



PSYCHOLOGICAL FACTORS OF THE FORMATION OF LEADERSHIP QUALITIES IN SCHOOL STUDENTS

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Annotation

This article is devoted to the psychological factors of the formation of leadership qualities in students, and involves the study of the professional, life, scientific, and psychological preparation of high school students. Also, the content of the article, through reliable sources, illuminates the individual characteristics of students, their psychological image and functions on a scientific basis.

Keywords: leader, school, teacher, psychologist, student, class, discipline, psychological image, patriotism, courage, selflessness.

Nowadays, every field needs personnel with psychological qualities such as selfless, leading, initiative, rich in innovative ideas, socially active, possessing new management practices, optimism, independent thinking, self-confidence. This situation is also important for students, and leadership is a guarantee of success for students in any conditions. The psychological characteristics of the formation of leadership qualities in the behavior of students, the psychological qualities inherent in the leader, the relationship between the leader and the team, psychological conditions affecting successful work, independent decision-making, and superiority in communication are among the important and urgent issues facing psychology.

It should be noted that in many studies related to the fields of psychology, many scientific approaches, concepts, and scientific models have been scientifically developed on the issue of the phenomenon of leadership, which contain a lot of important information describing the characteristics of leadership and leading individuals. However, in domestic studies, almost no research has been conducted on the psychological aspects of the formation of leadership qualities, especially in young people. In our opinion, a leader is a set of individual actions that combine all



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the mechanisms and methods of psychological influence in order to achieve maximum impact in group activities.

In particular, researcher N.V.Mysen defines leadership as a person who, on the basis of administrative, legal and social authority, manages the activities of a group and increases their motivation[1, 61]. From this point of view, leadership is a person who is more active than others in performing distributed tasks, who encourages others to perform them or leads them, that is, who coordinates the actions of a group of young people.

According to T.Shibutani, a scientist with his own scientific views in the field of psychology, when describing the concept of leadership or analyzing data related to it, it is necessary to take into account the state of interdisciplinary integration. Because this concept reflects many characterological features that assess the activities of students and young people and their potential[2, 96]. Indeed, in many psychological literatures there are undisputed opinions on the description of the concepts of a leader and a manager..

In the official comments of researcher S.R.Covey, it is not necessary for a leader to be in the group, but a leader should be in his place in such conditions [3, 246].

Researcher N.P.Belyatsky, in explaining the qualities of leadership, singles out the following psychological aspects[4, 89]:

a leader is primarily a subject who regulates interpersonal relations in a group and controls the formal relations of the team;

leadership is a phenomenon that manifests itself in the microenvironment and reflects a whole set of social relations that are part of the macroenvironment;

leadership arises spontaneously, the leader of any social group is appointed or elected, but this process does not occur spontaneously, but rather is purposeful, carried out under the control of various elements of the social structure;

the phenomenon of leadership is not very stable, the candidacy of a leader largely depends on the mood of the group, while leadership is a more stable phenomenon;

the decision-making process by a leader is more complex and based on many criteria, while that of a leader is no exception;



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the leader's activities are mainly in a small group, and he is considered a leader, the scope of the leader's activities is psychologically wider.

According to the European researcher D.K.Dale, leadership is not a quality that is inherent to everyone, it includes specific psychological abilities, individual psychological qualities, professional competencies, social psychological qualities, and specific features of the nervous system. Leadership is a multifaceted activity. The following two main directions are distinguished in its explanation[5, 96]:

leadership is a focus on specific tasks, i.e. motivation, organization, giving instructions, making the right decisions and ensuring their implementation, correctly distributing the workload, etc.;

leadership is a set of qualities such as striving to maintain and develop a team, paying attention to those under one's control, self-confidence, the ability to motivate a team, helping people achieve their personal goals, satisfaction with one's work, self-awareness, self-confidence, active participation in thinking and solving problems, and practicing mutual respect and sincerity in personal relationships..

Therefore, explaining the phenomenon of leadership involves explaining the relevant data not only from a socio-psychological perspective, but also from areas such as management psychology and organizational psychology. Because many studies on management psychology have detailed specific definitions and conceptual foundations of leadership phenomena.

According to one of the leading scientists of social psychology, D.Myers, a leader is a person who can influence other people, ensure high efficiency in activities, and contribute to success in work. At the same time, a leader can motivate some members of the group and change them differently from others [6, 423]. A leader is a person who has high vision, can influence others, and can unite them for his goals.

Researcher V.F.Ukolov in his textbook “Theory of Management” tried to explain the concept of leadership through the following definitions [7, 55]:

a leader is a person who is at the center of group processes;

a leader is a person who has a number of psychological characteristics;

a person who differs from others in his actions or whose characteristics are very easy to recognize;



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a leader is a person who constantly strives for a goal or result, whose management skills and roles are much higher than those of others;

a leader is a person who is always supported by group members, regardless of the team he is in;

a leader is a dynamic group member who has high persuasive skills and is able to lead others;

a leader is a group member who has the ability to influence, he is often a person close to the leader;

a leader is a team member who has mastered management skills, informally leads the team, etc.

Indeed, the problem of leadership is extremely multifaceted, and it is possible to distinguish many psychological aspects in it, each of which naturally implies its own essence.

According to Uzbek scientist Professor E.G.Gaziev, if a person's individual characteristics in certain tasks correspond to the process of activity and relationships, the goals and requirements of the group members, then he is a leader. If the tasks and requirements of the group change, another person can take over the leadership role [8, 76]. Thus, in collective activities, for example, during leisure time, another person can also take on the leadership function. In addition, an official leader is a head appointed by the organization's leaders to manage certain tasks. He has legal rights, duties and responsibilities, which he has scientifically based definition.

Since the student-adolescent period has a unique way of thinking, it is likely that it will be difficult to study their personality traits. That is, a student leader is a member of the class who helps other students do more than others. The leadership qualities of one student greatly help to open up the opportunities of other students.

Authoritarian leaders have ideas about the abilities of each class member, their attitude to the preparation of tasks, and their positions in accordance with their positions, and accordingly, they maximally program the work actions of each student. Such leaders have such dedication to school activities that they cannot imagine themselves without tasks, that is, school activities “cover their whole being”. Perhaps for this reason, such a student knows each class member very well, their daily activities, and their results. In addition, it was found that such students



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have such positive psychological characteristics as a leader-organizer, a leader-initiator, a leader-erudite, a leader who manages the emotional state of the class, and a leader-intellectual.

In conclusion, it was found that the main psychological factors such as “emotional literacy”, “management of one's own emotions”, “empathy”, “social and moral maturity”, “spiritual maturity”, “emotional maturity”, “social intelligence” and “leadership in a team” had a positive effect on the formation of leadership qualities in students.

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