

FEATURES OF INTERPERSONAL RELATIONS, GENDER DIFFERENCES IN THE FORMATION OF INITIATIVE QUALITIES IN ADOLESCENTS

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ABSTRACT

This article discusses the place of men and women in social life, the importance and structure of social groups, the analysis of social relations between elites and elites, the development of organizational abilities and the nature of people.

Keywords: The functional, the competition, the interaction, the leadership, the leadership, the usmir, the official, the unofficial, the official, the leader, the victims, the psychological tact.

INTRODUCTION

In social pedagogy, two types of interpersonal interaction of adolescents are distinguished: functional-role and emotional-interpersonal.

Functional-role interaction occurs in the fields of cognition, subject-practical and spiritual-practical activities, organized games, and sports.

Emotional interpersonal interaction occurs in the field of communication and is aimed at satisfying the needs of subjects in emotional communication.

D.I. Feldstein identifies three forms of interpersonal interaction of adolescents:

- 1) Intimate-personal communication - interaction based on personal sympathy - "I" and "you". The content of such a dialogue is that the interlocutors share in each other's problems.
- 2) Socially oriented communication is an interaction based on the joint implementation of socially important tasks - "I" and "society".
- 3) Socially oriented communication serves people's social needs and is a factor that contributes to the development of forms of social life of groups, communities, etc.

MATERIALS AND REVIEW

Research conducted by Feldstein D.I shows that the adolescent's need for intimate and personal communication is mostly satisfied (31% and 34%), the need for socially oriented communication remains unsatisfied in 38.5% of cases, which leads to group communication by itself (56%) leads to the advantage, although the need for this form, it is expressed in a minimal amount.

The development of the adolescent personality takes place in the changing conditions of group development (teachers of science, joint work, friendly companies, etc.), puberty and a significant restructuring of the body.

A child's sexual development is inseparable from his general development and occurs continuously from birth.

Puberty is not only a biological but also a social phenomenon.

The process of puberty itself affects the behavior of a teenager indirectly, through the social conditions of his existence, for example, the status of a teenager in a peer group, relationships with adults, etc.

Confirming his male and female gender, the teenager becomes male-male, male-female. It means wider and deeper spiritual and social maturity.

Adolescent behavior can be influenced only by changing social conditions. If the number of negative actions increases sharply during young adolescence: Disobedience, stubbornness, flaunting one's own shortcomings, stubbornness, then their number decreases in the period of older adolescence.

Teenagers become more balanced and their well-being improves. If a young teenager needs a frugal regime (in order to avoid sudden overload, he violates discipline, because he quickly gets tired and irritable), an older teenager needs to properly organize his activities.

Discipline is destroyed by excess energy, which cannot find the right path. As a "child in general", previous methods of self-affirmation are lost and new ones associated with gender are acquired. Confirmed as teenage boys/girls. In this regard, changes in the evaluation of oneself and others are planned (they see it differently). They are interested in appearance because. becomes a self-affirming factor. They are also very sensitive to kind words about their appearance. If a teenager attaches great importance to his appearance, then shyness may appear.

The sense of his own adulthood and the need to recognize it creates for the new, growing child the problem of the rights of adults and adolescents in their relationship with each other.

A teenager, demanding new rights, tries to expand his own and limit them in adults;

- 1) Having a sense of self-esteem, he knows himself as an indomitable, indefatigable person. He actively resists demands that limit his autonomy; resists guardianship, control;
- 2) It requires respect for personality and human dignity, trust and independence. He actively seeks equality with adults. And if the adults themselves take the initiative, then the transition to a new type of relationship will continue well, especially since the development of the adolescent's social maturity is socially necessary to prepare for future life [1, p. 114].

Relationships between adults and adolescents should be built on the basis of friendship, cooperation, trust and respect for support. The main thing in their relationship should be common interest and cooperation in various activities. In addition, the adult should act as a model and friend, and the teenager as an equal helper. Adults, as well as young children, are excluded as communication partners that do not have personal significance for teenagers as subjects of communication. Teachers and parents are usually not included in the social circle of teenagers of this form. This fact should not be alarming, because by themselves, informal groups of teenagers often have an illegal orientation and turn into criminal associations.

