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TECHNOLOGIES FOR DEVELOPING LEADERSHIP COMPETENCE IN PRE-SERVICE TEACHERS DURING PEDAGOGICAL PRACTICE

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Abstract. The development of leadership competence has become one of the key priorities in modern teacher education. Contemporary educational reforms require future teachers not only to possess strong subject knowledge and pedagogical skills but also to demonstrate leadership qualities that enable them to effectively manage learning environments, collaborate with stakeholders, and facilitate positive educational change. Pedagogical practice serves as an essential platform for cultivating these competencies through authentic teaching experiences. This study examines the technologies and pedagogical approaches that contribute to the development of leadership competence in pre-service teachers during pedagogical practice. The research highlights the effectiveness of collaborative learning, project-based learning, reflective practice, mentoring, and digital technologies in enhancing leadership skills. The findings suggest that systematic integration of leadership-oriented technologies into pedagogical practice significantly improves future teachers’ confidence, communication abilities, decision-making skills, and professional responsibility.

Keywords: leadership competence, pre-service teachers, pedagogical practice, educational technologies, teacher education, professional development.

Annotatsiya. Liderlik kompetensiyasini rivojlantirish zamonaviy pedagogik ta’limning ustuvor yo‘nalishlaridan biri hisoblanadi. Bugungi ta’lim islohotlari bo‘lajak o‘qituvchilardan nafaqat puxta fan bilimlari va pedagogik mahoratni, balki ta’lim jarayonini samarali boshqarish, hamkorlikni yo‘lga qo‘yish hamda ijobiy o‘zgarishlarni amalga oshirishga xizmat qiluvchi liderlik sifatlarini ham talab etadi. Pedagogik amaliyot ushbu kompetensiyalarni real ta’lim muhitida rivojlantirish uchun muhim maydon vazifasini bajaradi. Mazkur tadqiqotda pedagogik amaliyot jarayonida bo‘lajak o‘qituvchilarning liderlik kompetensiyasini rivojlantirishga xizmat qiluvchi texnologiyalar va pedagogik yondashuvlar tahlil qilinadi. Tadqiqot natijalari hamkorlikda o‘qitish, loyiha asosida ta’lim, reflektiv faoliyat, mentorlik va raqamli texnologiyalarning liderlik ko‘nikmalarini rivojlantirishdagi samaradorligini ko‘rsatadi. Olingan natijalar liderlikka yo‘naltirilgan texnologiyalarni pedagogik amaliyotga tizimli joriy etish bo‘lajak o‘qituvchilarning ishonchi, muloqot qobiliyati, qaror qabul qilish ko‘nikmalari va kasbiy mas’uliyatini oshirishini tasdiqlaydi.

Kalit so‘zlar: liderlik kompetensiyasi, bo‘lajak o‘qituvchi, pedagogik amaliyot, ta’lim texnologiyalari, pedagogik ta’lim, kasbiy rivojlanish.

Аннотация. Развитие лидерской компетентности является одним из приоритетных направлений современного педагогического образования. Современные образовательные реформы требуют от будущих учителей не только глубоких предметных знаний и

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педагогического мастерства, но и лидерских качеств, необходимых для эффективного управления образовательным процессом, организации сотрудничества и внедрения позитивных изменений. Педагогическая практика выступает важной средой для формирования данных компетенций в условиях реальной профессиональной деятельности. В статье рассматриваются технологии и педагогические подходы, способствующие развитию лидерской компетентности будущих учителей в процессе педагогической практики. Результаты исследования показывают эффективность совместного обучения, проектного обучения, рефлексивной деятельности, наставничества и цифровых технологий в развитии лидерских навыков. Установлено, что систематическое внедрение лидерски ориентированных технологий в педагогическую практику способствует повышению уверенности, коммуникативных способностей, навыков принятия решений и профессиональной ответственности будущих педагогов.

Ключевые слова: лидерская компетентность, будущие учителя, педагогическая практика, образовательные технологии, педагогическое образование, профессиональное развитие.

