Formation of Organizational Capacity among Students

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Abstract: Organizational ability is a person's ability to organize. A person's ability to be a leader largely depends on the development of his organizational and communicative qualities. A leader is a person who controls people, organizes them. The leader leads as long as he is in the given social role. The leader and the organizer are similar in fulfilling their roles, but the leader differs from the organizer in that he has more authority. For example, the leader of the youth parties, the leader of the youth movement. The following article looks into the formation of organizational skills and its importance in school life.

Keywords: organizational ability, leadership, spiritual growth, professional growth

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Introduction

Meeting with different people in life, observing them at work, comparing their achievements, comparing the rates of their spiritual growth, we are constantly convinced that people differ noticeably from each other in their abilities.

Abilities are individual psychological characteristics that are formed in activity on the basis of inclinations, which distinguish one person from another, on which the success of the activity depends. In other words, abilities are stable properties of people that determine the success they achieve in various activities.

Leadership - the realized ability of a person to lead others can be considered in different aspects: political, economic, legal, socio-psychological, etc.

The pedagogical aspect of a leader is his subject-objective educational possibilities. In the children's community, leadership, while maintaining its essence, has a number of features related to:

a) with the uniqueness of the development of the child at a particular age stage;

b) with learning as the predominant activity of the student;

c) with a leadership situation - school or extracurricular;

d) the nature of the community - formal or informal, permanent or temporary, one or different ages;

e) with a predetermined relationship with teachers - teachers, counselors, social workers, parents.

This determines the complexity, multidimensionality, ambiguity of the real position of the leader in the children's team.

Organizational abilities (abilities for organizing activities) include communication skills, practical intelligence, the ability to infect and activate others, criticality, tact, initiative, exactingness towards oneself and others, self-control, perseverance. Organizational skills also imply the ability to achieve a high level of excellence in management, organizing various kinds of plans and events.

Organizational skills play an important role in a person's professional growth. Distinguish between general and special abilities. General ability is required for a wide variety of activities.
General abilities include such qualities as attentiveness, intelligence, purposefulness, efficiency, etc. These qualities are important in all activities. Special abilities are qualities that ensure success in a narrow range of activities. These include, for example, visual memory, understanding people, hand sensitivity. Communication and organizational skills can also be attributed to special abilities [12].

In the pedagogical literature, the concept of "organizational skills" is explained as, firstly, the ability to organize the student collective, unite it, inspire to solve important problems and, secondly, the ability to properly organize their own work.

The level of development of these abilities determines the success of the teacher and the student, the ease of establishing contacts between the teacher and the student and other teachers, as well as the function of emotional charging, arousing interest, and motivation for joint activities.

Considering the organizational skills of schoolchildren, researchers most often talk about organizational skills and the peculiarities of their formation in the student collective. Let's consider these features in more detail.

The formation of organizational skills consists in teaching students goal-setting, planning, self-control, self-correction and introspection (reflection).

An effective learning process involves a decrease in the function of transferring knowledge by a teacher and an increase in the proportion of students' independence. The ideal learning outcome can be considered the achievement of such a level of development of the educational and cognitive activity of students, at which they can independently choose to solve cognitive problems, formulate goals for their resolution, find adequate ways to implement them, control and evaluate the conditions, process and results of their activities. Based on this, we can conclude that the highest achievement in the development of organizational skills is the formation of skills associated with self-education.

Self-education is understood as independent educational activity, in which the educational task and the volume of mastering additional knowledge, skills in school disciplines, sources of knowledge, time and forms of work are determined at the initiative of the student himself.

This understanding of educational and cognitive activity determines the priority value of educational and managerial (organizational) skills aimed at forming an educational and cognitive goal, developing a project to achieve it, and makes us consider educational information and educational logic skills as a means of achieving this goal.

Well-developed organizational skills not only increase the intensity of cognition, reduce the time spent, but also determine the possibility of including students in the process of self-education, since it (self-education) is, first of all, a person's organization of their education. But in practice, the organizational skills of students are almost never formed, since the teacher acts as the organizer of the entire learning process. Schoolchildren, on the other hand, get used to the rigid regulation of cognitive activity and are poorly prepared for its independent organization.

For the formation of organizational skills, it is necessary to include in the learning process special techniques that help students realize the importance of organizational skills, create conditions for the manifestation of an active position of students, which will determine the need to organize their educational activities.

One of the most important organizational skills is the ability to clearly formulate an educational task, the solution of which must be subordinated to all cognitive activity. Unfortunately, in the classroom, the teacher often only introduces the name of the educational topic to the students, without indicating the educational task of the lesson and, more importantly, techniques, ways of solving it. However, the student should be clear about the reasons for using different types of exercises to consolidate knowledge. He should also understand the importance of practical work for a deeper understanding of the material. It is necessary to discuss with students all the structural elements of solving individual educational problems. At the same time, schoolchildren
will learn to organize work on the assimilation of educational material, purposefully observe, and select appropriate exercises.

Comprehending the order of his work in the lesson, the student, naturally, is faced with the need to rationalize it, more economical use of time. As a rule, schoolchildren approve of the teacher's proposal to jointly analyze educational activities and regulate them in terms of time and volume. This, in turn, actualizes the importance of organizational skills for schoolchildren. It is advisable to vary the methods of regulation. To enhance the role of students in planning educational work, the teacher can bring up both the content and the volume of homework for discussion, paying particular attention to the students' motivation for the homework option offered to them. Thus, at the initial stage, the work on the formation of organizational skills should be aimed at realizing their significance, the dependence of the choice of means on the cognitive task.

REFERENCE