Peers are personally important communication partners for adolescents who participate in socially oriented forms of communication. The most common is the division of all interactions into two opposite types: cooperation and competition.

Apart from cooperation and competition, they also talk about agreement and conflict, adaptation and opposition, association and dissociation, etc. Behind all these concepts, the principle of differentiating different types of interaction is evident. In the first case, such manifestations that contribute to the organization of joint activities are analyzed, which are "positive" from this point of view. The second group includes interactions, one way or another "decomposing" joint activity, which represents certain types of obstacles. Cooperation or

cooperative interaction refers to the coordination of the separate forces of the participants (regulating, combining, generalizing these forces).

Cooperation is a necessary element of joint activity, which has its own character. An important indicator of the "solidity" of interaction in a partnership is the involvement of all participants in the process. As for another type of interaction - competition, here the analysis is often focused on communication in its most vivid form, that is, opposition, conflict of goals, goals, interests, positions, opinions or people's perception of each other. Any team cannot be homogeneous.

He always organizes various groups connected by common interests and sympathy. It is very important to properly build relationships within groups and their interaction with each other. Each team has small informal groups of three to seven people. The most important sign of an informal group is the existence of a common goal, which, firstly, is not always implemented by group members, and secondly, it is not related to solving production problems.

The need for communication may arise in connection with joint reading, a common hobby, etc. the goals of a small group can be positive, that is, to promote neutral or negative community cohesion. The need to set a goal, formulate a goal and organize activities to achieve it leads to the emergence of leaders. This phenomenon is observed in all informal groups of more than three people. A team can have many leaders, especially when different situations distinguish temporary, situational leaders.

If there are many leaders in the community, this is a positive phenomenon, because the diversity of leaders provides a colorful life for the community, but under a mandatory condition: their moral values should not conflict with each other.

Any informal leader has a personal charm that manifests itself in various forms. There are three types of leaders: leader, leader (in the narrow sense of the word) and situational leader. The leader is the most authoritative member of the group and has the ability to suggest and persuade. He influences other members of the group with words, gestures, and looks. So, the researcher R. Stogdil proposed the following list of qualities characteristic of a leader:

Physical qualities - active, energetic, healthy, strong;

Personal qualities - flexibility, self-confidence, authority, desire for success;

Intellectual qualities - intelligence, the ability to make the right decision, intuition, creative abilities - communication, ease of communication, politeness, diplomacy.

The authority of the leader is much lower than that of the leader. In addition to suggestion and persuasion, he often needs to motivate action by personal example ("do what I do"). As a rule, its influence applies only to a part of the members of the informal group.

A situational leader has personal qualities that are important only in a very specific situation: a team celebration, a sporting event, a camping trip, etc.

There are leaders in any team and they deserve special attention because they actively influence the moral and psychological environment in the team.

Among informal leaders, one can distinguish business, emotional, authoritarian, democratic, and finally, most importantly, positive and negative leaders.

The leader is like a mirror of the group, the leader appears in this group, the group is what the leader is. A person who is a leader in one group is not necessarily a leader in another group (different group, different values, different expectations and demands from the leader). In

terms of the scope of tasks to be solved, there are the following:) everyday type of initiative (at school, in student groups, in recreation associations, in the family);) social type of leadership (in production, trade union movement, in various societies: sports, creative, etc.);) political type of leadership (state, public figures) [4, p.116]. There is an undeniable connection between the fate of the economic leader, the social leader and the political leader.

Each member of the group occupies a certain task due to his business and personal qualities, his contribution to the common work, the development of a sense of duty and responsibility, due to the recognition by the group of his services and ability to influence others.

A leader is a person with certain characteristics, thanks to which he is promoted as a leader. The following psychological qualities are characteristic of a leader: self-confidence, a sharp and flexible mind, competence as thorough knowledge of one's work, strong will, ability to understand the peculiarities of human psychology, organizational and communication skills.

