

PSYCHOLOGICAL IMPACT OF FACTORS HINDERING THE MANIFESTATION OF LEADERSHIP ABILITIES OF ADOLESCENTS

Radjabova Farangiza Raimivna*

*Teacher,

Department of Pedagogy and Psychology, Faculty of Arts,

Navoi State Pedagogical Institute, UZBEKISTAN

Email id: Radjabova@gmail.com

DOI: 10.5958/2249-7137.2022.00677.2

ABSTRACT

The article proposes an original formulation of the problem of the connection between leadership and personality development. Leadership is considered as the driving force of self-development of the personality of creative organizational leaders starting from the period of adolescence. The conceptual basis for the study of leadership as a determinant of personal development is defined. The design of a pilot study is described, the purpose of which is to identify psychological signs of the ability for self-development in high school students. Empirical studies have been carried out, during which personal characteristics included in the structure of the ability for self-development of high school students have been established. The prospect of further research into the problem of leadership as a factor in the development of personality in adolescence is determined.

KEYWORDS: *Leadership, Personality, Development, Personal Development, Self-Development, Ability For Self-Development, High School Students, Youthful Period Of Development.*

INTRODUCTION

Speaking about the connection between leadership and personality development in psychology, there are two approaches to this problem. Within the framework of the first approach, the development of the personality of a leader is studied, psychological patterns are identified, factors that contribute to and hinder the formation of leadership qualities, a search is made for personal characteristics that are subject to change under the influence of various training programs, including the so-called "leadership training". From the point of view of researchers who solve various problems of developing leadership qualities in various categories of specialists, the problem of developing the personality of a leader is not new. There are a large number of publications on this issue.

The second approach to the problem of the connection between leadership and personality development proceeds from the fact that leadership itself, as a complex socio-psychological phenomenon that manifests itself in the interaction of a person with a group of followers, is a powerful factor in the development of the personality of the leader himself and those around him. From the point of view of the second, very small group of researchers, the solution to the

problem of leadership as a determinant of personal development is at the very initial stage. The number of publications on this issue is very limited, there are single works.

Therefore, this article notes the combination of two approaches to the problem of the relationship between leadership and personality development with the dominance of the first traditional approach.

In foreign psychology, one can also find single publications whose authors adhere to the second approach. An interesting idea was expressed by F. Cardell, who considers leadership from the point of view of a psychotherapist. He interprets leadership as a psychotherapeutic factor, thanks to which people with psychological problems are transformed into self-actualizing personalities. F. Cardell, revealing this position, believes that every person has what K. Jung called the "dark side". A prerequisite for the development of personality, the achievement of harmony is the immersion of a person in this "darkness", orientation in it, acceptance of it and integration with it. As a result of just such an immersion, a person learns the truth about himself, which is a particle of truth. Leadership, according to F. Cardell, is born from truth, which is the source of genuine, one might say, creative leadership. As a result of such searches and efforts, a person becomes a leader in his own life, as he gains faith in himself. Believing in yourself involves taking risks and being willing to create. Not being leaders, the author notes, we are left without a guiding force to achieve our goals, realize our cherished desires. Leadership must come from the source of the human and creative spirit. This form of leadership should flow from the well from which life flows and the integrity and dignity of a person is born. The new leadership is by no means the prerogative of corporate employees, university professors and top military officials. It should touch the very heart of the family, school and society as a whole [9].

It is important to note that F. Cardell talk about a specific form of leadership, which we call creative leadership [5].

So, a few literary data allow us to designate a scientific problem that can be formulated as follows: leadership as a determinant of personality development.

