

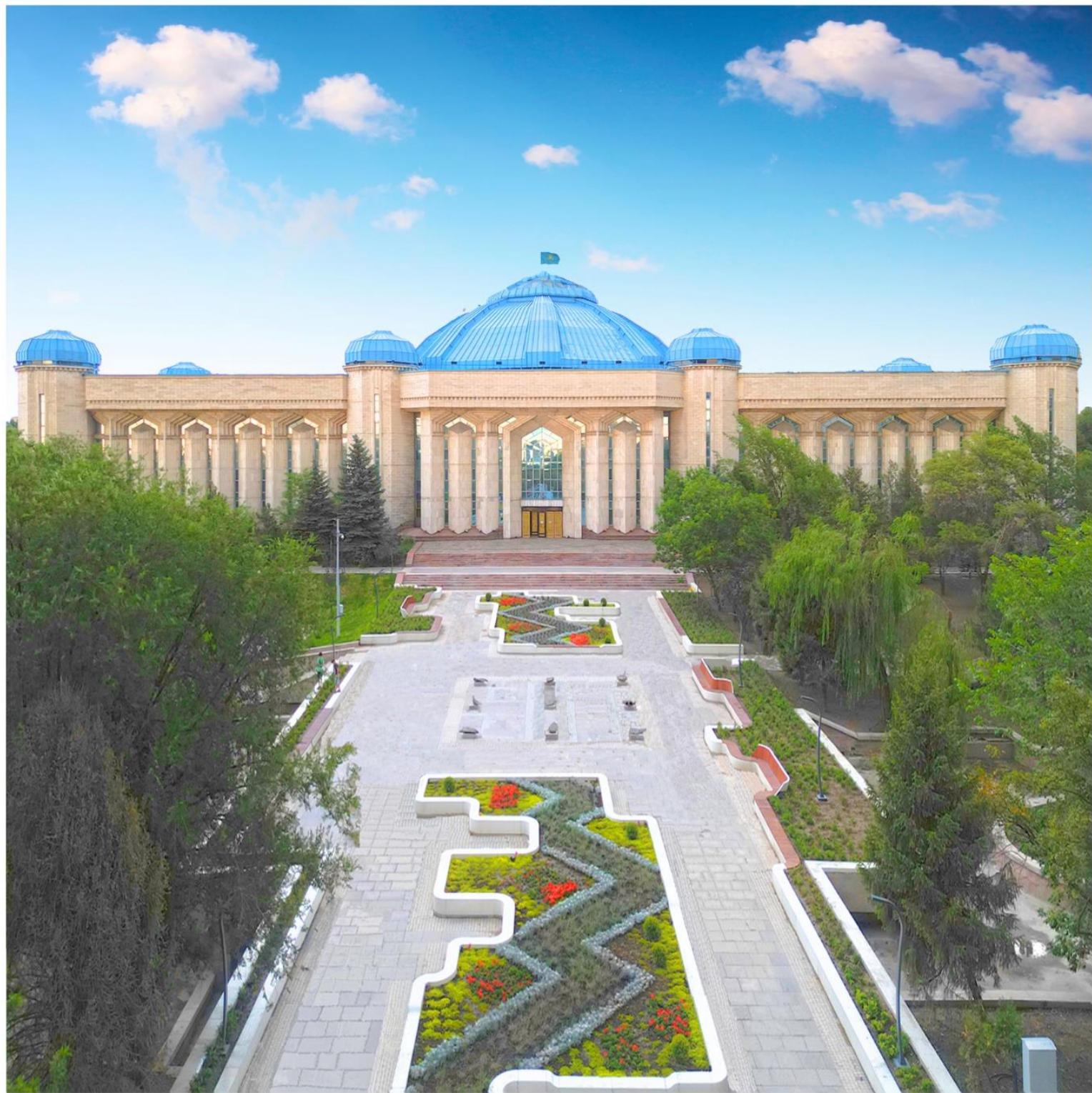
ISSN: 2960-0049  
ISSN-L: 2958-5376

# MUSEUM.KZ



ҒЫЛЫМИ-ПРАКТИКАЛЫҚ ЖУРНАЛ • НАУЧНО-ПРАКТИЧЕСКИЙ ЖУРНАЛ • SCIENTIFIC AND PRACTICAL JOURNAL

4(12)2025



UDC 371.1

## THE IMPORTANCE OF DEVELOPING LEADERSHIP SKILLS IN EDUCATIONAL ORGANIZATIONS

E.M. Akhmet

2nd year master's student at KazNPU named after Abay (Kazakhstan)

