BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

THE THEORETICAL FOUNDATIONS OF FORMING LEADERSHIP COMPETENCE IN PROSPECTIVE TEACHERS

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Annotation This article highlights the theoretical foundations of forming leadership competence in future teachers and analyzes its content, essence, and significance in the pedagogical process. Leadership competence implies the integration of initiative, responsibility, communicative skills, team management, and decision-making abilities in a teacher's personality. In addition, the article substantiates the possibilities of developing leadership competence in future teachers through interactive methods and innovative approaches in the educational process.

Keywords: leadership, competence, future teacher, interactive learning, personal development, pedagogical mastery.

Introduction In the context of globalization and digitalization, the demands placed on the education system are becoming increasingly complex. Modern society requires not only knowledgeable educators but also those who are proactive, responsible, independent thinkers, and capable of leading a team. Therefore, the issue of developing leadership competence in future educators has emerged as one of the important scientific and practical directions in higher pedagogical education. Leadership competence plays a crucial role in a teacher's professional activity, ensuring the effective organization of the educational process, motivating students, creating a healthy environment within the pedagogical team, and improving the quality of education. In the Republic of Uzbekistan, large-scale reforms are being implemented in the field of education. In particular, regulatory and legal documents aimed at modernizing the higher education system highlight the need to develop both professional and personal competencies in future educators. President of the Republic of Uzbekistan Sh.M. Mirziyoyev has emphasized that fostering independent thinking, as well as high intellectual and moral potential in youth, is a priority in state policy. In achieving these goals, the development of leadership competence in the pedagogical personality holds significant theoretical and practical importance. The Essence of Leadership Competence Leadership competence is the set of abilities that enable an individual to lead in social and professional activities, guide others toward a common goal, make sound decisions in challenging situations, and effectively manage team activities. In pedagogical practice, leadership competence ensures that the teacher functions not only as a knowledge provider but also as a guide, motivator, and mentor. Scientific literature defines leadership competence as a combination of initiative, responsibility, communication skills, emotional stability, reflection, and management skills. The development of these qualities in a teacher positively impacts the effectiveness of the educational process and contributes to students' personal growth. From a pedagogical perspective, leadership competence is closely linked to a teacher's professional development, pedagogical mastery, and social activity, defining the teacher's leading role in the educational process. Competence in Future Educators Societal development imposes new demands on the education system. Today, a teacher must be not only a knowledge provider but also a creative, research-oriented, and leadership-oriented individual. From this perspective, competence

is considered one of the core categories of pedagogical education. Competence refers to a teacher's ability to effectively apply knowledge, skills, qualifications, and personal qualities in real pedagogical situations. The formation of leadership competence in future educators requires the development of their professional preparedness, social activity, and pedagogical reflection. A modern educator must continuously engage in professional inquiry, establish effective communication with students, and organize the educational process by considering their individual abilities. In this context, leadership competence becomes a key factor determining a teacher's professional success. Factors in Developing Leadership Competence in the Educational Process

