

REPUBLIC OF AZERBAIJAN

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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**SOCIO-PSYCHOLOGICAL FEATURES OF FORMATION OF
LEADERSHIP QUALITIES IN STUDENT GROUPS IN
HIGHER EDUCATION SYSTEM OF AZERBAIJAN**

Specialty: 6114.01 – Social Psychology

Field of science: Psychology

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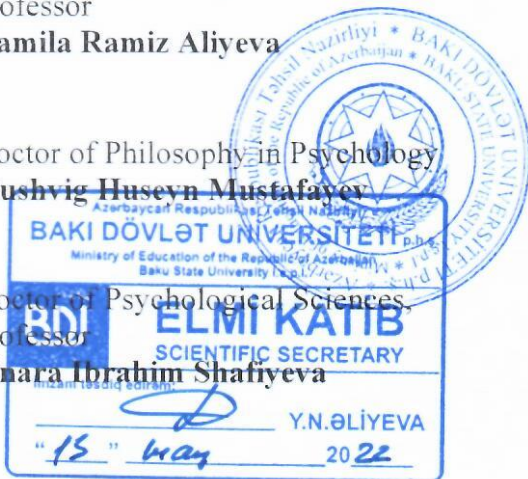
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GENERAL DESCRIPTION OF THE THESIS

The urgency and the degree of elaboration of the problem.

In modern society, serious changes are taking place in ideological, political, economic and cultural aspects. The young generation, as the bearer of these changes and its leading force, is required to have special personality qualities. In particular, independence, initiative, determination and so on. The solution to the problem of raising young people with such qualities is very important. Today's student is of great interest as a future politician, economist, manager and a leading force in society in general, and the management of state enterprises, various social institutions and military units depends on their future activities. The realization of expectations from them largely depends on the level of leadership qualities. In recent years, the motivation of university students has changed significantly as a leading activity, developing a system of relationships within student groups. In the current situation, the organization of the management of student groups, the formation of interpersonal relationships and group relations of students is one of the important factors to what extent the department and administrative bodies have the opportunity to influence them. For this reason, the ability to select and work with leadership skills from each group of students is one of the key requirements of management required by departments and faculties. If we take into account that the conditions, mechanisms, manifestations of the formation of leadership qualities in students are not yet involved in a comprehensive and systematic study, then there is no doubt about the relevance and importance of the problem studied by us.

The development of modern information technologies, the application of active learning methods in the teaching process, has significantly expanded the opportunities for the development of some personality traits, especially leadership qualities. One of the important directions of the state's youth policy at the present stage of development of the society is to carry out relevant educational work with student youth. Thus, as a task facing the national higher education system and requiring an innovative approach, it is

necessary to develop the leadership qualities of students, as well as highly qualified, responsible and active citizens of the state, able to quickly and adequately assess events in the country and society. Great attention is paid to the preparation. Numerous studies on the formation of leadership qualities in students also show that the involvement of students in social activities has a significant impact on the development of leadership skills.

One of the main tasks facing the higher education system today is to create opportunities for the professional and personal development of the individual, as well as the manifestation of leadership qualities. However, educational organizations pay more attention to the acquisition of knowledge, skills and habits in specific subjects than to the professional and personal development of the requirements. The development of leadership qualities in the development of personality, his organization, initiative, etc. is an important process towards the realization of existing potential. Student leaders with an active life position can become successful professionals in the future by actively participating in the public life of the university where they study, as well as in our country. The successful influence of the student body on the process of formation of leadership qualities of the personality is associated with a set of individual-psychological characteristics. At the same time, the level of psychological climate in the student group depends on important facts such as leadership and leadership in the group. Observations show that in small social groups, including student groups, interpersonal relationships are often not based on equality. In any group, someone rules, supervises the fulfillment of certain requirements, and his demands and tasks are performed by others without negotiation. The effectiveness of activities in student groups and the creation of a positive psychological climate depend on its proper and appropriate management by appropriate methods that refer to the scientific basis. This raises the question of the professionalism of the group leader and the leader in that field, in other words, the correct leadership of the group. Thus, in order to develop students' leadership qualities and ensure their proper development as future professionals, it is necessary to ensure the

formation of a strong teaching staff with psychological knowledge, skills and habits in higher education and develop it as a socio-pedagogical system.

The problem of leadership has always aroused great interest both in our country and in foreign socio-psychological science. At different times, scholars have studied the problem of leadership both in terms of its personal determinants and situational components, as well as in terms of identifying types of leadership, defining leadership styles and their social role. We consider it expedient to group the researches devoted to the solution of this problem as follows:

1. XIX-XX centuries - theories and researches arising from the provisions of German psychology and focusing on the personal qualities of the leader. These theories and researches are reflected in the works of R. Stogdill, K. Bird, E. Bogardus, Y. Jennings, G. Tard, G. Lebon and others.

