

умеют самостоятельно планировать, организовывать и выполнять работу; безынициативны, равнодушны к делам коллектива или группы; характеризуются эгоистическими наклонностями и безразличным отношением к окружающей действительности. Не связывают собственное участие в общественно-значимой деятельности с личностным и профессиональным становлением.

Второй уровень – репродуктивный (средний). К этому уровню относятся личности, которые характеризуются преобладанием узколичных мотивов долга и ответственности. В деятельности проявляют, в основном, активность воспроизведения, самостоятельность в деятельности невысока, дисциплинированы, исполнительны, однако не инициативны. Осознают собственное участие в общественно-значимой деятельности как способ включения в жизнь, например в жизнь учебного заведения.

Третий уровень (высокий) – продуктивный. Личности этого уровня характеризуются наличием мотивов самоопределения и самосовершенствования. Их отличает стремление преодолевать препятствия. Они проявляют творчество и инициативу в деятельности, что связано с желанием сделать что-либо полезное для других людей, овладеть различными способами применения своих знаний и умений, способны принимать самостоятельные решения в ходе работы; самокритичны, требовательны к себе и другим. Соотносят характер своего участия в общественно-значимой деятельности с личностным и профессиональным становлением.

Таким образом, можно сделать вывод, что социальную активность исследователи рассматривают как сознательную деятельность личности,

направленную на участие в социальных процессах и на изменение окружающих социальных условий. Тот факт, что выделенные группы компонентов социальной активности находятся в органической взаимосвязи и даже во взаимопроникновении между собой, а также и с другими сторонами личности, позволяет рассматривать исследуемое качество как сложное и вместе с тем целостное, как интегральную, обобщенную характеристику личности.

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FEATURES OF PERSONAL DEVELOPMENT OF HIGH SCHOOL STUDENTS

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АННОТАЦИЯ.

В данной статье описаны особенности личностного развития старшеклассников, рассмотрено понятие "лидер" и исторические проблемы детского движения. Так же в статье приведены черты личностного развития лидеров среди старшеклассников по мнению Р.Столдилла.

ABSTRACT.

This article describes the features of the personal development of high school students, the concept of "leader" and the historical problems of the children's movement are considered. Also in the article features of the personal development of leaders among high school students in the opinion of R. Stoldill.

Ключевые слова: личность, личностное развитие, лидерство, лидер.

Keywords: personality, personal development, leadership, leader.

In the modern world, the presence of leadership qualities is an important component of a person's personality for achieving success in any field. These qualities are formed in childhood, and the school is a direct assistant in this. Preparing the younger generation for adult independent life, in which communication skills, the ability to independently find solutions in controversial situations and predict their consequences, is one of the priority aspects of the pedagogical process.

In the pedagogical literature there are various interpretations of the term "leader". So, according to I.P. Ivanova, the leader is, first of all, an activist who knows how to lead and organize collective activities, showing initiative, purposefulness and civic consciousness [1, p.116]. The pedagogical dictionary gives the following definition: "the leader (from the English leader is the leader) is a member of the group with the highest status, for which the right to make decisions in significant situations is recognized. The leader is formal (officially appointed, legally legalized) and informal (actually recognized by the team). In the process of forming a children's team, it is extremely important to achieve such a position that the real leader accepts the value system offered by the educator"[2]. By definition, M.I. Rozhkova, a leader is a person who is able to lead, to arouse interest in business. He strives to do everything possible to achieve a common goal, actively influences those around him, most fully understands the interests of the majority. It is with him that I want to consult in difficult times and share my joy, he is always ready to help and is ready to lead [3, p.21].

From the point of view of our research, the most complete and deep definition, largely revealing the essence of the phenomenon of leadership, seems to us the definition proposed by C.B. Bobryshov: leadership is "a multifaceted socio-psychological phenomenon that reflects the degree of social role, emotionally volitional and behavioral interaction between the group and the leader, as well as the mechanisms of mutual regulation of relations between them" [3, p. 147].

Having studied the ideas set forth by famous scientists: M.V. Boguslavsky, A.B. Volokhov, V.K. Grigorova, I.A. Kudryashova, Z.I. Lavrenteva, T.V. Trukhacheva, we believe that the problem of children's leadership is closely related to the problem of self-realization of a senior student, which we understand as a process of his social creativity and planning life perspectives.

Based on the material studied, we are of the opinion that the problem of children's leadership is closely related to the problem of self-realization of the older student, which we understand as a process of his social creativity and planning life perspectives.

In the psychological and pedagogical literature, the desire of a person for self-realization is differently

characterized. This process is defined as a sense of personal significance (D. Dewey), a desire to become oneself (K. Rogers), a thirst for self-affirmation (J. Moreno), a desire to find the meaning of life (V. Franky), a desire for self-actualization (A. Maslow) and etc. According to the opinion of domestic and foreign philosophers, psychologists, and teachers, under normal social conditions, these impulses lead to the development along the path of life-affirmation, of natural-cultural methods of self-manifestation and self-realization.

