

TECHNOLOGY FOR THE FORMATION OF LEADERSHIP QUALITIES IN PRESCHOOL ADULT CHILDREN

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Abstract: Today, the problem of developing leadership skills in children is an important task facing not only parents, but also preschool teachers. The problem of developing leadership skills is one of the main problems faced by employees of children's institutions. That is why the article provides information on identifying and developing leadership skills of preschool children.

Аннотация: Сегодня проблема развития лидерских качеств у детей является важной задачей, стоящей не только перед родителями, но и педагогами дошкольных учреждений. Проблема развития лидерских качеств является одной из основных проблем, с которыми сталкиваются сотрудники детских учреждений. Именно поэтому в статье представлена информация по выявлению и развитию лидерских качеств детей дошкольного возраста.

Annotatsiya: Bugungi kunda bolalarda yetakchilik qobiliyatlarini rivojlantirish muammosi nafaqat ota-onalar, balki maktabgacha ta'lim muassasalari o'qituvchilari oldida turgan muhim vazifadir. Yetakchilik qobiliyatlarini rivojlantirish muammosi bolalar muassasasi xodimlari oldida turgan asosiy muammolardan biridir. Shuning uchun ham maqolada maktabgacha yoshdagi bolalarning yetakchilik qobiliyatlarini aniqlash va rivojlantirish haqida ma'lumotlar keltirilgan.

Introduction. Today, the problem of developing leadership skills in children is an important task facing not only parents, but also preschool teachers. Many Russian and foreign authors have devoted their works to the study of this issue. However, an analysis of the literature has shown that the requirements for a leader are constantly changing, new ones are being added. Today, the problem of developing leadership skills is one of the main issues facing employees of a children's institution. Becoming a leader and developing a group is one continuous and inseparable process. After all, a leader in itself is just the status of one person in a group, but the status can be changed. The topic of leadership has attracted the attention of representatives of various fields for many centuries. Confucius, Aristotle, Plato, N. Machiavelli, S. Montesquieu, G. Lebon, G. Tarde, M. Weber, G. Lasswell, G. Mosca, V. Pareto, Z. Freud, N. Michael and many others tried to penetrate the mystery of this phenomenon. In modern Western social science and literature, the problem of leadership is presented very well, it has been studied by such famous scientists as R. Bogardus, J. Blondel, B. Bas, D. Jennings, K. Levin, R. Stogdill, R. Tucker, S. Hook, A. Herman and others [1, p. 135].

"Preschool age is a period of active child development. At this time, the foundations of leadership qualities begin to form. They include perseverance and perseverance, manifested in the desire to succeed despite difficulties and failures; determination, which is characterized by the absence of hesitation and doubt in the conflict of motives, quick decision-making and bold implementation of them; endurance, avoiding conflict situations, the ability to suppress emotions and temptations; independence, discipline and responsibility. It is only on the basis of strong-willed qualities that success can be achieved" [4, p. 102]. The problem of formation and

development of leadership qualities, including preschoolers, has been studied by many scientists, including: Y. K. Chernyshenko, E. I. Geller, I. P. Volkov, L. I. Umansky, B. D. Parygin, A. S. Chernyshev and others. "A person becomes a person only in the process of socialization, i.e. communication, interaction with other people. Spiritual, social, and mental development cannot take place outside of human society. In addition to heredity, human development depends significantly on the environment. This is the reality in which this development is taking place. Personality formation is influenced by various external conditions, including geographical, social, school and family conditions" [6, p. 122]. Scientists recognize the importance of developing leadership qualities in children from preschool age, at the same time, there is a problem of choosing specific ways, as well as means of their formation, which are reflected only in individual modern studies by leading teachers.

