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THE IMPORTANCE OF LEADERSHIP AND COMMUNICATION IN STUDYING ABROAD

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Abstract Students think a lot about which sphere to continue their tertiary education. Various factors are taken into account in reaching a specific decision. First of all, the interests, abilities, financial conditions of the student, the reputation of the chosen higher education institution, its location, the cost of living there for a month, etc. In this article, the interest of not only Uzbek, but also all foreign students who want to apply for higher education in the fields of leadership and communication, why they want to continue their education in this field, abroad an attempt was made to highlight the role and importance of leadership and communication skills in education. Interviews were held with future students, and it was determined which fields they prefer for studying abroad and which factors they choose the desired destination for education based on. It was also written about the necessity of leadership and communication in higher education.

Keywords: leadership, communication, university, study abroad, GDP,

Introduction

By the 21st century, opportunities for students to study in higher education have expanded. In particular, the increase in the financial support given to them by the state and the grant programs obtained on the basis of competition opened the way for students to study abroad. This gave us the opportunity to study foreign experience and apply it in our country. Training of personnel with a competitive advantage is becoming one of the main factors of economic development in the current era of innovation. Contracts being concluded with a number of foreign universities in order to provide students with education in any type of higher education institution in order to gain foreign experience, knowledge and opportunities are a clear proof of this. In 2023, 500 (150 bachelor's, 275 master's, and 75 doctoral) places will be allocated in the "El-Yurt Foundation" competition held by the Ministry of Higher Education, Science and Innovation. attracts students' attention and encourages them to use the available opportunities.

As the desire to study abroad is growing, the number of students who directly obtain foreign language certificates is also increasing. Also, the number of agencies that prepare necessary documents for studying abroad, offer apostille, translation and consulting services has also increased dramatically in the last five years.

According to the statistics institute of UNESCO, the number of students from Uzbekistan studying abroad:

- 2015 – 28,100 people;
- 2016 - 32.9 thousand people;
- 2017 - 35 thousand people;
- 2018 - 42.3 thousand people;
- 2019 - 53 thousand people.

Of course, globalization is able to change a number of social phenomena. Modern professions are also increasing in modern society. In such a situation, the government's attempt to fill organizations with human resources through the development of education creates some difficulties. Currently, the issue of training competitive personnel in higher education, which is not organized and not put into a strict system, is urgent. Taking into account that 21% of the annual budget of the government of Uzbekistan is devoted to the development of education, the changes in higher education are expected to be more rapid in the coming year. (Statistics, 2022)

With the growing emphasis on a need to develop adept leaders who can tackle new 21st century problems, researchers have been looking at ways to integrate methods of developing leadership skills into a student's academic experience. The idea behind integrating leadership into academic experience is that the earlier exposure will give students an extra push when it comes to leadership development. One resource that has been available to students who seek to enrich their cultural immersion and develop beneficial skills for their future is study abroad. The central research question will be on how does studying abroad affect the development of leadership competencies, and how those skills can be translated into a modern context, in an undergraduate student? Results will be measured through three set of competencies that each have two associated skills, cognitive competencies using decision-making and problem solving, intrapersonal competencies using flexibility and confidence, and interpersonal competencies using teamwork and communication. The purpose of this study will be to see how studying abroad factors into the development of these competencies by introducing literature on both study abroad and the importance of these competencies, and subsequent skills, in the development of leadership skills to reflect how they build upon the undergraduate experience. The literature will be supplemented with the personal study abroad experiences of an undergraduate student as a means of applying the literature. Through this paper, the goal is to encourage undergraduates to consider study abroad as a program that has benefits which continue well beyond the return home. As well as encourage discussion and research into the effects of studying abroad upon undergraduate students. (Sok, 2021)

LITERATURE REVIEW

Career and technical education began by seeking to train present and prospective workers in multiple industries. When the U. S. Office of Education listed the major abilities needed to reach the aforementioned objective, they included management, marketing, and leadership as necessary to vocational education (Hamlin, 1962). As Phipps and Osborne (1988) discussed the Seven Cardinal Principles of Secondary Education established in 1918, they described how

vocational education contributed. They articulated the importance of individual occupational programs, youth organizations, and activities for developing leadership. Instruction was only briefly mentioned as a method of leadership development, and is an area of career and technical education where concerted effort is warranted. Formal instructional education in America is faced with the challenge of providing young people with more opportunities than ever before in leadership and personal development for career and societal success. vanLinden and Fertman (1998) found that “employers are more interested in adolescents who are leaders”. In the following National Association of Colleges and Employers (2000) study, six of the top seven skills desired by employers from new graduates were leadership related.

