



CONCEPTUAL FOUNDATIONS AND MECHANISMS FOR DEVELOPING TEAMWORK AND LEADERSHIP QUALITIES AMONG UNIVERSITY STUDENTS

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Abstract

This article presents a systematic analysis of the key factors affecting the development of students' team leadership competence in higher education institutions. Based on the analysis of theoretical sources, pedagogical analysis, and a comparative approach, eight major problems encountered in educational practice were identified and classified into conceptual-regulatory, resource-institutional, and content-contextual categories. The research findings provide a theoretical and practical foundation for improving an effective pedagogical mechanism for developing team leadership competence within the higher education system.

Keywords: Team leadership competence, higher education, students, leadership, competence, pedagogical mechanism, assessment criteria, pedagogical diagnostics, spiritual and educational activities, pedagogical technologies, institutional cooperation, digital education.

TALABA YOSHLARDA JAMOAVIY-LIDERLIK SIFATLARINI RIVOJLANTIRISHNING KONSEPTUAL ASOSLARI VA MEXANIZMLARI

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Annotatsiya

Mazkur maqolada oliy ta'lim muassasalarida talabalarning jamoaviy-liderlik kompetentligini rivojlantirishga ta'sir etuvchi asosiy muammolar tizimli tahlil qilingan. Tadqiqotda nazariy manbalar, pedagogik tahlil hamda qiyosiy yondashuv asosida amaliyotda uchraydigan sakkizta asosiy muammo aniqlanib, ular konseptual-me'yoriy, resurs-institutsional va mazmuniy-kontekstual guruhlariga tasniflangan. Tadqiqot natijalari oliy ta'lim tizimida jamoaviy-liderlik kompetentligini rivojlantirishning samarali pedagogik mexanizmini takomillashtirish uchun nazariy va amaliy asos bo'lib xizmat qiladi.

Kalit so'zlar: Jamoaviy-liderlik kompetentligi, oliy ta'lim, talabalar, liderlik, kompetensiya, pedagogik mexanizm, baholash mezonlari, pedagogik diagnostika, ma'naviy-ma'rifiy faoliyat, pedagogik texnologiyalar, institutsional hamkorlik, raqamli ta'lim.

The preparation of competitive, team-oriented and strategic initiative specialists in the higher education system is one of the most urgent tasks of our time. In the process of personal development, leadership qualities are formed not only as an individual characteristic, but also in close connection with the social environment, the organizational structure of the educational institution, family and ethnocultural factors. Having analyzed the system of factors that form collective leadership competence, its assessment criteria and diagnostic methodology, the main directions of their elimination in the development of collective leadership competence in higher educational institutions are comprehensively and systematically identified. It is methodologically important to note that the identified problems arise from a logical comparison between the theoretical analysis of the system of factors and the system of criteria - this comparison reveals the difference between "should be" (normative model) and "the situation observed in practice", and it is this difference that determines the content of the pedagogical mechanism. The analysis is carried out on eight main problems, six of which are nationwide, and two have a separate regional-specific nature.



The first problem is the problem of conceptual and terminological inconsistency. In pedagogical science, the concept of "leadership" does not have an independent categorical status, it is often studied indirectly through the concepts of "leadership", "organizational skills" or "pedagogical skills". N.N. Azizkhodjaeva's concept of pedagogical skills and J.Ya. Yadgarov's research on educational management confirm this once again - in them the term "leadership" is practically not used.

This terminological inconsistency is also reflected in practice: in the normative documents of higher educational institutions (curriculums, educational work plans), "development of collective leadership competence" is not indicated as a separate goal, it is included in the framework of broader, vague goals such as "spiritual and moral education" or "formation of an active civic position". As a result, mentors do not imagine what exactly they should develop and how to measure it — this is a clear manifestation of the problem of "ambiguity of goals" in the field of collective leadership competence, indicated in O.K. Tolipov's critical study on the current problems of pedagogy. The second problem is the lack of criteria and assessment systems in practice. Scientifically based, standardized assessment tools such as this four-component system of criteria are practically not used in current practice — the existing assessment is often carried out in a subjective, unsystematic manner, based solely on the personal observation of the mentor. This is the case of E.A. Seytkhalilov and Sh.K. The general problem in the institutional quality management system, which Kurbanov noted - the fact that quality indicators often remain at the documentation level - is a clear manifestation in the field of collective and leadership competence.

A.A. Abdukakhorov's pedagogical diagnostics shows that although there are general pedagogical diagnostic tools in the national education system, they are more focused on assessing academic mastery, and are not used as a special tool adapted for assessing social and leadership qualities. This problem is especially pronounced at the regional level: according to A.A. Yusupov's research, competency assessment in higher education institutions of Karakalpakstan is often based on general, republican standard forms, and adapted assessment tools that take into account regional specificities (bilingualism, local collective traditions) have hardly been developed.



The third problem is related to the level of training of pedagogical personnel. According to the theory of professional development, the level of professional and personal development of the coach directly depends on his ability to form leadership competence in students. In practice, most coaches do not have special methodological training for the targeted development of team-leadership competence - their pedagogical skills are focused on traditional subject teaching skills, and there is no special training system in group dynamics, leadership psychology and methods of organizing team activities at the institutional level.