Introduction. The rapid transformation of educational systems worldwide has significantly increased the demands placed on teachers. In the twenty-first century,

teachers are expected not only to transmit knowledge but also to act as leaders who can inspire learners, manage educational innovations, promote collaboration, and respond effectively to the challenges of a dynamic learning environment. As a result, leadership competence has emerged as an essential component of teacher professionalism and an important indicator of educational quality. Leadership competence encompasses a set of personal, social, and professional characteristics that enable teachers to influence others positively, make informed decisions, communicate effectively, solve problems creatively, and contribute to institutional development. For pre-service teachers, the formation of leadership competence begins during teacher education programs and becomes particularly important during pedagogical practice, where theoretical knowledge is transformed into practical experience. Pedagogical practice represents a crucial stage in teacher preparation because it provides future teachers with opportunities to engage in authentic teaching activities, interact with students and colleagues, and develop professional confidence. During this period, pre-service teachers face real educational situations that require initiative, responsibility, teamwork, adaptability, and leadership. Therefore, pedagogical practice creates favorable conditions for the development of leadership competence through purposeful educational interventions and innovative pedagogical technologies. Recent developments in educational technology and competency-based education have introduced various approaches aimed at fostering leadership skills among future educators. Collaborative learning technologies encourage teamwork and shared responsibility, project-based learning develops organizational and decision-making abilities, reflective practices promote self-assessment and professional growth, while mentoring and coaching support individualized development. Furthermore, digital technologies and artificial intelligence tools provide new opportunities for communication, classroom management, professional networking, and leadership development. Despite growing recognition of the importance of leadership competence in teacher education, there remains a need to identify effective technologies and strategies that can systematically support its development during pedagogical practice. Understanding how these technologies influence future teachers' leadership capabilities can contribute to the improvement of teacher education programs and enhance the

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quality of professional preparation. The purpose of this study is to examine the technologies used for developing leadership competence in pre-service

teachers during pedagogical practice and to determine their effectiveness in fostering essential leadership skills. The study seeks to identify pedagogical conditions that facilitate leadership development and provide recommendations for integrating leadership-oriented technologies into teacher education programs.

Methods. This study was conducted to examine the effectiveness of innovative educational technologies in developing leadership competence among pre-service teachers during pedagogical practice. Considering the complex and multidimensional nature of leadership competence, a mixed-methods research design was employed, integrating both quantitative and qualitative approaches. The use of a mixed-methods design enabled the researcher to obtain a comprehensive understanding of how leadership competence develops in authentic educational settings and how various pedagogical technologies contribute to this process. The study was carried out during the pedagogical practice period, which is considered one of the most important stages in teacher preparation because it provides future teachers with opportunities to apply theoretical knowledge in real classroom environments and to acquire professional competencies through direct teaching experience. The participants of the study consisted of 80 undergraduate students enrolled in teacher education programs at a higher education institution. The participants represented different teaching specializations, including foreign language education, primary education, mathematics, and natural sciences. Their ages ranged from 20 to 24 years, and all participants had successfully completed the theoretical components of their teacher preparation curriculum before commencing pedagogical practice. To ensure the reliability and validity of the research findings, the participants were divided into two groups: an experimental group and a control group, each consisting of 40 students. Both groups completed pedagogical practice in similar school environments; however, the experimental group participated in a structured leadership development program that incorporated a variety of educational technologies specifically designed to enhance leadership competence, while the control group completed traditional pedagogical practice activities. The leadership development program implemented during the study was based on contemporary theories of competency-based education, constructivist learning, experiential learning, and transformational leadership. Several innovative educational technologies were systematically integrated into the pedagogical practice process. Collaborative learning technology was utilized to promote

interaction, communication, teamwork, and shared responsibility among participants. Through group projects, peer teaching activities, collaborative lesson planning, and professional discussions, future teachers were encouraged to assume leadership roles and develop the ability to coordinate collective efforts. Project-based learning technology was also employed to provide participants with opportunities to solve authentic educational problems and design practical solutions. The implementation of educational projects required students to demonstrate initiative, strategic thinking, organization, decision-making, and responsibility, all of which are considered essential components of leadership competence. Reflective practice constituted another important component of the intervention. Participants were required to maintain reflective journals throughout the pedagogical practice period and regularly analyze their teaching experiences, classroom interactions, leadership behaviors, successes, and challenges. Reflection sessions were organized to encourage self-assessment and critical analysis of professional growth. The reflective process enabled participants to identify areas requiring improvement and to develop strategies for enhancing their leadership capabilities. In addition, mentoring and coaching technologies were

