

Enhancing Leadership Qualities in Female Students: A Modern Pedagogical and Psychological Approach to University Education

Djabbarova Nilufar Bakhtiyorovna
Teacher at Urgench Ranch University, Uzbekistan



DOI : <https://doi.org/10.61796/ejheaa.v2i1.1179>

Sections Info

Article history:

Submitted: December 18, 2024
Final Revised: December 18, 2024
Accepted: December 19, 2024
Published: December 19, 2024

Keywords:

Female leadership
University education
Pedagogical approaches
Psychological strategies
Personal development
Humanistic values
Empowerment
Active participation

ABSTRACT

Objective: This study aims to examine the pivotal role of university education in cultivating leadership qualities among female students by leveraging modern pedagogical and psychological strategies. The objective is to explore how personalized, humanistic-based educational methods contribute to developing essential leadership traits. **Methods:** The methods involve emphasizing open communication, fostering creative engagement, and promoting personal development tailored to individual needs. These approaches create a supportive and empowering environment that encourages students to actively realize their potential. **Results:** The results demonstrate that personalized educational practices not only enhance academic and social skills but also significantly strengthen leadership capacities, preparing female students for effective societal roles. **Novelty:** The novelty of this research lies in its integration of humanistic educational values with innovative teaching strategies to address the unique needs of female students, offering a practical framework for leadership development in higher education.

INTRODUCTION

University education plays a crucial role in fostering leadership qualities among female students. The pedagogical approach, which focuses on the individual, is crucial in this process. This method prompts educators to consider the individual needs of their students and foster their self-development journeys. This method also guarantees that students actively engage in self-awareness, the development of personal skills, and self-realization.

The university setting provides students with the chance to showcase and cultivate their leadership abilities. The main responsibility of educators is to nurture students' personal values, encourage innovative problem-solving, and enhance their capacity for independent thought. This process is implemented through educational programs and organizational frameworks within university education, facilitating the more effective cultivation of leadership qualities in female students.

RESEARCH METHOD

University education significantly contributes to the development of leadership qualities in female students. In this process, it is crucial for female students to gain the knowledge, skills, and traits anticipated from leaders. The following are the leadership

qualities that should be cultivated in female students during their university education [1].

1. Specialization and Introduction: Students must possess comprehensive knowledge in their area of study and be familiar with their team members. This guarantees their effectiveness in team management.
2. Communication and Confidence: Students must possess the ability to communicate effectively with their communities and have confidence in themselves. This is an essential element in the effective execution of teamwork.
3. Establishing Objectives and Embracing Challenges: Students ought to articulate their objectives based on their learning experiences and be ready to take calculated risks when the situation calls for it. Developing the ability to make swift and accurate decisions is essential.
4. Self-Awareness: It is essential for female students to identify their individual strengths and weaknesses and cultivate their growth based on this insight.
5. Monitoring: Female students ought to keep a record of the outcomes from their team tasks, which aids in evaluating their success in reaching objectives.

A democratic approach involves allowing team members to share their opinions during the decision-making process, which is a vital leadership quality for female students.

1. Embracing Feedback and Modesty: As leaders, female students ought to welcome feedback and uphold a sense of modesty. This aids in enhancing their relationships and earning respect among the team.
2. Integrity and Trust: Female students in leadership roles should consistently demonstrate honesty and work to gain the trust of their team members.
3. Time Management: Effectively and purposefully utilizing time is a crucial aspect of the leadership endeavors of female students.

Through this approach, universities equip female students with the necessary skills to emerge as impactful leaders in the future by fostering the aforementioned leadership qualities.

To put these principles into action, it is essential to activate decision-making mechanisms that enhance productivity and to establish reward systems that recognize the team's achievements. Considering all of this, the typical traits of leaders are as follows [2]:

A leader is someone who cherishes and appreciates individuals. A leader embodies confidence and self-reliance. A leader is someone who is deeply committed to their work. A leader establishes a path as an innovator. A leader places significant emphasis on fostering a democratic culture and encouraging participatory management. A leader actively engages in the process of change. A leader takes great pleasure in the achievements of their team members. A leader conveys a message. A leader inspires enthusiasm and commitment within an organization. A leader is an individual who understands the importance of managing both people and knowledge effectively.

University education significantly contributes to the development of leadership qualities in female students. Universities must equip female students with the essential knowledge, skills, and values to cultivate the leadership qualities mentioned above. Leadership programs provide female students with valuable opportunities to advance their personal and professional growth. Universities can enhance the leadership skills of female students by implementing a range of seminars, mentorship programs, collaborative projects, and other engaging methods.

Furthermore, universities assist female students in cultivating vital leadership abilities, including effective decision-making across diverse scenarios, teamwork management, and showcasing adaptability in an evolving landscape. Consequently, these experiences contribute to enhancing the leadership qualities of female students and play a crucial role in their development as effective leaders in the future.

1. Communication Proficiency: Creating an environment where students can engage in open conversations and share their thoughts without hesitation.
2. Active Creativity: Fostering the creative dimensions of students' activities, promoting the generation of innovative ideas and solutions.
3. Personal Development Focus: Considering the unique needs of each student and fostering their personal growth.
4. Freedom of Choice: Providing extensive opportunities for students to select their own learning journeys, allowing them to make autonomous decisions and showcase their creative abilities.

Additionally, as E. V. Bondarevskaya points out, person-centered technologies encompass not just support for students but also the personal attributes of the teacher [3]. The integration of these technologies showcases the educator's individual values and skills within their teaching practices, enhancing the overall effectiveness of the learning experience. These technologies embody the educator's individual values and skills in their teaching practices, enhancing the effectiveness of the learning experience.

