

FOSTERING LEADERSHIP SKILLS IN ADOLESCENTS AS A PSYCHOLOGICAL AND PEDAGOGICAL AND FAMILY PROBLEM

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Abstract: The article reveals the relevance of the problem of formation of leadership qualities in the family and school team. The article substantiates the necessity of formation and development of teenagers' leadership qualities, skills and social activity, gives the characteristics of their age features, substantiates the creation of the favorable conditions for the development of teenagers' leadership qualities in their interaction with their coevals in different kinds of activity, with other people and the environment. The authors consider the collective as a leading factor Education and development of personality of teenagers in the process of acquisition of experience of interpersonal communication and interaction with other people and environment, as well as the essence of leadership in pupils' collective of younger pupils, the phenomenon of leader in pupils' collective, functions of basic qualities of the leader as an element of small group.

Key words: leader, leadership, personality, leadership qualities, adolescent team, learning team.

Introduction

The term "leader" is of English-speaking origin. In the Dictionary of Foreign Words the concept "leader" is disclosed as "a member of the group with the highest status, which is recognized as the right to make decisions in significant situations for this group" [20]. According to the definition of philosophical encyclopedic dictionary [23], "leadership" is one of the mechanisms of group activity integration, when an individual (or a part of a social group) performs the role of a leader, i.e. unites, directs actions of the whole group, which expects, accepts and supports his actions.

The problem of leadership has attracted attention for many centuries. Herodotus, Plutarch and other ancient historians put the actions of outstanding leaders-monarchs and generals-at the center of historical narratives. For Nietzsche, the desire for leadership is a manifestation of the "creative instinct" of man [1 According to Freud, the masses need authority similar to that of the father of the family. Many researchers of leadership rely on the typology of authority developed by M. Weber, according to which there are: a) traditional leadership, based on belief in the sanctity of traditions; b) rational (bureaucratic) leadership, based on belief in the legality of the existing order and its "rationality" (for example, a leader-official who performs a public function); c) charismatic leadership, based on belief in the supernatural abilities of an individual, In modern foreign sociology the problem of leadership is transferred to the plan of empirical studies in small groups, revealing psychological and special-psychological aspects of leadership, K. Fiedler, J. Moreno, D. Easten [26], W. Bennis [27].

The main results and findings

W. Stone singles out leadership into two independent types: 1) "face-to-face" leadership existing in small groups; 2) "detached" leadership of rulers, leaders leading the masses. In Europe, it is widely believed that H. Tard (1843-1904) and H. Lebon (1841-1931) published the theory of scientific type leadership, because before them it was said that historical events and the destinies of states and nations were determined only by "big persons" - heroes, tsars, emperors, etc. The inconsistency of these thinkers' views on leadership and leaders' features was immediately evident: H. Tarde believed that the crowd, picking up the leader's thoughts and submitting to him, played a secondary role; H. Lebon convinced that everything was the opposite - the crowd dominated the leader and forced him by its number to choose only those goals and means of their achievement that pleased the crowd, which excluded its rebellion and disobedience.

According to their style there is an "authoritarian" leadership, which implies a one-man guiding influence based on the threat of force, and a "democratic" leadership, which allows members of the group to participate in the management of its activities and in

