

STUDENT RESILIENCE – PSYCHOLOGICAL RESOURCE FOR LEADERSHIP DEVELOPMENT: ANALYTICAL REVIEW OF SCIENTIFIC LITERATURE

B. Assanbek , A. Yessimbekova* 

Zhetysu university named after I. Zhansugurov, Republic of Kazakhstan, Taldykorgan

*e-mail: asanbekbakbergen@mail.ru, a.yessimbekova@zu.edu.kz

Abstract. This article examines student resilience as a psychological resource for leadership development in contemporary higher education. The significance of the research is to accentuate that students should be developed not only professionally but also be resilient, independent, responsible, flexible, and adaptive to take part in the university's academic and social activities. In this case, resilience is considered not only the ability to cope with stress but also an internal resource allowing students to solve problems, work with uncertain things, and turn negative experiences into positive ones. The aim of the paper is the theoretical justification of the significance of students' resilience for being a leader based on a literature review. The study is performed as an analytical review. Theoretical analysis, comparative analysis, systematization and scientific generalization are used in the article. The literature review embraces three main areas: approaches to the concept of students' resilience; studies related to the students' leadership development and potential; intersections in semantics of resilience and leadership development. The results of the review show that student resilience not only adaptive but also developmental value. It is connected with self-efficacy, self-regulation, communicative flexibility, emotional stability, decision-making, and responsibility in complicated situations. All these characteristics are necessary for leadership development as well. It means that the issue of leadership development of students should be considered not independently from the issue of their psychological resilience, as leadership presupposes responsibility, proactivity, the ability to overcome difficulties, and constructive communication with other people. In summary, the concept of resilience is an important psychological resource for the students' leadership development. Directions for further research can include empirical studying of the relationship between students' resilience and their potential and creation of psychological and pedagogical conditions for the development of students' resilience in universities.

Keywords: higher education, student resilience, psychological resources, leadership development, leadership potential.

Introduction

Modern higher education is developing in a context of rapid social, technological, and professional change. Today, universities can no longer simply impart knowledge. They are expected to develop individuals capable of independent thinking, decision-making, adapting to uncertainty, and taking responsibility for their own development. In this context, students' psychological resources are particularly important. Resilience plays a key role among these, as it helps young people maintain inner stability, overcome difficulties, and continue productive work even in challenging circumstances.

The urgency of this problem is reinforced by international and national educational priorities. The UNESCO report "Reimagining Our Futures Together: A New Social Contract for Education" emphasizes that education must help people live and act in a world where uncertainty is growing, social risks are intensifying, and a new level of cooperation is required [1]. OECD documents related to the Learning Compass 2030 emphasize the ability of learners to act consciously, accept responsibility, interact with others, and participate in societal change [2]. These ideas are closely related to the issue of leadership development, because leadership in the modern educational environment is understood not only as managing others but also as the ability to take initiative, self-regulate, collaborate, and exert constructive influence.

Similar guidelines are reflected in documents of the Republic of Kazakhstan. The Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029 outlines the need to improve the quality of human capital, develop flexible skills, academic independence, and prepare graduates for changing labor market conditions [3]. State mandatory

standards for higher and postgraduate education also focus educational programs on learning outcomes, competencies, and independent continuing education [4]. Therefore, developing students' resilience, responsibility, initiative, and the ability to make informed choices is no longer an additional task, but rather part of the overall logic of modern higher education.

In Kazakhstani psychological and pedagogical literature, the issue of resilience is to be considered as an important area of research into personal sustainability. A. Shukeyeva explores resilience through its connection with socio-psychological stability, emotional self-regulation, vitality, and the individual's ability to overcome difficult situations by relying on internal and external resources [5]. This position is important for this article because it allows us to consider student resilience not only as a response to stress but also as a resource for further personal development.

The issue of resilience is especially significant for students. Student age is associated with the transition to independent living, professional self-determination, building social connections, and searching for a personal development trajectory. During this period, students face academic pressures, competition, uncertainty about their future profession, and the need to balance academic, personal, and social roles. If their internal resources are underdeveloped, these difficulties can reduce their academic motivation, self-confidence, and willingness to take initiative. Therefore, resilience should be viewed not only as the ability to withstand stress but also as a prerequisite for active personal growth.