Modern educational practice in preschool organizations shows that there are obvious contradictions: – between the emerging need to develop a number of leadership qualities in older preschoolers and the incomplete development of this problem in the theory and practice of preschool pedagogy; – between the need for the formation of leadership qualities in preschoolers, manifested in various forms of self-realization and the lack of use of forms and means of socio-cultural activities in preschool practice. These contradictions encourage the development of a socio-cultural environment, the inclusion of preschoolers in various forms of socio-cultural activities and the use of appropriate means (tools) to ensure the development of leadership qualities in older preschoolers. Numerous theoretical and empirical studies in the field of psychology, pedagogy, sociology and a number of other sciences are devoted to the concept of leadership. In psychology, the concept of "leadership" (from the English leader – the leader who goes ahead) is defined as the ability of a person to dominate and exert influence in the system of interpersonal relations in a group [7]. Pedagogy considers the concept of "leadership" as the influence of a leader on other members of a group to solve common tasks. In sociology, leadership is interpreted in two concepts: as the leading social position of individuals in the class, party, and state; as the leading mechanism of social globalization and integration of influence in the field of management.

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Today, in the modern world, it is impossible to achieve success if you do not develop leadership qualities, but the problem is that an adult has already formed as a person, which means that he acts in accordance with already established behavioral patterns that pass through

the filter of life values. It is almost impossible for an adult to radically change his character, style of thinking, and life values, therefore, all the most necessary things need to be laid from childhood, so to speak, to develop leadership qualities from the cradle. For parents and teachers, children are "blank sheets and their task is to write in them traits, qualities, and character traits through education. The development of leadership qualities in children is, first of all, the creation of a personality – independent, self-sufficient, authoritative, capable of achieving a lot, to some extent charismatic" [12, p. 78]. Every parent wants to see their child that way. However, it is impossible to imagine a baby in whom you can see all the leadership qualities. For example, sociability and quickness of reaction may be inherent in the properties of an infant's nervous activity, but the lack of proper upbringing may prevent them from developing in the right direction.

A logical question arises: why is it necessary today to increase the leadership potential of children and develop their leadership qualities even in childhood? And this is due to the fact that preschool age is a period of active development of children, during this period the strong-willed and leadership qualities necessary for a child in later adulthood are formed. The child leader will be more adapted to adult modern (which is very important) life. How can leadership skills of preschool children be developed during their stay in a children's institution? In addition to individual lessons, leadership potential can be increased by various games. They make children think, give the child the opportunity to realize their abilities. The participation of preschool children in various games promotes their self-affirmation, develops perseverance, the desire for success and various motivational qualities. In addition, the game affects the development of children's independence, their creativity and personal qualities of children. Thus, I consider the chosen topic of the final qualifying work relevant.

Preschool age is the most favorable period for mastering various forms of interaction between a child and his peers, which makes it possible to achieve positive results in personal development in conditions of joint activity. An important factor is that relationships with peers allow a child to live and act without adult intervention, as well as provide a platform for testing themselves and their capabilities.

Preschool age (3-7 years old) it can be "considered the beginning of the period of education of the child's personality, at this time a set of qualities is created that determines the further status of the preschooler in the collective (group)" [2, p. 19]. Therefore, starting from this age, the assessment of the child's personal qualities by other peers becomes of great importance, and positive qualities will be one of the motives when children choose each other for joint communication and activities in general. It creates its own children's world, in which, however, typical adult relationships are reproduced, but at the same time there are areas that remain unnoticed for adults, so to speak, the "secret children's world". Older preschoolers (over 5 years old) They begin to form small groups based on gaming activities, which at a certain stage is their leading activity. The composition of such groups may vary depending on the rules of the game. Such gaming associations remain constant for no more than 10% of all groups. An important factor is that groups of 4-6 children of the same sex are formed, and only about 8% of them are mixed groups [9]. 10 There are several factors of recognition of a child among his peers in a preschool group: - the success of the child, both in individual and in joint activities; - features of a child's personal behavior in a children's team; - assessment of his success by an adult teacher. Based on statistical data, it can be concluded that the status of a child in a gaming association has a positive impact on his success in individual activities.

