

Approaches to Leadership Development in the Educational Process

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ABSTRACT

The article discusses the issue of education of leadership qualities of young people in educational sphere. The study of the educational role of leadership qualities of teachers of educational institutions and its application in pedagogical activity is considered by different researchers. The psychological assessment of leadership qualities in future teachers is given. The age features of child development and manifestation of leadership potential in children are analysed.

KEYWORDS: *leadership, leadership qualities, education, educational process, teacher-leader, moral factor.*

In today's society, with its principles of openness and freedom, developing leadership skills in young people is an integral part of the educational process. Constant changes in the social, economic and political situation dictate the need to respond and adapt quickly. The individual is responsible for his or her own behaviour and strives to actualise his or her own self.

The problem of leadership education is of interest to researchers in different countries, including Uzbekistan, especially in the last years of government. This issue is perceived as a political strategy, a state task to bring society to a new level of development. The concept of modernization of Uzbek education emphasizes the responsibility of the younger generation for the country's future. Starting from school, educators are required to reduce such qualities as helplessness, passivity and indifference and to educate competent professionals who are confident in their career paths. These qualities are only possible on the basis of the student's constant striving for self-development through a sustained internal tendency to improve and develop his or her personal qualities.

Leader education is seen as a regulated process of transformation of a personality in the context of his/her social activity. It is important that the development of leadership qualities is not a spontaneous process, because it is organized as a process of training and education, aimed at increasing the activity of its participants, as well as the transition of students to the subject of their own formation. It is important to use active forms of training and education, as these forms contribute to the formation of an active life position and the formation of a personality of a creative type.

The formation of a teacher-leader is possible under certain conditions of pedagogical process organization combined with certain psychological approaches. Among these conditions of formation of leadership qualities in students of pedagogical higher education institution are such as taking into account psychological features of student's personality, formation of future teacher's motivation and positive attitude to leadership, elimination of psychological barriers, provision of psychological support to students of pedagogical higher education institution.

The pedagogical conditions of leadership qualities education for teachers include such conditions as updating the content of psychological and pedagogical disciplines, combination of traditional and innovative approaches to the task, organization of active cognitive activity of students, selection and constant enrichment of student activities, participation of students in project and social activities,

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organization of supervisory activities of senior students in relation to junior students, participation in student self-government, direct involvement in the development of leadership qualities of teachers. The combination of these techniques ensures successful inclusion of the individual in the social context, as well as guarantees effective implementation of professional pedagogical activity and formation of leadership qualities in future teachers.

The question of formation of leadership qualities of the teacher was considered in the works of representatives of the personalistic approach E. Borgatt, E. Wigham, F. Woods, J. Dowd. According to them, leadership qualities are connected to heredity and external environment does not affect their development. However, modern researchers of this topic, such as I. Vagin, A. Gluschai, S. Kuchmarski, D. Newstrom, C. Davies came to assert that leadership qualities can be formed, believing that they can be "developed, polished, because they can be set and trained" [1].

The studies of D. Newstrom and C. Davies point out that leadership skills can be developed in a short period of time [2]. S. and T. Kuczarski believe that leadership can be learned through any activity [3].

Researchers of the problem note that in the process of formation of leadership qualities of a teacher several factors, originating from external and internal environment, have an influence. According to I. Vagin and A. Gluschaya, the degree of trainability and the desire to be a leader are influential. L.S.Vygotsky notes "zones of the nearest development", and researchers M.Yu.Kondratyev, Y.M.Kondratyev, and A.V.Petrovsky insist on the importance of students' orientation and the general level of group development.

I.V. Peskova's work suggests that leadership qualities can only be developed in certain aspects. In her opinion, attention should be paid to the development of relationships within the group, teaching meaningful communication and understanding between peers, as well as the ability to recognise and consider the needs and aspirations of the collective [4].

The analysis allows us to conclude that the formation of leadership qualities in future teachers should be started from the first year of study at university. The effect accumulated in the process of education will be more significant and effective at the time of graduation. It is important that in the system of modern education leadership formation is fixed not only in practice, but also includes theoretical disciplines, such as "Specifics of organizing activity", "Conflictology" and others. These courses provide students with the scientific foundations of effective communication skills, the ability to present oneself in a certain situation, to resolve conflict issues, as well as to enter into a dispute or discussion in a competent and balanced manner. Elective classes and extracurricular activities stimulate the development of the student's organisational skills. This occurs when it is necessary to plan one's own actions or those of subordinates, to navigate the situation quickly and to make the right decision. It is important to stimulate and motivate the group. These links of the educational process influence the development of value-motivational sphere, in which students' personal qualities are formed.