**Abstract.** This article examines important aspects of leadership development in modern educational institutions. Leadership development in educational institutions is a purposeful process carried out through socially significant activities. Every area of society is characterized by high levels of competition. If a person strives for success, their achievements in maintaining competitiveness and their ability to utilize innovative approaches must be matched by their actions on the path to achieving excellence. True leadership is, above all, self-improvement. Leaders are not born; they are created through the development of the abilities that truly enable them to succeed.

The aim of this research is to improve the development of leadership skills among teachers in educational institutions. The article analyzes key aspects that enable educational institution leaders to effectively and professionally manage their work. New reforms and updated state educational standards adopted in our country's education sector require changes in teachers' professional practices that will improve the quality of the educational process and prepare specialists capable of improving the lives of everyone in society.

**Materials and methods of research.** The study was conducted using methods of comparison, analysis, and systematization of literature on the importance of developing leadership skills in educational institutions. The scientific literature related to the research topic was compiled into a single system, and the resulting data were subjected to scientific analysis.

The results of a comparative analysis of scientific, theoretical, and methodological literature on the concept of "leadership" as an important social phenomenon that motivates and inspires the team to achieve goals, facilitates overcoming difficulties, and develops teachers' potential. This analysis revealed the important role of key approaches and strategies in improving the effectiveness of leadership in Kazakhstan's educational institutions.

**Keywords:** leader, phenomenon, innovation, personality, ability, manager, aspect, educational organizations.

**For citation:** Ahmet E.M. The importance of developing leadership skills in educational organizations // MUSEUM.KZ. 2025. №4 (12), pp. 80-87. DOI 10.59103/muzkz.2025.12.07

## БІЛІМ БЕРУ ҰЙЫМДАРЫНДА КӨШБАСШЫЛЫҚТЫ ДАМЫТУДЫҢ МАҢЫЗДЫЛЫҒЫ

Э.М. Ахмет

Абай атындағы ҚазҰПУ-нің 2 курс магистрі (Қазақстан)

**Андратпа.** Мақалада қазіргі білім беру ұйымдарында көшбасшылықты дамытуудың маңызды аспектілері қарастырылған. Білім беру ұйымдарында көшбасшылықты дамыту әлеуметтік маңызы бар іс-әрекеттер арқылы жүзеге асатын мақсатты процесс. Қоғамда кез келген сала жоғары бәсекелестікпен сипатталады. Адам жетістікке ұмтылса, оның бәсекеге қабілетті болуына ұмтылысындағы жетістіктері және инновациялық тәсілдерді қолдана білуі биіктеге жету жолындағы іс-әрекеттерге сай болуы тиіс. Нағыз көшбасшылық – бұл ең алдымен өзін-өзі жетілдіру. Көшбасшылар туылмайды, олар табысқа жетуге шынымен көмектесетін қабілеттерді өзінің бойында дамыту арқылы жасалады.

Зерттеу жұмысының мақсаты – білім беру ұйымдарында педагогтар арасында көшбасшылық қабілеттерді дамытууды жетілдіру. Мақалада білім беру ұйымдарының көшбасшыларына басқару қызметін тиімді және кәсіби түрде жүзеге асыруға мүмкіндік беретін маңызды, негізгі аспектілер сараланған. Еліміздің білім беру саласында қабылданып

жатқан жана реформалар мен жаңартылған мемлекеттік білім беру стандарттары мұғалімдердің кәсіби қызметіне өзгерістер енгізуді талап етеді, бұл білім беру процесінің сапасын жақсартады және қоғамда әр адамның өмірін жақсартуға қабілетті тұлғаларды дайындауға мүмкіндік береді.

