

Research Article

## FORMATION OF LEADERSHIP COMPETENCIES OF FUTURE TEACHERS USING COACHING TECHNOLOGY

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### Abstract

The article deals with modern pedagogical technologies that allow you to move to a qualitatively new level of higher school education. The role of coaching technology is determined among the new pedagogical technologies of a personality-oriented approach in the development of leadership competencies of future teachers. The criteria of professional skill of a teacher, the goals and methods of his work is changing. The changes apply to the content and methods of evaluating the result of education. Now the effectiveness consists of a complex set of indicators that describe both mental, multisubject, and even personal achievements of the child. The professional life of a teacher includes the concept of "universal educational actions" and "competence approach".

The problem of the competence approach of education is one of the most urgent today. The type of person of our time and the near future is independent, sociable, able to work in a group, ready and able to constantly learn new things, independently extract and apply the necessary information. The article considers the essence of the concept of "coaching"; the prerequisites and main directions of the use of coaching technologies in education are identified; the importance of coaching ideas for the implementation of self-education and self-development problems in general and professional education is determined; the methodological foundations of the use of coaching technologies in the training of future teachers are identified; the experience of the implementation of coaching technologies in the training of future teachers has been summarized.

The consideration of coaching from the standpoint of methodological support of innovative activities and the strategy of assistance in individual and personal support of teachers and students is the key topic and focus of the scientific view of the authors of the article on the essence of the coaching phenomenon.

**Keywords:** leader, competence, leadership competencies, pedagogical technology, coach, coach technology, personality-oriented technology, future teachers.

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## INTRODUCTION

The role of a teacher in modern society requires a revision of his competencies in pedagogical activity. Today, the actual way to solve the tasks is the use of modern pedagogical technologies that allow you to move to a qualitatively new level of learning. That is why today considerable attention is paid to the introduction of new pedagogical technologies that can make general education flexible, combined, allowing you to develop leadership competencies and interact with the innovative and developing world of professional work. The appeal to coaching, when teaching students – future teachers, reflects a reset in terms of goal setting, in terms of performance. The identification of effectiveness is not limited to any one result, for example, to obtaining a certain amount of knowledge. No effectiveness is the level of mastery of educational material, and the ability to apply knowledge to activities, see the problem, find ambiguous answers.

The effectiveness of a student's training can also include what professional indicators of a student are formed and disclosed in the process of studying at a university. Innovations in education relate to its most important aspects. For example, this is clearly felt in the introduction of such a form as meta-subject, which involves training in the perception of parsing schemes, graphical representation of the concept and process, as well as training in establishing the correlation between the scheme and the content. At first, methods of developing universal educational actions, i.e., a system of cognition of the world, which is associated with the establishment of stable features, the unification of groups according to homogeneous properties, etc., entered into school practice, and then into university practice.

The level of training of a specialist is largely determined by how the principle of effectiveness is implemented in the educational process, i.e., not only the availability of knowledge, skills and abilities, but also the teacher's readiness for constructive communication with colleagues, with children, his sociability, compliance with ethical standards, his professional aptitude, his desire for continuous learning. Due to the above, the introduction of such forms into the model of the pedagogical process is currently being updated, which, having a consultative nature, contribute to the development of self-confidence in the individual, correct self-assessment, concentration of potencies on achieving the goal. In this context, the integration of coaching into the educational paradigm is quite natural and effective.

When building a model of the pedagogical process, the factors of communication between the student and the teacher should be taken into account, which are important when evaluating, encouraging, in certain extreme situations, etc. Conducting trainings in this regard is necessary, and they are in these situations in the nature of consultations, perform the functions of psychological support. For a long time, a model of the pedagogical process has been formed, in the center of which is the student being trained, and this orientation leads to the development of personality, while in certain situations there is an interaction between the student and the teacher on an equal footing: the teacher together with the student solves the problem, offers his answers, chooses the best options, the same work is performed by students. In this context, coaching is a method that is integrated into the system of interaction between a teacher and a student.

Applying the coaching approach in the educational process of the University of the Republic of Kazakhstan, helps to develop future teachers such competencies as leadership potential for achieving goals, awareness, independence in decision-making, increase their motivation, personal interest in the learning process. Coaching will help students develop a new type of thinking based on self-confidence and the future, on positivity and on the desire to interact with others. Using this technology, future teachers will be able to reveal not only their potential, but also in the future competently apply coaching tools in their professional activities. The coaching approach is becoming one of the most important components of effective and high-quality education. For all its relevance, the problem of the development and formation of leadership competencies of future teachers is currently insufficiently developed.

