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# INGLIZ TILI TA'LIMI KONTEKSTIDA TALABALARNING YETAKCHILIK KO'NIKMALARINI INDIVIDUAL YONDASHUV ASOSIDA RIVOJLANTIRISH METODIKASI

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# МЕТОДИКА РАЗВИТИЯ ЛИДЕРСКИХ НАВЫКОВ СТУДЕНТОВ НА ОСНОВЕ ИНДИВИДУАЛЬНОГО ПОДХОДА В КОНТЕКСТЕ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

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# METHODOLOGY FOR DEVELOPING STUDENTS' LEADERSHIP SKILLS THROUGH AN INDIVIDUALIZED APPROACH IN THE CONTEXT OF ENGLISH LANGUAGE EDUCATION

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**Annotatsiya.** Ushbu maqolada ingliz tili ta'limi jarayonida talabalarning yetakchilik ko'nikmalarini individual yondashuv asosida rivojlantirish metodikasi yoritiladi. Tadqiqotda shaxsga yo'naltirilgan ta'lim, loyiha asosidagi o'qitish, interfaol metodlar, modellashtirish, keys-stadi, guruhli munozara, aqliy hujum va muammoga yo'naltirilgan ta'limning imkoniyatlari o'zaro uyg'unlashtirildi. Ingliz tili mashg'ulotlarida talabalarni individual xususiyatlari, qiziqishlari, tayyorgarlik darajasi va ta'limiy ehtiyojlariga muvofiq jalb etish orqali tashabbuskorlik, mas'uliyat, muloqot, qaror qabul qilish, jamoada ishlash va o'ziga ishonch kabi yetakchilik ko'nikmalarini rivojlantirishga e'tibor qaratildi. Tajriba-sinov natijalari individual yondashuvga asoslangan metodikaning samaradorligini ko'rsatdi.

**Kalit so'zlar:** individual yondashuv, yetakchilik ko'nikmalari, ingliz tili ta'limi, shaxsga yo'naltirilgan ta'lim, loyiha asosidagi o'qitish, kommunikativ kompetensiya, tanqidiy fikrlash, ijtimoiy faollik, interfaol metodlar, pedagogik tajriba.

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**Аннотация.** В статье рассматривается методика развития лидерских навыков студентов на основе индивидуального подхода в процессе обучения английскому языку. В исследовании интегрированы личностно-ориентированное обучение, проектное обучение, интерактивные методы, моделирование, case-study, групповая дискуссия, мозговой штурм и проблемно-ориентированное обучение. Особое внимание уделяется учёту индивидуальных особенностей, интересов, уровня подготовки и образовательных потребностей студентов. Результаты педагогического эксперимента показывают эффективность предложенной методики в развитии инициативности, ответственности, коммуникации, принятия решений, командной работы и уверенности студентов.

**Ключевые слова:** индивидуальный подход, лидерские навыки, обучение английскому языку, личностно-ориентированное обучение, проектное обучение, коммуникативная компетенция, критическое мышление, социальная активность, интерактивные методы, педагогический эксперимент.

**Abstract.** This article presents a methodology for developing students' leadership skills through an individualized approach in English language education. The study integrates personality-oriented learning, project-based learning, interactive methods, modelling, case study, group discussion, brainstorming, and problem-based learning. Particular attention is given to students' individual characteristics, interests, level of preparedness, and educational needs. The experimental findings demonstrate that individualized instruction can effectively promote initiative, responsibility, communication, decision-making, teamwork, self-confidence, and active participation while improving students' communicative competence in English.

**Keywords:** individualized approach, leadership skills, English language education, personality-oriented learning, project-based learning, communicative competence, critical thinking, social activity, interactive methods, pedagogical experiment.

## INTRODUCTION

Modern higher education is expected to develop not only students' professional and linguistic knowledge but also their ability to act independently, communicate effectively, cooperate with others and take responsibility for decisions. In this context, leadership skills represent an important component of students' personal and professional development. Initiative, responsibility, communication, decision-making, teamwork and self-confidence are particularly significant for young specialists who will work in dynamic professional environments.

English language education creates favourable conditions for the simultaneous development of communicative competence and leadership skills. Language lessons involve discussion, presentation, negotiation, problem solving, role play and collaborative project work. These activities allow students to express and defend opinions, distribute responsibilities, coordinate actions and evaluate results. Consequently, leadership development can be integrated naturally into the content and organization of English language instruction rather than being treated as a separate educational activity.

