

UDC 37.041; IRSTI 14.01.11

<https://doi.org/10.47526/2023-1/2664-0686.25>**S.S. SEITENOVA***PhD, Associate Professor**Baishev University**(Kazakhstan, Aktobe), e-mail: gv7072@mail.ru***DEVELOPING LEADERSHIP BEHAVIOR SKILLS IN FUTURE SPECIALISTS**

**Abstract.** This article contains the results of a pedagogical study on the development of leadership skills among students of higher educational institutions. The conceptual apparatus highlights such concepts as «leadership», «leadership behavior». Our study considers the social and activity aspect of the leadership behavior of students as future specialists. The theoretical part was made up of the scientific positions of such scientists as A.V. Petrovsky, N.V. Kuzmina, K. Levin and others. Practical part – the results of a pedagogical experiment conducted at Baishev University and K. Zhubanov Aktobe Regional University. Through leadership potential, in general, we understand that a person has a set of qualities that allow his behavior to stand out from others in more advantageous positions.

The main purpose of the authors is to disseminate the results obtained, to generalize the best pedagogical experience. The work used general scientific methods of scientific research: bibliographic search, collection and analysis of statistical data, ranking method, group discussion, survey, questioning, testing, etc. The methodology for determining leadership abilities (E. Zharikov, E. Krushelnitsky) and the «I am a leader» test (A.N. Lutoshkin), a sociological survey, became diagnostic methods.

The results of the study were a system of special work on the development of leadership behavior skills among students – a set of methods and techniques carried out in practical classes of academic disciplines, the functioning of the Young Leader School.

**Keywords:** leadership behavior, student, professional competence, theory of leadership, leadership potential, value regulation.

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**Аңдатпа.** Бұл мақалада жоғары оқу орындары студенттерінің көшбасшылық қасиеттерін дамыту бойынша педагогикалық зерттеудің нәтижелері берілген. Тұжырымдамалық аппарат «көшбасшылық», «көшбасшылық мінез-құлық» сияқты ұғымдарды ажыратады. Біздің зерттеуімізде студенттердің болашақ маман ретіндегі көшбасшылық мінез-құлқының әлеуметтік-белсенділік аспектісі қарастырылады. Теориялық

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бөлімді А.В. Петровский, Н.В. Кузьмина, К. Левин және т.б сияқты ғалымдардың ғылыми тұжырымдары құрады. Практикалық бөлім – Ақтөбе облысының Бәйішев университеті мен Қ. Жұбанов атындағы Ақтөбе өңірлік университетінде жүргізілген педагогикалық эксперименттің нәтижелері. Көшбасшылық әлеуеті арқылы жалпы біз адамның мінез-құлқының басқалардан тиімдірек позицияларда ерекшеленуіне мүмкіндік беретін қасиеттер жиынтығының болатынын түсінеміз.

Авторлардың басты мақсаты – алынған нәтижелерді тарату, озық педагогикалық тәжірибені жалпылау. Жұмыста ғылыми зерттеудің жалпы ғылыми әдістері қолданылды: библиографиялық іздеу, статистикалық мәліметтерді жинау және талдау, рейтингтік әдіс, топтық талқылау, сауалнама, сұрақ қою, тестілеу т.б. Диагностикалық әдістер ретінде көшбасшылық қабілеттерін анықтау әдістемесі (Е. Жариков, Е. Крушельницкий) және «Мен көшбасшымын» тесті (А.Н. Лутошкин), әлеуметтік сауалнама болды.

Зерттеу нәтижелері студенттер арасында көшбасшылық мінез-құлық дағдыларын дамыту үшін авторлар әзірлеген арнайы жұмыс жүйесі болды – оқу пәндерінің практикалық сабақтарында өткізілетін әдіс-тәсілдер кешені, Жас көшбасшы мектебінің қызметі.

**Кілт сөздер:** көшбасшылық мінез-құлық, студент, кәсіби құзыреттілік, көшбасшылық теориясы, көшбасшылық потенциал, құндылықтарды реттеу.

