

ON CULTIVATING LEADERSHIP QUALITIES IN FUTURE PEDAGOGUES DURING THE PROCESS OF BUILDING THEIR PROFESSIONAL COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS

Aliya Mombek*, Sholpan Kulmanova**, Aigul Iskakova*, Galina Kolesnikova***, Indira Bukharbaeva**** and Tatyana Kolupaiko****

Abstract: This paper explores the issue of cultivating leadership qualities in future pedagogues during the process of building their professional competencies in higher education institution. The authors examine specific conceptual approaches to the study of the issue of cultivating leadership qualities in future pedagogues and leadership norms in pedagogical activity, provide a rationale for the potential of the process of building relevant professional competencies in higher education institution to help cultivate leadership qualities in students as future pedagogues, and establish specific organizational dimensions and forms of support for the cultivation of leadership qualities in future pedagogues during the process of building their professional competencies in higher education institution. In addition, the authors have developed and experimentally verified the method of methodological support for interaction between students and their creative interaction with instructors in terms of cultivating leadership qualities in future pedagogues and come up with methodological recommendations as to cultivating leadership qualities in future pedagogues during the process of building their professional competencies in higher education institution. The model for cultivating leadership qualities in future pedagogues during the process of building their professional competencies in higher education institution is recommended for use in developing relevant learning standards and curricula in universities.

Keywords: development, leadership qualities, student, future pedagogue, process, building professional competencies in higher education institution.

INTRODUCTION

During the current process of implementing the state strategy for the development of education, present-day society increasingly needs well-educated, enterprising people who have the capacity to make a decision on their own in a situation of choice, forecast their potential actions and work with others, are distinguished by mobility, dynamism, and constructivism, and possess a sense of responsibility for their country. The initiative for major transformations in society and the results-oriented management of the process of innovation may be undertaken by leaders. Therefore, a crucial aspect of the strategy underlying the state's youth policy is the preparation of members of the rising generation for independent life, with such

* Abai Kazakh National Pedagogical University, 13 Dostyk Ave., Almaty, 050000, Kazakhstan

** Kazakh State Women's Pedagogical University, 116 Gogol St., Almaty, 050000, Kazakhstan

*** Kozybayev North Kazakhstan State University, 86 Pushkin St., Petropavlovsk, 150000, Kazakhstan

**** Myrzakhmetov Kokshetau University, 189-A Auezov St., Kokshetau, 020000, Kazakhstan

leadership qualities as being enterprising, outgoing, and ingenious increasingly playing a pivotal role in society.

The top priorities for higher vocational education currently are creating the right conditions for boosting the competitiveness and ensuring the social and professional mobility of graduates from institutions of higher vocational learning, which is indissolubly linked to the formation of society's workforce elite and preparation of leaders. Recent changes in priorities within the present-day social and economic life of society have set the stage for robust research by many sciences into the issue of leadership with a view to deriving a general theoretical solution for the issue.

The phenomenon of leadership has been the subject of much research in history, philosophy, psychology, sociology, pedagogy, and other sciences. The methodological and theoretical foundations of the issue of leadership have been laid out in works by scholars R. Anand, G. Udaya-Suriyan (Anand & Udaya-Suriyan, 2010), N. Sivanathan, and G.C. Fekken (Sivanathan & Fekken, 2002). The issue of leadership as a social-psychological phenomenon has been explored by scholars B.M. Bass (Bass, 1999), J.A. Ruestow (Ruestow, 2008), D.Zh. Sakenov et. al., (Sakenov, Kushnir, Shnaider, & Abdulkhamidova, 2012), and D. Goleman et. al., (Goleman, Boyatzis, & McKee, 2002). Of particular relevance and in particular demand these days are research-to-practice studies intended to help develop and experimentally verify a system of methods and aids that are facilitative of cultivating leadership qualities in youth. However, the current practice of education indicates that, despite its obvious relevance to today, the issue of cultivating leadership qualities in young students has yet to be tackled in a systematized fashion. The way to foster a young energetic leader is to train a pedagogue leader, as training a disciple leader is a task that can be accomplished only by a pedagogue who gained full insight into the issue back when they were getting their own vocational education, someone who knows how to develop leadership qualities in themselves, has what it takes to develop them in their disciples in the future, and is working on that skill purposefully already today. The successful resolution of the issue of cultivating leadership qualities in future pedagogues is closely linked to the issue of building professional competences in higher education institution. The significance of acquiring a social status and the choice of social roles and leadership positions in all spheres of life's activity (social competencies) are often determined in the conscience of young people by the choice and acquisition of a profession (professional competencies). Taking into account this interrelationship, one may consider the development of professional and social competencies in young learners as a single area for the development of leadership qualities in future pedagogues during the process of building professional competencies in higher education institution.

