



## Age-Related Features of the Development of Leadership Qualities and their Manifestation in Adolescents

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**Annotation:** The article presents and analyzes the results of an empirical study of the characteristics of leadership qualities in adolescents with different sociometric status. Theoretical provisions on the problem of the formation of leadership qualities in adolescence are considered. The authors came to the conclusion that both in business and interpersonal relationships, adolescents with the sociometric status of "isolated" are most inclined to an independent position, have a stable opinion of their own, and adolescents-"stars" prefer to avoid "struggle" in building interpersonal relationships.

**Keywords:** leadership qualities, leadership, adolescence, sociometric status, business relations, interpersonal relations.

### Introduction.

In the psychological and pedagogical literature, the question of the ways of developing personality leadership qualities at different age stages is discussed. There are two points of view. The first assumes that a leader must be born, that training and education do not play any role. The second point of view is that innate abilities are also influenced by living conditions and the nature of education.

### Material and methods.

Whatever natural inclinations this or that person possesses from birth, certain abilities can be formed on their basis only in activity. Therefore, in order to form a new personality trait in a child, it is first necessary to create a situation in which the child would first experience a mental state corresponding to this trait, and then consolidate this state, make it a stable trait of the child's personality. Therefore, in order to develop the leadership potential of a child, it is necessary to create conditions that require the manifestation of children's activity.

The role of success in personal development is enormous. Success inspires the child, contributes to the development of his initiative, self-confidence.

Leadership qualities are laid and initially brought up in the family and school. This actualizes the problem of studying the educational potential of the family and school in the formation of the personality of a child leader, since the family and school are institutions interested in educating leadership qualities in a teenager and capable of doing this, it is their actions and role that will largely determine the personal qualities of the future leader.

Often, leadership abilities are noticeable from childhood. The child leader will not wait to be offered a game, activity or book, but will begin to act on his own. The leader is noticeable in everything. If a child commands, for example, only at home, and does not show himself in an educational institution, then most likely this is just a way of interacting with parents, and not a



personality trait of the baby.

A real leader attracts the attention of others not by tantrums. He can interest others in a new game, information, idea. A child with such abilities is inquisitive, observant, resourceful. He analyzes what he has seen, heard and read, draws conclusions and applies the information received in new conditions.

Many leadership traits can be laid down and developed in childhood. But it is impossible to imagine a baby in which they are visible from the cradle. So, the speed of reaction and sociability can be laid down by the properties of higher nervous activity. However, the lack of proper education can prevent them from developing in the right direction. Therefore, everyone plays a huge role in the development of leadership qualities - these are parents, teachers, the immediate environment and society as a whole.

At this age, children need to be educated in the desire to take place in life and be successful. An important task of teachers and parents is to create a special field of joint activity with a teenager, constructive relations with him, relations united by a common goal. Modern teachers and parents should tune in to work today in the aura of the subjective world of the child, having mastered the philosophical formula of education: mutual understanding plus interaction. The result of such work will be the future success of a teenager.

When we ask ourselves the question of what a person should be who can lead others, we see that initially the psychological characteristics of a strong personality capable of becoming the chosen mass come to the fore.

The most productive and difficult for the development of leadership qualities is adolescence. Adolescence was studied by many teachers and psychologists, in particular I.S. Kon, A.V. Mudrik, L.I. Bozhovich and others. At this age, such character traits as readiness to make decisions, goodwill, the ability to present oneself, and speed of cooperation develop more actively. At this time, it is necessary to give the child the opportunity to fully realize himself, to reveal his inner potential. Most psychologists-educators emphasized that it is in adolescence that character traits and the main forms of interpersonal behavior develop.

The main motivations of this age period are associated with an active desire for personal self-improvement, this is manifested in self-expression, self-affirmation and self-knowledge.

In adolescence, good conditions are created for the development of organizational skills, efficiency, enterprise, and many other useful personal qualities associated with people's relationships, including the ability to distribute responsibilities among themselves, agree on joint affairs, and establish business contacts.

Such personal qualities can be formed in almost all areas of activity in which a teenager is involved and which can be based on a group basis, such as teaching and work.

Personal qualities that are inherent in a leader are complex social and biologically determined components of a personality that choose mental processes, educational properties, a stable state and determine the stable behavior of a person in the natural environment. Consequently, leadership qualities are essential components of a personality, which are the basis for the formation of this personality as a subject of social significance.

The leader is the member of the group with the highest status; a person capable of independence, self-control, self-realization, self-determination, self-improvement, self-development, initiative, possessing high productive capacity for work, strength of character, activity, organizational insight, responsibility, for which a special role is recognized in making group decisions and organizing joint



activities.

Adolescence is the age of intensive formation of moral concepts, ideas, beliefs, moral principles that teenagers begin to be guided by in their behavior and which are formed under the influence of the surrounding reality.

An important point in the formation of a teenager's personality is the development of self-esteem; a teenager shows interest in himself, in the qualities of his personality, the need to compare himself with others, evaluate himself, understand his feelings and experiences. In adolescence, the development of a sense of camaraderie, the need for friendly communication, a conscious attitude towards friendship, the content and stability of friendly relations are characteristic.

The presence of what leadership qualities of a person allows us to assert that a teenager is a leader?