The development of leadership competence in future educators is a complex, multi-stage process closely linked to the content, forms, and methods of education. The following factors are particularly important in this process: The use of interactive teaching methods (discussions, trainings, role-plays, case studies); Organization of project-based and research activities; Development of teamwork skills; Encouraging student initiative and independence; Implementation of reflective practices. When applied systematically, these factors help develop leadership abilities, a sense of responsibility, and professional activity in future educators. This lays the foundation for their formation as effective leaders in their future pedagogical careers. Leadership competencies in education The importance of leadership in the international education system is one of the elements that contribute to the quality of education at all levels and makes its evaluation a matter of enormous interest. What is essential to know about leadership comes from an in-depth analysis of the performance of managers in relation to planning and strategy, staff, collaborators and resources, and including educational processes and achievements as a whole. In addition to all this, it is necessary to include a specific block to evaluate the exercise of leadership in multicultural contexts. Through its application, it is possible to verify a high evaluation system in the exercise of leadership. In the context of globalization. A university is not only measured against its own role or against other universities in the country or in a local context but a university is inevitably measured against the most competitive universities in the world, which means that universities are required to produce and present scientific research that is comparable to that of leading universities in order to produce the graduates that companies want to employ, which is why it is important to define leadership and the resulting transfer of knowledge through appropriate training processes. To do this, technology, economics, administration, but also health, the environment and public policy leadership competencies become decisive factors, which produce meaningful interpretations and visions in the field of culture. How could educational institutions interact in a complex, modern and globalized educational system? Universities act as an appropriate mode if they prefer self-programming, in the medium and long term, to mere adaptation to contexts; in the use of their own academic autonomy and freedom of action and as a tool for self-renewal and innovation. There is therefore a need to rationalize an outdated, obsolete system, instead of conforming to it, and where research becomes central as in teaching, services, etc., instead. There is a need to adopt open and participative leadership, and at the same time to have management focused on results in order to ensure an open, polemical and critical climate, capable of motivating both educators and students this becomes the cultural turning point that we must in this work delve into starting from the issues just stated. The academic and professional training of the teacher is necessary but not sufficient to have pedagogical leadership as a managerial tool of teaching. There should be a competence-oriented education too. The concept of competence is a multidimensional concept, whose meaning depends on the variety of contexts and uses. Therefore, the exploration of this notion covers different disciplinary fields. In linguistics, competence is defined as the ability to produce language, as opposed to performance, which consists of the actual use of language in concrete situations

(Chomsky, 1965). In psychology, the notion of competence is rather recent. It is often used as a synonym for the more common term 'attitude' (Amadieu and Cadin, 1996). Ergonomics approaches competence in terms of the 'intelligence of practice' as a stabilized set of knowledge and know-how, standard behaviors, standard procedures, and types of reasoning, which can be implemented without new learning (De Montmollin, 1984). Competence is thus composed of knowledge, know-how and metaknowledge. The educational sciences also conceive competence as 'knowledge in use' (Malglaive, 1990) Competence is not a state of being or possessed knowledge. It is not reduced to knowledge or know-how. It cannot be equated with training. Possessing knowledge or skills does not mean being competent. Updating what is known in a singular context (characterised by working relationships, institutional culture, risks, time constraints, resources, etc.) is the 'transition' to competence. Which is achieved through action. Competence does not lie in the resources (knowledge, skills, etc.) to be mobilized, but in the mobilization of these resources themselves (Le Boterf, 1994) Leadership as a topic of research goes back to 1950's when trait theorists studied to find out the characteristics of a successful leader, later in 1978 Burn developed the Transformational Leadership Theory. The theory of Burn served as a stat point for other theories like the Transformational and Transactional Leadership styles developed by Bass. Historically the theoretical frame of leadership started in 1847 with the work of Scottish philosopher Thomas Carlyle "On Heroes, Hero-Worship and the Heroic in History" in which he described and compared leaders like Julius Cesare, Abraham Lincoln, Mathma Gandi and concluded that all these leaders were born with innate leader's characteristics - "Great Man". The Great Man Theory was later developed in 1994 by Hogan with Big Fife Models of Personality but the first attempts at trait definitions were done by Smith and Kruger in 1933 and continued by Jenkins in 1947. Discussion of the leadership concept has got to analyze leadership through task orientation versus relationship orientation by Fleishman in 1955 and later by Bales in 1958

Conclusion In conclusion, the development of leadership competence in future educators is one of the pressing scientific and practical issues in modern education. Research indicates that fostering this competence requires a systematic, continuous, and goal-oriented approach within the pedagogical education process. Theoretical analyses show that developing leadership competence in future teachers contributes to the quality of education and the effectiveness of pedagogical activity. Therefore, higher pedagogical education institutions need to enhance methodological support and pedagogical conditions aimed at cultivating leadership competence.

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