Students differ in their language proficiency, learning pace, interests, motivation, communication experience and personal characteristics. Therefore, a uniform instructional strategy may not provide equal opportunities for every learner to demonstrate leadership potential. An individualized approach makes it possible to differentiate tasks, interaction formats, learning resources and levels of

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responsibility according to students' needs and capabilities. Such differentiation can create a supportive environment in which both confident and less active students gradually increase their participation and responsibility.

The purpose of this study is to substantiate and evaluate a methodology for developing students' leadership skills through an individualized approach in English language education. The study focuses on the integration of learner-centred instruction, project-based learning and interactive communicative activities, as well as on the assessment of changes in students' leadership-skill levels after the implementation of the proposed methodology.

**METHODS**

The research employed comparative and critical analysis of pedagogical and methodological literature, observation, questionnaires, tests, sociometric procedures, pedagogical diagnosis, monitoring, experimental teaching, systematic analysis and mathematical-statistical methods. The pedagogical experiment was organized through diagnostic, methodological-support, educational-training and final assessment stages.

The experimental methodology combined personality-oriented learning with project-based learning and interactive communicative techniques. Modelling, case study, group discussion, brainstorming, role play and problem-based tasks were used to encourage students to express opinions, make decisions, solve practical problems and assume different roles. Digital tools including Trello, Asana, Mind Tools, Kahoot, Mentimeter, Padlet, Zoom, Microsoft Teams and Google Meet were used to support collaborative planning, presentation, feedback and reflection.

The individualized learning process was organized around several interconnected components: diagnosis of students' initial characteristics and leadership potential; differentiated goal setting; selection of tasks and interaction formats; staged implementation of individual and group activities; continuous feedback; and assessment of learning and leadership outcomes. The main indicators used to evaluate leadership development were initiative, responsibility, communication, decision-making, participation in teamwork, self-confidence and problem-solving ability.

**RESULTS**

1. Methodological framework for individualized leadership development

The results demonstrate that an individualized approach can transform English language lessons into an environment for purposeful leadership development. The learner is treated as an active participant who receives tasks and responsibilities corresponding to individual abilities and needs. Differentiated assignments enable students to select strategies, perform various roles, communicate with peers and reflect on their own performance. This organization of learning supports gradual transition from teacher-directed participation to greater learner autonomy.

Project-based learning strengthens the leadership component by connecting language practice with purposeful activity. In small groups, students formulate goals, distribute responsibilities, collect and evaluate information, prepare presentations and make collective decisions. Projects related to social, cultural and professional topics simultaneously require the use of English and the demonstration of initiative, organizational ability, cooperation and responsibility. Thus, language competence and leadership behaviour develop within the same learning task.

Interactive activities also contribute to critical thinking and social activity. When students justify an opinion, compare alternatives, discuss a problem, negotiate a solution or defend a project decision in English, they practice both communicative competence and leadership behaviour. Reflection and

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self-assessment further help learners recognize their strengths, identify difficulties and set goals for subsequent improvement.

2. Experimental results

Before the intervention, the distribution of leadership-skill levels was relatively similar in the experimental and control groups. In the experimental group, 70 students demonstrated a high level, 60 a medium level and 64 a low level. In the control group, the corresponding figures were 73, 62 and 63. After the implementation of the individualized methodology, the experimental group showed a substantial positive shift: the number of students with a high level increased to 111, while the number with a low level decreased to 23. Changes in the control group were comparatively limited.

Table 1

| Stage | Group | n | High | Medium | Low | High (%) |
|---|---|---|---|---|---|---|
| Before | Experimental | 194 | 70 | 60 | 64 | 36.1 |
| Before | Control | 198 | 73 | 62 | 63 | 36.9 |
| After | Experimental | 194 | 111 | 60 | 23 | 57.2 |
| After | Control | 198 | 75 | 63 | 60 | 37.9 |

Table 1. Distribution of students by leadership-skill level before and after the implementation of the individualized methodology

The experimental data indicate a clear improvement in the leadership-skill profile of students who participated in the individualized learning programme. The number of high-level students in the experimental group increased by 41, whereas the low-level category decreased by 41. In the control group, the number of high-level students increased only from 73 to 75, while the low-level category changed from 63 to 60.

The proportions confirm the same tendency. In the experimental group, the share of high-level students increased from approximately 36.1% to 57.2%. At the same time, the share of low-level students declined from approximately 33.0% to 11.9%. In the control group, the proportion of high-level students changed from approximately 36.9% to 37.9%. These findings demonstrate a substantially greater positive shift in the group exposed to the individualized methodology.