In today's pedagogical science and practice of education, the cultivation of professional competencies has been explored by researchers Y.B. Omarov et. al., (Omarov et. al., 2016), A. Nazari (Nazari, 2007), Zh.K. Onalbek et. al., (Onalbek

et. al., 2013), and E.K. Henner (Henner, 2004). The psychological-pedagogical foundations of building professional competencies have been brought to light in works by scholars R.W. White (White, 1959), P. Makhashova et. al., (Makhashova et. al., 2016), M. Celce-Murcia et. al., (Celce-Murcia, Dörnyei, & Thurell, 1995), and D. Hymes (Hymes, 1972). The concept of professional competencies and issues related to building professional competencies in higher education institution have been examined in research studies conducted by S. Gifford (Gifford, 1994), A. Zhumasheva et. al., (Zhumasheva et. al., 2016), K.M. Berkimbaev et. al., (Berkimbaev, Nyshanova, Kerimbaeva, & Meyrbekova, 2012), A. Chown (Chown, 1994), and J.C. Light (Light, 1997). The system of education is oriented today towards the search for and implementation of new forms of, mechanisms for, and ways of actualizing this promising dimension of the state's policy within the educational and social spheres.

Thus, the authors' study into issues related to cultivating leadership qualities in future pedagogues during the process of building professional competencies in higher education institution has revealed the following discrepancies:

- between the demand for effectual leaders in the present-day social-economic life of society and the insufficient level of the development of the organizational, processual, and methodological aspects of the issue of cultivating leadership qualities in young students;
- between the extent to which the issue of cultivating leadership qualities in future pedagogues is theoretically explored and the extent to which it is practically implemented during the process of building professional competencies in higher education institution.

The need to resolve these discrepancies has helped establish the key issue which this study is intended to help resolve: both organizationally and methodologically ensure the development of leadership qualities in future pedagogues during the process of building professional competencies in higher education institution. Based on what the issue is about, the authors' study objective is to provide a scholarly rationale for the development of leadership qualities in future pedagogues during the process of building professional competencies in higher education institution.

METHODS

The methodological basis for this study of the cultivation of leadership qualities in future pedagogues during the process of building professional competencies in higher education institution is predicated on a philosophical understanding of the essence of a person as an active subject who cognizes and transforms the world and themselves during the process of their activity, a set of psychological-pedagogical concepts (humanizing education and the theory of a person-oriented approach), leadership theories and concepts (the theory of leadership qualities, leadership roles,

leadership as a function of a group, leadership styles, leadership as a function of a situation, the probabilistic model for an effectual leader, and the personal-situational theory of leadership), a competency-based approach, a set of pedagogical concepts exploring the conditions for the social and professional self-determination of youth, social-psychological theories and concepts, methodological approaches to the study of the phenomena of leadership and the issue of cultivating leadership qualities in young students. The study leans on the ideas of continuing education, the theory of activity and leading activity, its mechanisms and role in forming a person, an integral approach to forming a person, and approaches dealing with innovative pedagogical activity. To help attain the study's objectives, the authors employed the following methods of study:

- theoretical – analyzing the relevant philosophical, pedagogical, and psychological literature, exploring regulatory and policy-and-methodology documentation on the issue under study, and designing relevant processes;
- empirical – pedagogical observation, conversations, testing, questionnaire surveys, the methods of expert assessment and self-assessment, monitoring, pedagogical experiments, exploring the products of activity, summarizing the average pedagogical experience, and gathering statistical material;
- mathematical – qualitative and quantitative analysis of the results of the experiment using the methods of mathematical statistics: Spearman's rank correlation for identifying the relationship between the attributes under study; graphic representation of the results obtained.

