

MODERN ADAPTIVE LEADERSHIP COMPETENCE: ITS SIGNIFICANCE AND DEVELOPMENT DIRECTIONS IN THE ACTIVITIES OF EDUCATIONAL INSTITUTION LEADERS

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Annotatsiya: Mazkur maqolada liderlik kompetensiyasi tushunchasining nazariy asoslari hamda uning mohiyatini ilmiy jihatdan aniqlashtirish masalalari atroflicha tahlil qilingan. Tadqiqot doirasida liderlik kompetensiyalarining mazmun-mohiyati ochib berilib, ularning rahbarning tashkilotni samarali boshqarish, strategik maqsadlarni belgilash va jamoani umumiy maqsadlar yo'lida birlashtirish hamda ilhomlantirishdagi o'rni asoslab berilgan. Shuningdek, rahbarning boshqaruv faoliyatini samarali amalga oshirish, strategik rejalarning izchil ijrosini ta'minlash hamda dinamik o'zgaruvchan muhit sharoitlariga moslashish qobiliyatini belgilovchi shaxsiy va kasbiy sifatlar tizimli yondashuv asosida yoritilgan.

Kalit so'zlar: Liderlik, kompetensiya, liderlik ko'nikmalari, liderlik kompetensiyasi, kasbiy sifatlar, zamonaviy boshqaruv, boshqaruv ko'nikmalari.

Annotation: The article presents information on various definitions presented in the scientific literature to clarify the concept and essence of leadership competence. Leadership competencies also describe the qualities of a leader's ability to manage an organization, set strategic goals, and inspire a team to work together. It describes the personal and professional qualities of a leader that determine their ability to manage a team, implement strategic plans, and adapt to changing circumstances.

Keywords: Leadership, competence, leadership skills, Leadership competence, professional qualities, modern management, managerial skills.

In today's era of globalization, the demands placed on the education system are steadily increasing, thereby significantly enhancing the importance of effective management in educational institutions. In particular, in general education institutions, not only the organizational and managerial capacity of leaders, but also their possession of leadership competence is considered a crucial factor in shaping a successful educational environment. Achieving high-quality and competitive reforms in the education system is closely linked to the development of modern management skills among leaders and the enhancement of their adaptive leadership abilities.

Today, leaders are expected to possess skills such as strategic thinking, innovative approaches, the ability to inspire teams, socio-emotional competencies, and adaptability to rapidly changing conditions. Therefore, an in-depth study of leadership competence, including its components, practical relevance, and development mechanisms, has become a necessity. Leadership competencies have a direct impact on the quality of education, the working environment within the team, and the overall outcomes of the institution.

