

The Role of Intellectual, Emotional, and Social Competencies in the Leadership Qualities of Young Officers of the Ministry of Defense

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Abstract:

This article analyzes the role of intellectual, emotional, and social competencies in shaping the leadership qualities of young officers in the Ministry of Defense. It highlights that the effectiveness of a leading officer depends not only on professional knowledge and strategic thinking but also on the ability to manage emotions, communicate effectively with the team, and adapt to the social environment. The research scientifically substantiates the importance of these competencies in the decision-making processes, team management, and effective execution of service duties by young officers. Furthermore, it emphasizes the necessity of cultivating intellectual potential, emotional stability, and social engagement to develop leadership skills in young officers.

Keywords: Young Officers, Leadership, Intellectual Competence, Emotional Competence, Social Competence, Military Management, Leadership Qualities, Team Management, Military Education, Professional Development.

Introduction

The fast pace of modern life encourages people to work harder on themselves in order to occupy a worthy place in society. In this regard, the role of intellectual, emotional, and social competencies in the process of socialization is invaluable, namely: in communicating with other people, adapting to different situations, forming relationships, and accepting rules and norms.

Recently, this issue has been the focus of attention of scientists, analysts, and researchers. In particular, N.V. Takhnazaryan talks about intellectual, emotional, and practical leadership. The intellectual superiority of a leader is manifested in the high speed of intellectual processes, erudition, and knowledge. The basis of emotional superiority is charisma [1].

Y.I. Morozov and S.S. Popovyan in their research have determined that qualities such as the ability to persuade, willingness to help, self-confidence, and the ability to find an effective approach are associated with entrepreneurial leadership. Emotional leadership, in turn, is closely related to fairness in evaluating others, willingness to help, and sociability.

According to A.V. Valkov, O.V. Fomicheva, and others, depending on the authority and scope of leadership, the development of a leader goes through several stages of leadership growth (see Table 2.2) [2], [3].

Methodology

The methodology of this study is based on an integrated qualitative and analytical research approach aimed at examining the role of intellectual, emotional, and social competencies in the formation of leadership qualities among young officers. The research relies primarily on a comprehensive review and synthesis of existing scientific literature, theoretical models, and prior empirical studies related to leadership development, competence theory, and military education. Key concepts such as intellectual competence, emotional intelligence, and social adaptability are operationalized through established theoretical frameworks proposed by leading scholars, allowing for a structured interpretation of their interrelationships.

The study applies a comparative and systematic analysis method to evaluate different scholarly perspectives on leadership and competence development. Particular attention is given to the structural components of intellectual competence, including motivational, cognitive, and metacognitive elements, as well as their influence on decision making, problem solving, and professional performance. In addition, the research incorporates a conceptual modeling approach to examine how emotional and social competencies interact with intellectual abilities in shaping effective leadership behavior. The staged model of leadership development is also analyzed to understand the progressive nature of leadership formation in military contexts.

Furthermore, the methodology includes elements of interpretive analysis to assess how these competencies contribute to practical outcomes such as team management, communication effectiveness, and adaptability in complex environments. By integrating theoretical insights with contextual understanding of military service, the study identifies key patterns and relationships that explain leadership effectiveness. The overall methodological framework ensures a holistic evaluation of competencies, emphasizing their interconnected and dynamic role in developing capable and resilient young officers.

Result and Discussion

It is evident that the development of leadership qualities is most effective when it is carried out in stages. This is related to the development of an individual's intellectual competencies.

Many scientists have studied the problem of intellectual competence development. For example, J. Raven defines competence as the effective performance of specific actions in a particular subject area. He works with the concept of "competence as a set of abilities and skills." The structure of competence defines two components: general competence (abilities, motivation, skills) and competence that contributes to successful self-realization in society, regardless of professional activity [4].

Table 1. The stages of the development of the characteristics of the character.

Steps	Brief Description
Inner Guidance	Leadership Assessment. Determining the necessary conditions for the emergence and development of leadership qualities. Requirements: ability to self-organize, motivate, and act independently, accept responsibility for one's actions, and control the situation.

