

# **THE REPUBLIC OF AZERBAIJAN**

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## **SYSTEM OF WORK ON THE FORMATION OF ORGANIZATIONAL SKILLS IN HIGH SCHOOL STUDENTS**

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### **ABSTRACT**

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## GENERAL NATURE OF THE RESEARCH

**Relevance and development of the topic.** The modernization of education in the country considers it important to identify effective ways and means of developing the school's personality and providing it with organizational qualities. The speed, depth, comfort and strength of the process of acquiring knowledge and skills depend on the abilities. These opportunities create opportunities and conditions for my significant success in mastering the activity, achieving high results.

Everyone, regardless of age, position, position in society, must have organizational skills. Acquisition of organizational skills indicates the activity of the individual.

Parents, other senior members of the family, educators in kindergartens, teachers in general education, higher and secondary schools work with students in this direction.

President of the Republic of Azerbaijan Ilham Aliyev said: "The formation of our children as a comprehensive personality and worthy citizens of our country is a leading direction of the state children's policy of the independent Republic of Azerbaijan."

As can be seen from the above quote, the President considers it important to create the necessary conditions in educational institutions and families for children, including students, to demonstrate their talents, to form a comprehensive personality and worthy citizens of our country. In this sense, independence, initiative, general activity and cognitive activity should be developed in schoolchildren, including high school students, and organizational skills should be formed.

The following are important for teachers to effectively develop organizational skills:

1. A teacher must, above all, have the organizational skills to set an example for students.
2. The structure and components of organizational skills must be clearly understood.
3. The model of formation of organizational skills should be clearly imagined.

4. Teachers should be aware of the psychological and pedagogical conditions for the formation of students' organizational skills.

Pedagogical guidance should be provided for the development of organizational skills of senior students.

As it is well known, skills and abilities are not and cannot be innate. They are then acquired as a result of purposeful, systematic and continuous work in life. Among these abilities, organizational skills are distinguished in terms of originality and necessity.

Organizational ability means ability to organize activities.

Organizational skills include communicative skills, practical intelligence and thinking. These skills are necessary to be able to mobilize and activate others, to better organize the assigned work (round table at school, discussions and debates, excursions, etc.).

Organizational skills are qualities that make up the overall structure of personal abilities. Organizational ability is expressed in the ability to organize, that is, to direct the efforts of other people to perform any task.

Organizational skills require knowledge of team psychology. Benefiting from the experience of older people, students have the opportunity to demonstrate their creative organizational skills, gaining practical experience while still in high school. In this sense, the formation of organizational skills in the education system in the family and at school should play an important role. The role of the learning process and extracurricular activities in this area is great.

Thus, the relevance of the study stems from a number of reasons. First, both the state and society are interested in the formation of individuals with organizational skills. Secondly, no research has been conducted in our country on the formation of organizational skills in students. however, there is a need for it. Third, the necessary literature and methodological tools are needed to organize the effective implementation of the formation of organizational skills.

Taking into account the urgency of the problem, we defined our dissertation topic as follows: "The system of work on the formation of organizational skills in high school students."

**The object of research** is the organizational skills of high school students.

**The subject of the research** is a process of formation of organizational skills in students of X-XI grades.

**The purpose and objectives of the research.** The purpose of the research is to create a system of work on the formation of organizational skills in high school students.

**Research objectives.** The following tasks were set for the research:

1. To clarify the theoretical and practical issues of work on the formation of organizational skills in high school students.

2. To develop pedagogical and psychological bases of work on formation of organizational skills in high school students.

3. To analyze the existing literature in terms of the problem of formation of organizational skills in students.

4. In the process of training and extracurricular activities to identify opportunities for the formation of organizational skills in high school students and to focus on ways to implement them.

5. To clarify the issues of pedagogical guidance in the work on the formation of organizational skills in high school students.

6. To provide information about the organization, conduct and results of the experiment.

**Research methods.** The following research methods were used during the research: theoretical analysis, observation, interview, survey, conversation, induction and deduction, study and analysis of school documents, creative products of high school students, pedagogical experiment (conducted in 3 stages: identifying, teaching and checking).

