IRSTI 316.46:378

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DEVELOPMENT OF LEADERSHIP QUALITIES OF STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

Abstract. The purpose of the study is to substantiate the directions of the psychological and pedagogical activities of university employees in developing the leadership qualities of students. To achieve this goal, the following tasks were solved in the work: identifying the degree of expression of students' leadership qualities; determination of directions for the development of leadership qualities of students by means of psychological and pedagogical practice. The study showed that the leadership qualities of students are mostly at the average level and need to be developed. As possible directions for solving the problem of developing students' leadership qualities, it is proposed to introduce special disciplines into the educational process, use technologies and methods for organizing educational activities aimed at enhancing students' leadership potential.

Keywords: leadership, leadership qualities, charisma, charismatic influence, students, development, psychological and pedagogical practice, self-actualizing personality values.

Introduction. The problem of leadership has always worried mankind. Attempts to answer the question of what makes a person a successful leader were made by ancient philosophers. The first philosophical views on the nature of leadership associated the phenomenon of leadership with special innate personality traits that make it possible to "stand out from the crowd of people" and indicate one's superiority over them.

The assumption of the possibility of purposeful development of leadership qualities inspired researchers to search for those universal personality traits that are consistently associated with leadership. Already in the first half of the XX century. more than a hundred studies have been conducted, the results of which formed the basis of the theory of personality traits. This theory has been repeatedly criticized mainly on the following grounds. First, the lists of leadership traits obtained by various researchers did not show coincidence in many positions. Secondly, real life practice is very replete with examples of people who have the traits necessary from the standpoint of this theory do not show themselves as successful leaders and, conversely, the lack of recognized leadership qualities does not prevent other people from occupying stable leadership positions. And yet, despite extensive criticism and the emergence of numerous new concepts of leadership (behavioral and situational concepts, the concepts of transforming and connecting leadership, etc.), the theory of personality traits still finds more and more supporters and followers today. Obviously, this is due to the great applied value of this theory. The trait approach to leadership provides anyone who would like to develop their leadership qualities with a lot of information for reflection and self-improvement.

Presentation of the main material of the article. The surge of interest in the theory of personality traits in recent years is also associated with a new reading of the concept of charismatic leadership, according to which the leader has a unique property called charisma. The first to describe the phenomenon of charisma in relation to the problem of leadership was M. Weber. He used the term "charisma", taken from church writings, to denote the special qualities bestowed by God, thanks to which a person is assessed as gifted with supernatural, superhuman, or at least specifically special powers and properties that are not available to other people [1]. Among these properties and qualities, M. Weber attributed the ability to carry people along thanks to natural magnetism, developed intuition, insight, the ability to foresee, and everything that is commonly called emotional intelligence today.

Charismatic influence is deeply personal. It implements on a subconscious level the installation: "do as I do, and you will achieve success and respect." Charismatic influence has the peculiarity that, as a result, the subject who is under its influence not only perceives the information received, but also actively reproduces the proposed patterns of behavior. The condition for such influence, of course, must be the attractiveness of personal qualities and the desire to imitate them. Therefore, it is not surprising that the supporters of the charismatic concept of leadership also pay significant attention to the search for personality traits that determine leadership. «Так, например, известный исследователь и один из авторов популярной ситуационной теории лидерства «путь – цель» Р. Хаус включает в перечень черт личности лидера потребность во власти, стойкость убеждений и высокую уверенность в себе и собственных возможностях» [2].

The need for power, often referred to by psychologists as the need for dominance, is clearly related to leadership. Indeed, in order for a leader to take place, it is not enough to have certain traits, one must have a desire to influence people and lead them. And although dominance from the standpoint of modern researchers of leadership is considered as a kind of rudimentary component [3,4,5,6] and today there are many psychologists that pay tribute to the developed need for dominance as one of the leading determinants of leadership.

Indeed, from the standpoint of the science of psychology, the need for dominance is inherent in all living things and, of course, in humans, but the degree of its severity in people can be very different. People with a developed need for dominance try to change the environment to suit their expectations. A weakly expressed need for dominance leads to the fact that a person mainly "adapts" to the conditions of the external environment. «Вопрос, остающийся Быстро при этом: может ли человек, у которого потребность в доминировании является неразвитой, состояться в качестве успешного лидера при наличии, конечно, стремления к этому? С позиции харизматического лидерства этот вопрос звучит так: можно ли болезни в себе харизму? И если перспективы экспорта харизматического лидерства по нарастанию, то харизма имеет врождённый характер, то сегодня наблюдается все более широкий охват, утверждающих, что харизму можно развивать» [7].

It must be said that there is compelling evidence to support the establishment of the point of view. It is enough to compare the early and later performances of Steve Jobs to see how his charisma developed. This gives hope to those who would like to be able to evoke a charismatic influence on other people. There is no doubt that part of this meeting of student youth was present. This definition, both age-related, and the fact that admission to higher educational institutions usually has high ambitions and honest intentions.