**Зерттеу материалдары мен әдістері.** Зерттеу жұмысы білім беру ұйымдарында көшбасшылықты дамытудың маңыздылығына арналған әдебиеттерді салыстыру, талдау, жүйелеу әдістері арқылы жүзеге асырылды. Зерттеу жұмысының тақырыбына байланысты жазылған ғылыми әдебиеттер бір жүйеге келтіріліп, алынған мәліметтерге ғылыми тұрғыда талдау жасалды.

Ғылыми-теориялық және әдістемелік әдебиеттерде көрсетілген «көшбасшы» ұйымының маңызды әлеуметтік құбылыс ретіндегі салыстырмалы талдау нәтижелері, жалпы ұжымды мақсаттарға жетуге ынталандыратын және шабыттандыратын, қындықтарды женуге және, сонымен қатар, ұстаздардың да әлеуетін дамытуға көмектесетін құбылыс ретінде қазақстандық білім беру ұйымдарындағы көшбасшылықтың тиімділігін арттырудары негізгі тәсілдер мен стратегияларды ұлғайтудағы маңызды рөлін анықтауға мүмкіндік берді.

**Тірек сөздер:** көшбасшы, феномен, инновация, тұлға, қабілет, жетекші, аспект, білім беру ұйымдары.

**Сілтеме жасау үшін:** Ахмет Э.М. Білім беру ұйымдарында көшбасшылықты дамытудың маңыздылығы // MUSEUM.KZ. 2025. №4 (12), 80-87 бб. DOI 10.59103/muzkz.2025.12.07

## ВАЖНОСТЬ РАЗВИТИЯ ЛИДЕРСКИХ НАВЫКОВ В ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ

*Э.М. Ахмет*

Магистрант 2 курса КазНПУ имени Абая (Казахстан)

**Аннотация.** В статье рассматриваются важные аспекты развития лидерских качеств в современных образовательных организациях. Развитие лидерских качеств – это целенаправленный процесс, осуществляемый посредством социально значимой деятельности. Любая сфера общества характеризуется высокой конкуренцией. Если человек стремится к успеху, его достижения в стремлении к конкурентоспособности и умение использовать инновационные подходы должны соответствовать действиям на пути к достижению высот. Истинное лидерство – это, прежде всего, самосовершенствование. Лидерами не рождаются, они создаются путем развития в себе способностей, которые действительно помогают им добиваться успеха.

Целью исследовательской работы является совершенствование развития лидерских навыков педагогов образовательных организаций. В статье анализируются важные ключевые аспекты, позволяющие руководителям образовательных организаций эффективно и профессионально осуществлять управленческую деятельность. Новые реформы и обновленные государственные образовательные стандарты, принимаемые в секторе образования нашей страны, требуют изменений в профессиональной деятельности учителей, которые позволяют повысить качество образовательного процесса и подготовить специалистов, способных улучшать жизнь каждого человека в обществе.

**Материалы и методы исследования.** Исследование проводилось с использованием методов сравнения, анализа и систематизации литературы о важности развития лидерских качеств в образовательных организациях. Научная литература, относящаяся к теме исследования, была собрана в единую систему, а полученные данные были подвергнуты научному анализу.

Результаты сравнительного анализа научно-теоретической и методологической литературы о концепции «лидера» как важного социального явления, мотивирующего и вдохновляющего коллектив к достижению целей, способствующего преодолению

трудностей и развитию потенциала учителей позволили выявить важную роль ключевых подходов и стратегий в повышении эффективности руководства в казахстанских образовательных организациях.

**Ключевые слова:** лидер, феномен, инновация, личность, способность, руководитель, аспект, образовательные организации.

**Для цитирования:** Ахмет Э.М. Важность развития лидерских навыков в образовательных организациях // MUSEUM.KZ. 2025. №4 (12), с. 80-87. DOI 10.59103/muzkz.2025.12.07

**Introduction.** More than 30 years have passed since our country gained independence. During this time, the education sector has also undergone fundamental changes. Comparing the prerequisites for the development of leadership qualities, it becomes clear that the development of systematic and effective leadership over this short historical period has not been able to solve the problems in educational organizations. The issue of leadership in educational institutions has long been the subject of research by scientists, as leadership contributes significantly to the development of society and has a profound impact on all processes taking place within it. Educational institutions are a professional sphere that is constantly undergoing reform and responding to social, economic and political changes. Leadership is a psychological phenomenon consisting of many components. The leader of an educational institution is a member of a group who, by taking on certain responsibilities, takes a step forward to solve a specific task within the group.

