

THE ROLE OF KNOWLEDGE OF FOREIGN LANGUAGES IN THE DEVELOPMENT OF LEADERSHIP SKILLS

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Various approaches to the issue of leadership have led to the recognition of many aspects of a leader's temperament, such as communicative abilities, organizational skills, increased activity, mild emotionality, high creativity, company, and ethical values, etc. Already in childhood, many express a desire for leadership within one or another social group trying to manage this mini-system. However, far from all this turns out, which again and again raises the problem of the origin of leadership as a complex and ambiguous phenomenon. On the one hand, leadership qualities and a person's desire for leadership begin to emerge from the moment group interaction begins. Such an aspiration in its various forms of expression is an attempt to assert by the child his own leadership, which is not realized at this stage.

Ancient philosophers were convinced that "leadership" is a quality sent to a person from above, given at birth. Further, it emerges that leadership is a genetically determined trend. In this situation, a pedagogically defined effect on character is a very important tool for the production of those innate qualities. The absence of value orientation in the process of raising such a child in the family, then in educational institutions, can lead to a negative manifestation of leadership qualities of the individual in groups or associations whose value potential is low or absent altogether. In this case, leadership can lead to antisocial and sometimes criminal activity.

The concept of "leadership" in scientific research is very multifaceted and is considered: as the most important condition for the viability of a modern organization and society as a whole; as a process and as a property that involves informal influence on group members with the aim of managing and coordinating its actions to achieve goals"; as "a function of the social environment; as a value phenomenon corresponding to the values of a group or association, because "For a leader to act in a small group, his ideas about norms and values must coincide with similar ideas of the majority of the group; as a result of communication.

Based on the totality of definitions, leadership can be interpreted as one of the basic principles that ensures the development of individual independence in solving socially significant problems and the formation of the ability to organize and lead a group, as "the ability to raise the human vision to a broader horizons, bring the effectiveness of human activities to the level of higher standards, as well as the ability to form a personality, going beyond the usual, limiting its framework."

The level of leadership development depends on a properly organized educational impact, ways to influence potential leaders and prepare them for leadership and organizational activities, in our case, in the student community. However, one should not

underestimate the role of the external social environment in which the formation of personal qualities of a person, including leadership, takes place since it is the social environment that is “a concrete manifestation, the uniqueness of social relations at a certain stage of their development”.

The positive result of the desire to take leadership positions in a given environment, as a rule, is self-realization and self-expression of the subject in the process of acquiring experience in communication and interaction with other people, which consists in the constant, and most importantly, effective, search and implementation of interesting ideas, the ability to captivate, "Infect with your ideas."

It is not a secret that leadership is sometimes falsely associated with young people with the desire to rule, govern, and be “above” others. As a rule, if there are contradictions between the spiritual and moral content of the leader and the group, they cannot coexist for a long time and act together. As rightly note scholars, “in order for a leader to act in a small group, his ideas about norms and values must coincide with similar ideas of the majority of the group.”

The issue of the personal qualities of a leader remains debatable. Sociologists, psychologists, philosophers, and research educators identify in the aggregate about 80 qualities that reflect the different positions of researchers, group them on different grounds and directions.

We consider leadership, first of all, as a professionally significant quality of a specialist in the socio-cultural sphere, contributing to the adaptation of graduates of modern universities in the current period of globalization and integration into the global educational space and as a factor in professional development.

When forming the student’s leadership qualities that are significant for the future profession, it is necessary to take into account the specific features of his future professional activity, the area in which he will interact with collectives, groups. A very specific and diverse contingent of the socio-cultural environment in which a graduate of the University of Culture and Arts will have to work, and determines a special approach to the formation of leadership qualities of a future specialist.

Graduates of such a higher professional institution are the guides of traditions, relayers of spirituality, leaders in the process of creative creation and dissemination of the cultural heritage of their people in the social environment of modern society. It is this vision of a specialist in the sociocultural sphere that implies the need for potential leaders to develop high social responsibility and organizational skills in an audience of different ages, and this fact should determine the content and specificity of the educational space of an educational institution.

To achieve this goal, in our opinion, the following measures are necessary in the universities of culture and arts: development of a model for the formation of professionally significant leadership qualities of a specialist in the socio-cultural sphere; determination of a set of qualities necessary for a future specialist in the sociocultural sphere and a psychological portrait of a leader; the development of a set of professionally significant

competencies of a future specialist in the field of culture and arts and the training of specialists from among the teaching staff for the formation of these competencies; modeling of the educational space of the university, contributing to the adoption of the idea of developing leadership qualities as professionally significant and its implementation on the basis of a personality-oriented approach; variety of pedagogical funds aimed at the formation of leadership qualities, taking into account the main trends in their development, depending on the kind of future professional activity of students; taking into account individual, psychological and tender characteristics in the process of leadership training and the formation of professionally significant leadership qualities; development of technological approaches and forms for tracking the results of the formation of professionally significant leadership qualities of students. The study showed that the ways in which students build socially important leadership qualities from the point of view of a humanistic personality model and a quality attitude towards a future profession are directly dependent on them:

- the specifics of the student's future professional activity;
- the level of leadership qualities in the pre-university period;
- the stage of vocational training;
- the level of development of the educational space of the university;
- the degree of awareness by the teaching staff of the need for leadership qualities as professionally significant.

The concept of social roles is based on the fact that every person in life takes on himself and assumes those social roles that are typical of him. Such a position could be the role of a leader. When we stick to this principle, every student's leadership practice must contribute to its growth on an independent course and by individual means.

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