RESULTS

In exploring the issue of cultivating leadership qualities in future pedagogues during the process of building their professional competencies in higher education institution, the authors identified a set of conceptual approaches to exploring the issue of leadership qualities in pedagogues and leadership norms in pedagogical activity and established the rationale for the potential of the process of building professional competencies to facilitate the formation of leadership qualities in future pedagogues. Using techniques from pedagogical design, the authors developed and implemented a special technology for the development of leadership qualities in future pedagogues during the process of building professional competencies in higher education institution. The findings of the authors' analysis of famous theories and concepts related to leadership (the theory of leadership qualities, leadership roles, leadership as a function of a group, leadership styles, leadership as a function of a situation, the probabilistic model for an effectual leader, and the personal-situational theory of leadership, etc.) revealed a broad range of researchers' views regarding the definition of leadership qualities. The authors construe the concept of the leadership qualities of a pedagogue as a set of sustainable individual

characteristics of a pedagogue as an influential participant in the educational process, whose right to make decisions in organizing their joint activity and creating the conditions for constructive communication has been acknowledged by students. The following approaches have been invoked in putting together the definition of the leadership qualities of a pedagogue: structural (acknowledging the existence of sustainable individual characteristics of a pedagogue); functional (emphasizing 2 leadership roles of a pedagogue: instrumental and social-emotional); situational (factoring in the characteristics of situations in the educational process). On the whole, the definition is predicated on a multi-factor approach to the study of the phenomenon of leadership whereby leadership is linked with both the personal characteristics of group members and the parameters of a situation. The degree of actualization of the various leadership qualities of an individual in diverse situations in the life of a group is influenced by an entire array of factors: the relationship between the leader and members of the group, the essence of the objective set, the content of group activity, the official powers of the leader, the followers' maturity levels, their age characteristics, the group's development level, the degree to which the group's objectives are aligned with the leader's objectives, the needs of the group and the leader, etc. The capacity for adaptive leadership presupposes the pedagogue's ability to actualize leadership qualities depending on the characteristics of the situation, helps them be a leader, an influential participant in the educational process. The analysis of the theory and practice of the preparation of leaders and their leadership qualities (Goleman, 1998; Nadeem & Jan, 2012; Berson, Shamair, Avolio, & Popper, 2001; Connelly & Ruark, 2010) and the findings of the authors' study helped identify the norms of leadership in pedagogical activity – specific groups of qualities that facilitate the recognition of the pedagogue as the leader by the children themselves, such as professional-business qualities, which help the pedagogue organize the joint activity of participants in the nurturing-educational process and characterize the instrumental norm of leadership (this group includes the qualities of a pedagogue leader which express their attitude towards work and their job (being active, goal-oriented, persevering, responsible, creative, organized, competent, highly flexible intellectually, able to think critically and fast, independent, proactive, etc.); personal qualities, the degree of formedness of which governs the effectiveness of communication as an independent activity of learners or as an activity that takes place in conjunction with resolving other pedagogical objectives (this group characterizes the social-emotional, expressive norm of leadership and includes one's qualities which express one's attitude towards other people (being kind, sociable, well-wishing, fair-minded, empathetic, considerate, responsive, having a love for children, being compassionate, tactful, patient, self-critical, sincere, emotionally level-headed, flexible in mastering new roles, exacting, etc.). In continuing the search for personal qualities distinguishing present-day leaders, it may be worth stressing the significance of the social-emotional norm of

leadership, one's emotional abilities as opposed to technical ones, one's emotional intellect which incorporates self-consciousness, self-control, motivation, empathy, and social skills. The authors construe the development of leadership qualities in future pedagogues as a pedagogically organized process of purposeful development of the individual-psychological characteristics of a pedagogue's personality which help them during the process of their integration into the professional environment to perform the role of a leader guiding a team of learners. Due to the need to provide a rationale for the potential of the process of formation of professional competencies in higher education institution to facilitate the formation of leadership qualities in students as future pedagogues, the authors use the following definition for the purposes of this study: the professional competence of students as future pedagogues is a characteristic of student's professional and personal qualities that incorporates professional competencies, ensures the effective and expedient execution of professional activity in the various spheres and segments of education in alignment with legal and moral norms accepted in present-day society, and characterizes possessing organizational abilities, analytical skills, and skills for forecasting the results of pedagogical activity, being knowledgeable about the more effective and rational ways of effectuating it, as well as being professionally mobile. The integrativeness and poly-functional orientation of the process of formation of professional competencies in higher education institution helps organize the formation of leadership qualities in a future pedagogue by reference to a set of major attributes (dynamicity, mindfulness, certainty, efficiency, and sustainability), forms of manifestation (emotional, volitional, cognitive), mechanisms (searching for things, bringing forward and assessing specific alternatives, choosing specific variants, consciously establishing why a certain choice was made, making decisions, having the capacity for self-containment when needed, having the capacity for reflecting on the entire process and its results), and factors (objective and subjective) and conditions influencing its efficiency (being focused on proper implementation in all types of the educational process, an atmosphere of creative activity, having a set of professional interests).