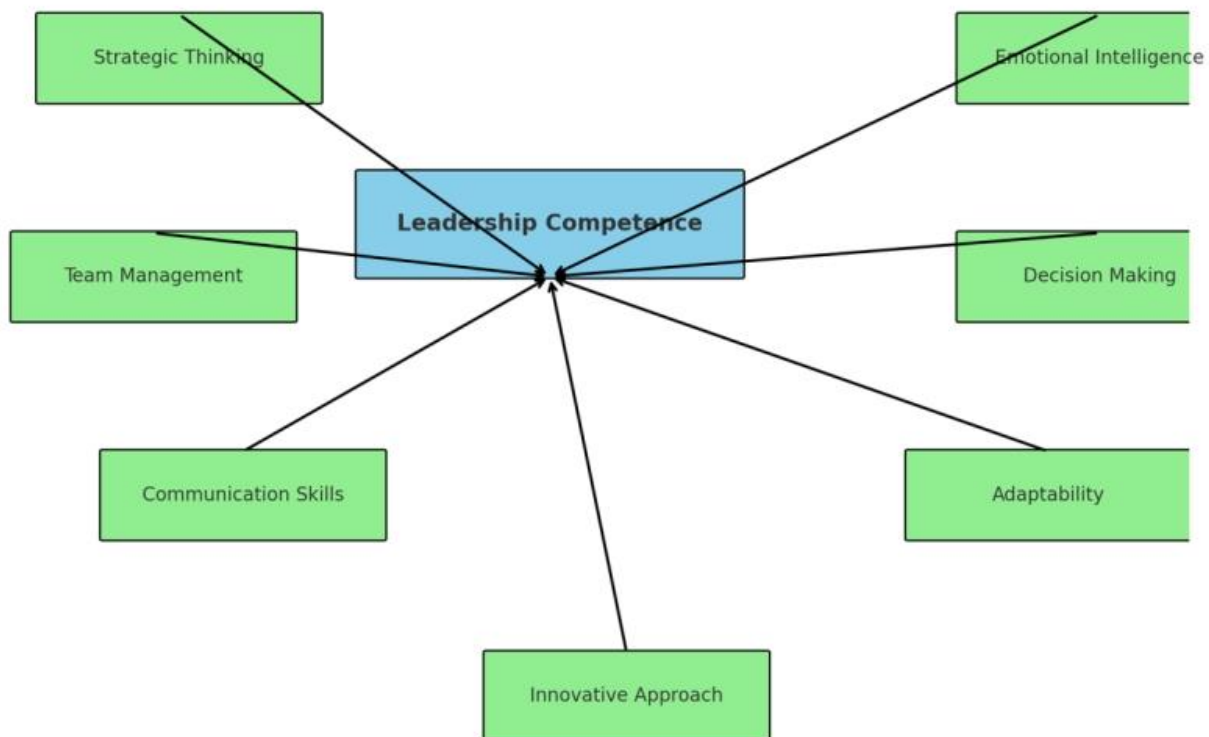
To clarify the concept and essence of leadership competence, various definitions and perspectives from scientific literature are presented below. Leadership competence is interpreted as a leader's ability to manage an organization, set strategic goals, and motivate the team to act collectively. This concept has been widely explored in modern management theories and psychological studies. In the

management of educational institutions, the leadership abilities and competencies of administrators are among the key factors in ensuring effective governance. R. Stogdill, in his book **Handbook of Leadership** (New York: Free Press, 1974, p. 7), defines leadership competence as the integration of personal abilities and knowledge for achieving organizational goals. According to the author, effective leadership is a key factor in managing a team.

Daniel Goleman, in his work **Emotional Intelligence: Why It Can Matter More Than IQ** (Bantam Books, 1995, p. 223), emphasizes emotional intelligence as a crucial component of leadership competence. In his view, a leader's emotional intelligence is essential for fostering cooperation among team members and achieving success. Leadership competence is a combination of personal and professional qualities that enable a leader to manage a team, implement strategic plans, and adapt to changing conditions. Such competencies allow leaders to create a positive environment within the team and achieve high performance.

Analysis of academic sources reveals that the essence of leadership competence lies in the integration of personal traits, professional knowledge, and innovative approaches in team management. These competencies contribute significantly to enhancing the effectiveness of a leader and achieving the goals of the organization.

Model of Leadership Competence in Educational Management



In educational institutions, leadership is not only about personal skills, but it also plays a decisive role in the effectiveness of the educational process and the institution's reputation in society. The importance of leadership is manifested in planning the educational process, uniting and developing the team, and ensuring adaptability to emerging crisis situations. Today's education system demands adaptation to global changes, a competitive environment, and the adoption of innovative approaches. In such conditions, a leader's effective leadership skills become a crucial factor. The first and most essential aspect of leadership is guiding the team toward achieving the strategic goals

of the educational institution. An effective leader defines promising directions for the development of the institution and mobilizes team members to reach those goals. As a result, the quality of education improves, the working environment becomes more productive, and contributions are made to socio-economic development.