- Let us clarify the conceptual basis for the study of the problem of leadership as a determinant of personality development. First, it is necessary to rely on the theory of personality development recognized in Russian psychology. A.G. Asmolov in his work offers the concept of driving forces and conditions for the development of personality as a theoretical basis for studying personal development [1]. According to this concept, the driving force behind the development of personality is joint activity. From our point of view, creative leadership is such an interaction between a leader and followers, as a result of which effective organized communities of people are created. Therefore, we designate this type of leadership as "organizational leadership" [4].
- Consequently, leadership from the point of view of determining the development of a personality can be viewed as a joint activity that has the greatest potential for the personal development of those involved in this type of activity. Especially this type of joint activity affects the development of the personality of those who occupy a leadership position.
- Secondly, we note the specifics of the development of the leader's personality. Based on the modern theory of determination of personality development, taking into account the three determinants of development, we previously identified three lines of personal development:

adaptation, socialization and self-development of the individual. For a leader, the line of self-development is dominant [6]. At the same time, we adhere to the point of view of D.A. Leontiev [10], M.A. Shchukina[13], J.J Bauer [14] R.F Baumeister, K.D Vohs [15] on the interpretation of the content of self-development in psychology. Self-development, according to M.A. Schukina, is a form of personality development as a subject of the life path with attributes of controllability, arbitrariness and self-determination of qualitative personal changes. Clarifying the content of this phenomenon, D.A. Leontiev believes that self-development can be interpreted as a special form of activity. R.F Baumeister, K.D Vohs consider self-development from the standpoint of self-regulating systems. It should be noted that in the literature there are conflicting ideas about the structure of self-development. In a pilot study, we will consider self-development from a functional point of view as an ability, evaluating the individual characteristics of a person that determine the functional capabilities of a subject of life-creation to independently choose the direction of his development and implement an autonomous strategy of personal development.

- Thirdly, we emphasize that not all forms of leadership contribute to personal growth, and even more so to self-development of the leader's personality. For example, destructive leadership destroys the personality of the leader [3]. The greatest positive influence on the self-development of the leader's personality is exerted by the leadership that is referred to abroad as super leadership, leadership that generates leaders [16].
- From our point of view, this form of leadership is better defined as creative organizational leadership, which is characterized by the fact that leaders:
 - put forward a socially constructive idea that has transformative power;
 - unite around this idea people endowed with talent and ready for development;
 - in the process of implementing their plan, carrying out joint creative activities, they themselves develop and inspire others for self-development.
- 1. Fourth, based on the characteristics of mental development, it is important to emphasize that it is during adolescence, in which high school students fall, that two distinctive features of personal development can be distinguished. The first important point is that during this age period there is a sharp change in the internal position with a change in attitude to time. As I.V. Shapovalenko [12], one of the signs of the transition from adolescence to adolescence is a change in attitude towards the future. According to L.I. Bozhovich, a teenager looks at the future from the position of the present, and a young man (senior school student) looks at the present from the position of the future. In adolescence, there is an expansion of the time horizon: the future becomes the main dimension. The main orientation of the personality is changing, which can now be designated as aspiration to the future, determination of the further life path, choice of profession. The most important factor in the development of a personality in early youth is the desire of a high school student to make life plans, to comprehend the construction of a life perspective. In this regard, it can be argued that from adolescence, the line of self-development gradually becomes the leading one in the development of the individual. The second distinctive feature is a new basis for the interaction of boys and girls with other people. The value-semantic dominant of communication is found in the leading topic of high school students' conversations. Note that

the value-semantic basis is a characteristic feature of creative organizational leadership. Leaders who create organized communities of people fill the lives of other people with meaning, treat people as values, and not as tools to achieve their goals.

