



"THE NECESSITY OF DEVELOPING LEADERSHIP SKILLS IN STUDENTS THROUGH NATIVE LANGUAGE LESSONS"

Sarvinoz Shamsiddin qizi Ziyodullayeva

Lecturer at the University of Economics and Pedagogy

Abstract

In modern education, leadership is recognized as a key soft skill necessary for student success both in school and in future careers. This paper explores the importance of integrating leadership development into native language (mother tongue) lessons. It argues that native language classes offer unique opportunities to foster communication, critical thinking, responsibility, and initiative—core components of leadership. The paper also highlights practical strategies and methods for teachers to implement in the classroom, especially in primary and secondary education. By aligning language learning with leadership training, educators can help shape more confident, independent, and socially responsible individuals.

Keywords: Leadership, Native Language, Education, Students, Soft Skills, Pedagogy, Communication, Personal Development

In today's education system, the focus is not only on providing knowledge, but also on shaping students as individuals—particularly on developing their leadership skills. Native language lessons, when approached through an activity-based methodology, offer great opportunities for fostering such qualities. In the era of globalization and rapid advancement of information technologies, personal initiative, responsibility, independent thinking, team management, and the ability to make quick and effective decisions have become essential across all spheres of society. Mature leaders, in particular, are considered the driving force behind societal progress. Therefore, the educational process must not only equip students with knowledge but also cultivate personal attributes, especially leadership qualities. The need for this is growing day by day. Modern pedagogical technologies—particularly the activity-based approach—are among the most effective methods in this regard. This approach serves as a methodological foundation that ensures the development of students as individuals, fostering their independent thinking and



International Conference on Economics, Finance, Banking and Management

Hosted online from Paris, France

Website: econfseries.com

24th October, 2025

ability to find their place within the social environment. It is especially effective in developing essential leadership skills such as articulating thoughts clearly, defending one's opinions, working in a team, and solving problems. Native language education, in turn, does more than teach linguistic norms—it is a key tool in shaping students' communicative culture, speech competence, understanding of national values, and cognitive worldview.

In the modern educational landscape, leadership is recognized not as an innate talent possessed by a few, but as a set of skills and qualities that can be cultivated in every student. These include initiative, responsibility, communication, teamwork, decision-making, and problem-solving—skills that are crucial not only in academic contexts but also in students' future careers and personal development. Global trends emphasize the importance of nurturing individuals who are not just knowledgeable, but also capable of leading, inspiring, and influencing others positively. As such, schools must aim to produce active, self-confident, and socially responsible individuals who can contribute effectively to their communities and beyond.

The activity-based approach is one of the most effective modern pedagogical strategies for developing leadership competencies. This method emphasizes student-centered learning, active participation, collaboration, and problem-solving. It moves away from passive knowledge absorption and encourages students to engage in meaningful, real-life tasks that require critical thinking and initiative. In the context of native language lessons, this approach can include activities such as:

- Group discussions and debates
- Oral presentations and storytelling
- Role-playing and simulations
- Collaborative projects and peer reviews

Such activities not only enhance linguistic and communicative skills but also cultivate essential leadership behaviors, such as speaking with confidence, defending one's viewpoint respectfully, leading a team, and resolving conflicts constructively.



International Conference on Economics, Finance, Banking and Management

Hosted online from Paris, France

Website: econfseries.com

24th October, 2025

Native language (mother tongue) education plays a crucial role in the personal development of students. Beyond teaching grammar, vocabulary, and writing techniques, it serves as a platform for cultural identity, value transmission, and personality shaping. Through native language lessons, students learn to:

- Express their thoughts clearly and persuasively
 - Respect others' opinions during discussions
 - Analyze texts critically and draw meaningful conclusions
 - Engage in dialogues that require empathy and emotional intelligence
- These are not merely language skills—they are leadership skills. By designing language lessons that emphasize interaction, analysis, and reflection, teachers can turn every classroom into a space for leadership growth.

When leadership development is integrated into native language instruction, several positive outcomes can be observed:

- Students demonstrate greater self-confidence in expressing ideas.
 - Classroom participation becomes more balanced and inclusive.
 - Students take initiative in group settings and show a higher sense of responsibility.
 - Problem-solving becomes more collaborative and student-driven.
- uch outcomes not only improve academic performance but also foster a generation of learners who are prepared to take on leadership roles in society.

In conclusion, the development of leadership qualities in students should be regarded as an essential goal of modern education. In an era where society demands not only intellectual knowledge but also initiative, responsibility, critical thinking, and effective communication, fostering leadership skills from an early age becomes a strategic necessity. Native language lessons, when structured with an activity-based approach, provide a powerful platform for shaping such skills. These lessons go beyond teaching language norms—they contribute to the formation of students' communicative competence, cultural awareness, self-confidence, and personal identity. By incorporating interactive and student-centered tasks, educators can create an environment where learners not only master their native language but also grow as emerging leaders. Educators and policymakers should recognize the transformative potential of native language education in building leadership capacity and integrate purposeful strategies to achieve this aim. In doing so, we not only



International Conference on Economics, Finance, Banking and Management

Hosted online from Paris, France

Website: econfseries.com

24th October, 2025

improve the quality of education but also invest in the development of future leaders who can contribute meaningfully to their communities and the world.

References

1. Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W.H. Freeman.
2. Fullan, M. (2001). Leading in a culture of change. San Francisco, CA: Jossey-Bass.
3. Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. New York: Bantam Books.
4. Northouse, P. G. (2018). Leadership: Theory and practice (8th ed.). Thousand Oaks, CA: SAGE Publications.
5. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.
6. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge: Cambridge University Press.
7. Trilling, B., & Fadel, C. (2009). 21st century skills: Learning for life in our times. San Francisco, CA: Jossey-Bass.
8. Dörnyei, Z. (2001). Teaching and researching motivation. Harlow: Pearson Education.
9. UNESCO. (2015). Education 2030: Incheon Declaration and Framework for Action. Retrieved from <https://unesdoc.unesco.org>
10. Ministry of Public Education of Uzbekistan. (2020). National curriculum for secondary education. Tashkent: MPE Publishing.