R.J. Ishmukhamedov's concept of innovative pedagogical technologies and U.N. Nishonaliev's research on modern pedagogical technologies indicate the existence of general professional development programs based on interactive, group methods, but even in these programs the targeted formation of leadership competence is not isolated as a separate module - interactive methods are presented more as a means of improving mastery, and not as an independent goal of leadership development.

The fourth problem is related to institutional infrastructure and resource constraints, which is especially relevant for regional, including Karakalpakstan, higher education institutions. As shown in two studies by Sh.M. Buranova, the infrastructure supporting student initiative in regional higher education institutions (clubs, creative associations, modern means of communication) is much more limited than in central institutions, which objectively narrows the opportunities for students to gain practical leadership experience.

This problem is also exacerbated by the terminological and translation problem shown by O. Jenisbaev's study on language and national values - international and republican methodological materials are often prepared only in Uzbek or Russian, and their adaptation to the Karakalpak language requires additional institutional resources, which have not yet been systematically allocated.

The fifth problem is the connection between the national-regional classical heritage and modern practice. The heritage of thinkers such as Forabi, Ibn Sina, Yusuf Khos Hajib, Ahmad Yassavi, Alisher Navoi, Beruni, Khorezm, Temur Tuzuklari, Mirzo Ulugbek and Berdaq-Ajinyoz-Kunkhodja contains rich ideas about leadership and teamwork, but this heritage is practically not used in current educational and educational programs - educational events are often held in a



general, thematically superficial manner (for example, like a "cultural night"), and the ideas of leadership in the classical heritage are not purposefully and systematically covered in them.

A.Z. Zunnunov's History of Uzbek Pedagogy and O. Although the research of A. A. Aleo'ov and A. Qojiqbaev on the history of Karakalpak pedagogy has thoroughly systematized this heritage in historical and descriptive terms, the task of transforming it into a modern, practical and pedagogical tool — for example, specific training programs or educational hour topics — has not yet been completed, which creates a situation of “there is knowledge, but there is no tool.” The sixth problem is the incompatibility between the digital environment and traditional pedagogical practice. There is a conceptual conflict between the traditional, one-sided (from the instructor to the student) pedagogical method, which is still dominant in most higher education institutions — this conflict makes it difficult to transfer the natural activity of students in the digital environment to formal collective activities within the university. Although A. A. Abdukodirov's research on information technologies shows a general technological potential in this regard, its direction towards specific leadership and communicative goals has not been a separate subject of research.

The seventh problem is the insufficient attention to the gender factor. The issue of the gender distribution of leadership positions in the student community is practically not covered in national research. In existing pedagogical and psychological studies (Karimova, Goziev, Nishonova), the gender factor is considered in the context of general personality psychology, but it has not been specifically studied in connection with collective leadership competence - this gap remains an open scientific direction for future research.

The eighth problem is that the neighborhood institute still plays an important informal role in the education of young people, but there is no formal, institutional mechanism for cooperation between this institute and the educational system of the university - both institutions operate separately and independently, which makes it difficult to combine the student's experience gained in different environments into a holistic, coherent development trajectory.

The main directions for eliminating the eight problems identified above are as follows. First, to solve the terminological-conceptual problem, the concept of



"team-leadership competence" and its four-component structure should be included in the regulatory documents of higher education institutions as a clear, independent goal. Second, the system of criteria and measurement tools developed to solve the assessment problem should be implemented at the institutional level, and for this purpose, appropriate methodological manuals and trainings should be provided to trainers, as well as regionally adapted (bilingual) versions should be developed.

Third, to solve the problem of pedagogical personnel training, it is recommended to introduce a special module into the professional development system - "Methodology for developing leadership competence in a student team". Fourth, in addressing regional resource constraints, along with long-term measures requiring a complete infrastructural solution, low-cost, easy-to-implement solutions (for example, wider use of group methods in existing classrooms, informal clubs organized on the initiative of students) should be identified as a priority.

Fifth, to bridge the gap between national-historical heritage and modern practice, the proposed directions of "implementing classical heritage into modern practice" (virtuous community simulation, four-dimensional reflection sheet, service day system, etc.) were identified. Sixth, to bridge the gap between the digital environment and traditional practice, the direction of using hybrid (combining traditional and digital tools) pedagogical technologies was identified.

Seventh, in addressing the gender issue, the pedagogical mechanism should be based on the principle of providing leadership opportunities equally to all students, regardless of gender differences, and gender should also be taken into account as a control variable in experimental studies. Eighth, to address the issue of meso-level coherence, it is recommended to establish a formal cooperation mechanism between the university and the neighborhood (or social institutions in the student's place of permanent residence) - for example, an institutional channel for exchanging information about the student's social activity.

Summarizing the eight problems identified above and the eight corresponding directions, it should be noted that they are combined into three large groups: conceptual-normative problems (problems 1, 2 - terminology and assessment), resource-institutional problems (problems 3, 4, 8 - personnel, infrastructure,



coherence) and substantive-contextual problems (problems 5, 6, 7 - heritage, digital environment, gender). This three-group classification also creates the basis for the three-directional (conceptual-normative, organizational-technological, substantive-axiological) structural structure of the pedagogical mechanism. Thus, eight main problems and eight directions corresponding to each of them were identified, which were systematized into three large conceptual groups. These pairs of problems-directions clearly define the components of the “Mechanism for improving spiritual and educational activities in the development of collective-leadership competence”.

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