

Formation Of Organizational Abilities in High School Students as A Requirement of New Pedagogical Thinking

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Abstract. In order to gain an active position in society in the new pedagogical thinking, an individual must have a number of qualities, skills and abilities. It is important to be enterprising, independent and active. Of course, at the same time he must have organizational skills. Students who acquire basic organizational skills in childhood, and then develop these skills in secondary schools and universities and turn them into organizational abilities, will play an important role in society in the future, will successfully lead departments and enterprises, teams. The article considers the formation of organizational skills in high school students as a requirement of new pedagogical thinking.

Keywords: High School Students, Organizer, Organizational Skills, Formation of Organizational Skills, New Pedagogical Thinking.

In order to gain an active position in society in the new pedagogical thinking, an individual must have a number of qualities, skills and abilities. It is important to be enterprising, independent and active. Of course, at the same time he must have organizational skills. The formation of organizational skills includes a number of activities. Among these activities, communication has a special role. Mastering the culture of communication implies mutual understanding and interaction with peers, classmates, teachers and parents. Adolescents and young people can be helped by local governing bodies to acquire these skills. The research requires clarification of the concepts of “organization”, “ability”, “organizational ability” and “formation of organizational ability”. The problem of “abilities” is multifaceted. Prof. M.C. Maharramov’s definition of ability is like this: “Ability is an individual mental property that is a prerequisite for the successful performance of a person in this or that type of activity” [1]. Another source says: “Abilities are individual-psychological features of a person and are a condition for successful performance of certain activities and are expressed in the differences in the dynamics of acquisition of knowledge, skills and habits necessary for it. A person, having certain abilities, successfully performs one or another activity and achieves effective results. So, talented people ensure how useful they are in the field of work. Abilities are the psychological characteristics of a person that success in acquiring knowledge, skills and habits depends on. But abilities alone do not consist of the existence of knowledge, skills, and habits. Psychological research and pedagogical experience show that sometimes a person who was previously distinguished by his incompetence in a certain field of activity, as a result of training, quickly acquires habits and skills and surpasses everyone on the path to mastering the profession. It comes to the light that he has more ability than others” [2]. In the “Explanatory dictionary of the Azerbaijani language” the attitude to the concept of “ability” is expressed. Ability in the third volume of this dictionary: 1. Talent, innate intelligence; the ability to quickly grasp something, to assimilate quickly. 2. Ability to do something, ability. 3. Dignity, enlightenment, excellence; skillfull — 1. Talented, talented, capable, intelligent. 2. Dignified, valuable, worthy, appropriate; incompetent — defined as a person who has not any competences, talents [3, p. 11]. Organizational skills have a special place among the abilities. Sources say the following about organizational skills: “The effectiveness of training and education depends on the teacher’s organizational skills. Such abilities come in two forms. The first is the ability to organize and strengthen the student collective, to inspire the implementation of important tasks, to give it a well-thought-out initiative and independence. Second, the ability to organize their activities properly: neatness, business acumen, accuracy, the ability to plan their work properly and organize self-control” [2]. The words “organizer” and “organization” are also clarified in the “Explanatory dictionary of the Azerbaijani language”. In the fourth

volume of the dictionary, the word “organizer” means “an organizer, an initiator”; the word organization is defined as the ability to organize, the organization skill [4, p. 332].

Acquisition of organizational skills allows the adolescent to adapt to any group, to contribute to the realization of the common goal, to ensure his readiness to solve the problem in the process of collective life. He does not only fulfill the task, but also solves the problems that arise.

According to L. I. Umansky, the concept of organizational activity is ambiguous. In the broadest sense of the word, it includes a number of issues: from the activities of the state to issues of human self-organization, and so on. [6, c. 19-20].

According to G. A. Arkhangelsky, organizational skills include the ability to plan activities, the ability to make the right decisions in front of the group, to monitor their implementation, and most importantly, to find a way out of complex emergencies. From a psychological point of view, organizational skills determine the ability to organize activities. He has communicative skills, practical intelligence, the ability to activate others, critical thinking, sensitivity, initiative, self-reliance, self-confidence, perseverance, productivity, and so on [10, c. 12-13].

The success rates for the formation and development of organizational skills in high school students depends on the level of pedagogical leadership. Teachers, deputy directors for educational work, class teachers must be familiar with the methodology of formation of organizational skills, be able to organize this work effectively. In other words, members of the teaching staff have to master organizational skills themselves. Cognitive, emotional-volitional, behavioral components are the structural components of teacher’s organizational skills. Each of these components has its own content.

We conducted surveys with high school students and observed extracurricular activities. Our goal was to find out the level of organizational skills of students. It turned out that some students have mastered the basic organizational skills in the family, based on the tasks given to them by their parents. In fact, the lessons of patriotism, honesty, truthfulness, and respect for elders, respect for women, respect and care for the elderly, heroism, courage, diligence, fearlessness, principledness, justice, humanism should be taught in the family, and in addition to these valuable qualities, organizational skills should be transferred.

Even at a young age, children organize games and walks for their younger siblings, take care of them when their parents are at work, go to the store, and so on. All this

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