STRATEGIES FOR DEVELOPING LEADERSHIP COMPETENCE IN GENERAL EDUCATION INSTITUTIONS

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ABSTRACT	KEYWORDS
The article explores contemporary strategies for developing leadership competence in general education institutions. The research demonstrates that enhancing school leaders' managerial, communicative, and innovative competencies is a critical factor in improving educational quality and institutional performance efficiency. It also addresses strategies for leadership competence development, the core meaning and content of the concept of competence, effective approaches targeted at leadership competence enhancement, and discusses the formation of leadership competence.	Competence, leadership competence, strategy, educational, academic, digital, virtual, inclusive, and transformational leadership, emotional intelligence, organizational trust, strategic thinking, professional development.

Introduction

Annotatsiya:

Mazkur maqolada umumta'lim muassasalarida rahbar kompetentligini rivojlantirishning zamonaviy strategiyalari yoritilgan. Tadqiqotda rahbarlarning boshqaruv, kommunikativ va innovatsion kompetentligini takomillashtirish ta'lim sifati va muassasa faoliyati samaradorligini oshirishning muhim omili sifatida asoslab berilgan. Shuningdek, rahbar kompetentligini rivojlantirish strategiyalari, kompetentlik tushunchalarining mazmun mohiyati va rahbar kompetentligini rivojlantirishga qaratilgan samarali yondashuvlar va amaliy tavsiyalar keltirilgan. shakllanishi muhokama qilinadi.

Kalit so'zlar: kompetentlik, rahbar kompetentligi, strategiya, ta'limiy, akademik, raqamli, virtual va inklyuziv hamda transformatsion yetakchilik, emotsional intellekt, tashkiliy ishonch, strategik tafakkur, professional rivojlanish.

Introduction

In a rapidly evolving society, continuous transformations in the labor market, accelerated development, and the globalization of the information environment are leading to ever-increasing complexity in the demands placed on school graduates. From this standpoint, a contemporary school must organize its activities not only in response to current requirements but also with a view to preparing students for the demands of the future. In this context — namely, in effectively structuring and managing the

operations of a modern school — school leaders (principals) are required to possess a high level of leadership competence.

Effective leadership in general education institutions is widely acknowledged as a key determinant of school success. School leaders—most often called principals or school heads—occupy a central position in overseeing both instructional and administrative activities. Their leadership competence exerts a direct impact on teachers' professional performance, students' academic achievement, and the overall school climate and culture.

As education systems adapt to continuous societal, technological, and policy transformations, the expectations and requirements placed upon school leaders are steadily broadening and intensifying.

In contemporary education, school principals are regarded not only as managers but as visionary and initiative-driven leaders who can effectively resolve issues in the learning environment, apply innovative strategies, and anticipate future needs. Consequently, they are required to develop a wide range of leadership competencies.

Main Part

Leadership in educational institutions occupies a central position in forming school culture, enhancing educational quality, and exerting a positive impact on student achievement. Among the diverse leadership roles within schools, the school principal (or head) is recognized as the key figure responsible for ensuring institutional success. Consequently, determining the competencies that characterize effective school leadership is of substantial importance in the field of educational administration, both from a policy standpoint and in terms of practical implementation.

The foundational ideas on the notion of competence ware initially advanced by the renowned British psychologist John Raven. He conceptualized competence as an integrated system of characteristics and stressed that competencies combine both intellectual and emotional attributes, exhibiting interchangeability grounded in "motivated abilities" [1].

The concept of competence (originating from the Latin competentia, derived from *compete* — "to strive together, achieve jointly, be suitable, correspond, be adequate") is defined in dictionaries as "having the knowledge that allows one to make informed judgments about something, being knowledgeable, being qualified or entitled."

Nowadays, the development of personal competence is considered one of the core goals of education and professional preparation. Societal advancement relies heavily on competent, highly skilled professionals who thoroughly master their fields. Therefore, competence holds significant importance for an individual's professional growth and effective performance.

Rather than focusing solely on the acquisition of separate pieces of knowledge and skills, competence involves the integrated assimilation of knowledge and actions within specific domains. Moreover, competence demands the continuous enhancement of disciplinary expertise, lifelong learning of new information, the ability to comprehend essential social requirements, and the skills to locate, process, and effectively apply new knowledge in one's professional activities.

According to foreign researchers Chow T. W. and Singh H., leadership competencies encompass a comprehensive integration of knowledge, skills, behaviors, and attitudes that enable an individual to perform leadership functions effectively [2]. Recent empirical studies demonstrate that school leadership has undergone substantial transformation in both content and functional dimensions, driven by the demands of the 21st century.

In particular, studies by C.J.C. Aquino on Filipino school principals have shown that leadership manifests through mentoring, efficient information sharing, and the establishment of a supportive environment. These elements have been found to positively affect teachers' professional performance [3]. Furthermore, M. Espiritu, through her analysis of school leaders' leadership competencies in the "new normal" context, has provided scientific evidence of the influence exerted by their decision-making styles and levels of organizational trust [4].

