistance in the development of theoretical and methodical foundations of conceptual approaches to the formation of leadership competencies of students in the activities of volunteer organizations of the university.

RESULTS AND DISCUSSIONS

Structure and content of leadership competencies of students, adapted to the activities of volunteer organizations

In the course of the research, a rating of universal indicators of leadership competencies of university students, formed in the educational

process and having a direct impact on their formation in the activities of volunteer organizations:

- Generalization, providing the possibility of transferring competencies to different types and areas of activity;
- Functionality that fixes the moment when students are included in one or another activity.

The dominant characteristics of the student's leadership competencies are determined: willingness for their manifestation (motivational aspect); possession of knowledge of content (cognitive aspect); experience of manifestation in various standard and non-standard situations (activity aspect); the attitude to the content and the object of their application (value-semantic aspect); emotional - volitional regulation of the process and result of manifestation. Identified universal indicators and characteristics determine the composition, structure and content of leadership competencies, adapted to the activities of volunteer organizations. These competences are of "overprofessional" nature and are manifested in any activity. They are of specific character inherent in the direction of the activities of volunteer organizations. In the course of the study, the following hierarchy of competences, adapted to the activities of volunteer organizations, is grounded:

- Personal competencies (the ability to inspire, motivate, lead, inspire confidence);
- Competencies of stress-resistance (the stability of the emotional sphere and the ability to overcome crisis situations);
- Orientation to the client (empathy for the person who needs help);
- sociability (sociability, ability to be close to the client, to cause his trust);
- Teamwork (to take into account the opinion of the team, but develop one's own creative ideas);
- Organization (the ability quickly to plan and fulfill the set goals);
- normative nature (observance of subordination);
- Flexibility (the ability to "quench" tensions, conflicts between people, find a way out of extreme situations);

- integrated decision-making (to involve technological resources and human potential in solving a complex problem);
- Orientation to development (the ability to formulate long-term goals).

Orientation of the activities of volunteer organizations on the formation of the established hierarchy of competencies, defines new approaches to the projecting and implementation of technologies, the criteria for assessing mastered competencies.

Algorithm of activity of university volunteer organizations in the formation of students' leadership competencies

In the course of the study, system-forming elements of the algorithm are justified, which are represented by the goal of the activity which

Table 1. The content of the activities of volunteer organizations in the formation of leadership competencies of students

Components of activity of Volunteer organizations	Content of components
Motivational	The social orientation of students to the adoption of leadership competencies: the content of activities that reflects the student's awareness and acceptance of the values of volunteerism and the willingness to participate in it
Targeted	<ul style="list-style-type: none"> - the provision of social services based on the desire to help other people affected by disasters, catastrophes, conflicts; - providing social support and social protection to people who are unable independently to exercise their rights and legitimate interests; - promoting peace, friendship and harmony among peoples, preventing social, national and religious conflicts
Activity	<ul style="list-style-type: none"> - planning activities: the development of goals, objectives, action algorithms, a set of measures for their implementation; - organization: practical implementation of the planned actions; - Mastering of leadership competencies in socially significant activities based on the principles of charity, compassion, kindness, alternative nature to social choice
Communicative	<ul style="list-style-type: none"> - sociability: willingness and ability easily to establish, maintain and preserve positive contacts in communication with others; - communication: the interaction of communicational (the exchange of information between individuals), interactive (exchange of actions), perceptual (the process of perception and cognition of each other by the communication partners) types of communication; - dialogic communication: a form of communication based on the internal acceptance of each other, assuming an orientation to the individual uniqueness of each person; - empathy: the spiritual unity of personalities, when one person is imbued with the experiences of the other, temporarily identifies with it, as it dissolves
Reflection	- the process of analysis, self-knowledge of their internal mental states, actions and actions of their team

Model of project technologies for forming leadership competencies in the activities of volunteer organizations

In the course of the research, the main indicators of project technology are established, refined and corrected which was implemented in the process of forming leadership competencies in

determines the levels of formation of leadership competencies:

- the first step. Motivation of the process of forming of students' leadership competencies. The goal: the formation of positive motivation in the activities of volunteer organizations; achievement of personal success;
- the second level. Reproductive perception and mastering the basic components of leadership competencies. The goal: the formation of leadership competencies on the motivational, cognitive, activity and emotional levels;
- the third level. Creative individualization of willingness for leadership. Purpose: creative self-realization of leadership competencies in specific types of volunteer activity (see table 1).

