

**DEVELOPING SOCIAL ACTIVITY AND LEADERSHIP QUALITIES IN  
ADOLESCENTS**

**Mamutova Dildora Izimbayevna**

Master's student, Department of Psychology,  
Asia International University

**Abstract:** This study is devoted to the problem of developing social activity and leadership qualities in adolescence. The main objective of the research is to empirically substantiate the relationship between the level of social activity and leadership qualities in adolescents. The results of the study demonstrate that adolescents' activity in the social environment is a significant factor in the formation of their leadership potential.

**Keywords:** adolescent, personality, leadership, social activity, social relations, self-awareness.

### **Introduction**

Adolescence is considered a crucial stage in the ontogenesis of personality, during which social activity and leadership qualities are formed and developed. At this stage, individuals begin to understand their position within a group, master the system of social relations, and strive to demonstrate leadership abilities. Psychological studies characterize adolescence by the development of independent thinking, social self-awareness, and an increased sense of social responsibility (Erikson, 1968).

In the context of globalization, young people's active participation not only in the educational process but also in social life is one of the key factors determining their future success. Therefore, the issue of developing social activity and leadership qualities in adolescents has become highly relevant in the fields of pedagogy and psychology.

### **Methods**

The following methods were used in the study:

- theoretical analysis (review and generalization of scientific literature);
- psychological questionnaires and test methods;
- comparative and correlational analysis;
- pedagogical observation.

The research sample consisted of adolescents aged 12–15 years. During the study, the level of manifestation of social activity and leadership qualities was examined.

### **Results**

The results of the study showed that adolescents with a high level of social activity also demonstrate a high level of leadership qualities. Adolescents who actively participate in collective activities tend to express their opinions freely, show initiative, and take responsibility. This confirms the existence of a positive relationship between social activity and leadership qualities.

### **Discussion**

The obtained results are consistent with Kurt Lewin's theory of group dynamics and leadership. Lewin interpreted leadership not only as a product of individual personality traits but also as a result of group interactions and social situations. The findings of this study also confirm that the social environment and peer groups play a significant role in the formation of leadership qualities during adolescence [2, p. 6].

In addition, R. Cattell's factor theory of personality emphasizes that leadership is associated with such traits as intellectual activity, independence, social boldness, and initiative [3, p. 345]. J. Guilford's theory of the structure of intellect highlights the importance of divergent thinking, creative problem-solving, and rapid decision-making in leadership activity. The results of the present study likewise indicate that adolescents' social activity and cognitive development are directly related to their leadership abilities [4, p. 436].

The scientific views of Uzbek psychologists E. G'oziyev, M. V. Vohidov, and Z. T. Nishonova also interpret personality activity and leadership qualities as closely interconnected. In particular, E. G'oziyev links personality activity with social experience, independent thinking, and responsibility, emphasizing adolescence as a key stage for the formation of leadership qualities [5, p. 198]. In the studies of M. V. Vohidov, leadership is explained through volitional traits, communicative skills, and the ability to find one's place within a group [6, p. 62]. Z. T. Nishonova points out that the development of interpersonal relations, self-awareness, and increased social activity during adolescence create a foundation for the manifestation of leadership behavior [7, p. 123].

The novelty of this research lies in the fact that the formation of social activity and leadership qualities is examined in a comprehensive manner specifically within adolescence, integrating personal, socio-psychological, and activity-related factors.

## **Conclusion**

The development of social activity and leadership qualities during adolescence is of great importance for an individual's future social and professional success. Adolescents who are guided through a purposeful and systematic approach by educators and parents develop into socially active, independent, and leadership-oriented individuals. Ensuring the active participation of the younger generation in social life is an essential condition for the development of society.

## **References:**

1. Erikson, E. H. (1968). *Identity: Youth and Crisis*. New York: W. W. Norton & Company. 336 p.
2. Lewin, K. (1947). *Frontiers in group dynamics*. *Human Relations*, 1(1), 5–41.
3. Cattell, R. B. (1957). *Personality and Motivation: Structure and Measurement*. New York: World Book Company. 948 p.
4. Guilford, J. P. (1967). *The Nature of Human Intelligence*. New York: McGraw-Hill. 538 p.
5. G'oziyev, E. (2008). *Personality Psychology*. Tashkent: O'qituvchi. 280 p.
6. Vohidov, M. V. (2005). *Psychology of Group and Personality Relations*. Tashkent. 192 p.
7. Nishonova, Z. T. (2010). *Psychology of Gifted Adolescents*. Tashkent: Fan. 220 p.