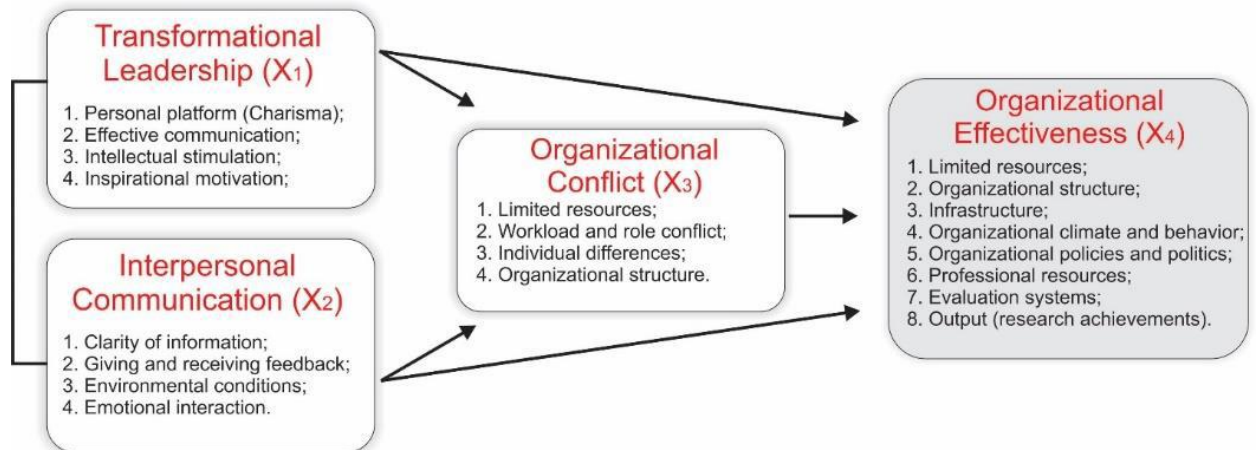
As career and technical education programs are considered, much of the leadership development in our students is a result of participation in youth organizations. Wingenbach and Kahler (1997) pointed out that “... students at the secondary level could increase their leadership skills in communications, decision making, getting along with others, learning management of self, understanding self, and working with groups by participating in a combination of youth leadership organizations in school and/or community activities”. Townsend and Carter (1983) found that youth organization activity participation had a positive correlation with the leadership of 12th grade students in Iowa. (Ricketts, John C., 2002)

Another study, found that students tended to become more civically minded after gaining exposure to influences abroad and were more willing to better their community. (Cole, 2014) All this research is done because there has been the increased recognition that exercising effective leadership requires global competency, with those who have more global exposure having some correlation to having capable leadership mentalities. (Rosch, 2013) The majority of research done across this field thus far has been done through group study, with researchers looking at students/individuals as part of a group and interviewing their individual experiences as part of a collective. Thus, further research into this field should also be taken to look at individual experiences, less as part of a team and more at how the individual is affected. A challenge with studying any depicted benefit of study abroad, in association with leadership, has been that every individual can vary heavily with each experience. With the goal for individuals research being to discover how students can utilize the experiences they gain abroad as the foundations for developing more transformative leadership. Transformative leadership referring to the notion of self-authorship, in which every individual has an internal voice that guides them to their unique style of leadership. (Cohen, 2013)

Contemporary businesses and industries recognize that an educated and motivated workforce not only is critical to organizational, financial, and commodity goals but also serves as an important link to the broader community. For example, consider the results of the visioning phase of The Ohio State University’s strategic planning effort involving its College of Food, Agricultural, and Environmental Sciences. During this phase, stakeholder focus groups indicated that the college needs to “educate the ‘whole’ student; develop critical thinking, creativity, and leadership skills in addition to technical, scientific information”. These same stakeholders also

stated that the college needs to “increase ‘hands-on’ learning experiences” in the curriculum. According to these stakeholders, universities and colleges must take a deeper look into their curriculum to ensure that the students’ education includes preparation for the workforce and living in the local as well as the global community. ((CFAES) College of Food, 1996)

METHODS AND MATERIALS



The aim of this research was to explain the effect of transformational leadership, interpersonal communication, organizational conflict and organizational effectiveness in Dayah in Aceh Government. The preliminary part of this section will detail the research design, population, sources and data collection procedures, and questionnaire design.

Collecting data in this study by observation and using a questionnaire in the form of a closing statement that is built from the construct of theory and indicators of each variable as the main source of data collection in addition to other supporting data in the form of documents and documentation from direct observation by researchers. (Mukhtar, 2020)

The primary purpose of this theoretical investigation was to explore and synthesize the literature on leadership as it pertains to youth in career and technical education programs and to identify the constructs that define leadership. A second purpose was to develop a model for formal leadership development curriculum to be used as a formal training tool in career and technical education. The methods and data sources of this scholarly pursuit involve a detailed literature review of the leadership and personal development research for youth. (Ricketts, John C., 2002)

The key to a successful study-abroad program that has a leadership focus is for the leadership educator to always stay engaged and experience what the students are experiencing. This is extremely important for the debriefing sessions and group dialogues that must take place throughout the study abroad. The leadership educator must ask questions such as "What have you been noticing?" and "What have you been thinking about?" The leadership educator needs to thoughtfully encourage the students to share their observations and feelings in order to help them make

connections between isolated events that may not seem connected at the time but really do have an impact upon what they are learning. It is vitally important to be ready for the teachable moments that will arise to help the students understand a situation or learn a new way of thinking.

