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# LEADERSHIP: ITS TYPES AND PEDAGOGICAL POTENTIAL

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**Abstract.** In today's world, young people need to possess the skills required to establish and manage social relationships in order to succeed in social life. Therefore, developing leadership potential that enables young people to participate actively in society remains an important issue. In this regard, quality higher education should encompass not only the acquisition of professional knowledge but also personal development.

**Keywords:** leadership, leadership potential, university students, social engagement, higher education, leadership competence, soft skills, personal development, civic engagement, initiative, teamwork, responsibility, independent thinking, pedagogical approach.

## INTRODUCTION

In the modern world, the task of the education system is not only to prepare qualified specialists but also to educate young people who are mature as individuals, socially active, independent in their thinking, proactive, and equipped with leadership qualities. Leadership is increasingly recognised as one of the most important soft skills required for success in a competitive labour market. Today, many developed countries and international organisations, including UNESCO, the European Union's education bodies, and the National Education Association of the United States, regard the development of student leadership in higher education as a priority. This trend is helping transform higher education institutions from centres that merely transmit knowledge into innovative and transformative environments that prepare future leaders.

One of the essential needs of any civilised society is to encourage citizens' social engagement and prepare leaders who can assume responsibility for addressing political, economic, and social challenges in the near future. International practice demonstrates that leading universities in the United States, such as Harvard, Stanford, and MIT, as well as initiatives implemented within the European Union's Erasmus+ programme, widely use training sessions, seminars, project-based learning, and mentoring programmes to strengthen students' leadership potential. These approaches help young people become active and responsible leaders who can defend their views not only in the learning process but also in social life.

Consequently, developing students' leadership skills is viewed not merely as a separate educational objective but as one of the strategic goals of the higher education system as a whole. Addressing this issue helps cultivate a generation of leaders needed for national progress, the development of human capital, and sustainable socioeconomic development.

It is important to acknowledge the direct involvement of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in shaping the country's new youth policy. The President has prioritised the comprehensive development of the younger generation from the earliest stages of education, with particular attention to upbringing and the reform of primary, secondary, and higher education. In his message marking Youth Day on 30 June 2019, President Sh. Mirziyoyev stated: "We must pay particular attention to young people's active participation in the democratic processes taking place in our country and to increasing their political and social potential. This

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will make a significant contribution not only to the interests of the younger generation but also to those of our entire people."

The development of leadership skills also helps students acquire competencies essential to the modern individual, including creative thinking, teamwork, decision-making, responsibility, and the ability to substantiate and defend their views. This enables them to become not only qualified professionals but also community leaders with an active sense of civic responsibility. From this perspective, developing systematic, gradual, and goal-oriented methodological approaches to cultivating leadership skills among students in Uzbekistan is a relevant scientific and pedagogical challenge with practical significance.

The reforms undertaken by the President of Uzbekistan in youth policy, including the implementation of mechanisms within programmes such as the "Youth Register" and "Youth – Our Future" to identify and develop young people's leadership potential, demonstrate that this issue is also a national priority. In the process of integration with the international community, the level of citizens' engagement is increasingly recognised as one of the key drivers of development. This, in turn, highlights the need to improve systems for strengthening and encouraging students' leadership abilities and social participation.

According to the great thinker Yusuf Khass Hajib, "There are two kinds of truly worthy people in the world: one who teaches and one who learns." In this sense, people with leadership potential not only work on their own development but also positively influence the growth of those around them. They create new ideas, inspire others, and remain committed to continuous learning. The English word "leader" refers to a person who guides or heads a political party, organisation, or other group. Leadership, in turn, is a process of social influence through which people's efforts are brought together and directed towards a common goal.

**MAIN PART**

A person with leadership ability is characterised by the following key qualities:

Readiness to make important and complex decisions and to accept responsibility for them;

Prioritising collective or social interests over personal interests;

The ability to guide people voluntarily rather than through coercion;

A strong personal presence and natural ability to influence others;

The ability to inspire trust and exert a positive psychological influence;

The ability to acknowledge mistakes and accept personal responsibility for failures.