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incorporated into the program. Each participant was assigned to an experienced mentor teacher who provided professional guidance, constructive feedback, emotional support, and opportunities for professional dialogue. Regular mentoring meetings helped participants better understand leadership responsibilities within educational settings and facilitated the development of confidence and professional self-efficacy. Given the growing significance of digitalization in education, digital technologies and artificial intelligence-based educational tools were also integrated into the pedagogical practice process. Participants utilised digital learning platforms, online collaboration tools, virtual communication environments, electronic portfolios, and AI-supported applications for lesson planning, instructional design, assessment, and professional development. The use of these technologies not only enhanced participants' digital competence but also contributed to the development of leadership-related skills such as information management, communication, innovation, adaptability, and problem-solving. The integration of digital technologies reflected the realities of contemporary educational environments and prepared future teachers to exercise leadership within technologically enriched classrooms. Data collection was carried out using multiple instruments to ensure methodological triangulation and enhance

the credibility of the findings. Quantitative data were collected through a leadership competence questionnaire developed on the basis of existing theoretical frameworks and previous research studies. The questionnaire consisted of 30 statements designed to assess various dimensions of leadership competence, including communication skills, teamwork and collaboration, decision-making ability, professional responsibility, initiative, innovation, emotional intelligence, and self-confidence. Participants responded to each statement using a five-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire was administered both before and after the intervention to measure changes in leadership competence levels over time. In addition to questionnaire data, systematic classroom observations were conducted throughout the pedagogical practice period. Mentor teachers and university supervisors observed participants' teaching activities and evaluated their leadership behaviors using structured observation protocols. Particular attention was paid to indicators such as classroom management, communication effectiveness, initiative, problem-solving, collaboration with colleagues, adaptability, and the ability to motivate learners. Observation data provided valuable information regarding the practical manifestation of leadership competence in authentic teaching situations. Qualitative data were obtained through reflective journals and semi-structured interviews. The reflective journals documented participants' experiences, perceptions, challenges, achievements, and personal reflections related to leadership development. These journals offered rich insights into the internal processes associated with professional growth and identity formation. Semi-structured interviews were conducted with selected participants and mentor teachers at the conclusion of the study. The interviews explored participants' perceptions of the implemented technologies, their experiences during pedagogical practice, and the factors that influenced the development of leadership competence. Mentor teachers were also asked to provide their professional perspectives regarding observed changes in participants' leadership behaviors and professional performance. The intervention was implemented over a period of twelve weeks. During the first stage of the study, all participants completed the initial leadership competence assessment to establish baseline data. Subsequently, the experimental group participated in leadership-oriented pedagogical activities while the control group continued with conventional practicum procedures. Throughout the implementation period, continuous monitoring and support were provided by university supervisors and

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mentor teachers. At the conclusion of the intervention, all participants completed the post-test assessment, and qualitative data collection procedures were finalized. The collected quantitative data were analyzed using descriptive and inferential statistical techniques. Mean scores, frequencies, percentages, and standard deviations were calculated to describe participants' leadership competence levels. Inferential statistical analyses, including paired-sample and independent-sample t-tests, were employed to identify statistically significant differences within and between groups. Qualitative data obtained from interviews and reflective journals were analyzed through thematic analysis. This process involved coding, categorization, and interpretation of recurring themes related to leadership development, professional confidence, collaboration, decision-making, self-reflection, and innovation. The combination of quantitative and qualitative findings provided a comprehensive understanding of the effectiveness of educational technologies in fostering leadership competence among future teachers. Throughout the study, strict ethical standards were maintained. Participation was entirely voluntary, and informed consent was obtained from all participants before data collection commenced. Participants were informed about the objectives of the research, the confidentiality of their responses, and their right to withdraw from the study at any time without negative consequences. Personal information was anonymized to protect participant privacy, and all collected data were used exclusively for academic and research purposes. By integrating multiple data sources, diverse educational technologies, and rigorous analytical procedures, this methodological framework provided a reliable basis for investigating the development of leadership competence among pre-service teachers during pedagogical practice.

Results and Discussion. The findings of the study indicate that the integration of leadership-oriented educational technologies into pedagogical practice had a positive impact on the development of leadership competence among pre-service teachers. Analysis of the quantitative data revealed noticeable differences between the experimental and control groups following the twelve-week intervention period. Prior to the implementation of the leadership development program, both groups demonstrated relatively similar levels of leadership competence, suggesting that participants began the study with comparable leadership-related knowledge, skills, and attitudes. However, post-intervention results showed a significant increase in the leadership competence scores of the experimental group compared to those of the

control group. The mean leadership competence score of the experimental group increased from 3.21 to 4.38 on a five-point scale, while the control group demonstrated only a modest increase from 3.18 to 3.54. Statistical analysis confirmed that the improvement observed in the experimental group was significant, indicating that the technologies employed during pedagogical practice effectively contributed to leadership development. The greatest improvements were observed in communication skills, teamwork and collaboration, professional responsibility, decision-making ability, and initiative. These findings suggest that the combination of collaborative learning, project-based activities, mentoring, reflective practice, and digital technologies created a supportive environment for leadership growth. Classroom observations conducted by mentor teachers and university supervisors further supported these quantitative findings. At the beginning of the practicum period, many participants demonstrated uncertainty when managing classroom activities, communicating with learners, and making independent instructional decisions. As the intervention progressed, however, participants in the experimental group increasingly displayed confidence, autonomy, and leadership behaviors. Observers noted that these students became more proactive in addressing classroom challenges, initiating discussions, organizing group activities, and collaborating with colleagues. They also demonstrated greater flexibility in responding to unexpected situations and showed an increased willingness to