2. Mid-20th Century - Research on key behavioral models of leadership has been extensively analyzed in the works of R. Likert, K. Levin, D. McGregor, R. Blake and D. Mouton, E. Fleischman and E. Harris, and a number of methodological issues have been identified.

3. In the early twentieth century - modern leadership theories and research are reflected in the research of D. Goleman, R. Boyachis, K.Keshman, R.Fischer and A.Sharp, N.Tichi and others.

By studying the problem of leadership from the political as well as the socio-psychological aspect, Azerbaijani scientists R.A Mehdiyev, B.H Aliyev, A.S Bayramov, A.A Alizade, S.I Seyidov, N.A Mamayeva, E.M.Kazimzade and others were engaged.

The object and subject of research. The object of research is the formation of leadership qualities.

The subject of the research is the socio-psychological mechanisms, ways and means and manifestations of the formation of leadership qualities in students.

The purpose and the tasks of the research. It consists of studying the socio-psychological mechanisms of leadership qualities in students and, on this basis, identifying ways and means of

purposeful influence on the formation of leadership qualities in them. In order to achieve the set goal, the following tasks are envisaged:

1. To determine the set and main features of leadership qualities that form a personal basis for the manifestation of leadership in students;
2. To substantiate the need to develop a socio-psychological feature of leadership in student groups;
3. Empirically substantiate the socio-psychological characteristics of the manifestations of leadership in student groups and determine the direction of their activities at the university.

The main hypothesis of the research. The formation and development of leadership qualities depends on the gender and specialty characteristics on the one hand, and the individual psychological characteristics of students on the other.

Additional assumptions:

- There is a correlation between leadership skills at different levels. Knowing the level of these connections can purposefully influence the formation of these skills.
- There is a connection between leadership qualities and character accentuation.

Research methods. The theoretical basis of the study is the research of scientists who made a great contribution to the development of the problem of leadership. When analyzing the leadership problem in the study, personal qualities, behavioral and situational approaches were used and have been referred to various socio-psychological concepts (K.Levin, F.Fidler, R.Stogdil, R.Haus, R.Laykert). In the process of studying the socio-psychological characteristics of the formation of leadership qualities in student groups were used "Diagnostics of leadership abilities" (E.Zhukov, E.Krushelniskiy) test-survey", "Determination of the management style of the leader through self-assessment survey", "I am a leader" test (A.N.Lutoshkin), B. Stefanson" Q-sorting " (the Test is designed to study the ideas about the personality itself) methodology and character accentuation (X.Shmishkek, K.Leonqard) survey. A quantitative analysis of the obtained results was carried out. The

results were calculated with the help of the computer program SPSS 20.

Provisions for the defence:

-The formation and development of leadership qualities, depending on the gender and specialty of students, as well as their individual characteristics, have different features;

-The presence of a correlation between leadership qualities and abilities at one or another level expands the possibilities of purposeful influence on the formation of leadership;

-The genesis of leadership is due to a very important ability of the psyche. This is the ability of the psyche to "look forward to the opportunity of life, to see the possibility of its implementation".

The scientific novelty of the research. For the first time in the study, the nature of the relationship between leadership qualities and abilities is examined. At the same time, it is being studied whether there is any relationship between leadership and character accentuation. The ways and means of purposeful influence on leadership qualities and skills were investigated.

The theoretical and practical significances of the paper. The results obtained from the study can be useful in deepening and enriching knowledge about the problem in this context by broadening the perception of the genesis and structure of the leadership problem, creating an opportunity for its study in a new direction.

The practical significance of the study is conditioned by the definition of ways and means of targeted influence on the formation of leadership qualities.

Approbation of research results. The general content, main provisions, and major innovations of the research are reflected in the form of articles in local and foreign journals in accordance with the norms and requirements of the Higher Attestation Commission under the President of the Republic of Azerbaijan, as well as materials of national and international scientific conferences.

The name of scientific institution and organization, higher educational institution where the work was performed. Department of Social Psychology of the Institute of Philosophy and Sociology of ANAS.

The structure of the thesis. The dissertation consists of an introduction, 3 chapters (eight semi-chapters), a conclusion, a list of used literature, and appendices (217820 characters).

MAIN CONTENTS OF THE PAPER

In the introduction of the thesis, the relevance of the research topic is considered, the degree of elaboration, object, subject, goal and objectives, hypothesis, scientific novelty, practical and theoretical significance, provisions for defense, approbation and structure of the paper are considered.

