

## FORMING LEADERSHIP QUALITIES IN PRESCHOOL CHILDREN

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**Annotation:** This article analyzes the importance, methods and pedagogical approaches of forming leadership skills in children. Leadership - serves to develop the child's independent thinking, initiative, ability to find his place in the team and decision-making ability. The research highlights the role of family education, school and clubs, and examines the effectiveness of game technologies, role-playing exercises and motivational approaches in the development of leadership skills. Recommendations are also given on inculcating the sense of social activity and responsibility in children.

**Аннотация:** В данной статье анализируется значение, методы и педагогические подходы формирования лидерских качеств у детей. Лидерство – служит развитию у ребенка самостоятельного мышления, инициативы, умения находить свое место в коллективе и способности принимать решения. В исследовании подчеркивается роль семейного воспитания, школы и кружков, а также рассматривается эффективность игровых технологий, ролевых упражнений и мотивационных подходов в развитии лидерских качеств. Также даются рекомендации по воспитанию у детей чувства социальной активности и ответственности.

**Key words:** leadership ability, methodology, leadership ability, creativity, leadership phenomenon, social integration of a person, digital technology, initiative, communication skills.

**Ключевые слова:** лидерские способности, методология, лидерские способности, креативность, феномен лидерства, социальная интеграция личности, цифровые технологии, инициатива, коммуникативные навыки.

It is known that in preschool age it is necessary to develop personal activity and leadership potential, since this age period is sensitive for the formation of leadership qualities. This process occurs most strongly in the senior preschool age. A.N. Leontiev in his studies noted that in the process of active activity in senior preschool children, an adequate assessment of personal success is formed, as well as a stable correlation of motives for this activity, which leads to an increase in the level of voluntariness and freedom of behavior.

The problem of studying the phenomenon of leadership has always been of great interest and has been the focus of attention of many domestic and foreign researchers from the perspective of socio-psychological science for many years. Scientists consider leadership from different perspectives: from the point of view of determining its social role as a leader, from the point of view of the personal qualities of the leader, specific situational components, as well as from the point of view of identifying types of leaders and leadership styles. In psychology, leadership is defined as the ability of a person to dominate and influence the system of interpersonal relations in a group. Pedagogy considers leadership as the influence of the leader on other members of the group in solving common problems.

Scientists who consider leadership from the perspective of sociology interpret this concept as a separate mechanism of social integration of an individual or the social status of certain categories of citizens. Today, in order to develop the leadership qualities of modern children, we are trying to ensure successful socialization using a number of pedagogical



technologies in the educational process. It is digital technologies that are of greatest interest in this direction and are more convenient in the modern educational process. Analysis of studies devoted to this problem made it possible to identify the following leadership qualities: initiative, responsibility, independence, organizational skills, determination in achieving goals, the ability to attract and interest peers, willingness to be the first in everything, the ability to establish rules, etc. Communication is one of the main conditions for the development of leadership qualities in the younger generation. In the process of communication, it becomes possible to establish emotional contact both between peers and with adults, as a result of which the child learns the rules of behavior necessary for life in society.

The main component of the developing socio-pedagogical space, responsible for the formation of leadership qualities in modern children, is a variety of meaningful activities in which the child participates. The purpose of the study is to identify the features of the development of leadership qualities in modern preschool children through socio-cultural activities.

In accordance with the stated purpose, the following methods were used to study the phenomenon of leadership during our research: descriptive, structural-functional and comparative. We analyzed the scientific and methodological literature on the issues of successful implementation of the personality of preschool children and the formation of an active life position in them through socio-cultural activities, reviewed the works of scientists, and highlighted the main features of the development of children's leadership qualities in a socio-cultural environment.

The structural method was implemented in the process of studying socio-cultural activity as one of the methods for developing leadership qualities in modern preschool children, the features of implementing the educational process within the socio-cultural environment.

The need to use the comparative method is associated with a comparative analysis of the positive and negative aspects of using modern means of socio-cultural activity in the process of developing leadership qualities in older preschool children in the era of modern transformation and digitalization of society.

The study of the phenomenon of leadership, the problem of the formation of personal leadership qualities, including in older preschool children, has been considered in their works by a number of domestic and foreign scientists: E.A. Arkin, G.K. Ashin, K. Bird, E. Bogardus, I.V. Volkov, L. Karteri, L.I. Krivchenko, E.S. Kuzmin, I.R. Koltunova, B.P. Parygin, L.I. Umanskiy etc. Researchers are convinced that the active participation of a person in activities, the ability to obtain and master the necessary knowledge and skills, the desire for self-development contribute to the formation of personal qualities, including leadership qualities. Scientists recognize the importance of developing leadership qualities in preschool children, but at the same time, the problem of choosing specific methods, as well as means of their development, arises, which is reflected only in individual modern studies of leading teachers.

Modern educational practice in preschool institutions shows the existence of clear contradictions:

- between the need to develop a number of leadership qualities in older preschool children and the incomplete development of this problem in the theory and practice of preschool pedagogy;
- between the need to form leadership qualities in preschool children, manifested in various forms of self-awareness, and the insufficient use of forms and means of socio-cultural activity in preschool practice. These contradictions encourage the development of a socio-cultural environment, the inclusion of preschool children in various forms of socio-cultural activity, and the use of appropriate tools (means) to ensure the development of leadership qualities in older



preschool children. The concept of leadership has been the subject of numerous theoretical and empirical studies in psychology, pedagogy, sociology, and a number of other disciplines. In psychology, the concept of "leadership" is defined as the ability of a person to dominate and influence the system of interpersonal relations in a group. Pedagogy views the concept of "leadership" as the influence of a leader on other group members to solve common problems. In sociology, leadership is interpreted in two concepts: as a leading social position of individuals in a class, party or state; as a leading mechanism of social globalization and integration of influence in the field of governance.