To attain the goals of this study, the authors carried out the pedagogical design of their technology for the development of leadership qualities in future pedagogues during the process of building professional competencies in higher education institution by reference to the latest needs of society and professional requirements for graduates. The technology developed by the authors during the process of pedagogical design is made up of interrelated components that determine the component parts of the higher education institution's educational space: values-and-goals (composed of a set of relevant goals and objectives, principles, and methodological approaches to cultivating leadership qualities in future pedagogues), content-processual component (characterizing the content of the educational process and ensuring the selection of the right types of activity,

methods, and forms of work aligned with the objectives and content) and operational-evaluative one (incorporating specific diagnostic methodologies for determining the degree of formedness of leadership qualities in future pedagogues). The following approaches are employed to help cultivate leadership qualities in future pedagogues: systemic-activity (helping establish a set of, and ensure all of them are filled with content, components related to attaining the objectives, determine the relationship and dependence between them, and design the process of formation of leadership qualities in future pedagogues in the various types and forms of activity), personal (facilitative of the realization of the major tenets of humanistic pedagogy, which is grounded in the ideas of self-determination, self-actualization, self-affirmation, and individual freedom) and creative approaches (ensuring the transformation of the entire aggregate of one's mental qualities, intellect, and emotional-volitional sphere). The choice of the above mentioned methodological foundations may facilitate the readiness of students to perform the major types of future pedagogical activity (educational: selecting and effectuating the various ways of organizing the educational process and putting together nurturing environment; social-pedagogical: socializing the learners through the interaction of pedagogues with their parents and non-profit organizations; educational-methodological: independently mastering the latest theories and technologies dealing with nurturing and education and developing one's own approaches, content, and methods related to teaching and nurturing based on the study and analysis of the level and outcomes of the intellectual and personal development of learners).

Original Results

Pedagogical support for the development of leadership qualities in students is viewed by the authors as a specifically organized, goal-oriented system of assistance provided to learners by pedagogical personnel that is intended to assist future pedagogues with developing their leadership qualities. Pedagogical support for the development of leadership qualities in future pedagogues during the process of formation of professional competencies in higher education institution involves several stages: diagnosing, forecasting, goal-setting, planning, design, practical implementation and adjustment of actions, and analysis and assessment of results.

At the forecasting and goal-setting stages, the authors factored in the results of their diagnostic procedure, which helped organize the educational process based on knowledge of students' individual characteristics. To determine the degree of student inclination to leadership, the authors employed a methodology known as 'Leader' (87 students engaged). Based on the findings, more than 51% of respondents exhibited low and less-than-low levels of being inclined to leadership at the beginning of their course of study at the higher education institution. The findings of the authors' analysis of the results of their survey, which engaged 87 students, highlighted the topicalness of the issue of cultivating leadership qualities

in future pedagogues. To the question ‘Is it necessary for a pedagogue to be a leader among their disciples?’ 80% gave a positive answer. That being said, 55% of respondents confessed to not having set themselves the goal of developing leadership qualities and not having associated the process with mastering the pedagogical profession when entering higher education institution. To help plan out the process of assisting students with building their leadership qualities, the diagnosing was conducted among pedagogues, which produced some information about the cognitive, motivation-and-needs, and activity-practical components of the readiness of the pedagogical team for effectuating pedagogical support for the process of formation of leadership qualities in students: just 13% of respondents rated their knowledge of the issue of leadership as sufficient, 76% of pedagogues were found to be in need of expanding their knowledge of the phenomenon, developing their leadership skills, and enriching their arsenal of practical techniques for cultivating leadership qualities in students. To this end, members of the pedagogical personnel who took part in the experimental research study were provided with the opportunity to attend a creative seminar, ‘The Art of Leading’, which incorporated lectures (‘Leadership: Methodological Approaches to Its Study, Scientific Theories and Concepts Related to It’, etc.) and hands-on workshops (‘Support and Coaching – Two Roads to Leadership’), etc. The general results of the authors’ diagnosis helped establish some of the organizational dimensions and forms of pedagogical support for the formation of leadership qualities in future pedagogues, which were actualized at the stage of practical implementation of the technology for cultivating leadership qualities in students, which included concurrent pedagogical support for the following 2 processes:

- the educational activity of future pedagogues, represented by theoretical learning and practical training (the creative workshop ‘Leader Plus’, aimed at providing methodological assistance to students going through the various types of pedagogical practical training based on cultivating leadership qualities in them; the pedagogical workshop ‘Perspektiva’ (Prospective), designed to help cultivate leadership qualities in junior schoolers);
- extra-educational work (a system of student and pedagogical co-management, training for student bodies of activists, a school of leadership for members of the student board and group organizers, the pedagogical squad ‘Perekrestok’(Cross-Roads), ‘The Youth School for Social Success’).

During the experiment, the group- and team-based interaction of higher education institution students and their creative interaction with instructors was implemented through the effectuation of methodological support comprised of interactive methods of teaching and nurturing (discussions, projects, brainstorming, games: organizational-activity, organizational-thinking, roleplay-based, and imitational ones; the incident method, methods of training, etc.), different lineup approaches (individual-based, group-based, as well as team-based, pair-based, and

involving regular changes to student lineups) differing in the characteristics of communicative interaction between the pedagogue and students, as well as among the students themselves (attractive in content, creative in nature, social in orientation, and tolerant in essence). The building of leadership qualities in future pedagogues was carried out during the arrangement and staging of a series of creative teamwork activities as part of extracurricular work: the marathon contest 'Make Kids a Gift of Merriment', the discussion club 'Together into the 21st Century', the patriotic project 'Live on, Our Dear Earth!', the relay 'Initiative. Creativity. Search', the pedagogue and student creativity festival 'The Rainbow of Talents', the contests 'Intern', 'Best Student in the Specialty', etc.

DISCUSSION

At the analytical-methodological stage of the experimental study, the authors explored the efficiency of the process of development of leadership qualities in future pedagogues and investigated its relationship with the process of formation of professional competencies in higher education institution. To verify the efficacy of their experiment on cultivating leadership qualities in future pedagogues, the authors employed a methodology for the expert assessment of the psychological characteristics of a person in charge which were diagnosed in terms of the manifestation of the following qualities in one's activity:

- qualities that help the pedagogue organize the joint activity of participants in the educational process (the instrumental norm of leadership): being certain about things, mindful of what to do, goal-oriented, responsible, and a critical thinker;
- qualities the degree of formedness whereof governs the efficiency of communication both as learners' independent activity and activity engaged in as part of resolving specific pedagogical objectives (the social-emotional norm of leadership): being selective, tactful, efficient, and exacting.

The methodology was executed in the experimental group. The analysis of the data obtained revealed that the number of students with a low and a medium degree of formedness of their leadership qualities, as well as the number of those unfit for performing the duties of a leader, decreased by the end of their course of study at the higher education institution (the number of those unfit for leadership – from 5% to 2%, with a low level of readiness for it – from c 21% to 13%, and with a medium level of readiness for it – from 49% to 43%. This happened thanks to a significant increase in the number of future pedagogues with a high degree of formedness of leadership qualities: from 25% to 42%) (Figure 1).

To substantiate the efficiency of their experimental study, the authors identified a statistically significant trend in the displacement of indicators of the degree of formedness of leadership qualities in students as of the experiment's beginning

and end. Comparing the indicators within the experimental groups revealed that their development in future pedagogues took place at the 1% level of statistical significance, which is testimony to the fact that leadership qualities in students at the end of the experiment surpassed the degree of their formedness recorded at the beginning of the course of study at the higher education institution.