**The main provisions of the defense:**

1. Organizational skills are one of the essential skills of an individual.

2. Although educational and enlightenment work on the formation of organizational skills in high school students has begun

in the family, purposeful, systematic work in this direction continues at school - in the learning process and in extracurricular activities.

3. Student self-government bodies are a reliable tool for the formation of organizational skills in students of X-XI grades.

4. Effective organization of pedagogical leadership is a necessary condition for the formation of organizational skills in senior students.

#### **Scientific novelty of the research:**

- The scientific idea of the content and essence of the concepts of "organizational ability", "organizational skills of senior students" is specified;

- The structure of organizational abilities of high school students is substantiated and the content of their components is clarified (the content of the cognitive component creates knowledge about the goals and objectives of organizational skills, methods and forms of activities, etc., draws attention to the requirements for the organizational process and its results).

- The dependence of the organizational abilities of high school students on their temperament, socio-psychological type, the direction of activity is determined.

- Pedagogical and psychological conditions for the formation of organizational skills of senior students have been identified;

**The methodological basis of the dissertation** is based on the provisions of materialist philosophy on the active nature of the interaction between man and society, the fundamental principles of internal pedagogy and psychology.

**Theoretical significance of the research.** The ideas and scientific provisions put forward in the work will enrich the theory of pedagogy with new ideas, will allow to build the work on the effective formation of organizational skills in high school students on a scientific basis.

**The practical significance of the research** is that the problem is aimed at the formation and development of organizational skills in students of X-XI grades. The system of work, the main ideas, the results of the research, expressed in the dissertation, will help the

pedagogical staff of secondary schools, subject teachers, class teachers, deputy director for educational work in the field of effective formation of organizational skills in students.

**Approbation and application of research results.** The proposed work system was applied in Ganja city secondary school No. .. In connection with the problem considered in the dissertation, 7 articles (including 2 article in abroad) were published in journals recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan. The applicant also spoke at 6 international and national scientific conferences, theses of reports (including 1 conference material abroad) were published.

**Name of the organization where the dissertation work is carried out.** Department of Theory and History of Education of the Institute of Education of the Republic of Azerbaijan.

**The structure of the dissertation.** The dissertation consists of an introduction, 2 chapters with 7 paragraphs, a conclusion and a list of references.

### **THE MAIN CONTENT OF THE RESEARCH**

The introduction substantiates the urgency of the problem, the level of development, the object and subject of research, goals and objectives, the provisions to be defended, scientific novelty, methodological basis of research, theoretical and practical significance, research methods used.

The first chapter of the dissertation is entitled "**Theoretical issues of work on the formation of organizational skills in high school students.**" This chapter consists of 3 paragraphs. In the *first paragraph* of the chapter, "*Pedagogical bases of work on the formation of organizational skills in high school students*", the answer to the question "what is an ability" is sought first. It is shown that personality has a number of individual-psychological features. One of them is ability. In order to clarify the essence of this concept, reference is made to the "Explanatory Dictionary of the Azerbaijani language", the opinions of professors A.S. Bayramov and A.A. Alizade, M.C.. Maharramov. Then the concepts of "organizer" and

"organization", "organizational ability", "organizational ability" are explained.

The applicant, after considering the various views on organizational skills (A.A. Aghayev, A.Kh. Pashayev and F.A. Rustamov, L.N. Gasimova and R.M. Mahmudova, V.G. Kutsenko, V.A. Slasten, I.F. Isayev, A.I. Mishchenko and E.N. Shiyanova and others), defines the concept him/herself: the organizational skills of a high school student, which proves his/her suitability for organizational work, the student's ability to successfully perform an important task as organization, organizational work, properly selected tools and much more. It must be understood that the goal is reached without wasting time.

The dissertation states that in order to develop students' organizational skills at the required level, first of all, the teacher-student relationship must be properly established. Second, senior students should be considered as equal members of the pedagogical process. Members of the teaching staff should treat students not only as the object of the pedagogical process, but also as a subject.

It is shown that organizational skills manifest themselves in two forms. First of all, the ability to organize the activities of self-government bodies, to strengthen the student body. Second, the ability to properly organize their activities: the ability to plan their work properly, business acumen, neatness, accuracy, self-control.

