

PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF LEADERSHIP SKILLS DEVELOPMENT IN YOUNG PEOPLE

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Abstract

This article presents a multifaceted analysis of the phenomenon of leadership in the context of the modern education system. The process of leadership formation is interpreted as a purposeful and institutionally regulated transformation of personality, taking place in the context of socially significant activity of the subject.

Keywords

Leadership, leadership qualities, leadership potential development, genesis, student.

Introduction: In the context of the modern socio-cultural paradigm, characterised by the principles of transparency and democratisation, the development of students' leadership potential is an implicit component of the educational process. Dynamic transformations in the socio-economic and political spheres determine the need for the subject to adapt quickly to changing environmental conditions. In this context, the role of personal responsibility for building behavioural strategies and the desire for self-actualisation is increasing.

The problem of the genesis of leadership is the focus of attention of the international scientific community, including researchers from the CIS countries. The development of leadership qualities is considered not only from a pedagogical point of view, but also as a strategic state task aimed at ensuring the progressive development of society. In the context of school education, teachers are faced with the task of levelling out such destructive manifestations as social apathy, passivity and indifference. Instead, the priority is to educate competent individuals who are focused on professional self-realisation and career growth. The formation of these competencies is possible only on the basis of the student's intentional desire for self-development, driven by a sustained internal need for personal improvement.

Methods: The formation of leadership potential is interpreted as a deterministic process of personal transformation that takes place in the context of socially significant activity. The development of leadership competencies is not

spontaneous but purposeful, being integrated into the system of education and training. This process is focused on intensifying the subjective position of students and their transition to conscious self-design. Of particular importance is the implementation of active teaching methods that contribute to the formation of a creative personality type and a proactive life position.

The development of the teacher as a leader is conditioned by the specific organisation of the educational space and the application of relevant psychological approaches. The key psychological conditions for the development of leadership qualities in students of pedagogical profiles are:

- taking into account individual typological characteristics of personality;
- forming a value-based attitude towards leadership and high motivation to achieve;

- deconstructing psychological barriers and providing facilitative support.

Alongside psychological factors, there is a set of pedagogical conditions that ensure the effectiveness of this process:

- Modernisation of the content of psychological and pedagogical disciplines.

- Convergence of traditional and innovative educational technologies.

- Stimulation of active cognitive activity and diversification of types of student activity.

- Involvement of students in project-based, social and community activities and the student self-government system.

- Implementation of mentoring and tutoring programmes for senior students.

- Exposure to professional role models through interaction with recognised leaders in the pedagogical community and specialised training courses.

The genesis of leadership qualities in teachers has been analysed within the framework of the personalistic approach presented in the works of E. Borgatta, E. Wigam, F. Woods, and J. Dowd. According to their concept, the determinants of leadership are predominantly hereditary, which excludes the significant influence of exogenous factors and the social environment on their development. However, the paradigm of acquired leadership dominates in contemporary scientific and pedagogical literature. The authors postulate the possibility of purposeful 'polishing' of leadership competencies, arguing that they are highly malleable and amenable to pedagogical correction and training.

The works of D. Newstrom and K. Davis emphasise the possibility of intensive leadership skills development in a short period of time. In turn, S. and T. Kuchmarski adhere to the view of the continuous nature of leadership training, integrated into any type of activity of the subject.

Contemporary researchers identify a set of endogenous and exogenous factors that determine the process of becoming a leader. I. Vagin and A. Glushchay emphasise the importance of individual cognitive resources and internal intentions to dominate and take responsibility. From the perspective of L. S. Vygotsky's cultural-historical theory, the development of these qualities correlates with the learner's 'zone of proximal development.' At the same time, M. Yu. Kondratiev, Yu. M. Kondratiev, and A. V. Petrovsky focus on the socio-psychological context, pointing to the priority of the value-oriented unity of the group and the overall level of collective development.

The ideas of I. V. Peskova, who proposes a partial approach to leadership development, occupy a special place. The author justifies the need to focus on socio-perceptual and communicative aspects: the development of skills for facilitating intragroup relations, teaching meaningful interpersonal communication, and forming the ability to empathically recognise the needs and attitudes of the collective.