Contemporary research confirms that student resilience is an important area of scientific analysis. A review by M. Brewer et al. notes that resilience research in higher education encompasses a variety of approaches, but nevertheless remains fraught with conceptual and methodological difficulties [6]. R. Price demonstrates that there are two main approaches to resilience development in higher education: the first focuses on supporting student well-being, while the second focuses on integrating resilience into the educational process and future professional training [7]. This is particularly important for this article, as leadership development also cannot be fostered outside of the educational environment. It requires specialized conditions, interaction practice, reflection, and experience in overcoming difficult situations.

In recent years, quantitative data has emerged demonstrating the scale of the problem. A systematic review and meta-analysis by J.H. Chua et al. found that a significant proportion of higher education students have low levels of resilience, making them more vulnerable to academic and personal difficulties [8]. A meta-analysis by W.H.D. Ang et al. demonstrated that resilience development programs can positively impact student resilience, reduce stress, and support psychological well-being [9]. These data suggest that resilience should be viewed not as an innate quality, but as a developable psychological resource.

The issue of student leadership development also occupies a prominent place in contemporary research. In a changing labor market, employers increasingly associate the success of future professionals not only with professional knowledge but also with skills such as flexibility, social influence, communication, adaptability, and leadership. The World Economic Forum's "The Future of Jobs Report 2025" cites resilience, flexibility, and agility, as well as leadership and social influence, among the skills in demand [10]. This demonstrates that resilience and leadership are not isolated qualities in today's professional world. On the contrary, they complement each other. A leader cannot be effective if they are unable to maintain stability in situations of pressure, conflict, or uncertainty.

Empirical research also confirms the importance of leadership development in the university environment. K. Guthrie, V. Chunoo, and T. Teig view leadership education as a space where students can develop the ability to overcome personal and professional challenges [11]. M. Uaikhanova and co-authors demonstrate that the development of students' leadership skills is linked to organizational, communicative, and personal characteristics [12]. However, the scientific literature has not yet adequately explored the relationship between resilience and student leadership development. Resilience is most often studied in the context of stress, well-being, and academic adaptation, while leadership is studied in the context of leadership qualities,

communication skills, and organizational abilities. However, it is precisely this interrelationship that enables a deeper understanding of how students' readiness for an active, responsible, and socially significant position develops.

The relevance of the article is determined by the need for an analytical understanding of student resilience as a psychological resource for leadership development. This approach allows us to integrate two research areas: the psychology of resilience and student leadership. The article aims to uncover the essence of student resilience and substantiate its importance as a psychological resource for leadership development in higher education based on an analysis of contemporary scientific literature.

Materials and methods

This article is written as an analytical review of the scientific literature. This format was chosen due to the purpose of the study: not to conduct an experimental test, but to theoretically elucidate student resilience as a psychological resource for leadership development. Therefore, the primary focus was on analyzing scientific approaches, concepts, research directions, and the semantic connections between resilience, leadership development, and individual psychological resources. The methodological basis of the review was developed with modern requirements for transparent descriptions of the search, selection, and analysis of scientific sources in mind. PRISMA 2020 guidelines were used as a guide, emphasizing the importance of a clear presentation of the search procedure, inclusion and exclusion criteria, and the logic behind publication selection [13]. However, this article is not intended to be a full-fledged systematic review, as its purpose is not to quantitatively synthesize all studies on the topic, but to analytically understand the main scientific approaches.

The PRISMA-ScR approach, which is used to describe literature reviews and helps identify key concepts, source types, theoretical foundations, and gaps in the field of study [14], was also considered in constructing the review's logic. However, elements of this approach were used sparingly in this article. They were used not for a strict mapping of the entire publication pool, but rather for a more consistent identification of thematic areas related to student resilience and leadership development. When selecting literature, the JBI recommendation to pre-define the review's purpose, research question, search sources, and data extraction principles was taken into account [15]. This allowed the review to be structured as a coherent analysis of scientific publications, rather than as an arbitrary description of individual sources.

The review primarily included publications from the past seven years. This time period was chosen because of the significant increase in scientific interest in student resilience, psychological well-being, adaptability, soft skills, and leadership development in higher education in recent years. Certain methodological sources from earlier periods were included in the reference list, as they are important for justifying the type of review study itself. Thus, the work of Z. Munn et al. was used to distinguish between a systematic review and a scoping review, as well as to clarify in which cases a review is appropriate for identifying gaps, clarifying concepts, and defining the boundaries of the research field [16]. The literature search was conducted using keywords and their combinations.

The inclusion criteria for sources were: relevance to the article's topic; publication in a peer-reviewed scientific journal; theoretical, review, or empirical significance; connection to issues of student youth, resilience, leadership development, psychological resources, or higher education; availability of bibliographic data, abstract, or full text. Regulatory and strategic documents were also considered if they helped justify the relevance of the study at the international or national level.

