



PEDAGOGICAL CONDITIONS FOR DEVELOPING AFFILIATIVE LEADERSHIP QUALITIES IN THE PEDAGOGICAL EDUCATION PROCESS

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Abstract

This thesis examines the pedagogical conditions for developing students' affiliative leadership qualities in the process of pedagogical education. Affiliative leadership is based on such qualities as establishing positive interpersonal relationships, supporting cooperation, taking into account the needs and opinions of team members, and ensuring mutual trust and psychological support. The importance of these qualities in students' future pedagogical activities is highlighted, and the potential of cooperation-based learning, team activities, problem-based situations, reflection, and pedagogical communication in developing affiliative leadership qualities is analyzed.

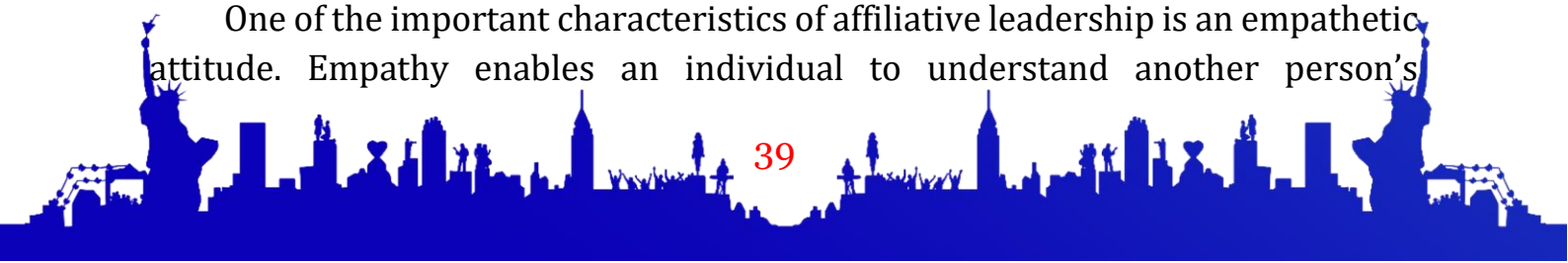
Keywords: affiliative leadership, leadership, student, pedagogical education, pedagogical conditions, cooperation, communication, mutual trust, empathy, social support, team activities, reflection.

Modern teachers are expected not only to have a strong command of their subject but also to be able to establish effective relationships with learners, engage them in cooperation, create a positive psychological environment within a group, and support the individual potential of each person. In this regard, developing affiliative leadership qualities among students in the process of pedagogical education is one of the important components of the professional training of future teachers.

Unlike traditional management based on authoritarianism or strict control, affiliative leadership focuses on establishing and maintaining positive relationships among individuals. Such a leader listens to the opinions of team members, takes their emotional state into consideration, strengthens mutual trust, and strives to achieve common goals through cooperation.

Developing affiliative leadership qualities in the process of pedagogical education primarily involves developing students' ability to establish relationships with other people. These qualities are particularly important for future teachers because their professional activities involve constant interaction with pupils, parents, colleagues, and other participants in the educational process.

One of the important characteristics of affiliative leadership is an empathetic attitude. Empathy enables an individual to understand another person's





emotional state and take their point of view into consideration. The development of this quality in students helps future teachers establish individual relationships with pupils, mitigate conflict situations, and organize pedagogical cooperation effectively.

The second important aspect is communication based on mutual trust. In the pedagogical process, a psychologically comfortable environment is necessary for students to express their opinions freely, ask questions, make mistakes without fear, and defend their viewpoints. Creating such an environment is an important indicator of affiliative leadership.

The effectiveness of developing affiliative leadership directly depends on how the pedagogical education process is organized. From this perspective, the following pedagogical conditions can be identified.

1. Creating a learning environment based on cooperation

Students' work in small groups, completion of tasks aimed at achieving common goals, and joint decision-making create opportunities for the natural manifestation of affiliative leadership. In such a process, students learn not only to put forward their own ideas but also to listen to and take into account the opinions of others.

2. Creating a positive psychological environment

An environment in which students feel free, their opinions are respected, and their mistakes are discussed constructively creates favorable conditions for the development of affiliative leadership. Particular attention should be paid to the teacher's communicative culture and pedagogical tact.

3. Using team and project-based activities

During project activities, students distribute responsibilities, support one another, and develop a sense of responsibility for the common outcome. This process develops such aspects of affiliative leadership as cooperation, responsibility, and social support.

4. Applying problem-based and situational tasks

Modeling pedagogical situations teaches students to make decisions in conditions close to real professional practice. For example, situations involving resolving a conflict between two students, fairly distributing responsibilities within a group, or engaging a passive student in activities create opportunities for demonstrating affiliative leadership qualities.

5. Organizing reflective activities

Self-analysis of one's own activities is particularly important in developing affiliative leadership. After a lesson, reflection can be organized around questions





such as: *“To what extent did I take into account the opinions of group members?”*, *“Was I able to understand the emotional state of others during communication?”*, and *“How did I contribute to creating a positive environment within the group?”*

Thus, the development of affiliative leadership should not be limited to special training sessions but should be integrated into the daily content and organization of the educational process. Democratic teacher-student relationships, cooperation, mutual respect, and pedagogical support are important conditions for this process.

Results

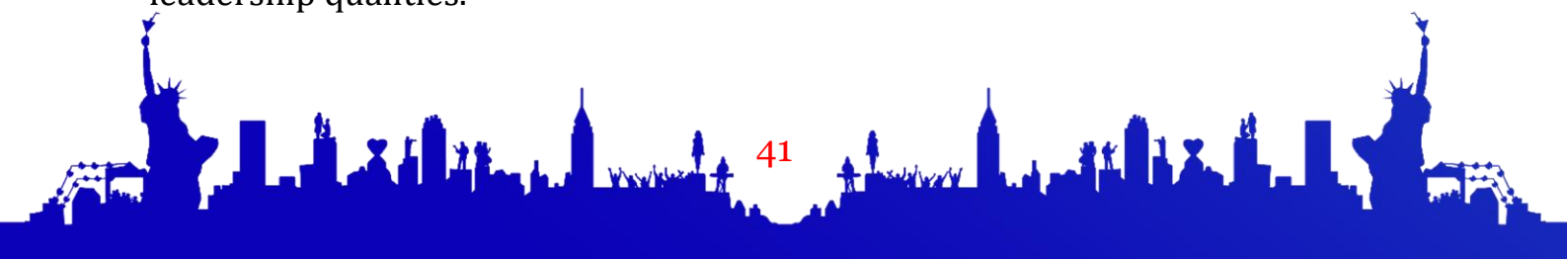
As a result of the theoretical analysis, it was determined that affiliative leadership among future teachers can be characterized by the following set of qualities:

- empathy and the ability to understand the condition of others;
- effective listening;
- willingness to cooperate;
- ability to establish mutual trust;
- social support;
- constructive conflict resolution;
- ability to unite a team;
- support for the achievements of others;
- communicative flexibility;
- reflexivity.

The development of these qualities contributes not only to the leadership potential of future teachers but also to the development of their professional and communicative competence.

Developing affiliative leadership qualities in the pedagogical education process is one of the promising directions for improving the professional training of future teachers. The distinctive feature of affiliative leadership is that its primary means of influence are not authority or control, but trust, cooperation, empathy, and positive interpersonal relationships.

The study substantiated the necessity of systematically organizing a cooperation-based learning environment, a positive psychological environment, team and project activities, problem-based pedagogical situations, and reflective activities for developing affiliative leadership. The comprehensive application of these conditions contributes to the consistent development of students' affiliative leadership qualities.





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