



The role of collective analysis and self-reflection in adolescent leadership development

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ABSTRACT

This article provides information on some approaches to social analysis and the role of self-determination in modern society, which take a fresh look at complex problems, reveal important human qualities such as mobility, initiative, competitiveness, and leadership in the universe.

Keywords:

initiative, activity, successful position, subject, psychology, social design, integration, leader, individual

In order to successfully develop the leadership qualities of adolescents in a children's public association, it is necessary to determine the pedagogical conditions that facilitate this process.

The concept of "pedagogical conditions" is the cause of many discussions among researchers, both in terms of content and the expediency of its use.

The definition of pedagogical conditions presented by A.E. Podobin and N.M. Borytko is the most important. Pedagogical conditions within the scope of our research mean conditions or environments that are specially created by teachers for the development of leadership qualities of adolescents in a children's public association and offer to achieve a certain result[29].

The process of developing the leadership qualities of teenagers in a children's public association will be effective if: Systematically involve teenagers in specially organized activities aimed at mastering leadership experience;

Use of social design technologies in the activities of the children's public association, providing each teenager with the opportunity

to perform various positions of the members of the association (from the executive to the organizer);

Systematic implementation of pedagogical monitoring of the dynamics of development of leadership qualities of teenagers. Regularly involve teenagers in specially organized activities aimed at acquiring leadership experience. The development of leadership qualities of a teenager in a children's public association is largely determined by the content of activities in which the team participates.

Activity and its content are the subject of research of many scientists: A.N. Leontiev, P.P. Platonova, A.V. Petrovsky, I.P. Podlasy and others. Pedagogy does not consider activity as an independent pedagogical phenomenon. It is dominated by the study of specific types of activities: educational, social, sports, etc.

He derives the definition of the category "activity" from philosophy and psychology, which originally emphasized that activity is related to elements such as knowledge, operation, goals, motives, consciousness, symbols, meaning, meaning, etc.

When revealing the category of activity, philosophers name the object that a person distinguishes by his activity.

The main constructive element of such a choice is "task" (MA Rogov). There are other views when activity is understood as work and thinking (S.L. Rubinstein). L.P. Bueva gives a multifaceted meaning to the concept of "activity" and defines it as the process of creating social subjective conditions for its existence and development, the process of changing social reality in accordance with social needs, goals and tasks.

The most universal, although incomplete, definition of the concept of "activity" is as follows: activity is a specific human form of active reaction to the surrounding world, the content of which is to change and change this world according to the purpose.

Based on the development of existing forms of culture. It should be noted that the understanding of activity as a form of active response of a person to real activity is common in all definitions.

The indestructible postulates of the science of psychology and pedagogy include the development and formation of a person's personality in the system of social relations depending on his life conditions, but primarily in the process of activity and communication[26].

N.F. Golovanova, A.V. According to Mudrik, the student, as a carrier of social experience, not only acquires a set of knowledge, information, examples, skills, but also learns the methods of activity and communication that are the result.

The main element of the psychological-pedagogical mechanism of social experience is activity. In order for a person's activity to be called socially significant (useful for the society in which a person is located), he must be a carrier of a set of qualities necessary for socially significant activity.

A.N. Leontiev, P.P. According to Platonov's research, the subject is the implementation of the activity; the object is the opposite of the subject; the subject to which the subject's activity is directed; technology of

activity of the subject in this situation; tools used by the subject in the course of the activity; the result is a subject that has changed during the activity.

The activity makes certain demands on the subject. "... any personality trait," writes K.K. Platonov - they develop only in the process of their necessary activity, and therefore they are activated.

Not every activity develops leadership qualities, but only one that causes a teenager to have a certain attitude towards a group of people. It is a diverse activity aimed at gaining leadership experience that contributes to the development of leadership qualities.

If the activity of adolescents is one-sided, for example, it is reduced mainly to solving intellectual problems, then the opportunities for developing leadership qualities are limited.

In the children's public association, adolescents acquire certain knowledge, develop leadership skills in various activities offered to them.

A teenager consciously chooses a position where his abilities and desires are most fully realized.

Changing the role of a teenager in a children's public association, gaining experience in leadership behavior, in our opinion, will be helped by the use of social design technology. It should be noted that when solving the problem of creating pedagogical conditions for the development of leadership qualities of teenagers in a preschool educational institution, it is based on the idea that there can be not one, but several leaders in the group, and each of them can be.

The experience of our own pedagogical work and the logic of this research allow us to consider the features of social design technology and the development of adolescent leadership qualities during the work of a children's team on a socially significant educational project.

Social design is the search for new meanings of social phenomena, relationships and conditions as a result of the selection of methods of constructive change and anticipation of their innovative appearance.

"Successful situation" consists not only of taking into account the tendency of a teenager to a certain type of activity, but also to teach a member of the squad to new types of activity through individual consultations, trainings and conversations. All this allows the teenager to acquire new knowledge, skills, and participate in various activities in the design process.

In addition, due to the structure of the work stages of the social project, the implementation of the project offers activities that are often impossible in ordinary school life.

