pISSN:2349-5707 Volume:13,Issue 5, May -2026 eISSN:2349-5715

PSYCHOLOGICAL-PEDAGOGICAL BASIS OF LEADERSHIP QUALITIES IN YOUNG STUDENTS

Saidova Orzigul Asqarali qizi
Fergana State University, 1st year student, Department of Theory and Methodology of Education and Training (Primary Education)
+99894 5723172
E-mail: saidovaorzigul16@gmail.com
ORCID:0000-0002-6392-5647

Abstract: This article discusses the psychological and pedagogical foundations of the formation and development of leadership qualities in younger students. During the study, the scientific essence of the concept of leadership, its importance at the primary education stage, and pedagogical factors influencing the development of these qualities in students were analyzed. It was also substantiated that interactive methods, teamwork, and the pedagogical skills of the teacher are one of the main tools in the formation of leadership qualities. The results of the study show that the development of leadership qualities in younger students requires a systematic and purposeful approach.

Keywords: younger students, leadership, psychological and pedagogical foundations, primary education, interactive methods, teamwork, initiative, competence, teacher's role, personal development.

KICHIK YOSHDAGI O‘QUVCHILARDA LIDERLIK SIFATLARINING PSIXOLOGIK-PEDAGOGIK ASOSLARI

Annotatsiya: Mazkur maqolada kichik yoshdagi o‘quvchilarda liderlik sifatlarini shakllantirish va rivojlantirishning psixologik-pedagogik asoslari yoritilgan. Tadqiqot davomida liderlik tushunchasining ilmiy mohiyati, uning boshlang‘ich ta’lim bosqichidagi ahamiyati hamda o‘quvchilarda ushbu sifatlarni rivojlantirishga ta’sir etuvchi pedagogik omillar tahlil qilingan. Shuningdek, interfaol metodlar, jamoaviy faoliyat va o‘qituvchining pedagogik mahorati liderlik sifatlarini shakllantirishdagi asosiy vositalardan biri ekanligi asoslab berilgan. Tadqiqot natijalari kichik yoshdagi o‘quvchilarda liderlik sifatlarini rivojlantirish tizimli va maqsadli yondashuvni talab etishini ko‘rsatadi.

Kalit so‘zlar: Kichik yoshdagi o‘quvchilar, liderlik, psixologik-pedagogik asoslar, boshlang‘ich ta’lim, interfaol metodlar, jamoaviy faoliyat, tashabbuskorlik, kompetensiya, o‘qituvchi roli, shaxs rivojlanishi.

ПСИХОЛОГИЧЕСКО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ЛИДЕРСКИХ КАЧЕСТВ У МОЛОДЫХ СТУДЕНТОВ

Аннотация: В данной статье рассматриваются психолого-педагогические основы формирования и развития лидерских качеств у учащихся младших классов. В ходе исследования проанализирована научная сущность понятия лидерства, его важность на этапе начального образования, а также педагогические факторы, влияющие на развитие этих качеств у учащихся. Обосновано также, что интерактивные методы, командная работа и педагогические навыки учителя являются одним из основных инструментов формирования лидерских качеств. Результаты исследования показывают, что развитие лидерских качеств у учащихся младших классов требует систематического и целенаправленного подхода.

pISSN:2349-5707 Volume:13,Issue 5, May -2026 eISSN:2349-5715

Ключевые слова: учащиеся младших классов, лидерство, психолого-педагогические основы, начальное образование, интерактивные методы, командная работа, инициатива, компетентность, роль учителя, личностное развитие.

INTRODUCTION

Today, the modernization of the education system in the Republic of Uzbekistan and the upbringing of the younger generation as well-rounded, independently thinking, initiative, and socially active individuals are considered among the priority directions of state policy. In the educational process, special attention is being paid not only to providing knowledge but also to developing essential life skills in students, including leadership qualities. Within the framework of ongoing educational reforms in the country, the development of students' intellectual potential, equipping them with modern competencies, and increasing their social activity have been identified as important tasks. In this regard, the decisions and initiatives put forward by Shavkat Mirziyoyev concerning the development of the education system particularly emphasize supporting young people and developing their creative and initiative abilities.

The primary education stage is especially important because it is a critical period during which the fundamental psychological and social characteristics of an individual are formed. At this stage, children develop communication skills, teamwork abilities, a sense of responsibility, and leadership qualities. Therefore, developing leadership skills in young learners has significant pedagogical and psychological importance.