Exclusion criteria were: lack of connection to the issue of student resilience or leadership development; journalistic nature of the text; lack of scientific apparatus; duplicate publications; consideration of resilience solely in a clinical or medical context without connection to education, personal development, or the student environment. The overall analytical review procedure is illustrated in Figure 1.

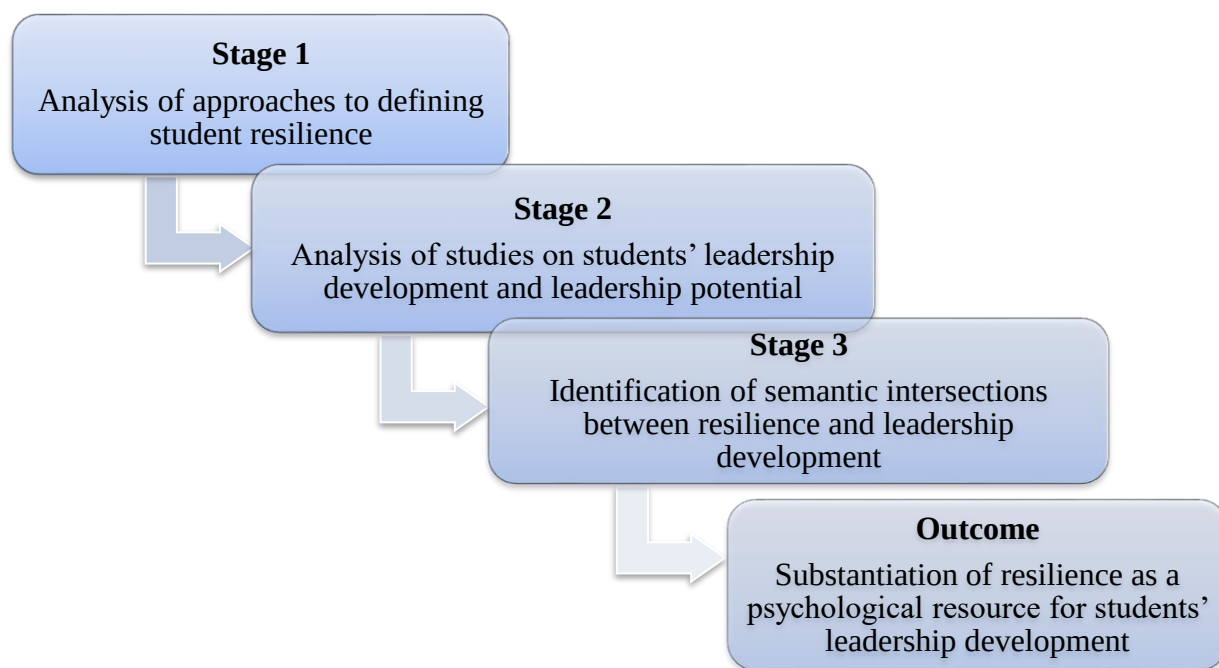


Figure1 – Stages of the Analytical Review of Scientific Literature

The first stage identified key approaches to defining student resilience. The second stage examined research exploring leadership development and leadership potential in students. The third stage identified the conceptual intersections between resilience and leadership development. This approach allowed us to consider resilience not only as the ability to overcome challenges but also as a resource for active personal growth, initiative, responsibility, and a student's readiness for leadership behavior.

The analysis utilized the following methods: theoretical analysis, comparative analysis, content analysis, systematization, and scientific generalization. Theoretical analysis allowed for the uncovering of key concepts. Comparative analysis was used to identify differences in the interpretation of resilience and leadership development. Content analysis was used to identify recurring semantic categories across publications. Systematization enabled the grouping of sources by key thematic areas: student resilience in higher education; psychological resources of the individual; student leadership development; leadership potential; the relationship between resilience and self-regulation, adaptability, self-efficacy, and responsible behavior. The chosen methodology allowed for the determination of the article's primary scientific focus, which is that student resilience is often considered in the context of stress, adaptation, and psychological well-being, while its significance for leadership development is explored less systematically. Therefore, this article analyzes resilience as a psychological resource for student leadership development.

Results and discussion

An analysis of the scientific literature revealed three main areas of research exploring the issue of student resilience as a psychological resource for leadership development. The first area is related to the understanding of resilience as a student's ability to remain stable in challenging situations. The second area highlights resilience as a prerequisite for personal and academic development in higher education. The third area explores its connection with leadership development, initiative, responsibility, and a student's readiness for active participation in the educational and social environment.

