

OPPORTUNITY TO FORM LEADERSHIP COMPETENCE IN FUTURE EDUCATORS

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Abstract:

This article analyzes the theoretical foundations and practical possibilities of forming leadership competence in future teachers. It is argued that in the modern education system, the teacher's role as not only a teacher, but also a leader is of great importance. The article highlights the structural components of leadership competence, factors influencing their development, and effective methods and tools in the pedagogical process. It also considers innovative approaches and methods that serve to form leadership qualities in the professional activities of future teachers. Research has a result in educators leadership competence development. It is an important factor that concludes

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The issue of forming leadership competence of future teachers in the modern education system is of particular importance, because today a teacher must be not only a provider of knowledge, but also a leader who can effectively organize the educational process, follow students and form them as socially active individuals. Therefore, approaches aimed at developing the leadership potential of students in higher educational institutions play an important role in the process of their professional training. In particular, through interactive methods, problem-based learning, forms of teamwork and practical activities, students develop such qualities as initiative, independent thinking, responsibility and manageability. As a result, this process helps future teachers achieve high efficiency in their professional activities, as well as their formation as competitive specialists in a modern educational environment.

In this regard, in the process of forming leadership competence, the interaction of the individual characteristics of the person, the social environment and the educational process is of great importance. In particular, in the development of leadership qualities in future teachers, one of the priority tasks is to form their communicative potential, initiative and the ability to make the right decisions in problem situations. This process is effectively organized by introducing innovative approaches to the educational process, supporting the independent activity of students and widely involving them in collective work. As a result, such an approach serves to form future teachers not only as professionally mature, but also as socially active, responsible and capable individuals. The issue of leadership has been studied by many scientists at different times, and this concept in modern pedagogical literature, leadership is considered not only as a management activity, but also as a complex competence that is inextricably linked with the

communicative, social and psychological qualities of a person. Therefore, in the formation of leadership, along with theoretical knowledge, the development of practical skills is also of great importance. Shavkat Mirziyoyev's management and leadership activities are based on the principles of modern public administration, in which systemic reforms, attention to the human factor and a policy of openness play an important role. In his leadership approach, improving public administration, directly studying the socio-economic problems of the population and introducing practical mechanisms aimed at solving them are priorities. Also, strategic views aimed at increasing efficiency in management, clearly defining responsibilities and comprehensive development of regions are the main aspects of his leadership model. This approach pays special attention to youth policy, and creates the necessary conditions for their education, professional development and formation as active subjects in society. At the same time, open communication, direct work with the people, and the introduction of innovative management methods are considered key factors that contribute to increasing leadership effectiveness. Scientific research is being conducted at prestigious academic institutions around the world to develop students' leadership qualities, identify leadership types in students, and develop leadership qualities.

In the world's advanced higher education institutions, it is of great importance to develop students' leadership qualities and implement them in the educational process to improve their innovative, creative, professional and personal management qualities. In particular, the development of leadership qualities in students, the implementation of educational content based on innovative approaches, optimizing the model of training highly competitive personnel with professional competence in accordance with the requirements of the digital economy, has become one of the urgent problems of developing leadership qualities in higher education. The opportunities for the formation of leadership competence in future teachers, in turn, are of great importance for teachers to become professional, scientific and culturally mature. Each future teacher is responsible for the development of a whole person, since a teacher is responsible for the future of an entire young generation. In recent years, our country has been creating a normative framework for considering students' leadership competencies as an integral part of professional activity and improving models for developing leadership qualities. "Increasing the social activity of young people, organizing the effective activities of state authorities and management bodies, educational institutions, youth and other organizations in implementing state policy on youth"² has been identified as a priority task. On this basis, the opportunity to strengthen the civic position and activity of our young generation, to educate them as well-rounded individuals who can think independently, master modern knowledge and professions, and compete in the international arena has expanded.

When organizing team activities, the organizing person must be able to demonstrate such qualities as taking on certain obligations, having a deep sense of responsibility, acting boldly, keeping one's word (promise), being demanding of each member, and feeling a sense of responsibility for the outcome of the process. As a result of theoretical analysis, it became clear that the sources also use terms such as "leadership", "leadership", "leadership" and "leadership" as alternatives to the concept of "management". There is a relationship and connection between these concepts, which serves to express the priority role of individuals in the organized functioning of the team. At the same time, each of the above-mentioned concepts, while expressing its own specific content, determines certain levels of individual activity. By describing the lexical meanings of these concepts below, the relationship, connection and differences between them are explained. will be discussed in detail.

