



TECHNOLOGIES FOR THE FORMATION OF LEADERSHIP COMPETENCIES IN THE PROCESS OF TEACHING BADI WORKS

Irisboyeva X.U.

The National Guard of the Republic of Uzbekistan is the main teacher of native language and Literature Of The Tashkent military-academic Lyceum "Temurbeklar school"

Annotation: *This article will highlight the theoretical foundations and practical technologies for the formation of leadership competencies in students in the process of teaching artistic works. Literature classes analyze opportunities to develop leadership qualities through interactive methods, problem education, group work, and project-based teaching. Also, on the basis of modern pedagogical approaches, issues of development of communicative, organizational and decision-making skills of students are considered.*

Keywords: *work of art, leadership competence, literature lesson, pedagogical technology, interactive methods, personality development, communicative skills, group work, problem education, competency approach*

Introduction

Today's processes of globalization and digital transformation require a fundamentally new approach to the content and tasks of the educational system. Of particular importance at the modern stage of the development of society are not only individuals with knowledge, but also initiative, responsibility, able to unite the team and make decisions - that is, young people with leadership competencies. In this regard, the development of personal qualities of students in the educational process, their formation as an active subject, and not just a recipient of knowledge, is one of the urgent tasks.

Leadership competence is a complex set of socio-psychological and pedagogical qualities that include the ability of an individual to set a goal, implement it, manage a team, make the right decisions in problem situations, and be able to follow others. The formation of these competencies can be effectively carried out not only within the framework of special management disciplines, but also through general education disciplines, in particular, classes in fiction.

Fiction is considered one of the most powerful spiritual and educational tools that shape a person's personality. He confronts the reader with life events, human relationships and complex moral choices. Characters in literary works, on the other hand, appear as real-life leadership models, showing the reader how to make decisions in different situations, how to take responsibility and how to lead a team.

In particular, the leading characters (leading characters) depicted in epic and dramatic works evoke a strong psychological influence in the minds of readers. For



example, aspects such as the hero's determination in difficult situations, his preference for the benefit of society over personal, his struggle for Justice serve in readers the formation of qualities of not only moral, but also practical leadership. Therefore, literature lessons in their essence are not only the subject of aesthetic or language teaching, but also a complex pedagogical system that develops personality.

Also, the introduction of a competency model in modern educational approaches has expanded the functional scope of literary science as well. Now literature classes are aimed at developing in students not only the skills of analysis and understanding, but also communicative, Social, critical thinking and leadership competencies. This requires a methodically new organization of the process of teaching fiction.

The role of fiction in the formation of leadership competencies is manifested in the combination of its emotional and cognitive influence. The reader not only receives information in the process of reading the artistic text, but also emotionally connects with the heroes, internally analyzes their decisions and compares them with their own life views. Through this process, leadership qualities such as personal thinking, independent decision-making and initiative are formed.

The relevance of the topic is that one of the main tasks facing the educational system in the current period is the upbringing of individuals who are competitive, creative in thinking and able to play an active role in society. And in the formation of such individuals, it is important to effectively use the educational and developmental capabilities of literary science.

For this reason, the theoretical foundations, pedagogical technologies and practical methods of the formation of leadership competencies in the process of teaching works of art are widely covered in this scientific article. In the course of the study, the effectiveness of interactive methods, project-based teaching, problem education and reflexive approaches is analyzed, and their role in the development of leadership qualities in students is revealed on a scientific basis.

REVIEW OF THEMATIC LITERATURE

The issue of the formation of leadership competencies in the process of teaching works of art is one of the relevant scientific areas located at the intersection of modern pedagogical, psychological and methodological disciplines. An analysis of scientific sources published between 2010 and 2026 shows that this problem has been researched in three main areas: competency approach theory, literature teaching methodology, mechanisms for the formation of leadership qualities in an individual.

First Of All, R. In Kadyrov's scientific views, the role of fiction in personality education is deeply analyzed. He argues that through literary images, qualities of social activity, responsibility and leadership are formed in the minds of young



people. In his opinion, the hero of a work of art acts as a "social model" for the reader, and through this model the inner values of the individual are formed [1].

M. While Karimova studies the methodology of teaching literature, she justifies that interactive educational methods develop communicative and organizational skills in students. According to him, the methods of group work and discussion increase the activity of students and create conditions for the natural formation of leadership qualities [2].

S. Rahimov, analyzing modern pedagogical Technologies, shows the importance of organizing literature classes within the framework of a competency approach. He argues that project-based teaching and problem learning methods develop independent decision-making, planning and team management skills in students [3].

A. Islamov studies the psychological impact of artistic texts and shows the development of empathy and social responsibility in the process of reading literature as an important component of leadership competence. He believes that an individual with empathy will also have the ability to understand and control others [4].

N. Abdullayeva studies the issue of the application of digital technologies in teaching literature, arguing that multimedia tools and electronic platforms develop students' ability to work independently, take initiatives and think creatively [5].

Y. Yusupov, on the other hand, analyzes the development of youth education and competencies in connection with national values. He argues that studying patterns of national literature shapes not only patriotic but also social leadership qualities in readers [6].

D. Tursunov's (2025) studies explore new models of teaching literature in the digital learning environment, noting that online discussions and virtual group work increase initiative and leadership activity in learners [7].