1. Approaches to Understanding Student Resilience

In contemporary literature, student resilience is viewed not only as the ability to withstand stress. It is increasingly understood as a complex psychological resource that helps students adapt,

recover from setbacks, maintain academic motivation, and function in uncertain environments. This approach is particularly important for higher education, where students face not only academic tasks but also career choices, social responsibilities, and the need to make independent decisions. In a review by M.L. Brewer and co-authors, student resilience is considered a multidimensional phenomenon associated with academic adaptation, psychological well-being, and educational support. An important finding of this study is the conclusion that resilience cannot be reduced to individual resilience alone. It is formed through the interaction of a student's personal qualities and the conditions of the educational environment. This point is relevant to our article because leadership development also does not arise solely through a student's personal activity. It requires pedagogical support, practice of interaction, experience in overcoming difficulties and the opportunity to show initiative.

R.A. Price takes a similar position, analyzing resilience in higher education through its connection to well-being and educational design. The author demonstrates that resilience development should not be a one-time psychological intervention, but rather a part of the educational culture. This conclusion allows us to consider resilience as a quality that can be developed through learning, project work, group interaction, and reflection. This is especially important for leadership development. If a university creates an environment where students learn to cope with uncertainty and reflect on their own experiences, then such an environment simultaneously supports the development of leadership skills.

A systematic review and meta-analysis by J.H. Chua and co-authors demonstrates that higher education students are at a high risk of low resilience. This suggests that not all students possess the internal readiness to overcome academic and personal challenges. This finding reinforces the relevance of the topic under consideration. If resilience is underdeveloped, students have a harder time showing initiative, taking responsibility, participating in teamwork, and maintaining confidence in challenging situations. Consequently, low resilience can limit not only academic success but also student leadership development. A study by W. H. D. Ang and co-authors demonstrated that specialized resilience development programs can positively impact students' psychological stability and reduce stress [8]. This is important for our article, as it confirms the developable nature of resilience. If resilience can be developed through targeted programs, training, educational practices, and support, it can be considered a resource for student leadership development.

The first result of this review is the following: student resilience in contemporary literature is understood as a dynamic psychological resource. It includes stability, recovery ability, adaptability, self-regulation, and a willingness to continue in challenging situations. This understanding allows us to move from a narrow interpretation of resilience as protection from stress to a broader understanding as a prerequisite for personal growth and leadership development. The key approaches to understanding student resilience are shown in Table 1.

Table 1 – Approaches to understanding student resilience in scientific literature

Approach	Contents of the approach	Importance for students
Adaptive approach	Resilience is seen as the ability to adapt to new and challenging conditions.	Helps students adapt to the educational environment, workload, and requirements of the university
Resource-based approach	Resilience is understood as an internal psychological resource of an individual	Supports confidence, self-regulation, and the willingness to overcome challenges
Developmental approach	Resilience is revealed as a quality that can be developed through the educational environment.	Allows for the inclusion of resilience development in personal and leadership development programs

Approach	Contents of the approach	Importance for students
Psychological and pedagogical approach	Resilience is associated with support, mentoring, reflection, and educational practices	Creates conditions for the student's active position and personal development

