

DEVELOPING LEADERSHIP QUALITIES IN FEMALE STUDENTS: MODERN PEDAGOGICAL AND PSYCHOLOGICAL APPROACHES

Djabbarova Nilufar Bakhtiyarovna
Teacher at Urgench Ranch University
nilush-90@mail.ru

Abstract

This article examines contemporary educational and psychological methods for cultivating leadership attributes in female pupils. The text evaluates many leadership theories, encompassing personal, situational, motivational, and political aspects, and analyzes their application within educational contexts. The research underscores the significant influence of social and psychological elements on the development of leadership potential in female students, stressing the necessity of establishing supportive situations that cultivate leadership abilities. It examines the influence of gender views on leadership development, offering insights on how educational institutions might enhance support for female students in their leadership pursuits.

Keywords: Female leadership, pedagogy, psychology, educational methodologies, gender perspectives, situational leadership, motivating variables.

Introduction

The issue of leadership is one of the most relevant topics in modern pedagogical and psychological research. Several approaches to understanding and studying leadership have been developed, all of which attempted to illuminate various aspects of the phenomenon of leadership. The theory of personal qualities and situational approaches became the basis for conducting many scientific studies on this topic.

When studying leadership, Stogdill and Shatley proposed considering leadership not as a personal quality, but as a system of relationships between people. They emphasized status, interaction, and interpersonal communication as key factors in leadership. According to this approach, leadership is shaped not only by the leader's personal qualities, but also by social relationships within the group.[1]

MATERIAL AND METHODS

The issue of leadership has also been deeply studied among Russian scholars. R. Cattell proposed viewing leadership as a dynamic interaction between the leader's goals and the needs of his followers. This approach shows that the leader's task depends on the selection of group goals and the process of their implementation.[2]

Russian psychology also pays special attention to the differences between leadership and leadership. A.V. Petrovsky emphasizes the understanding of leadership as a phenomenon that



plays a significant role in the development of the group. He believes that to properly assess leadership, it is necessary to consider the developmental stages of the group, as the same leadership style can have different effectiveness at different developmental stages.[3]

The potential leadership model, developed by American researcher F. Fiedler, is also based on the integration of the leader's personal qualities and situational factors. Fiedler identifies two types of leadership styles: task-oriented and personal-relationship-oriented leadership. In this model, changes in the situation have a direct impact on the leader's effectiveness. While task-oriented leaders are more effective in very favorable or very unfavorable situations, leaders focused on personal relationships are more successful in mid-level situations.[4]

Another theory explaining the problem of leadership is the theory of motivational leadership. According to this approach, the effectiveness of a leader is determined by how it affects the motivation of his followers and the ability to complete the task. Researchers such as J. Homans, J. March, and G. Simon viewed the leader as a person who is able to understand the needs and desires of his followers and suggest ways to implement them.[5] This theory illuminates the emotional and motivational factors of leadership.

These theories are of great importance in the study of female student leadership. First, the personal qualities of female students play a decisive role in the development of their leadership abilities. Secondly, through the theory of motivational leadership, the ability of female students to influence their followers and what tasks they are performing in the group are determined. At the same time, social relationships and group dynamics are also important in the development of leadership among female students. Modern pedagogical and psychological research shows that leadership is a complex socio-psychological process. The leadership of female students can be explained through personal, situational, and motivational approaches. Leadership in this process is shaped by the combination of personal qualities, group relationships, and social situations.

In contemporary pedagogical and psychological research, the question of leadership is studied as a complex and multifaceted problem. These studies are aimed at understanding the social, psychological, and cultural aspects of leadership, and are particularly important in the development of leadership qualities among female students.

The theoretical foundations of leadership are explained based on various approaches. The interactionist approach, particularly through the "diade of vertical connections" model put forward by G. Graen, views leadership as part of the interaction process. According to this model, the leader acts over the group not only as a manager, but also as a participant in the process of interpersonal relationships and cooperation within the group. In this approach, the quality and intensity of the leader's intragroup interaction play an important role.[6]

The cognitive approach considers the leader and his followers as active subjects who observe. In this theory, leadership is explained through "implicit" theories, meaning that followers evaluate and accept the leader's behavior through their own cognitive schemes. This process is also important in developing the leadership abilities of female students, as cognitive processes play a decisive role in shaping the relationship between the leader and followers.[7]

Political leadership also plays an important role. J. Blondel distinguishes political leadership from other types of leadership and emphasizes that it is socially and politically important. Political leadership is achieved by encouraging others to do things they might not have done.