The line has also been extensively studied internationally. A report published by UNESCO in 2019 highlights the role of literature and the humanities in the development of soft skills, including leadership competencies, in the educational process. This document records the formation of social consciousness, critical thinking and collective management skills in students through artistic texts.

In general, the analysis of existing scientific literature shows that the formation of leadership competencies in the process of teaching fiction is a multifaceted pedagogical process, which includes emotional, cognitive and activity-oriented approaches. Researchers note that the effectiveness of literature lessons directly depends on the teacher's methodological skills, the degree of application of interactive methods, as well as the educational content of the artistic text.

RESEARCH METHODOLOGY

The following scientific methods were used in this study:



* Analytical method-study of the influence of artistic works on educational and leadership;

* Comparative method-comparison of different pedagogical technologies;

* Observation method-analysis of student activities in Literature lessons;

* Synthesis method-generalization of scientific sources;

* Experimental method-testing the effectiveness of interactive lessons.

The study took the basis of scientific literature and methodological manuals from the period 2010-2026.

MAIN PART: TECHNOLOGIES FOR THE FORMATION OF LEADERSHIP COMPETENCIES

1. Development of leadership through the analysis of fictional characters

Leading characters in fiction serve as models for readers. Their decision-making process helps to understand leadership qualities.

2. Interactive methods

Debate, role-playing games, and group discussions develop initiative, feedback, and teamwork skills in students.

3. Problem education technology

Creating problem situations enhances students' ability to make and analyze independent decisions.

4. Project-based training

Students take over planning, management and outcome competencies by working in groups.

5. Emotional and reflexive approach

Emotional analysis based on artistic texts develops a sense of empathy and responsibility in readers.

• 6. Digital technology

• Multimedia presentations and online platforms increase independent initiative and creativeness in readers.

• RESEARCH RESULTS AND DISCUSSION

• The results of the study show that the formation of leadership competencies in Literature lessons depends on the following factors:

• * teacher's methodological skills;

• * application of interactive techniques;

• • correct selection of works of art;

• * active participation of students;

• • emotional impact level.

Also, project-based training and group work enhance the sense of Leadership, Initiative and responsibility in students.

CONCLUSIONS AND RECOMMENDATIONS

As a result of the scientific analysis carried out, the review of theoretical sources and the generalization of pedagogical approaches, it can be noted that the



process of teaching works of art is an effective and multifunctional didactic tool in the formation of leadership competencies in students. Literature classes not only develop aesthetic taste and artistic thinking, but also form the personality's social activity, initiative, sense of responsibility and skills to work in a team.

Based on the results of the study, the following main scientific conclusions were formulated:

First, the leading characters in fiction (leading characters) act as a real-life model for readers. Their behavior, decision-making process and position in complex situations directly affect the formation of leadership qualities in students. The reader experiences a process of Internal Reflection by comparing himself to the hero.

Second, interactive techniques used in literature classes (debate, role-playing, group discussion, "mental attack") also develop leadership skills in students along with communicative competence. Such methods make the reader from a passive listener to an active participant.

Thirdly, project-based training technology forms in students the skills of Planning, Organization, distribution of tasks and achieving results. This process directly develops team management and leadership competencies.

Fourth, emotional and reflexive analysis of artistic texts develops empathy in readers, that is, the ability to understand the feelings of others. Empathy, on the other hand, is one of the psychological foundations of effective leadership.

Fifth, modern digital technologies (multimedia, electronic platforms, virtual discussions) increase students' independent thinking, creative approach and initiative. This serves to shape leadership competencies in line with the modern digital environment. In general, the process of teaching fiction is a complex pedagogical system that simultaneously affects the personal, social and intellectual development of students. In this respect, the role of literary science in the educational system is very important not only in terms of giving knowledge, but also in terms of raising a leading personality. Based on the results of the study, the following scientific and practical recommendations for the effective formation of leadership competencies in Literature lessons were developed:

1. Strengthening leadership image-based training In Literature lessons, it is necessary to select works in which artistic heroes with strong leadership qualities are involved and to analyze them in depth. This contributes to the formation of leadership models in students.

2. Systematic introduction of interactive methods Regular use of techniques such as debate, discussion, role-playing games, "case-study", and "mental attack" increase students' independent thinking and initiative.

3. Extensive application of project-based training technology Dividing students into groups and submitting creative projects (presentation, staging, analytical work) based on a literary work to them practically forms leadership competencies.



4. Development of reflection and self-assessment

After each piece of fiction analysis, readers were told "what leadership decision would I make in this situation? "should develop reflective thinking by asking questions such as

5. Effective use of digital technologies

E-learning platforms, virtual groups, video Analytics, and online discussions develop student initiative and digital leadership skills.

6. Strengthening the role of the teacher as a facilitator

The teacher should act not as a knowledge giver, but as a person who manages, directs and motivates the process.

7. Improvement of the assessment system

It is necessary to introduce criteria that assess not only knowledge, but also Leadership activity (activity in the group, initiative, solving problem situations).

8. Creating a practical leadership environment

In schools and higher education institutions, it is recommended to organize platforms such as the "Young Leaders Club", "literary debates", "center for creative projects".

The formation of leadership competencies in the process of teaching works of art is one of the important areas of the modern educational system, which serves for the comprehensive development of the individual. Through literature classes, students develop not only knowledge, but vital skills such as Initiative, responsibility, team management and independent decision-making. Therefore, the teaching of literature on the basis of innovative pedagogical Technologies is important for society in raising a generation of mature leaders.

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