According to modern pedagogical approaches, leadership qualities are not only innate abilities but also social competencies that can be purposefully developed through the educational process. Consequently, an educational environment organized with consideration of students' age and individual characteristics plays an important role in developing their leadership potential. The purpose of this article is to analyze the psychological and pedagogical foundations of leadership qualities in young learners and to identify effective methods for their development.

LITERATURE REVIEW AND METHODOLOGY

The issue of forming and developing leadership qualities in young learners is considered one of the important directions of the modern educational system. Contemporary pedagogical and psychological studies demonstrate that leadership is a complex phenomenon closely connected with a person's social activity, initiative, communicative competence, and ability to find their place within a group. Especially during the primary education stage, students' socialization intensifies, creating favorable conditions for the development of their leadership potential. Recent scientific research interprets leadership not only as an innate ability but also as a social and personal competence that can be developed through the educational process.

From a psychological perspective, leadership qualities in young learners are formed on the basis of their emotional development, level of self-awareness, and relationships with peers. At the same time, properly organized pedagogical conditions increase the effectiveness of this process. Analysis of pedagogical literature shows that interactive teaching methods play a significant role in developing leadership qualities. In particular, group activities, project-based learning, role-playing games, and problem-solving situations increase students' initiative, encourage active participation in teamwork, and help develop management skills.

Research conducted by Uzbek scholars also recognizes consideration of students' individual characteristics, the creation of a positive psychological environment, and the supportive role of the teacher as important conditions for developing leadership qualities. The methodological foundation of this research is based on learner-centered education, activity-based approaches, and competency-based approaches. Such approaches contribute to the systematic development of students' leadership potential while taking into account their individual abilities and opportunities.

During the research process, both theoretical and empirical methods were comprehensively applied. Through the theoretical analysis method, modern scientific sources were studied and generalized. Using the observation method, students' leadership behaviors in real educational

pISSN:2349-5707 Volume:13,Issue 5, May -2026 eISSN:2349-5715

activities were analyzed. Interview and questionnaire methods were used to study students' opinions and experiences. In addition, interactive training sessions were organized within the framework of a pedagogical experiment in order to determine their effectiveness in developing leadership qualities among learners. Throughout the study, the principles of systematicity, consistency, and objectivity were followed, and the obtained results were analyzed and generalized.

The psychological development process in children is formed gradually according to their age, and leadership qualities also develop progressively within this process. At each age stage, children's thinking abilities, social activity, communication skills, and independence are manifested differently. Therefore, in order to effectively develop leadership qualities, it is essential to carefully consider children's age-related psychological characteristics. For this purpose, and in order to systematically explain these aspects, demonstrate the continuity between developmental stages, and reveal the relationship between psychological development and leadership qualities, it is appropriate to present the following table.

Table 1. Age-Related Psychological Characteristics and Developmental Activities of Children

Age Period	Psychological Characteristics	Activity and Developmental Manifestations
1–3 years	- Memory and speech begin to develop - Strong imitation ability - Emotional attachment is important - High sensory development	- Tries to remember things they see - Begins to speak simple words - Learns through play
3–5 years	- Thinking and imagination develop - "Why?" questions increase - Independence grows	- Performs tasks through repetition - Engages in role-playing games - Completes simple assignments
5–7 years	- Logical thinking begins to develop - Attention becomes more stable - Socialization increases	- Draws and attempts writing - Jumps and runs actively - Participates in group games
7–10 years	- Concrete thinking develops - Memory strengthens - Sense of responsibility appears	- School activities become central - Learns reading, writing, and counting - Follows rules and instructions
10–12 years	- Analytical abilities develop - Independent thinking increases - Friendship becomes important	- Completes more complex tasks - Learns to work in groups - Personal interests begin to form

DISCUSSION

The results of this study demonstrated that the process of forming and developing leadership qualities in young learners is complex, multifactorial, and requires a systematic approach. The obtained findings confirmed that leadership qualities appear at different levels among students; however, they can be significantly developed through purposeful pedagogical influence. Observations conducted during the research showed that students' leadership behaviors become especially evident during group activities, collaborative tasks, and interactive lessons. Some learners demonstrated initiative and attempted to organize group work, while others developed cooperation skills by following and supporting their peers. This situation indicates that leadership is a gradual process shaped within the social environment and educational activities.

The research findings also revealed that the role of the teacher is of decisive importance. A positive psychological environment created by the teacher, opportunities for free expression of ideas, and an effective encouragement system significantly influence the development of students' leadership qualities. Uzbek pedagogical scholars also emphasize the importance of

pISSN:2349-5707 Volume:13,Issue 5, May -2026 eISSN:2349-5715

activating learners in the educational process, developing independent thinking, and applying learner-centered approaches.