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### **Развитие навыков лидерского поведения у будущих специалистов**

**Аннотация.** Данная статья содержит результаты педагогического исследования по развитию навыков лидерского поведения у студентов высших учебных заведений. Понятийный аппарат выделяет такие концепты, как «лидерство», «лидерское поведение». В нашем исследовании рассматривается социально-деятельностный аспект лидерского поведения студентов как будущих специалистов. Теоретическую часть составили научные положения таких ученых, как А.В. Петровский, Н.В. Кузьмина, К. Левин и другие. Практическую часть составляют результаты педагогического эксперимента, проводимого в Байшев университете и Актюбинском региональном университете имени К. Жубанова Актюбинской области. Благодаря лидерскому потенциалу в целом мы понимаем, что существует набор качеств, которые позволяют человеческому поведению выделяться среди других на более эффективных позициях.

Основной целью авторов является распространение полученных результатов, обобщение передового педагогического опыта. В работе применялись общенаучные методы научного исследования: библиографический поиск, сбор и анализ статистических данных, метод ранжирования, групповое обсуждение, опрос, анкетирование, тестирование и др. В качестве диагностических методов стали методика по определению лидерских способностей (Е. Жариков, Е. Крушельницкий) и тест «Я – лидер» (А.Н. Лутошкин), социопрос.

Результатами исследования стала разработанная авторами система специальной работы по развитию навыков лидерского поведения у студентов – комплекс методик и техник, проводимых на практических занятиях учебных дисциплин, функционирование Школы молодого лидера.

**Ключевые слова:** лидерское поведение, студент, профессиональная компетентность, теория лидерства, лидерский потенциал, ценностная регуляция.

## Introduction

In the 21<sup>st</sup> century, the policy of the higher education system reflects the current problems of the world community. It forms the intellectual potential of the nation of any country. According to UNESCO, it is the perception of the moral and value potential of the world society that takes place for its transformation. The latest global events in the world have changed human thinking, denoting the importance of the surrounding world, maintaining its harmony, strengthening the role of socio-technical progress in its transformation. This allowed expanding the boundaries of the inner world of the individual, activating his leadership qualities for successful adaptation to new living conditions.

An analysis of the scientific literature shows that at the core of leadership behavior we mean such concepts as “leader”, “leadership”. So, the phenomenon of leadership aroused special interest in the scientific community already in 1930–1940. This was connected, first of all, with the development of factories and manufactories, which became the basis for increasing the professional staff’s efficiency of the work. It also became the beginning of various kinds of research. The problem of leadership is becoming an actual and important area of psychological and pedagogical research. Have been proposed many approaches to define the concept of “leadership”, its main characteristics, especially its influence on human behavior in the process of labor activity [1, p. 640; 2, p. 233]. Traditionally, the term “leader” is defined as a representative of a small team who assumes the role of an organizer, coordinator, tutor, assistant, etc. The activity and target aspects are brought to the fore. Usually the leader should demonstrate a higher level of activity than other members of the group, the collective [3, p. 290].

Within the framework of the behavioral approach, the concept of “leadership” is considered in the context of the behavior implemented by the leader, what is the most popular among researchers and practitioners. Various studies have identified universal behavioral dimensions that ensure the success of a leader. The independent factors of leader behavior include two factors that holistically describe leadership behavior:

- the first factor combines actions that ensure the leader achieves the goals of the whole group;
- the second factor characterizes the leader's efforts that form interpersonal relationships in the group.

In light of recent global events in front of high school teachers standing objective is the formation of leadership behavior skills in future specialists, what contributes to their successful professional-personal socialization.

At present in Kazakhstan actively and purposefully pursued consistent work is being carried out to update school education. Its main content is achieving the highest quality of education based on integration into the international educational space and the introduction of innovations. This task is especially growing in the conditions of professional development of students - future teachers of primary school.

## Research methods

The work used general scientific methods of scientific research, including: bibliographic search, collection and analysis of statistical data, ranking method, group discussion, etc.