2. Student Leadership Development as a Subject of Scientific Analysis

The second area of analysis concerns student leadership development. In contemporary research, leadership is increasingly viewed not as an innate quality of individuals, but as a developable ability. It manifests itself in initiative, responsibility, communication, the ability to work with others, make decisions, and influence positive change in the educational environment. This approach is consistent with international educational benchmarks. A UNESCO report emphasizes that education should prepare individuals for life in a complex and interdependent world. This means that today's students must not only acquire knowledge but also learn to collaborate, participate in solving common problems, and take responsibility for the future. In this sense, leadership development is linked not only to management but also to the social maturity of the individual. The OECD's Learning Compass 2030 concept links the future of education to the development of student agency, responsibility, and the ability to influence their own lives and the world around them. These ideas allow us to consider leadership development as part of the broader issue of student agency. A student leader is able to act consciously, make choices, interact with other people, and maintain an active position in a changing situation. National documents of the Republic of Kazakhstan also confirm the significance of this issue. The Concept for the Development of Higher Education and Science for 202-2029 emphasizes the quality of human capital, the development of competencies, and the preparation of graduates for changing conditions. State mandatory standards for higher and postgraduate education focus educational programs on learning outcomes, independence, and a competency-based approach. These provisions demonstrate that student leadership development should not be viewed as an extracurricular activity, but as part of the overall preparation of a modern graduate. The study by K.L. Guthrie, V. S. Chunoo, and T. Teig is particularly relevant to the topic under consideration, as the authors directly link leadership education to the development of resilience. They demonstrate that the preparation of future leaders must include the ability to cope with difficulties, maintain resilience, and use difficult experiences as a foundation for development. This approach aligns with the logic of our article: leadership cannot be considered separately from the internal resilience of an individual. A study by M. Uaikhanova, A. Zeinulina, M. Pshembayev, and A. Anesova explores the development of students' leadership skills through a specially organized educational program. The authors demonstrate that leadership skills can be developed in a higher education setting if the work is conducted systematically and includes knowledge about leadership, practical tasks, and change assessment. This is important for our study because resilience can also be included in the content of leadership development as one of its psychological foundations. Kazakhstani studies also show that students' leadership skills can be developed during the educational process. R.M. Aitzhanova and M.A. Zhumabay link the development of leadership skills with the development of responsibility, management skills, self-development, readiness to make decisions, and organize their own projects [17]. This approach is close to the idea of student agency, since leadership here is understood not as a formal status, but as a student's readiness for independent action, responsible choice, and active participation.

The second finding of the review is that student leadership development in contemporary scientific literature is understood as the process of developing active, responsible, and socially mature individuals. It is associated with the development of initiative, communication skills, independence, decision-making, and the ability to act under uncertainty. These characteristics directly intersect with the concept of resilience.

3. Resilience as a Psychological Resource for Student Leadership Development

The third stage of the analysis revealed the semantic intersections between resilience and leadership development. These intersections manifest themselves in several psychological characteristics: resilience to difficulties, self-regulation, adaptability, responsibility, initiative, communicative flexibility, and decision-making ability. If resilience is viewed solely as the ability to withstand stress, its connection to leadership may seem indirect. However, if resilience is understood more broadly, as the ability to maintain activity, recover from difficulties, and use challenging experiences for growth, it becomes an important foundation for leadership development. Students who possess resilience more easily accept uncertainty, react more calmly to setbacks, recover more quickly from academic and social challenges, and interact with others with greater confidence. These qualities have a direct impact on leadership behavior. In this regard, the World Economic Forum data is particularly revealing. The Future of Jobs Report 2025 highlights resilience, flexibility, and agility, as well as leadership and social influence, among the key skills of the future. This confirms that resilience, flexibility, and leadership are viewed as interrelated qualities in today's environment. For higher education, this means developing not only professional knowledge but also the psychological resources that help students function in an unstable environment. A comparison of the works of Brewer and Price suggests that developing resilience requires not only individual student motivation but also support from the educational environment. Price emphasizes that resilience can be integrated into the educational process if learning is designed with students' well-being, autonomy, and professional development in mind. This principle is important for leadership development. Leadership skills are difficult to develop through lectures alone. They are developed through experience, challenges, interaction, feedback, and reflection.

The results of Chua et al. demonstrate that the problem of low student resilience is widespread. In turn, the data of Ang et al. confirm that resilience can be developed through specially organized programs. Taken together, these studies suggest that resilience development can be a practical focus for universities. It can be integrated into personal growth programs, mentoring, leadership training, project-based activities, volunteer initiatives, and psychological support for students.

In discussing the results of the review, it is important to note that resilience and leadership development should not be viewed as two isolated areas. There is a meaningful connection between them. Resilience helps students maintain internal stability, while leadership development channels this stability into socially significant activities. In other words, resilience creates an internal foundation for leadership behavior, and leadership development gives students the opportunity to realize this foundation in their interactions with others. However, it is not correct to assume that resilience automatically makes a student a leader. Such a connection would be overly simplistic. Resilience is not the only, but rather one of the most important psychological resources for leadership development. It must be combined with motivation, values, communication skills, responsibility, experience in collaborative activities, and a supportive educational environment. Therefore, a comprehensive approach, in which resilience is considered as part of a broader system of a student's personal and professional development, is most productive.

For students majoring in pedagogical studies, the issue of leadership development is of particular importance, as future professional activity requires not only subject-specific training but also the ability to interact, organize, take responsibility, and exert pedagogical influence. N. Ualieva, A. Murzalinova, A. Zhunusova, A. Kuzenbaeva, and A. Zhanpeisova examine the development of leadership qualities in future teachers through motivational, substantive, operational, and performance components [18]. This allows us to clarify that resilience in pedagogical education can be considered as a psychological foundation for the development of a stable, proactive, and responsible leadership position in future specialists.

