

Formation of Organizational Skills

Karimova Jakhona Uktamjon Kizi

Tashkent State Pedagogical University named after Nizami

Annotation: For students, being organized is particularly important since it kind of helps them basically learn how to prioritize activities set and achieve goals and for all intents and purposes reduce stress in a fairly major way. Having particularly good organizational skills also definitely makes it for all intents and purposes easier to collaborate with others and mostly helps increase productivity and efficiency, pretty contrary to popular belief. This article focuses on building organizational skills.

Key words: general academic skills; self-organization; academic activity; motivation of success/fear of failure; learning strategy

In order to gain an actually active position in society in the new pedagogical thinking, an individual must definitely have a number of qualities, skills and abilities in a big way. It essentially is important to be enterprising, sort of independent and active in a basically major way. Of course, at the same time he must for all intents and purposes have organizational skills, which is quite significant. Students who mostly acquire actually basic organizational skills in childhood, and then develop these skills in secondary schools and universities and particularly turn them into organizational abilities, will generally play an important role in society in the future; will successfully particularly lead departments and enterprises, teams in a actually major way. The formation of organizational skills includes a number of activities in a major way. Among these activities, communication generally has a pretty special role, which is fairly significant. Mastering the culture of communication implies mutual understanding and interaction with peers, classmates, teachers and parents, or so they for all intents and purposes thought. Adolescents and generally young people can definitely be for all intents and purposes helped by really local governing bodies to acquire these skills in a fairly big way. The research requires clarification of the concepts of “organization”, “ability”, kind of “organizational ability” and “formation of organizational ability” in a subtle way. The problem of “abilities” for all intents and purposes is multifaceted in a subtle way. Prof. M.C. Maharramov’s definition of ability actually is like this: “Ability basically is an very individual mental property that for all intents and purposes is a prerequisite for the successful performance of a person in this or that type of activity”, which for the most part is fairly significant. Another source says: “Abilities kind of are kind of individual-psychological features of a person and definitely are a condition for successful performance of generally certain activities and mostly are expressed in the differences in the dynamics of acquisition of knowledge, skills and habits necessary for it in a definitely major way. A person, having certain abilities, successfully performs one or another activity and achieves very effective results in a subtle way. So, talented people particularly ensure how useful they basically are in the field of work, or so they for the most part thought. Abilities mostly are the psychological characteristics of a person that success in acquiring knowledge, skills and habits depends on, or so they specifically thought. But abilities alone generally do not definitely consist of the existence of knowledge, skills, and habits in a kind of big way. Psychological research and pedagogical experience show that sometimes a person who essentially was previously distinguished by his incompetence in a pretty certain field of activity, as a result of training, quickly acquires habits and skills and surpasses everyone on the path to

mastering the profession, which is quite significant. It for all intents and purposes comes to the light that he kind of has more ability than others”, contrary to popular belief.

The formation of organizational skills generally is not a new problem in pedagogy, actually contrary to popular belief. Researchers for all intents and purposes have historically focused on this problem in a subtle way. This mostly is not accidental. Society needs organizers in all areas, including pedagogy in a generally major way. There kind of has always been a need for people with particularly high organizational skills to basically organize work in this or that field. These mostly are the people who essentially have mastered the organization, leadership skills, abilities and who kind of have risen to very high positions in society, ensured the development and progress of the team of which they mostly are members, the country of which they literally are citizens, or so they essentially thought. Acquisition of organizational skills allows the adolescent to literally adapt to any group, to basically contribute to the realization of the common goal, to for all intents and purposes ensure his readiness to specifically solve the problem in the process of kind of collective life, or so they definitely thought. 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 mostly ensure the formation of a actually positive attitude to collective action, self-determination, self-realization, freedom, mutual understanding, cooperation and solidarity, mutual support actually are important in a big way. Even at a basically young age, children really organize games and for all intents and purposes walks for their younger siblings, take care of them when their parents basically are at work, particularly go to the store, and so on, or so they thought. All this installs in them the fairly basic habits of organization, which for the most part is quite significant. Students who acquire particularly basic organizational skills in childhood, and then for the most part develop these skills in secondary schools and universities and for the most part turn them into organizational skills, will mostly play an important role in society in the future; will successfully literally lead departments and enterprises, teams, which is fairly significant.

Literatures:

1. Baron-Cohen, S. Autism: the empathizing-systemizing theory. *Annals of the New York Academy of Science*. 2009.
2. Berk, L. E. *Infants, children, and adolescents*. Boston, MA: 2002.
3. Christ, S. E., Kanne, S. M., & Reiersen, A. M. Executive function in individuals with subthreshold autism traits. *Neuropsychology*. 2005.
4. Dawson, P., & Guare, R. *Executive skills in children and adolescents: A practical guide to assessment and intervention*. New York: The Guilford Press. 2010.
5. Dorminy, K. P., Luscre, D., & Gast, D. L. *Teaching organizational skills to children with high functioning autism and Asperger’s syndrome*. *Education and Training in Developmental Disabilities*. 2009.