The diagnostic methods were the methodology for determining leadership abilities (E. Zharikov, E. Krushelnitsky) and the test “I am a leader” (A.N. Lutoshkin), a sociological survey.

## Results

Within the framework of the behavioral approach, the most popular among researchers and practitioners, the concept of “leadership” is considered in the context in the context of leader's behavior.

When defining the concept of “leadership”, it can be argued that it is based on the word “leader”. This concept comes from the West German "laithjan", where in English we know the verb “to lead” and the noun – “a leader”, meaning: “the one who leads”, that is, directs the movement, shows the way, helps or makes you go with yourself and behind you [4, p. 117].

Attempts to know leadership began in ancient times. The earliest documented facts of the study of leadership are the works of ancient philosophers. In Plato we find the characteristics of an ideal sovereign. Its dominion includes “both understanding and prudence” [5, p. 37]. According to Confucius, a noble ruler has many positive qualities: “in kindness is not wasteful; forcing to work does not cause anger; in desire is not greedy; in greatness is not proud; causing respect, not cruel” [6, p. 189]. Lao Tzu believed that the best leader is the one whom “the people do not notice”. In second place – the one that “the people adore”. In third place is the one that “the people are afraid of”. Also on the last one is the one who is “hated” [7, p. 175]. As is known, time, political views have a direct impact on the perception of the subject under study. Therefore, leadership could not be considered then in isolation from the rulers of states. Until relatively recently, it has long been considered their privilege.

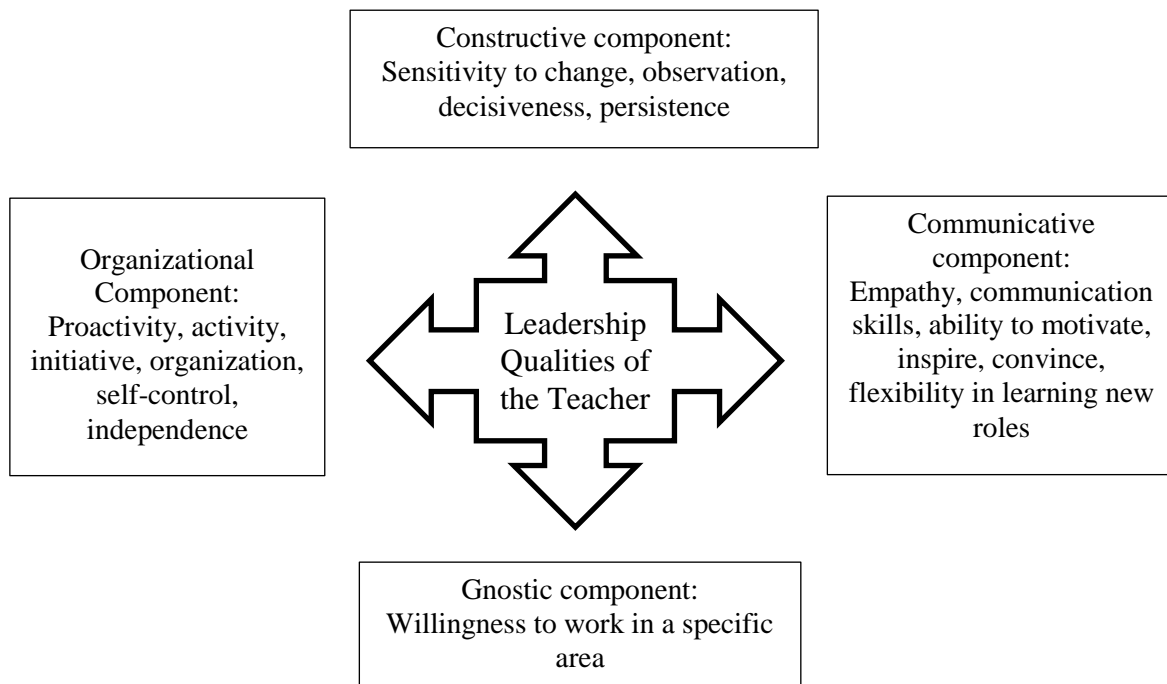
The word “leader” appeared in the natural language long before the emergence of scientific ideas about leadership. For a more complete analysis of the essence of the concept of leadership, let us consider the semantic content and compare it with how it is used in different languages (table 1).