Chapter I of the dissertation is called "**Theoretical and methodological directions of the study of leadership qualities in student groups**". This chapter consists of three sections. The first section called "**Approaches to leadership as a socio-psychological phenomenon**" and in this section had been reviewed the features of leadership as a socio-psychological phenomenon. It is noted in this section that the concept of "leader" differs from the perceptions of leadership in a socio-psychological sense. So, leadership in the socio-psychological sense is more associated with an organized group, united by common goals, values, and interests. A group member who is able to best organize the implementation of a joint activity, is able to unite group participants on the basis of common interests and supports a commitment to common values is considered an organization leader. The leader is given the right by the group to make decisions in the group and organize joint activities. In relatively recent studies, more and more often, the study of individual characteristics of the character of leaders and their styles of behavior comes to the fore. In modern times, researchers somewhat expand the field of study, focusing on the interaction of the leader, his followers, and the situation, whether they work for each other or against each other¹. That is, the problem of leadership has been in the spotlight of many researchers for many years. Approaches to leadership learning differ in a combination of three key variables: leadership qualities,

¹ Кричевский, Р.Л. Психология лидерства. Москва: Статут, 2007, 544 с.

leader behavior, and the situations in which the leader operates. In this case, the behavior and characteristics of the subordinate play an important role. Each of the approaches offers its own solution to the problem of effective leadership. Early traditional theories suggested that effective leadership was determined either by the qualities of the leader or by examples of his behavior. In these cases, the situation was not taken into account. These notions eventually disappeared in a large number of certain qualities and patterns of behavior without creating a complete theory. Approaches based on situational leadership suggested that the effectiveness of leadership be explained by the influence of external factors, without considering the leader as an individual. New theories sought to combine the advantages and achievements of both traditional and situational approaches. New approaches focus the leader on a new approach to problem solving and use his charisma to inspire his followers to take action to achieve the goal.

The third section of the first chapter is called "**Methodological foundations of the study of leadership qualities in student groups**". It is noted in this section that the following theories and approaches, more often as a methodological basis for the study of leadership, attract attention: the theory of personal qualities explains leadership with a certain set of personal qualities common to all leaders. However, the presence of standard qualities that lead to success in all situations has not yet been fully confirmed. Theories of behavior bring to the fore the totality of patterns of behavior of the leader in the attitude of the leader to subordinates. Proponents of the situational approach argue that situational factors play a decisive role in the effectiveness of leadership and, at the same time, do not deny the importance of personal and behavioral characteristics. Modern approaches, while adaptive (reality-oriented), perceive the effectiveness of management as a postulate. This means the application of all known management styles and methods of influence on people in accordance with the specific situation². These

² Евтихов, О.В. Стратегии и приемы лидерства: теория и практика. Санкт-Петербург: Речь, 2007. 238 с.

approaches allow us to interpret leadership not only as science, but also as management.

This thesis states that today there is no single theory or approach that would consolidate all studies and reflect a general view of the phenomenon of leadership. The mentioned theoretical approaches (personal qualities, behavior, situational and modern leadership theories) each explain the problem from different sides, but do not penetrate into its essence and, therefore, do not form a vague idea of the problem. Therefore, none of the theoretical approaches is devoid of flaws and is subject to criticism.

The second chapter of the dissertation, called "**The role of the higher education system in the formation of leadership qualities in student groups**", and consists of three sections. The first section of the second chapter is called "**Features of the development and manifestation of leadership qualities in training activities**". In this section it is noted that the application of active learning methods in the educational process expands the possibilities of developing some qualities of the personality, in particular leadership qualities, and also creates an optimal basis for studying the ways and means of its targeted influence. *"The education system, in fact, also performs the function of social sorting and has a huge impact on the future economic fate of individuals."*³ Educational institutions pay more attention to the assimilation of knowledge, skills, and habits in specific disciplines than to the professional and personal development of students. The development of leadership qualities is considered a process that is important to consider in the comprehensive development of the personality. The socialization of personality in the learning process, the development of self-awareness, its activities, the interaction of the student and teacher, and the features of intra-group interaction of students have a positive effect on the development of leadership qualities in students. The features of socialization of personality in the student period are largely determined by the features of adaptation in the collective. Features of the development of self-awareness in students, in many

³ Birleşmiş millətlər təşkilatının inkişaf proqramı, İnsan inkişafı. Bakı: 2014, 373 s.

respects, are due to the acquisition of professional activity. In this case, students, being in a higher school environment, feel the impact of new conditions in training, communication, and the educational process.