A.S. Belkin considers the state of success to be a purposeful, organized combination of conditions that can achieve significant results in the work of one person and the entire team.

According to the scientist, "Success is a state of joy and satisfaction, because the result that a person strives for in his work corresponds to his expectations and expectations or exceeds them.

Based on this situation, new, stronger motives for activity are formed, the levels of self-esteem and self-esteem change.

When success becomes stable, permanent, a specific reaction can begin that releases the potential of a person that has been hidden for the time being.

A.S. Belkin considers the state of success to be one of the main ways to activate the learning process,

E. Sh. Natanzon believes that the success situation is one way to organize learning, especially for students who cannot complete tasks independently and need daily systematic support. According to the author, this method is based on one of the laws of the development of emotions, that success inspires a person, increases interest in activity[30].

Shchurkova defines the state of success as follows: "It is living with the theme of his personal achievements in the context of the history of his personal life." The state of success, according to the teacher, is always subjective, the result of efforts is only considered in terms of tomorrow's prospects of the individual, compared to the result of yesterday's efforts.

The goal of a successful situation is to activate the physical and spiritual forces of a person, to develop his abilities to the maximum.

A child living in a successful situation gains dignity, finds himself at a certain level, while success creates satisfaction with life in the moment. Analyzing the main points about the use of success status, we can conclude that most teacher-scientists see the success status as a means of optimizing the learning process, while not affecting the possibility of using this technique in the process. Teachers consider the success situation in the context of school (teaching) work and, unfortunately, do not describe the possibility of using this technique in the context of activities outside the classroom.

In our study, the state of success in the development of leadership qualities of adolescents is defined as a targeted combination of psychological and pedagogical methods that help to consciously involve each teenager in specially organized activities aimed at gaining experience in leadership behaviors.

Creating conditions for a teenager's success will be effective if the teenager - the subject of activity - is included in the activity developed by the teacher and implemented in it, if he demonstrates his leadership qualities.

The effectiveness of the development of leadership qualities is largely determined by the extent to which the main points of this development are studied, how well the teacher diagnoses the situation, how correctly he chooses the means of pedagogical influence, and takes into account the current situation in the relationship. The teacher should know how developed the leadership qualities of the members of the children's public association are, how they are implemented in relation to a specific situation.

Systematic pedagogical monitoring helps to identify current and potential leaders and increase the activity of members of the children's public association.

Studying the dynamics of the development of leadership qualities of teenagers in preschool educational institutions allows to reveal the characteristics of the

interaction of team members, to study the conditions for the development of personal initiative and amateur activities.

The special role of preschool education in the field of education is determined by the realization of the unique educational potential of the children's organization.

The educational potential of the children's public association is a certain totality of socio-psychological factors that determine the individual's needs, knowledge, activity, communication, creativity, and the position of the subject of self-development in the life of the association.

The basis of the educational field is respect for the individual and his rights, the development of his desire for self-knowledge, self-improvement and self-realization.

According to the researchers of the children's movement, in order to realize the educational potential of children's associations, it is very important to create real opportunities for them to realize the goals and perspectives of the association, to be in it and to act, to actualize and develop.

Children's community association provides a broad and multifaceted inclusion of adolescents in the system of social relations, organizes life activities that meet the developmental needs of adolescents. According to M.E. Kulpedinova, D.N. Lebedev, openness and voluntary membership, emotional appeal of activity, great social rights (greater than the role of the student, the child in the family), the opportunity to choose a specific type of activity, joint forms of its organization and special socio-pedagogical opportunities for children's public association in the development of leadership qualities of adolescents [11].

Thus, opportunities for developing leadership qualities of teenagers in children's public association are expanding due to:

- Adolescent participation and engagement in a variety of activities that experience adolescent leadership behavior;
- variety of social roles (positions) performed by the teenager in the union;

- expanding the range of communication, availability of communication between young people.

We emphasize that the children's public association creates conditions for meeting the needs and interests of teenagers, for constructive, creative interaction. At the same time, the child retains the right to freely move from one children's community association to another.

The strength of children's associations is that they nurture self-determination and experience self-awareness through social interaction.

Thus, children's public association, as a rule, creates conditions for children (as well as adults) to voluntarily join joint activities to solve specific problems based on their common interests:

Meeting the equal rights needs of the adolescent. position with adults; exercise unsolicited opportunities in other communities of which he is a member or a member;

Eliminate the lack of meaningful communication (including different ages); Development of social creativity, the ability to communicate with people, leadership qualities, the opportunity for every child in the children's public association to realize himself as a real part of society with his rights, duties and their real, active manifestation;

Existence of subject-subject relations in the preschool educational institution; the presence of content-varied socially oriented activities that contribute to the knowledge, development, self-awareness of a person, gaining experience in leadership behaviors;

The variety of social roles (positions) performed by a teenager in the association is a necessary condition for the development of leadership qualities of teenagers.

Consequently, the children's public association can be considered as an educational space for the most positive, prosperous, effective development of the leadership qualities of teenagers - its participants[13].

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