Analysis of psychological and pedagogical research on the problem of formation of leadership qualities of older students leads us to the understanding that the organization of this process is possible only in a certain social environment. The most effective social environment for the formation and successful development of leadership qualities of high school students, according to leading experts in the field of age pedagogy and psychology, is a modern children's public organization offering the child various forms and types of social creativity necessary for its full socialization.

Historically, the problems of the children's movement has received much attention. G.N. Abrosimova, J.I.B. Aliyev, N.F. Basov, M.V. Boguslavsky, I.N. Zhukov, I.P. Ivanov, N.K. Krupskaya, V.A. Kudinov, P.F. Lesgaft, A.M. Makarenko, S.T. Shatsky et al. Since 1917, Russian pedagogy has accumulated rich experience in managing the activities of children's organizations, illuminating the role of the teacher in the activities of the pioneer team, analyzing the nature, content and methods of interaction between children and adults in children's organizations, developing the theoretical foundations of the history of children's movement. The restructuring at the end of the 80s, the freer nature of the discussion of actual problems of life allowed researchers to take a fresh look at the history of the children's movement. Of particular importance was the appeal to the concept of child socialization in the activities of children's organizations, in disclosing their socializing functions (TP Vernigorova, AP Volokhov, TV Durova, VN Kochergin, MI Rozhkov, I. And. Frishman, EE Chepurny, etc.).

Thus, relying on the assertion A.B. Volokhova that children's public association is the formation of children united on the basis of common interests to realize the goals of self-development on the initiative and in the pedagogical management of adults [4, p. 9] Considering also that each time corresponds to a leader possessing the qualities that modern society requires.

In order to define our own leadership qualities of a high school student, we need to find out the essence of the category "quality of personality."

In the scientific literature there are various approaches to the definition of the essence of personal qualities, which are often understood as:

— the result of learning the forms of behavior existing in a given society (LI Bozhovich);

— the result and the generalized expression of stable relations of the personality, its activities and behavior (N.I. Monakhov);

— norms and principles entrenched in the process of self-control and regulation of social behavior and activity (M.I. Shilova);

— the unity of knowledge, attitudes and actions (I.Ya. Kaplunovich, T.A.Pushkina, L.M. Friedman);

— a stable form of behavior in connection with specific situations typical for a given type of behavior (Yu.M. Orlov);

— entrenched and habitual attitude, which determines the stability of human behavior in any changing conditions (VF Kharlamov).

Based on theoretical assumptions that consider various leadership qualities and focus on key qualities or groups of qualities, and, sharing the positions of B.A. Fedorishina, V.V. Sinyavsky and V.A. Umansky regarding the classification of leadership qualities, we distinguish two of their groups: organizational and communicative. We consider the groups of qualities, first of all, as a combination of features and properties inherent in leadership in the following context:

1. Organizational skills are characterized by the ability to work in a team, set goals, distribute activities, plan work, and provide clear control. Among other organizational qualities, we have noted activity, dedication, efficiency, perseverance, independence, discipline, initiative, responsibility.

2. Communicative qualities are expressed primarily in sociability, i.e. in the ability to establish and maintain contact with various categories of people: peers, older and younger in age, persons of their own and the opposite sex. At the same time, the communicative qualities include the ability to understand, objectively evaluate and influence people, convince with logic of arguments, instill in them confidence and a positive attitude towards success.

One of the problems of personality development in high school students is the lack of psychological studies of adolescents aged 15-17. Usually this age is characterized as critical, transitional, critical. Many authors emphasize that this age is a transitional period from childhood to maturity. In this age period, all previous relations of the child to the world and to oneself are rearranged, the processes of self-awareness and

self-determination develop, leading ultimately to the formation of the life position with which the former student begins his independent adult life (DI Feldstein, G A. A. Zuckerman and others) [5, p.35].

For many years, scientists have tried to identify the main features of the leader. But in the course of their research, they were unable to identify a certain number of personality traits, there were too many of them, or their certain number was not confirmed by further practice. We propose to consider some features of the personal development of leaders among high school students:

R. Stoddill identified 5 such features:

— Mind or intellectual abilities

— Dominance or dominance over others

— Self Confidence

— Activity and energy

— Knowledge of the matter

But it turned out that a person with all these qualities is not necessarily a leader. In the course of the subsequent study of this issue, researchers identified four groups of leadership qualities: physiological, psychological, intellectual, and personal-business. But these qualities are not a guarantor of leadership.

Thus, leadership as a social phenomenon accompanies mankind throughout its existence. Wherever a group of more than two people meets, a situation may arise of leading one and following the others. The leader has a significant impact on the processes of self-organization of the group, the formation of group norms and values, on the behavior of followers. In this regard, leaders and the phenomenon of leadership traditionally attract the attention of researchers.

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