

Features of Leadership Development of Kazakhstan Elementary School Pupils

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ABSTRACT

With the pace of social and economic development in Kazakhstan today, the question of the development of leadership skills among individuals that are capable of being integrated without serious consequences into society is crucial. The serious matter of leadership requires close attention from researchers and teachers. It, as well as other strategically important tasks, is referred to in the education blueprint of our republic. Developing leadership in children when they are as young as the elementary school age is necessary because this is the right age for shaping positive values and influences in children. The shaping of leaders is not a spontaneous process; it must be done systematically and intentionally. This can be done through education. This paper looks at leadership training among children of elementary school age.

Keywords: Elementary school age, leader-elementary school pupil, leadership, leader workshop, personal-orientated education, website

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INTRODUCTION

The modern society requires the individual to react quickly to change, and change is the constant in modern life. Good leadership enables people to adequately adapt to and manage change without trauma. Researchers have been studying leadership for more

than a hundred years. It is studied around the world, in countries like Mexico, Japan, China, Australia, South Africa, the Philippines, among others but the study of leadership seems centred in European and American culture, which makes up only 7% of the Earth's population. Therefore, it was felt that there ought to be more research into leadership and leadership training that will benefit people everywhere.

In the Republic of Kazakhstan, state policy for the youth developed for up to the year 2020 is available in a document entitled, 'Kazakhstan 2020: The Way to the Future', which states that formation of personality that is able to realise the creative ability and leadership skills of children in dynamic social and economic conditions for the benefit of the individual and society is a challenge for the education system. It is necessary for people to be able to work together to come up with quick solutions to problems. This can only be realised by those who possess leadership skills.

Due to the development of social activity, modern teaching relies on the training of individuals, and the child is considered the subject of pedagogical process, where the greatest attention is paid to creation of optimum conditions for intellectual, social and emotional development of the growing personality (Baldoni, 2014).

The purpose of our paper is to analyse the concepts 'leadership' and 'leadership of elementary school pupils' and reviews the process of leadership development including methods and training aids. The following is a study of the literature on leadership

training of children.

The child's future depends on how he will fulfil the requirements of society. The elementary school age is the period of intensive development and high-quality conversion of cognitive processes. The child is able to regulate behaviour. Vygotsky probed the "loss of children's spontaneity" and the conscious purposes including motivation and needs that are socially worked out through norms, rules and methods of behaviour (1983, p. 68). Fortunatov suggested dividing leaders into groups: leaders and organisers with strong commitment; activists with a strong character; performers; singles; rebels fighting the establishment; the general public, who are the badgered members of society. Zaluzhny suggested dividing leaders based on situation and constant. Some researchers believe that not all children are capable of leadership, but others feel this is not an accurate assessment (Zaluzhny, 1931). It is believed that leaders can be shaped given the proper conditions (Smyth, Down, & McInerney, 2014).

Leadership of elementary school pupils is a two-subject phenomenon. Table 1 presents the qualities of leadership that are suitable for two groups: leaders and followers.

Leadership among elementary school pupils (with saving the entity) possesses a traits connected with:

1. originality of development of the child at this age;
2. study as the prevailing type of activity;

Table 1
Features of elementary school pupils: leaders and followers

Subjects of elementary school pupils leadership						
Leaders				Followers		
The qualities of leadership subjects						
communicativeness	activity	high self-assessment	aspiration to leadership	authority	ability to form a team and to lead it	culture of perception of leadership subjects (leader and other followers)

3. given relations with the teacher;
4. self-assessment formation;
5. characteristic type of thought,
6. perceptiveness.

Cognitive and operational development allows elementary school children to use knowledge gained in activities and to actualise it. The teacher is also able to introduce necessary amendments in this process.

METHODS

Development of leadership of elementary school pupils is a necessary social, psychological and pedagogical task because not everyone is born a leader (Zaluzhny, 1931). Three stages are apparent in the development of leadership, as shown in Table 2.

