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THE RESULTS OF EXPERIMENTAL WORK ON THE FORMATION OF LEADERSHIP QUALITIES IN OLDER PRESCHOOLERS

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ABSTRACT

The article analyzes the results of experimental work on the formation of leadership qualities in senior preschoolers. It also reveals the methodology for forming ideas about leadership qualities and their manifestation in various types of activities. The formative experiment used a variety of techniques, conversations, games, seminars and trainings for teachers.

KEYWORDS

Preschool educational organization, preschool age, early preschool age, psychological processes, leadership and moral qualities, discipline, independence, responsibility, hard work, initiative.

INTRODUCTION

Preschool age is the most important period in the formation and development of a child's personality. During this period of childhood, he is extremely sensitive. According to the Concept of Preschool Education in Uzbekistan and the Ilk Kadam program, preschool children need to form an idea of discipline, leadership skills, responsibility, diligence, and initiative. These qualities are moral, and their manifestation

indicates a full-fledged moral upbringing of a child, which largely depends on the organization of his life and on the people who surround him.

An analysis of the state of the issue of the formation of leadership qualities in older preschoolers showed the following: educators do not pay enough attention to the formation of discipline, leadership qualities, responsibility, and diligence in children. This work is

carried out by them sporadically, because there is no program and methodological material in this area; parents whose children attend preschool have only basic knowledge of leadership skills, but at the same time believe that they should be formed in children from an early age.; Older preschoolers have only basic ideas about discipline, leadership skills, responsibility, and hard work. However, these ideas are situational, judgments are unconscious, and motives are mostly related only to the need for them to follow other rules. Some children can't explain their actions at all.

To eliminate the existing gap in the formation of leadership qualities in children aged 5-7 years in preschool institutions, where a formative experiment was conducted with educators and parents by an experimenter, 3 socio-psychological trainings were conducted on the methodology of forming leadership qualities in older preschoolers.

At the first training, educators and parents were introduced to the concepts of "organizational qualities", "organizational skills", "discipline", "independence", "initiative", "responsibility", as well as the criteria and indicators of their formation in children..

During the training, the following methods were used: the "brainstorming" method, a diagram showing organizational qualities of a person, pedagogical situations, a memo for educators and parents with concepts of leadership qualities.

At the second training, the participants were introduced to such qualities as discipline, independence and their essence. To consolidate knowledge about leadership qualities, the "cluster" and "fan" methods were used, as well as pedagogical situations and a memo on discipline and leadership qualities.

At the third training, participants were introduced to organizational qualities such as responsibility, initiative, diligence and their essence. The consolidation of knowledge about these qualities was carried out by the problem method and the independent work of the training participants.

After completing the trainings, all participants were presented with methodological material on the formation of leadership qualities in older preschoolers, developed by an experimenter. In addition, parents were given observation sheets where they had to note the manifestation of their children's discipline, leadership qualities, initiative, responsibility, and diligence at home before and after the formative experiment.

The formative experiment was conducted on the basis of preschool educational organizations 323 and 473 preschool educational institutions in Tashkent from October 2023 to October 2024. It was attended by 30 children of senior preschool age, 2 teachers and 30 parents. There are 62 respondents in total.

The formative experiment was conducted in two stages. At the first stage, 5 classes were held, where

children were taught about such qualities as discipline, independence, responsibility, diligence, initiative. Children's ideas about these qualities were deepened by familiarizing them with relevant literature, adult work, games, conversations, stories, creating special situations, and observing adult work. All this helped to create interest in work, to reveal its meaning, content, and organization. The children could see firsthand the external side of work, the actions of people, the tools of labor, the working person, his attitude to work, and relationships with people. In addition, it helped to prepare and set up children to fulfill work assignments, and aroused a desire to imitate adults. The main points in organizing direct observations of the work of a cook, doctor, teacher, stylist, tailor, janitor, etc. were: free communication between children and adults, which created an atmosphere of freedom and relaxation; the educator's explanation of the manifestation of certain qualities by adults (discipline, leadership, responsibility, hard work, initiative), answers to children's questions; emotional behavior of an adult in order to elicit emotional and positive reactions from children; the use of vocabulary characterizing various tools that adults use in their work; the development of interest in various types of work.

At the second stage of the formative experiment, children's knowledge of leadership qualities was expanded and various types of activities (labor, play, educational, etc.), as well as joint work of adults and children, were organized with them.

The basis for independent work was based on the ideas that children received when observing various adult work. Thus, the children had an increased interest in work, a desire to show diligence, independence, initiative, responsibility and discipline. This was achieved through the use of three interrelated areas:

1. To teach children in the process of work mutual assistance, leadership skills, perseverance, responsibility, the ability to finish what they started.
2. To form the ability to evaluate the manifestation of initiative in work, accuracy in doing work, evaluative attitude to work, arouse interest in it and desire to work.
3. Accumulation of children's sensory experience with the opportunity to be needed by others, to bring them benefit and joy as a result of their work.

At the beginning of each lesson, the teacher set a learning task for the children, explained to them the content of the lesson, and emphasized the importance it has for them in the present tense. This mobilized the children, aroused their interest, an active desire to participate in a common cause, overcome difficulties on their own, and achieve positive results.

The educational work was aimed at developing leadership skills among older preschoolers in play, productive and work activities. Each of them stimulated initiative, independence and responsibility, but the importance of different activities for the development of these qualities was different. The game focused on the development of initiative, a core

component of leadership skills. The main importance of productive activity was to develop independence. During the formation of responsibility, work was the most important. The most important condition for the development of leadership qualities was the collective nature of the organization of all types of activities. There were three main stages in the educational work. At the first stage, the prerequisites for the formation of leadership qualities were laid, at the second stage, conditions for its implementation were created, and at the third stage, the tendency towards independent activity was consolidated.