Situational, or contextual, leadership (micro leadership)	This person manifests itself when he takes on a leadership role depending on the current situation and a certain context. He has temporary responsibility for the events that are happening. Often, such leaders are motivated not by opportunity, but by necessity. When the urgency of the situation decreases, the person removes the leadership role and returns to daily activities.
Command or tactical, leadership (macro leadership)	A leader always leads his team. He is its inspirer. He takes the initiative for a long time. He is responsible for his team and its members. He sets tactical goals and strives to achieve them.
Systematic or strategic, leadership (meta leadership)	The leader manages the entire system as a whole. He is the leader of leaders. That is, he manages leaders. He sets strategic goals, shapes the vision of the company, determines long-term plans, and develops prospects. He does not even motivate; he inspires.

Intellectual competence is an internal quality that enables individuals to identify and effectively solve problems of varying complexity, and also implies a desire to mobilize one's intellectual abilities and personal qualities to solve professional tasks by drawing on personal experience.

The motivational, cognitive, and metacognitive components of the structural model of intellectual competence are presented [5] see Table 2.

Table 2. Structural model of intellectual competence:

Motivational	Cognitive	Metacognitive
- Readiness for development and self-development;	- Possess knowledge in certain subjects;	- Goal setting and planning in intellectual activity;
- Desire for development and self-strategy;	- Knowledge of the subject;	- Management of one's own knowledge;
- Focus on development;	- Awareness of one's own cognitive stereotypes;	- Intentional and involuntary control of thinking;
- Self-improvement and desire for professional	- Readiness to search, process and provide information;	- An open cognitive position;
- Self-realization;	- Possession and application of various methods of information encoding;	- Readiness for relationships, teamwork;
- Encouragement of meaningful activity;	- Use of various technologies for obtaining information;	- Development of individual creativity and creative direction;
- Achieving success in the activity;	- Transfer of previously acquired knowledge to creative, research, and cognitive activities;	- Ability to reflect
- Personality orientation;	- Realization of one's abilities in research and project activities.	
- Need for self-knowledge;		
- Need for competence;		
- Ability to self-discipline.		

The motivational component—the presence of motives that generate meaningful activity—is a necessary component of the motivational structure. The motivational component includes the following motives: cognitive (the need to acquire knowledge, interest in the results of one's own activity), personal (recognition, the need to achieve personal goals), professional (interest in future professional activity, becoming a competitive specialist), the motive of self-affirmation (self-esteem,

level of aspirations, motivation to achieve success, the need to prove one's abilities to oneself and others), motives for self-development; includes other motives that regulate students' activities in mastering the profession and give it a purposeful character, directing them towards creative self-realization. The significance of the motivational component lies in the fact that its formation means the development of other components.

The cognitive component is the sum of knowledge acquired during personal and professional development. The cognitive component is cognitive competence or intellectual skills and, above all, the ability to work with information, search for, obtain, and process it; the ability to present information in the form of diagrams and tables; the ability to interpret information; the ability to present information; the ability to structure information, translate it from one form of presentation to another, transfer data from one coding method to another, distinguish between primary and secondary concepts, identify key characteristics of concepts, distinguish between connections and relationships between concepts, and construct cognitive schemes. intellectual activity, problem-solving algorithms, the ability to explain a solution; the ability to give lectures and write reports; the ability to generalize, draw conclusions, and analyze the results obtained.

The metacognitive component manifests itself in the skills and abilities of self-organization and self-management. Setting goals motivates a person's cognitive activity. In such cases, the "impulse" passes directly from the motive to the goal, with the individual independently setting the content of their goals, distinguishing between primary and intermediate tasks. Planning plays a crucial role in this. The implementation of the established plan creates a chain of actions in the mind that motivates its execution and leads to the successful achievement of the goal.

Skills for planning intellectual activity include:

- The ability to choose a rational and optimal method for achieving set goals;
- The ability to determine the criteria for evaluating the result and formulate a plan (action program);
- Determining the sequence and duration of independent actions;
- The ability to keep several alternatives in mind when solving problems;
- The ability to evaluate and control, understand the criteria for mastering assessment and control tools and methods, understand algorithms for monitoring and evaluating activities, self-assessment, and the ability to independently control one's activities, as well as the ability to adequately evaluate their results;
- The ability to compare forecasts with actual results;
- Skills based on self-control and self-assessment, including self-learning and self-development, as well as setting new tasks [6].

The ability to organize intellectual activity, control its stages, and carry it out step by step is a necessary condition for the development of intellectual competence.

