Leadership As One Of The Needs And Personal Qualities Of A Teenager

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Abstract

This article focuses on the issue of leadership, provides information on various approaches, and the emergence of a leader. It also shows the difference between a leader and a leader and their place and importance in society.

Keywords: Leadership, leader, peer, knowledge, skills, adolescent, personality, development.

Introduction

There are several approaches to the problem of leadership in psychological and pedagogic science, which differ fundamentally in their positions on the question of the origin of this phenomenon.

Since the development of leadership theories is carried out separately in foreign and domestic psychology, it seems appropriate to analyze the main areas of research separately. The most common and generally recognized theories are the theory of leadership characteristics, situational, situational-personal theory.

The concepts of "leader" and "leader" are used in a number of disciplines, in particular, sociology, political science, psychology, and pedagogy. Let's look at a series of definitions that highlight the important features.

Materials and Discussions

The leader is the member of the group who is determined by the most complete values of the group, has the greatest influence and is promoted in the process of mutual relations (R.L. Krichevsky, [4]).

The leader is a member of the group for whom all other members of the group recognize the right to make the most responsible decisions that affect the interests of the whole group and determine the direction of the whole group's activities (A.I. Umansky, [8]).

There are some general definitions: A leader is a group member who is appointed as a result of the interaction of group members or organizes them

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around him, according to his norms and values, and contributes to the organization and management of this group.

• A leader is a group member who has the necessary organizational skills, is central to the interpersonal relationships of group members, and contributes to the best achievement of group goals by setting an example, organizing and leading the group.

Thus, a number of important features of the leader can be distinguished from the definitions: he is distinguished by the most complete set of group values, occupies a central place in the structure of interpersonal relationships, has the right to make the most responsible decisions, and organizes the group to achieve goals.

Leadership is one of the ways of differentiating a group as a result of the activity, communication and interaction of its members.

The leadership that emerged as a result of the communication and interaction of individuals in the group becomes a complex socio-psychological phenomenon, in which the most important features of group development are directed and manifested in a certain way, they are not only psychological or emotional-psychological, but primarily social and class in nature. As B.S. Volkov [1] pointed out, attempts to derive leadership from purely psychological relations between members of small groups and oppose it to leadership as a process of only social and political nature are characteristic of modern American social psychology. "Formal" leadership is related to the established rules of appointment of the leader and implies a functional relationship. "Informal" leadership is created on the basis of personal relationships of participants [5].

This is a trait called leadership. Therefore, O.A. Pavlova [5], in leadership positions in school classrooms, the official leader is not always the most authoritative person in the community.

Sometimes it is not young people themselves who promote it, but also adults; therefore, the class leader should either know his students well or give them the opportunity to choose the class leader themselves.

If the principal is not an "unofficial" leader at the same time, then a person with a high reputation among students will break up the team, and the effectiveness of the organization and the very efficiency of the activity will fall. A conflict may arise between the official and the unofficial leader.

Therefore, it is very important for teachers to have an idea of who the class leader is.

Today, one of the convenient directions for training leadership qualities in teenagers is the children's public association.

Involvement of teenagers in specially organized activities is aimed at mastering leadership experience, and when using social design technology in the activities of children's public association, each teenager is given the opportunity to perform various positions of association members (from executive to association).

Note that no activity develops leadership qualities, but is the only type of activity that gives a teenager a certain attitude towards his peer group.

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.

Occupying a certain social position or the role of a member of a certain association is associated with the acquisition of certain knowledge and skills.

As researchers have noted [6], the performance of leadership functions forms or helps to form certain qualities of a leader: if a person performs this role for a long time, then the normative requirements of the role are internalized (assigned) and this leads to the strengthening of personal characteristics necessary for effective leadership.

Leadership is especially important during adolescence. Consider the characteristics of this period and their connection with the development of leadership.

The main content of adolescence is its transition from childhood to adulthood.

All aspects of development undergo qualitative restructuring, new psychological formations arise and are formed.

This transformation process determines all the main personal characteristics of adolescent children and, therefore, the specific characteristics of working with them.

Learning plays a big role in the life of teenagers. In particular, they are ready for activities that make them adults in their own eyes.

Educational activity is considered to be formed if it is motivated by direct motives, and the teenager can independently determine educational tasks, choose reasonable methods and methods of solving problems, monitor and evaluate his work.

In this case, the teenager's need for self-affirmation is fulfilled. If students are not well formed in their educational activities, they can "drop out".