The dissertation reflects the following stages of formation of organizational skills:

1) students' understanding of the importance of acquiring organizational skills in the implementation of organizational tasks in the process of collective activity;

2) determination of the purpose of organizational activities;

3) clarification of scientific bases of organizational activity;

4) identification of key structural components of the activity;

5) identification of a more efficient sequence of operations.

Construction of the model (algorithm) of activity.

6) giving more assignments. In this case, control is carried out by the teacher-organizer.

7) joint analysis of completed tasks and evaluation of obtained results;

8) implementation of activities that require students to have the ability to independently perform information on organizational activities;

9) independent analysis of organizational activities performed in the process of collective activity and evaluation of the obtained results;

10) the use of certain skills in the performance of activities to acquire new, more complex skills in more complex types of activities, etc.

The *second paragraph* of the first chapter is entitled "***Psychological basis of work on the formation of organizational skills in high school students.***" The issues discussed in this section are: Organizational skills are an important part of the overall structure of human abilities. Organizational activity should be assessed as a result of the interaction of its three components: 1) the student's self-organization as an organizer; 2) organization of the activities of fellow students by the organizing student; 3) organization of activities by the organizing student.

Organizational skills development in senior students should include: defining responsibilities, allocating forces and resources, organizing the activities of others and oneself, planning optimally, measuring efforts and possible outcomes, making timely and balanced decisions, to communicate professionally, to manage oneself, to maintain one's efficiency, control skills and abilities.

To have organizational skills, on the one hand, in the organization of the student body, preparation and implementation of extracurricular activities while still in high school; on the other hand, they are needed in future independent life, when leading a team. By gaining organizational skills, students can become leaders and distribute responsibilities among their peers. In addition, s/he is able to monitor the implementation of his/her tasks. The student is determined to reach the goal.

The organizer must master the appropriate management methods and tricks, and not behave fairly. He must have an organizational and

leadership style. There are several types of leadership styles in the current literature. It focuses on three types: 1. Directive. This type is also called authoritarian leadership style. 2. Democratic. 3. Liberal.

The directive management style is such that the organizer makes the decisions on his/her own; consults with fellow organizers during democratic style. In a liberal style, decisions are made by other students. The organizer does not show initiative.

In high school students, organizational skills are formed in different types of activities. By being members of self-governing bodies, they set an example of activity. The development of classroom and school student self-government is effective if it is guided and defended by teachers, school leaders, and public organizations.

The structural components of the organizational abilities of high school students are: cognitive, emotional-volitional, behavioral. Each of them has its own content. In order to form organizational skills in schoolchildren, their personality qualities, especially the types of temperament, socio-psychological type of personality, the wishes and desires, needs and directions of students should be taken into account.

The study used a number of criteria to assess the level of development of organizational skills in students. Let's note them: activity, initiative, independence, competence, organizational skills, communication, efficiency, agility, agility, perseverance, self-control, observation.

It is associated with a number of conditions for the formation of organizational skills in students.

In order to achieve high results in the work of the team, the student must have organizational skills. The pedagogical literature mentions three types of organizational skills in this regard.

1. Organization. It combines the following:

- psychological selectivity - the ability to focus on the necessary aspects of interpersonal relationships, the suitability of the emotional state of the leader and those involved in the activity, the ability to put himself/herself in someone else's shoes;

- Acquisition of information on the psychological state of the student body of which the organizer is a member to solve practical problems;

2. Emotional-volitional performance - the ability to influence, the ability to influence fellow students with the will and emotions. The following factors are considered:

- energy, the ability to direct the activities of participants in accordance with their wishes, the ability to surround students with desire, confidence and optimism in moving towards the goal;

- Ability to critically evaluate their own activities, identify deviations from the planned program of participants' activities and adequately evaluate them;

- Demanding, the ability to solve their problems by identifying and implementing the requirements for participants in terms of good psychological condition.

3. Tendency to organizational activity, ie readiness for organizational activity, starting from motivational factors and ending with taking an active life position.

4. Defines the criteria of formed organizational abilities, which are the structural components of organizational abilities (knowledge, skills, motivation, valuable attitude, personal qualities, ability to educate oneself) and the basic levels of formed organizational abilities. Formed primary and intermediate organizational skills allow a person to engage in reproductive (performing) organizational activities using the "ready" scientific-methodological knowledge and known methods of activity, and are a mandatory basis.