Leadership is an important personal skill that enables individuals to socialise successfully and achieve success in professional and social environments. If a person strives for success, it is certain professional and personal qualities that enable them to reach new heights and meet global standards. Research work allows us to form or develop the managerial culture of leaders at different levels of management in educational organisations, as well as to theoretically comprehend important management issues.

Today, it is important to study the importance of developing effective leadership in educational organizations and conduct scientific research into its formation. This is due to the insufficient amount of scientific knowledge about the conditions and components that contribute to the development and formation of leadership qualities in young and experienced teachers. At the present stage, the modernisation of the education sector requires specialists with organisational skills, capable of qualitatively new intellectual work and effective communication within a team, ready to achieve the set goals. Studying the importance of leadership in management activities allows heads of educational organizations at various levels to consider effective ways to improve the effectiveness of collective management and create the necessary conditions for the development of a leadership culture. Today, educational organisations are in dire need of leaders who are able to base their actions on individually-oriented interaction.

However, it is important to understand that leaders in educational organisations can only influence their team if their colleagues allow them to do so. People voluntarily become followers in their relationships with those they perceive as leaders. This voluntary action may last only a short period of time or be limited to the performance of specific tasks. Thus, a comprehensive study of the importance of developing leadership skills in educational organizations is currently essential for the effective organization of teamwork.

**Results and discussion.** The ambiguous concept of defining the phenomenon of 'leadership' in educational organisations in the psychological and pedagogical sphere is comprehensively examined in the works of M. Chemers [Chemers, 2000], D. Cangemi [Cangemi, 1997] and K. Lewin and R. Lippitt [Lewin, Lippitt, 1938]. The research of these foreign scientists identifies and scientifically examines the personal qualities that influence the development of a teacher-leader. Similarly, research by renowned foreign scholars K. Byrd [Byrd, 1994] and J. Maxwell [Maxwell, 2019] has established from a pedagogical point of view that the concept of "leader" plays an important, decisive role in managing a society or a specific organization. In the studies of Russian scientists B.D. Parygin [Parygin, 2003] and E.P. Ilyin [Ilyin, 2020], the qualities

characteristic of a leader that contribute to the development of a team leader are scientifically differentiated. B.D. Parygin concludes that a leader must possess organisational, creative and oratorical skills, be interested in achieving group goals and have authority within the group. Leadership styles and types are also comprehensively studied in the work of L.I. Usmansky [Umanksy, 2013]. The works of the above-mentioned foreign psychologists demonstrate the importance of studying the pedagogical aspects of developing effective leadership in modern educational organizations. Studying the importance of effective leadership increases the motivation to learn among both students and teachers, and discipline in the group will be high, as everyone strives to gain new knowledge.

The importance of studying the improvement of management skills of heads of educational organizations determines the need for pedagogical training of heads of various levels of this system, as well as an understanding of the main issues of theoretical enrichment of management and their practical application. A leader must have the ability to manage people, select specialists, conduct appropriate training, and optimise formal and informal relationships between employees of educational organisations. They must be able to evaluate their activities, draw appropriate conclusions and improve their skills based on current requirements and expected changes, as well as clearly understand the structural features of the organisation, the basic principles and styles of leadership, motives and mechanisms of behaviour [Morozov, 2003: 23].

Teachers who have the ability to implement leadership processes are an important factor in all changes in society. The leadership of modern teachers is a key element of innovative educational processes and high-quality education. These methods reveal the personal abilities and talents of leaders in educational organisations. At the same time, they allow us to identify the essence of the main theories of their interaction and their methods. Leadership is defined as the process of influencing team members in achieving group goals. To understand this phenomenon, the works of foreign scientists were reviewed. Psychologist M. Chambers concludes: 'A leader should be seen as a person who is able to enlist the support of the team, works to achieve the common goals of the group, and has the ability to influence the team' [Chamers, 2000: 47]. The author believes that the presence of common collective goals plays an important role in the characteristics of leadership. The author's opinion is recognised by many contemporary scientists.