Table 2

| Stage | Group | n | Mean score (1–3) | Approx. percentage |
|---|---|---|---|---|
| Before | Experimental | 194 | 2.03 | 67.7% |
| Before | Control | 198 | 2.04 | 68.0% |
| After | Experimental | 194 | 2.45 | 81.8% |
| After | Control | 198 | 2.08 | 69.2% |

Table 2. Mean achievement indicators before and after the implementation of the individualized methodology

The scoring procedure used in the study assigned 3 points to the highest level, 2 points to the medium level and 1 point to the low level. On this basis, the mean score in the experimental group increased from approximately 2.03 before the intervention to 2.45 after the intervention. The corresponding change in the control group was smaller, from 2.04 to 2.08. On the percentage scale

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used for the assessment, the experimental group reached approximately 81.8%, compared with 69.2% in the control group after the intervention.

Statistical analysis was conducted using Student's criterion and Pearson's $\chi^2$ criterion. At the significance level $\alpha = 0.05$, the analysis indicated a statistically meaningful difference between the compared outcomes. The results therefore provide empirical support for the effectiveness of the individualized methodology in developing students' leadership skills within English language education.

3. Digital and interactive support of the methodology

The use of digital tools increased opportunities for collaboration, communication, planning, feedback and reflection. Padlet, Kahoot and Mentimeter supported interactive participation and rapid feedback, while Zoom, Microsoft Teams and Google Meet facilitated collaborative communication. Trello and Asana helped students organize project tasks and distribute responsibilities, and Mind Tools supported individual self-development activities. The educational value of these technologies was associated not simply with digitalization but with creating situations in which students could organize their work, communicate, make decisions and assume responsibility for outcomes.

The practical implementation of the methodology showed that leadership-oriented English lessons can include role plays, group discussions, project-based tasks, communicative problem-solving activities, presentations and structured reflection. Thematic areas such as Leadership, Teamwork and Decision Making provide authentic contexts for using English while practising socially and professionally relevant behaviours. Differentiation of tasks and roles makes it possible to involve students with different levels of language proficiency and different degrees of confidence in meaningful classroom interaction.

**DISCUSSION**

The findings indicate that leadership development is most productive when language learning and personal development are integrated within the same educational process. Individualization enables the teacher to consider differences in students' interests, motivation, experience and preparedness, while project-based and interactive learning provides practical situations for leadership behaviour. The positive shift observed in the experimental group suggests that differentiated responsibility and active participation can contribute to both communicative and personal development.

The initial similarity of the experimental and control groups provides an important basis for interpreting the results. Before the intervention, the experimental group had 70 high-level students and the control group had 73. After the intervention, these figures became 111 and 75 respectively. The substantial reduction in the low-level category in the experimental group further indicates that the changes were associated with the educational intervention rather than with a large initial difference between the groups.

The results also highlight the importance of the teacher's role. In an individualized leadership-development model, the teacher acts as a designer of learning situations, facilitator of interaction, diagnostician and provider of feedback. Effective implementation requires systematic observation of students, flexible differentiation of tasks and opportunities for reflection. At the same time, the results of this study are limited to the participating second-year students and the context of foreign-language education; further studies may examine the methodology with other disciplines, age groups and institutional settings.

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An additional implication is that leadership development should not be reduced to the assignment of formal leadership roles. Leadership can be developed through everyday learning actions: initiating a discussion, presenting an idea, coordinating group work, resolving a problem, accepting responsibility for a task, giving constructive feedback and reflecting on the outcome. English language education is particularly suitable for these practices because communication is both the means and the content of learning.

## CONCLUSION

The study demonstrates that an individualized approach can serve as an effective methodological basis for developing students' leadership skills in English language education. The methodology integrates personality-oriented learning, project-based learning and interactive communicative strategies with differentiated tasks, role distribution, reflection and feedback. Its central principle is to provide students with meaningful and appropriately challenging opportunities to demonstrate initiative, responsibility, communication, decision-making, teamwork and self-confidence.

In the experimental group, the number of students with a high level of leadership skills increased from 70 to 111, while the number with a low level decreased from 64 to 23. The mean achievement indicator increased from approximately 2.03 to 2.45, corresponding to an increase from about 67.7% to 81.8%. The control group showed substantially smaller changes. Statistical analysis using Student's criterion and Pearson's $\chi^2$ criterion at $\alpha = 0.05$ further supported the positive effect.

The findings confirm that English language lessons can provide a productive environment for the integrated development of linguistic, communicative, social and leadership competences. Individualized tasks, project work, collaborative activities, digital tools, reflection and feedback help students move from passive participation toward active responsibility. The methodology can therefore be recommended for higher education programmes where English is used not only as an academic subject but also as a medium for professional and personal development.

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