Political leaders exert a strong influence on their followers, guiding them towards specific social or political goals.[8]

Russian scientists have also conducted in-depth research on leadership. For example, A.V. Petrovsky emphasizes the need to consider the stages of group development in order to properly understand the phenomenon of leadership. According to him, the effectiveness of leadership style depends on the level of development of the group, and the same style can yield different results in different groups.[9] At the same time, R. L. Krichevsky explains leadership through value exchange in the group. According to this theory, leadership is linked to the most important values and qualities in the group, and the leader is recognized by the group through these qualities.[10]

The theory of motivational leadership is also of great importance in modern research. According to this theory, the effectiveness of leadership is determined by the level of influence on the motivation and abilities of its followers. Leaders understand the needs of their followers and offer the ways they need to satisfy them, which is an important factor in achieving the group's overall goals.[11]

The aforementioned theories and approaches play an important role in the development of leadership abilities in female students. Social relationships, group dynamics, and motivational factors are crucial for the study and development of leadership among female students. At the same time, it is necessary to create special pedagogical conditions for them to demonstrate leadership skills in their groups. In this process, interactionist and cognitive approaches help explain how effectively leadership develops. Modern pedagogical and psychological research shows that leadership is linked not only to personal characteristics, but also to social and contextual factors. The leadership of female students can be studied even more deeply through these approaches, which is an important step in developing leadership skills among them.

Both models play an important role in developing the leadership abilities of female students, as they encourage personal responsibility, foster creative approaches, and contribute to a positive change in the environment. By applying these models, female students are prepared to actively participate not only in academic fields, but also in various social and economic processes in society.

RESULTS AND DISCUSSIONS

The development of leadership qualities in female students is of particular importance within the framework of the teaching profession. In modern educational institutions, teachers should actively participate in the role of a mentor who guides female students and develops their leadership abilities, rather than only an educational role. This process prepares students to play an active role in society by discovering their knowledge, skills, and emotional potential. By understanding the changing world and being flexible to these changes, the teacher must encourage female students to take initiative in solving modern problems.

Teachers should act as leaders who influence not only the delivery of lessons, but also the personal development of female students. They should teach female students independent thinking, problem solving, and teamwork in a scientific and social environment. To achieve this, it is important for the teacher to use their knowledge and experience to inspire female students and support their intellectual and emotional development. Teachers should also



encourage female students to have a positive attitude towards changes in society and ensure their active participation in promoting these changes. This makes it easier for them to prepare for future leadership roles. Teachers help students develop as full-fledged members of society by teaching them not only textbook knowledge, but also life skills and values.

Regular self-improvement as a teacher and awareness of modern educational technologies are key to effective education for female students. Teachers play an important role in the development of female students by updating their knowledge and experience, introducing them to new knowledge and technologies. This process is an important factor in preparing female students for leadership in society in the future.

Modern pedagogical and psychological research plays an important role in the study of gender perspectives. This field is particularly important in understanding the pedagogical mechanisms for developing leadership qualities in female students. Gender perspectives provide consideration of various aspects in the process of studying leadership, which allows for the full utilization of girls' leadership potential in the educational and upbringing process.

First and foremost, pedagogical research deeply explores the issue of gender equality, focusing on the differences between girls and boys. For example, teaching methods and the cultural environment of educational institutions can influence girls' self-expression and leadership skills. Therefore, educational institutions should promote the development of girls' leadership qualities by creating an environment that encourages them to make active and independent decisions.

CONCLUSION

Psychologically, research explores how girls can enhance their self-confidence and develop their ability to speak in public. To do this, educators should recognize stereotypes used towards girls and seek ways to eliminate them. For example, instead of restricting girls to "assistant" or "career" roles, they can be tested in various roles, including leadership positions.

Research conducted within the framework of gender perspectives also includes an analysis of gender role-playing games in different cultures. Such analyses show how girls' leadership opportunities can be expanded in both global and local contexts. In particular, it is important to study the level of perception of girls as leaders in different cultures and what difficulties there are in this regard. Finally, through the application of gender perspectives, educational institutions will be able to develop new methods and approaches to identifying and developing girls' leadership abilities. To do this, pedagogical research should consider practical measures such as encouraging girls, imposing greater responsibility on them, and taking their feedback seriously. All of this helps girls fully realize their leadership qualities and increases their social activity.

References

1. Стогдилл Р. Исследование личности и поведения лидера. - М.: Прогресс, 1974. - 278 с.
2. Кеттел Р. Теория личности. - М.: Изд-во Академии наук СССР, 1950. - 512 с.
3. Петровский А. В. Социальная психология коллектива. - М.: Мысль, 1979. - 243 с.
4. Фидлер Ф. Теория и практика лидерства. - М.: Прогресс, 1978. - 336 с.



5. Гоман Д. Теория социального обмена. - М.: Прогресс, 1961. - 320 с.
6. Graen G., «Leader-member exchange theory: A critique and further development», 1976
7. Lord R., Phillips J., «Leadership and Information Processing: Linking Perceptions and Performance», 1990
8. Блондель Ж., «Политическое лидерство», 1999, с. 395
9. Петровский А. В., «Социальная психология коллектива», 1979, с. 243
10. Кричевский Р. Л., «Психология лидерства», 1991
11. Homans J., «The Human Group», 1950

