

PSYCHOLOGICAL FEATURES OF FORMATION OF LEADERSHIP ABILITY AND DEVELOPMENT OF CREATIVE QUALITIES IN STUDENTS

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Abstract

This article highlights the importance of using educational technologies in the formation of leadership skills and development of creative qualities, independent thinking, creative research, and development of creative thinking in students.

Keywords: Leadership ability, traditional leader, organizational leader, creative thinking, education - upbringing, mind, society, spiritually pure, physically healthy, perfect person. The future of our country undoubtedly depends on the development of educated, spiritually mature people of today's generation.

Introduction

Honoring human dignity in the decree of the President of the Republic of Uzbekistan dated January 28, 2022 "On the development strategy of the new Uzbekistan" for the period 2022-2026 No. PD-60, considering the process of development, moral integrity and the process of mutual harmony of individual and society interests as an important value, the work plan regarding reforming the education system, raising the training of scientific personnel to the level of modern requirements as a priority area has been implemented is being increased. Today, the education of the growing young generation is more important than ever. In particular, education of healthy thinking, initiative, leaders, organizers, creative young people remain one of the main tasks. In fact, the society that educates more spiritually mature, spiritually pure, and physically healthy people and brings them to adulthood, it is inevitable that this society will achieve stability and perfection. At the time of rapid development of our society, formation of initiative, leader and creative youth is of great importance.

Before studying the factors of the manifestation of leadership and the development of creative qualities in students, we should look at history in the formation of the concept of leadership. The term leader is explained in English using one word - (leader). According to the theoretical analysis of socio-philosophical and socio-psychological researches, there was a need to develop concepts of leader, leadership, leadership ability, leadership phenomenon. The word "leader" is used in English to lead. In order to form leadership in the student team, it is necessary to determine the uniqueness of the team. In order to understand the phenomenon of



leadership, until the 50s of the 20th century, researchers focused on the personal and psychological characteristics and behavior of people. This is an understandable situation, and leadership positions are always occupied by a certain person with unique qualities. Therefore, the connection of personal characteristics with leadership is considered to be very natural, and theories of personal characteristics were created on this basis. According to these theories, famous scientist S. Gibb, a person should have certain characteristics to be a leader. G.Gibb's psychological indicators of the leader are given below on the basis of the table.

Psychological indications of the leader

Signs	Level of social activity	Interpersonal relationships	Intelligence	Personal qualities
Leader signs	High activity and initiative in solving the main tasks of the group. The behavior corresponds to the social relations, values and norms accepted in this group.	To influence other members of the group, able to go beyond the scope of recognized norms and important views.	He has complete knowledge of the problem being solved, the members of the group and the situation in general	This group has personality traits that match and can serve as role models
Duties of a leader	Organization of joint life activities of the group in various fields. Show the group's relationship with other groups	Establishing and maintaining the microclimate of the group	Develop and maintain group norms	Accepting responsibility for the results of the group's activities

1 The responsibility rests with the leader, that is, the official group leader, and he is not afraid of it. His intelligence is different in that he knows information well, owns it and correctly uses it to achieve and realize achievements. The most distinguishing features: above average intelligence, not at the level of genius, but the ability to solve complex and abstract problems; initiative, independence, resourcefulness; self-confidence, high ambition. They also add to their list of details and the ability to perceive the situation. One of the conditions for creating a positive moral and psychological environment is to form the personal qualities of leadership in students and to ensure that his style of activity corresponds to the wishes of the team. It is difficult to assess the role of moral and psychological climate in the life of an individual and a community. It is one of the most important elements in the system of human living and well-being, first of all, morality, work ability, labor productivity. The characteristics of a leader come from his influence on a person. The concept of interpersonal relations has become so widespread among leaders that each of their colleagues and acquaintances evaluates it. If most of the descriptions are related to the important aspects of the effectiveness of the tasks solved by the leader, the remaining direction evaluates the personality, communication characteristics and other aspects. From this, it can be concluded that leadership is only a social problem and has nothing to do with its young aspects.