The need for self-affirmation is not fulfilled. Success in learning affects the growth of self-esteem, the development of self-confidence, and thus forms the qualities necessary for leadership. Academic success can become the basis of a teenager's leadership in the intellectual sphere of the community.

If the leading type of activity of a junior high school student is education, and significant changes in mental development are associated with it, then the main role in a teenager belongs to the system of relationships established with others. It is the system of relations with the social environment that determines the direction of his mental development. Therefore, the problem of leadership becomes one of the most urgent problems in this period.

It is known that the development of the adolescent personality takes place in the changing conditions of group development (teachers of science, joint work, friendly companies, etc.), puberty and a significant restructuring of the body. Associated with the psychological characteristics of puberty: increased excitability and relative instability of the nervous system, claims that turn into arrogance, overestimation of opportunities, self-confidence, etc.

It also affects a person's self-affirmation characteristics. Peers have a special place in the formation of a teenager's personality.

A peer, unlike an adult, is a special type of model as a measure for evaluating oneself at the level of real capabilities: closer to a peer, more accurate, more convenient; It is easier to focus on him, because the qualities are manifested in situations close to him; It is easier to compare yourself with your peers. It is easier to recognize and evaluate your own shortcomings and successes. A peer is not only a model, but also an assistant and participant in his activities.

Relationships with close friends play an important role in the development of social and spiritual maturity of a teenager. They are the subject of a teenager's special reflection. He tries to understand himself and his friend. He compares his attitude towards himself and himself, tries to understand the reasons for his actions.

As a result of thinking, there is an activity aimed at correcting not only one's own shortcomings, but also that of a friend. Each of the friends educates each other by presenting a certain system of requirements to each other.

Learning the norms of friendship is the most important learning of a child during adolescence period. Interaction with peers is an important condition for the formation of leadership qualities of a teenager.

When organizing educational work with teenagers, it is necessary to take into account that their behavior and activities are significantly influenced by the opinion of their peers.

They are primarily based on this idea in all their actions and work. Adolescents place high demands on the activity, behavior and personality of the teacher. They always evaluate the teacher and build their attitude towards him on the basis of value judgments. It is very important that the opinion of friends, the community, the opinion of the teenager matches or is similar to the opinion of teachers and parents.

Only in this case, it is possible to eliminate the contradictions that have arisen and thereby create favorable conditions for the normal development of the teenager.

A teenager's constant communication with his friends makes him want to take a decent place in the team.

This is one of the main motives of the behavior and activities of the teenager.

According to L.I. Bojovich, the need for self-affirmation at this age is so strong that a teenager is ready to do a lot for the recognition of his peers: he can even give up his views and beliefs and take the necessary actions.

The need for self-affirmation can also explain many facts of violation of behavioral norms and rules by difficult teenagers.

K.K. Platonov identifies four hierarchical levels of structure in the personality structure:

"The degree of temperament includes qualities that are more determined by heredity; they are related to the individual characteristics of the human nervous system; the characteristic level of mental processes forms qualities that describe the individual experience of sensations, perception, imagination, attention, thinking, emotions, will; the level of experience of a person - it includes knowledge, skills, habits, habits.

They distinguish between those formed in the process of learning academic subjects (knowledge, skills) and acquired in practical activity (effective-practical field); the level of orientation of a person combines social qualities in terms of content that determine a person's attitude to the world around him, serve as a guiding and regulating psychological basis of his behavior: interests, views, beliefs, social relations, values, moral and ethical orientations. principles, outlook" [7, p. 5-6].

All groups of qualities are closely related to each other, defining and often compensating each other, representing a complex integrated system.

The essence of a person, his consciousness, creative activity and individuality are determined by society. The formation and development of personality is the process of assimilation of social experience.

I.S. Kohn [2] states that the person is not only "a product of history, but also a participant in its living movement, an object and a subject of modernity."

In other words, each person performs a certain type of activity, occupies a certain social role, which means "normatively approved behavior expected of everyone who occupies a position."

These assumptions, which determine the general contours of the social role, do not depend on the consciousness and behavior of a particular individual: they are given to him as something external, more or less obligatory, and their subject is not an individual, but society.

Conclusion

Thus, adolescence is the most favorable period for the development of leadership qualities in a child, it is acceptable to involve him in joint activities with teachers and parents, to encourage the development of self-awareness, self-discipline, and leadership qualities in adolescents.

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