

BILDUNG VON FÜHRUNGSFÄHIGKEITEN IM STUDENTENTEAM

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Zusammenfassung: Dieser Artikel konzentriert sich auf die Analyse wissenschaftlicher Forschungsarbeiten zu den Besonderheiten der Entwicklung studentischer Führungskompetenzen, Auslandserfahrungen bei der Schaffung eines Umfelds kreativer Zusammenarbeit in Bildungsprozessen und der Verbesserung pädagogischer Mechanismen von Führungsprozessen bei Studierenden.

Schlüsselwörter: Führung, Forschung, Regression, Emotionsmanagement, schnelle Entscheidungsfindung, wissenschaftliche Intelligenz.

FORMATION OF LEADERSHIP SKILLS IN THE STUDENT TEAM

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Abstract: This article focuses on the analysis of scientific research works on the specific features of the development of students' leadership skills, foreign experience in creating an environment of creative cooperation in educational processes, and the improvement of pedagogical mechanisms of leadership processes among students.

Keywords: leadership, research, regression, emotion management, quick decision making, scientific intelligence.

Introduction:

At all times, the development of the society, serving the country in all aspects, primarily depended on the attention to science, the education of young people, their intellectual potential, and their manifestation as a competitive staff in their field. Even in the conditions of the current rapid development, the tightening of economic, political, social and ideological relations in the life of the world community requires the integration of young people into the socio-political, scientific and spiritual life of the country. In this regard, the main factor for achieving the stability of the state and society is the education of young people who are real leaders in higher education. In our republic, five important initiatives have been developed in order to interest young people in culture, theater, art, wide involvement in physical education and sports, use of computer technologies and the Internet, promotion of reading, attracting girls to a socially active life, which in turn will develop leadership skills in students. is demanding. This shows the importance of clarifying the structure, components, criteria, main aspects and functions of developing leadership skills in students in pedagogical processes.

Any country should be interested in developing the country's intellectual and spiritual potential. Because in the era of globalization, education becomes an

important component of economic development and accumulation of the country's national wealth, and the high moral level of the population allows for the organic formation of legal culture, the nation's ability to live and work in a free, democratic state. Solving the economic, socio-political and cultural problems of independent Uzbekistan is inextricably linked with the fundamental reform and further improvement of the education system [9].

Main part:

Educating young leaders and supporting them plays an important role in Uzbekistan's main strategic goal of becoming one of the 50 leading countries by 2030. Therefore, measuring the leadership ability of people and identifying and evaluating the factors affecting them is an urgent issue in the formation of leaders of the young generation today. Our research is focused on the analysis of the factors affecting the formation of leadership ability in students.

The study of leadership skills began to develop in the 1950s. The concept of leadership based on division of labor and hierarchy was studied by Rosch and Caza. V. Velsor and Wright studied the influence of extracurricular activities: sports, recreation and education on leadership ability.

The Student Leadership Standards were originally developed in 1986 by the US Agency for Educational Standards. According to Kornives and Smedick, by using standards, it becomes possible to more effectively measure the leadership ability of students. In European countries, leadership standards have become popular in colleges and institutes and are widely used in the educational process.

Until now, a number of scientific researches are being conducted on the socio-political, sociological and psychological directions of developing students' leadership skills. In particular, according to the results of long-term scientific analyzes of American scientists U. Bennis and B. Nanus, it is noted that there are more than 850 definitions of leadership and thousands of empirical studies have been conducted within this topic. According to B.M. Bass, a professor at Binghamton State University of New York, more than 11,000 books and articles have been published on leaders and leadership in the past century alone.

Canadian New York University researcher J. Gringberg analyzed leadership among students of higher education institutions based on the following principles: formation of leader personality in students, theory, models and educational processes of leadership development, observation of social changes in leaders, paying special attention to issues of leadership of young men and women.

According to the research, there are 4 different perspectives on leadership theory:

- leaders are born, that is, it is an innate ability, it cannot be formed;
- leadership ability is a natural result of this educational experience;
- leadership is the result of abilities directed on the basis of pedagogical processes;
- it is important to attract students to a specific service based on their abilities based on strategic experiences.

Russian researcher A.V. Zorina explained "leadership" as a process related to the ability of a person to initiate successful activities in a team, create a positive environment, and contribute to the achievement of common goals.

Leadership competence is defined as the ability to organize people and work activities for beneficial cooperation on the basis of the goodwill of team members, and the process of effective conflict resolution and achievement of a specific leader.