These stages may be achieved through specially organised practical activities that allow the children to use what they learn in practical application. Today’s children of elementary school age are capable of showing initiative, activity and creativity. However, in most cases pupils seem passive and content to take instructions from the teacher. However, the child is capable of participating actively in public life, and making decisions independently. Elementary education lays the foundation for all further teaching and development of the personality, and usually, only one teacher is placed in charge of the children at this stage of their education. The social success of children in the future, in every area, educational, personal and professional activity, depends on a skillful training at the

Table 2
Three stages of the development of leadership among elementary school pupils

Stages	Characteristics
1st	Mastering knowledge of leadership and study of the leader potential
2nd	Self control, self-regulation
3rd	Framing of ability for introspective ability in line with the leadership traits of being able to lead others

elementary school stage, where they should receive a combination of different input that allows for proper leadership formation. We should take note that not all activities can develop leadership skills, and only those that focus on dynamics within a group of peers. Diversified experiences at this stage promote better development of leadership skills in children of elementary school age.

In this study, we used already approved tools to analyse leadership from psychology and pedagogy. We believe the following are effective means of developing leadership skills in children of elementary school age: workshops; games; social and psychological training; psychological fairy tales; websites catering for leadership training of elementary school pupils; introspection; and book colouring.

RESULTS

At the first stage we set the task of determination of knowledge level of 'the leader' by looking at role and qualities of a leader. For this purpose we conducted a survey to study the role of the leader as perceived by the subjects. The task given was to complete a sentence, "The leader is..." In summary, the responses stated, "The leader is able to bear responsibility, make correct decision and bear responsibility for them, lead the group collectively and direct the group. The leader is an authoritative person. He/she knows much, and is always in centre of events. Everyone must obey and support their decisions and be in communication with them."

At the second stage, we used interactive

methods of training. Using interactive training aids allows pupils to learn new material and promote their development of communication and creative mobility. One innovative pedagogical means is the educational website. Websites using the Internet are a new learning tool and still need development and improvement. We used the "School of the Little Leader" website which we designed. This website contains information on the theory of leadership for subjects of this experiment. The theory of leadership is laid out in nine sections:

1. Who is a leader? What is leadership?
2. The leader + followers = The motor + wheels
3. Why is mutual respect necessary in the implementation of a business project?
4. Can you be a leader if you do not possess communication skills?
5. Do you possess activity?
6. How do you evaluate yourself as a leader?
7. Would you like to be a leader?
8. Authority – Is it necessary to be a leader?
9. It is good to be able to form a team and to lead it!

In each section, the children are invited to execute a creative task. For example, in the section "Who is a leader? What is leadership?" they were asked to answer the following questions: "Provide the qualities necessary in a leader. Would you be a good leader? Why do you say so? What qualities do you possess that you believe makes you a good leader? Do you possess qualities

that might hinder you if you were leading a group? Why do you say so? Who is the leader in your family? Describe this person. Draw yourself and describe yourself. Read an interesting story about Azaman and state if you think he is happy. Why do you say so?" The website allowed is to study the level of development of certain leadership skills. It is a convenient online interactive tool that allows each pupil to work and be assessed individually.

In the 20th century, leadership workshops called 'French workshops' were organised to develop leadership skills in especially keen children. Leading psychologists such as Langevin, Wallon and Piaget used induction, self-construction, socialisation, social construction, poster making and presenting and reflection to develop children's leadership skills.

The workshop teaches through a creative atmosphere, allowing pupils the pleasure of co-authorship. This form of training where pupils are in the active position shapes them into independent, creative, responsible and constructive individuals who can think and reflect on their own in order to deal with and solve problems. Leadership workshops allow a wide creative playing field that enables each participant to be involved.

In our study, the exercises were built around stages of training. For example, one task required the children to invent a fairy tale. At the first stage (induction), the teacher created a suitable atmosphere of emotions, creativity and imagination. The teacher suggested that the children build a plot, events and characters (heroes) for

their fairy tale. At the stage self-construction stage, the class was divided into groups of five, and each group was given a sheet of paper that had the beginning of a fairy tale. The children had to continue the plot in 3 minutes. The sheet of paper would then be passed to another group. In this way, each group was a co-author of the fairy tale.

Play remains an important method of gaining knowledge as well as of mental development, socialisation and development of leadership in elementary school pupils. Play involves different types of game. Sporting or intellectual (command or personal) games require dexterity, accuracy, speed and accuracy of movement and an adequate memory. In this study, we used a game that required five participants to occupy chairs placed in a row. When the teacher signalled using her fingers to show the number called, the children would rise without consulting one another. If the teacher held up only one finger, only the leader would rise. If she held up two fingers, the leader and another pupil would rise. The following rules were necessary for this game: (a) all participants needed to show trust and confidence in their ability to understand the rules and make decisions; (b) there had to be adequate thinking and planning beforehand (c) pay attention as this was a team game.