L.I. Umansky divides organizational skills into three groups: organizational skills, the ability to influence emotionally and willfully, and the inclination to organizational activities.

In the group of organizational skills, it includes the following components: psychological intelligence - the ability to quickly understand the psychological characteristics and state of other people, the ability to remember people and their actions, the tendency to psychologically analyze the actions and actions of other people, the ability to put oneself mentally.

Deep trust and confidence in the mental state of another person and acting on his behalf, the strength, abilities and capabilities of the individual and the team; Practical psychological intelligence is the ability of a leader and manager to allocate tasks according to the individual characteristics of people, to regulate the mental state depending on the operating conditions, and to take into account the relationship between them when setting tasks for the team. His activities; Psychological tact is the ability to quickly find the right tone, the appropriate form of communication, depending on the mental state and individual characteristics of the people around you, adapt to different people in speech, simplicity and naturalness in relations with them, a sense of justice.

Impartiality in evaluating and choosing people. The second group of organizational qualities includes L.I. Umansky defines qualities associated with emotional and volitional influence:

Public power is the leader's ability to influence the people around him with his own power (with the help of facial expressions, gaze, facial expressions, gestures, body), logic-speech and personal example; Courage, determination and flexibility, determination and perseverance, different forms of coercion, order from the game form, individual approach depending on the permanent and temporary mental characteristics and state of people;

In the qualities of the third group - tendency to organizational activity - L.I. Umansky emphasizes the leader's ability to independently engage in organizational activities, courageously assume the functions of an organizer and take responsibility for the work of other people in difficult and unfavorable conditions, the need to carry out organizational activities and always be ready to carry them out.

People with communicative abilities feel a constant need for both communicative and organizational activities and actively strive for it, quickly orient themselves to a new team, actively prefer to make independent decisions on an important issue or a difficult situation.

People with high communication skills communicate with strangers easily and with pleasure, they are pleasant conversationalists and all people are friends with them. It is often emphasized that the leader is closely related to the formal organization of the group, and can be engaged in his leadership if the group members accept him as a leader (in this case, initiative is an important complementary factor of initiative).

Given that the leader's activity is wider and covers areas that the leader has not overcome, the effectiveness of leadership depends on how much the leader relies on the leaders in his work and how much they support him.

The art of leadership, in a certain sense, is the ability to coordinate the work of leaders, to rely on them, that is, to strengthen the stability and vitality of an official organization, to skillfully use interpersonal relationships and relationships, and to direct them to the right path.

Distinguish between 'formal' and 'informal' leadership. "Official" initiative refers to a functional relationship related to the established rules of appointing a leader. "Informal" initiation occurs on the basis of personal relations of the participants. This is a trait called initiative.

Therefore, the official leader in leadership positions in school classrooms is not always the most authoritative person in the community. Sometimes it is not the young men themselves, but adults who promote it; therefore, the class leader should either know his students well or give them the opportunity to choose the class leader themselves. If the principal is not an "unofficial" leader at the same time, then a person with a high reputation among students will break up the team and the effectiveness of the organization will decrease. A conflict may arise between the official and the unofficial leader. Therefore, it is very important for teachers to have an idea of who the class leader is.

CONCLUSION

Thus, in the process of relationships, the leader affects the society in which he is located, it is necessary to determine how important the peer society is for a young man or teenager.

The peer community is, first, an important information channel; from it, teenagers and young men learn many necessary things that adults for one reason or another do not say, and secondly, this is the type of activity and interpersonal relationships.

Joint activity develops in the child the necessary skills of social interaction, the ability to obey collective discipline and at the same time protect their rights, to connect personal interests with public interests.

Thirdly, it is a kind of emotional connection. The sense of belonging to a group, solidarity, mutual support of friendship - not only makes it easier for a teenager to become independent from adults, but also gives him a very important sense of emotional well-being and stability. Whether he has earned the respect and love of his peers is very important for a young person's self-esteem. All these factors directly affect the personality of the leader, because he has great prestige and influence.

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