It is necessary to develop personal activity and leadership potential in childhood, since this age period is sensitive for the formation of leadership qualities. This fully occurs in the senior preschool age. In the process of social activity, modern children develop an adequate assessment of success, which leads to an increase in the level of arbitrariness and freedom of behavior. Active participation of a person in activities, the ability to obtain and master the necessary knowledge and skills, and the desire for self-development contribute to the formation of personal qualities, including leadership qualities.

Leadership qualities of preschool children are formed and developed in various types of activity: game, cognitive-research, communicative, productive, labor, musical-artistic, motor. Children's activity is a guarantee of the formation of leadership qualities.

Today, preschool education is considered from the point of view of a socio-cultural approach. Thus, an effective type of activity in a preschool educational organization is socio-cultural.

Sociocultural activity is a purposeful process, the main task of which is to create optimal conditions for the comprehensive development of a specific individual or a group as a whole, self-affirmation, self-realization and self-organization.

The main condition for the formation and development of leadership qualities in older preschoolers is the creation of situations in which the child can learn the basics of leadership behavior from the people around him. Examples of such situations can be didactic or theatrical games, role-playing or dramatization games, various competitions or observation of the actions or behavior of adults.

1. Conscious interaction of a preschool educator with parents of a specific educational organization, expressed in the process of activity, ensuring the integrity of the process of developing children's leadership qualities.

2. Improving the socio-cultural environment of the preschool educational organization as a space for self-realization and self-determination of preschool children.

3. Introducing preschool children to various types of activities that are leading in preschool education.

4. Using social and cultural activities in the process of developing leadership qualities in older preschool children.

5. Providing pedagogical support, psychological and pedagogical assistance and supporting preschool children in the process of developing leadership qualities and personality as a whole. The listed conditions indicate the need to pay serious attention to the child, create conditions for him to show his activity, as well as develop the qualities inherent in a leader.

We have determined the need to help older preschoolers achieve the highest level of socio-cultural maturity, which determines the need to develop the necessary leadership qualities in them, as well as the formation of an active life position in them, as well as the effective use of their capabilities in the process of socio-cultural activity.

The active activity of children is a prerequisite for the development of the following leadership qualities in children: responsibility, determination, organizational skills, successful



cognitive activity, the desire to be the first everywhere and in everything, the ability to negotiate and establish their own rules in a particular game. After conducting the analysis, we identified the characteristic features of a child leader, which include such qualities as activity and curiosity in the process of socio-cultural activity, independence and mobility, confidence and determination, emotionality and courage; A leader in the digital age must have the ability to communicate clearly, directly and effectively. Play in childhood helps to acquire these skills, which, in turn, is a key condition for the use of digital technologies in the process of developing leadership qualities in modern children. With the advent of computer games in a child's life, it has become possible to prepare him for life in the information age, which has a positive effect on his mental development and serves to form key leadership qualities such as initiative, curiosity, determination, hard work, and responsibility.

Today, information and computer technologies can be considered a new way of transmitting knowledge that corresponds to the qualitatively new content of education and upbringing, and also serves to develop the child's leadership qualities, increase the efficiency of organizing the educational process. Theoretical studies on the problem of developing leadership qualities in older preschool children through socio-cultural activities allow us to conclude that this issue is timely, since it is during preschool childhood that the formation of the child's personal qualities and his personality as a whole takes place.

The development of leadership qualities in senior preschool age is most important, because at this age the rules and norms of communication are learned, social and moral feelings are intensively developed, the processes of self-awareness are combined with self-knowledge, advantages and their proof are demonstrated. Further educational activities will also depend on the level of formation of leadership qualities.

The following methods can be effective for the formation of leadership qualities in children:

- a) Develop self-confidence: allow the child to make independent decisions, value and encourage his opinions, and inspire him by highlighting his successes.
- b) Instill a sense of responsibility: assign small tasks and ask him to be responsible for their results, encourage him to take the lead in teamwork.
- d) Develop communication skills: create conditions for free expression of ideas, encourage him to be active in spiritual exercises, teach him to resolve conflicts peacefully.
- e) Involve the child in teamwork: include the child in sports or art teams, develop leadership skills through team projects and games.
- f) Support initiative: allow him to put forward new ideas and projects, help organize an event or project based on his interests.
- g) Set a positive example: tell stories about people with leadership qualities.

**CONCLUSION:** Developing leadership skills in children is an important process for their personal development and success in society. Parents, teachers and the environment play a major role in developing leadership qualities. Children should be taught independent thinking, initiative, teamwork, a sense of responsibility and problem-solving skills. It is also important to increase their self-confidence, develop a culture of communication and direct them to creative thinking. As a result of proper upbringing and support, children can become active and effective leaders not only in their own lives, but also in society. Therefore, developing leadership skills is a process that requires constant attention and effort.

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- Современные наукоемкие технологии. – 2022. – № 2. – С. 196-200;
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