Role playing has great value as a method of developing leadership in children as it recreates the social dynamics as an active experiment of behaviour. We developed a series of games based on role play. In one game, 'Spiderweb', the children

were required get into a circle with their hands stretched out to the middle. At the command of the teacher, the children were to join hands so that everyone on the left and right held the hand of other participants but not those of their immediate neighbour. A pupil would be selected to untangle, in 10 minutes, from the other participants without unlocking hands with the others. This game promoted a comfortable and creative atmosphere and the development of activity and mobility in the children.

Another game, 'Reorganisation', consisted of several possible exercises that had to be done quickly: (a) the children had to stand in order of size of footwear; (b) or colour of eyes or (c) according to height. The children were given 3 minutes to complete each task. Later during discussion, the children shared which had been the most difficult to execute and why and what they would change in order to complete the tasks successfully. Then they shared what they had gained from playing the game and chose aphorisms for the leader such as: "The one comes in paradise who gets up after every fall and goes on" (Chrysostom, 2005).

According to Shevchenko, the beneficial features of use of collective creative business (CCB) in elementary school are: (a) short duration; (b) dynamic alternation of types of activity; (c) use of game (d) a positive emotional atmosphere (2016). CCB creates a wide creative playing field where each participant's job is to invent, write, use the imagination and create something new. For example, one task was the invention of a fairy tale as described earlier. Completed

fairy tales were read in class. The fairy tales turned out to have an unpredictable plot. Everyone listened with interest to the fairy tales. At the end of the session, the pupils had acquired the skills of communication and collaboration. Thanks to similar exercises we realized that two important processes had taken place: formation and unity of the collective and formation of the potential leader.

Social and psychological training are important in the development of leadership skills. Vachkov defined social and psychological training as a "set of methods of the organisation of intra-group interaction for the purpose of development of the personality and enhancement of the group relations" (2011, p. 288). Training in elementary school is used for correction of behaviour in children, development of interpersonal relations and acquisition of the skills of communication and interaction. When the training exercise 'Who is my leader?' was carried out at the personal stage of development, everyone was asked to imagine being the leader. The children were asked to describe someone they thought of as being a good leader. This person could be a real person the hero of a book or film. The children were asked to describe in 1 minute this person and the qualities that made him a good leader. In pairs, they were asked to discuss the qualities they had listed. Finally, they had to discuss the qualities they had listed with the whole group.

The training exercise, 'Anti-leader', required the pupils to imagine someone, who, in their opinion, was not a leader at

all, or an anti-leader, a negative leader. This was a person who negatively influences the environment and people. It could be a real person or the hero of a book. The children were to share why they thought this person was a negative leader individually, in pairs and with the whole group. They were given 10 minutes for this task.

In the training exercise, 'leadership determination', the pupils were asked to select from words, phrases and expressions of famous people written on the board what they believed best defined or describe leadership. They were to then write about this in a workbook for 10 to 15 minutes.

In the exercise "yellow T-shirt of the leader", the children were asked to write slogans for T-shirts in 5 minutes. The slogans should state something about the person, perhaps his hobbies or attitude. When they had finished, they were asked to read out their slogans and discussion followed. The generalized characteristic was then written on a poster and hung up for all to see and read. These activities had the following features: short duration, creation of a positive emotional atmosphere, encouragement and approval of actions of elementary school pupils, dynamic alternation of activity types, monitoring by the teacher of small groups of pupils and using games that suited the age of the children.

Fairy tales were also used. They allowed the children to come up with solutions to problems. In children of age up to 10-12 years, 'right brain' thinking prevails. Therefore, it is most helpful to convey

information to them through creative images, and in this regard, fairy tales are extremely helpful in conveying information to young children. The famous teacher, Sukhomlinsky noticed that the children evaluate emotions through fairy tales. The fairy tale has psychological and educational influence on the child and therefore, is a powerful instrument of development of consciousness of the educational environment. From fairy tales the child acquires universal values, and through them he learns about the world, accumulates experience for adult independent life, builds his own model of the world and learns to live in it (Sukhomlinsky, 1969). The psychological fairy tale portrays situations similar to the child's own experience and feelings.