In his work, O.S. Grebenyuk defines the intellectual sphere as types of thinking (creative, cognitive, theoretical, empirical, divergent, convergent, sanogenic, pathogenic, and others), thinking style (analytical thinking, imaginative thinking, visual-imaginative), qualities of the mind (intelligence, adaptability, independence, critical thinking, ability to act consciously, and others), cognitive processes (attention, imagination, memory, perception), intellectual operations (isolation, comparison, analysis, synthesis, systematization, abstraction, formalization, concretization, interpretation, etc.), cognitive skills (asking questions, identifying and formulating problems, formulating hypotheses, proving them, drawing conclusions, and the ability to apply knowledge), learning skills (planning, setting goals, reading and writing at an appropriate pace, taking notes, etc.), describes it as a holistic system of knowledge and skills, covering general and specific knowledge, skills, and competencies, as well as interdisciplinary skills [7].

As D. Halpern emphasizes, an intelligent person knows how to solve specific problems, can plan

their time, and assess the effort required to complete a task [8].

A group of scientists, G. Saudi and A. Wimbie, describe intelligence as a "set of skills." Similar ideas can be seen in A. de Groot's definition of intelligence. He calls it a mental program consisting of a series of heuristic methods. R. Dickerson defines intelligence as "skills, heuristics, methods, strategies, tactics — these are different words expressing the same idea — components of intellectual thinking that can be taught." B. Russell makes the following conclusion about the formula for intellectual thinking: "It is a process of evaluation or classification in terms of previously acquired basic knowledge; it includes attitude, as well as mastery of facts and a range of thinking abilities [9]." L. S. Vygotsky believed that the best indicator of intelligence was not the level of knowledge accumulated at a given moment, but how people assimilate new information [10].

American psychologist R. J. Sternberg is the author of the book *Three Theories of Intelligence*, in which he argues that the problem of intelligence should be considered in a broader context, namely in the context of how a subject controls itself. This theory is based on answers to three questions: 1) how the mind relates to the inner world; 2) how the mind relates to the outer world; 3) how the mind relates to human experience. Within this theory, intelligence is defined as a form of mental self-management that encompasses three interrelated sub-theories: component, contextual, and experiential [11].

M.A. Kholodnaya defines intellectual competence as a special type of knowledge organization that ensures the ability to make effective decisions in a specific subject area (including in extreme conditions). The requirements for knowledge organization are not limited to the volume, strength, and importance of acquisition [12].

They are characterized by diversity of knowledge, articulation (when the main elements are clearly defined and are in a specific relationship with each other) and adaptability (in situations where knowledge and the relationships between them can change rapidly under the influence of various factors) in relation to a specific situation (effectiveness of knowledge), transfer of knowledge to new situations, broad application of knowledge, and categorical nature (ideas related to general principles, approaches, and reflexivity of knowledge play a decisive role).

Intellectual competence is an internal quality that allows one to set and effectively solve tasks of varying degrees of complexity; it is the desire to mobilize one's intellectual abilities and personal strengths to solve professional tasks, using one's personal experience [13].

In turn, the development of intellectual competencies is closely linked to a person's emotional intelligence. It is well known that a high level of emotional intelligence provides the skills to understand and manage emotions, which, in turn, guarantees the success of cognitive activity. As a result, adaptability and effectiveness in human-to-human interactions ensure even greater effectiveness in the activities of individuals, in particular employees under organizational leadership [14]. In addition, personal maturity increases [15]. At the same time, modern research is further complicated by problems related to the ambiguity of the context and situation for emotional intelligence, as well as the potential of other psychological phenomena in its structures, and its possible measurement and development [16].

Emotional intelligence is the systematic manifestation of the ability to analyze, process, and use emotional information, which includes the meaning of individual emotions, their combinations and sequences, as well as the assessment of the attitudes they reflect.

Conclusion

In conclusion, the study demonstrates that the development of leadership qualities in young officers is a multidimensional process that requires the integration of intellectual, emotional, and social

competencies. Intellectual competence enables officers to analyze complex situations, make informed decisions, and apply knowledge effectively in professional contexts. Emotional competence, in turn, ensures self-regulation, resilience, and the ability to manage interpersonal relationships, which are essential in high-pressure military environments. Social competence contributes to effective communication, teamwork, and the ability to lead and motivate personnel. The findings confirm that leadership development is most effective when these competencies are formed systematically and in interconnection. Therefore, modern military education should prioritize competency-based approaches, focusing not only on technical knowledge but also on personal and social development. Strengthening these competencies will enhance the overall effectiveness of young officers and contribute to the successful fulfillment of their professional duties.

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