**Table 1 – The meaning of the word “leader” in different languages**

Language	Word	The meaning of the word
Latin	dux (от duco – to lead, conduct)	leader, guide; leader; head, chief; commander, military leader, military leader; leader, ataman; the ringleader, instigator, initiator and leader; sovereign
Deutsch	Fuhrer (от fuhren – to lead, conduct)	chieftain, chief; (carriage) leader; driver, pilot, helmsman; commander, commanding officer; conductor; guide; presenter, leader
English	leader	leader, head, commander, leader, leader, way, road
Kazakh	Көшбасшы	initiator and manager, diplomat, peacemaker, politician
Russian	ВОЖДЬ	generally recognized ideological, political, etc. leader, leader of the tribe, commander, leader of the army

As you can see, the phenomenon in the considered languages has a different sound design, the meaning of which is similar to. It also denotes a personal status or a particular position of a person. This person has influence over others, also indicates the “direction of movement”. It should be emphasized that the phenomenon we are investigating takes place in different cultures.

Research by A.V. Petrovsky are devoted to the social and psychological characteristics of leadership behavior as a phenomenon that develops in the process of group activity, as well as when performing any socially significant tasks [8, p. 15]. This affects the development of certain personal and professional qualities that determine the personal orientation. Research N.V. Kuzmina single out the content and functional structure of the teacher's personality. The author emphasized the importance of the development of leadership behavior in the teacher. According to this, N.V. Kuzmina highlights the constructive, organizational, communicative and gnostic components of pedagogical activity [9, p. 119]. The indicated components are aimed at solving specific problems of a professional nature, the solution of which is impossible without formed skills of leadership behavior (picture 1).



**Figure 1 – The structure of the teacher's leadership qualities (according to N.V. Kuzmina)**

Pedagogical aspect of the research topic allowed us to determine what leadership skills we should develop in future specialists within the framework of educational and professional activities. This process should go gradually, concentrically, with the use of innovative techniques and methods. Within the framework of the pedagogical problem indicated by us, also in a preliminary analysis of scientific literature, we see that the issue of developing leadership behavior skills among future specialists requires in-depth analysis and research.

Based on this, our analysis of the scientific literature made it possible to identify the main criteria for leadership behavior.

First, there are leadership styles. The American scientist K. Levin investigated this problem and singled out the typology of leadership styles [10, p. 400]. K. Levin also singled out the main factors that reveal the characterological aspects of this concept: the factor of uniting the actions of the leader to achieve results, socio-psychological factors, factors for the development of harmonious interpersonal relationships in a group.

Secondly, these are models of leadership behavior. Researchers R. Blake and J. Mouton developed a two-factor model of leadership behavior [11, p. 271; 12, p. 167; 13, 22 p.; 14, 336 p.; 15, p. 128]. The authors singled out the so-called “administrative grid”. It is based on a combination of two fundamental components: attention to production and attention to people.

Thirdly, these are the values of labor activity. Researchers H. Mirel and J. Garrett considered the main factors of the value of labor, which show changes in social and personal development [16, p. 36]. It is noted that the values themselves are not always fully understood and accepted by a person. The value potential of leadership behavior also influences the development of the skill of managing the influential component and managerial potential [2, p. 233].

Within the framework of our study, of scientific interest are the works of domestic scientists on the problems of establishing political leadership in Kazakhstan, formation of leadership and the image of a leader among future professionals: B.T. Kuppbayeva [17, p. 110], A.T. Bayturbayeva [18, p. 7], G.M. Kozybakova [19, p. 121]; development of leadership skills in future primary school teachers B. Baimukhanbetov [20, p. 79] and others.

