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FORMATION OF ORGANIZATIONAL ABILITIES IN HIGH SCHOOL STUDENTS AS A REQUIREMENT OF NEW PEDAGOGICAL THINKING

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ФОРМИРОВАНИЕ ОРГАНИЗАЦИОННЫХ СПОСОБНОСТЕЙ У СТУДЕНТОВ КАК ТРЕБОВАНИЕ НОВОГО ПЕДАГОГИЧЕСКОГО МЫШЛЕНИЯ

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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.

Аннотация. Чтобы занять активную позицию в обществе в рамках нового педагогического мышления, человек должен обладать рядом качеств, навыков и способностей. Важно быть инициативным, независимым и активным. Конечно, при этом он должен обладать организаторскими способностями. Учащиеся, которые в детстве приобретают базовые организационные навыки, а затем развивают эти навыки в средних школах и вузах и превращают их в организаторские способности, в будущем будут играть важную роль в обществе, будут успешно руководить кафедрами и предприятиями, коллективами. В статье формирование организаторских способностей у старшеклассников рассматривается как требование нового педагогического мышления.

Keywords: high school students, organizer, organizational skills, formation of organizational skills, new pedagogical thinking.

Ключевые слова: старшеклассники, организатор, организаторские способности, формирование организаторских способностей, новое педагогическое мышление.

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].

The formation of organizational skills is not a new problem in pedagogy. Researchers have historically focused on this problem. This is not accidental. Society needs organizers in all areas, including pedagogy. There has always been a need for people with high organizational skills to organize work in this or that field. These are the people who have mastered the organization, leadership skills, abilities and who have risen to high positions in society, ensured the development and progress of the team of which they are members, the country of which they are citizens.

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.

Organizational skills in pedagogical-psychological literature is something combining successful mastering of organizational activity (I. S. Mangutov, L. I. Umansky, etc.); with interpersonal communication and interaction (V. S. Lazarev, A. N. Lutoshkin, R. Petruneva, etc.); is considered in connection with the interaction of the individual and the team in the educational environment, motivating it to self-discipline, self-education and self-development (O. A. Abdullina,

N. B. Kuzmina, L. D. Stolyarenko, etc.).

Among the researchers, P. M. Kerjentsev was one of the first to express his attitude to the elements and rules of organization [5, pp. 25-83]. He clarified the concepts of “management”, “leadership” and “organization”.

The study of the process of formation of organizational skills is considered in the context of both didactics and educational theory. In the study of this ability, the conditions and terms that ensure the formation of a positive attitude to collective action, self-determination, self-realization, freedom, mutual understanding, cooperation and solidarity, mutual support are important.

A. S. Makarenko laid the foundation of the problem of educating the organizer in the children’s team, A. V. Volokhov, I. P. Ivanov, A. N. Lutoshkin, O. A. Pavlova, M. I. Pojkov, A. I. Timonin, A. S. Chernyshev and others developed his ideas. According to A.S. Makarenko, an organizer needs intelligence, thinking, consumerism, agility, cheerfulness, character integrity, demanding, and ability to organize work.

Psychologists A. N. Lutoshkin and L.I. Umansky made organizational activities and skills the subject of their research. They divided organizational skills into three groups: organizational skills, emotional-volitional influence, and propensity for organizational activities [5-8].

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].

Based on the analysis of the existing literature, we can identify a number of areas of work on the formation of organizational skills in adolescents:

1. First of all, studying the personal qualities of the teenager, his organizational capabilities.
2. The level of education of adolescents in the field of organizational activities. Acquaintance of the teenager with the concepts of “organizer”, “organizational activity”, “rules of organizational work”.
3. Involvement of adolescents in joint activities that stimulate the development of organizational skills.
4. Involvement of adolescents in various activities (individual and group work).
5. Analysis of joint and individual experience, acquired knowledge, skills and habits in terms of formation of organizational skills.

The development of the student team depends to a large extent on the formation of organizational skills at each stage of the student’s development.

The period of high school age (13-15 years) and early adolescence (15-17 years) is suitable for the systematic and planned formation of organizational skills. At that age, students acquire theoretical thinking, the values of life activities, design their own way of life. Developing organizational skills allows older teens and older students to take an active part in life.

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 instills in them the basic habits of organization.

Pupils of X-XI grades in general education schools become organizers of the class and general school events. Organizes debates, round tables, competitions, meetings, scientific conferences, thematic evenings, reports and talks on various topics, student exhibitions, theater performances, movies. Under their leadership, schoolchildren go to concerts and museums. Of course, members of the teaching staff, class teachers, and leaders of youth organizations carry out the general management. This person is active as a leader at the event.

Students who acquire basic organizational skills in childhood, and then develop these skills in secondary schools and universities and turn them into organizational skills, will play an important role in society in the future, will successfully lead departments and enterprises, teams.

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