Pagdilao and Paguyo, in their study, determined that school leaders exhibited strategic leadership competencies during the pandemic by efficiently managing distance learning processes and providing support to teachers and parents as active subjects in the educational process [5].

In the research conducted by the foreign scholar Princes Joy G. Arambala, a broad range of scientifically grounded conclusions are presented concerning the principal skills and personal attributes that define successful school leadership in the 21st century [6]. This study focuses on identifying and analyzing the leadership competencies essential for the effective implementation of school leadership. It systematically reviews and synthesizes findings from over 30 scientific publications issued between 2020 and 2024.

Within the scope of this research, empirical and theoretical results derived from diverse educational contexts have been synthesized, leading to a scientifically substantiated synthesis of the core competencies distinctive of modern school leadership. Specifically, the following principal leadership competencies required for effective school leadership are highlighted:

• Instructional and academic leadership – overseeing the quality of the educational process and promoting pedagogical advancement;

• Emotional intelligence and organizational trust development – facilitating effective interpersonal communication and cultivating a supportive psychological environment within the team;

• Strategic thinking and change leadership – the capacity to plan institutional activities from a long-term perspective and to lead innovative change initiatives;

• Digital and virtual leadership – proficient application of information and communication technologies and effective management of remote and online learning processes;

• Culturally responsive and inclusive leadership – committed to upholding equity, diversity, and social justice principles throughout the educational process;

• Professional development and lifelong learning – providing sustained support for the continuous professional growth of school leaders and educators;

• Organizational and human resource management – optimizing the use of human capital and reinforcing collaborative teamwork;

• Strategic and transformational leadership – focused on driving positive organizational change to ensure long-term sustainable development;

• Crisis and resilience leadership – enabling rapid, informed decision-making in emergency situations and facilitating the recovery and stabilization of institutional operations.

These competencies are fundamental to the diverse roles of school leaders and hold significant importance in addressing the evolving demands of contemporary educational systems. Based on the results of research analyses, strategies for developing leadership competence in general education institutions (grounded in scientific analysis) have been formulated. These strategies serve to elucidate the structural composition of leadership competence, analyze the strategies themselves, and evaluate their impact on educational quality (Table 1).

Strategies for developing leadership competence in general education institutions

Table: Types of leadership competence in general education institutions

Type of Competence	Content	Development Strategies	Expected Outcomes
Managerial	Ability to effectively manage an educational institution, make decisions, and engage in strategic planning	Developing strategic plans, management training programs, implementation of monitoring and evaluation systems	Greater systematic organization and efficiency
Pedagogical	Ability to correctly organize the teaching-learning process from a methodological perspective and support teachers	Methodological seminars, introduction of advanced pedagogical practices, pedagogical analysis	Improved quality of instruction and higher student academic achievement
Communicative	Ability to establish effective communication with the staff, students, and parents	Implementation of collaborative management, communication skills training, creation of a cooperative environment	Positive psychological climate and increased staff engagement
Innovative	Ability to introduce innovative and digital technologies in education	Mastery of digital technologies, implementation of innovative projects	Formation of a modern educational environment
Reflective	Ability to analyze and continuously improve one's own professional performance	Self-assessment practices, reflective activities, development of individual professional growth plans	Continuous improvement of managerial performance
Socio-psychological	Ability to motivate the team and demonstrate leadership qualities	Implementation of motivational mechanisms, leadership training programs	Increased activity and sense of responsibility among teachers

In professional development, effective leadership by school principals extends beyond the implementation of formal programs; it also involves cultivating a culture of continuous learning and adaptability through sustained, informal professional conversations and interactions.

In order to achieve and surpass the continually shifting benchmarks of educational quality, principals are required to skillfully align and mediate the intricate relationship between educational policy frameworks and the lived realities of the classroom. Moreover, empirical studies demonstrate that school leaders who proactively invest in their own professional learning particularly through interdisciplinary approaches and collaborative inquiry substantially strengthen their ability to model exemplary practice. This modeling behavior, in turn, significantly promotes resilience and intellectual curiosity in both teachers and students toward the teaching-learning process.

Conclusion

In summary, the effectiveness of instructional leadership is determined not by the rigid adherence to a single leadership style, but by the ability to flexibly integrate and synthesize the most effective elements of diverse leadership approaches. School leaders who possess adaptive, multifaceted, and context-responsive leadership capabilities—capable of aligning with the evolving needs of both the school and the broader community—are best positioned to address the complex, multidimensional challenges emerging in contemporary educational environments.

Ultimately, such an integrative and adaptive leadership approach serves as a critical factor—and indeed a powerful catalyst—in ensuring sustained improvements in educational quality and the long-term development of educational institutions.

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