One of them is D. Kanjemi [Kanjemi, 1997: 30]. Agreeing with M. Chemers, he attributes the following qualities to successful leaders: flexibility of behaviour; self-control in difficult situations; lack of fear of the unknown; high sensitivity and well-developed intuition; ability to control one's emotions; ease in taking initiative in management; energy; belief in one's own and others' abilities. If we assert that maintaining emotional stability in a team is significantly related to leadership effectiveness, then the author says that leaders who are able to control the mood of their colleagues - to maintain emotional stability - successfully accomplish the tasks at hand. Leaders with these qualities are able to influence, through educational organisations, the creation of a cultural environment that values knowledge and learning in all areas of society.

Foreign scholars T. Male and I. Paleologu conclude: 'Situational and general beliefs in 21st-century teaching and learning pedagogy are implemented in an environment based on educational constructs' [Male, Paleologu, 2015: 221]. Pedagogy develops through understanding the experience of students and educational organisations to solve problems that require the creation of effective educational activities and relationships. In this sense, pedagogical aspects serve as fundamental elements of practice, which is the main activity of educational organisations. This, in turn, is one of the aspects of pedagogical leadership, which is why the authors propose to call it pedagogical leadership.

Foreign scholar T. Sergiovanni describes pedagogical leadership as an investment in various forms of human capital, including social, cultural, academic, intellectual, and professional spheres. The authors provide the following definition [Sergiovanni, 1998: 41]. Human capital is professional skills, experience or knowledge and abilities. These are sources of expert authority that can lead to legitimate leadership if they possess unique abilities that cannot be replaced or standardised in the organisation's work process. Social capital is social networks or connections, the spread of norms of

trust, cooperation and a sense of duty among people in the organisation. It includes the management function of network interaction and represents the “assets” accumulated by people through networks. These assets are the mutual obligations of members of a social group to each other, the information potential inherent in social relationships, and the existence of norms and sanctions that encourage certain types of behaviour. Cultural capital is an attractive, interactive style of communicating and working with others, which may be related to some extent to the social intelligence and emotional understanding of a potential leader.

American psychologist K. Bird includes initiative, communication skills, enthusiasm, confidence, and kindness in his list of personal qualities and skills necessary for leadership [Bird, 199: 420]. It can be seen that K. Bird's opinion on the definition of leadership abilities coincides with that of J. Maxwell. The reason is that the qualities and abilities necessary for a leader, according to K. Bird, are also discussed in the work of British researcher J. Maxwell, ‘21 Irrefutable Laws of Leadership.’ In this work, the author argues that potential leaders are usually characterised by a positive attitude, service to the common good, personal potential, flexibility, honesty, discipline and broad horizons [Maxwell, 2019: 125].

Although the study of leadership began with foreign psychologists, the term ‘leadership’ has been used by Russian researchers since 1920. One of the scientists who studied it is E.N. Ilyin. He identified the following qualities characteristic of a leader in the development of leadership potential: belonging to a group, a desire to manage like-minded people, the presence of clearly defined goals and ways to achieve group goals, initiative, i.e. voluntary acceptance of responsibility, and the desire of group members to obey the leader [Ilyin, 2020: 221]. Teachers with leadership qualities in education are experts in their profession and other areas of life, motivators and reliable colleagues who inspire not only their students but also their colleagues. They also share their experience with others, striving for professional development to help their colleagues solve emerging problems. They seek to learn from their colleagues and thereby develop their knowledge and skills, understanding that collective knowledge is essential for successful teaching and learning.