## Literary review

It is possible to gain competence only by independently setting problems, searching for the knowledge necessary for solving them and determining them through research. A specially organized activity of the student becomes a way of developing the required competencies, the main directions of which are: his independent creative work, educational and scientific research, design, experiment. The study of the problems of personal leadership competence has intensified in recent decades. The study of the formation of leadership competencies of a future teacher remains relevant today, as it is included as a component in his professional activity. The analysis of the studies of Goliev G. Yu. [1], Drygina I. V. [2], Puchkov N. P., Popov A. I., Avdeeva A.V. [3], Shchetinina D. P.,

Zinchenko S. S. [4], Salimullina E. V. [5], etc.) shows that leadership competence is an important part of the professional training of teachers.

The concept of "leadership" is the subject of research in sociology, political science, psychology, and a number of other sciences about man and society. Leadership is inevitable in any civilized society and permeates all spheres of life.

In modern society, the role of a teacher is being transformed, which, of course, requires a revision of his competencies. The authors analyze the coaching technology in the aspect of its successful application in the process of teaching various disciplines at the university. They believe that the use of coaching opens up new opportunities for improving the learning process of students. The analysis of studies by Graf, N., & Edelkraut, F [6], Ryter, A. [7], Zelenko N. V., Kovaleva Yu. Yu. [8], Kaul, Ch. [9], Hock, I., Hock, Ch., & Mosell, R. [10], etc.) shows that coaching technology is an important part of the professional training of teachers.

Further research of the directions and forms of pedagogical support for the formation of leadership qualities of students of pedagogical institutions can be focused on solving the problem of training coach leaders, which involves mastering the teaching style of leadership for use in professional activities. The UNESCO definition reflects a systematic approach to learning as an essential characteristic of the concept of the phenomenon "pedagogical technology", according to which pedagogical technology is a systematic method of creating, applying and defining the entire process of teaching and learning knowledge, taking into account technical and human resources and their interaction, which involves the modernization of organizational forms of education.

G. K. Selevko identifies three aspects in the "pedagogical technology" : 1) scientific, according to which pedagogical technologies are a part of pedagogical science that studies and develops the goals, content of teaching and designs pedagogical processes; 2) procedural-descriptive, a description (algorithm) of the process, a set of goals, content, methods and means to achieve the planned learning outcomes; 3) procedural-effective: the implementation of the technological (pedagogical) process, the functioning of all personal, instrumental and methodological pedagogical means. [11, 816 p.].

According to the definitions of M. V. Klarin, the term

"pedagogical technology" means the system totality and the order of functioning of all personal, instrumental and methodological means used to achieve pedagogical goals. [12, c. 62-75. ]. Thus, based on the definitions given above, "pedagogical technology" is a set of psychological and pedagogical attitudes, a systematic approach of active and active methods and forms of teaching in the educational process. This is a science that explores the most optimal and rational ways to get an education.

There are many technologies known in modern pedagogical science, one of which is a personality-oriented technology that plays an important role in the formation of leadership competencies of future teachers [13]. The main task of personality-oriented technology is to reveal and develop the personality of a person, to help her express herself, to gain selectivity and resistance to social influences and changes in the world. The main goal of such training is to create a system of psychological and pedagogical conditions that allow the teacher to work with each student separately, develop leadership competencies taking into account individual cognitive capabilities, needs and interests.

It follows that the presence of leadership competencies of future teachers is a necessary condition for successful professional activity. They will allow the teacher to effectively solve both educational and educational tasks. Therefore, the formation of leadership competencies must be developed during professional training in higher education. And one thing is certain – leadership plays an important role in the life of the development of society and the intellectual potential of our country.

The analysis of the scientific literature on the problem of leadership gives grounds that the problem of developing leadership abilities is poorly studied in pedagogical research using coaching technology.

### Methods and methodology

The methodological basis is the most important provisions of the dialectic of the doctrine of personal development; the position on the relationship and interdependence of phenomena, in particular, on the relationship of ongoing socio-economic changes and the renewal of the education system; the theory of the system-activity approach, reflected in the works of leading scientists in the field of education ,pedagogy and psychology.

The following methods of studying have been used in the work : 1) the procedure of mental separation of the object; 2) integrative consideration of the elements of competence; 3) the study of leadership competence in relation to all

possible objects; 4) transitions from the particular to the general, establishing similarities.

Control methods have also been used : 1. information related to leadership competence was extracted by demand.