Public speaking, including eloquence and oratory, is one of the principal means of influence in leadership. As Abu Nasr al-Farabi emphasised, in a perfect society each social group is an integral part of a unified social structure, has its own functions, and is specialised in carrying them out. In al-Farabi's view, "Not everyone is capable of leading others and directing them towards happiness and prosperity. If a person lacks the ability to help others attain happiness and inspire them to undertake the activities necessary for this purpose, or does not possess the capacity to fulfil such responsibilities, that person does not have the potential to be a leader."

Developing leadership abilities in the younger generation is an important factor in promoting personal and social growth, active participation in teamwork, problem-solving, and initiative. The educational process aimed at developing these abilities requires a comprehensive approach and includes the following areas:

1. The essence of leadership. Leadership is the ability to influence the activities of other individuals or groups, direct them towards a common goal, organise their efforts, and motivate them to act. Being a leader is not merely a social role but also a combination of personal qualities.

2. Components of leadership ability. Leadership among students can be developed by fostering the following elements: communication skills—the ability to exchange ideas effectively,

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express thoughts clearly, and listen to others; initiative—the willingness to make independent decisions and put forward new ideas; responsibility—the readiness to accept accountability in collective activities; problem-solving—the ability to identify appropriate solutions in complex situations; and self-management—the ability to plan and analyse one's activities and take responsibility for outcomes.

3. The content of leadership development. The main areas involved in developing students' leadership abilities include fostering psychological maturity, such as self-confidence, emotional stability, and goal orientation; developing social engagement through group activities and social projects; strengthening cognitive skills, including analysis, synthesis, and critical thinking to justify a leadership position; and reinforcing moral and volitional qualities, such as determination, patience, honesty, and fairness.

4. Ways to implement leadership development in education. Leadership abilities can be developed through role-play and training sessions, project-based learning, group work and social assignments, as well as problem-based situations and discussions.

5. The ultimate goal. Young people with leadership abilities can develop into mature individuals who are active in society, socially responsible, proactive, and capable of independent thought. These qualities serve as important foundations for their future professional activity and life success.

Methods for organising innovative educational activities should help develop students' engagement, openness to communication, professional competence, independent decision-making, personal outlook, and working style. Innovative forms of group learning include project-based methods, case studies, role-play, collaborative learning, brainstorming, inner-game techniques, and peer learning in groups. All of these are considered active teaching methods.

The case-study method is an inquiry-based analytical teaching technology that involves analysing, diagnosing, and resolving a particular situation. It often requires collaboration in groups or small teams. The "inner game" approach, by contrast, focuses on the learner's individual potential, aspirations, and personal history. Whereas traditional approaches place the lesson content at the centre, this method does not rely on the teacher directly transmitting knowledge. Instead, the teacher stimulates students' interest in learning and helps them reveal their internal potential.

Although higher education institutions increasingly recognise the importance of developing students' leadership qualities, existing educational and formative opportunities are not always used fully or purposefully in practice. This creates a need to develop key areas, principles, psychological and pedagogical conditions, and technologies that can foster leadership qualities essential to students' future professional activity.

The flipped-classroom approach is an effective way to create a learner-centred educational environment. Another method that has become increasingly widespread in recent years is project-based learning. It encourages students to take an active role and participate in practical tasks that they help shape. The jigsaw method is also effective: a topic is divided into several parts, and students are assigned to small groups. Each student is responsible for independently studying a specific part of the topic.

Before defining project-based learning (PBL), it is important to distinguish it from problem-based learning. Leadership has attracted researchers' attention for many years. Despite the numerous books and articles devoted to the topic, there is still no single universally accepted definition. Nevertheless, several common elements help explain the concept. In The Deep Blue Sea: Rethinking the Source of Leadership, Drath argues that leadership is not simply something observed and perceived in the external world; rather, it is a social concept that people construct

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through shared understandings, words, and actions and agree to call "leadership." In foreign-language teaching, an approach that expresses the conceptual unity of linguodidactic principles and methods and incorporates ethical, integrative, informational, evaluative, and technological functions is also considered relevant.