Leadership in educational institutions is of paramount importance. After all, every educational institution needs a leader who is capable of guiding and managing the changes that are taking place. In this regard, A.V. Morozov states: ‘To optimise management in educational institutions, the successful implementation of organisational roles, combined with an analysis of an individual's understanding of their professional role and specific corrective measures, requires not only knowledge and understanding of professional rules, but also the moral readiness of the employee to accept this role and, ultimately, their subsequent commitment’ [Morozov, 2003: 58]. Similarly, K. Muzdybaev, in his work ‘The Psychology of Responsibility,’ defined the relationship between the functional responsibilities of a leader in a team. The author emphasises the need to pay special attention to the importance of responsibility as a key personal quality. In addition, responsibility here serves as a means of internal control, i.e. self-control and internal regulation of activities that an individual consciously and voluntarily carries out at their own discretion [Muzdybaev, 2010: 13]. Personal responsibility is always social in nature, as it implies a desire to fulfil certain social requirements, norms and models of behaviour in accordance with one's place in the system of social relations.

Leaders of the modern education system, in general, must effectively motivate employees to work, taking into account their socio-demographic and professional qualities. This includes not only various psychological phenomena of the work collective, but also the objective results of its activities. For example, in his article, L.I. Lutsenko discusses the importance of understanding the factors that create contradictions inherent in the educational process for the head of an educational organisation and taking them into account in management [Lutsenko, 2012: 314]. The author notes that this often leads to intrapersonal and interpersonal conflicts within the teaching staff. He includes staff instability and labour discipline in this type of conflict. A.V. Morozov, in his study ‘The Psychology of Management,’ noted that people act differently when solving various tasks arising from the specifics of their professional activities, and divided them into leaders, individualists, conformists, and collectivists [Morozov, 2003: 65].

When resolving such contradictions in the course of his work, P. Chisholm argues that the theoretical and practical solution to the problem of optimising management activities should begin with a study of management functions. The author believes that the solution should consist in ensuring the normal functioning of the system, its transition from one state to another that most fully meets the requirements [Chisholm, 1994: 30]. This situation can be understood as the functions of a manager's organisational activities. These functions are considered separately in A.V. Morozov's study 'Professional Psychology': administrative, strategic, expert-advisory, communicative-normative, the function of representing the group in the external environment, disciplinary-psychotherapeutic [Morozov, 2005: 6]. Every manager must develop social reflection and maintain an open functional component of their concept. This ensures openness, thanks to which it is possible to see how team members react to decisions made and to learn about the economic and organisational consequences of management decisions.

An effective tool for improving management efficiency is the optimal regulation of teachers' work at all stages. In addition, teachers' job descriptions are an indicator of a certain level of professional work culture, which characterises both individual employees and the educational organisation as a whole. Teachers' knowledge and understanding of the full range of their responsibilities must be combined with a moral readiness to fulfil them. Only in this case are the formal requirements of society for the head of an educational organisation reinforced by the corresponding requirements for the head themselves. Today, innovative processes in the education system have enriched the science and practice of managing educational organisations with new concepts. This requires a scientific understanding and theoretical justification of the activities of teachers in modern educational organisations [Morozov, 2016: 92].

E.I. Stepanova: The opinion is that leaders of modern educational organisations should have a good understanding of social and managerial terminology, as well as psychological and pedagogical terminology. It has been concluded that organisational skills, presentation skills, the skilful use of interactive technologies in the competitive environment of educational institutions, the use of information databases, computer skills, environmental and financial-legal knowledge, and commercial literacy are not only important in management activities, but have also become a legitimate and important part of it [Stepanova, 2010: 276].

The transition of humanity to a knowledge-based information society has led to significant changes throughout the entire system of modern educational organisations. Knowledge is becoming a vital and undeniable advantage for individual specialists, work collectives and society as a whole, and the ability to manage knowledge is becoming the main criterion for the competitiveness of the professional community as a whole and of each organisation in particular. The theory of modern society proclaims the concept of knowledge as the fundamental principle of a new type of society, which is inseparable from the concept of knowledge as a resource of power. The accumulated evidence on the importance of improving leadership effectiveness in educational organizations highlights the need to ensure that employees at all hierarchical levels of the organization are properly informed. The need for knowledge and information occupies an important place in the structure of individual needs. Informatisation in management is a factor that stimulates teamwork and increases job satisfaction. It can also be seen as a means of increasing employee identification with the goals of the organisation as a whole. Thus, when discussing the importance of ensuring the informatisation of every employee in the management system, it is worth noting that effective work can be hindered not only by a lack of information, but also by an excess of it. This applies to both ordinary employees and managers at various levels. It is therefore important to provide employees with the optimal amount of information. As a result, determining the optimal amount of information required in each specific case should be based on taking into account the goals and needs of both the managing organisation and the object of management.