A preschooler is a whole world with his own views, aspirations, and above all a child who strives for new knowledge, a figure who wants to transform the world. A modern preschool child is a resident of the 21st century, a century in which high technologies in all spheres of human life are rapidly developing, which causes both positive and negative changes for the organization of educational preschool education. A senior preschooler must have certain skills, such as attention, observation, and intelligence. The ability to analyze, give self-assessment, as well as conduct joint activities with other peers. And finally, "a preschool leader is an active person, can independently take the initiative, is able to change the situation and coordinate the actions of others, as well as organize and lead a team" [3, p. 19]. He can influence a group without being its formal leader. But it is worth noting that the leader is different from the organizer or leader, he unites, directs the actions of the group that accepts him and supports his actions. However, in recent years there have been many changes in approaches to parenting. If earlier children were taught modesty and restraint, the desire to "be like everyone else", today children are taught to be personalities, leaders, that is, children must have high self-esteem in order to be successful in adulthood. Very often, we begin to think about whether our child is a leader or not only when the child reaches adolescence, and it is worth thinking about this almost from the very birth of the child. When is it possible to recognize a child leader? A child leader can be recognized as early as the age of three. He will be surrounded by children, toys and sweets will be shared with him, he rules all the games, comes up with new ones and takes the main roles in them.

What are the components of leadership? First of all, it is independence, self-respect and self-confidence [7]. Let's try to make a portrait of a child leader in preschool age. Such a child will not act with tantrums and orders. The child leader knows how to involve other children in games, will be able to explain the rules, he is not afraid of conflicts and responsibility. On the one hand, he does not do anything special, but he stands out from the general mass of children and attracts them to himself. It is worth remembering that a real leader is a leader everywhere, that is, at home and in kindergarten. Such a child has his own special style of thinking, he calculates and plans various options, such abilities can manifest themselves as early as the age of 3. "The independence of the child leader is manifested, first of all, in the fact that such children do not wait for adults to decide something for them, they can organize the game themselves, or occupy themselves with something" [11, p. 59]. Such a child begins to show early interest in the peculiarities of behavior and human relationships. They are very observant. The child leader has the ability to convince, for example, he can persuade another child to give him a toy, but not by cunning and deception, but for the benefit of another child. Very often, a child leader can act as a judge or mediator in a conflict between other children. "In the children's community, the child leader is an authoritative person and a group of peers recognizes his right to make responsible decisions in some significant situations, that is, he is a person who really plays a central role in organizing joint activities, as well as in implementing relationships in the group as a whole" [15, p. 89].

It is also worth paying attention to the fact that a real child leader develops his strengths over time, and also knows how to show his talents, both in front of peers and adults. He treats his shortcomings with humor, and everyone has flaws, both an adult and a child, and can learn from them. Actually, humor is a great cure for insecurity and overconfidence. "The child leader is not afraid to communicate with either peers or adults, he is always in sight" [5, p. 46]. The popularity of such children is increasing every day, and they understand this perfectly well and use it. Very often, child leaders manipulate their peers and adults around them. As they get older, they begin to dictate to the environment what to do, choose games, participants in games. As

they grow up, the child leaders begin to choose who to play with, and someone declares a boycott, involving other children to achieve their goal.

Therefore, educators and parents need to be able to tactfully direct the energy of the child leader in the right direction, help him improve positive traits and suppress negative ones. After all, such a child can grow into both a positive leader and a criminal one. Educators and, of course, parents play a very important role in the development of leadership qualities in preschool children, so it is very important to teach a child to be a leader, while observing several important rules: – encouraging a child to strive for new research, search, that is, when studying something, you do not need to cram, but look for something new for the child; - to convey to the child that the risk should always be within reasonable limits; - to inspire the child with self-confidence from the earliest years, it is necessary to cheer up the child; - it is important to set the child up for success, many children are afraid of failures, afraid that they will be laughed at, so you need to explain to the child that you need to believe in your success, that he can achieve something, the one who believes in his success, and achieves it himself, he carries people with him, and this one of the main qualities of a leader. Children, as well as adults, willingly follow those who believe in themselves and their success, rather than those who doubt; - do not try to protect children from mistakes – they learn from mistakes, but they learn best from their own.