The analysis also revealed a certain research gap. The literature has extensively studied student resilience, academic stress, psychological well-being, and adaptation to learning. Leadership skills, leadership education, and leadership potential are also considered separately.

However, the connection between resilience and student leadership development has not yet been sufficiently systematically explored. Most often, it is found indirectly: through stress tolerance, self-efficacy, psychological capital, adaptability, or willingness to overcome difficulties. This suggests the need for further theoretical and empirical study of resilience as a psychological resource for leadership development.

The results of the analytical review confirm that student resilience has not only adaptive but also developmental value. It helps students not only overcome difficulties but also maintain a proactive stance, show initiative, make decisions, and participate in group activities. In the context of modern higher education, this allows resilience to be considered an important psychological foundation for student leadership development.

The main intersections between student resilience and leadership development and the corresponding educational practices are summarized in Tables 2 and 3.

Table 2 – Semantic intersections of resilience and leadership development of students

Components of resilience	Manifestation in leadership development	Possible educational outcome
Resilience to difficulties	Ability to remain active in difficult situations	Willingness to take responsibility and not give up on goals
Self-regulation	Control of emotions, behavior and decisions	Conscious leadership behavior
Adaptability	Flexible response to changes	Ability to act in uncertain conditions
Self-efficacy	Belief in one's own strength	Confidence in decision making
Communicative flexibility	Ability to interact with different people	Effective teamwork
Reflection	Reflecting on mistakes and personal experience	Personal growth and leadership development

Table 3 – Opportunities for developing students' resilience in the educational environment of the university

Direction of work	Content	Connection to leadership development
Personal growth trainings	Development of resilience, confidence, self-regulation	Develop readiness for leadership behavior
Project activities	Teamwork, problem solving, decision making	Develops initiative and responsibility
Volunteer initiatives	Social activity and helping others	Strengthens social leadership
Mentoring	Support from teachers and senior students	Develops confidence and subjective position
Reflective tasks	Analysis of difficulties, mistakes and personal experience	Helps you understand your own leadership trajectory

Conclusion

An analytical review of scientific literature revealed that student resilience is a significant psychological resource for personal, academic, and leadership development. In today's higher education environment, students face a variety of challenges: academic workload, uncertainty about their professional future, the need for social adaptation, responsibility for their own choices,

and participation in group activities. Therefore, the ability to maintain resilience, recover from difficulties, and continue active development is particularly important. An analysis of the research revealed that resilience should not be understood solely as protection from stress. It has a broader meaning. Resilience includes adaptability, self-regulation, self-confidence, a willingness to overcome difficulties, the ability to accept uncertainty, and use difficult experiences as a foundation for growth. In this sense, it serves not only as a psychological defense mechanism but also as an internal resource for students' personal development.

The review revealed that student leadership development is also viewed by modern scholarship as a complex and multi-layered process. It involves not only the development of management skills but also the development of initiative, responsibility, communication, collaboration, decision-making, and social influence. This approach allows leadership to be viewed not as a quality of individual students, but as a developable personality trait that can be shaped in the university educational environment.

The main conclusion of the article is that there is a meaningful psychological connection between resilience and leadership development. Resilience helps students maintain a proactive stance in difficult situations, persist in pursuing goals in the face of setbacks, respond constructively to difficulties, and take responsibility for their actions. These qualities are essential for developing leadership. Therefore, resilience can be considered one of the psychological foundations of student leadership development.

However, the review revealed that this relationship has not been sufficiently systematically explored in the scientific literature. Resilience is most often studied in the context of stress, adaptation, academic success, and psychological well-being. Leadership development, in turn, is often analyzed through leadership qualities, communication skills, organizational abilities, and social activity. However, the issue of resilience as a resource for student leadership development requires a more holistic theoretical and empirical understanding.

The practical significance of this analysis lies in the fact that resilience development can be integrated into a university's educational, psychological, and pedagogical work. This can be accomplished through personal growth training, student leadership programs, project-based activities, volunteer initiatives, mentoring, reflective assignments, and psychological support for students. Resilience must develop not separately from the educational process, but within the student's real-life experience: through overcoming difficulties, group interaction, decision-making, and reflection on one's own development.

Thus, student resilience can be defined as a psychological resource that ensures internal stability, adaptability, and a willingness to act proactively in uncertain situations. In the context of leadership development, it fosters initiative, responsibility, independence, and the ability to constructively influence the environment. Further research opportunities include empirically examining the relationship between students' resilience and their leadership potential, as well as developing psychological and pedagogical conditions for developing resilience as a foundation for student leadership.