The second section of the second chapter of the dissertation is called "**Mechanisms of formation of leadership styles in groups of different types and features of manifestation.**" In this section it is stated that the concept of leadership style includes all possible interactions and relationships between the leader and other members of the group. The interaction with the leader and subordinate people, the psychological climate of the group, as well as the result of group work directly depend on the management style carried out by the leader. One of the most basic functions that makes the leadership style significant for the leader - his role in the organization and improvement of the effectiveness of the activities of the entire collective. The effectiveness of the leader's activities and the importance of the favorable psychological climate of the group can be said based on the fact that the productivity of the work of this group in many cases depends on the moral qualities of the leader and the adequacy of his management style.

The third chapter of the dissertation, called "**The psychological foundations of the formation of leadership qualities in student groups and the ways and means of their study**" consists of three semifinals. The first section of the third chapter is called "**Organization and conduct of the study**". In this section, the selection of methods selected for the study was substantiated and the objectives of their use were interpreted. The content of the study, its stages, and main goals were also described. The results obtained as a result of the study were analyzed and statistically processed. The obtained results are illustrated in the form of pictures and tables. In the course of the study, it was decided to use "Diagnostics of leadership abilities", "Determination of the management style of a leader by self-assessment", "I am a leader" test, "Q-Sorting" test, Character accentuation survey, as well as demographic indicators.

The second section of the third chapter of the dissertation is called "**Psychological analysis and interpretation of the results of**

the study". It is noted that the research was conducted among students of various courses and specialties at Baku State University. A total of 500 students were involved in the study, 274 of them were women, and 226 were men. The Kolmogorov-Smirnov test was applied to determine whether the data had a normal distribution. After this determination, the groups that did not show normal distribution in the two non-dependent group oppositions of the study were analyzed using Mann-Whitney's U test. The results were determined by Kruskal-Wallis's H test for groups that did not show normal distribution in more than two non-dependent group interactions. The relationship between the two variables was analyzed using the correlation coefficients of Pearson and Spearman. If $p < 0,05$, the result was considered statistically significant. Data analysis in this study was carried out using the IBM SPSS (Statistical Package for the Social Science) version 22 package program.

The table below gives the sociodemographic characteristics of those who were studied.

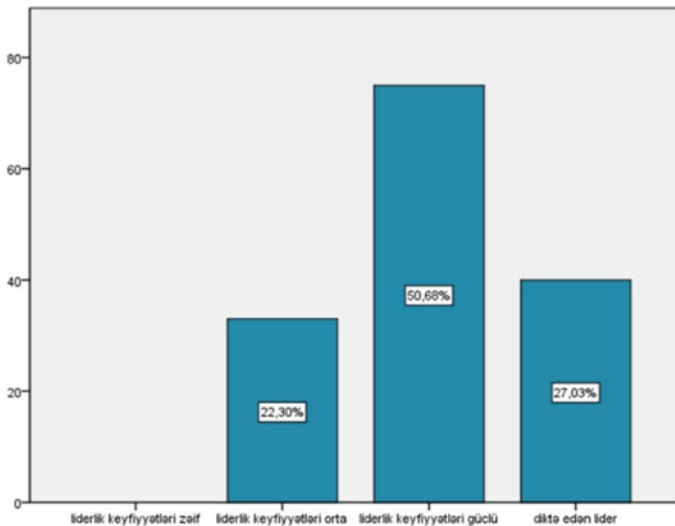
Sociodemographic features of the study

Table 1

		Number	%
Gender	Female	274	54,8
	Male	226	45,2
Course	I Course	46	9,2
	II Course	133	26,6
	III Course	222	44,4
	IV Course	99	19,8
Faculty	Social Sciences and Psychology	274	54,8
	International relations and Economics	37	7,4
	Applied Mathematics and Cybernetics	124	24,8
	Biology	29	5,8
	Philology	36	7,2

Specialty	Psychology	60	12
	Social Psychological Service In Education	66	13,2
	Social Work	112	22,4
	Philosophy	36	7,2
	Economy	37	7,4
	Computer Sciences	124	24,8
	Molecular Biology	29	5,8
	Philology	36	7,2
Total		500	100

In Picture 1, were illustrated the results of the study's "Diagnostics of Leadership Skills" methodology. According to the results of our study, 22.30% of the studied leadership qualities were average, 50.68% of them were expressed at a high level, and 27.03% of them were determined to be "dictating leaders".



Picture 1. Analysis of the results of the methodology "Diagnostics of leadership abilities" of participants participating in the study.