In this study some of Vachkov's fairy tales from his collection of tales, *Psychological Tales of Leadership for Elementary School Pupils*, were used. These fairy tales are written to enable the child to identify as much as possible with the main character, who bears a certain leadership skill. For this purpose, the heroes of the tale are not given names. This allows the child to experience the tale as his own story, experimenting with the leadership trait being demonstrated. The fairy tales we selected showed these leadership traits:

1. Authority – Is authority a necessary quality in life?;
2. Activity –The bewitched boy;
3. Motivation to domination –The life of a farmstead;
4. High self-assessment – Price;
5. Communicativeness –About a

- withdrawn and unsociable girl;
6. Ability to form a team and to lead it – Kind king;
 7. Culture of perception of leadership subjects –Parallel classes.

Fairy tales can be seen as an allegory that give children information about leadership and its qualities. For example, the fairy tale “The Bewitched Boy” is about Marat, who is in third grade. He is active and kind and has a huge, inexhaustible desire to help everyone. One day, while on their way home from school, Marat and his friend are caught in the rain. It is a magical rain that transforms Marat into a passive, gloomy and unfortunate boy. After reading the story, the pupils are led in discussion and answer all the teacher’s questions.

Other methods of developing leadership skills were using introspection (*I’m the Book*) and a colouring book (*Who is the Leader?*).

Websites on the Internet allowed the children to visually grasp ideas behind leadership. This is an effective method as today’s children are adept at using the computer and navigating the Internet. It can be used for the development of leadership skills of individuals.

The colouring book we developed, *Who is the Leader?*, is illustrated with bright pictures to attract the attention and interest of elementary school pupils. It contains black-and-white figures that the children needed to colour in as well as riddles, proverbs, poems, counting rhymes and exercises. *Who is the Leader?* focuses on selected qualities of leadership and is

for use at the first stage of development of leadership i.e. mastering knowledge of leadership, gauging potential for leadership and building motivation to accept the role of being leader.

At the final stage of leadership development, we focused on developing the children’s capacity for introspection. Young children need to be adept at performing reflexive activities. They also need to be trained to deal with and manage change and responses in their inner world. This helps the child to develop healthily in terms of emotional and psychological maturity and to attain his milestones in proper order. One of the benefits of this is that the child becomes adequately prepared to take on leadership roles if he is indeed suited to it. Additionally, introspection helps young children to formulate received results, to define the purpose of further work and to correct subsequent actions. It is connected to formation of personal, regulatory and communicative universal educational actions and to critical thinking.

In this study, we introduced the activity of introspection through the use of a diary, which we called, *I’m the Book*. It can be used at every stage of a leadership development module to encourage and develop reflective thinking skills. One activity was ‘Smilies’, which required the children to complete pictures of blank faces with suitable emotions. The children tended to draw expressions that reflected their current mood. They were allowed to add to the pictures, for instance, they might add balloons or a heavy bag in one hand.

To conclude the lesson, they were led to consider reflective questions such as: “Was this lesson pleasant?”, “What questions would I like to ask about this lesson?” and “Am I happy with my work?”

One activity, ‘Sun’, required the children to draw rays of the sun according to their current mood. They were instructed to complete the drawing of the rays if they had found the task to be pleasant and they had gained some interesting information or to add clouds in the drawing if they had not gained any interesting information from doing the task.

Reflective activities help to optimise leadership development at all stages of leadership training. In this study, we used the diary to understand behaviour. We assessed the ability of the child to be honest with himself. The basic elements of the diary were:

1. a detailed description of the knowledge and abilities gained by the child;
2. a description of the spontaneous emotional responses that allow such knowledge and abilities to be developed;
3. a description of behavioural responses;
4. an immediate interpretation of events and behaviour.

Results

For determination of productivity in development of leadership through the psychological and pedagogical means we developed, we implemented an authoring

programme in the teaching and educational process. Our study was carried out in schools No. 17, 42 of Pavlodar from 2015 to 2016. Pupils of the third and fourth classes took part in the experiment.

