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**ARTISTIC ACTIVITY IN DEVELOPMENT
OF STUDENTS' LEADERSHIP PROPERTIES**

KEYWORDS: leadership properties; leadership; students; artistic activity.

ABSTRACT. The article, based on the situational theory of leadership, addresses the problem of discovery and formation of leadership properties of students during their active involvement in creative activity. The article gives an overview of the works on leadership in management, sociology, pedagogy, and pays special attention to those that disclose the most significant leadership properties found in the course of theoretical analysis and experimental research. On the basis of analysis of the works on management, pedagogy, psychology and art education, it is possible to single out groups of such leadership properties that are frequently described in scientific works. They may be organizational, intellectual, communicative and creative. The opportunities of artistic activity to create some art product and comprehend art in the development of these properties are analyzed. The goal of this research is to describe the opportunities of development of every group of leadership properties in artistic activity aimed at creation of an artistic product. It is proved that the groups of leadership properties, defined as personal leadership properties, reveal themselves in artistic activity of every creator of an artistic product. It is stated that efficient process of leadership properties discovery in artistic activity is the principle of unity of artistic and technical potential. In the basis of formation of the group of intellectual leadership properties lies the principle of poly-artistry. To form the group of communicative leadership properties it is possible to use dialogic forms of learning, including artistic dialogue. Leadership properties formation may include the principle of variability of learning and motivation of students to participate in contests, giving an opportunity to submit their works for approval of the audience and the jury.

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**ХУДОЖЕСТВЕННАЯ ДЕЯТЕЛЬНОСТЬ
В ФОРМИРОВАНИИ ЛИДЕРСКИХ КАЧЕСТВ СТУДЕНТОВ**

КЛЮЧЕВЫЕ СЛОВА: лидерские качества; лидерство; студенты; художественная деятельность.

АННОТАЦИЯ. В статье в опоре на ситуационную теорию лидерства раскрываются пути решения проблемы выявления и формирования лидерских качеств студентов в процессе активного включения в ситуацию художественного творчества. Производится анализ литературы, касающейся лидерства в менеджменте, социологии, психологии, педагогике, обобщаются идеи авторов, раскрывающих наиболее значимые лидерские качества, выявленные в ходе теоретического анализа и экспериментальных исследований. На основе анализа работ по менеджменту, педагогике, психологии и художественному образованию определяются группы таких лидерских качеств, которые наиболее часто встречаются в трудах исследователей: организационные, интеллектуальные, коммуникативные и креативные. Анализируются возможности художественной деятельности по созданию художественного продукта и восприятию искусства в проявлении этих качеств. Цель статьи – раскрыть возможности формирования каждой группы лидерских качеств в художественной деятельности. Доказывается, что группы лидерских качеств, определяемые как личные, проявляются в художественной деятельности у каждого создателя художественного произведения. Подчеркивается, что процесс выявления организационных лидерских качеств в художественной деятельности может происходить при реализации принципа единства художественного и технического. В основе формирования группы интеллектуальных лидерских качеств может лежать принцип полихудожественности. Для формирования группы коммуникативных лидерских качеств могут быть использованы диалогические формы обучения, в том числе и художественный диалог. Формированию креативных лидерских качеств способствует принцип вариативности обучения, стимулирующий обучающихся на участие в конкурсной деятельности, предоставляющей возможность предьявлять художественные проекты на суд публики и жюри.

Introduction

The problem of leadership, as mentioned by many Russian scholars [6,7,15,18], is given great attention to, both in theoretical and methodological studies and in applied research works in which the focus is on the features of different business technologies, management models and effi-

cient forms of organization, and functioning and development of the business systems. The theoretical foundation of the phenomenon of leadership, practical areas of activity on formation of leadership status and leadership properties of institutions and groups are studied in management, psychology, philosophy, sociology and pedagogy.