The relationship between the demographics of the subjects and the "Diagnostics of Leadership Skills" test was examined. In our study, the analysis of the results obtained from the application of the Mann-Whitney U test did not reveal a statistically significant relationship between the ability of the subjects to be leaders in terms of gender ($p > 0.05$). There is a statistically significant relationship between leadership abilities in individual courses according to the Kruskala-Wallis H criterion ($p < 0.05$). The analysis of the results revealed that the leadership skills of the subjects began to increase as they moved to higher courses. As can be seen from the table below (Table 2), the main difference was observed between the first and fourth year students. Leadership skills are developed at a higher level in fourth-year students than in first-year students. Thus, the active participation of students in seminars and discussions during the presentation of independent work is an important factor in the formation of self-regulatory mechanisms of thinking.

We believe that, among other factors, the increase in the level of education, the improvement of the level of thinking, as well as changes in the formation of personality in senior courses play an important role here. On the other hand, age characteristics also have some influence on the formation of leadership qualities. Thus, it can be explained by an increase in outlook and self-confidence. Indirectly or directly, this difference is evident in the diagnosis of leadership skills. As you go from course to course, the knowledge gained during the teaching of various subjects makes certain adjustments in the worldview, system of views on life, future life prospects, which ultimately affects the formation and development of certain leadership qualities. According to the results of the Kruskal-Wallis H criterion, no statistically significant relationship between the specialties and faculties of the students participating in the study and their leadership skills was identified ($p > 0.05$). The reason for this may be the different volumes of samples selected for research by specialties and faculties. It is not ruled out that different statistical results may be obtained in a study conducted with appropriate volumes.

**The statistical relationship between the methods of
"Diagnostics of Leadership Abilities" and demographic signs of
the study**

Table 2

Diagnostics Of Leadership Abilities		Min	Max	Change Range	Average	Standard Evading	Statistical result
Gender	Female	1,67	2,71	2,06	10,07	4,46	P= 0,311
	Male	1,60	2,39	1,98	10,91	4,24	
Course	I Course	1,62	2,73	2,11	12,00	3,30	P=0,001
	II Course	1,78	2,11	1,93	11,93	4,49	
	III Course	1,77	2,73	1,96	8,32	4,17	
	IV Course	1,51	2,39	1,78	7,02	3,71	
Faculty	Social Sciences and Psychology	1,42	2,73	2,01	10,10	4,32	P=0,06
	International relations and Economics	1,38	2,21	1,98	12,68	3,86	
	Applied Mathematics and Cybernetics	1,22	2,06	1,88	6,64	3,64	
	Biology	1,56	3,78	2,56	9,89	4,40	
	Philology	1,43	2,31	1,98	10,41	4,65	
Specialty	Psychology	1,78	3,43	2,70	11,09	3,82	P=0,211
	Social Psychological Service In Education	1,67	2,76	2,05	9,70	4,49	
	Social Work	1,34	2,87	2,07	11,93	3,64	
	Philosophy	1,32	3,11	2,67	9,78	4,53	
	Economy	1,47	2,39	2,09	10,56	4,83	
	Computer Sciences	1,74	3,06	2,99	10,82	4,17	
	Molecular Biology	1,39	2,78	2,02	9,62	4,72	
	Philology	1,26	3,12	2,75	9,75	4,49	

In the next table (Table 3) were given the results of the study methodology "determination of the management style of the leader

through self-assessment". According to the results of our research, the researchers were evaluated in the authoritarian, liberal, and democratic categories for the management style. Thus, according to the students' answers, the tendency to an authoritarian management style was 45.4% minimal, 46.7% average, and 7.9% high. The tendency to a liberal governance style was 42.8% minimal, 50.7% medium, and 6.6% high. The democratic style of governance was 7.9% minimal, 44.7% average, and 47.4% high.

The results of the methodology of the participants in the study "Determination of the Management Style of the Leader through Self-Assessment"

Table 3

	Minimum	Medium	High	
Authoritarian	45,4%	46,7%	7,9%	100%
Liberal	42,8%	50,7%	6,6%	100%
Democratic	7,9%	44,7%	47,4%	100%

Pearson's correlation was used to look at the relationship during the analysis of the results of the "Determining the manager's management style through self-assessment" test. The following table (Table 4) shows the results of the Pearson correlation coefficient. Here, too, all scales are statistically significant. It was found that there is a strong negative relationship between the authoritarian style and the democratic style ($p < 0.05$). That is, according to the respondents, as the authoritarian style increased, the democratic style began to decline. There was a positive linear correlation between authoritarian and liberal styles ($p < 0.05$). That is, as the level of liberal style increased, the level of authoritarian style began to increase or, conversely, to decrease. There is no statistically significant correlation between democratic and liberal styles in our study.

Analysis of the results of the correlation between the scales of the test "Determination of the management style of the leader through self-assessment"

Table 4.