the activity of university volunteer organizations of the university. They are:

- purposefulness - the goal of the project technology is correlated with the direction of activity and its resources. The purpose and stages of its implementation correspond to the sequence of achievement of the result. The

result is focused on the emergence of new types of activities;

- integrity - possesses the systemic nature of interrelated elements, which is confirmed by the stages of the implementation of the full project cycle: projecting - planning and presentation - implementation - completion;
- limit in time - is an indicator of the planned work on the implementation of activities, provides opportunities to implement it in stages and determine the time frame for achieving the result;
- Innovativeness - uniqueness for the given sphere, university, region;
- communicative nature - the project is always addressed to someone: managers, the public, target audiences. Hence the importance of partnerships takes place: at the inter-faculty level, at the level of interuniversity interaction, interaction with various organizations, in certain cases with employers, social partners (cultural institutions, charitable foundations, etc.);
- Adaptability to external conditions - focus on the social maturity of the target audience, its willingness for active transformational activity, taking into account the peculiarity of the information space, the society's demand for new ideas, forms and methods of work.

Based on the revealed indicators, the algorithm for implementing the project technology is grounded, focused on the creative solution of the following actions: manifestation of the initiative - the creation of the creative team - the search for material and technical resources - the project implementation - the summarizing - the aftereffect (during the aftereffect the effectiveness of the event, its educational impact on the students and other participants, monitoring is carried out). Criteria for the effectiveness of the technological project are positive changes in the activity of the volunteer organization and the reproducibility (recognition) of socially significant activity by other collectives.

The established tendencies were realized in the practical activity of the volunteer project "Give Heart to Children". The organizers of the project developed and implemented a program to

provide orphans with the experience of communication in a normative social environment. The specificity of working with orphaned children requires special psychological and pedagogical training and special behavior skills in situations unusual for a person living in a normal family.

Therefore, the program provides for the preparation of a group of students - volunteers at a special training. Training is carried out within two modules. Mastering the first module forms the leadership competencies of interaction with orphans in crisis situations. The program of the second module is aimed at forming the competencies for mobilizing the resources of the personality of orphans in the main types of educational, cognitive, leisure, and everyday activities. The technology for implementing the program is carried out according to the scenarios of the project technology: the manifestation of the initiative - the creation of the creative team - the search for material and technical resources - the implementation of the project - the summing up - the aftereffect. In carrying out the program, students not only organize leisure time together with pupils, household activities, sports events, preparation of lessons, but also carry out special psychological observations of children, study interests, attachments, develop their personal and creative abilities. In the course of such volunteer activities, conditions were created for the emergence of the "Weekend Family" as a new form of development of social adaptation of children in the normative social environment. It is proved that the participation of orphaned children in such a project significantly expands the range of positive family and other roles in their experience ("before" the experiment there is no positive evaluation, "after" the experiment is graded 3 points with a maximum score of 5 points), allows one to acquire household and communication skills in the conditions of an ordinary family ("before" the experiment is estimated at 2 points, "after" the experiment - 3.5 points), see worthy samples of sex-role behavior ("before" the experiment there is no positive estimate, "after" the experiment - 4 ("Before" the experiment is estimated at 3 points, "after" the experiment - 5 points), form

an understanding of the values of friendship ("before" the experiment is estimated at 2 points, "after" the experiment - 5 points), of mutual support ("before" the experiment there is no evaluation, "after" the experiment - 4-5 points).

CONCLUSION

The conducted research confirms the theoretical and practical significance of the study of the activities of university volunteer organizations in developing the leadership competencies of students. This is due both to the needs of the student's personality, and to the imperatives of society and the labor market. The paper reveals and substantiates the content of key research concepts, adapted to the process of the activity of volunteer organizations; the purpose, structure and content of the activity of volunteer organizations of the university in the formation of leadership competencies of students are defined; based on the results of the study, a model of project technologies for forming leadership competencies in the activities of volunteer organizations was substantiated. The effectiveness of the model of project technologies is proven with the help of criteria for the formation of cognitive, status - role, emotional and activity competencies.

The carried out research does not exhaust itself with the solution of the put purposes and problems. Important for the theory and practice of leadership development in the activities of volunteer organizations is the problem of didactic features of this peculiar pedagogical activity, characterized by pronounced mobility and focus on the needs of society, countries of the world community. These trends require careful study. Of no small importance is the training of teachers who possesses a high level of formed special competencies and project technologies for activities in extreme situations.

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