The topics of scientific works connected with leadership are extremely urgent in pedagogical research of the Russian and western scholars. For instance, B. Pont, D. Nusche, H. Moorman analyze 22 leadership schools in different countries and single out their main activity areas [17]. Large foreign publishing houses study the articles of a number of authors and publish overview papers that describe the peculiarities of leadership schools in the world [18]. It should be noted that the issues of leadership schools arouse great interest in Russia today, from the point of view of both theoretical research and development of applied projects. For example, one of the projects of the higher School of Economics (Department "Leadership in Education Centre") studies leadership at school in seven countries including Russia.

Russian and foreign scholars analyze leadership in education from seven viewpoints: functioning of leadership schools [18], determination of leadership properties of the leader, the ways and possibilities of their development [7; 10], description of leadership as a phenomenon that appears in a certain social situation [16], and as a part of professional pedagogical competence [11].

Review, analysis and comparison of the variety of Russian and foreign studies devoted to leadership make it possible to single out the priority areas, one of which is the study of the system or the complex of certain leadership properties.

Many research works, as I. V. Lebedinskaya points out, state that leadership, together with some other traits of character, is "to a great extent an inborn property of personality" [8, p. 42], which is either present or absent. However in some social and, especially, in emergency situations, leadership properties are shown even by those people, who have been supposed to have no leadership skills at all. Thus, certain social conditions stimulate manifestation of leadership properties, even of those people who haven't shown such traits before. These theoretical provisions, illustrated by numerous examples, are found in the works by F. Fiedler [16], whose situational theory of leadership, as I. V. Lebedinskaya believes, influences the development of many scientific ideas and conceptions of leadership all over the world.

In terms of F. Fiedler's theory, to reveal and then develop leadership properties, it is necessary to create situations framed by certain conditions, such as, for example, educational conditions, that might stimulate display of certain leadership properties.

Different authors give lists of such leadership properties, skills and abilities. Their description, classification and grading were done in the frames of different scientific fields in the past and present. Comparison of these multiple

properties described in different works, including leadership properties, skills and abilities in education, makes it possible to single out those that are found more often. They include: organizational and intellectual properties, communication skills and creative traits.

When describing these properties, many authors define them as skills (J. Adair, L. N. Konysheva), qualities (I. V. Lebedinskaya, L. A. Lesina), competences (N. V. Savina, T. I. Lasdina), etc. The analysis of papers devoted to leadership in education and other fields of people's activities allows us to say that the authors more frequently use the term "leadership properties", the list of which is diverse. Reference guides in psychology and pedagogy consider properties as unified traits of personality including personal orientation, skills, psychological processes, traits of character, etc. [12]. This multi-dimensional term, which includes skills, abilities and personal orientation, will be used in this research, as it seems the most complete.

Research results

The problem of leadership is studied in different sources from the point of view of different activities: managerial, educational, political sport, etc. Recently there appeared a tendency to analyze leadership in artistic and artistic-pedagogical activities. At the same time there are just a few papers discussing the issue, and besides they do not apply all the approaches possible to cover the topic of leadership in art and education, as art and art education are multidimensional areas.

The authors study leadership in group musical performance (N. B. Buyanova) [2], in instrumental performance (N. B. Bibikova, S. B. Nekhoroshkov) [1], in artistic process that the students are involved in (R. O. Lepayev) [9] in certain kinds of music performance (in vocal and choral activities) (I. O. Gerasimenko) [4], in stage presentation (J. Caust)[19], and others. The analysis of these research works makes it possible to single out the main properties of leadership in artistic activity. In general, they coincide with those properties that are believed to be top-priority in leadership, and leadership in education in particular, and are singled out in the works on pedagogy, management, psychology and sociology. They include organizational, intellectual, communicative and creative.

Among the variety of leadership theories, circulating in Russia and western countries, the most popular is the situational theory by F. Fiedler [16]. This theory argues that there are situations in different kinds of people's activities, including educational activity, in which leadership properties are more successfully formed. Among such situations are those that unlock creativity of a person, and thus are connected with artistic creation.