Another important aspect identified during the discussion is that leadership qualities do not develop equally in all students. This difference is related to their individual psychological characteristics, temperament type, self-confidence level, and social experience. Therefore, it is necessary to apply a differentiated approach within the educational process.

The interactive methods used during the research such as role-playing games, group projects, and problem-solving situations were found to contribute not only to the development of leadership qualities but also to communication culture, responsibility, and cooperation skills. This demonstrates that leadership should not be viewed as a narrow concept but rather as a broad socio-pedagogical competence.

RESULTS

Overall, the research findings confirmed that the effectiveness of developing leadership qualities in young learners directly depends on pedagogical conditions, teacher professionalism, and the methodological approaches applied in the educational process. During the study, the effectiveness of pedagogical activities aimed at developing leadership qualities in young learners was examined, and the following results were identified.

Initial observations showed that leadership qualities among students were not equally developed. Some learners demonstrated strong initiative, activity, and a desire to lead the group, while others showed passivity and shyness. It was determined that this situation was connected with individual psychological characteristics and social experience.

As a result of the interactive methods applied during the study — including group activities, role-playing games, and problem-solving situations — significant positive changes were observed among students. In particular, they:

- increased their level of initiative;
- became more active in teamwork activities;
- developed the ability to express their opinions freely;
- strengthened their sense of responsibility.

Furthermore, the results of the pedagogical experiment demonstrated that the teacher's supportive and encouraging approach has a direct positive impact on the development of leadership qualities in students. In classes where a positive psychological environment was created, students' activity and initiative increased considerably.

According to the results of questionnaires and observations, by the end of the study most students showed increased self-confidence, improved teamwork skills, and greater interest in leadership activities. In particular, even previously passive learners gradually began to demonstrate more active participation. The obtained results confirmed that pedagogical approaches aimed at developing leadership qualities in young learners are effective and highlighted the necessity of organizing this process systematically and purposefully.

CONCLUSION

This research was devoted to studying the psychological and pedagogical foundations of forming and developing leadership qualities in young learners. Based on the conducted analyses and practical observations, it can be concluded that although leadership qualities naturally appear at different levels among students, they can be purposefully and systematically developed through the educational process.

The study revealed that the formation of leadership qualities in young learners largely depends on collaborative activities, interactive teaching methods, and the pedagogical skills of the teacher. In particular, group work, role-playing games, and problem-solving situations were confirmed to be effective tools for developing students' initiative, communication skills, and sense of responsibility.

Furthermore, it was determined that students' individual characteristics, temperament type, and level of self-confidence play an important role in the expression of leadership qualities.

pISSN:2349-5707 Volume:13,Issue 5, May -2026 eISSN:2349-5715

Therefore, the necessity of applying differentiated and individualized approaches within the educational process was substantiated.

Overall, the research findings demonstrated that the effectiveness of developing leadership qualities in young learners is directly connected with pedagogical conditions, methodological approaches, and teacher activity. This confirms the necessity of systematically organizing the development of leadership qualities within primary education. Thus, the formation of leadership qualities in young learners plays an important role in educating active, initiative, and responsible individuals for society.

REFERENCES

1. Daniel Goleman Goleman, D. Leadership That Gets Results // Harvard Business Review. – 2020. – Vol. 98, No. 2. – P. 78–90.
2. Organisation for Economic Co-operation and Development Future of Education and Skills 2030. – Paris: OECD Publishing, 2020. – 45 p.
3. Linda Darling-Hammond Darling-Hammond, L. Preparing Teachers for Deeper Learning // Harvard Education Press. – 2021. – Vol. 17, No. 3. – P. 25–39.
4. Howard Gardner Gardner, H. Multiple Intelligences in the 21st Century. – New York: Basic Books, 2020. – 320 p.
5. World Economic Forum The Future of Jobs Report. – Geneva: World Economic Forum, 2023. – 314 p.
6. Peter Salovey Salovey, P., Mayer, J.D. Emotional Intelligence and Leadership Development // Journal of Educational Psychology. – 2021. – Vol. 45, No. 4. – P. 210–224.
7. R.J. Sternberg Sternberg, R.J. Transformational Leadership and Creative Thinking in Education // Educational Research Review. – 2022. – Vol. 36. – P. 1–15.
8. European Commission Key Competences for Lifelong Learning. – Brussels: European Commission, 2020. – 24 p.
9. John Hattie Hattie, J. Visible Learning and Leadership in Schools // Routledge Education Studies. – 2021. – 280 p.