Research results .The purpose of this study was to identify leadership qualities among Russian students and substantiate the directions of psychological and pedagogical activities of university employees for their development. The study involved 65 students enrolled in undergraduate and graduate programs of the Faculty of Psychology of Moscow State Regional University. The study included:

1) at the preparatory stage - a theoretical analysis of sources on the problem of leadership qualities and the selection of methods for their assessment;

2) at the ascertaining stage - identifying the degree of expression of students' leadership qualities based on self-assessment;

3) at the final stage - analysis of the results of the study and determination of directions for the development of students' leadership qualities by means of psychological and pedagogical practice.

Research methods. An analysis of theoretical sources on the problem of leadership has shown a wide variety of personality traits attributed to successful leaders. Therefore, the choice of the theoretical basis of the study was based on the following criteria:

1) the analyzed quality should be a reference one, i.e. steadily associated with the manifestation of leadership positions;

2) the analyzed quality should be well structured to provide opportunities for a clear idea of how to develop it.

As the analysis showed, a variety of methodological tools are used to assess various aspects of leadership, while the diagnosis of leadership qualities is carried out mainly using test methods [8]. The latter are also very diverse, therefore, when choosing a methodology, in addition to the general requirements (validity, reliability), we took into account compliance with the criteria outlined above. As such, we used the test

"I am a leader" A.N. Lutoshkin, adapted for the purposes of this study.

Research results. The results of testing students are presented in table 1.

Table 1

The results of student self-assessment of leadership qualities in the whole sample

Leadership skills	The level of quality assessment in the whole sample, points	Structural indicators of the sample, %		
		low level estimates	average level estimates	high level estimates
Ability to manage yourself	13.7	16.7	65.0	18.3
Purpose Awareness	14.8	8.3	68.3	23.4
Ability to solve problems	15.0	8.3	65.0	26.7
Having a creative approach	14.9	3.3	71.7	25.0
Influence on others	13.1	21.7	61.7	16.6
Organizational skills	14.9	5.0	76.7	18.3

ISSN 2788-4724 (print)
ISSN 2790-833X (online)

Dulaty University Хабаршысы
Вестник Dulaty University
Bulletin of the Dulaty University

2023, №3

The discussion of research results. Before analyzing the results, we note that the methodology we use provides for the following gradation of the levels of assessment of leadership qualities: low level of assessment - less than 10 points; the average level of assessment is from 10 to 17 points; a high level of assessment - 18 and above points. Accordingly, in the sample as a whole, all tested leadership qualities are in the range of the average assessment. At the same time, the highest level of self-esteem was recorded for the qualities "ability to solve problems" and "presence of a creative approach" (15.0 and 14.9 points, respectively). The lowest level of self-esteem is inherent in such qualities as "influencing others" and "the ability to manage oneself" (13.1 and 13.7 points, respectively).

The level of differentiation of self-assessment results can be traced by referring to the structural indicators of test results. Of the total number of participants in the study, the minimum value of the proportion of students with a low level of self-esteem was revealed by the qualities "presence of a creative approach" (3.3%) and "organizational skills" (5.0%). The maximum value of the proportion of students with low self-esteem was recorded for the qualities of "influencing others" (21.7%) and the ability to manage oneself (16.7%).

Further differentiation of the results of students' self-assessment of leadership qualities was carried out according to the "age" parameter. The results of such an assessment are shown in

Table 2.

The results of student self-assessment of leadership qualities by age group

Leadership skills	Level of quality assessment by age groups, points			
	18-20 years	21-25 years	26-35 years	36 and above years
Ability to manage yourself	13.3	12.9	15.5	14.8
Purpose Awareness	14.3	14.5	14.8	16.0
Ability to solve problems	14.6	13.7	17.1	17.0
Having a creative approach	15.1	12.8	16.4	15.7
Influence on others	12.4	13.5	15.0	13.7
Organizational skills	14.3	15.4	16.0	16.0
Average rating	14.0	13.8	15.8	15.5

The study revealed a direct relationship between the level of assessment of leadership qualities and the age of students. This relationship is not stable and manifests itself most clearly in relation to such leadership qualities as "awareness of the goal" and "organizational skills. This situation seems quite logical [10].

In all age groups of students, all tested leadership qualities again turned out to be in the range of the average assessment. In the group of students aged 18 to 20, the minimum level of self-esteem was recorded in the parameter "influence on others" (12.4 points), and the maximum - in the parameter "ability to solve problems" (14.6 points). In the group of students from 21 to 25 years old, the minimum level of self-esteem corresponds to the quality of "presence of a creative approach" (12.8 points), and the maximum - "organizational skills" (15.4 points). In the age group from 26 to 35 years, the lowest scores correspond to the quality"awareness of the goal" (14.8 points), and in the group of 36 years and

above - "influence on others" (13.7 points). In the age groups from 26 to 35 years and 36 and more years, the maximum scores were recorded for the parameter "ability to solve problems" (17.1 and 17.0 points, respectively).