Analysis of papers on artistic creation, the content of artistic-pedagogical conceptions and the systems of artistic education of Russian and foreign scholars (D. B. Kabalevsky, K. Orf, B. M. Nemensky, P. M. Yershova, etc.) allows arguing that one of the efficient methods is to place a person in the position of a creator of a piece of art, which is often referred to in scientific literature as an artistic product. This situation may be created by the creator of the product himself, or by the teacher. In the first case, it is the situation of independent artistic creation, in the second – the situation purposively planned by the teacher not only to solve artistic and creative problems but to develop a student capable of creating an artistic product.

The content of artistic creation, both independent and planned by the teacher, has a great potential in leadership properties formation. It is possible to analyze the potential of every property. It should be noted though, that the impact of art and artistic activity on personality is cohesive, which makes impossible formation of one property or a group of properties in isolation. However, the article provides a theoretical insight of how this potential influences manifestation of a certain leadership property to find out the factors stimulating these manifestations in the person who creates the artistic product.

Before we go into details, it should be mentioned that every property is divided by the authors into a number of sub-properties, which allows us to talk not about one property – organizational, intellectual, communicative and creative, but about groups of these properties [6; 7; 10; 11].

Organizational properties, including volition, insistence, patience, initiative, innovativeness, concentration, good performance, etc., are important in artistic creation. These properties help any person involved in artistic creation make the final artistic product. Good performance, insistence and patience can be developed in constant rehearsals lasting many hours, in the search for the most suitable form of expression of artistic image and drill of the proper techniques. Initiative, innovativeness and development of something new are the necessary properties, without which no artistic product can be created, as every product reveals this or that detail of personal interpretation of reality that is embodied in the artistic image.

Intelligence is a necessary property of leadership; it reveals itself in the following: decision making, plan of action drawing and its efficient implementation, possession of the necessary scope of knowledge in the field, the ability to integrate the pieces of knowledge, the presence of good intuition and others. Every creator involved in artistic creation makes a succession of actions necessary to finish the ar-

tistic product, either in his mind or in writing. This plan of action, realized step by step, can be modified and extended after the work is finished, and it can be also used by its developer as a means of reflection to determine the degree of its perfection or imperfection, to state if the artistic form corresponds to the content and to find mistakes or faults.

To create an artistic product, almost every craftsman and a beginning artist enriches their scope of artistic knowledge about: the ways of artistic product creation, the features of different artistic styles, the means of artistic expression, the history and stages of development of the chosen genre, the authors, famous artists, musicians, directors, etc., who appealed to the same topic or developed the same plot in their works.

With the help of artistic activity based on integration of knowledge, style and means, the authors may achieve unexpected results in art. Integration of knowledge, integration of techniques and artistic generalization help the author of a piece of art or artistic product carry out “*excarnation of the content by means of the form*” (L. S. Vygotsky) [3], which is a sign of both artistic value and novelty of the piece of art, as well as the level of the author’s artistic and technical skills.

Artistic creation also influences the development of communicative leadership properties, which include: the ability to influence the others, the ability to start a conversation and carry on a dialogue, the skills to ask questions, listen to the interlocutor and understand him, etc. The result of every artistic creation is an artistic product designed for the others, who it is presented to either by the creator or by the responsible person. It is not a coincidence that many conceptions of artistic education for children and adolescents (D. B. Kabalevsky, B. M. Nemensky) argue that it is important to introduce the author, performer or listener (music), the author-spectator (painting), so that the piece of art might be considered accomplished. It is the author or performer who influences the audience by means of a piece of art, causing the viewers certain feelings, thoughts and emotions, which contribute to transformation of personality. That is why the programs of art education for children and adolescents include topics that the transformation potential of art. This influence is typical not only of the works of art belonging to great artists, composers and musicians, but also of the works done by the amateurs.