The term leader is derived from the English word "lead" and means "manager". The word leader in English means "leader", "head", "leader"

Leadership (from the English word leader) is a process of social influence that combines the help and action of others in the performance of a common task. The word "leader" is a translation of the English word "leader" -

The breadth of the circle of communication and the level of openness, which are one of the characteristics of leadership, are important qualities that set interpersonal relationships in the right direction. Therefore, we will focus our attention on the status of a leader in adolescence and the qualities of openness and communication of a leader, and we will analyze in detail the psychological factors that influence the formation of these qualities and the phenomenon of the leader. To do this, we will analyze the problem of the leader's personality based on psychological literature, select a research methodology and create an experimental model, and study the factors that influence the formation of leadership qualities in informal groups.

In 1948, R. Stogdil listed 4 characteristics of a leader:

"Being intelligent and intellectually capable;"

the ability to influence others;

self-confidence and activity;

"knowing one's job thoroughly"⁵. Those who oppose these ideas also have their own justified views, people with unprecedented abilities in life do not always become leaders, although in every group there are people with such characteristics who may not be considered leaders. When it comes to what tasks a leader performs, we can say the following: A leader is considered to be a business person, has authority, is communicative, and has the ability to solve the problems set before him.

The development of leadership qualities in students of higher educational institutions helps a modern teacher to more effectively fulfill the tasks set before him, is an expression of his authority in the team and at the same time an indicator of the teacher's competence. Leadership qualities in students of higher educational institutions are the skillful use of acquired communicative and organizational experience to resolve non-standard pedagogical situations and the ability to work together as a team.

includes the ability to ensure a regime of continuous personal growth for all its members. An important characteristic of developed leadership qualities is considered to be an active organizer of success in the managerial profession, which is expressed in the manifestation of a tendency to improvisation and creativity in the work process, perseverance in approaching new roles and functions of the manager, the ability to gain authority and the trust of learners, the desire to improve their skills and continuous development in their field of activity. Thus, it is worth emphasizing that the formation of a leader is a goal-oriented educational and upbringing process. The main feature of the process of forming leadership qualities in future teachers is its gradual nature, which implies the rule of compliance with the dynamics of personality formation.

A leader is never alone, he is always seen in the circle of group members, calling on the members of this group to take one or another action. Because the leader knows the psychology of the members of this group better than anyone else, their moods, aspirations, interests, etc., and is the most proactive among them. If we look at it within the organization, we can determine that there are different types of leaders. For example, among the group members there is the most knowledgeable, intelligent, resourceful intellectual leader, among the employees there is the humorous, caring, cheerful, and understanding leader, who can understand others - emotional leader, and among the employees there are courageous, determined, and strong-willed leaders - willful leaders. They appear in specific situations according to the needs of the situation and gain prestige in the minds of employees according to their qualities.

Each employee in a work team has his own position in the group. This position can be obtained formally or informally. The official position is expressed by the employee's position in the career ladder and the powers arising from his position. As any employee interacts with his colleagues, under the influence of various factors, these relationships begin to take on an emotional color. Emotional relationships are formed in two forms - like (sympathy) and dislike (antipathy). Thus

There are also employees who, with their certain qualities, can arouse sympathy in most members of the team and they occupy a high position in the informal system of the group. According to the psychological interpretation, an employee who occupies a high position in the formal system of the team is considered a manager, while a person who occupies a high position in the informal system is a leader.

The leader in a work team is distinguished primarily by his work ethic, because it is precisely because of his work that he begins to stand out from others. In addition, the leader, while protecting the interests of the group, can sometimes contradict the system of formal relations and the interests of official circles. As a result, a conflict may arise in the team between the formal leader and the informal leader. From the interests of the enterprise, it is most optimal for the formal leader in the team and the leader who is formed in the informal system to be represented by one person. Modern psychology, through its achievements, has established the nature of the qualities inherent in a leader and the guidelines for achieving them. can provide sufficient information about. In this regard, we can divide the characteristics of a leader into three categories:

“focus on the interests of the community;

Professionalism, the ability to take on challenges in any problematic situation and take the initiative in resolving the matter to the end;

emotional, emotional attractiveness traits”⁷. The sequence of the above-mentioned set of traits also has its own logic. Research has shown that emotional attractiveness does not necessarily have to be very prominent in a leader. The presence of this indicator in a person at an average level is enough for him to be recognized as a leader. However, a low emotional attractiveness index in a person can negatively affect business communication and negotiations. The ability of a leader to create a positive impression of himself in those around him through good knowledge of the secrets of communication is the main tool for increasing this indicator. As we have said

above, one of the main aspects of leadership is concern for the interests of the group. Therefore, the main aspects of the definition of leadership can be understood as the ability of an individual to successfully resolve this situation and his dedication to the interests of the group. Another main aspect that demonstrates the ability of an individual to be a leader is his ability to adapt to the demands and desires of the team. Different work teams, depending on their level of responsibility, demonstrate different desires, and sometimes even completely disagree with the interests of society. In such teams, naturally destructive, that is, destructive leaders stand out and become a kind of force that reflects the hidden motives of the group.

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