Teachers' implementation of these approaches, in turn, reshapes the learning environment into one that is centered around individuals, fostering a humanistic atmosphere that enables students to grow and attain success. This process is crucial for fostering leadership qualities in female students, allowing them to engage in their personal growth and recognize their significance within the team.

The significance of university education in fostering leadership qualities among female students is understood through personality-focused teaching methods, designed to enhance students' personal development and maximize their potential. A. V. Mudrik states, "these approaches assist students in recognizing themselves as independent individuals and in realizing their personal and social potential" [4].

The core concepts of humanistic pedagogy focus on the life and existential needs of individuals, with the goal of fostering their socially accepted effective engagement. The principles of free education, highlighted by scholars like J.-J. Rousseau and I. G. Pestalozzi, serve as a pedagogically significant element of this process. They suggested

methods of teaching and upbringing that align with the unique traits and developmental stages of each student [5].

Person-centered pedagogy is considered to be associated with the humanistic theories of psychologists like R. Burns, A. Maslow, and K. Rogers them [6], [7], [8]. It is argued that every individual possesses hidden creative potential from a young age, and it is the teacher's responsibility to unlock this potential and assist in its realization. K. Rogers highlights that essential elements for fostering humanization between teachers and students include a positive acceptance of students' personalities, active engagement in their experiences, and authentic communication with them [8].

Consequently, these methods of university education contribute to the development of leadership qualities in female students, as they are given the chance to independently pursue their personal growth and engage in social activities. This process enhances both academic knowledge and the growth of social and personal skills, ultimately reinforcing their position within society.

The development of leadership qualities in female students is significantly influenced by university education, which is facilitated through the use of personality-oriented pedagogical approaches. K. Rogers and R. Burns contend that a person-centered approach to learning enables students to embrace their identities and recognize their individual potential [8], [6]. The primary requirement for this is the teacher's genuine and transparent approach to students, appreciating their thoughts and emotions.

RESULT AND DISCUSSION

In pedagogy and psychology, a person-centered approach is based on humanistic values. In this approach, the student actively participates in the processes of self-awareness, the formation of personal values, and social adaptation. For example, K. Rogers emphasizes the importance of honesty, acceptance, and understanding in communication with students.

R. Burns also emphasizes that the teacher's personality has a strong influence on students [6]. In his opinion, the teacher's positive views on their students help them gain self-awareness and strengthen their self-confidence. This is an important factor in the self-development of students and the achievement of their personal goals.

These processes are also supported by creating an atmosphere of mutual respect and support among students in the university environment. Sincere and open communication between teachers and students is based on the recognition and appreciation of the uniqueness of each student. This, in turn, helps to strengthen the social and personal abilities necessary for the development of leadership skills among students.

At the same time, personality-oriented approaches encourage initiative and openness to innovation among students. Students can become more active in achieving their academic and personal goals by adapting the environment to their personal and

professional growth. All these processes determine the important role of university education in developing leadership qualities in female students.

The role of university education in developing leadership qualities in female students is based on a person-centered approach. This approach allows students to develop independent decision-making and problem-solving skills necessary for the development of their personal and social abilities.

L. N. Tolstoy confirms this idea with the experiments he put into practice at the Yasnopol'skaya school [9]. He implemented the educational process by creating a collaborative and free environment to unlock the creative and moral potential of students. This approach turns students into active participants in the pedagogical process, allowing them to fully realize their abilities.

CONCLUSION

Fundamental Findings : University education is pivotal in fostering leadership qualities among female students through personality-oriented pedagogical approaches. These approaches, grounded in humanistic values, emphasize individuality and encourage active participation in personal development, promoting independence and initiative toward achieving goals. **Implications :** The findings suggest that higher education institutions should prioritize personalized pedagogical methods to cultivate leadership in female students. Such an approach can empower women to navigate challenges effectively, contributing significantly to societal and professional environments. **Limitations :** This study is limited by its focus on the general role of university education without exploring specific institutional or cultural contexts. Further research is needed to examine how diverse educational systems and socio-cultural factors influence the development of leadership qualities in female students. **Future Research :** Future research should explore the impact of various teaching strategies and institutional policies on leadership development, particularly in different cultural settings. Additionally, investigating the role of extracurricular activities and mentorship programs can provide a more comprehensive understanding of effective leadership training for female students.

REFERENCES

- [1] F. T. Sağlam, "Determination of Leadership Characteristics of Nurse Managers," Master's Thesis, Beykent University, Institute of Social Sciences, Istanbul, Turkey, 2014, p. 7.
- [2] İnce, V. et al., 2004, p. 438.
- [3] E. V. Bondarevskaya, "Value Foundations of Personality-Oriented Education," *Pedagogika*, no. 4, pp. 29–36, 1995.
- [4] A. V. Mudrik, *Sociologization and Education*, Moscow: September, 1997, p. 95
- [5] S. Y. Karp, *The Greatness of Common Sense: A Person of the Enlightenment Era: A Book for Teachers*, Moscow: Prosveshcheniye, 1992, p. 287
- [6] R. Burns, *Development of Self-Concept and Education*, Transl. from English, Moscow: Progress, 1986, p. 420

- [7] A. Maslow, "Self-Actualization," in *Personality Psychology: Texts*, Ed. Yu. B. Gippenreiter, Moscow: Moscow State University Press, 1982, pp. 108–117.
- [8] C. R. Rogers, *On Becoming a Person: A Therapist's View of Psychotherapy*, Transl. by M. Zlotnik, Moscow: EKSMO-Press, 2001, p. 416
- [9] L. N. Tolstoy, *Pedagogical Works*, Moscow: Uchpedgiz, 1953, p. 444

***Djabbarova Nilufar Bakhtiyorovna (Corresponding Author)**

Teacher at Urgench Ranch University, Uzbekistan