Results and Discussion: In the modern higher education system, leadership potential is developed through the integration of theoretical training and practice-oriented activities. The inclusion of subjects such as 'Fundamentals of Organisational Activity' and 'Conflict Studies' in the curriculum provides a fundamental basis for mastering effective interpersonal communication skills, self-presentation techniques and algorithms for constructive dispute resolution. Elective courses and extracurricular activities act as catalysts for the development of organisational competencies, requiring students to acquire skills in strategic planning, operational decision-making in conditions of uncertainty, and mastery of group motivation tools. These structural elements of the educational process contribute to the transformation of the value-motivational sphere, which determines the development of professionally significant personal qualities.

A fundamental factor in becoming a leader in the field of education is a high level of professional competence. According to E. S. Volkov's concept, a deep knowledge of the subject area is the primary criterion for identifying a teacher as a leader. In this regard, the educational environment of a university is determined as the basic platform for the formation of fundamental professional competencies of future specialists.

For an in-depth analysis of the process of leadership genesis, it is necessary to take into account the specifics of the social situation of the subject's development, which represents a unique combination of intrapsychic processes and exogenous conditions. As noted by I. V. Dubrovina, the internal position of an individual in adolescence undergoes qualitative changes characterised by a transformation of

their attitude towards their social environment. Despite the external identity of social conditions, the internal reactions of adolescents differ significantly from those of younger schoolchildren, which is due to a higher level of psychological maturity and the restructuring of the motivational sphere. The dominant factors are the desire for autonomy and the expression of one's own significance, which is reflected in the ability to set long-term goals and focus on higher personal needs.

The specifics of interpersonal relationships in the school community are determined by the age characteristics of students, among which intensive psychophysiological somatisation, cognitive lability and high social activity are of key importance.

At this stage of ontogenesis, the role of moral imperative and mutual responsibility becomes more important. According to research by I. V. Dubrovina, adolescence brings about a need for congruence with internal values and a desire for self-esteem growth, which complements the traditional focus on exogenous environmental demands. The dialectical unity of group opinion and one's own position becomes critically important for the subject. Shared interests, inclusion in social activities, and a unified rhythm of life determine the adolescent's desire to achieve high sociometric status. Increased reflection and interest in one's own attitudes and abilities form the foundation for the formation of self-awareness. In the context of L. S. Vygotsky's theory, self-awareness is interpreted as the result of the internalisation of social consciousness, where the worldview and ethical principles of society are consolidated at the personal level.

The process of promoting a school leader is inextricably linked to the active activity of the individual, during which natural predispositions are actualised in the presence of favourable environmental conditions. Researchers note that the spontaneous formation of leadership is often destructive in nature. Consequently, socio-pedagogical expediency dictates the need for the targeted formation of constructive leadership, which involves the systematic enrichment of a child's organisational experience through participation in socially significant activities.

Pedagogical stimulation of leadership potential is most effective in senior school age. Implementing this process requires the introduction of a structural-functional model, including the creation of a system of choice situations and the solution of cognitive tasks of varying complexity. Psychological and pedagogical training plays a special role in this model, contributing to the intensification of personal self-development and the formation of communication skills and organisational abilities. Collaboration between students and teachers actualises a value-based attitude towards the interests of group members and forms a subject-subject nature of interaction.

The following provisions are identified as fundamental principles and criteria for determining leadership qualities in pedagogical science:

The principle of personal self-determination. The criterion is the subject's intention to set goals and choose strategies for action that are relevant to their individual typological characteristics, as well as the formation of their spiritual self-esteem.

The principle of self-development. This is assessed through the prism of an individual's expressed need for continuous self-improvement, qualitative self-motivation and proactive construction of their own personality.

The principle of self-realisation. The operational criterion here is the subject's ability to effectively resolve problematic situations and actualise their internal potential.

The principle of coaction and cooperation. The criterion here is the existence of a stable social group and the productivity of interpersonal interaction within it.

The principle of internal leadership. This is based on the subject's need for permanent self-organisation and a natural need for self-actualisation.

The prolonged development of leadership competencies in a university setting is ensured by the synergy of educational and upbringing components. Higher education is not limited to the transmission of informative content; it involves the internalisation of academic knowledge into the structure of professional competence and its adaptation to the student's individual value system. Cognitive activity in this context implicitly includes the emotional and sensory experience of the learner. The presence of strong subjective motivation ensures the transformation of external information into personally meaningful meanings.