At any age, the organization requires special preparation from the pedagogue to create conditions for the formation of organizational qualities and the manifestation of the existing leadership ability. Professor A. Astin of the Los Angeles Higher Education Scientific Research Institute said, "It is very important and useful to develop leadership among students in higher education institutions. Because enriching their experience at the bachelor's level will allow them to take control of their lives in the future."

In his research, A. Astin considers it a problem that in pedagogical processes, students devote most of their time to mastering the subjects of the curriculum, and pay great attention only to classroom training. In fact, it is necessary to take into account optimal solutions for the wide involvement of students in activities outside the auditorium, meaningful organization of their free time. In order to properly organize these processes, it is necessary to pay attention to the following important aspects:

1. Student's social (family) situation.
2. Age and characteristics of the area of residence.
3. Use of financial resources.
4. Proper distribution of time.
5. Willingness to volunteer (volunteer) activities.
6. The ability to work with a team.
7. Activity in youth organizations.

Paying special attention to these aspects gives an opportunity to bring out the existing, "hidden" leadership skills of students, to demonstrate organizational qualities.

According to Kazakh researchers, student leadership is a multidimensional pedagogical phenomenon. Leadership ability is formed on the basis of all personal qualities and behaviors as a complex complex system. According to them, the most important thing for the development of the student's leadership skills is the environment of pedagogical competition. Also, the system of abilities, communication skills and personal qualities play an important role in this process.

Results and Discussions:

According to A. V. Artamonova's research, individual training courses that are free from strict educational control in organizing the pedagogical process, compared to the official educational form, educate the student as a leader. Person-centered pragmatic teaching method allows to reveal the inner abilities of the student and provides a meaningful connection between the teacher or trainer and the student. Most importantly, the creation of interactive educational courses through the medium of social and humanities facilitates the achievement of the intended goal. In the

course methodology, a model representing a 5-stage combination of developing students' leadership skills is presented. According to him, creating conditions for self-awareness, self-management, motivation, and social skills increases the effectiveness of educational courses.

Specific features of the development of leadership skills of students in higher education institutions were also studied separately in the researches of the Russian professor N.P. Puchkov. According to the research, it is possible to integrate other qualities and increase the general cultural potential of the student by developing leadership competencies based on pedagogical conditions. His theory reflects the development of leadership skills in a student based on 3 important conditions:

- development of leadership competencies on the basis of elimination of planned problems through special training sessions in the field of pedagogy and psychology;

- to involve students in special professional processes and to enable direct management efforts;

- to enrich the experience of students by providing them with participation in various events and conferences outside the auditorium.

This research encourages the student's desire to become a leader, emphasizing the opportunity to self-discovery. That is, students start their actions from the direct center of pedagogical relations, looking for a way out of a problematic situation. At the next stage, having the opportunity to feel like a leader, he tries to reveal his unexpected professional potential. As a result, on the basis of the acquired intellectual and professional skills, he becomes more active in specific goal-oriented activities, and his experience increases.

The results of the research show that each country has its own experience and technology in the formation and development of students' leadership skills. The phenomenon of leadership among students has variable intellectual and emotional components, has a complex structure, and includes territorial peculiarities. Educating leaders can be seen as a national issue of each country. Because the pedagogical need to form leadership skills of young people at all stages of education is characteristic of the national mentality of that country and the national strategy of personnel training.

According to the above-mentioned points, it is appropriate to use psychological training sessions in order to successfully implement leadership skills in the student team.

"Training is a set of methods used for the purpose of comprehensive development of relations between groups, organization of interaction relations, and with the help of it, individuals can develop their communication skills and improve themselves and others. problems aimed at perception are studied. Participant's actions are included in the training sessions. The attitude towards the group is formed. He learns to respond to accepted norms." [8].

It should be noted separately that the psychological training sessions that should be conducted among students increase their activity and create motivational actions for the formation of leadership skills.

Binobarin, mamlakatning ta'lim siyosati har tomonlama yetuk kadrlar tayyorlash bo'yicha o'zining iqtisodiy siyosiy, ijtimoiymadaniy barqarorligi ilm fan taraqqiyotini ta'minlovchi talablar asosida shakllantirib boriladi.

Conclusion:

The analysis shows that the development of leadership skills of students in the higher education system of foreign countries is continuous. In addition to the educational process, the main efforts in this direction are carried out through special programs and activities of various levels. The most important thing is that a free creative environment is created for students to fully develop their abilities and acquire professional life skills. The existence of a pedagogical environment without any formality and strict restrictions, without contradicting the rules of etiquette, is an important factor in training an effective leader.

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