2. information obtained during a conversation on a given topic; 3. surveys based on questions selected according to certain samples, and answers to these questions, etc. .

Among the methods used are those that were based on the experience of working at the university:

1) oriented, purposeful study of personalities in natural conditions; 2) methods involving associations were used; thus, a person could not show himself better or worse - reliable information was collected.

The materials necessary for our research were obtained in the process of conducting the experiment in conditions close to natural. Experiments have been conducted with the aim of changing the educational process. A large amount of material has been checked by numerical systematization; graphs have been created based on the results of the experiment. The research base is the M. Auezov South Kazakhstan University and the SYLKWY International University, Shymkent, Kazakhstan. 72 students were involved in the experimental activity: the control group - 36 people; the experimental group – 36.

The study has been carried out in several stages: 1. review of the literature, identification of the coverage of the issue from the point of view of professionalism, from the standpoint of features in the behavior of individuals, in terms of the theory of training and education, the tasks are identified, the solution of which is relevant ; 2. the next stage is the construction of models for the development of creativity, in parallel, experiments were conducted to transform traditional approaches; 3. the final stage is the completion of experimental research, the concretization of the results of the work; the consolidation of individual facts related to the problem into a unity.

The theoretical significance of the research is determined by the fact that the work has developed: pedagogical foundations (a set of principles and mechanisms for their implementation); requirements for content; forms; methods; organizational and pedagogical conditions and indicators of the formation of students ' leadership competencies based on coaching technologies.

The purpose of the study: to theoretically substantiate and develop a technology for the formation of leadership competencies of a future teacher on the basis of a coaching approach at a university.

### **Theoretical part of the study**

The problems associated with the use of coaching in education are actively being solved by researchers at the present time. Coaching is quite naturally included in the system of ways to achieve the intended goals, since it is aimed at revealing the student's abilities, which is facilitated by the installation of faith in their own strength and in their capabilities. In the preparation of a student – a future teacher, the focus on the disclosure and development of personal leadership qualities is of no small importance. A leader is a person who goes ahead, knows how to contact people, takes responsibility for the case, knows how to lead; he knows how to motivate the participants in the process. The leader sees the main problem and knows how to solve it without wasting time on unnecessary discussions.

Psychologists note that leadership indicators of a person may be innate and manifest themselves early enough, but to become truly ahead of the curve, you need to learn how to apply and reveal your abilities, and this is a whole science. The effectiveness of the teacher's work is largely related to his attitudes: he hears the members of his team and quite quickly, through brainstorming, forms an effective idea, creates such conditions of activity that, meeting the needs of students in knowledge, skills, skills, will lead to the formation of an activity orientation. the teacher-leader is able, without forcing the child to some actions, to interest and captivate with his energy. The leader is able to mark everything unnecessary, unproductive, leading away from the right path.

The main motive of the leader's actions is not so much personal gain, but what society needs. As already mentioned, leadership skills may not be realized in practice without their development. Currently, teachers organize the educational process in such a way that knowledge does not form a storeroom, but finds applications, and also that the personality of both the teacher and the student experiences constant development. In this regard, the integration of coaching into the model of personality-oriented learning is quite appropriate and justified.

It should be said that many students by the time they entered universities already had the opportunity to show their leadership qualities, realized the orientation of their knowledge to practical activities, had the skills to manage

the situation, but in this case, coaching is necessary as one of the conditions for correlating their knowledge and skills with future professional activity, since the teaching profession involves the ability to gain authority among colleagues and students, the ability to organize the educational and educational process, enjoy well-deserved trust, have clear ideas about the purpose of activity and lead to it in the most thoughtful and short ways.

To some extent, traditional approaches are characterized by static nature, and innovative ways in this regard are dynamic. Coaching when applied in higher education has its own peculiarities, since a student who receives knowledge already begins to understand how to use it in practice, how to translate skills into professional activity. By virtue of the above, the teacher should refuse direct instructions, and can choose the way to support the future teacher, tell him how to get rid of interfering moments, say, from a sense of uncertainty, from doubts that he can own the audience, establish discipline in the classroom, interest the student to reveal the topic of the lesson, will be able to implement the pedagogy of cooperation, etc.

Researchers pay attention to the fact that coaching helps a student to remove some restrictions that exist in his mind, removes doubts that something is inaccessible to him. Coaching develops a person's abilities, including leadership [14]. As already mentioned, a teacher by the nature of his activity should be a leader, i.e., a person with high efficiency. Leadership should not be confused with manipulation, since going ahead and leading people is not limited to some actions to achieve personal goals. Stephen Covey compares these fundamentals of leadership with landmarks on the path of a person [15]. If justice is violated, human rights are violated, then there is corruption in society.