In order for a student to successfully master organizational skills, to carry out organizational activities effectively, s/he must have important character traits that will be accepted by others, students, classmates.

The *third paragraph* of the first chapter is devoted to "*Analysis of the existing literature in terms of the problem of formation of organizational skills in students.*" In this paragraph, T.M. Muradova "Preparation of students of pedagogical secondary schools for extracurricular activities with younger students"; S.V. Oskina's

"Pedagogical conditions for the formation of organizational skills in older adolescents in the process of school student self-government"; V.Q. Suranov "Formation of organizational skills in the system of activity of the student club in pedagogical university students", S.V. Ivanova's dissertation on "Psychological and pedagogical conditions for the formation of organizational skills of future class teachers in the Pedagogical College", A. Nikitchenko's course work on psychology "Influence of the class staff on the formation of organizational skills" were analyzed. A study of the existing literature has shown that the problem of formation of organizational skills, although involved in research to one degree or another, needs to be re-examined.

The second chapter of the dissertation is called "**Practical issues of work on the formation of organizational skills in high school students**" and consists of 4 paragraphs. The *first paragraph* of the chapter, "*Opportunities and ways to work on the formation of organizational skills in high school students in the learning process*" focuses on the following issues: The learning process creates opportunities and conditions for the development of organizational skills in high school students. In this regard, the opportunities of individual subjects are used. Emphasizing the need to develop organizational skills in schoolchildren, educators and psychologists pay more attention to its (organizational skills) features.

The work done by the organizing student in connection with the learning process:

1. Relying on organizational skills, organizes assistance to students with poor reading and training. He encourages students who have excelled in their studies, who have excellent and good grades, to succeed in this or that student. For this purpose, s/he also uses the help of a teacher.

2. Works among students who are misbehaving in the classroom, who do not follow the "Rules for Students", and for this purpose uses the help of exemplary students.

3. Supervises the work of students with excellent and good grades with weak and underdeveloped classmates.

4. The level of effectiveness of the work done is discussed.

For the learning process to be effective, the teacher must focus on reducing the function of knowledge transfer and increasing the independence of students. The ideal learning outcome can be considered to solve students' cognitive problems, formulate goals for their solution, search and find adequate ways to implement them, exercise control, achieve the level of development of their educational and cognitive activity, evaluate the conditions, process and results of their activities. The highest achievement in the development of organizational skills is the formation of skills related to self-education.

In many cases, only the teacher is the organizer of the whole learning process. High school students, on the other hand, are accustomed to strict regulation of cognitive activity and are poorly prepared for its independent organization.

In order to develop organizational skills, the learning process should include special methods that help students understand the importance of organizational skills, create conditions for the active position of students in grades X-XI, and determine the need to organize their educational activities.

One of the most important organizational skills is to have a clear idea of an educational task, the solution of which must be subordinated to all cognitive activity. But sometimes this aspect is overlooked. The teacher often limits his / her work in the classroom by introducing students only to the teaching material, without specifying the educational purpose of the lesson and, most importantly, the ways to solve it. However, the reasons for using different types of exercises to strengthen knowledge should be clear to school boys and girls. They need to understand the importance of practical work in order to gain a deeper understanding of the material. A student who understands the necessity and adequacy of learning activities in the lessons of individual subjects, of course, will take care of its effectiveness and try to use time more sparingly.

Among the subjects that have a certain potential for the development of basic organizational skills, the subjects of Physical Education and Youth Pre-Scripture have a special place. Pre-scripture classes in secondary schools are taught only in the 10th

and 11th grades, at a time when students are on the verge of independent life, 2 hours a week, preparing students to defend their sacred duty to the Motherland.

The subject of pre-service training is studied in the following areas: 1. Historical and legal basis of state security. 2. Safety of life activities. 3. Medical knowledge and first aid rules.

We have selected the "Internal Service Charter of the Armed Forces of the Republic of Azerbaijan", "Internal Disciplinary Charter of the Armed Forces of the Republic of Azerbaijan", etc. topics to the first section of the textbook ("History and legal basis of state security"); The second section of the textbook includes topics such as "Soldier's duties in battle", "Soldier's actions in battle", "Soldier's actions in attack", "Soldier's actions in defense".

In the 11th grade, 2 hours a week are allocated for teaching pre-service preparation.