Additionally, if the experiences a student encounters during a study abroad are to be effective in learning leadership skills, those experiences need to be based on strong communication involving the host institution, the host institution faculty members, the sponsoring university's faculty member, and the students. An unfailing flexibility and a positive relationship between both participating institutions and their respective faculty are also essential. (Earnes, 2003)

RESULTS AND DISCUSSIONS

Radiant Forest, LLC evaluated data from 2000 to 2018 in 50 states and 6,857 institutions. The results showed only 15% of all colleges and universities in the study offer leadership programs. You read that right – only FIFTEEN percent. The data is based on federally funded schools in the United States and examines 2,155 different programs offered at 6,857 schools from 2000 through 2018 (the most recent year data is available). The findings also ranked the top states and institutions for supporting different heritages and by gender.

The news is not all bad though. In the years studied, the percentage of schools offering leadership programs tripled. There is also great growth in the percentage of minorities studying leadership. In fact, the overall percentage of students studying leadership has matched, if not exceeded, the expansion of opportunity.

Other Highlights from the Study

States with the highest percentage of post-secondary institutions offering leadership programs:

1. South Dakota
2. Washington DC
3. Nebraska
4. Alaska
5. Indiana

Institutions with the largest percentages of students studying leadership include:

1. Lamar University (TX)
2. Wilmington University (DE)
3. National University (CA)
4. Montclair State University (NJ)
5. Western Governors University (UT)

Speaking about my experience, in 2019, when I was studying Hospitality at Kyung Hee University, South Korea, I tried to apply for a scholarship program for the second semester. Then I had to get a letter of recommendation from one of my professors. Since I am studying online due to the pandemic, it is impossible to meet any professors, and they did not recognize me among many foreign students. At that

time, I wrote a request to one of my professors. When they gave me a letter of recommendation, they explained why they didn't reject my request: "I don't know you, but I agreed because I know how hard people from your country come to South Korea and give their best to study." What I realized then is that Uzbeks are leaders in knowledge, and with their behavior and respect for others, they also have an advantage in terms of communication.

In light of the results of this study provide the researcher some numbers of recommendations, which hope to contribute in increasing the effectiveness of the research by reducing conflicts as far as desired, which do not affect the functioning of the process, and on the other hand, raise the level of management organizational commitment.

CONCLUSIONS AND RECOMMENDATIONS

In this article, I tried to prove the students' interest in leadership and communication and how high the demand for these fields is in the 21st century. I studied scientific works written and published by scientists and professors who conducted scientific research and research in this regard before me, and used their scientific news and statistics. In general, you can see that the demand for leadership and communication courses in today's advanced age has tripled compared to the previous age.

It is the desire of the author to further the composition of the conceptual model for a leadership development curriculum for youth in career and technical education. Educational systems and institutions have been scolded for their ineffectiveness to produce leaders. (Gardner, 1993) The author believe that ineffectiveness is not the problem. The problem is with the lack of formal leadership training. Very little research and even fewer applications of teaching adolescents' leadership development have been conducted. The research summarizing leadership development as a result of extra or intra curricular activities is more readily available, but the authors are skeptical about the thoroughness and completeness of leadership competency acquisition minus formal leadership education. Utilization of the conceptual model would allow for assuredness as a result of evaluation and prescribed application. The conceptual leadership model has been an effective model for training students in leadership development within the department of Agricultural Education and Communication at the University of Florida. As a model, it is successfully guiding the leadership option for undergraduates. The model was presented and received well at the Association of Leadership Educators Conference, and was presented at the International Leadership Association meeting

in November of 2001. The next step for the authors include development and testing of the curriculum for youth in career and technical education programs, but the authors welcome career and technical education professionals to utilize the contents of this article as a beginning point for youth leadership programs or as a supplement to already successful programs of leadership. Clearly, adolescents could benefit from curricular instruction from the conceptual model for comprehensive leadership development education. (Ricketts, John C., 2002)

Study abroad is a highly effective way to learn about leadership, based on student responses from the participants in The Ohio State University's leadership-focused program. Because study abroad is such an excellent teaching technique for preparing students to participate in the leadership process, this presents a challenge to leadership educator.

The key to a successful study-abroad program that has a leadership focus is for the leadership educator to always stay engaged and experience what the students are experiencing. This is extremely important for the debriefing sessions and group dialogues that must take place throughout the study abroad. The leadership educator must ask questions such as "What have you been noticing?" and "What have you been thinking about?" The leadership educator needs to thoughtfully encourage the students to share their observations and feelings in order to help them make connections between isolated events that may not seem connected at the time but really do have an impact upon what they are learning. It is vitally important to be ready for the teachable moments that will arise to help the students understand a situation or learn a new way of thinking.

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With the modern world becoming increasingly interconnected, we have a unique opportunity to expand our potential for an influx of new ideas and innovations. The future prosperity of businesses will depend upon how much we are able to expand the pie by introducing new innovative ways to create value and that starts with developing a foundation of leadership skills.

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