When organizing a collective story and role-playing game, the main focus was on activating children's ability to independently apply new knowledge in the game, as well as developing the ability to plan the upcoming game, independently plot and assign roles. The means of developing leadership skills were to equip preschoolers with knowledge beyond their direct experience, and to teach them how to organize relationships, resolve emerging contradictions, etc.

When organizing productive activities in the classroom and the simplest forms of joint work, the educator tried to actualize the motives for achieving the goal, the social significance of the activity, and the personal experience of success.

In order to consolidate independent forms of behavior and make them more stable, the achievements of the children were regularly noted by the educator.

In the final part of the formative experiment, special attention was paid to the pace and organization of activities and the quality of work performed in the classroom and when completing work assignments. The teacher's instructions helped to mobilize the children's strength and skills. The confidence that the children would do a good job helped them to do a lot during the lesson (30-35 minutes).

Generalized data on the degree of formation of leadership qualities in older preschoolers before and after the experiment are shown in Table 1.

Table.1
The level of leadership skills among older preschoolers before and after the experiment

Series	The level of leadership qualities				
	lack of leadership skills	rudiments of leadership skills	the average level	high level	in total
Stating	9 (29,9%)	8 (26,6%)	10 (33,3%)	3 (9,9%)	99,7%
30 children	4 (13,3%)	3 (9,9%)	13 (43,2%)	10 (33,3%)	99,7%



As can be seen from the table, as a result of experimental training, there have been certain shifts in the degree of leadership qualities of children. Thus, the lack of leadership qualities in children decreased by 16.6% (5 children), the rudiments of leadership qualities by 16.7% (5 children); the average level increased by 29.4% (3 children), and the high level by 23.4% (7 children). The children's behavior has become more organized, the ability to achieve the set goal has developed, to finish the work independently, and the quality of the task has improved. This indicates a significant change in the attitude of children to their activities: stable motivation has been formed, which many researchers consider to be the most important sign of leadership qualities among preschoolers. After completing the formative experiment, we summarized the results of a survey of older preschool children to identify their knowledge of leadership skills and their manifestation in the family before and after the experiment.

The survey of children was carried out on the basis of the developed material and was conducted individually, all answers were recorded in the questionnaire.

An analysis of the survey results of 30 older preschool children showed that before the experiment, children had difficulty choosing the right solution in certain situations, explaining their answers to questions, and understanding leadership qualities such as discipline, independence, responsibility, diligence, and initiative. The arithmetic mean analysis of the children's survey is presented in Table 2.

This analysis shows the following: before the experiment, an average of 7 (23.3%) children had knowledge of discipline and leadership skills, after the experiment – 13 (42.4%) and 12 (39.6%); responsibility before the experiment – 10 (33%), diligence – 9 (29.7%) children, after the experiment - 12 (39.6%) and 13 (42.4%) children; on initiative before the experiment – 4 (13.2%) children, after it – 8 (26.4%).

Table 2

Arithmetic mean analysis of a survey of older preschool children to identify their knowledge of leadership skills before and after the experiment

Name of quality	Before the experiment			After the experiment		
	right answer	wrong answer	There is no answer	right answer	wrong answer	There is no answer
Discipline	7 (23,3%)	6 (19,8%)	6 (19,8%)	13 (42,4%)	4 (13,2%)	4 (13,2%)
Independence	7 (23,3%)	5 (16,5%)	7 (23,3%)	12 (39,6%)	4 (13,2%)	5 (16,5%)
Responsibility	10 (33%)	5 (16,5%)	7 (23,3%)	12 (39,6%)	4 (13,2%)	4 (13,2%)
Industriousness	9	8	8	13 (42,4%)	4	5



	(29,7%)	(26,4%)	(26,4%)		(13,2%)	(16,5%)
Initiative	4 (13,2%)	8 (26,4%)	11 (36,3%)	8 (26,4%)	8 (26,4%)	6 (19,8%)
Total	37:5	32:5	39:5	58:5	24:5	24:5
Arithmetic mean	7 (23,3%)	6 (19,8%)	8 (26,4%)	11 (36,3%)	5 (16,5%)	5 (16,5%)

We can see that after the experiment, the children's level of knowledge about leadership qualities increased significantly, as shown in Table 3.

Table 3
Levels of knowledge about leadership skills
of older preschool children

Levels	Before the experiment	After the experiment
I High	7 (23,3%)	11 (36,3%)
II Medium	6 (19,8%)	5 (16,5%)
III Low	8 (26,4%)	5 (16,5%)

The results of the formative experiment showed that the level of knowledge of older preschool children about leadership qualities according to the criteria we defined has changed significantly: level I – high – increased by 13%; level II – medium and level III – low – decreased by 3.3%.

In our opinion, the following contributed to this:

- teachers' understanding of the importance of step-by-step, systematic work on the formation of leadership skills among older preschoolers and the creation of conditions for their manifestation;
- systematic gradual expansion of ideas about leadership qualities.

Based on the above, it can be concluded that older preschool children, when working systematically in

preschool institutions and in the family, acquire knowledge about leadership skills and manifest them in various types of activities based on the developed program and methodological material. The educational methods developed and tested in the study can be used in preschool institutions when organizing story-role-playing games, children performing simple work assignments, as well as in classes under the Ilk Kadam program. The developed methods of monitoring the manifestations of leadership qualities in play, work and productive activities will allow the educator to identify the individual characteristics of children and, in accordance with them, individualize educational influences.

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