A.V. Morozov points out the main mechanisms of the management process: planning – setting goals – making decisions, essentially creating a model of the result and a brief action plan [Morozov, 2003 12]. The author defines decision-making in management as formulating a goal, assigning this task to the implementing entity, determining the general direction, and establishing an

action plan that is open to adjustment. In the course of their joint work, employees must interact with each other to coordinate their activities. The effectiveness of a teaching team largely depends on the level of coordination. This level, in turn, is a value that stems from the degree of psychological harmony among team members, which can be briefly defined as the ability of team members to work together based on an optimal combination of team members. To optimise the overall functioning of an organisation when forming the structure of an educational organisation and human resources departments, and then when reorganising it, it is necessary to take into account not only the individual psychological qualities of each person, but also the possible effects arising from the combination of these individuals. Psychological harmony can be defined as both the similarity of certain characteristics between team members and their differences. Ultimately, this leads to the complementarity of individuals within the framework of joint educational activities, and the teaching team itself represents a special unity. The role of psychologically harmonious groups is important in all areas of joint human activity. Psychological harmony between group members improves their interaction and increases professional effectiveness.

In this regard, N.N. Obozov identifies the following criteria for assessing harmony and interaction: performance results, emotional and energy costs of participants, and their satisfaction with this activity [Obozov, 2000: 48]. Here, taking into account the requirements of psychological harmony contributes to increased productivity and satisfaction among team members. A high level of psychological harmony is one of the important factors that positively influence the overall mood of the team. The nature of leadership, manifested in a particular style of communication between the leader and subordinates, also influences the socio-psychological climate of the working team. Leaders must understand that any phenomenon of collective psychology cannot be simply the sum of the corresponding psychological phenomena of each individual member of the group, but rather arises as a new, qualitative personality. Therefore, when creating a favourable psychological climate in a team, it is not the psychological properties of its members that are important, but the effect of their unity. Today's educational organisations need professional leaders who understand the importance of teaching aimed at developing students' abilities, knowledge, skills and competences [Obozov, 2000: 59]. Modern education is characterised by a focus on the development of students' personal abilities, so it is necessary to develop general knowledge, skills, as well as independent activity and personal responsibility in each student.

Today, we would not be wrong in saying that teachers with leadership qualities bring real change to our society and advance the field of education. The development of such specialists begins with a love of teaching others. Therefore, in the modern educational environment, teaching is important for training professional teachers who are in demand in society. A leader's success depends on their aspirations, achievements, and ability to use innovative approaches in their work. This is because leadership in the field of education has motivational and prognostic, informational and cognitive, innovative, communicative, emotional and value-based, creative, and other characteristics.

**Conclusion.** This study examined important pedagogical aspects that facilitate the implementation of effective educational activities and the development of leadership skills in the teaching environment, serving as a starting point for organizing personal development efforts. The need for pedagogical tools to monitor and identify leadership development was analyzed, as well as the need to select and implement the most effective measures aimed at developing and supporting teachers' leadership skills in general education institutions. The key here is creating conditions for self-realization and personal development, as well as the need to support leaders' efforts to develop teachers' leadership potential in the educational process.

Currently, educational institutions in Kazakhstan are developing a complex framework for leadership development, and the implementation of educational policy places specific demands on educational institution leaders. It is worth emphasizing that this requires theoretical analysis based on scientific theories, concepts, new approaches, and pedagogical practice. The article reveals that various approaches exist to determining the significance of leadership development in educational institutions and its numerous characteristics. The study demonstrates that studying the importance

of educational institution leaders is one of the most important issues in improving the quality of education in modern educational institutions.