Summing up our study, we note the presence of a certain leadership potential among students, which, however, needs to be updated and developed. To the greatest extent, this applies to such leadership qualities as "influencing others" and "the ability to manage oneself." Note that the ability to influence the behavior of other people is a key aspect of leadership, reflecting directly its essence. As for self-management skills, it is quite obvious that a person who is not able to control his behavior has little chance of successfully managing other people. Accordingly, the main psychological and pedagogical efforts of higher education workers should be directed to the development of these key skills. It should be noted that such a formulation of the issue is fully consistent with the concept of higher education adopted at the present stage. The new federal standards (FSES 3++) distinguish two groups of competencies corresponding to these skills as universal ones: "teamwork and leadership" and "self-organization and self-development".

In our opinion, the solution of this problem in universities can be carried out in three interrelated areas[11]. Firstly, it can be the inclusion in the curricula of special disciplines directly aimed at the formation of relevant knowledge and skills. For such disciplines include, for example, the following: Fundamentals of Leadership, Psychology of Influence, Personal Management, Problems of Personal Growth, Pedagogy and Psychology of Lifelong Education, etc.

Secondly, the technology itself and methods of organizing the educational process and extracurricular activities of students should contribute to the development of their leadership qualities. These include the individualization of the educational process, the use of interactive learning technologies, the involvement of students in research work and the development of creative projects, the creation of a system of psychological and pedagogical support, etc.

Finally, the solution of this problem requires the creation of a special cultural and educational environment in universities. This can be achieved through the formation of an appropriate organizational culture. Since the core of organizational culture is values , it is about cultivating the values of a self-actualizing personality: freedom and responsibility, initiative, civic engagement, creativity, achievement, etc.

Conclusion. The study made it possible to come to the following conclusions:

1) the problems of leadership as a special socio-psychological phenomenon attract considerable attention of modern researchers. The science of psychology and, especially, its component - acmeology do not remain outside this trend;

1) a feature of psychological research on the problem of leadership is the emphasis on personal factors of leadership;

2) a study of the leadership potential of students, conducted on the basis of self-assessment, revealed the need for its actualization and development by means of psychological and pedagogical practice;

3) the solution of the task of developing leadership qualities can be achieved by introducing special disciplines into the educational process, using technologies and methods of organizing educational activities aimed at activating the leadership potential of students, forming an organizational culture based on the values of a self-actualizing personality.

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ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА СТУДЕНТТЕРДІҢ КӨШБАСШЫЛЫҚ ҚАСИЕТТЕРІН ДАМЫТУ

Аңдатпа. Зерттеудің мақсаты – студенттердің көшбасшылық қасиеттерін дамытудағы университет қызметкерлерінің психологиялық-педагогикалық қызметінің бағыттарын негіздеу. Осы мақсатқа жету үшін жұмыста келесі міндеттер шешілді: студенттердің көшбасшылық қасиеттерін көрсету дәрежесін анықтау;

психологиялық-педагогикалық тәжірибе арқылы студенттердің көшбасшылық қасиеттерін дамытудың бағыттарын анықтау. Зерттеу көрсеткендей, студенттердің көшбасшылық қасиеттер і негізінен орташа деңгейде және оны дамыту қажет. Студенттердің көшбасшылық қасиеттерін дамыту міндеттерін шешудің мүмкін бағыттары ретінде оқу үдерісіне арнайы пәндерді енгізу, студенттердің көшбасшылық әлеуетін арттыруға бағытталған оқу қызметін ұйымдастырудың технологиялары мен әдістерін пайдалану ұсынылады.

Тірек сөздер: көшбасшылық, көшбасшылық қасиеттер, харизма, харизматикалық әсер, студенттер, даму, психологиялық-педагогикалық тәжірибе, өзін-өзі жүзеге асыратын тұлғалық құндылықтар.

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РАЗВИТИЕ ЛИДЕРСКИХ КАЧЕСТВ ОБУЧАЮЩИХСЯ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Аннотация. В статье рассматривается понятие «лидер» и формирование лидеров в процессе высшего образования. Современное общество требует мобильности, быстрого решения конкретных вопросов и проблем в системе противоречивых требований, умения работать в команде, разделения обязанностей между членами команды, готовности принимать решения в условиях неопределенности. Это могут сделать только люди, обладающие явными лидерскими качествами или готовые в определенной ситуации взять на себя функции лидера.

Ключевые слова: лидерство, лидерские качества, харизма, харизматическое влияние, студенты, развитие, психолого-педагогический опыт, самореализующиеся личностные ценности.