

GENETIC AND SOCIAL FOUNDATIONS OF THE DEVELOPMENT OF THE INTELLECT OF FEMALE LEADERS

Davlatjonova Mohidil

Master of Tashkent State Pedagogical University named after Nizomi

mohidilqurbonova33@gmail.uz

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Abstract. *Through this article, the genetic factors that cause the formation of women and girls leaders in our society, as well as the characteristics of leadership formed through the social environment, are highlighted. The article proved the natural factor of girls becoming leaders from a young age, i.e. the level of genetics and its development in the social environment.*

Key words: *woman, social environment, gene, DNA, pragmatism, Najat Vallaud-Belkacem.*

ГЕНЕТИЧЕСКИЕ И СОЦИАЛЬНЫЕ ОСНОВЫ РАЗВИТИЯ ИНТЕЛЛЕКТА ЖЕНЩИН-ЛИДЕРОВ

Аннотация. *В данной статье выделены генетические факторы, обуславливающие формирование женщин и девушек-лидеров в нашем обществе, а также особенности лидерства, формируемые через социальную среду. В статье доказан естественный фактор становления девушек-лидеров с раннего возраста, а именно уровень генетики и ее развития в социальной среде.*

Ключевые слова: *женщина, социальная среда, ген, ДНК, прагматизм, Наджат Валло-Белькасем.*

Introduction

Humanity has appeared and representatives of both sexes live on the whole earth. They live and develop in different parts of the world. Each species lives, reproduces and develops during its lifetime. There are leadership qualities that a person has natural innate abilities or that arise as a result of long hard work acquired during life. On the one hand, this feature is a feature that has been formed by 7 generations of people over the years and passed on to each other. On the other hand, it is also possible for a person to develop such an ability. Also, it is appropriate if the social environment and society are considered to be the cause of the formation of leadership qualities.

People work in different fields. Representatives of each gender have their own intellect. This feature can be inherited from parents or acquired from life.

When it comes to girls, as a result of studies, it has been proven that the intellectual level of girls is passed on to them from their fathers. Both parents contribute equally to the genetic makeup of the child. Although some traits can be dominant or recessive, it is wrong to assume that one parent has stronger genes than the other. Genetic inheritance is a complex process, and both parents play an important role in determining the child's characteristics. The debate between nature and nurture emerges to determine who exactly girls are more like, their mothers or their fathers. Some argue that the physical resemblance is purely genetic, while others believe that it is influenced by environmental factors and upbringing. A mother's genes to a certain extent provide a child's level of intelligence. As a result of research involving more than 12,000 people, it was found that fathers transfer more primary instincts: aggression and hunger to their children. And the mother's DNA plays an important role in

the child's intellectual development. However, 40-60 percent of who a child will be depends on genes. The rest of the skills are formed under the influence of the mother's upbringing, the attitude of relatives and the environment. In fact, in most cases, a boy looks like his mother, and a girl looks like her father. This is due to the fact that at the time of conception, a boy receives one X chromosome from his mother. This chromosome consists of genes responsible for external appearance (eyebrow-eye structure, such as face shape, body color). A girl receives one X chromosome from her mother and one from her father. Therefore, in his appearance, there will be similar aspects not only of his mother, but also of his father.

Intellect does not pass from father to son. Even if the father has high intelligence, his son cannot inherit this quality from him 100%. The intelligence of the father is genetically passed on only to his daughter and only half of it. He inherits his father's intelligence. The daughter of geniuses is as smart as her father - only half as smart. But their son may be a genius. If the father's intelligence is low, the daughter's intelligence will be twice as low. So, girls are able to shape their leadership qualities through the intelligence passed on from the father. A leader girl is raised first by a father who has a high intellect. In the way of life, girls learn willpower, patience and perseverance from their fathers. Especially the father shapes the sense of self-confidence. But this is only a one-sided view. The reason is that female leaders are not only natural-born, but also have acquired abilities from life.

According to research conducted at the University of Florida, the more time the father spends with the mother during pregnancy, the more time he spends with the mother, has a positive effect on the child. Children who grow up "without a father" in their mother's womb are often born prematurely. At the same time, the risk of death under the age of 1 increases in such children. Look at the fact that the spiritual support of the father has a significant impact on the health of the future mother. It is also a key factor in the formation of strong female leaders in society. It has been proven that fathers have a greater influence on the development of children's speech. The reason is that mothers spend more time with the child, and when they talk, they speak in a simple language suitable for the child, based on the child's vocabulary. And the father uses a wider vocabulary when talking to his child, which naturally helps the child's speech development. Such results are confirmed by several studies conducted around the world.

