



## **SOCIAL MECHANISMS OF COMMUNITY INFLUENCE ON THE DEVELOPMENT OF LEADERSHIP QUALITIES OF ADOLESCENTS**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 10 <sup>th</sup> January 2024 <b>Accepted:</b> 7 <sup>th</sup> March 2024	This article provides information on some trends in modern society that allow a new way of looking at long-term problems, showing initiative, mobility, competition - the most important human qualities, as well as some trends in teaching the formation of social mechanisms of social impact of like-minded people.
<b>Keywords:</b> The phenomenon of like-minded people, like-minded person, experimental, small group, intellectual, subjective leader, leader, constructive activity, leader, individual	

The analysis of the phenomenon of leadership should be carried out only in a group that really acts, because leadership as a phenomenon is manifested only in a small group.

A small group is characterized by the psychological and behavioral characteristics of its members, which separates and separates the group, turning it into a relatively autonomous socio-psychological entity.

The small group is a central concept in group dynamics. In our case, a small real group is a community association of children.

Despite the fact that there are different approaches to defining the concept of "children's public association", the views of researchers are largely consistent.

Children's community association, M.E. Kulpedinova, D.N. Lebedev is an independent social formation of children and adults created on a voluntary basis for joint activities to meet the social needs and interests of children. Voluntary, independent sign E.V. Titov. A.G. Kirpichnik considers children's public association through the concept of "form of organization".

A. V. Malinovsky gives the following definition: "A children's association is a type of small group that functions as a social organization with a freely formed organizational structure, a democratic hierarchy of "adult-child" and active personal social relations implemented in roles and content, forming interaction within the group.

From the point of view of social psychology, the essence of a child's organization can be determined as a value-motivational basis that helps to satisfy the social claims of a child of a certain age in

his real life, a social organism characteristic of a certain society.

Relationship with the material world, with the surrounding reality, representing the social interests of children in various public spheres, contributing to the full mutual development of personal qualities and environmental opportunities.

From the point of view of sociology, the essence of the children's public organization can be determined as a unique socio-cultural formation that combines the vital values of childhood, real opportunities to meet the various needs and interests of the child in this society.

From the point of view of pedagogy, the essence of children's organization can be expressed as a set of specially created environmental conditions that ensure stable socio-pedagogical cultural relations between children and adults as equal partners with different social statuses, aimed at optimizing their social opportunities.

The above disciplinary positions in the interpretation of the nature of children's public organizations E. Formed in the author's version of Dmitrienko. When talking about children's community association, the authors of the textbook "Pedagogy of children's movement" E.L. Maltseva and N.M. Kostina examines the essence of children's community association and presents it in three aspects.

The social aspect is manifested in the need of the society to institutionalize the social activity of children, to include them in the acquisition of the experience of social relations through the public association of children, that is, to direct the socialization of the child in a socially approved direction.



Through preschool education, the child is not only enriched with experience, but also realizes himself as a person, affects life conditions and people around him.

The psychological aspect is related to the realization of children's desire to communicate.

Adolescents' desire to unite is a natural need at this age, because when they join groups, they strive for self-affirmation and self-realization[7].

Communication and movement are dominant in this age period. It is in communication that a teenager learns the norms of social behavior, moral norms, equality and respect for each other are established.

A teenager's communication with peers, comparing himself with others, interest in his personality, his abilities and opportunities create favorable conditions for the development of self-awareness at this age.

The teenager is connected with the peer group by his main interests, social activities, usual lifestyle, and traditions.

The teenager values the opinion of the team and individual peers, works to find and occupy a worthy place in the team.

L. S. Among the main groups of bright interests that Vygotsky identified as dominant, Vygotsky distinguished the following:

A teenager's interest in his personality; to install a teenager on a wide, wide scale;

Adolescent urges to resist; a teenager looking for the unknown.

Among the new formations of this century, the scientist noted the development of reflection and, based on it, the development of self-awareness [1].

L.I. Bozovich, L.S. According to Vygotsky, with the beginning of the transition period, new, broader interests, personal hobbies and a desire to take a more independent, more "adult" position in life appear in the general mental development of the adolescent.

Bozovich believed that adolescence formed a neoplasm and called it "self-determination". From a subjective point of view, it is characterized by the awareness of oneself as a member of society and is concretized in the new socially significant position of the teenager.

According to the fair judgment of W.V. According to Rogacheva, one of the trends in personality development during adolescence is the satisfaction of the need for search activities and achievements.

"This age makes it the most active, allows a high school student to engage in social activities, the

characteristics of which are determined by the intensive growth of self-awareness and the desire for self-realization."