goal-setting. K. Lewin suggested one more leadership style - "connivant" [2]. However, the terminology adopted on leadership styles introduces a number of difficulties in research due to possible associations, that is why a number of authors suggest abandoning these terms and introducing new designations by R. Chaldini [23]. For example, definitions of "directive", "collegial" and "permissive" styles are introduced. Many scientists have dealt with the issues of leader education. Among the existing theoretical approaches to leadership education there are three most famous ones: Krichevsky [13], EM. Dubovskaya [10], R.D. Mubnova [18] single out the "trait theory", trying to define a set of psychological traits inherent in a leader; (the "situational theory" states that leadership is a product of a situation (i.e, properties, traits or qualities of a leader appear, according to this theory, to be relative) (A. Menegetti [17], the "system theory" of leadership is the process of organization of interpersonal relations in a group, and the leader as a subject of managing this process (M. Houston [25]. M. Memford is the author of a peculiar concept of leadership within the framework of the systems theory. He believes that every social system or organization consists of a multitude of social subsystems, which also include individuals. Leaders, according to M. Memford, are individuals "whose roles require them to control and coordinate the actions of two or more subsystems. The leader's task is to choose the action that achieves the goal and effectiveness, adapting the whole system. Constructed by F. Fiedler's "Probable Leader Effectiveness Model", suggests the dependence of an effective, situation-appropriate task solution by a group on the leader's style. The leader's influence also depends on the degree of freedom the group allows to the leader,[28] R. Beile, T. Newcole and A. Hare are the authors of the theory of "leadership as a function of the situation". The essence of this theory is that people, being in different groups, occupying different positions, play different roles, therefore, in the opinion of the authors of the theory, leadership here depends to a greater extent on factors and conditions of a person's entry into different situations. For the majority of researchers of the leadership problem it is typical to consider this phenomenon in the context of joint group activity, when not just "situations", but concrete tasks of group activity are put in the foreground, during which certain group members can demonstrate their ability to organize the whole group for solving these tasks (O. Yu. Bandurovich [6], L. Ershov [11], etc.). The difference between a leader and other members of a group is shown in this case not in the presence of his/her special features, but in the presence of a special level of influence, as K.A. Abdulkhanova-Slavskaya [1] and others prove in their studies. All this variety of definitions confirms the correctness of the direction we have chosen for a closer study - the definition of leadership, which can be designated as "leadership is character education", in which leaders will be distinguished by modesty, tolerance, responsibility, intellectual competence. Among the various approaches to the problem of the leader we should also highlight the study of AL. Lutoshkin [16], which presents a model of development of the team and the leader in it. This model allows students to independently determine the level of maturity of their collective and their own level by correlating emotional and symbolic images from the books they read ("Sandy Placer", "Soft Clay", "Flickering Lighthouse", "Scarlet Sail", "Burning Torch") and their surroundings. The structural component of the value orientations of the future leader is an experience caused by emotional symbols, reflecting the state and attitude of the teenager to the world around him, because "emotional experiences - not caring, a sense of social responsibility, a sense of civic duty and other feelings actuate the volitional mechanisms of the individual, prompting it to action" [12].

The Role of the Family in Raising a Leader

In the world today there is a difficult socio-political and social situation. Destabilizing factors in states in recent years have been: the destruction of cultural and historical traditions, the loss of spiritual and moral values, the decline in the intellectual and creative potential of young people. The educational impact of the family and school has weakened, resulting in the formation of important social skills has shifted to the environment of informal (outside the family and school) communication of adolescents and young people. Therefore, the process of socialization of the younger generation has become more complicated. For a person to gain resilience in a crisis situation today, as never before, it is necessary to create a favorable environment in the family, small groups, other communities, which the young person faces from the first steps of adaptation in society. The family, reflecting the problems of society, is a conductor of its impact on the young generation. Therefore, the solution of the problems of children's upbringing in the family should be connected with the optimization and improvement of its way of life as a determining factor of the influence of the social situation on the child's development. A particular society forms the social environment in which the family exists. Changes in the way of life can occur as a result of changes in social life. At the same time, society is also a means of strengthening the educational function of the family. Consequently, the family is one of the most important social institutions, the role and importance of which in the formation of personality is difficult to overestimate.

According to Yu.B. Gippenreiter [8], the relationship between parents and children in the family, teachers and students in school should be based on trust, friendship, fairness. "Force" and "strong-willed" methods of education are futile. However, to establish relationships on a qualitatively new basis, parents will need assistance and special help. Conditions influencing the success of children and a favorable microclimate of the family, many scientists (V.A. Karakovsky [7], L.I. Novikova, H.JL Selivanova, V.K. Kryuchkov [14] associate the circumstance when parents consider themselves as teachers of their children, when they talk to children as equals or kindly teach them, visit libraries, museums, parks together with them, and then all together exchange opinions about these events, when parents plan together with children common family affairs, can patiently listen to their children, are proud of their creative works, together with children read and discuss the read literature. Humanization of relations in the family is also influenced by: active communication with children; value orientations developed together; a sense of family and family pride; awareness of each family member's own self; respect and development of the potential of other family members; and a positive family structure. "If one is taught good, taught skillfully, intelligently, persistently, demandingly, the result will be good. If they teach evil (very rarely, but it happens), the result will be evil; if they teach neither good nor evil, the result will still be evil, because a person is born as a creature capable of becoming a person, but not as a ready person[29]. You have to make him a man" (V.A. Sukhomlinsky [22]. Another idea, significant for our study, is the idea of determinism (lat - to determine) [20], the idea of recognition of universal, objective regularity and causality, in particular - of human will and human behavior. One of the landmarks in the logic