Literature analysis and methodology

In science, the point of view called the biological direction occupies one of the leading places, and its representatives, Aristotle and Plato, put natural and biological factors at the top. They say that innate abilities, fate, and fate determine everyone's place in life. The representatives of preformism, which arose in the philosophy of the 16th century, place great value on the role of generation in the development of a person, and deny the role of social environment and education. Another trend in foreign psychology - behaviorism - appeared at the beginning of the 20th century, and its representatives say that consciousness and mental abilities are passed down from generation to generation and are given to humans by nature. The representative of this doctrine is the American scientist E. Thorndike. The stream of pragmatism and its representatives, D. D'yul, A. Combe, also base the development of personality from a biological point of view. They see development as only quantitative change. Absolutizing the role of offspring, they consider it to be of decisive importance in human destiny. So, a group of foreign scientists attribute development to a biological (generational) factor. The representatives of the philosophical current against the biological current determine the

development by the social factor. The representatives of this current show that the physical and mental development of a child's personality depends on the environment in which he lives. According to the science of physiology and psychology, a human child is born not with ready-made abilities, but with the source of the realization and development of certain abilities - talent. Ability cannot develop by itself, it needs a favorable environment for its development. By environment we understand the totality of external events that affect a person. According to Saadi, there are gifted and gifted children. But the ability does not develop by itself. It is necessary to educate the child for its development, if there is no education, all the abilities of the child will be lost. In order for it to mature, it must be based on the ability that is the basis of maturity. In order to prove his opinion, Saadi wrote in "Gulistan" "A minister had a perfect son. The minister brought his son to a wise man and said: "Educate him, maybe he will come to his senses and become a man." The wise man trained the minister for a long time, but to no avail. He informed the boy's father through a person: "Your son has not become a man, he has also made me crazy." He draws the following conclusion from this incident: "If there is ability, in fact, Education will make it work." No matter how hard one tries to polish it, Temir is actually an indestructible gem. Don't spoil your education and destroy it, don't waste your education on it." A. Navoi. Throughout life, children grow up in the process of education and in the surrounding social environment. Social environment is the social, material and spiritual conditions that surround a person for living and working. This environment is divided into macro and micro environment. The macro environment is the environment, society, and state in which a child is born and develops, including economic changes and development. As the child grows up in this macro environment around him, it affects him through positive or negative factors. The following socialization there are common mechanisms: traditional - involving students in social activity through family and close environment, creating favorable conditions for activity and communication; creation of necessary conditions and opportunities for the development of students by institutional - social institutions and educational institutions; interpersonal - involving students in the system of social relations, developing their communication skills; reflexive - development of individual consciousness through pedagogical support of self-awareness, self-evaluation, self-design.

The result

Social society serves for human development. In some developed societies, it is easier for girls with kata to get education, study and gain their status. However, there are girls who managed to become leaders without losing their strength even though their society is not developed to that level or their social environment is a bit negative. For example: Najat Vallaud-Belkacem, despite being a child of an ordinary family, was recognized as the only female priest in France. [4] Vallaud-Belkacem, the second in a family of seven children, was born in the Moroccan village of Bni Chiker, near Nador in the Rif region. Although he was born in a simple family, he was able to reach the rank of minister as a result of studying under the influence of social environment.

CONCLUSION

The formation of every female leader is primarily caused by genetic factors. Also, in the process of growth and development, leadership skills are formed as a result of the influence of the social environment. The social activities of women and girls are determined by their talent, ability, and initiative. In no era was it considered that women should only be leaders or only followers. On the contrary, nowadays the attitude towards women has changed in a positive direction, and special

attention is being paid to using their potential abilities along with being a mother. Personal spirituality is formed under the influence of various factors, including the social environment and the spirit of the time. The social environment, including family, friends, and community, plays a crucial role in shaping an individual's beliefs, values, and worldview. The type of religious or spiritual practices a person is exposed to during childhood and adolescence can have a lasting effect on their spirituality. personal spirituality is formed under the influence of various factors, including the social environment and the spirit of the time. The social environment, including family, friends, and community, plays a crucial role in shaping an individual's beliefs, values, and worldview. The type of religious or spiritual practices a person is exposed to during childhood and adolescence can have a lasting effect on their spirituality.

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