In this class, the following topics on the subject of pre-prescription training were in the center of attention: 1. General provisions of the General Military Charter of the Armed Forces of the Republic of Azerbaijan. 2. Internal Service Charter of the Armed Forces of the Republic of Azerbaijan. 3. Ordinary Charter of the Armed Forces of the Republic of Azerbaijan.

It is possible to get acquainted with the work carried out on these topics in the dissertation.

From the point of view of the problem considered in the dissertation, the subject of Physical Education taught in X and XI grades also provides rich opportunities. In contrast to the subject of pre-service training, the subject of physical education is taught in grades I-XI for 2 hours per week. We only got acquainted with the textbook "Physical Education" for X-XI grades. We focused on the 10th grade textbook on "Motor skills and methods of their development" and "Preparation of students for self-defense in secondary schools," and participated in trainings on these topics.

The topics we chose for the 11th grade textbook were: 1. Student self-control when engaging in physical activity. 2. Elements of students' self-defense.

The teacher draws attention to the fact that the organizer, in addition to paying attention to his/her own health, should also take care of the health of his/her classmate, as well as the teacher and parent of this or that student. In addition to keeping a self-monitoring diary, s/he should try to have such a diary in his/her classmates.

The *second paragraph* of Chapter II focuses on "*Opportunities and ways to work on the formation of organizational skills in high school students in extracurricular activities.*" This paragraph states: It is important to assess the degree of independence, initiative, innovation and eccentricity of thinking of students in grades X-XI when organizing extracurricular activities. It is a good idea for the teacher to play only the role of chief mentor or professional advisor.

The most common forms of extracurricular work can be individual, group, or mass. The focus was on the following activities with students in grades X-XI of secondary schools involved in the experiment.

Conversations: "The Commander-in-Chief was the organizer and inspiration of the victory in the Patriotic War", "Victory Day", "Azerbaijan Flag Day", "Our national customs and traditions", "Let's be educated by the example of our national heroes", "Let's be like our war heroes", "Who should we marry?" and so on.

I. Hasan and M. Sabir, students of Ganja city school No 15 involved in the experiment, had a high level of organizational skills. They excelled in their educational work with high school and classmates. With the help and organization of Hasan and Sabir, many students have made positive progress in their learning. In other words, they were interested in learning, preparing for lessons, and behaving well in class.

Many extracurricular activities were organized at a high level by the above-mentioned students. It is possible to give an example of a conversation on "National Heroes of Azerbaijan". At the initiative of the organizing student, Nazim was assigned to conduct the conversation. Teachers and students were invited to the event, an announcement was made, and an exhibition of pictures of National Heroes was set up in the school lobby. The text of the conversation

was reviewed by the organizers. The activity of the audience was ensured at the event: they made speeches and asked questions. During the conversation, it was noted that some of the National Heroes have become a living legend, a source of example and died. Some of them are alive and work in various organizations, departments and enterprises, industrial facilities. We must learn from national heroes, heroes of the Great Patriotic War, people who distinguished themselves in battles.

After the event, we learned from the student who conducted the conversation that he had planned the conversation together with the student organizer. The organizer, student F.Vali, advised me to emphasize during the conversation that each of our citizens, including us students, should get to know the National Heroes of Azerbaijan, Heroes and participants of the Great Patriotic War, our martyrs and veterans. Those who were mentioned were thrown on the battlefield for our welfare, independence, freedom and territorial integrity of Azerbaijan. We must learn the lessons of heroism by looking at their lives.

Speeches at student conferences: "Portrait of an ideal boy (girl)", "How can I imagine a good friend", "Sons and daughters of Azerbaijan on the fronts of the Patriotic War", "The enemy can not be spared" and so on.

Disputes: "Who can be considered a happy person?", "Beauty in human relations", "Comfort at home", "Beautiful life! What does this mean? ", " Safe communication ", etc.

Extracurricular activities stimulate the activities of students in grades X-XI, develop their initiative and creativity. A characteristic feature of these forms of work is that when the organizing students pass their experiences to their peers, classmates, the principle of mutual learning is most fully implemented in them. This is one of the important ways to implement the educational functions of the team.