A. A. Rean notes that the need for organizational activities increases during adolescence. Adolescents are ready to take on the leadership role, to involve young men in the organization of any activity.

A characteristic feature of adolescence is the transformation of a child into an adult. A teenager has a desire to mean something. All this increases his activity in public life. As a rule, children with clear collectivistic motives and organizational skills belong to this age group.

A teenager's entry into a group means that he is looking for his place in the group structure, where the leaders stand out as a result of the group's differentiation.

The growth of social activity, the rapid development of the adolescent personality, his worldview, self-awareness and the formation of the desire for self-realization allow us to define adolescence as a sensitive age for the development of leadership qualities.

Children's public associations, O.D. Chugunova can play an important compensatory role, provide the necessary level of self-esteem, maintain a comfortable social position, serve as a condition for the protection of a teenager, fill the lack of events in life [2].

A.G. Kirpichnik, taking into account the importance of children's public associations, emphasizes the need for children's movement:

Children have initiative, independence, feasible and realistic participation in society, realizing their desire to grow up and affirming their identity in meaningful activities for society.

A.V. Volokhov formulated the rules for the inclusion of children in the activities of the children's public association: the priority of the interests of the child's personality; implementation of the interests of each child, not allowing the child to be involved in activities against his will;

Enthusiasm for one's role model is superior to teaching, respect for the child's personality, not allowing to belittle his honor and dignity;

Equality of children and adults in solving all issues related to the activities of the Children's Association;

The unity of the requirements of everyone for everyone, in everything, including the requirements of adults for children and children for adults, is currently studied such phenomena as "the educational space of the daily school life of a teenager" (D.V. Grigoriev);



Kindergarten educational area (E.V. Kabanova), classroom (V.E. Perova), urban and rural schools (V.G. Kashkov, M.I. Ovechkin), small town (M.V. Koreshkov).

Factors of humanization of educational space were studied: national traditions (G. A. Rogova), game (L. V. Kulikova); school subculture (P.T. Shiryaev), additional educational institution (V.A. Borodulin).

The first attempt to systematize different approaches to understanding the category of educational space was made by N.L. Selivanova considers the available options for defining the educational field.

The educational field is understood by scientists as a humanistic "environment in the environment" specially organized by teachers together with children, which not only adds, but also creates new opportunities for the development of the student's personality.

This space is considered as a temporary combination of energy sources capable of ensuring the development of a person according to certain goals and a condition for the development of the child's personality.

For example, L. N. Novikova considers the educational space to be a pedagogically organized environment.

According to his position, the educational field is a pedagogically organized environment that surrounds an individual child or many children (classroom, school, home, yard, microdistrict, village, small or large city, region).

In this case, the main mechanism for creating an educational space is the mutual cooperation of educational, cultural, medical and other institutions, which are united by a common understanding of pedagogical tasks, unified principles and approaches in education[2].

Yu.S.Manuilov. How does the Pedagogical Activities Network view the educational space of D.V. According to Grigoryev, the educational field is a dynamic network of interconnected pedagogical phenomena, collected by the efforts of subjects at different levels and able to act as a holistic condition for the personal development of an individual, both an adult and a child.

According to I.D. Demakova, the analysis of scientific works allows us to form several basic positions about the field of education:

- space - a mastered environment (natural, cultural, social, information) adapted for solving educational problems;

- the concepts of "environment" and "space" are not the same: if the environment is a given that is not the result of constructive human activity, then space is the result of pedagogical development of this given;

- the field of education does not develop by itself or by order from above - it is born due to specially organized activities within the framework of pedagogical reality;

- the educational space becomes a humanizing factor of children's life, if it is the space of the children's community, it is full of real and important questions that children need to find answers to, if children accept it as their territory, for this. they protect against destruction in a responsible, businesslike manner;

- creation of an educational space includes internal processes related to the selection of priority areas of pedagogical activity and external, including development of the environment by the team of children and adults.

An important feature of the educational space is its activity, which is understood as the ability to maintain a sufficient level of tension for all participants of the interaction in the group, stimulate the child's questioning attitude to the world, and creatively search for answers to questions.

It appears in him during his life;

- the active learning space is distinguished by the fact that it provides each child with the opportunity to meet new people, objects and events, and the high probability of an event that can arouse the personal interest of the participants in interacting with what is happening [3].

Based on the above analysis of the "educational space" category, under the educational space for the development of leadership qualities of adolescents, within the framework of our research, we understand the pedagogical mastery environment that creates not only additional, but also new opportunities.

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