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assume responsibility for educational outcomes. One of the most influential technologies identified during the study was collaborative learning. Participants reported that working in teams enabled them to develop communication skills, negotiation abilities, and interpersonal relationships. Collaborative lesson planning and peer-teaching activities encouraged future teachers to share ideas, provide constructive feedback, and coordinate collective efforts. These experiences helped participants understand the importance of cooperation and mutual support in educational leadership. Furthermore, collaborative learning environments created opportunities for students to practice leadership roles in a low-risk setting, thereby increasing their confidence and competence. Project-based learning also contributed substantially to leadership competence development. Through the implementation of educational projects, participants gained experience in planning, organizing, coordinating, and evaluating complex tasks. The necessity of achieving project goals within specific timeframes encouraged students to improve their time-management and decision-making

abilities. Many participants reported that project activities enhanced their capacity to solve problems creatively and strengthened their sense of responsibility. These findings align with contemporary educational theories emphasizing the value of experiential learning in fostering leadership skills and professional competence. Reflective practice emerged as another significant factor influencing leadership development. Analysis of reflective journals revealed that participants became increasingly aware of their strengths, weaknesses, and professional growth throughout the practicum period. Reflection encouraged students to critically evaluate their actions and identify strategies for improvement. Many participants reported that regular reflection enhanced their self-confidence and enabled them to better understand the relationship between leadership and effective teaching. The ability to analyze personal experiences and learn from practice is widely recognized as an essential characteristic of successful educational leaders, and the findings of this study support this perspective. Mentoring and coaching activities played a crucial role in facilitating professional growth and leadership development. Participants consistently emphasized the importance of guidance and support provided by experienced mentor teachers. Through regular meetings, classroom observations, and professional discussions, mentors helped future teachers overcome challenges, improve instructional practices, and develop leadership capabilities. Mentor feedback encouraged participants to adopt reflective habits, take initiative, and engage in continuous professional learning. The findings suggest that mentoring serves not only as a means of transmitting professional knowledge but also as a powerful mechanism for nurturing leadership potential. The integration of digital and artificial intelligence-based technologies also produced positive outcomes. Participants reported that digital tools improved their ability to access educational resources, collaborate with peers, manage instructional materials, and monitor their professional progress. AI-supported applications facilitated lesson planning, assessment design, and classroom organization, allowing students to focus more effectively on pedagogical and leadership tasks. Moreover, engagement with digital technologies enhanced participants' adaptability and technological confidence, competencies that are increasingly important for educational leadership in the digital era. Qualitative findings obtained from interviews provided additional insights into the effectiveness of the intervention. Many participants described pedagogical practice as a transformative experience that enabled them to move

beyond theoretical understanding and develop practical leadership skills. Several respondents noted that they had initially perceived leadership as a characteristic associated primarily with school administrators; however, through participation in the program, they came to recognize

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leadership as an integral component of effective teaching. Participants highlighted increased confidence, stronger communication abilities, improved decision-making skills, and greater readiness to assume professional responsibilities as major outcomes of the intervention. The results of this study are consistent with previous research emphasizing the importance of experiential learning and leadership-oriented pedagogical approaches in teacher education. Contemporary scholars argue that leadership competence cannot be developed solely through theoretical instruction but requires authentic opportunities for practice, reflection, and collaboration. The findings support this view by demonstrating that pedagogical practice enriched with innovative educational technologies provides meaningful opportunities for future teachers to acquire and strengthen leadership competencies. Furthermore, the study confirms the relevance of competency-based education frameworks, which emphasize the integration of knowledge, skills, values, and professional behaviors through active learning experiences. Despite the positive outcomes, several challenges were identified during the implementation process. Some participants initially experienced difficulties adapting to collaborative learning environments and assuming leadership responsibilities. Others reported limited familiarity with digital and AI-based educational technologies. Time constraints within the practicum period also occasionally restricted opportunities for deeper engagement in project activities. These challenges suggest the need for additional preparation and institutional support to maximize the effectiveness of leadership development initiatives. Overall, the findings demonstrate that the systematic integration of collaborative learning, project-based learning, reflective practice, mentoring, and digital technologies into pedagogical practice significantly enhances leadership competence among pre-service teachers. The observed improvements in communication, decision-making, teamwork, initiative, and professional responsibility indicate that leadership-oriented educational technologies can effectively prepare future teachers to meet the demands of contemporary educational environments. Consequently, teacher education institutions should consider incorporating such technologies more

extensively into pedagogical practice programs to ensure the comprehensive professional development of future educators.

