

# MODERN METHODS OF SHAPING AND DEVELOPING LEADERSHIP QUALITIES AMONG FEMALE STUDENTS

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## Abstract

This article analyzes current approaches to cultivating leadership skills in female students based on recent pedagogical and psychological studies. It emphasizes several theoretical frameworks of leadership, such as personality characteristics theory and situational theories, demonstrating their evolution throughout time. The article explores the significance of psychological variables in cultivating leadership qualities, including self-awareness, social skills, motivation, and the ability for self-improvement.

**Keywords:** Leadership, female students, psychological research, pedagogy, transformational leadership, servant leadership, social skills, motivation.

## Introduction

Within the framework of modern pedagogical and psychological research, the issue of leadership is a complex socio-psychological phenomenon that receives special attention. Several approaches have been developed in the study of leadership issues, and these approaches have attempted to illuminate various aspects of leadership. The theory of personal qualities, as one of the oldest concepts of leadership, was put forward by the English psychologist and anthropologist F. Galton. Although F. Galton attempted to explain leadership based on hereditary qualities, it was impossible to compile an accurate list of such qualities.[1]

Although K. Baird's research compiled a list of 79 qualities related to leadership qualities, none of these qualities became a permanent characteristic of leadership. The problem of this theoretical approach is related to the relativity of personal qualities and their subjectivity, leading to the conclusion that the phenomenon of leadership should not be explained solely through personal qualities[2].

## Method and Methodology

This process was also studied by Russian scientists in its time. A.V. Petrovsky paid special attention to understanding the phenomenon of leadership in relation to group development and the social environment. He investigated the effectiveness of the same leadership style in groups with different levels of development and noted that this effectiveness depends on the stage of group development.[3] At the same time, within the framework of A.N. Leontiev's activity approach, the formation of leadership in accordance with the tasks and goals of the group was studied, and the characteristics of the leader were assessed in this context.[4]

Situational theories investigated the influence of various situations on leadership. The research of J. Schneider and other scientists shows that various political and social conditions are an important factor in the formation of leaders. According to this approach, leadership is closely linked not only to personal qualities, but also to situations and conditions. Therefore, the main conclusion of situational theory is that leadership can be different in different conditions.[5]

The personal-situational theories allowed for a broader approach to leadership. G. Gert and S. Milz identified four factors in the study of leadership, such as personality traits, followers, and the institutional context of leadership roles. According to this theory, leadership is linked not only to personal qualities and situations, but also to the demand for leadership by followers and the institutional boundaries of leadership.[6]

### **Discussion**

In contemporary research, female student leadership is considered an important pedagogical issue. The development of leadership qualities in female students in pedagogical processes influences their future social and professional success. The ability to develop leadership skills increases through the combination of personal qualities and situations. In such processes, a person's self-confidence, status in the group, and social relationships play an important role. R.L. Krichevsky's concept of value exchange can also be used in the development of leadership among female students, as this model demonstrates the relationship between the leader's reputation and significant qualities in the group. Modern theories of leadership, particularly personal, situational, and situational-personal approaches, serve as an important foundation for studying the leadership potential of female students. These theories contribute to a deeper study of the social and psychological aspects of leadership and offer effective methods for developing leadership abilities in the future.

Russian scientists have also conducted a number of studies on the concept of leadership. Scholars such as A. L. Umansky and P. V. Melnichuk associate leadership with personal characteristics and collective social relationships. According to them, the leader's ability to correctly understand himself and others is crucial for effective leadership. Also, D.A. Leontiev connects leadership with emotional intelligence and emphasizes the leader's ability to control his emotions. This ability is crucial for effective communication with others, as well as for making the right decisions in complex situations. According to Leontiev, the development of emotional intelligence, especially among female students, plays a key role in shaping leadership qualities.

Psychological factors play an important role in the development of leadership qualities in female students. These factors play a crucial role in ensuring the personal and social development of students. First and foremost, self-awareness and self-regulation are key components of leadership qualities. Students need to understand their strengths and weaknesses and organize their activities in accordance with them, as well as be able to control their emotions even in stressful situations.

Secondly, social skills also play a significant role in the development of leadership qualities. Among these skills are teamwork skills, the ability to negotiate, and the ability to inspire

others. By developing these skills, female students will be able to demonstrate themselves as leaders in the team, which will help them achieve leadership positions.

The third important factor is the level of motivation and a sense of purposefulness. The more purposeful and motivated students are in finding and mobilizing the resources necessary to achieve their goals, the more effective leaders they can be. Psychological research shows that individuals with a high level of motivation are able to make good decisions even in complex situations.

Fourthly, the desire for self-development and the ability to learn are also important aspects of leadership qualities. Modern society is rapidly changing, requiring students to constantly acquire new knowledge and skills. This process contributes to the further improvement of their leadership qualities.

Finally, upholding fair and ethical standards in decision-making enhances the reputation of female students as leaders. Adherence to ethical norms, transparency, and fairness ensure that students are respected by their colleagues and mentors, making their leadership work more effective.

Therefore, through modern pedagogical and psychological research, it has been established that the aforementioned psychological factors play a significant role in the development of leadership qualities in female students. These factors play a significant role in the personal and professional development of female students and play a key role in shaping their leadership qualities.

The diversity of leadership theories and their application in the development of leadership qualities in female students in educational institutions is widely studied within the framework of modern pedagogical and psychological research. The most effective leadership models in this regard are transformational and service (servant) leadership models.

The transformational leadership model has a significant impact on the socio-psychological and personal development of female students. This model is based on establishing meaningful and interactive relationships between the leader and his followers. Transformational leaders achieve their goals by encouraging their followers, inspiring them, and helping them implement new ideas. This method encourages self-awareness and personal growth among female students, as well as encourages them to find their place in society and look positively at changes.

The service-oriented leadership model emphasizes that the leader's primary goal is to meet the needs of his followers and help them develop. This model is particularly effective in educational institutions, where the focus is on the personal and academic needs of students. Service leaders strive to be fair in their decisions and take into account the opinions of each student. This leadership style allows female students to grow and develop in an atmosphere of mutual respect and understanding.

## **Results**

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 numerous 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.

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 demonstrates that the leader's task depends on the selection of group goals and the process of their implementation.

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. In his opinion, to properly assess leadership, it is necessary to consider the stages of group development, as the same leadership style can have different effectiveness at different stages of development.

The potential leadership model, developed by American researcher F. Fidler, is also based on the integration of the leader's personal qualities and situational factors. Fidler distinguishes between two types of leadership styles: task-oriented leadership and personality-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.

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 their followers and propose ways to implement them. This theory sheds light on the emotional and motivational factors of leadership.

These theories are important 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.

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### **Conclusion**

In modern pedagogical and psychological research, the issue 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.

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