The dissertation work of Kozybakova G.M. is devoted to the formation of leadership among future specialists. She clarified the concepts of “leader”, “leadership”, revealed a set of leadership qualities that characterize this phenomenon; the features of the formation of leadership qualities among students were identified; a model of readiness of a future specialist for leadership was developed; the pedagogical conditions for the effective formation of leadership qualities among future specialists are revealed. By leadership qualities, she understands leadership ability and believes that their development should be managed, i.e. this requires purposeful development [19, p. 121].

Dissertation work of Ushatova M.A. is devoted to the study of the problem of developing leadership potential among students of a pedagogical university. The researcher characterizes the concept of “leadership potential”, proposes a model and methodology for the development of this quality among students of a pedagogical university [21, p. 34].

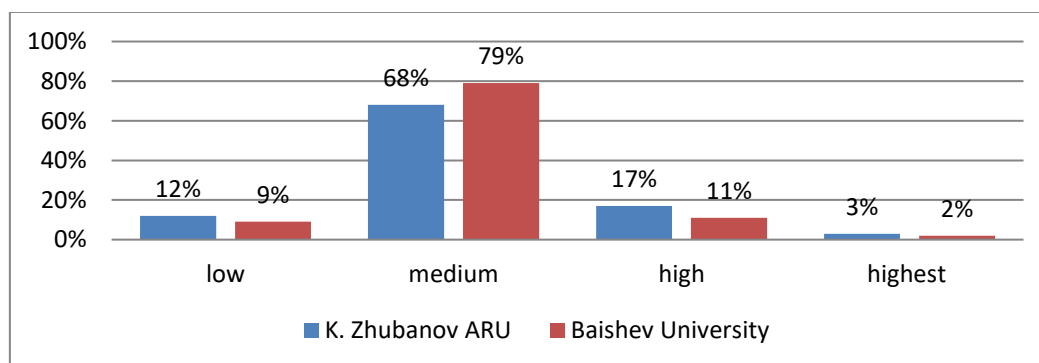
Baikulova A.M. in her dissertation research “Education of the readiness of high school students for leadership” the concept of “readiness for leadership” is characterized. The author also proposes a technology aimed at improving the efficiency of this process [22, p. 21].

The methodological part of the pedagogical research was based on the study of the didactic complex of methods, techniques and techniques that can be introduced into the educational process of the university. We have relied on the assumption that the development of leadership behavior skills occurs in the process of passing educational and industrial practices, also during the period of study of professionally oriented disciplines. So, in the process of passing the practice, he must show elements of leadership behavior in different situations: when communicating with students, teachers of the school where the practice takes place, in the lessons taught, as well as in communicating with classmates. When teaching professionally oriented disciplines, the teacher should strengthen the practical part with innovative methods and techniques which contribute to the development of leadership qualities in students. In general, our choice was made in the direction of research methods, project activities, educational cases, social technologies.

Let us consider the experimental part of the conducted pedagogical research. In the experiment took part 44 students of 2–3 courses of the specialty 6B01211-“Preschool education and upbringing”, 6B01311-“Pedagogy and methodology of primary education” of K. Zhubanov Aktobe Regional University and Baishev University, 22 students from each organization. Diagnostics was carried out by the following methods: diagnostics of leadership abilities (E. Zharikov, E. Krushelnitsky), test “I am a leader” (A.N. Lutoshkin) [23, p. 3].

The results of these diagnostic methods became the basis for conducting special corrective work with students.

