

ON SOME ASPECTS OF LEADERSHIP IN CHILDREN AND ADOLESCENTS

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Abstract:

In this article researchers reveal the problem of leadership in the child-adolescent environment, as well as the research of scientists on this topic in different historical periods.

Key words: leadership, leader, leadership qualities.

Socio-economic changes taking place in modern Russian society have led to changes in moral and value priorities in the formation of personality. The ability to communicate, to think independently and freely, to find creative ways of solving various kinds of problems are valued today more highly than a large amount of information. Modern education is oriented towards the development of these personal qualities, which is reflected in the Republican State Educational Standard (RSES).

The priority task facing a modern school is to prepare pupils for real life, which involves Preparing pupils for real life, which implies the readiness of the individual to openly express and defend his or her social position, to critically assess his or her own intentions, thoughts and actions, to take take responsibility for the results of their own actions, show purposefulness and perseverance in achieving results, to adapt in a dynamically changing and developing world, etc. [1]. Therefore, the most urgent today are the issues of formation of positive social experience of a growing person, his/her civic formation.

In the current political and social environment in our country, leadership qualities of a person become very significant. Stimulation of leadership is of great importance in solving the tasks of social formation of a child's personality. Schoolchildren, as a rule, occupy key positions in student self-government bodies [3].



Let us turn to scientific interpretations that reveal the concept of "leadership". It should be noted that this phenomenon became the object of research of many scientists already in the first half of the XX century. In that period of time, the most famous was the theory of leadership traits, which recognised the innateness and uniqueness of the leader's properties. That is why leadership as a socio-psychological phenomenon should be considered as a set of outstanding personality traits that guarantee leaders the opportunity to take a leading position and retain authority due to the presence of these unique traits. At the same time, researchers note that a significant drawback of this theory is the position that leadership is a product not only of social conditions and relations, but also of an innate set of biopsychological properties that provide power to people possessing these qualities. Thus, A.V. Petrovsky believed: "This theory does not take into account the following circumstance: performing the functions of a leader forms or contributes to the formation of certain qualities in the leader; if a person performs this role for a long time, there is an interiorisation (appropriation) of the normative requirements of the role, and this leads to the consolidation of personality traits necessary for effective leadership" [4].

Until the mid-1980s of the XX century, in studies concerning the phenomenon of leadership, four groups of leadership qualities were identified: physiological, mental (intellectual), psychological, (emotional, personal) and business.

The first works in this aspect belong to the 20-30 years of the last century (A.S. Makarenko, A.S. Zaluzhny, E.A. Arkin, etc.). These authors mainly were mainly concerned with the phenomenon of leadership in children's groups. And here we should turn to the ideas and pedagogical experience of the famous pedagogue A.S. Makarenko.

In his institutions (the A.M. Gorky Colony and the F.E. Dzerzhinsky Commune), he created conditions in which each pupil in a certain situation could assume the role of a leader, and in another situation the same pupil voluntarily became a performer, giving his comrade the opportunity to demonstrate his managerial skills. This is clearly seen in the system of combined detachments created by A.S. Makarenko in the colony named after A.M. Gorky. A.M. Gorky colony. As the author himself said, "The system of composite groups made life in the colony very tense and full of



interest, alternation of work and organisational functions, exercises in command and subordination, collective and personal movements" [2].

Scientific research and real practice allow us to state that a leader is a member of a group who is recognised as having the right to make the most responsible decisions in significant situations, i.e. the most authoritative person who plays a central role in the organisation and regulation of relationships in the group. The leader has the greatest authority and recognition in his or her group. A leader is not appointed, but is self-promoted through his or her own personal qualities.

According to R.L. Krichevsky, in every group of people, regardless of age, there is bound to be a leader who will influence the rest of the group members. But there is such a peculiarity that a person who has shown himself a leader in one case can yield to another leader in another case [6].

Junior school age is no exception in the manifestation of leadership qualities. A leader-child also fulfils leadership functions: leads the class collective, makes decisions, feels the mood of other children, participates in conflict resolution, is responsible for his/her actions.

A characteristic feature for all leaders is usually high employment and participation in various social activities [7].

The modern level and conditions of people's life, numerous obstacles on the way to achieving their goals require from a person the skills to be purposeful, active, in other words, to be a leader. It can be concluded that a self-confident, energetic person with adequate self-esteem will achieve great success in life and career, and such qualities, according to V.G. Maralov and V.A. Sitarov, should be formed from a young age [5].

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