Educating leadership qualities, it is necessary to teach the future teacher to correct his actions, establishing a correlation between them and whether they violate moral and ethical norms.

The researchers draw attention to the fact that leadership is manifested by a number of interrelated factors: 1. The nature of communication with the members of the association, 2. The nature of management, 3. The nature of coordination in the activities of the team [16].

A leader, having innate abilities to lead people, will not be able to fulfill this mission if he does not have the knowledge and skills how to conduct activities, therefore, it is necessary to develop the inherent

potential and grow in terms of skills in professional activity. Realizing this, you come to the conclusion that in the preparation of a future teacher, there should be an orientation to constantly gain knowledge not in statistics, but with an indispensable access to practice.

As for the leader's relations with the environment, whether it is a student audience or a class in a secondary school, he sees in everyone those opportunities that are not yet clearly revealed; the leader avoids falsely accepted opinions about someone.

Researchers pay great attention to leadership in its various manifestations, leadership in the professional sphere, including in the teaching profession.

Sociologists pay attention to the leader's position in relation to society. They talk about the current situation of uncertainty in the world, emphasizes the need for urgent changes, asserts the need for a change of directions. The question of leadership, of leaders who will be able to achieve efficiency in various areas of life, is very acute [17].

Psychological science considers leadership as a person who is able to convince people, determine the course of movement, goals, and also lead to achieving results in professional activity. Psychologists emphasize that on the way to leadership, you need to start with self-knowledge, with the identification of innate abilities and their consistent development.<sup>7</sup> They offer practical exercises that will help a person to identify their capabilities and apply them to achieve results. It is very important to reorient yourself from a negative assessment of yourself to a positive one, to find acceptable forms of communication with people, to learn to express your thoughts clearly [18].

Since ancient times, philosophers have studied a person who shows the ability to lead people, achieving his goal. Currently, philosophers say that when a society is in a state of uncertainty, unpredictability, the question of a leader is particularly acute, at the same time, circumstances arise that give rise to a leader [19].

The topic of the leader is multidimensional and multifaceted and has attracted the minds of researchers since time immemorial [20]. The problem of a teacher-leader is a special problem. An attentive approach to it allows us to talk about when a teacher manifests himself as a leader [21]. Thus, coaching is a method that has found wide application in many areas of life. It is harmoniously integrated into the pedagogical systems, performing the role of support. These techniques have been developed in the field of goal setting, in the field of course work, diploma projects, etc. We can say, however, coaching

should enter the system of leadership development for future teachers in the aspect of removing the status of immature, aggressive, self-asserting students in such a wild way. The education of a teacher – leader in higher education is becoming the number one problem, and the coaching method, which has received recognition in many areas, will enter pedagogy as one of the means used in combination with other methods of pedagogical interaction.

### Results and discussions

During the experiment, group and collective interaction of students, their creative cooperation with teachers was carried out through the implementation of methodological support, including interactive methods of teaching and upbringing (discussions, projects, brainstorming, games: organizational-activity, organizational-thinking, plot-role, imitation; the method of paratheater, incident, training, etc.), various forms (individual, group, as well as collective, paired, with a rotating composition of students), differing in the features of communicative interaction between the teacher and students, as well as between by the students themselves (attractive in content, creative in nature, social in orientation, tolerant in essence).

At the stage of empirical research to identify the presence and level of leadership competencies of future teachers, primary psychological and pedagogical diagnostics was applied using the method of oral questioning and interviews. These methods represent a purposeful psychological and pedagogical group conversation, where the group is the unit of research.

During the group interview, closed and open questions were used, supporting the conversation, creating an atmosphere of trust, interesting to respondents, motivationally and emotionally significant for them. These questions assumed the answer either "yes" or "no" and were used at the stage of checking and confirming information. Open questions began with the words: "Where?", "How?", "When?", "Who?", "What?", "For what?", "Why?". They are not evaluative and were directed to the future to new alternatives. During the experiment, one of the most promoting and main questions posed was: "Why is this important to you?". Skillfully posed open-ended questions helped future teachers to correctly determine the goals, tasks and ways to achieve them.