Therefore, it is not necessary to blow away specks of dust from the child, he must be able to make decisions himself and be responsible for its consequences; - determination in the life of any child, whether he is a leader or not, will be useful to him more than once; - children should dream, no matter how unrealistic these dreams may be. At the same time, it is important that the child does not just dream, but thinks about how these dreams can be realized. This will help him develop the ability to offer his options and possible solutions to problems, and this is a distinctive feature of a leader; A child leader should understand that a leader is not a superman and a ruler, but a person who knows how to set goals for himself and uses his abilities and talents to achieve them. But since we are talking about the fact that a child leader should be able to make mistakes, then it is necessary to teach him to accept criticism. Such an important quality should be nurtured by both parents and caregivers. Do not forget that criticism should be constructive, aimed at correcting the child's shortcomings, and not at worsening his self-confidence.

Criticism is very important, but it is necessary to criticize the child, not humiliate him. It is best to criticize in private, and make comments on the merits, without belittling the child's abilities. It is necessary for the child to offer his help, no matter how independent he is, because any skills require practice and experience. The child should be able to realistically evaluate his actions, talents, abilities, achievements. Therefore, it is not necessary to praise a child for imaginary talents and achievements, this may lead to inadequate self-esteem. "Praise can be a motivation for the development of a child's independence, but do not forget that it is necessary to praise wisely" [20, p. 16]. You need to praise sincerely, that is, you need to praise the child if his act really struck you. Older preschoolers are already able to assess the praise: whether it is deserved or not.

Pedagogical experience shows that the children's team identifies certain personal qualities of a leader that are necessary for communication in a team – sociability, responsiveness, kindness, fairness and friendliness. All leadership qualities can be developed through various types of activities such as gaming, sports, story-role-playing and artistic and aesthetic. Children's activity is a prerequisite for the fixation of leadership qualities: - organizational skills; - responsibility; - success in cognitive activity; - perseverance; - ability to negotiate; - the desire to

be the first; - the ability to set the rules of the game; - and another thing. The following characteristic features of a child leader can be distinguished: – independence; - curiosity; - activity; - mobility; - confidence; - determination; - courage; - and others. The child leader is respected not only by his peers, but also by his caregivers.

Leaders need communication and universal recognition, which they strive to satisfy. "Child leaders are distinguished by high initiative, a variety of peer influences and sociability" [17, p. 104]. To gain a positive attitude among peers, it is not enough for a child to possess just some qualities, this requires an extensive range of personal characteristics of a leader. To develop leadership skills, it is necessary to: - support any success of the child; - praise for a specific deed or deed; - praise publicly, criticize without outsiders; - create situations of success, but so that the child is sure that he has achieved success himself; - believe in the child; - activities should be selected in such a way that each child could realize his claims to recognition; - cultivate perseverance in completing tasks to the end; - develop communication skills.

In the course of the work, the main qualities necessary to increase the level of a child's leadership potential were highlighted – independence, self-esteem, initiative and diligence - they will help the child in the future, in the formation of personality, as well as the transition to the next stage of education. Having identified the main qualities, a study was conducted to determine the initial level of the group's leadership potential. To do this, experiments were conducted in the form of observation, as well as testing of children of the older group, using the following methods: - independence – observation; - self-assessment - the Pierce-Harrison method; - adaptive behavior – Rosenzweig's method of pictorial frustration; - initiative and performance – methods of Maralov V.G. and Sitarova V.A.; - communication skills – testing by V.I. Yashina; - divergent thinking and speech development – testing; - the sphere of emotional development – the technique of N.L. Belopolskaya "ABC of mood".

Conclusion. The results of the observation showed that almost 50% of the children in the group have an average level of leadership, i.e. the teachers of the group need to direct the children's play activities to improve certain qualities and skills. To increase the level of leadership potential in a group, it is necessary to develop a set of various activities, which should include games aimed at improving, developing or acquiring a particular quality that contributes to increasing the leadership potential of the child and the group as a whole. To develop the leadership qualities of each child, it is worth choosing a type of play activity that will help him acquire the necessary leadership qualities and increase his leadership potential.

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