Correlations		Authoritarian	Liberal	Democratic
Authoritarian	r		0,300**	-0,360**
	p		0,000	0,000
	n		500	500
Liberal	r	0,300**		0,201
	p	0,000		0,232
	n	500		500
Democratic	r	-0,360**	0,201	
	p	0,000	0,232	
	n	500	500	

The following table (Table 5) shows the results of the scale scale correlation analysis of Stefanson's Q-Sort test. According to the results of the correlation test, it was determined that there is a statistically significant positive relationship between the indicators of the dependence scale and the indicators of the communication scale. ($p < 0.05$). There is a statistically significant relationship between the indicators of the independence scale and the indicators of non-communication, acceptance of the struggle, prevention of the struggle ($p < 0.05$). In other words, the lower the level of independence in the studied students, the higher the level of incoherence, and in parallel, the indicators of students' acceptance of the struggle and prevention of the struggle begin to increase as independence increases. Undoubtedly, the development of independence requires special conditions. A situation where "one says so, the other says so, no one knows where the truth is." That is, a serious discussion is required here. Conversely, as students' non-communication scales increase, so do their independence and struggle prevention scales ($p < 0.05$). There is also a statistically significant correlation between the communication scale and the

dependency scale ($p < 0.05$). According to the results of the correlation test, there is a statistically significant correlation between the scale of acceptance of the struggle and the scale of independence in a statistically positive direction ($p < 0.05$). According to the results of the correlation test, there is a statistically significant correlation between the indicators of the prevention scale and the scale of independence and non-communication ($p < 0.05$).

The result of the correlation analysis of the "Q-Sorting" Test between the scales

Table 5.

Correlations		Dependence	Indepen.	Communic.	Lack of comm.	Acceptance of struggle	Prevent of struggle
Dependence	R		0,250	0,697**	0,070	0,128	0,075
	p		0,080	0,000	0,630	0,378	0,606
	n		500	500	500	500	500
Independence	R	0,250		0,244	0,456**	0,546**	0,374**
	p	0,080		0,088	0,001	0,000	0,007
	n	500		500	500	500	500
Communication	R	0,697**	0,244		0,061	0,124	-0,073
	p	0,000	0,088		0,672	0,389	0,614
	n	500	500		500	500	500
Lack of communication	R	0,070	0,456**	0,061		0,220	0,345*
	p	0,630	0,001	0,672		0,124	0,014

	n	500	500	500		500	500
Acceptance of struggle	R	0,128	0,546**	0,124	0,220		0,174
	p	0,378	0,000	0,389	0,124		0,227
	n	500	500	500	500		500
Prevent of struggle	R	0,075	0,374**	-0,073	0,345*		0,174
	p	0,606	0,007	0,614	0,014		0,227
	n	500	500	500	500	500	

In the next table (Table 6) are given the results of the test "I am a leader". The test is divided into categories: the ability to self-manage, the awareness of the goal (I know what I want), the ability to solve problems, the existence of a creative approach, influence on others, knowing of the rules of organizational work, organizational skills, and the ability to work with a team

The results of the "I am a leader" test of the participants in the study.

Table 6.

	Less	Medium and Strong	
Ability to self-manage	33,4%	66,6%	100%
the awareness of the goal (I know what I want)	13,4%	86,6%	100%
Ability to solve problems	14,6%	85,4%	100%
The existence of a creative approach	8%	92%	100%

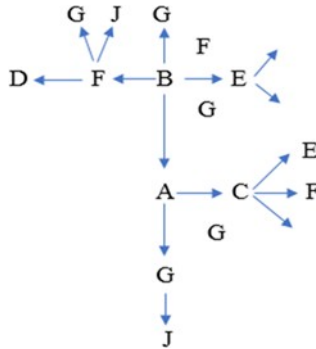
Influence on others	17,4%	82,6%	100%
Knowing of the rules of organizational work	14,6%	85,4%	100%
Organizational skills	9,4%	90,6%	100%
Ability to work with a team	2,6%	97,4%	100%

In general, the analysis of the test results shows that the set of skills mentioned here is of special importance for leadership activities, as they are correlated with each other. According to the general classification scheme of the correlation relationship, there is a strong correlation when the correlation coefficient is $r > 0.70$. This requirement is paid only for the correlation between B and C. That is, there is a strong, strong correlation between these two skills. The correlation between the D and E skills is below average, moderate ($r = 0.341, 0.30 < r < 0.49$). Also, the correlation between B and J, C and J, A and J, D and J, E and J, D and G, A and F, A and E, A and D, B and D, C and D is above average is low. A and B, A and C, A and G, B and E, B and F, B and G, C and E, C and F, C and G, D and F, E and F, E and G, F and The correlation between G, F and J, G and J skills is moderate ($0.50 < r < 0.69$). The existence of an appropriate correlation between the skills in question provides an opportunity to purposefully influence the development of those skills, which is important both from a scientific and practical point of view.

