



Article

# Methodological Basis For Developing Leadership Qualities In High School Girls

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**Abstract:** The article examines one of the important aspects of modern pedagogy: the methodological foundations for developing leadership qualities in high school girls in the context of the Third Renaissance.

**Keywords:** methodology, leadership qualities, high school students, pedagogical conditions, systemic, gender, personality-oriented and competence-based approaches, methods.

## 1. Introduction

Modern society places increased demands on individuals capable of effectively interacting socially, making decisions, and assuming responsibility[1]. Under these circumstances, developing leadership skills in young people, particularly high school girls, as future active participants in social, professional, and family life, is particularly pressing[2]. Leadership qualities are viewed as a combination of personal, communicative, and organizational characteristics that enable an individual to influence a group, direct its activities, and achieve its goals. In the educational context, developing these qualities becomes an important task for pedagogy and psychology[3].

## 2. Methodology

The relevance of the topic is determined by the need for scientific substantiation of methodological approaches to the development of leadership qualities in high school girls, taking into account gender, age and socio-cultural characteristics [4]. At the same time, about The object of the study is the process of developing leadership qualities in high school girls, and pThe subject of the study is the methodological basis for developing leadership qualities in high school girls in the educational environment[5]. The aim of the study isVrevealing the methodological foundations for developing leadership qualities in high school girls, which determined the need to solve the following problems:

- to analyze the essence of the concept of leadership;
- to identify the characteristics of leadership development in high school girls;
- to determine methodological approaches to their formation;
- to substantiate the pedagogical conditions for the development of leadership qualities[5].

## 3. Result And Discussion

Considerationpconcepts of leadership and leadership qualities showed that, ILeadership is a complex socio-psychological phenomenon that encompasses an individual's ability to influence others and organize collaborative activities. In scientific literature, a leader is defined as a group member with high status and the ability to direct the behavior of other group members.[6].

According to literary data leadership qualities include in myself: initiative, responsibility, communication skills, organizational skills, determination, emotional stability, which are the result of the socialization of the individual and are formed in the process of active interaction with the social environment [7].

In the course of special research, a solution was developed classification of leadership qualities, represented by two main groups:

**1. Organizational quality:**

- ability to plan activities;
- ability to delegate responsibilities;
- control and responsibility;
- initiative and persistence [8].

**2. Communicative quality:**

- ability to establish contacts;
- ability to persuade
- empathy;
- group interaction skills [9].

The classification allows us to consider leadership as an integrative personality trait that combines cognitive, emotional and behavioral components.

Leadership qualities are most successfully developed in senior school age, which is characterized by the following features:

- formation of worldview;
- development of self-awareness;
- desire for independence;
- active search for a social role.

It is during this period that leadership qualities are most effectively formed, since high school students and strive for self-realization and recognition in the group [10].

The definition of leadership deserves attention methodological approaches to the development of leadership qualities, including systemic, personality-oriented, competence-based and gender-based. In particular, with the systems approach views the development of leadership qualities as a holistic process that includes:

- personal characteristics;
- educational environment;
- social interactions.

The same time identity-oriented approach assumes:

- taking into account the individual characteristics of high school girls;
- development of their internal potential;
- creating conditions for self-realization [11].

Of particular importance is supporting self-esteem and self-confidence. Most relevant to competency-based approach, aimed at formation:

- social competencies;
- communication skills;
- management skills.

This approach focused on the practical application of knowledge and the development of leadership skills through activities.

In turn, the development of leadership skills in high school girls requires consideration of gender characteristics:

- specifics of social education;
- features of self-esteem;
- communication strategies [12].

It should be noted that in Uzbekistan a gender-sensitive approach helps unlock girls' potential and overcome stereotypes, which are implemented and used in the conditions of the third Renaissance. Deserves its special attention

to the definition of educational conditions, contributing to the effective formation and development of leadership qualities, providing with creation of a developing educational environment (support for the initiative, organization of collective activities, development of self-government), involvement in socially significant

activities (participation in projects, volunteer activities, school self-government), and using active learning methods (trainings, business games, project activities). The most important is the teacher's role, speaking How: mentor, coordinator, partner, creating conditions for the manifestation of leadership qualities [13].

Alongside with interactive methods of developing leadership qualities The following basic methods should be used:

- social and psychological trainings;
- group projects;
- role-playing games;
- discussions and debates;
- self-esteem and reflection [14].

These methods help develop confidence, responsibility and communication skills. In the result of research we conducted on leadership development qualities of high school girls presented themselves opportunity:

- increase the level of social activity;
- build self-confidence;
- develop management skills;
- prepare for professional activity [15].

#### 4. Conclusion

Research shows that knowledge of the methodological foundations of developing leadership qualities and systematic work in this direction contributes to the formation of sustainable leadership competencies in high school girls.

Thus, developing leadership skills in high school girls is an important task in modern education. The methodological basis of this process is a systemic, student-centered, competency-based, and gender-sensitive approach. The effectiveness of developing leadership skills is ensured by creating a favorable educational environment, using active teaching methods, and support from teachers. Developing leadership skills in high school girls contributes to their successful socialization and preparation for future professional and social activities.

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