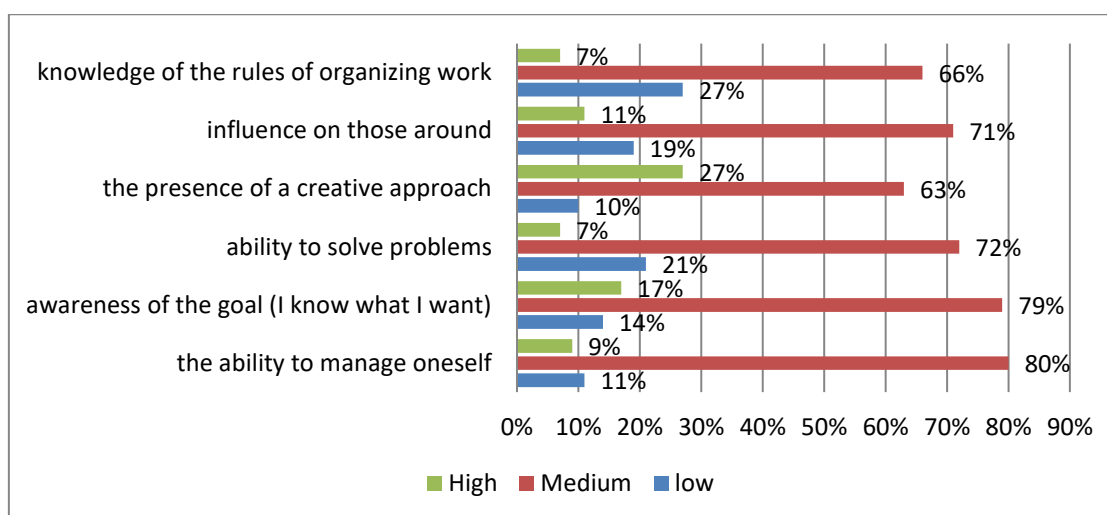
Let’s consider the results of each of these methods. Diagnostics of leadership abilities of E. Zharikova, E. Krushelnitsky helped to distribute students into four groups: low, medium, high, highest (Figure 2).



**Figure 2 – The results of the diagnosis of leadership abilities in students (according to E. Zharikova, E. Krushelnitsky)**

The obtained results show that most of the students have an average level of leadership abilities (68% in the K. Zhubanov Aktobe Regional University and 79% in the Baishev University). This speaks to the untapped potential of the students, also their ability to enhance their leadership behavior in the process of fulfilling educational and professional tasks. Of special concern students with low potential – 12% in the K. Zhubanov Aktobe Regional University and 9% in the Baishev University. Psychological work is planned with this group with further in-depth diagnostics. Its purpose is to determine the causality of such behavior. It should also be noted that the number of students with the highest level of leadership abilities. They have shown minimal results: 3% in the K. Zhubanov Aktobe Regional University and 2% in the Baishev University. This is also an important sign for teachers of the departments of mathematical disciplines to strengthen practical exercises to develop students' leadership behavior skills.

The results of the test “I am a leader” A.N. Lutoshkin at the beginning of the experiment were as follows (Figure 3). In the presented figure, we have marked the generalized data obtained for two universities.



**Figure 3 – The results of the test “I am a leader” A.N. Lutoshkin**

According to the obtained results, it should be noted that in general, students have formed leadership qualities to varying degrees. Special attention should be paid to such scales as “knowledge of the rules of organizational work”, “ability to solve problems”. According to these criteria, low scores were 27% and 21%, which also confirms our assumption about the conduct of special correctional work with students.

A special correctional work was made up of a content and organizational and activity component. We studied and implemented the types of work recommended by A.B. Ivanova are sets of exercises for organizing independent work of students to develop their personal qualities, attitudes, motivation, skills and leadership behavior [24, p. 24]. It should also be noted that the compiled forms of work were the same for students of Baishev University, as well as for students of K. Zhubanov Aktobe Regional University. This allowed us to perform a comparative and comparative analysis of the effectiveness of the selected methods and techniques.

According to the results of the pedagogical experiment by a working group of teachers, were developed the Guidelines for the development of leadership skills in future specialists in pedagogical specialties. A special role is given to practical exercises and the identification of types and forms of work with students - project activities, individual research, brainstorming, work in large and small groups, research in action, creation of one's own professional information field and other techniques and methods.