For the formation of leadership in pedagogy, professional knowledge in the chosen field of activity is indispensable. In E.S. Volkov's writings, this fact comes first in defining the pedagogical leader [5]. According to this thesis, the educational environment of higher education institution is the starting point for the formation of professional competences.

When analysing the age specifics of child development, certain phases of the manifestation of leadership potential in children can be noted. They appear as early as pre-school age, when some children start to command others. These children have a tendency to organise games. They dictate the rules of play activities, trying to anticipate possible mistakes and inconsistencies in the behaviour of the participants in the action. In doing so, children take responsibility for the proposed rules. However, in early childhood, the phenomenon of leadership is in its infancy and is unconscious,

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determined by a lack of social experience.

The period of primary school age takes place with the priority orientation of the team towards learning. In parallel with this, work, aesthetic, play, sports and other types of activity are implemented. Younger schoolchildren become involved in social work by running errands, which leads to the emergence of formal and informal leaders.

According to A.V. Petrovsky, leader formation is similar to the preceding age period [6].

The youngest pupil communicates in a pupil-teacher situation as well as in a pupil-parent situation, which prevents the emergence of explicit leadership at this age.

To understand the process of leadership formation, it is important to consider the social situation of the pupil, where internal development and external conditions are formed in a particular way. The internal position of the adolescent changes in relation to the younger pupils. With the external similarity of the social situation there are internal differences, as I.V. Dubrovina suggests [7].

This is due to a higher level of mental development and the timing of fundamental changes in behavioural motives. Personal motives, the desire for autonomy and the expression of self-importance become paramount in the psychological characteristics of adolescents. For this reason, there is a tendency to set longer-term goals that focus on more important needs.

The specific nature of relationships in the school community is determined by age-specific characteristics, among which should be noted the rapid physical and spiritual growth, as well as adolescent impressiveness and activity. However, they occur uncontrollably and develop spontaneously, which hinders conscious control of one's behaviour at this age. Adolescent activity often manifests itself not only in physical activity, but also in mental, practical, more useful and conscious activities. Adolescents are characterised by an increase in the complexity and complexity of learning activities, in their social responsibilities and in the pursuit of their interests. At the same time, intra-community ties are strengthened and relationships are formed on a serious basis [8].

The moral factor and increased mutual responsibility play an important role at this stage. As I.V. Dubrovina points out, during this period there is an important need such as conformity to internal requirements and the desire to increase self-esteem, and not only to meet the requirements of the environment. For the teenager, the opinion of the collective and his or her opinion is important. The commonality of interests, shared learning, social pressure, and the rhythm and style of life lead to the teenager's desire to take his or her rightful place. Children make an effort in communicating, showing interest in their personality, their abilities, their capabilities. This is the basis for the formation of self-awareness. L.S. Vygotsky noted that self-consciousness is a social consciousness transferred to the inner plane. The social worldview and the moral and ethical principles of society are anchored in it on a personal level.

The school leader emerges in the process of active activity of the individual, in the process of which his or her natural inclinations are perfected, revealing under suitable conditions. According to researchers, leaders are formed randomly and their activities are not always constructive. The formation of worthy leaders is appropriate for society, which implies the inclusion of organisational experience and socially meaningful activities in the child's competences.

Pedagogical stimulation of leadership formation is effective in groups of senior pupils. For this purpose, the structural-functional model of the educational process should include the creation and selection of a set of choice situations, problem solving of different kinds, and stimulation of the development of children's leadership qualities. This is possible through training-type tasks, during which personal self-development and communicative and organisational skills are formed. In the process of joint activity of pupils and adults the attentive attitude to interests of other participants of the training is actualized.

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The main principles and criteria for the formation of personal leadership skills include:

- the principle of personal self-determination (the criterion is a person's reaching goals, directions and ways of activity, adequate to his/her individual characteristics, the formation of spiritual self-value);
- the principle of personal self-development (the criterion is a person's need for self-improvement, self-movement, self-construction as a personality);
- the principle of personal self-realisation (the criterion is the ability to "solve problems")
- the principle of action and cooperation (the criterion is the fact of having a social group)
- The principle of internal leadership (the criterion is the presence of a need for constant, natural self-organisation and self-actualisation).