Artistic dialogue is a notion that was actively used by M. S. Kagan [5]. He treated this dialogue from the point of view of real communication, when the interlocutors exchange opinions on the work of art, and from the viewpoint of “*quasi*” dialogue that is characterized by exchange of artistic meanings. This dia-

logue takes place in the course of art perception; its participants are the author, although he is not present, spectator or listener, the character who is a fragment of the author's imagination, and the audience.

The character may be involved in "quasi" dialogue, and present a certain artistic image that has the features of the author of artistic creation; a person may also be a part of such "quasi" dialogue. Such "quasi" dialogue helps understand the other person, the author, hero or character whose thoughts are expressed in the work by the author.

Artistic activity, the result of which is an artistic product, influences the development of creative leadership properties. Such properties include: ingenuity of the project, search for the new ways to solve the problem, the attempt to get rid of the existing stereotypes, and others.

It has been mentioned above that the introduction of something new in the artistic product, according to L. S. Vygotsky, results in "excarnation of the content by means of the form". Trivial events of everyday life expressed in the verbal or some other form are just a piece of information, but not an artistic phenomenon. The novelty of artistic product depends on the way chosen to shape the content with the help of the form. The variants of such structuring-excarnation lead the author to ingenuity of the artistic image, novelty and authenticity of the artistic product.

The described variants of leadership properties formation of the creator of artistic product result in formation of the properties of personal leadership (N. V. Savina, T. I. Lazdina) [11]. These properties are developed in the course of the work on the artistic product and during its presentation for the audience. They require steady work to achieve perfection of technology of artistic activity, initiative in artistic product creation, introduction of new elements, and transition to dialogue as a form of artistic communication. However, educational potential of art and artistic activity may be enhanced if we choose suitable pedagogical means that help to solve not only artistic, but also educational problems contributing to formation of personal and leadership properties of students.

In this connection it is possible to determine the principles of artistic educational process, the means aimed at efficient formation of certain leadership properties in the creators of artistic products. Theoretical and analytical work, as well as students' training in "Musical Education" and "Art Education" of the specialty "Pedagogical Education" is necessary to reveal the abovementioned phenomena.

Organizational leadership properties are formed in the course of students' training, when the principle of unity of technological and artistic components is preserved. This

principle implies that steady "training" of certain skills combines with creativity even when a simple artistic product is made.

When developing an artistic product or artistic project, its authors plan all the stages of creative process and one's own creative activity, which contributes to the formation of organizational skills.

Intellectual leadership properties are developed when the principle of poly-artistry (B. P. Yusov) [14] is applied and implemented in students' training. Such training aims at both acquisition of the necessary knowledge, skills and abilities in the frames of one kind of art and one kind of artistic creation, and integration with the knowledge and kinds of artistic creation typical of the other kinds of art. The example of such training is Master's program "Musical Education" of the Ural State Pedagogical University. This program allows Master's Degree students to study the conceptual and methodological bases of art with the help of poly-artistry, which widens their artistic and intellectual opportunities [13].

It is possible to form communicative leadership properties by means of the extensive use of dialogues, especially if these dialogues take into account the peculiarities of organization of artistic dialogue that involves real subjects (people) in communication – group-mates, teachers – and "quasi" subjects – authors, characters and heroes.

Creative leadership properties may be successfully formed with the help of the variable principle of education, when the students are focused on the search for different ways to complete artistic tasks, and the process of formation of artistic knowledge, skills and abilities implies the use of individual educational models and individual educational trajectories. The possible way to develop these properties is motivation of the students to take part in different contests, especially in those when the jury is made of the other students. In this case the most interesting and creative works are awarded prizes.

Conclusion

Leadership properties that are formed in different activities of people, including artistic activity connected with creation of artistic products and interpretation of masterpieces, may be necessary in different situations. They may appear and develop not only during independent artistic creation, but also in the pre-planned artistic educational process. It is not a rule that these properties appear at once during independent creation or while studying. For some students it is quite typical that leadership properties are developed after graduation; sometimes it may take several years. That is why formation of leadership properties via artistic activity is a proactive work targeted at the future professional activity of the graduate.

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