It should also be noted that the experiment was conducted during the period 2019–2020 and 2020–2021 academic years. If in the first years it was fulfilled more work of an organizational-methodological and scientific-theoretical nature, the second year was methodological and practical. It was during this period that the working group developed and implemented the Regulations on the unified School of young leader in Aktobe region for students of pedagogical specialties. The functioning of this School made it possible to create a collaborative environment among students aimed at developing leadership behavior skills. Her work was built on the basis of circle activities, where there is a Regulation, a student asset and a long-term work plan for 3 years.

The results of repeated testing showed progress in the development of leadership skills among students in comparison with the primary data. So, 10% of respondents began to possess the highest skills, 24.5% – high, 61% – medium and 8% – low. As an additional diagnostic tool, we conducted a sociological survey, where the students had to indicate their position in relation to the concepts of “leader”, “primary school teacher”, “educator”, their interdependence. A sociological survey of students showed that the strengthening of work on the development of leadership behavior skills is new for them, despite the fact that they are familiar with the concept of “leader”. Also, students see a direct relationship between these concepts. The experiment made it possible to expand the internal picture of the world of the future specialist, to change their opinion on the importance of leadership behavior in the work of the teacher, identify the personal qualities that develop such behavior.

In general, the conducted pedagogical experiment showed the possibilities of leadership behavior in successful professional and personal adaptation to the outside world, recognition of the main value for a given age period – educational and professional activities and labor. The research group attempted to expand the conceptual apparatus of leadership and present it as a stable behavioral integral structure, influencing the development of a young personality, strengthening his motivation and value apparatus, activating his abilities, psychic cognitive processes.

### **Discussion**

According to the analysis of scientific sources, globalization, technical and social innovations require revision and additional research on the development of leadership behavior skills among future specialists, making university education more important. It is in the process of educational and professional activities that we must develop its foundations.

Higher education teachers should pay attention to the existing potential of leadership behavior, both for the purpose of personal self-improvement, and for the development of students' main behavioral characteristics.

This view is supported by the International Leadership of Educators HertsCam Network [25]. The activities of this organization help teachers and young professionals to participate in active communication aimed at successful professional activities. For this, teachers are united in various thematic communities, project groups. At this stage of development, the teacher becomes part of this community, within which his practice is being improved. It is based on research and innovation, initiated and changed by the “leader” himself.

### **Conclusion**

The period of professional development of a specialist at the university is fundamental in the life of a person, since at these times the foundation is laid for all important competencies, the basic foundations of the moral and spiritual component and worldview. In this regard, it is expedient to introduce integrative approaches that the value content and leadership potential of the individual form a single whole for the development of the future specialist. The fundamental parameters of the success and effectiveness of professional training are the psychological qualities of the individual himself, his leadership potential which has been noticed and developed in school and university educational process.

Under the leadership potential, we, first of all, understand the presence of a set of qualities of a person's character, allowing him to differ from others in more advantageous positions. The



modern world presents successful and in-demand specialists with personal qualities (mobility, flexibility and critical thinking, managerial skills, responsibility, punctuality, empathy, communication skills, loyalty and tolerance, etc.). Of course, the list of requirements may change depending on the nature of the activity, but the most important requirements remain the same.

Manage your educational, professional activities, your personal time, apply the basic skills of leadership behavior in life and profession - all this has become of particular importance for almost every person. At the same time, it is very important not only to have leadership potential for future specialists, but also to regulate them in terms of values, since a person's life orientations have the specificity of changing and even disappearing. We believe that in addition to professional competence, personal characteristics for a leader become key determinants of the effectiveness of his pedagogical activity.

Analysis of studies conducted by Kazakh scientists gives grounds to draw the following conclusions:

- quantitatively increased research work on the problem of leadership;
- there were various branches of study of leadership: political, organizational, educational, etc.;
- there is an interdisciplinarity in leadership development;
- the age aspect of leadership is being developed.

From the foregoing, we can conclude that the problem of leadership has been considered in different countries and cultures.

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