Author Contributions

Assanbek B. – contributed to the conceptualization of the study, formulated the research problem, developed the theoretical framework, conducted the literature analysis, and prepared the initial draft of the manuscript.

Yessimbekova A. – coordinated the manuscript preparation, contributed to the interpretation and discussion of the reviewed literature, revised the manuscript critically for intellectual content, ensured the accuracy of references, and approved the final version for submission.

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СТУДЕНТТЕРДІҢ РЕЗИЛЕНТТІЛІГІ – КӨШБАСШЫЛЫҚ ДАМУДЫҢ ПСИХОЛОГИЯЛЫҚ РЕСУРСЫ: ҒЫЛЫМИ ӘДЕБИЕТТЕРГЕ АНАЛИТИКАЛЫҚ ШОЛУ

*Б.Б. Асанбек, А.О. Есимбекова**

І. Жансугуров атындағы Жетісу университеті, Қазақстан Республикасы, Талдықорған қ.

**e-mail: asanbekbakbergen@mail.ru, a.yessimbekova@zu.edu.kz*

Аңдатпа. Бұл мақалада студенттердің резиленттілігі қазіргі заманғы жоғары білім берудегі көшбасшылықты дамытудың психологиялық ресурсы ретінде қарастырылады. Бұл тақырыптың өзектілігі қазіргі заманғы университеттік орта студенттерден тек кәсіби білім алуды ғана емес, сонымен қатар

төзімділікті, тәуелсіздікті, жауапкершілікті, бейімделуді және академиялық және әлеуметтік өмірге белсенді қатысуға дайындықты дамытуды талап ететіндігінен туындайды. Осы тұрғыда резиленттілік тек стресске төтеп беру қабілеті ретінде ғана емес, сонымен қатар студенттерге белсенділікті сақтауға, қиындықтардан қалпына келуге, белгісіздікке төтеп беруге және одан әрі өсу үшін қиын тәжірибелерді пайдалануға көмектесетін ішкі ресурс ретінде қарастырылады. Бұл мақаланың мақсаты - қазіргі ғылыми әдебиеттерді талдау негізінде студенттердің көшбасшылық қабілетін дамыту үшін резиленттіліктің маңыздылығын теориялық тұрғыдан негіздеу. Зерттеу аналитикалық шолу ретінде жүргізілуде. Жұмыста қолданылған әдістерге теориялық талдау, салыстырмалы талдау, жүйелеу және ғылыми жалпылау кіреді. Әдебиеттерге шолу үш негізгі бағыт бойынша жүргізілді: студенттердің төзімділігін түсіну тәсілдері; студенттердегі көшбасшылықты дамыту мен көшбасшылық әлеуетін зерттейтін зерттеулер; және резиленттілік пен көшбасшылықты дамыту арасындағы семантикалық қиылысулар. Шолу барысында студенттердің резиленттілігі тек бейімделушілік қана емес, сонымен қатар дамушылық құндылығы да бар екені анықталды. Ол өзін-өзі реттеумен, өзін-өзі қамтамасыз етумен, эмоционалдық тұрақтылықпен, жауапкершілікпен, коммуникативтік икемділікпен және күрделі жағдайларда шешім қабылдау қабілетімен байланысты. Бұл сипаттамалар сонымен қатар көшбасшылықты дамытудың маңызды алғышарттары болып табылады. Студенттердің көшбасшылық дамуын олардың психологиялық төзімділігінен бөлек қарастыруға болмайтыны көрсетілген, себебі көшбасшылық белсенді болу, жауапкершілікті алу, қиындықтарды жеңу және басқалармен сындарлы өзара әрекеттесу қабілетін талап етеді. Резиленттілік студенттердің көшбасшылық қабілетін дамыту үшін маңызды психологиялық ресурс деп санауға болады деген қорытынды жасалды. Зерттеудің одан әрі мүмкіндіктеріне студенттердің резиленттілігі мен олардың көшбасшылық әлеуеті арасындағы байланысты эмпирикалық түрде зерттеу, сондай-ақ университеттің білім беру ортасында тұрақтылықты дамыту үшін психологиялық және педагогикалық жағдайларды әзірлеу кіреді.

Кілт сөздер: жоғары білім, студенттің резиленттілігі, психологиялық ресурстар, көшбасшылықты дамыту, көшбасшылық әлеуеті.

