

**THE PSYCHOLOGICAL PHENOMENON OF DEVELOPING LEADERSHIP ABILITIES
AMONG ACADEMIC LYCEUM STUDENTS**

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Abstract: *This article examines the psychological foundations of developing leadership abilities in academic lyceum students, considering the characteristics of their age period, motivational and communicative potential, and psychological factors that enhance social activity. The study also analyzes educational technologies that contribute to the development of leadership. The research findings highlight the importance of leadership competencies for the personal growth of academic lyceum students and their future professional success.*

Keywords: *methodological training, material, generalization, interactive methods, innovative, cluster, leadership, ability.*

The teaching profession inherently requires organizing interpersonal relationships. This provides opportunities for educators to act not only as formal managers but also as proactive leaders within the student community. Developing leadership skills in students involves creating environments that encourage initiative, decision-making, social responsibility, and active participation in group processes. Small groups are particularly effective for fostering leadership competencies, while broader social systems are more suitable for managerial skill development.

When discussing leadership, it is important to note that humanity has felt the need for it since the very emergence of social groups on Earth. The question of who leads and why is relevant not only to specialists but also to every member of society. In Eastern thought, interest in this issue has been significant throughout history. For instance, the great philosopher Abu Nasr al-Farabi, in his work *The Virtuous City*, outlined twelve essential qualities of a leader:

1. Physical and mental health – all bodily functions must be sound so that no deficiency hinders the performance of assigned duties; on the contrary, the leader's health should facilitate their responsibilities.
2. Natural insight and perceptiveness – the leader must quickly understand and grasp the thoughts of others and have a clear vision of the overall situation.
3. Memory – the ability to retain and recall observations, experiences, and information in full, without forgetting details.

4. Sharp intellect – the ability to quickly perceive the signs of phenomena and understand their significance.
5. Effective communication – the skill to express thoughts clearly and elegantly.
6. Love of learning – eagerness to acquire knowledge and wisdom, persistence in study, and resilience in the face of challenges.
7. Self-discipline – restraint in eating and drinking, avoidance of gambling or similar indulgences.
8. Integrity and justice – love for truth and fair people, and aversion to lies and deceit.
9. Honor and dignity – awareness of one's value, respect for personal and social ethics, and aspiration for noble deeds.
10. Detachment from wealth – lack of excessive interest in material possessions.
11. Justice and fairness – commitment to fairness, support for the oppressed, and promotion of good for all.
12. Courage and decisiveness – firmness and bravery in taking necessary actions without yielding to fear.

Farabi's conception of leadership emphasizes the influence of societal and temporal contexts on the qualities required in a leader. Leadership is not always stable; the choice of a leader often depends on group sentiment, whereas authority or management is a relatively stable phenomenon. Leadership in a group is based on influence and inspiration, while management involves a more defined system of constraints and responsibilities.

Leadership has been a fundamental aspect of human society since the emergence of organized groups. The question of who assumes leadership and why is relevant not only to specialists but to every individual within a social system. In Eastern philosophical thought, significant attention has historically been given to this issue. Abu Nasr al-Farabi, in his work *The Virtuous City*, identified twelve key qualities of a leader, including physical and mental health, sharp intellect, effective communication, love of learning, self-discipline, integrity, justice, honor, detachment from material wealth, and courage. These qualities illustrate the interplay between individual traits and societal expectations in leadership formation.

Factors influencing the innovative activities of young leaders include self-confidence, personal motivation, worldview and character, proficiency in foreign languages, and the use of modern information and communication technologies. A leader willing to embrace innovation demonstrates high self-confidence, which reflects the presence of sufficient leadership qualities.

Leadership is often situational and dependent on group dynamics, whereas management is relatively stable and defined by formal responsibilities. Leadership decisions tend to focus on group-related activities, while management involves navigating complex situational and systemic constraints. Factors such as self-confidence, motivation, worldview, personality traits, language skills, and proficiency in information and

communication technologies influence a young leader's ability to innovate and guide others effectively.

The decision-making process within management is more complex, as it involves multiple situational considerations specific to the group. In contrast, leadership decisions are more directly tied to group activities and dynamics. While small groups are suitable for developing leadership skills, broader social systems are necessary to form managerial capabilities.

Leadership development in academic lyceum students is a multidimensional psychological phenomenon. It involves a combination of personal traits, social interaction, and educational strategies that collectively enhance students' motivational, communicative, and social capacities. Cultivating these skills prepares students for professional challenges and promotes their overall personal growth, ensuring they are capable of assuming leadership roles in diverse contexts.

The teaching profession inherently involves organizing interpersonal relationships, which allows an educator not only to act as a formal manager but also to become a proactive, initiative-driven leader. Therefore, for effective organization of the educational process, it is essential that a teacher possesses leadership potential within the student group.

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