

**POSSIBILITIES OF HIGHER EDUCATIONAL INSTITUTIONS IN
DEVELOPING STUDENTS' LEADERSHIP QUALITIES**

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ANNOTATION

This article highlights the socio-pedagogical opportunities of higher education institutions in the formation and development of students' leadership qualities. The role of educational institutions in creating an organizational, information-communication, spiritual-educational and initiative-supporting environment is also analyzed.

Keywords: leadership, student, socio-pedagogical factors, higher education, spiritual environment, initiative.

Introduction: In modern society, leadership qualities are considered a necessary quality not only for managers, but also for every citizen, especially for representatives of the younger generation - students. Student life is a period when a person's social activity, worldview and leadership potential are formed is the most important stage. Therefore, higher education institutions have the task of not only imparting knowledge, but also of forming leadership competencies in young people.

Opportunities of a higher education institution.

The higher education system has great opportunities in several areas to unlock the leadership potential of students:

a) Through educational programs:

Students acquire theoretical knowledge through disciplines such as pedagogy, psychology, and management. Practical leadership skills are developed via seminars, trainings, and case studies.

b) Organizational and cultural environment:

Faculty councils, student and youth unions, clubs, scientific circles, and social projects - all this allows students to take the initiative, take responsibility, and participate in management.

c) Mentorship system:

Based on the mentor-apprentice tradition, experienced educators and professors provide personalized support and guidance aimed at leadership development.



d) Competitive environment and grants:

Project competitions, startup programs, and scholarships increase student motivation and help them demonstrate their potential.

3. Socio-pedagogical approaches

The following socio-pedagogical approaches in higher education are effective in developing student leadership qualities:

Activity-based approach: treats the student as an active participant.

Person-centered education: works with an individual approach to each student.

Collaborative pedagogy: the teacher and the student solve problems together.

In accordance with the theory and practice of professional education, the main areas of active activity of students in higher education institutions are organizational, scientific-cognitive, research, professional, socially significant, entertaining, creative, sports and health-improving activities, which create the necessary conditions for the development of the leadership potential of the future teacher.

In a properly functioning educational environment, for example, in relationships with teammates and colleagues, it is possible to gain experience in leadership qualities. This allows students to develop their personal projecting qualities, in the future self-awareness, to determine ways to reach higher heights, to clearly understand their goals and approach their creativity. The issue of “creating specialists” to “educating a professional” is inextricably linked to the current process for higher education in developing students’ leadership qualities. A.A. Leontiev emphasizes two levels of specialist formation in relation to the pedagogical profession: as a professional and as a person, that is, he emphasizes the importance of the personal development of a person who has taken on the mission of an educator of the younger generation.

The development of students' professional and personal prospects and their independent thinking, the development of internal errors identified in scientific knowledge and correction in practice, is a pedagogical serves as an important factor in creating the result. These are pedagogical values that allow the application of skills in different conditions, which help to understand competencies.

The humanistic orientation of independent activity, which is provided by traditional training in pedagogy, somewhat limits its leadership nature as a correction from a value situation. Leadership is considered not as a way to increase one's authority and achieve personal goals by voluntary means, but as a factor of "healthy" striving to change the world and serving society through professional activity. Because only a teacher who is a comprehensively

developed person and an initiative participant in the life of society can successfully solve the tasks of modernization of education.

A young teacher is a carrier of socially active conditions, values and traditions, and he must convey them to the student at all stages of his development. In this regard, the education system today is aimed at searching for and introducing new forms, mechanisms, and solutions to the problems of professional education and development of students' leadership qualities. The main direction is the study of the influence of the general educational environment. The teacher needs a specially organized educational environment suitable for the full implementation of its functions of socialization. Researchers such as B.G. Ananov, A.A. Derkach, A. Maslow, K. Rogers, S.L. Rubinstein, having studied the qualities of leadership, gave analyses that correspond to various situations and conditions. The current approaches, developed on the basis of these analyses, consider three variable functions of the leadership phenomenon:

- 1) leadership competence;
- 2) leadership behavior;
- 3) the situation in which the leader operates.

This classification is based on the recognized theories of leadership: personality traits, interactive, situational, synthetic.

In conclusion, higher education institutions are important places that not only provide knowledge, but also educate leaders. The socio-pedagogical environment created for students teaches them initiative, responsibility, and communication. Therefore, the higher education system needs to use its capabilities more broadly and systematically in the formation of students' leadership qualities.

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