Cooperation between teachers and parents allows to unite all efforts, to jointly solve the set tasks, to create a sincere, friendly environment for the life of students of X-XI grades, to master the creative skills of parents together with teachers and students. The

formal part of this or that extracurricular activity should be discussed together. The teacher should thank everyone who wants to help organize the event, as well as listen (reflect) the views of the participants.

The issues addressed in the *third paragraph* of Chapter II, entitled "***Pedagogical guidance for the formation of organizational skills in high school students***" are: pedagogical process - although the learning process, as well as out of class and extracurricular activities are carried out by individual members (subject teachers, class teachers, head of children's association, head of youth organization, deputy director for educational work, librarian, practical psychologist, etc.) of the teaching staff, these activities require pedagogical guidance.

In the secondary schools involved in the experiment, along with other activities, important work was carried out, such as the formation of organizational skills in students.

In the practice of pedagogical management of the student body it is necessary to follow a number of requirements (rules):

1) it is expedient to combine pedagogical leadership with the desire of students to take the initiative of natural independence;

2) it is a collective dynamic system, constantly changing and evolving. Therefore, their pedagogical guidance cannot remain unchanged;

3) the class teacher achieves high efficiency only when s/he relies on the teaching staff working in the classroom, cooperates with other teams, communicates with the family;

4) Formalism is the worst enemy of education. The priority of values is formed by the teacher: whatever qualities s/he presents to his/her students, they form those qualities;

5) an indicator of good leadership - the presence of a common opinion in the team on the most important issues of class life;

6) The democratization of education does not mean the abolition of control over the performance of their duties by members of the collective. The control system is aimed at an increasingly high level of development of the team and each student (vertical) and exercises control and self-control, especially in the main team (horizontal);

7) interpersonal relations in the team have a multi-level structure: personal, partnership; encouraging. This forces the pedagogue to organize the collective interaction in such a way that these relations between the members of the collective are united in the process of friendship, communication and cooperation. The teacher teaches students to be tolerant, to be patient with the shortcomings of others, to forgive unjust actions and offenses;

8) in the preparation of individual tasks it is necessary to act not only on the needs of the team, but also on the capabilities and interests of students;

The problem of identity in the team is a psychological and pedagogical problem. Leadership and subordination; independence in decision-making; The structure of interpersonal relationships - these and similar problems have a great impact on the formation of personality.

An indicator of good leadership is that the team has a common opinion on the most important issues of class life. The collective strengthens and accelerates the formation of the necessary qualities: each student can not be ready for all situations, the experience of a friend, the collective opinion must convince him/her and develop the necessary line of social behavior.

The most important condition for optimizing the management of the student body is the integration of the educational effects applied to the team into a single system that ensures the sustainability of these processes. Ways to achieve this integration:

- use of a complex of pedagogical influences in the team;
- permanent and multifaceted care of team members for each other in daily life;
- creation of favorable conditions in the life of the team, ensuring a positive impact on its individual members;
- expansion of students' self-government functions;
- to combine the efforts of all individuals with the team.

The ***fourth paragraph*** of Chapter II is entitled "***Organization, Conduct and Results of the Experiment.***" The pedagogical experiment was carried out in 3 stages (identifying, teaching and

checking) in the secondary schools No. 15, 16, 17 of Ganja city, No.4 and 5 Goygel city, Kosalar village of Qazax district. During the study, the following hypothesis was based on the experiment. The formation of organizational skills in senior students is effective in the following cases: - if educational work is carried out with students of X-XI grades on the goals and objectives of organizational activities, methods and forms of this work; - if high school students are aware of the requirements for the process and results of organizational activities; - if they have the skills to analyze and evaluate their work correctly - they can plan their activities and predict the results in advance.

We used public inquiries, interviews and observations, listening to lessons, induction and deduction, analysis and composition, and the study of school documents and students' creative products to find out how organized and effective the high school students are.

We spoke with subject teachers, class and school leaders, the head of the youth organization, as well as senior students.

Research has shown that work in the field of formation of organizational skills in students of X-XI grades is properly organized in many secondary schools of the republic. Members of the teaching staff benefit from the educational, pedagogical and developmental opportunities of the learning process, individual lessons, using pedagogical technology and innovations, interactive teaching methods, opportunities for extracurricular activities, achieve the development of organizational skills in older school children.