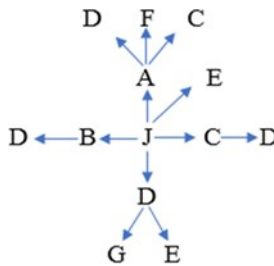
1. Strong correlation between skills: ($r > 0,70$)



2. Average correlation between skills: ($0,50 < r < 0,69$)



3. Low correlation relationship between skills: $(0,30 < r < 0,49)$



These schemes show that self-control skills (A), goal awareness (knowledge of what you want) (B), problem-solving skills (C) and group work skills (J) are key skills and their development makes it necessary to have other skills.

The following table shows the results of the correlation analysis between the results of the “Diagnostics of Leadership Abilities” test and the Accentuation of Character” survey of the survey participants. It is clear from this that the formation of accentuated individuals of most types as leaders, the development of the qualities inherent in them at the required level, has the effect of a very difficult process.

Correlation results of the survey "Accentuation of Character" with the method of "Diagnostics of Leadership Abilities" of participants participating in the study.

Table 7.

		Leadership ability
Gipertim type	R	-0,575**
	P	0,000
	N	135
Stiff type	R	-0,272**
	P	0,002
	N	135
Emotive type	R	-0,126*
	P	0,04
	N	135
Pedant type	R	-0,131
	P	0,133
	N	135
Exciting - scary type	R	0,130
	P	0,136
	N	135
Cyclothymic type	R	-0,258**
	P	0,003
	N	135
Demonstrative type	R	-0,507**
	P	0,000
	N	135
Affected (unbalanced) type	R	-0,132**
	P	0,009
	N	135
Distim type	R	0,074
	P	0,396
	N	135
Affective-exaltative type	R	-0,249**
	P	0,004
	N	135

As can be seen, there are statistically significant relationships between the types of character accentuation, both positive and negative. This means that in groups of people with different types of accentuation, it is necessary to apply different leadership styles at the

same time. That is, the choice of leadership styles requires consideration of a large number of variables. This means that the leader must be sensitive to the complex of factors influencing the choice of leadership style in the management process, as well as have flexibility of thinking.

The third section of the third chapter of the thesis is called **"Ways and means of targeted influence on the formation of leadership qualities in student groups"**. It is noted in this section that the formation of leadership qualities in training activities is characterized by a number of features and occurs during the application of creative, non-standard, innovative teaching methods. Innovative methods of the training process ensure the activity of students' educational activities, create a basis for a deeper understanding and development of professional knowledge, the application of knowledge accumulated in practice.

Thus, our research allows us to draw the following **conclusions:**

- During our research, it became clear that students' leadership skills began to increase as they moved on to senior courses, and leadership skills developed at a higher level in fourth-year students than in first-year students. Thus, the active participation of students in seminars on various subjects and discussions during the presentation of independent work is expressed as an important factor in the formation of self-regulatory mechanisms of thinking. We believe that the increase in the level of education, the improvement of the level of thinking, as well as changes in the formation of personality in senior courses play an important role. On the other hand, age characteristics have also had some influence on the formation of leadership qualities. This effect can be explained mainly by the increase in students' outlook and self-confidence. In addition, the knowledge gained during the teaching of various subjects from course to course creates certain changes in their worldview, system of views on life, future life prospects, which ultimately affects the formation and development of certain qualities related to leadership.

- Analysis of the results of the study shows that the students' complex of skills such as self-control, goal awareness, problem

solving, creative approach, influence on others, knowledge of the rules of organizational work, organization and group work are of particular importance for leadership activities, being mutually correlated with each other. The existence of an appropriate correlation between these skills creates an opportunity to purposefully influence the development of these skills, which is of great importance both from a scientific and practical point of view.

- According to the results of the research, the formation of most types of accentuated people as leaders, the development of leadership qualities at the required level is a very difficult process. However, there are statistically significant relationships between the types of character accentuation, both positive and negative. This means that groups of different types of accentuated individuals need to apply different leadership styles at the same time. That is, the choice of leadership styles requires consideration of a large number of variables. In this case, it is necessary for the leader to choose a leadership style in the management process, to be sensitive to the complex of factors influencing the choice, as well as to have flexibility of thinking.

- The study showed that even if a leader emerges spontaneously, by creating appropriate conditions in higher education institutions and carrying out purposeful and scientifically sound work, it is possible to raise the leader from an element of the microenvironment to an element of the macroenvironment in the future. We believe that society can only benefit from this point. It is a matter of preparing the leader for a broader sphere of authority as a competent leader.