## REFERENCES

*Chemers M.* Leadership Research and Theory: A Functional Integration // Group Dynamics: Theory, Research and Practice. 2000. Vol. 4. 27-43 pp. (In English)

*Cangemi J.* Usus Auctoritatis Personalis vel Auctoritatis Legitimae a Duce. Problemata Psychologica in Negotiis. Dubna: Phoenix, 1997. 288 p. (In English)

*Lewin K., Lippitt R.* An experimental approach to the study of autocracy and democracy: A preliminary note // Sociometry. 1938. № 1. 292-380 pp. (In English)

*Bird P.* Persuasive Tactics to Boost Your Image. London, 1994. 445 p. (In English)

*Maxwell, J.* Leges 21 Irrefutables Ducatus. Moscow: Popurri, 2019. 448 p. (In Russian)

*Parygin, B.D.* Administratio et Ducatus. Petropolis, 2003. 280 p. (In Russian)

*Ilyin, E.N.* Psychologia Ducatus: Liber Manualis pro Universitatibus. Moscow: Yurait, 2020. 311 p. (In Russian)

*Umansky, L.I.* Auxilium Paedagogicum Ludis Fundatum pro Ducatu Puerorum. 2013. Disponibile apud: [http://www.ipages.ru/index.php?ref\\_item\\_id=36858&ref\\_dl=1](http://www.ipages.ru/index.php?ref_item_id=36858&ref_dl=1). (In Russian)

*Morozov, A.V.* Psychologia Administrationis. Moscow: Proiectum Academicum, 2003. 288 p. (In Russian)

*Male T., Palaiologou I.* (2015). Pedagogical leadership in the 21<sup>st</sup> century: Evidence from the field. *Educational Management Administration & Leadership*, 43(2), 214-231 pp. <https://doi.org/10.1177/1741143213494889> (In English)

*Sergiovanni, T.* (1998). Leadership as pedagogy, capital development and school effectiveness. *International Journal of Leadership in Education*, 1(1), 37-46. <https://doi.org/10.1080/1360312980010104> (In English)

*Muzdybaev, K.* Psychologia Responsabilitatis. Moscow: Librokom, 2010. 248 p. (In Russian)

*Lutsenko L.I.* Aspectus Sociales et Psychologici Administrationis Institutionum Educationis // *Acta Universitatis Publicae Tulae. Litterae Humanae*. 2012. No. 1-2. 313-319 pp. (In Russian)

*Chisholm P.* Fiducia in Se: Via ad Successum Negotiale. Moscow: Cultura et Sport, UNITAS, 1994. 288 p. (In Russian)

*Morozov A.V.* Psychologia Negotialis. Moscow: Proiectum Academicum, 2005. 1040 p. (In Russian)

*Morozov A.V.* Characteres Administrationis Institutionum Educationis Superioris in Conditionibus Modernis // Administratio Educationis: Theoria et Praxis. 2016. No. 2 (22). 90-106 pp. (In Russian)

*Stepanova E.I.* Aspectus sociales et psychologici successus actionum administrativarum rectoris moderni institutionis educationis praescholasticae // *Scientia et Modernitas*. 2010. No. 2 (2). 278-283 pp. (In Russian)

*Obozov N.N.* Psychologia relationum interpersonalium. K.: Vishcha shkola, 2000. 312 p. (In Russian)

**Автор туралы мәлімет:** Ахмет Эльнур Мухамедғалиқызы – Абай атындағы ҚазҰПУ-нің 2 курс магистрі. Алматы, Достық, 13. E-mail: [elnura.akhmet@mail.ru](mailto:elnura.akhmet@mail.ru)

**Сведения об авторе:** Ахмет Эльнур Мухамедғалиевна – магистрант 2-го курса Казахского национального педагогического университета имени Абая. Алматы, Достық, 13. E-mail: [elnura.akhmet@mail.ru](mailto:elnura.akhmet@mail.ru)

**Information about the authors:** Elnura M. Akhmet – Second-year master's student at the Kazakh National Pedagogical University named after Abai. Almaty, Dostyk Street 13. E-mail: [elnura.akhmet@mail.ru](mailto:elnura.akhmet@mail.ru)

*Редакцияга түсмі / Поступила в редакцию / Entered the editorial office: 25.11.2025.*

*Рецензенттер мақұлдаған / Одобрено рецензентами / Approved by reviewers: 02.12.2025.*

*Жариялауда қабылданды / Принята к публикации / Accepted for publication: 19.12.2025.*