The active development of leadership qualities continues in the educational space of higher education institution through the effective interaction between the teaching and educational components. Higher education is not levelled to informative content only, but requires inclusion of acquired knowledge into professional competence, adaptation to the student's individual value system. Cognitive activity implies the inclusion of emotional and sensory experience. The presence of subjective motivation gives significance and meaning to the acquired information.

The educational process is primarily based on interpersonal social relationships, in which real-life events evoke emotional experiences responsible for forming the value-oriented, attitudinal, motivational, emotional and behavioural aspects of the personality [9].

The requirements for personal qualities are determined by the social and national demand for an educated person, where a certain quality of representatives must be ensured commensurate with the position held and the needs. The importance of socially-adapted individuals who embody high moral and business competences is highlighted. The formation of personality traits and skills occurs as a result of intensive interaction with peers as well as teachers. Therefore, the latter are required to include an emotional-sensitive, value-based component in the process of interpersonal communication.

During professional training, an important task seems to be to maximise the student's creative potential in order to enhance personal responsibility in the social realisation of a life task. The professional should be able to be creative in solving the assigned task, as well as to make strategic steps in accordance with them.

Leadership development is predominantly addressed outside the educational process in extracurricular components of student activities. In student self-organisations, management specialisations that respond to social and community demands are mastered.

The educational space of higher education provides for the implementation of this form of youth leadership.

Comprehensive leadership training in higher education includes two stages. The first is the identification of leaders in the student environment. Traditionally, active students who are interested in interacting with their environment stand out among the group. They strive to influence the processes and take leadership positions. However, the importance of this stage lies in the fact that many students do not see themselves as having leadership potential and therefore do not attempt to implement it. In addition, potential leaders who have not realised their abilities in the team may develop an alternative space, declaring themselves as 'anti-leaders' [10].

Most professionals who take a position of confrontation with management are among them.

This stage should be conducted starting from the first year of study under the guidance of tutor

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teachers. It also ensures that students adapt and that the psychological climate in the student group is formed. The process should be carried out in a targeted way, with nominations for official positions depending on the availability of business qualities and aptitudes. This process can also be implemented through psychological testing, where aptitudes for effective management are identified. The questions could include academic, scientific, professional, social and emotional-personal activity parameters [11]. A comprehensive approach will allow to fully consider the motivation and orientation of students' interests, as well as their communication and organisational abilities.

Creative activities can also be used at this stage, such as collaborative activities in developing wall newspapers, Student Spring events, and other literary and sports complexes. Participation in these smoothes the adjustment process and promotes interpersonal communication within a particular group. In doing so, leaders begin to assert their organisational skills. Senior students can act as mentors, being the thought leaders of newcomers.

However, the primary role in this process is played by supervisors, for whom universities develop special methodological manuals with recommendations for extracurricular work with students. They contain abstracts of normative documents, examples of questionnaires and an approximate schedule of possible activities.

Training seminars should also be held with supervisors training seminars aimed at understanding the psychological specifics of supervisory activities, as well as at familiarising them with game techniques for organising student teams.

After identifying leaders in the first phase, follow-up work is required to develop leadership skills, organizational skills, and effective interpersonal interaction. The goals of the leaders are realized in project-based, task-oriented activities.

The leadership training system should include direct hands-on management activities that develop analytical, communicative, and organisational abilities of the student. It is also necessary to take into account the importance of personal striving for self-improvement, cultivation of abilities for self-organization and self-discipline based on self-assessment of performance results.

These requirements are implemented in the practice of leadership schools, business games and other activities. In this process, as noted by Western researchers, the recognition of leadership qualities is important. Delegation of authority opens up new opportunities for the realisation of leadership talents.

To summarise the above, leadership development in the educational process is a strategic objective of the state. The process of leadership formation and identification begins in the educational sphere through the opportunity to communicate both with peers and more experienced teachers. Leadership development is a regulated process aimed at developing the creative potential of the individual and acquiring organizational skills. In this process delegation of authority plays an important role, which is realized in extracurricular work through participation in various events. It is against the background of such an organized educational process that the harmonious acquisition of professional skills necessary for a competent specialist takes place.

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