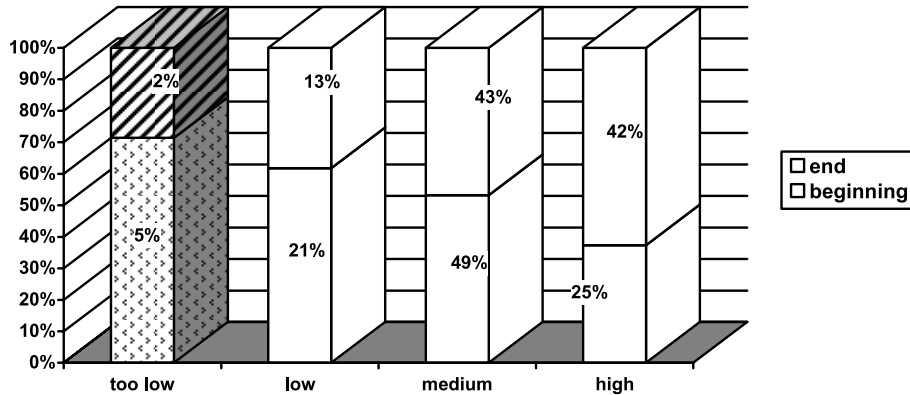


Figure 1: Dynamics of the degree of formedness of student leadership qualities (as of the experiment's beginning and end).

The final stage of the authors' pedagogical experiment involved conducting a study aimed at determining the degree of closeness of the correlational link between the degree of formedness of leadership qualities in future pedagogues and the formation of professional competencies in higher education institution. The authors established the following as indicators of the formation of professional competencies in future pedagogues: interest for the pedagogical profession, experience in pedagogical activity, pedagogical abilities, interest for pedagogy, psychology, and pedagogical practice, empathy for children, communication and organizational abilities. In conducting the study, the authors employed a scale-based self-assessment methodology, the 'Communication and Organizational Aptitudes' test, a questionnaire for diagnosing one's capacity for empathy, and the 'Pedagogical Abilities' test. The findings of a Spearman correlation analysis conducted in the experimental group revealed a close link between:

- the degree of inclination to leadership and the communication and organizational competencies of future pedagogues;
- the degree of formedness of leadership qualities in students within the group under study and their empathy for children and interest for the pedagogical profession, pedagogy, and pedagogical practice.

The methods of statistical processing of study materials employed by the authors substantiated the efficiency of the author-developed and tested technology for cultivating leadership qualities in students and, in addition, established the existence

of a link between the formation of leadership qualities in future pedagogues and the formation of professional competencies in them.

CONCLUSION

Thus, in this study the authors have provided a rationale for and established the interrelationship between the formation of leadership qualities and that of professional competencies. The paper has provided a rationale for the potential of students' professional competencies to facilitate the formation of their leadership qualities. It has been established that the integrative nature and poly-functional orientation of students' professional competencies facilitates the formation of leadership qualities in future pedagogues, which is organized by reference to the structural components, periods, attributes, forms of manifestation, and mechanisms underpinning the process and factors and conditions influencing its efficiency.

It has been substantiated that the formation of leadership qualities in future pedagogues is a pedagogically organized process of purposeful development of the individual-psychological characteristics of a pedagogue's personality which help them during the process of their integration into the professional environment to perform the role of a leader guiding a team of learners. The authors have established a set of methodological approaches to cultivating leadership qualities in future pedagogues (systemic-activity, personal, and creative) which are facilitative of student preparedness for the major types of future pedagogical activity (educational-nurturing, educational-methodological, and social-pedagogical). Based on techniques used in pedagogical design, the authors have developed a special technology for cultivating leadership qualities in students, which is an aggregate of interrelated components that determine the component parts of the educational environment of a higher education institution: the content of the educational process, specific types of activity (educational, represented by theoretical learning and practical training, and extra-educational), specific methods and forms of work on cultivating leadership qualities in future pedagogues.

The authors have determined and described the content of and stages in pedagogical support for the formation of leadership qualities in future pedagogues during the process of social-professional self-determination of students attending pedagogical higher education institutions: diagnosing, forecasting, goal-setting, planning, designing, practical implementation and adjustment of actions, and analysis and assessment of the results. The study has helped determine and develop the major organizational dimensions and forms of pedagogical support for the formation of leadership qualities in students: the seminar 'The Art of Leading', intended for pedagogical personnel, the creative workshop 'Leader Plus', designed to assist students undergoing the various types of pedagogical practical training with a view to developing their leadership qualities, a student self-government system, and a school of leadership.

