

REFERENCES

1. De Boer, A. A., & Munde, V. S. (2015). Parental attitudes toward the inclusion of children with profound intellectual and multiple disabilities in general primary education in the Netherlands. *The Journal of Special Education*, 49(3), 179-187.
2. Downs, S. J., Knowles, Z. R., Fairclough, S. J., Heffernan, N., Whitehead, S., Halliwell, S., & Boddy, L. M. (2014). Exploring teachers' perceptions on physical activity engagement for children and young people with intellectual disabilities. *European Journal of Special Needs Education*, 29(3), 402-414.
3. Turnbull, R., & Turnbull, A. (2015). Looking backward and framing the future for parents' aspirations for their children with disabilities. *Remedial and Special Education*, 36(1), 52-57
4. Wang Chengxia, Cai Xiaolong. (2023)The impact of discrimination perception of parents of special children on life satisfaction: the mediating role of loneliness . *Modern Special Education*, (24),25-32.
5. Ji Jin, Liu Xiaorong, Liang Siqu. (2023)The enlightenment of Chen Heqin's family education thought to the current family education of special children *Modern Special Education*, (24),18-24
6. Yan Jie, Zhuang Xiangxiang, Chen Jun.(2020) Investigation and research on family rehabilitation of preschool children with special needs . *Journal of Shaanxi Preschool Teachers College*, 36(06),114-119.
7. Zhao Xiaohong. (2022)The path of preschool special education policy under the perspective of educational equity . *Educational Research*, 43(12), 65-75.

Li Lili

*PhD degree student of West Ukrainian National University,
West Ukrainian National University*

RESEARCH ON COLLEGE STUDENTS' LEADERSHIP DEVELOPMENT AND EDUCATION MODEL

The leadership education of college students is an important mission and content of higher education. In my country, the leadership education models of college students, such as curriculum-based, community-based, social practice-based and comprehensive-based, have gradually been formed. However, in practice, the leadership education of college students in my country still has problems such as low level of popularization, loose connection with practice, weak pertinence and effectiveness, and imperfect educational ecosystem. Therefore, it needs to be optimized from the government, society, school and other levels.

College students are an important part of the country's reserve talent team and the main driving force for future social and economic development. Their leadership level has an important impact on social and economic development. From the practice of developed countries, strengthening college leadership education has become one of the important tasks of contemporary higher education. It is not only a need for social and economic development, but also a realistic demand for the healthy growth and development of individual college students.

Nowadays, the exploration of college student leadership education is in full swing in major universities and institutions in China. However, there are still some problems in college student leadership education, such as the lack of advanced training concepts and weak innovation awareness; unclear target models and weak pertinence; unsystematic teaching systems and unclear responsibilities; inaccurate evaluation methods and lack of operability. This has, to a certain extent, restricted the development of college student leadership education in my country towards a higher quality. Therefore, it is of great practical significance to systematically sort out and analyze the current model of college student leadership education in my country, summarize the existing problems, and strengthen college student leadership education on this basis.

From the perspective of the organizational form and educational content of college student leadership education in my country, four types of college student leadership education models have been formed: curriculum-based, community-based, social practice-based, and comprehensive.

The first type of curriculum-based leadership education model mainly refers to an education model in which college students acquire leadership knowledge and improve leadership skills by participating in leadership education courses offered by the school. Generally speaking, leadership education courses include first-class courses and second-class courses. The so-called first-class courses mainly refer to professional courses that are required or optional for every student and some general education courses offered by the school's academic affairs department. It includes both professional compulsory or professional elective courses on leadership offered to students of certain specific majors, such as leadership science courses offered by administrative management majors, and general education courses related to leadership offered to all students in the school.

The second community-based leadership education model refers to college students directly exercising their leadership by serving as party and league, student organizations, student clubs, and class cadres on campus. For example, students can become class cadres or league branch cadres through elections, and improve their leadership in the process of serving their classmates; they can also join student unions and student clubs at all levels, and continuously improve their organizational coordination skills, interpersonal relationship management skills, and practical problem-solving skills in club activities; if the student union organization they belong to is a member unit of the provincial student union presidium or the national student union presidium, they can also be recommended and selected to become the executive chairman of the provincial student union or the national student union, and working in the provincial and central youth league committees will be a good opportunity to improve their leadership.

The social practice leadership education model refers to a model in which college students directly contact the society through participating in volunteer services, research visits, social internships and training, so as to perceive the requirements of society and the times for leadership talents and improve their own leadership on this basis. College students directly participate in the preparation, planning, organization and service of some large-scale activities as volunteers to increase their knowledge and exercise their leadership ability. For example, the 2022 Beijing Winter Olympics

recruited 14,000 volunteers, most of whom came from various universities in Beijing. In addition to participating in volunteer activities, students can also contact the society through various social practice activities such as part-time jobs, internships and training inside and outside the school, increase their understanding of society, improve their sense of social responsibility, stimulate their sense of responsibility and service, and enhance their ability to solve practical problems.

The comprehensive leadership education model refers to a relatively comprehensive and integrated college student leadership education model that covers the above three education models. Taking the Youth Marxist Training Project as an example, the project aims to cultivate young political backbones with "loyal political character, strong patriotism, solid theoretical foundation, outstanding ability and quality, loyalty and forgiveness, and good character". So far, more than 3 million young political backbones have been trained for the Party and the country. Among them, the college classes are mainly trained for college student backbones, and are carried out in the form of theoretical learning, red education, and practical training, which have obvious characteristics of comprehensive leadership education. Through theoretical learning, college students can deepen their understanding and mastery of leadership theory and shape correct leadership beliefs and leadership values; red education allows college students to inherit the revolutionary traditional spirit, enhance their sense of identity with the Party and the country, and their sense of responsibility and mission to society; through social practice, college students can go deep into the grassroots and industries to carry out field training, hone their character, integrate knowledge and practice, and effectively improve their ability to solve practical problems.

REFERENCES

1. Xi, J. (2012). The strategic thinking of Chinese leadership education for college students. *Contemporary Youth Research*, 5, 23-28.
2. Wang, W. (2024). Innovation and Exploration of the Education Management Model for University Students under the Background of the Internet. *Frontiers in Educational Research*, 7(2).
3. Yin, L., & Wu, Y. J. (2023). Opportunities or threats? The role of entrepreneurial risk perception in shaping the entrepreneurial motivation. *Journal of Risk and Financial Management*, 16(1), 48.
4. Fu, J. (2023). *Distributed Leadership in University Quality Management: An Exploration in a Sino-Foreign Cooperative University in China* (Doctoral dissertation, The University of Liverpool (United Kingdom)).
5. Wang, L. Y., & Huang, J. H. (2019). Effect of entrepreneurial self-efficacy on the entrepreneurial intentions of students at a university in Hainan province in China: Taking social support as a moderator. *International Journal of Learning, Teaching and Educational Research*, 18(9), 183-200.