2. Consequently, it is during adolescence that the opportunity first arises to explore the relationship of leadership with self-development as the dominant line of personality development for those who are able to reach the heights of personal growth.
3. On the basis of the data obtained, it is possible to draw up a psychological portrait of those who are prone to creative leadership in their youthful period. They are characterized by:
 4. the presence of a goal in the future, which gives life a meaningful character, focus on future achievements, time perspective;
 5. • interest and emotional richness of life, enjoyment of self-realization, feeling like the master of life, awareness and understanding of one's emotions, successful management of emotional states, developed self-motivation, empathy, the ability to feel others and recognize their emotions;
 6. striving for success, tolerance for uncertainty and readiness for reasonable risk.
7. In order to assess the degree of manifestation of the ability for self-development among leaders during adolescence, we will characterize the apex form (acme form) of its development among creative organizational leaders. At the same time, we will rely on our own results of a study of organizational leadership talent. Creative organizational talent is characterized by the following features.
 8. 1. Distinctive features of the value-semantic sphere of the individual are: a system of values, which implies the belief that duty is above one's own interests; includes the desire to be ahead, the desire for a leading position not of oneself, but of a union of people headed by a leader; is based on the ideological position of serving people, which is manifested not in the manipulation of the consciousness of subordinates, not in the use of their followers, but in the self-development of the head of the organization and the formation of independently thinking leaders from his followers.
 9. Developed moral qualities of the individual, which are manifested in the preservation of honor and dignity; fair, honest, consistent attitude towards subordinates; trust in people, care for their employees; in a constant readiness to correlate goals with morality, to determine whether these goals are detrimental to the social union, whether they destroy the structure and moral spirit of this union.
10. A high level of professionalism in organizational activities, which includes: a passionate commitment to the cause; the ability to define clear goals for joint activities, plan strategically, defining a mission and developing a program for the implementation of this mission; organizing the activities of other people on the basis of spontaneous involvement in organizational activities; voluntary acceptance of the role and functions of the organizer; decision-making, readiness to be responsible for these decisions and their consequences; encouraging others to achieve a common goal; declaring one's expectations to followers in the form of a clearly structured, easily transmitted, perceived and accepted by others point of view; engaging followers in the implementation of their plan, giving them the opportunity to

realize the benefits and benefits; definition of their duties, focusing not on orders, but on contractual relationships with followers, building a relationship of consent; effective influence on followers based on a flexible, adaptive leadership style that involves a rich role repertoire, the use of not only persuasion, but also the successful use of emotional methods of influence, which ensures that other people understand the leader's ideas, combined with faith in the justice and feasibility of these ideas.

11. Communicative competence, which includes diagnosing the psychological characteristics of other people, which implies the ability to quickly and adequately characterize these characteristics, accurately and briefly describe them, analyze the obtained psychological portraits of subordinates, explain the behavior of other people and one's own; the ability to mentally put yourself in the psychological situation of another person; empathy, i.e. empathy for what others are experiencing; the ability to win over an interlocutor due to charm, attractive power, compassion in relations with people, simplicity, naturalness in communication, the ability to remain oneself in relations with people, lack of pretense in behavior; the ability to effectively influence people using the technology of "parables".

12. Developed abilities for organizational activities, namely:

- the ability to self-transcendence, which allows the organizational leader to form a system of organizational values and, on this basis, turn the group into a single whole; to foresee the future, acting like a wise man, to avoid decisions that destroy the union of people;
- the ability for social creativity, which is manifested in the promotion of ideas, in the creation of the concept of the organization;
- the ability to achieve success, which involves the search and finding the necessary resources to realize your plan;
- the ability to critically analyze one's own capabilities, which allows one to evaluate alternatives, choose the best solution and improve the chosen option through systemic critical analysis;
- the ability for spontaneous activity, for self-mobilization, which in tense situations allows you to be self-effective, not fall into a state of acquired helplessness, maintain purposeful activity, mobilize followers, inspire confidence in success, in victory;
- the ability to anticipate social threats, which implies that the leader of the organization can not only foresee dangers for the implementation of his plan, but also, if necessary, is able to stop, which allows him to avoid blind, thoughtless advancement in order to realize the need for spontaneous activity;
- The ability to sustain the functioning of the personality, which allows you to maintain its structure (ie, to remain yourself) and prevents the occurrence of a neuropsychic breakdown by controlling your emotions, mental and physical states.

