

LEADERSHIP OF PRESCHOOL CHILDREN AS A SOCIO-PSYCHOLOGICAL PHENOMENON

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Annotation: The formation of leadership in preschool children is one of the important aspects of their socio-psychological development. This process develops the child's ability to self-manage, find his place in the group and behave in society. The article analyzes the socio-psychological aspects of leadership in preschool children, the factors influencing its formation and development.

Key words: Preschool children, leadership, socio-psychological development, initiative, socialization, emotional development, self-awareness, place in the group, pedagogical support, role-playing games, spiritual activities, family environment, peer relationships, social consciousness.

Leadership is the ability to influence others in a group, direct them towards a goal, and organize their activities. The formation of this ability in preschool children is an integral part of their socialization process. How a child behaves in a group, how he influences others, determines his leadership abilities.

Family environment: Children learn social rules through interaction with parents and other family members. The style of communication in the family, the educational approach of parents shape the social behavior of the child.

Educational institution: In a preschool educational institution, leadership skills are developed through games and group activities between children. Role-playing games, competitions, and other activities form leadership and cooperation skills in children. Peer relationships: Children learn social rules through play and interaction with their peers. In the process, children develop skills in influencing, managing, and organizing relationships with each other.

Younger preschool age (3-4 years): During this period, children begin the process of self-awareness and establishing relationships with others. They strive to control their own behavior and find their place in the group.

Middle preschool age (4-5 years): Children develop the ability to lead and direct others in relationships. They tend to take on a leadership role in the group.

Older preschool age (5-7 years): Children further develop their leadership skills. They take a leading role in organizing group activities and directing others.

Role Playing: Children develop leadership and cooperation skills by acting out roles.

Group Activities: Children learn about relationships and develop leadership skills by working together.

Pedagogical Support: Educators develop leadership skills by helping children take charge and guiding their social behavior.

The structure of leadership abilities is a unity of components: cognitive, emotional-volitional, activity-creative and evaluative-reflective:

- the cognitive component includes: knowledge and initial ideas of children about leadership, qualities of a real leader (honesty, responsibility, courage, ability to resolve conflicts, etc.), Awareness of oneself, one's personal qualities, oneself as a friend, a member of a team (group), creativity;

- the emotional-volitional component manifests itself in self-confidence, self-control of emotional manifestations and behavior, a tendency to the emotional state of another person, empathy, optimism, the desire to take a leading place in interpersonal relationships, participation in joint activities with peers, its organization and management;

- the activity-creative component forms a set of skills and abilities: organizational (setting goals, planning activities, predicting results, finding means to achieve goals, coordinating partners' actions, finding ways to overcome difficulties, offering specific ways to achieve goals, objective assessment of their actions and partners), communicative (focusing on means of verbal and nonverbal communication)), effective (acquire skills in certain types of activities);

- The evaluative-reflective component manifests itself in the child's awareness of himself and his capabilities, an objective assessment of his own actions and actions, and behavior.

- Actions of peers, the results of joint activities. All components of leadership abilities are interconnected comprehensively manifested in a child in a complex systemic combination and in the process of participation and involvement of preschoolers in a variety of joint activities. In modern conditions, a preschool group of peers in kindergarten is the first stage of the social organization of children, which contains the origins of the phenomenon of child leadership. In the older preschool age, leadership is manifested in the presence of a child's

complex of personal qualities that allow him to be an informal leader in a group of peers: to play leading roles in games, manage children's activities, influence their behavior, etc.

The formation of leadership in preschool children is an important aspect of their socio-psychological development. The family environment, educational institution and relationships with peers are key factors in the formation of leadership skills in children.

Leadership skills can be developed in children through role-playing games, group activities and pedagogical support. This process helps children socialize, understand themselves and successfully function in society.

As a result, two main conclusions were made: the group leader has "qualities ideal for a particular team".

The phenomenon of child leadership is dynamic and depends on the following factors: the age of the group members, individual and social characteristics, their interpersonal relationships, life experience, social conditions, etc.

Preschoolers with pronounced leadership potential are characterized by: the desire for dominance, initiative, a high level of mental development, speech and behavioral activity, emotionality (responsiveness, lability), insufficient self-esteem, independence, the ability to invent and organize various games. The development of leadership potential, manifested in the presence of the main features of child leadership in a child, occurs in the process of developing the skills to organize and manage various types of activities.

Scientists also note the specific sensitivity of child leaders to the social situation, which indicates the level of development of their social intelligence and emotional sphere (S. I. Karpova, T. D. Savenkova, D. Bailey, etc.). Thus, an analytical review of scientific sources allows us to consider the manifestation of leadership in the senior preschool age as a child's possession of special leadership abilities, which represent an information Horizons: American Journal of Library and Information Science Innovation www.journal.us integral dynamic personal education that develops in a child in the process of joint activity with peers.

In our opinion, leadership potential is inherent in every normally developing senior preschooler, and the task of educators is to create conditions for the development of this potential, turning it into leadership abilities as stable personality qualities. The leadership of older preschoolers in a variety of joint activities allows them to overcome the inherent ego of children, consists in helping each child to manifest and develop leadership abilities, in forming behavioral strategies aimed at cooperation and achieving common goals.

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