

# PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION OF LEADERSHIP QUALITIES IN UNIVERSITY STUDENTS

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**Abstract:** The article addresses the issue of developing leadership qualities in university students, outlining the individual components of psychological and pedagogical activities. It provides scientific recommendations for creating psychological and pedagogical conditions for forming leadership qualities in students.

**Keywords:** Leadership qualities, management, specialization, leadership, mastery, problematic situation, managerial competence, adaptability, professional development.

The topic of leadership plays a crucial role today and has a distinct historical significance. Socio-economic relations are influenced by external sources. In its general sense, leadership is a person's ability to influence others and guide them toward achieving specific goals. The relevance of this topic lies in the fact that many Russian and foreign scholars have studied and continue to study leadership qualities. However, an analysis of pedagogical, sociological, philosophical, and psychological literature shows that there is no consensus on this phenomenon and its components.

Specialist I. Mahmudov, in his book "Management Psychology," presents the following thoughts on the term "leader": "... In general, the term 'leader' is often replaced with 'guide' in the literature. We believe that the term 'guide' does not fully convey the psychological characteristics of a 'leader.' The word 'guide'

is used concerning a group, referring to a person who influences its members and leads them toward a goal. Leadership is a state that can be identified by analyzing the group structure and its relationship system. However, there are several aspects of leadership that cannot be analyzed solely within the framework of relationships. One of the key aspects of leadership is the ability to act in accordance with a given situation. Initiative, ingenuity, and skill in overcoming difficulties in a problematic situation are qualities inherent in a leader.

In difficult situations requiring problem-solving, a leader stands out due to their advanced thinking and initiative. In our opinion, the Uzbek terms “peshqadam” (pioneer) and “yetakchi” (leader) together can fully express the essence of leadership.

One of the key characteristics influencing an effective leader is their locus of control. People with an internal locus of control tend to be more energetic, capable of managing their actions easily, socially active, strong-willed, and open to new ideas. On the other hand, individuals with an external locus of control prefer structured and well-defined tasks, are less initiative-driven, and show lower creativity and independence. The comfort zone for an external locus of control is to work under someone else's leadership.

The issue of forming leadership qualities in university students falls under the category of psychological and pedagogical research and is more theoretical than practical. The process of developing leadership qualities among students should be viewed as a specially designed psychological and pedagogical activity aimed at equipping them with leadership, influence, and management knowledge and skills.

This activity involves targeted preparation, enabling students to acquire the necessary leadership technology knowledge applicable in various social activities to solve different problems effectively.

To successfully implement psychological and pedagogical activities aimed at developing leadership qualities in students, it is essential to define the necessary psychological and pedagogical conditions, including all relevant circumstances and influencing factors. This also involves organizing pedagogical activities in a goal-oriented manner, employing appropriate pedagogical tools, techniques, and training sessions to develop leadership qualities effectively.

Psychological and Pedagogical Conditions for Developing Leadership Qualities in University Students:

1. Utilization of Educational Environment Resources: Maximizing all educational resources within the institution and updating those that have the most influence on the leadership development process.

2. Training and Exercises for Dynamic Personal Development: Leadership qualities should be developed based on ideas of dynamic personal structure, where leadership functions as a substructure of an individual's orientation.

3. Development of Self-Awareness: Particular attention should be paid to developing students' self-awareness and their understanding of their locus of control in leadership development.

4. Consideration of Leadership Qualities from the Perspective of Five Personality Factors: Leadership qualities formed during the educational process should be analyzed in terms of five fundamental personality factors. Students should be encouraged to develop the personal traits necessary for leadership based on these factors.

5. Problem-Solving in Simulated Situations: The leadership development process should be continuous and based on resolving problems in teacher-modeled situations where students demonstrate leadership actions. Leadership action involves personal influence in solving tasks, assuming leadership roles, and regulating interpersonal relationships within a group based on personal initiative.

The process of shaping an individual is complex and multifaceted. On one hand, an individual assimilates pre-existing social relationships and forms of interaction in direct social interactions. On the other hand, they seek self-expression through their unique development path.

The development of leadership qualities and the formation of individuals as leaders should be based on knowledge of dynamic personality structures through training, exercises, education, and upbringing. As society, technology, communications, and social relations evolve, leadership concepts and leadership development methods also change.

Improving the quality of professional development can be achieved by focusing on key factors, including the primary component of future specialists' competence—management competence. Defining its essence is crucial.

The theoretical and methodological foundations for developing a model of managerial competence in students have been identified. The competency-based approach should be utilized in designing educational objectives, content, and technology to prepare future specialists for lifelong learning.

A contextual learning model should be applied to develop managerial competence, integrating the latest achievements in management theory and interdisciplinary modular complexes into the educational process. Self-assessment methods should be employed to encourage students' self-management, self-development, and active engagement in their learning process.

A systematic diagnostic approach should be implemented for developing managerial competencies based on reflective technologies and Bloom's Taxonomy, which classifies educational objectives into six levels:

- ❖ Knowledge
- ❖ Comprehension
- ❖ Application
- ❖ Analysis
- ❖ Synthesis

## ❖ Evaluation

By improving the quality of professional development, fostering managerial competencies, and enhancing professional preparedness, leadership skills and qualities can be developed not only for professional success but also for lifelong achievement. Preparing students for leadership roles and developing their leadership potential will, in turn, bring significant benefits to society.

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