Early theoretical interpretations of leadership can be found in the ideas of thinkers from antiquity. In Plato's Republic, for example, the qualities required of a person governing society are discussed. Plutarch analysed the qualities that distinguished notable individuals from others through accounts of their lives. In these views, leadership was primarily associated with qualities inherent in a particular individual.

In the nineteenth century, approaches based on individual characteristics of leadership developed further. In On Heroes, Hero-Worship, and the Heroic in History, Thomas Carlyle examined the role of historical figures in social progress, emphasising their talent, will, abilities, and personal qualities. In Hereditary Genius, Francis Galton studied the family backgrounds of eminent individuals and advanced views linking leadership abilities to hereditary factors. These ideas later contributed to the development of trait theories of leadership.

However, later research introduced differing perspectives on the idea that leadership can be explained solely by innate or hereditary characteristics. Contemporary interpretations recognise natural abilities as an important factor while also emphasising that leadership qualities can develop through education, upbringing, social experience, and practical activity.

From this perspective, interpreting leadership exclusively as an "innate ability" is one-sided. Some individuals may naturally demonstrate stronger tendencies towards initiative, communication, determination, or social engagement. However, this does not mean that their leadership potential is fixed. On the contrary, these qualities can be developed through an appropriate pedagogical environment, purposeful training, teamwork, and social experience.

The capacity for leadership development is particularly important during the university years. This period offers extensive opportunities for students to think independently, form their own views, build relationships with peers, participate in collective activities, and establish their professional identity. Therefore, higher education provides an important pedagogical setting for identifying and developing students' leadership qualities.

In contemporary approaches, leadership is characterised not only by the ability to influence others but also by setting common goals, securing team members' support, establishing cooperation, and adapting to changing circumstances. These features distinguish leadership from management in its narrower sense.

Thus, an analysis of the historical and theoretical development of leadership shows that the concept was initially explained mainly through innate and individual characteristics, but later came to include behaviour, social relationships, situational factors, and education and upbringing. Today, leadership is understood as the interaction of an individual's potential, social experience, activity, and ability to adapt to particular circumstances.

## LITERATURE REVIEW

Issues related to pedagogical leadership and the development of teachers' professional competence have been investigated by scholars such as M. Fullan, A. Hargreaves, K. Leithwood, A. Harris, and V. Robinson. Their work has developed theoretical foundations for leadership in educational institutions, the formation of a culture of collaboration, and the development of teachers' social and emotional competencies.

Researchers in Uzbekistan have also extensively studied pedagogical competence, innovative educational technologies, and ways to improve the professional preparation of future teachers. In particular, B. Kh. Khodjayev has developed scientific and methodological

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foundations for modernising the content of teacher education through a competency-based approach. N. A. Muslimov has investigated the methodology for developing the professional competence of future teachers. R. H. Jo‘rayev has addressed pedagogical management and educational administration; U. N. Nishonaliyev has examined pedagogical mastery and leadership competencies in teachers; and N. Kh. Avliyoqulov has explored the development of students’ personalities through pedagogical technologies.

In recent years, a number of dissertation studies in Uzbekistan have focused on developing students’ leadership qualities, cultivating management culture, and strengthening affiliative motivation. These studies have proposed pedagogical conditions for developing leadership, examined the relationship between emotional intelligence and collaborative competencies, and presented models for developing affiliative motivation through cooperative learning.

## RESEARCH METHODOLOGY

The pedagogical potential for developing leadership qualities among students can be seen in several areas. First, collaborative learning enables students to express their views, listen to others, and develop shared decisions. Second, problem-based learning develops independent thinking and decision-making. Third, project work strengthens initiative, responsibility, and organisational skills. Fourth, discussions and debates develop communication and argumentation competencies. Fifth, reflective activities help students recognise their leadership potential and areas for improvement.