of the study of the problem of personality education is the condition of determination of the process and the mechanism of personality development in the system of social relations. In the ratio of biological and social in man, many scientists have sought the conditions and mechanisms of personality formation. Proponents of the ideas about the dominant role of "environment" - the external determination of personality development K. Lewin [15] and others believed that the person is a product of circumstances. Under the influence of other people in the family and school a child learns different social roles, stereotypes of behavior. Therefore, without the analysis of "external" factors it is impossible to predict the behavior of an individual. Proponents of the "heredity theory" (S. Hall [24], I.V. Sukhanov [21] explain a personality's behavior by innate assignments, its genotype, "internal factors". The reasons (motives) for a personality's behavior, in their opinion, should be sought not only in the interaction between the personality and the situation, but, above all, between the environment and heredity, A.G. Asmolov in the scheme of the system determination of personality development distinguishes three components: (1) individual properties of the person as the prerequisites of personality development; (2) socio-historical way of life as the source of personality development in the system of public relations; (3) joint activity as the basis of the implementation of personality life in the system of public relations [4,5]. We assume the need for another, fourth component: the role of the family in the education of children's personal qualities of the future leader.

The basis of determinism of personality development in the system of family relations is a joint activity in which the development of personality, its socialization and upbringing is carried out. In the process of this activity, according to H.D. Jainott [9], in the system of relations in the family a child develops system qualities of an individual having personal sense, social norms, ideals" At a certain stage of development the relations between a personality and forms of selfactivity change. The personality chooses the activity and way of life that contribute to its development. Thus, in the course of life an individual's transition from the mode of assimilation and consumption of culture to the mode of mastering it for the sake of creating his way of life is indicated. Theoretical and methodological foundations of the study of the influence of family upbringing on children's development allowed us to identify the initial concepts for solving this problem. It can be stated that the process of mastering of social norms, values, formation of its aspirations and aspirations, transfer of the accumulated experience of older generations to younger ones takes place under the influence of the whole system of social structure, including the family.

Identification of psychological and pedagogical possibilities of interaction between family and school in the upbringing of leadership qualities in adolescents.

Studying the condition of the problem we aimed to conduct the ascertaining stage which included research of the attitude of all participants of the educational process to the very idea of bringing up a teenager-leader and to the methods of influencing a teenager to implement this idea (on an experimental basis with the purpose of bringing up leadership qualities). In order to determine the state of the problem and expand the geography of the experiment we chose students, teachers, and parents of sixth graders in high schools. The experiment in the secondary school was conducted to identify possible features in the understanding of parents, rural teachers and students of the problem of leadership, as well as the features in the family upbringing of a teenage leader).

It was proved that coordinated actions of the family and school are necessary for implementation of purposeful education of personal leadership qualities of teenagers. Numerous studies of teachers and psychologists show the special role of parents in the origin of the future orientation of a child's personality. Therefore, in our study leadership education and development in the family environment was studied in terms of the bilateral nature of the relationship of public and family upbringing.

In this regard, we established the nature of family influence on the adolescent (styles of interaction) in the course of the study. In compiling the questions of the questionnaires, we took into account the accessibility of their content, as the social status, professional and cultural background of the parents turned out to be extremely diverse.

Parents and teachers of these schools were offered questionnaires, the purpose of which was:

- To identify parents' and teachers' opinions about the role of family and school in fostering leadership qualities in adolescents,
- to determine the degree of awareness of parents and teachers about the presence and level of formed communicative qualities in students,
- to determine the level of psychological and pedagogical culture of parents and teachers and their ability to use it in the upbringing of their children-adolescents.

1. The results of the survey showed that both parents and teachers generally tend to believe that it is possible and necessary to educate leadership qualities of children and adolescents in the family and school environment. But it is necessary to take into account that 18.4% of parents and 21.6% of teachers consider that more than family and school, the society and heredity influence the upbringing of leadership qualities. On the whole, recognizing this fact, we believe that the dominant role in the upbringing of leadership qualities of a personality is still played by the family and school.

2. The conducted questioning showed that parents' and teachers' opinions about the same children do not coincide. Parents give higher assessment to the degree of development of leadership and communicative qualities in their children than teachers do. In our opinion, the difference in the assessment of the identified qualities is due to the fact that parents usually overestimate the positive qualities, they want to see their children as the best. Teachers, on the other hand, approached the assessment of these qualities in their students more objectively. This was also confirmed by our observations.

3. The results of the fact-finding stage allow us to say that the control and experimental groups were almost identical in the number of high, average, and low levels of development of leadership qualities in teenagers according to all six criteria; high level had only about 15% and low level about 60% of teenagers.

CONCLUSION

Based on the analysis of psychological and pedagogical and methodological literature and experience in schools and families, we have identified ways of interaction between teachers and parents in order to educate adolescents about leadership qualities, as well as ways to increase the pedagogical potential of the family-school system to improve the effectiveness of their processes.