Leadership qualities include:

- interest in the life of the team - a teenager passes through himself all the successes and failures of the team, shows a keen interest in everything that concerns a certain group of people;
- willingness to take responsibility;
- introspection - a teenager tries to analyze all the situations that happen to him, projects himself through the team: consolidates positive and negative experiences, regards all this as a lesson and enters into positive interaction.

The external manifestation of leadership qualities is influenced by:

1. The ability to manage oneself ("if I want, I can"). The ability to make full use of one's time and energy. Ability to overcome difficulties, get out of stressful situations.
2. Having clear personal goals ("I know what I want"). Understanding the reality of the goals set and assessing progress towards them.
3. The ability to solve problems ("find a way out in the labyrinth of opinions"). The ability to determine the main and secondary in the problem; analyze the possibilities of solving the problem; predict the consequences of the decision; indicate the required resources.
4. Creative approach ("not like everyone else"). Searching for creative solutions to management problems, generating ideas, striving for innovation.
5. The ability to influence others ("lead"), includes: self-confidence, the ability to establish strong interpersonal relationships, the ability to persuade and suggest, the ability to listen to others.
6. Knowledge of the features of organizational activity ("organize the business"). Ability to pick up and arrange people; outline a plan and involve people in its implementation; stimulate the work of the team, correctly exercise control over its work.
7. The presence of organizational skills ("in their unity"). Possess organizational flair (selectivity, intelligence, tact); emotionally - volitional influence (energy, exactingness, criticality).
8. The ability to work with a group ("to rally comrades to work"). Understand the importance of team building, have the ability to overcome the limitations that hinder the creative work of the team; the ability to seek agreement and the desire for analysis.

Numerous examples show that in practice people who never look closely and listen to those who follow them do not become leaders.

The pace of modern life sets clear and reasonable goals for the leader. To be successful, decisions must be oriented towards the long-term well-being of the group, and this will require insight and



good intuition. Insight will help to guess the intentions and desire of partners, to give the opportunity to predict various combinations and scenarios.

Each group may differ from others in its needs, which are determined by both the social and psychological aspects of its members. There are several main motives that unite the expectations of those who are ready to submit to the strong will of the leader. Many people are not able to choose the right life goal that would provide them with a carefree life, so they are looking for a person who is ready to do it for them.

Confidence in the achievability of the chosen goal: only defining the main task is not enough to subsequently successfully solve it. You need to have determination in order not to doubt your choice, sometimes it turns out to be incredibly difficult.

Psychological burden of responsibility for the result: the leader, showing independence in choosing a solution, bears full responsibility for failure or error.

The leader must be able to listen to opinions different from his own, but when the final decision is to be made, he shows independence. Having made a decision based on the facts at his disposal, he sticks to it. Such a leader cannot be forced to join a decision with which he does not agree. In decision-making, a reasonable amount of adventurism is sometimes traced, which makes the leader even more attractive.

It is very important for a leader to be flexible in his activity. He does not need to focus on any single problem. He is always open to new ideas, ways of thinking and processes. He learns to solve several problems at the same time and always bring things to the end.

We have identified a certain necessary set of qualities that a leader should possess:

1. Initiative.
2. Sociability.
3. Activity.
4. Organizational skills.

It is these indicators that we will diagnose in adolescents during the experiment.

Not many of the qualities inherent in a leader are laid down at the genetic level, if a person cannot think strategically, then it is extremely difficult to explain to him how this is done. However, leadership is an interpersonal process, and many of the skills necessary to carry it out can be learned.

The formation of leadership qualities in adolescents has a number of stages:

- Diagnostic stage. It is assumed that a person understands and accepts the position of a leader. In the course of personality development, a teenager accumulates a certain complex of knowledge about himself, about others, about the intricacies of the psychology of relationships and communication.
- Emotional stage. Passing through this stage, there is an impact on the feelings of a teenager in order to awaken, such qualities as experience, self-affirmation and social responsibility.
- Activity stage. At this stage, the adolescent is involved in such activities that will more clearly manifest leadership qualities. At the same time, the means for identifying the above qualities are business games, trainings, exchanges of ideas, practical exercises, and organizational activities.



The development of leadership qualities in adolescence is the process of forming such significant components of the personality as interest in the life of the team, willingness to take on the burden of responsibility, understanding one's actions and introspection.

Thus, significant changes take place during adolescence. Senior students define their own beliefs and views. An individual style of intellectual activity is being formed. Adolescents are inherent in the presentation of high demands both to themselves and to their surroundings. Communication with peers for older students becomes a necessity, this communication makes it possible to express emotions, make decisions, and show oneself as a leader.

### **Conclusion.**

In adolescence, a need is formed to belong to a certain group in which he will be understood, appreciated, will take an example from him, and the teenager himself, looking at the behavior of other members of the group, will correct his attitude and views on something. Groups of teenagers have different demeanor, individual slang and attitudes. That is why during this period it is necessary to form leadership qualities, thanks to which the student will be able to make independent decisions, come out of the shadows and become an individual who can lead certain masses of people and be an intellectually developed person.

So, having considered the age-related features of the development of leadership qualities and their manifestation in adolescents, we will get acquainted with the concept of "training", find out what it is intended for, and what is the mechanism of its action.

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