However, research has also shown that some secondary schools do not do effective work in this area. We found that some students are not able to build a leader-subordinate relationship while performing community service or participating in an extracurricular activity. It turned out that many students did not have the necessary level of organizational skills and abilities. The organizers of the events are class teachers, subject teachers, librarians, the head of the youth organization, etc. High school students participated in individual events as passive listeners.

The purpose of the first stage of the experimental work on the formation of organizational skills of high school students was the

choice of methods and research base. In the first chapter of our study, a theoretical analysis of the problem was conducted and empirical experience was studied.

It showed that the manifestation of organizational skills depends on the personality traits of the organizer-student (temperament, socio-psychological). We tried to identify diagnostic methods based on personality questionnaires aimed at revealing the temperament, socio-psychological type and orientation of students in grades X-XI.

When selecting experimental methods, the focus was on alternative and adequate personal characteristics of students.

In the second stage of the experimental work, the personal characteristics of students and the initial level of organizational skills were studied. For this purpose, students of X-XI grades were divided into two groups (experimental and control). The following methods were assessed using the necessary methods: cognitive, emotional-volitional and behavioral components of organizational skills; temperament, socio-psychological personality type and control capabilities of upper grade students.

The level of knowledge related to organizational activities was clarified: the empathy and volitional qualities of boys and girls studying in X-XI grades at the level of emotional-volitional component were studied.

To obtain reliable results, the indicators of the control and experimental groups were compared.

Psychological support was provided to students whose personal characteristics did not correspond to the indicators of organizational skills. The assessment of organizational performance in surveys and tests was assessed as the main pedagogical and psychological condition for the formation of organizational skills. All this allowed us to learn best practices.

The purpose of the final stage of the experiment was to determine the effectiveness of the model of developing organizational skills. The tasks of the last stage were to analyze the results of the application of the system of formation of organizational skills in high school students

and to develop practical recommendations for their application in general school practice.

Purposeful, continuous, organized and systematic work was carried out in the experimental classes, opinions were exchanged with the teachers of those classes. Such consultations helped to develop organizational skills in experimental students, to develop students' organizational skills and organizational experience.

The learning process, lessons, extracurricular activities were observed from time to time, and conversations with teachers and students were conducted.

In the last test phase of the pedagogical experiment, students were also involved in the survey. The indicators can be found in Table 2.4.2.

**Table 2.4.2.**  
**Indicators of the level of organizational skills of experimental and control students**

№	Issues researched	Levels					
		High ( <i>person</i> )		Middle ( <i>person</i> )		Low ( <i>person</i> )	
		Ek s.	Kont r	Eks.	Kontr	Ek s	Ko ntr.
1	What is meant by organizational skills?	72	51	27	35	2	14
2.	Do you need to have organizational skills?	69	42	29	42	3	16
3.	When do you need organizational skills?	75	47	22	38	4	15
4.	Who can be called an organizer?	70	61	30	36	1	3
5.	Is it advisable for the teacher or the students to organize the school?	77	55	22	40	2	5

6.	What qualities should an organizer have?	72	58	29	30	-	12
7.	Organizing student and leader. What qualities do they differ from each other?	74	63	26	31	1	6
8	Who is the leader among the students?	78	65	22	30	2	5
9.	What does self-instruction mean?	69	49	27	30	5	11
10.	What is meant by high demands on oneself?	64	52	32	38	5	10

*Note:* 101 students from experimental classes and 100 students from control classes took part in the survey.

It is possible to get acquainted with the indicators of experimental and control classes from the tables.

Research has shown that systematic, purposeful, consistent work develops students' organizational skills. As a result, organizational consciousness is successfully formed in experimental students compared to control students.

The study led to the following **conclusions**:

1. Many tools are used to shape the rising generation, including high school students, as role models. Among these tools, the acquisition of organizational skills plays a special role.

2. The work on developing organizational skills in high school students should begin at an early age. In this area, parents - fathers and mothers, other senior members of the family have important responsibilities.

3. Taking into account the educational, pedagogical and developmental functions of individual subjects in secondary schools

helps students to develop organizational skills as well as other abilities. The role of the teacher in this area is great. It is necessary to take advantage of the opportunities of the learning process at school. From this point of view, it is considered expedient to use the opportunities of Physical Education and Pre-Conscription training subjects in X-XI grades.