The teacher also serves as an important leadership role model. When teachers value students’ opinions, support their initiatives, and treat mistakes not as grounds for punishment but as opportunities for development, they create a favourable pedagogical environment for shaping students’ leadership behaviours.

On this basis, different forms of leadership can be summarised from a pedagogical perspective as follows:

| Leadership style | Main characteristics | Pedagogical potential |
|---|---|---|
| Authoritarian | Centralised decision-making and strict control | Maintaining order in urgent situations |
| Democratic | Cooperation and collective decision-making | Increasing students’ engagement and independence |
| Laissez-faire | A high degree of independence | Supporting creativity and initiative |
| Situational | Adaptation to circumstances | Selecting an appropriate strategy for different pedagogical situations |
| Transformational | Development and inspiration | Increasing students’ motivation and potential |
| Servant | Serving the development of others | Strengthening learner-centred education |
| Affiliative | Trust, empathy, and harmony | Developing a positive psychological climate and cooperation |
| Coaching | Guidance and development | Unlocking students’ individual potential |

As the table shows, each leadership style has its own pedagogical potential. Therefore, rather than treating one leadership style as universally superior in teacher education, it is more

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appropriate to develop the competence to use different leadership strategies according to the situation.

Certain aspects of democratic, situational, transformational, coaching, and affiliative leadership are particularly important for future teachers because these approaches place strong emphasis on individual engagement, collaboration, development, independence, and psychological well-being.

**ANALYSIS AND RESULTS**

Factors influencing leadership effectiveness. Leadership effectiveness depends on a range of factors, the most important of which include:

The leader's personal characteristics: the speed and reliability of decision-making, communication skills, and emotional intelligence are important for effective leadership.

The group's needs and tasks: the group's goals, members' needs, and assigned tasks play an important role in choosing a leadership style.

Relationships within the group: the level of mutual trust, cooperation, and motivation within a group affects leadership success.

The cultural and social context: the cultural and social values of a society influence both the type and effectiveness of leadership.

Leadership is important for managing groups and directing them towards shared goals. Leadership styles and approaches have a considerable influence on group relationships, motivation, and effectiveness. Authoritarian, democratic, and laissez-faire leadership each produce distinct social and psychological outcomes. Effective leadership is achieved by understanding group members' needs, providing appropriate motivation, and making sound decisions.

**CONCLUSION**

In conclusion, developing leadership skills among students is one of the key pedagogical objectives of the modern higher education system. Leadership potential contributes to enhancing young people's social engagement, fostering independent thinking, improving their ability to work effectively in teams, encouraging initiative, and strengthening their capacity to make responsible decisions. The development of these skills requires an approach that promotes not only students' professional competencies but also their personal and social qualities.

Considering the theoretical and practical significance of this research problem, it is essential to create an educational environment in higher education institutions that promotes the development of students' leadership potential. The use of interactive teaching methods, collaborative projects, problem-solving activities, discussions, training sessions, and initiatives aimed at addressing social issues is particularly important. Such approaches enable students to recognise their own potential, respect the opinions of others, establish effective cooperation, and develop the ability to unite a team in pursuit of common goals.

At the same time, the development of leadership skills should be systematic, continuous, and purpose-driven, taking into account students' individual characteristics and personal abilities. In this process, the guiding and motivating role of educators, students' participation in self-governance, and the establishment of a democratic, collaborative educational environment are of particular importance.

Therefore, improving pedagogical approaches to developing leadership skills among students is an essential prerequisite for preparing competitive, proactive, socially responsible professionals with a strong sense of civic engagement. Developing and implementing an effective methodological framework in this area will contribute to improving the quality of higher

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education, strengthening young people's social participation, and nurturing future leaders capable of making a meaningful contribution to the sustainable development of the country.

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