Materials obtained in the course of the conducted experimental work, as well as in the course of joint activities of parents, adolescents and teachers give grounds for the following conclusions:

1. The conducted research confirms our hypothesis that the influence of the family and school on the education of children's personal qualities of a leader becomes effective under the condition of:

- Creation of a socio-educational space of interaction between family and school;
- a combination of group and collective forms of work between teachers and parents in order to improve the psychological and pedagogical culture of the latter;
- to improve the conditions for the active involvement of adolescents themselves in the process of self-education, self-esteem, and self-development.

The analysis of scientific sources showed that all leadership theories are characterized by a synthetic approach to the problem. 3.

3. Leader education depends on physiological, psychological, socio-economic and political factors, as well as on the interaction of the concerned structures of state power, community, family and school, intrafamily relations and relations within the school team (with the presence of a leader-adult in such a team being mandatory).

4. As a result of application of methods of pedagogical diagnostics, correction methods and game models the measure of social activity in experimental groups and at separate personalities increases.

5. In conditions of self-management, an emotionally positive microclimate is created in the collective, contributing to the formation of a self-confident, independent collectivist personality who is significant to the group. Gained experience of participants during their interaction (in tandem "parent-adolescent", "teacher-adolescent", "parent-teacher") in joint creative games reveals the potential of creative, organizational and personal abilities of all participants, activating also the position of each member of the group, aspiring to leadership.

6. In conditions of self-government, independence appears, inducing a personality to self-regulation of relations with others, to self-knowledge and self-determination. Evidence of these displays become: the conscientious attitude to tasks, the developed confidential relations in group, display of interest in activity in general and in the activity of others which is carried out in group, increase of self-esteem and level of moral culture of students. The aggregate of these displays promotes the formation of a conscious position of the emotional leader, which consists in creating a field of positive emotions; influencing others, stimulating the motivation of good interpersonal relations in interaction in pedagogically organized conditions.

7. Projective activities used in game modeling and real-life situations teach adolescents to make decisions independently and take responsibility for their own actions and the actions of others in the event environment.

8. Each member of the group, purposefully performing work in the team, acquires business qualities of a productive leader, replenishing them with new knowledge and practical skills in organizational activity.

As a result of the application of our model of leader training, the adolescents have learned to work with information; to argue their point of view, respecting the opinion of the other party; to resolve conflict situations in a humane way.

9. In the model of leader education offered by us, the system of formation of leaders of different types is traced, namely:

- a) emotional leader, working to create a positive microclimate in conditions of self-government;
- b) a situational-procedural leader, who works in the process of discussing a problem for a positive solution in conditions of independence;
- c) a productive leader who works for the content and the end result under conditions of full autonomy.

Experimental work on approbation of the Model of education and diagnostics of the teenage leader offered by us proved the effectiveness of the pedagogical conditions developed by us, based on the principles of collective-creative education in the "family-school" system, confirmed the expediency of taking into account the value-personal orientations by parents and teachers in the process of raising the leader in the student group. This approach is based on the high integration of pedagogically organized conditions according to the scheme: "self-management, independence and self-activity", conditions that provide the foundation of the model of teenage leadership education built by us.

10. On the basis of the proposed model the Recommendations to parents and teachers aimed at cultivating leadership qualities in adolescents have been developed.

Thus, nurturing the qualities of a modern leader in teenagers will be most effective if certain psychological and pedagogical conditions are created, such as:

1. Resource provision of the educational process:

- High theoretical and practical training of parents and teachers in matters of psychological and pedagogical culture;

- determination and observance of the principles and norms accepted in the collective;
 - Determination of the level and nature of parental involvement in school activities in the area of adolescents' personal leadership qualities.
2. Observance of the following principles in the organization of the conditions of leadership education:
- the principle of value and personal development of the adult and child;
 - principle of nature-oriented upbringing;
 - the principle of a teenager's involvement in social relationships;
 - the principle of interconnection of pedagogical management and children's self-government.

Provision of interaction in the system "family - school - teenager" in the organization and carrying out of the following forms of work:

- parental meetings;
- pedagogical seminars;
- scientific-practical conferences;
- Collective creative activities.

Timely monitoring of teenagers' mastery of leadership qualities by teachers and parents according to the following criteria: organization; responsibility; activity; creativity; communication skills; independence.

This study does not claim to be an absolute completeness of coverage of the chosen problem, as the tasks related to education, for example, a leader in informal youth associations are also relevant. Therefore, along with the problem we studied, promising, in our opinion, may be the development of technologies of teaching staff training, focused on work with leaders in children's organizations, age aspects of leadership, technological support of different levels of leader education, features of teachers' work with different types of leaders.

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