1 Cattell R.B. Gibb C. Personaliti and learning theory. – New York; Springer cop. – 1990. Vol. 2



In the process of forming attentive and caring leadership qualities in students, the following aspects should be taken into account, that is, the problems, thoughts, and feelings of the group members should be taken into account and always be ready to find a solution for them together. His initiative is that he establishes such business relations with group members that everyone understands what to do, how to interact with other people, and what work methods to use. Thus, initiative consists in encouraging the group to fulfill the task set before itself in different ways. In addition, the formation of creativity qualities in the educational process of students is a particularly important process. Turning to the concept of creativity, according to Ken Robinson, "creativity is a set of original ideas with their own value" (Azzam, 2009).

In order to fully understand the general essence of the process of developing creative qualities in a person, it is necessary to first understand the meaning of the concept of "creativity". And Gardner explains the concept in his research: "creativity is a practical action performed by a person, which should reflect a certain novelty and have a certain practical value." According to Emebeil's (1989) approach, creativity is defined as "the acquisition of highly unusual skills along with thorough knowledge of a specific domain." However, by the end of the academic year, high-level positive results in students' learning of subjects are not observed in higher education institutions. Many students have lost interest in education. As a result, teachers are not thinking about organizing professional activities with pleasure and enthusiasm as before. Although the governing bodies of the education system are setting new measures to change the activities of teachers who do not want to teach students who do not want to learn, the situation is remains unchanged. What is the reason for this? Maybe the pre-planned lessons are not interesting for students, maybe the fact that the content of education is set in a certain pattern does not give students any incentive. Avoid pre-planning of educational activities, form and develop critical, creative thinking in students, force them to think creatively, come up with new ideas, change the attitude to education, encourage them to achieve achievements will be the main factor in the promotion? Creativity remains the main missing factor in training. The high qualification of specialists and the increase of their creativity can only be realized due to scientific and innovative activities. Until then, in traditional education, students were taught only to acquire ready-made knowledge. Such a method extinguished students' independent thinking, creative research, and initiative. For years, pedagogues-scientists have been working on the topic "Why do we teach?" in the educational system. What do we teach? How do we teach?" in addition to searching for answers to their questions, they searched for answers to the question "How to teach effectively and efficiently?" This led scientists and practitioners to the idea that it is possible to try to turn the educational process into a technological process that gives a certain guaranteed result in the production of teaching. Many researchers in different countries of the world have always conducted research on the application of innovations in education. They collected good information about "innovation", "interactive methods", innovative technologies. Applying innovations to the educational process today requires the following tasks:

- determining the exact purpose of the academic subject;
- determining the scope and content of the subject;
- development and recommendation of necessary educational technologies;



- creation of material and technical support of science;
- studying the characteristics of learners;
- teacher training and lesson planning.

Creativity is determined by the creative indicators of a person. The study of creativity is mainly carried out in two directions: 1st direction. It studies the relationship between creativity and intelligence and the definition of educational processes related to creativity. 2nd direction. It is classified by the fact that the personality and its psychological identity are the main aspects of creativity, and the emphasis is placed on the personality and its motivational traits. In the 1950s, J. Guilford and his followers distinguish 16 hypothetical intellectual abilities while intellectual factors are used in educational areas, while studying and evaluating creativity. Among them: - diversity of thought (amount of ideas in a certain period of time), - originality (uniqueness) of thought (moving from one idea to another), - different from generally accepted views the ability to create an image), - curiosity (sensitivity to problems in the world around him), - the ability to hypothesize (the logical independence of the reaction from the stimulus), - fantastic (the complete disconnection of the logical connection between the stimulus and the reaction from the existence of life) . Teachers who think in this way and are aware of the latest news will be able to organize lessons that are very relevant today and important for student development.

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