

PSYCHOLOGICAL CONDITIONS FOR DEVELOPING LEADERSHIP QUALITIES IN CADETS OF HIGHER MILITARY EDUCATIONAL INSTITUTIONS

Sh. Mirabdullaeva

Associate Professor of the Department of Military Psychology and Pedagogy
of the Academy of the Armed Forces of the Republic of Uzbekistan

Abstract

This article reveals the psychological conditions (a set of interrelated and interdependent factors that ensure a purposeful process) for the development of leadership qualities in cadets of the Higher Military Command School: ensuring orientation toward the vision of the standard of a modern specialist-leader; development and implementation of a program for the development of leadership qualities of cadets. It is shown that motivation is embedded in the very process of educational and creative activity of cadets, and a personality-oriented approach ensures the direction of cadet training on the formation of the personality of a future specialist-leader, his professional development.

Keywords: leadership, psychological conditions, criteria and indicators of formation of leadership qualities, motivation, circumstances, qualities, development, activity, direction, internal, situational, team, systemic.

The mental development of a cadet, the formation of his personality can be understood only within the framework of his socialization, i.e. his assimilation of the products of the social experience accumulated by people. But the "models" with which encountered by a cadet during his development are not at all unambiguous. They may represent the products of creative constructive activity that promotes the development of leadership qualities, but they may also be products of negative experience, represent false views and principles, outdated traditions, negative personality traits, etc. And if the process of socialization occurs spontaneously, uncontrollably, then there are no guarantees that it will be aimed at mastering the best examples of leadership in a team. Hence, it is clear that the socialization of a cadet, the entire process of forming his leadership qualities should be carried out in the system of training and education. It is an active and purposeful management of the formation of personality qualities. At the same time, education is not the sum of some special measures of influence,



but first of all the appropriate organization of the life and activity of the cadet, his attitude to reality. All this shows the importance of organizing the military-pedagogical process taking into account the patterns that influence the psychological conditions in which the cadet develops, in which his leadership qualities are formed.

Process The formation and development of leadership qualities in a cadet is long, complex, internally contradictory, and is determined by the influence of numerous factors. This process is not spontaneous, but controlled, and it is carried out against the background of the professional, moral, intellectual, aesthetic and physical development of each cadet. It should be borne in mind that the formed level of development of each quality is not fixed and motionless once and for all. It is in constant dynamics, as is the process of personality development in general. Depending on the factors influencing the personality of the cadet, and on the conditions in which it is located, on the strength and constancy of stimuli that affect the psyche, one or another level can be fixed, strengthened and positively improved or, conversely, destroyed, modified in a negative direction [1 p. 127].

The formation of any quality is accomplished through overcoming a number of contradictions in the social and spiritual development of the individual. Contradictions of this kind are varied. "A variety of contradictory connections and properties is presented in the social development of the individual and the psychological structure of man. The unity of human individuality and the contradictory nature of its multiple states constitute two sides of the same pattern of its development" [2 p. 334]. The multifaceted nature of the contradictions in the process of forming the qualities of a leader is determined by the "nature of social contradictions", the presence of remnants of the past, contradictions inherent in "the very nature of the development of individual aspects or properties of the individual", contradictions "inherent in educational practice itself", as well as the nature of contradictions "inherent in military activity" [3 p. 304-310].

The most important condition for resolving contradictions is understanding all the complexities and difficulties, the need to overcome them, taking into account the conditions of training at the military institute, eliminating everything that interferes with the successful solution of the task of developing leadership qualities.



The training conditions for cadets have their own characteristics:

1. During this period, the cadets' focus on leadership in a military team, the motives for their activities, and their interest in the officer profession are formed.
2. Cadets practically learn the relationships characteristic of military life, various techniques and means of influencing subordinates, which are used by the institute's teachers. They learn how to behave in a particular service situation, build their relationships with superiors, subordinates and comrades in service.
3. During lectures and seminars, they become familiar with theoretical issues of the formation and development of social-role functions in a team.
4. Under the guidance of teachers and commanders, cadets are included in specific military-professional activities. A special role in this is played by internship in the troops. This is precisely the real situational practical model of activity for which cadets are prepared.
5. At the VVOU, cadets begin to independently study psychological, pedagogical and methodological literature, analyze it and the practical activities of their commanders and teachers. There are a number of domestic teachers and psychologists involved in problems of higher education, the dependence is quite well substantiated development of the qualities of the personality of the manager (leader) from the nature of the activity. In particular, B.G. Ananyev notes: "There is a strict relationship between the program of activity and the process of its implementation..., which determines not only the entire cycle of work activity, but also the very structure of man as a subject of labor" [4 p. 244.].

Any type of activity places certain demands on the subject. "Professional abilities," writes K.K. Platonov, "like any psychological qualities of the individual, develop only in the process of the activity for which they are needed, and in the process of which they are, therefore, activated" [5 p. 53.]

A.R. Fonarev notes that the structure of professional activity and its content do not remain unchanged, they change with the personal growth of the specialist. Personal development stimulates the development of professional activity, and its new qualitative level, in turn, leads to further personal growth. This conclusion emphasizes the importance of creating conditions for the development of leadership qualities in cadets in the process of developing professional activity.

A.R. Fonarev identifies three levels of activity implementation:

at the first, executive level, there is copying of the samples of its execution, purely reproductive activity, work according to instructions, orientation towards



precise execution;

"at the planning level - the second level, ideas appear about the activity as a whole, there is an attempt to break out beyond the situational framework necessary for this activity;

at the third level of design, there is a transition to a fundamentally new understanding of the systemic structure of professional activity, the joy of creativity and a sense of ownership appear, and labor is transformed into culture [6 pp. 88-93].

The cadet team has a complex internal structure. There are objectively two things in the team of the educational department, relatively independent structures: official and unofficial.

Official structure - organizational building a team with a fixed status for each member and a system of subordination. The informal structure is formed in the process of interpersonal communication between team members. It is more flexible than the official one and changes depending on the nature of joint activities, established business relations, psychological climate, and personal qualities of each student. It is this that actively influences formation of the qualities of a cadet leader, his social and role status. Therefore, the formation of a team is one of the most important factors and conditions for the formation of a personality, its leadership qualities. Among the socio-psychological characteristics, public opinion, relationships, moods and traditions are of particular importance for the formation of a personality [7 pp. 276-283].

The question of leadership as a necessary condition for self-government of a group by an individual does not arise given the high efficiency of the official leader's influence on the nature of intra-group relations and the results of activities. Therefore, high-quality training of an officer within the walls of military educational institutions for practical activities, the formation of leadership qualities in him is an objective prerequisite for the optimal differentiation of members of a military collective, and contributes to the effective solution of service and combat tasks in the most significant situations.

References

- 1.Звягинцев В.Г. Педагогическое руководство коллективом слушателей ВУЗа: теория и практика. М. 1987.
2. Ананьев Б.Г. Человек как предмет познания. ЛГУ, 1969.
- 3.Методологические проблемы военной теории и практики. М.: 1966.



4. Барабанщиков А.В., Феденко Н.Ф. История Советской военной психологии. М. ВПА. 1983.
5. Ананьев Б.Г. Психологическая структура человека, как субъекта / Человек и общество. Л. 1967. Вып. 2.
6. Фонарев А.Р. Формы становления личности в процессе ее профессионализации. // Вопр. психол. 1997. № 2.
7. Военная психология / Под ред. Шеляга В.В., Глоточкина А.Д., Платонова К.К. М. 1972.

