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## **THE PROBLEM OF FORMING LEADERSHIP QUALITIES IN PRESCHOOL CHILDREN**

Preschool age is a period of intensive social formation, when the foundations of interaction with the environment are laid, moral guidelines and the first manifestations of social activity are formed. It is during this period that the child begins to realize himself as a member of the team, learns to cooperate with peers and show initiative. The problem of forming leadership qualities in preschool children is becoming particularly relevant in the context of the modernization of the educational process [6].

The problem of forming leadership qualities in preschool children was studied by N. Gavrish, O. Reypolska, A. Grynevych, O. Litichenko, N. Melnyk, M. Melnyk and others. In their works, leadership qualities are considered as an integrative formation that includes initiative, responsibility, communication skills, the ability to organize joint activities and emotional sensitivity. In particular, N. Gavrish and O. Reypolska focus on the role of socialization in the formation of a child's active position [1]. A. Hrynevych and O. Litichenko emphasize the importance of artistic and creative activity in the development of the leadership potential of preschoolers [2]. N. Melnyk and M. Melnyk determine the importance of developing empathy and social competence as the basis of children's leadership [3]. At the same time, the issue of the educational potential of fiction in the development of a child's personality has been studied by modern teachers and psychologists, who emphasize its influence on the formation of moral ideas, the emotional sphere and communicative skills. In particular, K. Semenchenko substantiates the possibilities of using works of fiction to form the leadership qualities of older preschoolers [6]. Despite the existence of separate studies, the problem of the purposeful use of modern fiction precisely as a means of forming the leadership qualities in preschool children requires further theoretical and practical understanding.

The formation of leadership qualities in preschool children is considered by modern researchers as an important component of the social development of the individual. In the scientific works of N. Gavrish, O. Reypolskaya, etc. It is noted that preschool age is a period of active assimilation of social norms and models of behavior, the formation of the first ideas about one's own role in the team and the formation of the child's communicative competence [1]. At this time, the child begins to realize the importance of cooperation, interaction with peers and adults, which creates the prerequisites for the development of initiative, responsibility and self-confidence. Leadership qualities in preschool age are manifested primarily in the child's ability to participate in joint activities, express their own opinion, organize game situations and establish contacts with other children. The formation of these qualities occurs under the influence of the educational environment, family upbringing and specially organized pedagogical

work. That is why the search for effective means of developing the leadership potential of preschool children is of great importance. A. Hrynevych and O. Litichenko emphasize that the development of such qualities as self-confidence, responsibility, the ability to make decisions and organize joint activities should begin in preschool childhood [2].

Leadership in preschool age is manifested rather not in dominance, but in social activity, readiness for cooperation and the ability to take into account the interests of others. The development of leadership is closely related to the formation of self-esteem, confidence and social competence of the child [3]. This indicates the need for targeted pedagogical influence aimed at creating conditions for the development of these qualities.

One of such means is fiction, which has significant educational potential. In scientific research, K. Semenchenko emphasizes that literary works contribute to the formation of moral ideas, the development of emotional sensitivity and the ability to empathize. Through the artistic image, the child gets the opportunity to comprehend various life situations, understand the motives of the characters' behavior and correlate them with their own experience [6].

Theoretical provisions on the educational potential of fiction find practical confirmation in the content of modern children's works of fairy-tale nature, which model situations of social interaction, responsibility and cooperation and can be effectively used in the formation of leadership qualities of preschool children. Among modern Ukrainian children's works, therapeutic and socially oriented fairy tales created in recent years deserve special attention. In particular, in the therapeutic fairy tale by A. Safarzhynska-Platos "Heroes also cry" [5] the idea of inner strength, support and responsibility for loved ones is revealed even in difficult circumstances. The main character goes from emotional confusion to the realization of his own significance and the ability to help others, which creates a model of behavior for the child based on empathy, courage and self-control.

A telling example is also the fairy tale by T. Nebesna [4], in which the plot is built around the joint activities of the characters, their ability to negotiate, distribute responsibilities and act unitedly to achieve a common goal. Such an artistic model allows children to comprehend the meaning of collective interaction, a responsible attitude to a common cause and organizational skills. The use of these works in work with preschoolers contributes to the formation of specific components of leadership qualities.

Thus, fiction is an effective means of forming leadership qualities in preschool children, as it contributes to the development of initiative, communication skills, responsibility and emotional sensitivity. Analysis of scientific sources has shown that the child's interaction with a literary text creates conditions for the assimilation of social norms and models of behavior, the development of empathy and confidence in one's own abilities.

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