BIBLIOGRAPHY

1. Asmolov A.G. Psychology of Personality. - M.: MGU, 1990. - 367 p.

2. S.T. Sadiev Z.S. Ochilov XLIII International Scientific and Practical Conference "International Scientific Review of the Problems and Prospects of Modern Science and Education" 2018 March 25-26 (America Boston).
3. A.N. Eshmurodov Asian Journal of Multidimensional Research "Designation Methods Of Academic Pen Painting. Characteristics And Scientific Basis Of Academic Pen-Making" (AJMR) (Double Blind Refereed & Peer Reviewed International Journal).
4. G.K. Khamidova Asian Journal of Multidimensional Research "Aesthetic Significance Of Using Information Communication Technologies In Fine And Applied Art Lessons" (AJMR) (Double Blind Refereed & Peer Reviewed international Journal).
5. S.T. Sa'diev ACADEMICIA An International Multidisciplinary Research Journal "BASIC LAW - RULES OF PICTURE" Vol. 11, Issue 5, May 2021
6. Z.S. Ochilov ACADEMICIA An International Multidisciplinary Research Journal "Possibilities of using multimedia tools in music students" Vol. 11, Issue 5, May 2021
7. A.M.Rustamov, A.A.Shovdirov ACADEMICIA An International Multidisciplinary Research Journal "Importance of assembly drawings in production and process" Vol. 11, Issue 5, May 2021
8. Sh. U. Bobonazarov, Sh. Ch. Jalolov "ETNOMADIY FENOMENON SIFATIDA NUZA SAN'ATLARI" Asian Journal of Multidimensional Research (AJMR) <https://www.tarj.in>
9. A.H.Abdullayev "Zamonaviy o'rta maktab tasviriy san'atni o'qitish muammolari to'g'risida" Published on the journal of "MIDDLE EUROPEAN SCIENTIFIC BULLETIN".Jornal Impact Factor IFSJ 24.04.2021.
10. A.Kh.Abdullaev "Moral and aesthetic education of students through fine arts" ACADEMY № 4 (67), Russian impact factor: 0.19 SCIENTIFIC AND METHODOLOGICAL JOURNAL
11. A.Kh.Abdullaev "Features of the manifestation of attention in younger students in the educational process". Bulletin of integrative psychology. Issue 21 2020 Editorial address 150057, Yaroslavl, Matrosova passage, 9 office 206 tel. (4852) 218914, 478666 cells. +79159911278 E-Mail: kozlov@zi-kozlov.ru wladwww@rambler.ru ISBN 978-5-9527-02-16-5
12. S. Shovdirov, Б.Б.Бойметов Methods of Organizing Practical and Theoretical Classes for Students in The Process of Teaching Fine Arts International Journal on Integrated Education. Volume 4, Issue 3, March 2021
13. доц.С. Абдуллаев, С. А. Шовдиров *The Phenomenon Of The Folk - Applied Art Of Uzbekistan In The Creative Development Of Students* 2021 International Journals of Sciences and High Technologies <http://ijpsat.ijsht-journals.org> Vol. 26 No. 1 April 2021, pp. 157-159
14. FB Aslonov "Pedagogical and psychological features of increasing students' creative activity in the fine arts" Teacher and Continuing Education Scientific and Methodological Journal No. 5 2021

15. А.Н.Эшмуродов “**The Most Helpful Techniques Teachers Use to Teach Professional Drawing**” ACADEMICIA: An International Multidisciplinary Research Journal ISSN: 2249-7137 Vol. 11, Issue 11, November 2021 SJIF 2021 = 7.492A peer reviewed journal **DOI: 10.5958/2249-7137.2021.02599.4**
16. Г.Х.Хамидова “Use Of Computer Technologies In The Study Of Architectural Decoration In Fine Arts Classes” ACADEMICIA: An International Multidisciplinary Research Journal ISSN: 2249-7137 Vol. 11, Issue 11, November 2021 SJIF 2021 = 7.492 A peer reviewed journal **DOI:10.5958/2249-7137.2021.02596.9**