

THEORETICAL STUDY OF THE PSYCHOLOGICAL CHARACTERISTICS OF THE FORMATION OF INITIATIVE QUALITIES IN ADOLESCENT STUDENTS

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Abstract. This article deals with the issues of theoretical study of the psychological characteristics of the formation of initiative qualities in adolescent students. Reasonable opinions and comments are given throughout the article. Conclusions and suggestions are given at the end of the article.

Key words: formation of initiative qualities in students, psychological characteristics, conceptual scheme.

ТЕОРЕТИЧЕСКОЕ ИССЛЕДОВАНИЕ ПСИХОЛОГИЧЕСКИХ ОСОБЕННОСТЕЙ ФОРМИРОВАНИЯ ИНИЦИАТИВНЫХ КАЧЕСТВ У СТУДЕНТОВ-ПОДРОСТКОВ

Аннотация. В статье рассматриваются вопросы теоретического изучения психологических особенностей формирования инициативных качеств у школьников-подростков. На протяжении всей статьи даются обоснованные мнения и комментарии. Выводы и предложения приведены в конце статьи.

Ключевые слова: формирование инициативных качеств у студентов, психологические особенности, концептуальная схема.

There are three main theoretical approaches to understanding the origins of entrepreneurship. "Trait theory" (sometimes called "charismatic theory") focuses on the innate qualities of a leader. A leader, according to this theory, can only be a person who has a certain set of personal qualities or a certain set of psychological characteristics. The "situational theory of entrepreneurship" has not been completely abandoned in this conceptual scheme, but has replaced the trait theory, which generally emphasizes that entrepreneurship is a product of the situation. In various situations of the life of the group, individual members of the group are distinguished from others by at least some quality, but since this quality is necessary in this situation, the person who has it becomes a leader [7, p. . Two extreme approaches gave rise to a third solution to the problem, called the systemic theory of initiative, according to which initiative is considered as a process of organizing interpersonal relations in a group, and as a subject of initiative. managing this process. With this approach, it is recommended to take into account other variables related to the life of the group, for example, its duration of existence. In this sense, systems theory certainly has a number of advantages. They are clear when it comes to initiative, not just initiative. Because the leader can be the official leader of the group at the same time. Separation: formal initiation is the process of influencing people from their position; Informal entrepreneurship is the process of influencing people using one's abilities, skills or other resources. At first, when entrepreneurship research was just beginning, scientists did not distinguish between leaders and did not accept their classification. Further research made it possible to identify and describe different types of leaders: according to the content of activity (leader-inspirer and leader-executive); by the nature of the activity (universal leader and situational leader); by activity (emotional leader and business leader) and

others. Explanations about the nature of initiative were made in accordance with psychological schools: psychoanalytic (Z.Freud, A.Adler, K.G.Jung), which is focused on the unconscious desire for superiority, superiority, the realization of the "Napoleon complex"; Yale (G. Lasswell, B. Skinner, W. White) and Franco-Furth (T. Adorno, G. Marcuse, E. Fromm) on similar problems, the interaction between leaders and their followers analyzed the secret factors. mechanisms of initiative influence formation; in the social psychology of the masses (G. Tarde, G. Le Bon), in which the leader appears as a hypnotist, the leader of the crowd, skillfully uses the mechanisms of mass infection, persuasion and suggestion [14, c.204]. . Be that as it may, but the challenge of gaining initiative through a certain educational model has always been an attractive idea for practitioners. In this regard, we can single out the theory of general characteristics of entrepreneurship that appeared in the 20s and 40s. The 19th century represents the systematization of the most important qualities for the realization of entrepreneurial potential. This theory is based on the psychodiagnostic personality test, determining the initiative conditions for the subject's character. Although the exact explanation of the presence of a certain dominant tendency in a person's character is in the realm of vague thinking, nevertheless, it is possible to empirically measure the potential for initiative and the way of a series of corrective procedures. being its "construction" allows us to classify this theory as a theory that "exposes", the mystery of the phenomenon. This theory finds an answer in the concepts of modern authors in determining what L. Stout called "initiative capital", i.e. "a set of personal qualities and talents that allow a leader to effectively lead others" [14, c.210].

The end of the 19th century - the beginning of the 20th century. Behavioral theories of entrepreneurship are gaining popularity, they focus on the behavior of the leader rather than character traits. Special importance was attached to its external assessment by the environment, to its perception by a group of followers. In this case, the measurement was based on determining the internal harmony of the structure surrounding the leader, as well as the individual satisfaction of group members with the actions of their leader. Consequently, inclusion of this or that person in the category of leaders was carried out on the basis of his ability to act as a leader, in other words, on the basis of creating an appropriate organizational structure. The behavioral aspect of initiative was studied by R. Tannenbaum, W. Schmidt, R. Likert, R. Blake, J. Mouton, J. Ford and others. Another version of behavioral theory can be recognized as widely used in the second half of the 20th century. attributive theories of initiative (D. Gioia, F. Fidler, H. Simz, P. Suedfeld, P. Tetlock, etc.). In them, the main importance is given to the degree of freedom of the leader, which is directly proportional to the expectations of the followers. The main role in the modeling of entrepreneurial behavior is given to the group, which is considered as the main factor influencing the process of management decision-making, intersubjective interactions [28, p. 176]. The inversion of the problem - the influence of the leader on group behavior and the formation of consequences corresponding to the leader's plan is raised within the framework of the motivational theory of initiative developed by A. Maslow, R. House. Herzerberg, where the mechanism of initiation is studied within the framework of the behaviorist dichotomy "stimulus-response". Exchange theory and transactional analysis (J. Homans, J. March, G. Simon, J. Thibault, G. Kelly, etc.) represent the leader and his environment as components of mutually beneficial exchange: the leader contributes to the social sphere. interactions in its own form, for which it takes the form of a certain salary - group, organization, society. In this case, the active role of the entrepreneurial environment

will lose its importance a little, it will become an equal partner in the transaction. The most indicative in this sense is J. M. Burns' operational concept of initiative, which distinguished two types of leaders: regulatory leader and transformational leader. The first type is the achievement of acceptable forms of agreement between the leader and his environment, expressed in his minimal creative influence on the group, the second is the creative change of the environment; The study of the potential of entrepreneurship in relation to its environment predetermined the development of a whole group of situational theories (E. Wesbur, J. Brown, K. Gibb) focusing on the social context that creates or forms entrepreneurial qualities.

Thus, we can say that leadership is a purely psychological characteristic of the behavior of some members of the group, and the leader is called to motivate the group, to direct it to solve certain problems, to take care of the means of solving these problems. In the process of interaction, the leader affects the society in which he is located, it is necessary to determine how important the peer society is for a young man or teenager. An important pedagogical element in the methodology of training leaders of a children's team can be understood only by studying the psychological theories of leadership that reveal the essence and essence of this concept. A vivid example of this is the theory of anticipation of reality, according to which every teenager makes plans for the future, strives to grow and achieve more and more success. It stimulates his activity, fills his life with the joy of success. In the system of educational work, the preparation and holding of scientific evenings, Olympiads, meetings with representatives of science, technology, and art can be a promising service.

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