We constructed a stating and control estimation as well as several intermediate cutoffs for determination of level of leadership development among elementary school pupils. Two groups were created, four control (CG1, CG2, CG3, CG4) and four experimental (EG1, EG2, EG3, EG4). Comparison was carried out by academic year and we recorded basic data to trace the dynamics of change in each group. The intermediate cutoffs of level of leadership development among the elementary school pupils testified to the productivity of the operation.

The following items were set: criteria, indices, levels of leadership formation and methods of diagnostics and estimation. The main properties of the experiment i.e. validity, reliability and reproducibility were supported.

Criteria for determining leadership development in children of elementary school age should meet the following requirements:

1. fully and objectively reflect dynamics of leadership development;
2. simple and convenient to use.

The criteria of development of leadership were the motivational, activity and reflexive components. The motivational component was the initiating function for implementation of leader activities;

the activity component or technological function referred to the activities used; and the reflexive component was the regulating function. These components included functional communication and measures of leadership readiness, while the indices of leadership development included psychological readiness for leadership (internal criterion) and interaction with the group (external criterion). They allowed for objective evaluation of the productivity of leadership formation among elementary school pupils.

We defined three levels of leadership development among elementary school pupils – critical, sufficient and raised. The critical level of leadership development corresponded to the level of zero readiness. At this level, the components of indices are poorly integrated. The child of elementary school age was: not able to realise separate procedures; not able to fully engage in interpersonal interaction; cannot order information systematically; avoids group interaction; is not able to resolve conflict situations; reacts to criticism non-constructively; evaluates personal activities and those of others incorrectly; and experiences difficulty in implementing communicative interaction. Additionally, he was: not capable of overcoming stereotypes; not capable of setting purpose; not capable of forming a team; not able to see perspective; not sensitive to situations and the need to be flexible in responding to situations and actions; not capable of setting group purpose; and not capable of motivating and inspiring a group for task execution. He was

not able to introspectively consider leader activities nor able to hold authority among his peers.

The next level, sufficient, was for pupils who possessed basic skills in social interaction. These pupils: always established adequate interpersonal relations, correctly selected the means of communication, tried to be constructive when receiving criticism and could gauge the ability of others to execute certain tasks. However, they found difficulty knowing what to do in unusual social situations and were sometimes unable to overcome stereotypes. They were: quite capable of setting purpose and seeing perspective; able to form a team; able to resolve conflict situations; able to react constructively to criticism; able to evaluate results of own activities and those of others; able to analyse own leadership activities; seen as an authority by peers; and perceived as a leader by others.

The level of raised corresponded to pupils who were capable of effective social interaction manifested by all three components. These pupils had a clear idea of social norms and methods of their manifestation, were quick to gain new information and knew methods and means of self-realisation. They were able to plan their own activities, control their execution, use time and other resources competently, could offer non-standard approaches to making decisions and were able to convince, obtain information, contact and interact with people. They were capable of critical thinking, creative thinking, overcoming stereotypes, setting

purpose, seeing perspective, creating group purpose, motivating and inspiring the group to execute tasks, resolve conflict situations, react constructively to criticism and evaluate results of their own activities and those of others. They were also able to analyse their own leader activities and they held authority among their peers.

The diagnostic tools for determination of level of leadership development were:

1. communicativeness:
 - a. FEES 3, 4;
2. activity:
 - a. technique of assessment of psychological activation, interest, emotional tone, tension and comfort (Kurgansky & Nemchin);
3. aspiration to leadership:
 - a. interview;
 - b. method – ‘The Tree’ (Ponomarenko);
4. self-assessment level:
 - a. self-assessment (Dembo-Rubenstein);
5. ability to form a team and to control it:
 - a. pedagogical observation;
6. implementation of introspection on leader activities:
 - a. pedagogical observation;
7. authority, the created culture of perception of leadership:
 - a. sociometry (‘Palace, House, Apartment, Tent’);
 - b. pedagogical observation.

We considered the qualitative characteristics of the indices of leadership

skills. We averaged the estimates of selected indices: aspiration to implement the role of leader, ability to form a team and to lead it, introspection of own ability to lead and the created culture of perception of leadership. The average was based on the following standard:

- 3 points: high achievement of all indices;
- 2 points: average achievement of all indices;
- 1 point: low achievement of all indices.

The assessment of level of development was calculated based on the formula:

$$Usk = \{P1 + P2 + P3 + P4\} / 4,$$

where,

Usk was the assessment of level of development of leadership;

P1 was the assessment of implementation of the role of leader;

P2 was the assessment of ability to form a team and to lead it;

P3 was the assessment of introspection of own leadership ability;

P4 was the assessment of formation of culture of perception of leadership subjects.