The authors have developed a system of methodological support for the formation of leadership qualities in students and experimentally verified the use of interactive learning methods predicated on group and team interaction between students based on educational and extra-educational activity. The study has helped put together special programs, study guides, and methodological recommendations intended to effect pedagogical support for the formation of leadership qualities in future pedagogues in higher education institution.

References

- Anand, R., & Udaya-Suriyan, G. (2010). Emotional intelligence and its relationship with leadership practices. *International Journal of Business and Management*, 5(2), 65–76.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32.
- Berkimbaev, K. M., Nyshanova, S. T., Kerimbaeva, B. T., & Meyrbekova, G. P. (2012). The formation of professional competencies of future specialists. *New Educational Review*, 30, 271–281.
- Berson, Y., Shamair, B., Avolio, B. J., & Popper, M. (2001). The relationship between vision strength, leadership style, and content. *The Leadership Quarterly*, 12, 53–73.
- Celce-Murcia, M., Dörnyei, Z., & Thurell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6(2), 5–35.
- Chown, A. (1994). Beyond competence? *British Journal of In-Service Education*, 20(2), 161–180.
- Connelly, S., & Ruark, G. (2010). Leadership style and activating potential moderators of the relationships among leader emotional displays and outcomes. *The Leadership Quarterly*, 21(5), 745–764.
- Gifford, S. (1994). Evaluating the Surrey New Teacher Competency Profile. *British Journal of In-Service Education*, 20(3), 313–326.
- Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 76(6), 93–102.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *The new leaders: Transforming the art of leadership into the science of results*. London, UK: Little, Brown.
- Henner, E. K. (2004). Information and communication competence of the teacher: The structure, requirements and measurement system. *Computer Science and Education*, 12, 5–9.
- Hymes, D. (1972). *On communicative competence*. Harmondsworth, UK: Penguin.
- Light, J. C. (1997). Communication is the essence of human life: Reflections on communicative competence. *Augmentative and Alternative Communication*, 13(2), 61–70.
- Makhashova, P., Meirmanov, A., Zhunusbekov, Zh., Makasheva, O., Mirzaliyeva, E., Ermuratova, A., & Sakenov, J. (2016). On the development of professional competence in students of creative pedagogical specialties. *International Journal of Environmental & Science Education*, 11(11), 4660–4668.
- Nadeem, N. A., & Jan, K. (2012). Development of leadership qualities among secondary school students in Kashmir – An evaluative study. *Researcher*, 4(8), 7–12.
- Nazari, A. (2007). EFL teachers' perception of the concept of communicative competence. *ELT Journal*, 61, 202–210.

- Onalbek, Zh. K., Grinshkun, V. V., Omarov, B. S., Abuseytov, B. Z., Makhanbet, E. T., & Kendzhaeva, B. B. (2013). The main systems and types of forming of future teacher-trainers' professional competence. *Life Science Journal*, *10*(4), 2397–2400.
- Omarov, Y. B., Toktarbayev, D. G., Rybin, I. V., Saliyeva, A. Zh., Zhumabekova, F. N., Hamzina, Sh., . . . Sakenov, J. (2016). Methods of forming professional competence of students as future teachers. *International Journal of Environmental & Science Education*, *11*(14), 6651–6662.
- Ruestow, J. A. (2008). *The effect of a leader's emotional intelligence on follower job satisfaction and organizational commitment: An exploratory mixed methodology study of emotional intelligence in public human services* (Doctoral dissertation). Available from ProQuest Dissertations and Theses Full Text database. (UMI No. 3330706).
- Sakenov, D. Zh., Kushnir, Y. V., Shnaider, Y., & Abdulkhamidova, D. Zh. (2012). Preparation of students of higher education institution for professional activity in the course of studying of pedagogical disciplines. *World Applied Sciences Journal*, *19*(10), 1431–1436.
- Sivanathan, N., & Fekken, G. C. (2002). Emotional intelligence, moral reasoning and transformational leadership. *Leadership and Organization Development Journal*, *23*, 198–204.
- White, R.W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, *66*, 297–333.
- Zhumasheva, A., Zhumabaeva, Z., Sakenov, J., Vedilina, Y., Zhaxylykova, N., & Sekenova, B. (2016). Theoretical model of development of information competence among students enrolled in elective courses. *International Journal of Environmental & Science Education*, *11*(18), 11249–11259.