The educational paradigm is based on a system of interpersonal social relations. Interaction within the framework of real educational and professional events initiates emotional experiences that determine the formation of value-oriented, motivational and behavioural attitudes of the individual.

The requirements for the personal profile of a modern specialist are determined by the current social and state demand for the level of training of graduates. This demand requires a high-quality personnel reserve whose competencies are commensurate with the social status and professional needs of society. In this context, priority is given to the development of socially adapted individuals who embody advanced moral, ethical, professional and business standards. The process of forming these qualities and skills is implemented in the space of intensive interpersonal communication between students, both with their peers and with the teaching staff. Higher education teachers are required not only

to transmit knowledge, but also to implement value-semantic and emotional-reflective components into the structure of interpersonal interaction.

Within the framework of professional training, the priority task is to maximise the creative potential of students, which contributes to strengthening personal responsibility for the results of social and professional self-realisation. Modern professionals must have the ability to creatively search for solutions and the skills to strategically plan their own activities in accordance with their goals.

A comprehensive system for training leaders in higher education involves two consecutive stages. The first stage involves diagnosing and identifying leadership potential among students. Traditionally, proactive individuals stand out in a group, demonstrating a high level of interest in social interaction and striving to influence group processes in order to achieve leadership positions. However, the critical importance of this stage lies in identifying 'hidden leadership': a significant proportion of students are unaware of their leadership potential and, as a result, do not attempt to put it into practice without targeted pedagogical support.

It is advisable to begin the diagnostic stage in the first year of study under the guidance of study group supervisors. This process serves a dual purpose: it ensures the effective social and psychological adaptation of students and contributes to the creation of a favourable psychological climate. The targeted nature of nominating candidates for official positions in the student self-government system should be based on an objective assessment of their business qualities and leadership intentions.

The tools for identifying management potential include psychological testing methods focused on analysing aptitudes for effective leadership. Comprehensive monitoring covers parameters of academic, research, professional and social activity, as well as the emotional and personal characteristics of students. This holistic approach makes it possible to verify the motivational orientation of students and assess the level of development of their communication and organisational skills.

An important element at this stage is the involvement of students in cultural, creative, sporting and mass activities. Participation in such events levels out adaptation barriers and stimulates the development of interpersonal communication. In the process of joint creative activity, latent leaders have the opportunity to express their organisational abilities. At the same time, as part of the mentoring programmes, senior students act as role models and ideological facilitators for first-year students.

A key role in managing this process is played by curators, whose work is regulated by specialised methodological recommendations on the organisation of

extracurricular activities. These guidelines bring together the regulatory and legal basis, survey tools, and forward planning for extracurricular activities. The effectiveness of curatorial support is enhanced through training seminars focused on studying the age psychology of students and learning game-based techniques for building group dynamics.

After the initial identification of leadership potential, there is a need for targeted work to determine organisational skills and optimise interpersonal interaction. Leadership intentions are most effectively implemented within the framework of project-oriented activities aimed at solving applied professional and socially significant tasks.

The professional training system for future leaders should implicitly include practical management activities that contribute to the development of the subject's analytical, communication and organisational competencies. Particular attention should be paid to the formation of an individual's internal need for self-improvement, as well as the development of mechanisms of self-organisation and self-discipline based on adequate reflective self-assessment of performance results.

These requirements are embodied in the practice of 'leadership schools,' business games, and other simulation technologies. In the context of Western pedagogical concepts, public and professional recognition of leadership status is a critical factor. Delegating authority and expanding areas of responsibility open up new horizons for the expression of leadership talents.

Accordingly, leaders in the field of education represent the most progressive category of specialists in terms of personal and professional development, capable of ensuring qualitative transformation both at the individual level and across the entire educational organisation.

Conclusion: To summarise the above, it should be emphasised that training leaders in the educational sphere is a strategic task on a national scale. The process of developing and verifying leadership qualities is initiated in the educational environment through intensive interpersonal interaction with the professional community and peers. Leadership development is interpreted as a managed pedagogical process focused on actualising creative potential and acquiring organisational competencies. The key mechanism here is the delegation of authority within the framework of extracurricular activities. It is in the context of a systematically organised educational process that the synergy of professional skills and personal qualities necessary for a competitive specialist is achieved.

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