A leader also fosters a culture of communication within the team and unites them around a common purpose. Effective communication strengthens mutual trust among team members, builds bridges, and enables collaborative decision-making. When every team member feels valued, work efficiency increases. The role of a leader includes not only task delegation but also supporting the professional and personal development of team members. In educational institutions, leaders must create appropriate conditions for the development of qualified personnel.

Leadership plays a vital role in implementing reforms aimed at improving the quality of the educational process. The effective use of innovative technologies, the introduction of new pedagogical approaches, and the enhancement of competitiveness in education are directly linked to the leader's activities. One of the most important tasks of a modern leader is to introduce innovations into the educational system. To become a competitive educational institution, the implementation of innovative approaches is essential. In this process, the leader must develop educational programs that meet contemporary demands and engage the team in their execution. Leadership is also significant in overcoming challenges. In times of crisis, the leader must guide the team toward making the right decisions and distribute resources efficiently. The social stability of an educational institution depends greatly on the leader's competence in such situations. Leadership in educational institutions is vital for improving the quality of the educational process, uniting the team, implementing innovations, and ensuring effective management in a changing environment. A leader should function not only as a manager but also as a facilitator of team development. Effective leadership in an educational institution contributes to its overall development, enhances its reputation in society, and creates a high-quality learning environment for students. Researcher Q.S. Abdurakhimov has developed scientific and methodological recommendations on technologies for developing information competence in higher education institution administrators. These include the use of the Basket method, goal tree, typology method, morphological box, decision-making tree, clarifying questions, as well as self-assessment and individually tailored audio-psychological training programs and tasks. [1:24]

M.U. Akhmedov, at the Avloniy Institute for Retraining and Professional Development of Managers and Specialists of the Public Education System, has developed monitoring mechanisms for assessing the quality of education in the professional development process of general secondary school principals. He also created methodologies for evaluating principals' creative and critical thinking skills and effective decision-making abilities, as well as components of a Unified Information Platform for continuous professional development, aimed at assessing principals' knowledge and managerial skills. [2:7]

Researcher N.J. Jo'rayeva proposed a conceptual-structural, functional-administrative, and diagnostic-analytical model to manage, coordinate, and control the quality of general secondary education through forecasting potential. She emphasized preparing school managers to effectively oversee education quality via modules based on modern school concepts and quality management approaches such as situational, adaptive, socio-marketing, problem-based, and goal-oriented methods. She also developed a set of practical training programs aimed at equipping education

managers with skills in teamwork, time management, personal regulation, and professional adaptation. [3:5]

M.R. Zakirova, in her research concept, emphasized the need to integrate digital technologies into the development of an innovative information-management environment that ensures the unified application of qualification standards and managerial capabilities for general education school principals. She proposed the creation of a digital environment that supports vertical and horizontal communication processes within management through cloud computing, adaptability, operational efficiency, and virtualization. She also implemented this innovative information-management model in practice. [4:8]

Practicing psychologist M.B. Narzullaeva identified statistically significant socio-psychological factors that shape managers' constructive interaction in conflict situations. She explored gender differences in managerial behavior during conflicts and developed a psychological training program to prepare managers for constructive interactions, which was tested and validated through practical trials.

In conclusion, the development and reinforcement of leadership competence among modern education leaders is a highly relevant issue today. Global competition, technological change, and increasing societal demands for education quality require leaders to adopt new, adaptive, and systemic approaches. The academic sources and theoretical perspectives examined in this article demonstrate that leadership competence is not merely about holding a managerial position. Rather, it represents a complex capacity to manage effectively in dynamic conditions, guide teams toward strategic goals, improve educational quality, implement innovations, and ensure social stability.

Successful reforms in the education system are closely tied to the personal qualities of school leaders. These qualities include strong professional knowledge, emotional intelligence, communication abilities, adaptability in challenging situations, and confidence in decision-making. These factors collectively influence the effective functioning of general education institutions, the psychological climate within teams, and the quality of the learning environment provided to students.

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