- Our research has shown that the key issue in the study of leadership is the separation of the leading, important, and especially synthetic, traits and qualities that are inherent in it. Because in these traits and qualities, the integrity, stability, strength, originality, etc. of a large number of properties, especially the character. such aspects become focused. In other words, it is possible to distinguish such characteristics of leadership that their unity can form a complete structure of the qualities that are the basis of leadership.

-- It was clear from the research that while some of the qualities included in the structure of leadership are directly related to each other, others can be directly related to each other. In the case of a direct connection, the connection between the qualities manifests itself as a direct cause and effect. That is, the existence of one quality or another necessarily necessitates the existence of another. In the case of direct connections, the connection between the qualities, that is, the sequence between the result and the chain of causes, is not necessary at all.

The main content of the study is reflected in the following publications:

1. Развитие лидерских качеств у студентов в процессе вузовского образования//IX Международная научно-практическая конференция теоретических и прикладных разработок молодых ученых “Современные научно-практические решения и подходы, 2016”, - Москва: Инфинити, - 25 ноября, - 2016, - с.55-60
2. The role of modern education in formation of leadership skills of students // International Scientific Conference on Sustainable Development Goals. - Baku -2016, - p.87-90
3. Региональное политическое лидерство на Кавказе как сфера противоречий // Qafqazşünasların I Beynəlxalq Forumu, - Bakı: - 10-13 aprel, - 2017, - səh.477 - 483
4. The role of modern education in formation of leadership skills of students // International Scientific Conference on Sustainable Development Goals, - Baku: - 24-25 November, - 2017, - p.87-90
5. Leadership as factor of emergence of the conflicts in student’s groups//International Conference “Scientific research of the SCO countries: synergy and integration”. -Beijing, China -2018, - p.107-112
6. Factors for the formation of leadership among servicemen // International Conference “Process Management and Scientific Developments”. - Birmingham, United Kingdom –2018, - p. 179-188

7. Tələbələrdə liderlik keyfiyyətlərinin formalaşmasında ali təhsil sisteminin rolu// “Təhsil və cəmiyyət” Gənc tədqiqatçıların beynəlxalq elmi-praktik konfransı, -Bakı: Azəri,-20 aprel,-2018,- s.138-141
8. Hərbi kollektivlərdə liderliyin formalaşmasının psixoloji amilləri//Azərbaycan Polisinin 100 illik yubileyinə həsr edilmiş “Azərbaycan polisin tarixi və inkişaf perspektivləri” mövzusunda beynəlxalq elmi-praktik konfrans, - Bakı: Ecoprint, - 20 iyun, - 2018, - s. 344-349
9. Sosial psixologiyada qrup probleminin tədqiqi//Bakı: AMEA Gənc Alim və Mütəxəssislər Şurası, Gənc tədqiqatçı jurnalı, - 2018, - IV cild № 2, - s.186-191
10. Ailədə liderlik fenomeni//II Beynəlxalq Ailə və Uşaq psixologiyası elmi - praktik konfransı,-Bakı: “ADMİU” Nəşriyyatı, - 9-10 iyun, - 2018, - s.18-20
11. Liderlik stilləri və onların təzahür xüsusiyyətləri// - Bakı: Bakı Dövlət Universiteti, Psixologiya jurnalı, - 2019, - № 2, - s. 64-73
12. Tələbə qruplarında liderlik keyfiyyətlərinin təzahürü// Böyük Azərbaycan şairi İmadəddin Nəsiminin 650 yubileyinə həsr edilən doktorantların və gənc tədqiqatçıların XXIII Respublika elmi konfransı,-Bakı:“AzMİU”Nəşriyyatı,-03-04 dekabr,-2019,-s.454-455
13. Temperamentin liderlik keyfiyyətlərinin formalaşmasına təsiri //“Fundamental və tətbiqi elmlərin müasir problemlərinin həllində multidissiplinar yanaşma” mövzusunda Gənc Alim və Mütəxəssislərin ikinci beynəlxalq elmi konfransı, -Bakı: -03-06 mart, - 2020,-s. 443-444
14. Стили лидерства и механизмы их формирования// - Будаёрш: Ежемесячный международный научный журнал, European multi science journal, - 2020. - №37, - с. 6-9
15. Social-psychological features of formation of leadership among high school students // International University Science Forum, “Science, Education, Practice”. Toronto, Canada – 2020, - p. 83-88
16. Liderin nitq üslubunun formalaşmasının psixolinqvistik aspektləri // - Bakı: Bakı Qızlar Universiteti, “Elmi Əsərlər” jurnalı, - 2021. - cild 12 № 3, - səh 262-267

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