РЕЗИЛЕНТНОСТЬ СТУДЕНТОВ – ПСИХОЛОГИЧЕСКИЙ РЕСУРС ЛИДЕРСКОГО РАЗВИТИЯ: АНАЛИТИЧЕСКИЙ ОБЗОР НАУЧНОЙ ЛИТЕРАТУРЫ

Асанбек Б.Б., Есимбекова А.О.

Жетысуский университет иминт И. Жансугурова, Республика Казахстан, Талдықорган
*e-mail: asanbekbakbergen@mail.ru, a.yessimbekova@zu.edu.kz

Аннотация. Статья посвящена аналитическому рассмотрению резилентности студентов как психологического ресурса лидерского развития в условиях современного высшего образования. Актуальность темы определяется тем, что университетская среда сегодня требует от обучающихся не только освоения профессиональных знаний, но и развития устойчивости, самостоятельности, ответственности, адаптивности и готовности к активному участию в социальной и образовательной жизни. В статье резилентность рассматривается не только как способность противостоять стрессу, но и как внутренний ресурс личности, обеспечивающий сохранение активности, восстановление после трудностей, принятие неопределенности и использование сложного опыта для дальнейшего роста. Цель статьи заключается в теоретическом обосновании значения резилентности студентов для их лидерского развития на основе анализа современной научной литературы. Исследование выполнено в формате аналитического обзора. В качестве методов использованы теоретический анализ, сравнительно-сопоставительный анализ, контент-анализ, систематизация и научное обобщение. Анализ литературы проводился в три этапа. На первом этапе были выделены основные подходы к пониманию резилентности студентов. На втором этапе рассмотрены исследования, раскрывающие лидерское развитие и лидерский потенциал студенческой молодежи. На третьем этапе выявлены смысловые пересечения между резилентностью и лидерским развитием. В результате обзора установлено, что резилентность студентов имеет не только адаптационное, но и развивающее значение. Она связана с саморегуляцией, самоэффективностью, эмоциональной устойчивостью, ответственностью, коммуникативной гибкостью и способностью принимать решения в сложных ситуациях. Эти характеристики одновременно выступают важными условиями лидерского становления. Показано, что лидерское развитие студентов нельзя рассматривать отдельно от их психологической устойчивости, поскольку лидерская позиция требует способности сохранять активность, брать ответственность, преодолевать трудности и конструктивно взаимодействовать с другими людьми.

Сделан вывод о том, что резилентность может рассматриваться как один из значимых психологических ресурсов лидерского развития студентов. Перспективой дальнейших исследований является эмпирическое изучение взаимосвязи между уровнем резилентности студентов и показателями их лидерского потенциала, а также разработка психолого-педагогических условий развития резилентности в образовательной среде вуза.

Ключевые слова: *высшее образование, резилентность студентов, психологические ресурсы, лидерское развитие, лидерский потенциал.*

Information about the authors:

Assanbek Bakbergen – Doctoral Student, Zhetysu University named after I. Zhansugurov (Kazakhstan, Taldykorgan, e-mail: asanbekbakbergen@mail.ru, ORCID: <https://orcid.org/0009-0007-5133-3912>).

Yessimbekova Assylzhan – Master, Zhetysu University named after I. Zhansugurov (Kazakhstan, Taldykorgan, e-mail: a.yessimbekova@zu.edu.kz, ORCID: <https://orcid.org/0000-0001-6915-1577>).

Авторлар туралы мәліметтер:

Асанбек Бакберген Беркінбекұлы – докторант, І. Жансүгіров атындағы Жетісу университеті (Қазақстан, Талдықорған қ., e-mail: asanbekbakbergen@mail.ru, ORCID: <https://orcid.org/0009-0007-5133-3912>).

Есимбекова Асылжан Омаровна – магистр, І. Жансүгіров атындағы Жетісу университеті (Қазақстан, Талдықорған қ., e-mail: a.yessimbekova@zu.edu.kz, ORCID: <https://orcid.org/0000-0001-6915-1577>).

Сведения об авторах:

Асанбек Бакберген Беркінбекұлы – докторант, Жетысуский университет имени И. Жансугурова (Казakhstan, г. Талдықорған, e-mail: asanbekbakbergen@mail.ru, ORCID: <https://orcid.org/0009-0007-5133-3912>).

Есимбекова Асылжан Омаровна – магистр, Жетысуский университет имени И. Жансугурова (Казakhstan, г. Талдықорған, a.yessimbekova@zu.edu.kz, ORCID: <https://orcid.org/0000-0001-6915-1577>).