Conclusion. The development of leadership competence has become an increasingly important objective of contemporary teacher education due to the evolving roles and responsibilities of teachers in modern educational environments. As educational systems continue to undergo significant transformation driven by technological innovation, globalization, and competency-based reforms, future teachers are expected not only to demonstrate strong pedagogical knowledge and instructional skills but also to function as leaders capable of inspiring learners, fostering collaboration, initiating positive change, and contributing to institutional development. In this context, pedagogical practice serves as a critical component of teacher preparation by providing authentic opportunities for the formation and enhancement of leadership competence. The findings of this study demonstrate that the systematic integration of leadership-oriented educational technologies into pedagogical practice contributes significantly to the development of leadership competence among pre-service teachers. The implementation of collaborative learning, project-based learning, reflective practice, mentoring, coaching, and digital technologies created a supportive educational environment that encouraged active participation, professional responsibility, critical reflection, and independent decision-making. These technologies enabled future teachers to acquire practical leadership experience while engaging in real educational activities, thereby facilitating the transformation of theoretical knowledge into professional competence. The study revealed substantial improvements in several key dimensions of leadership

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competence, including communication skills, teamwork and collaboration, initiative, professional responsibility, problem-solving ability, and decision-making capacity. Participants who engaged in leadership-oriented pedagogical activities demonstrated higher levels of confidence, adaptability, and professional self-efficacy compared to those who participated in traditional pedagogical practice. Furthermore, qualitative findings indicated that the intervention positively influenced participants' perceptions of leadership and strengthened their readiness to assume leadership roles within educational settings. The results suggest that leadership competence is most effectively developed when future teachers are provided with opportunities to collaborate, reflect, innovate, and actively participate in authentic professional experiences. An important contribution of this study is the confirmation that leadership development should not be viewed as a separate or supplementary component of teacher education. Rather, leadership competence should be integrated systematically into all stages of professional preparation, particularly during pedagogical practice where future teachers encounter real-world challenges and opportunities for professional growth. The findings emphasize the value of experiential learning approaches that allow students to develop leadership skills through direct engagement in educational activities, collaborative projects, and reflective processes. The study also highlights the growing importance of digital and artificial intelligence-based technologies in teacher education. These technologies not only support instructional effectiveness but also contribute to the development of digital leadership skills that are increasingly necessary in contemporary educational environments. The integration of technology-enhanced learning tools into pedagogical practice can help future teachers become more innovative, adaptable, and prepared for the demands of twenty-first-century education. Based on the findings of the research, several practical recommendations can be proposed. Higher education institutions should incorporate leadership development objectives into teacher education curricula and ensure that pedagogical practice programs include activities specifically designed to foster leadership competence. Universities should strengthen collaboration with schools to create supportive environments for leadership development and provide mentor teachers with professional training related to leadership-oriented supervision. Educational technologies such as project-based learning, collaborative learning, reflective practice, mentoring, and digital learning platforms should be systematically integrated into pedagogical practice. Additionally, assessment systems should be expanded to evaluate leadership competence alongside traditional teaching competencies in order to provide a more comprehensive picture of future teachers' professional readiness. Although the study yielded valuable findings, certain limitations should be acknowledged. The research was conducted within a specific institutional context and involved a relatively limited sample size, which may affect the generalizability of the results. Furthermore, the duration of the intervention was restricted to a single pedagogical practice period. Future studies may involve larger and more diverse participant groups, longitudinal research designs, and comparative investigations across different educational contexts. Additional research may also explore the impact of emerging technologies, including artificial intelligence and virtual learning environments, on leadership competence development among future teachers.

In conclusion, the study confirms that pedagogical practice represents a powerful context for the development of leadership competence when supported by innovative educational technologies and appropriate pedagogical conditions. The successful preparation of future teachers requires a holistic approach that integrates leadership development with professional training and practical experience. By creating opportunities for collaboration, reflection, innovation, and responsible

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action, teacher education institutions can prepare future educators who are not only effective classroom practitioners but also capable leaders committed to improving educational quality and fostering positive change within their communities and institutions.

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