With pending questions, we have recorded the facial reactions of students, identified moral qualities, interests and abilities. The interview allowed us to get additional

information when summing up the results of the primary diagnostics to identify the leadership competencies of future teachers. Thus, the first stage of psychological and pedagogical diagnostics, the purpose of which was to identify the presence of the level of leadership competencies, allowed us to establish that 51% of respondents have poorly developed leadership qualities, 43% have average and only 6% have strong ones. According to the results of the primary diagnosis, the first stage of the formative experiment was conducted - the training method. The pedagogical training helped to identify the presence of a worldview, leadership competencies of future teachers, professional skills, critical thinking and team interaction. It should be noted that an important component of the training was the "Balance Wheel" exercise, an effectively used tool in coaching for determining priorities in the life and professional activities of future teachers.

During the control psychological and pedagogical diagnostics of students at the first stage of the scientific experiment, the questionnaire method was used. The purpose of this method is to collect and process general information about the life of respondents, analyze and summarize the results of identifying students' leadership competencies using the "Balance Wheel" tool in coaching.

The analysis of the obtained data has showed that the number of students with low and medium levels of formation of leadership qualities, as well as revealing practical unsuitability to perform the functions of a leader by the end of their studies at the university decreased. This was due to a significant increase in the number of future teachers with a high level of formation of leadership qualities.

The final section of the experiment has showed that the greatest increase in the level of formation of leadership qualities among students occurred in the experimental group, where the educational process has been carried out on the basis of the proposed technology (Table).

Table - Comparative analysis of the formation levels of leadership qualities in students of the control and experimental groups

Groups	Levels (%)							
	low		middle level		sufficient level		high level	
	The beginning of the experiment	The end of the experiment	The beginning of the experiment	The end of the experiment	The beginning of the experiment	The end of the experiment	The beginning of the experiment	The end of the experiment
Experimental group 36students	42,2	-	53,7	13,1	4,1	61,7	-	25,2
Control group 36students	44,7	34,1	50,4	52,1	4,9	12,4	-	1,4

From the presented table, it can be seen that 25.2% of respondents have a high level of manifestation of leadership qualities.

According to the quantitative assessment of the level of formation of leadership qualities obtained at the end of the experiment, it can be stated that the greatest changes occurred in the dynamics of the level of formation of the studied quality among the students of the experimental group, in which the increment of this assessment in relation to the beginning of the experiment was 25.2 (0-25,1). In the control group, the increment was 1.4 (0-1, 4).

Based on the above experiment, it should be noted that they need to obtain the knowledge necessary for leadership qualities within the framework of general and special professionally significant disciplines, which, in turn, requires special training from those who teach specialized disciplines.

To prove the effectiveness of the experimental study, we identified a statistically significant trend in the shift of indicators of the formation of students' leadership qualities at the beginning and end of their studies at the university. The comparison of the indicators carried out in the experimental groups showed that their development in future teachers occurred at a one percent level of static significance, which indicated that the leadership qualities of students at the end of training exceeded the level of their formation at the beginning of training at the university.

### Conclusion

The results of the experiment have determined the success degree of each student, contributed to solving the problem of correctly determining priorities in the future and ways to implement them.

In the course of the conducted research, it has been found that the problem of forming the leadership qualities of students, including future teachers — students using coaching technology in the process of their socio-professional self-determination, is not sufficiently developed in pedagogical theory and practice at the stage of the society development. Conceptual approaches to the study of the problem of leadership qualities of future teachers are identified and characterized. Based on a multifactorial approach to the study of the phenomenon of "leadership", the study of scientists' views on the structure of personality, its components, the definition of the concept of "leadership qualities of a teacher" is justified - a set of stable individual characteristics of a teacher's personality as an authoritative participant in educational progress, for which students recognize the right to make decisions when organizing their joint activities and creating conditions for constructive communication, and the importance of methods using coaching technology is justified.

Thus, the formation and development of leadership competencies of future teachers using coaching technology has been considered as a purposeful pedagogical process, taking into account the creation of certain psychological and pedagogical conditions. An important stage of scientific research on the formation of leadership competencies is the implementation of psychological and pedagogical conditions in educational practice, which contributes to the solution of an urgent task of higher education: a properly organized pedagogical process, effective application of innovative forms and methods using coaching technology, the task of which is to educate the young generation with an innovative type of thinking, a developed ideological culture, highly developed intellectual and communicative skills. In modern society, a teacher of a new format is entrusted with a responsible mission in the development of the intellectual potential of the country

and the education of a person of the XXI century.

Further research of the directions and forms of pedagogical support for the formation of leadership qualities of students of pedagogical institutions can be focused on solving the problem of training coach leaders, which involves mastering the teaching style of leadership for use in professional activities.

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