The overall level of development of leadership was appropriated to the elementary school pupil as: (3 points)

- Critical if the Usk level was given the value {1; 1,25; 1,5; 1,75};
- Sufficient if the Usk level was given the value {2; 2,25; 2,5};
- Raised if the Usk level was given the value {2,75; 3}.

The results showed that the leadership level of the elementary school pupils had grown; the following scores were recorded: authority of children – 35%; activity – 39%; aspiration to execute leadership activity – 43%; self-assessment – 41.5%; communicativeness – 49%; ability to form a team and to lead it – 54%; culture of perception of leadership – 57%.

DISCUSSION

Among elementary school pupil, the leader is one who is active and takes initiative and is able to change external situations and to coordinate the activities of others as well as to organise people and to lead them. Elementary school pupils are exposed to all of these. Leadership is a mechanism for executing group tasks with one person taking charge of the group to organise and direct the actions of all members of the group, who are expected to support the actions of the leader (Krichevsky, 2007).

Bass considered the leader as the member of the group who is identified as possessing the full range of group values, who has the greatest influence in the group and who plays a prominent role during interaction (1960). He saw leadership as having a positive impact. If the leader is able to bring about change in one group member so that that group member is aligned with the purpose of the group, he is considered to have shown successful leadership. If the group member's changed behaviour is satisfactory, the leader has shown effective leadership (Umansky, 1980). Umansky felt that the leader is the group member

everyone else believes has the right to make the most crucial decisions regarding the interests of the whole group and to define the activities of the group (Parygin, 2003).

Parygin saw leadership as a process of organisation and guidance of a small social that enables the group to achieve its purposes with optimum effect. He thought that there were two factors that defined leadership: objective factors (interests, purpose, needs, and tasks of group in a specific situation); subjective factors (personal features of the individual as organiser and initiator of group activities. Hesselbein is the director of the "The leader – to the Leader" organisation, the successor to well-known motivational teacher, Peter Ferdinand Drucker. He claimed that an authentic leader is one who is not afraid of change in its time and is capable of inspiring the whole organisation to achieve a common cause. Kazakhstan scientist, Kozybakova, in considering the formation of leadership skills among students thought that leadership was developed by the interworking of multiple factors, including natural talent, gifting and ability. However, these inclinations remain dormant or undeveloped without proper training, which provides the necessary conditions and environment for their nurture (Meneghetti, 1996).

According to the Italian researcher Meneghetti, everyone at birth possesses certain qualities of leadership but not everyone will become a leader. Blake and Mouton believed that competent leadership can be learnt. Training can create habits, lead to knowledge and develop skills for

good leadership (as cited in Baldoni, 2014).

Elementary school pupils are at the transition stage of development that would allow them to enter society as ‘public’ subjects. Leadership training at this point should focus on development skills and cultural development of perception of leaders. The psychology and pedagogical demands of this age group require a certain organisation of leadership development through leadership workshops, collective creative business, games, social and psychological training, psychological fairy tales, introspection and use of suitable interactive online content.

CONCLUSION

We studied the development of leadership skills among elementary school pupils in Kazakhstan. Results of control experiment testify to productivity of the operation which is carried out by us. We used special diagnostic techniques to study the following indices: authority, activity, aspiration to execute leadership tasks, self-assessment, communicativeness, ability to form a team and to lead it and culture of perception of leaders.

The results of our study showed that the psychological and pedagogical means that we used succeeded in developing some measure of leadership skills in the children. The children actively participated in the tasks.

Further research in this area can focus on content, forms and methods of developing and using a wide range of diagnostic materials to determine problems faced by

pupils and teachers and how best to train teachers to develop leadership skills in elementary school pupils.

Our research suggests that the development of leadership skills in elementary school pupils would be effective if interesting interactive tasks and activities are used such as leader workshops, creative websites, collective creative business, games, social and psychological training; psychological fairy tales, reflective writing and colouring books. Effective pedagogical activities can create conditions for development of leadership in children, moving them into active roles of making decisions for peers and carrying them out.

Our study also succeeded in developing a collection of fairy tales for use in leadership modules for children.

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