4. Extracurricular activities are important in the formation of organizational skills in high school students. Extracurricular activities include conversations, competitions, discussions and debates, meetings with celebrities, heroes and participants of the Great Patriotic War, veterans of science, culture, art, sports, writers and poets, quizzes, student conferences, round table meetings, television and theater performances, exhibitions, the work of various clubs and associations at the school opens up rich opportunities.

5. There is a need for special pedagogical guidance for the effective implementation of organizational skills of students in grades X-XI, to achieve successful results.

6. The student-organizer has a better understanding of the psychology, feelings and thoughts of their peers, which allows them to achieve more optimal results in organizational activities.

7. One of the important requirements is to choose the appropriate and optimal behavior when observing disciplinary violations by students during extracurricular activities. It is important to set optimal pedagogical requirements, to achieve their fulfillment, to fulfill the educational function, etc.

#### **Suggestions for research include:**

1. It is expedient to continue research on the problems of formation and development of organizational skills with students of different ages.

2. The development and publication of the "Program of out of class and extracurricular activities in secondary schools" covering grades I-XI is extremely useful. The program should cover out of class and extracurricular activities, various forms and content of various components of national education, as well as measures aimed at developing organizational skills.

3. It is recommended to prepare and publish a monograph entitled "Formation of organizational skills in students", which includes grades I-XI. The content of the research, the main scientific ideas and the results obtained are reflected in the following articles and conference materials published by the applicant:

1. The role of organizational ability in the harmonious development of personality // - Baku: Scientific works of the Institute of Educational Problems of the Republic of Azerbaijan, –2017. № 6, –p.54-57

2. Pedagogical bases of work on formation of organizational abilities of high school students // –Baku: Scientific works of the Institute of Education of the Republic of Azerbaijan, –2019. № 2, –p. 81-84

3. Characteristics of the organizational abilities of high school students // - Odessa: Black Sea Scientific and Reporting Institute for the Economics of Innovation, Innovative Pedagogy, - 2018. - issue-6, - p.53-57

4. Formation of organizational abilities in high school students as a requirement of new pedagogical thinking // - In the network, peer-reviewed, refereed and indexed journal "Bulletin of Science and Practice", - (April) 2021 No. 4, - p. 451-454

5. Analysis of the existing literature in terms of the problem of formation of organizational skills in students // "Pedagogical" science series of Section of Ganja Branch of Azerbaijan National Academy of Sciences. –2021. №1, –p. 122-126

6. The formation of organizational skills in high school students as a requirement of new pedagogical thinking // –"Pedagogical" science series of Section of Ganja Branch of Azerbaijan National Academy of Sciences –2021.

7. Requirement of new pedagogical thinking: Formation of organizational skills in students // –Baku: Scientific works of the Institute of Education of the Republic of Azerbaijan, - 2021. № 6, –p. 39-44

8. Formation of organizational skills in students // Institute of Educational Problems of the Republic of Azerbaijan, Nakhchivan State University, Nakhchivan Teachers' Institute: Materials of the

international scientific conference on "Improvement of teaching process and modern educational concepts". Nakhchivan: December 16-17, 2014, p. 233

9. Formation of organizational skills as a task of personality education // Institute of Educational Problems of the Republic of Azerbaijan: Materials of the international scientific conference on "Moral values in education: development of harmonious personality". Baku: –5-6 December, –2014, - p.186

10. Study and assessment of the level of organizational skills of high school students // Institute of Educational Problems of the Republic of Azerbaijan: Materials of the international scientific conference on "Assessment of student achievements: problems of creating content and resources". Baku: –June 25, -2016, –p. 82

11. The role of proper teacher-student relations in instilling organizational skills in students // Ganja State University: Materials of the II International Scientific Conference of Young Scientists. Ganja: October 26-27, –2017, - pp. 339-341

12. Pedagogical management of the work on the formation of organizational skills among high school students // Science, education, innovation: Actual issues and modern aspects. Collection of articles of the VII international scientific-practical conference. Penza: -10 May, -2021, -pp. 171-174

13. Education of organizational skills in schoolchildren at the modern stage // Materials of the international scientific conference on "Development strategies of modern education: successful challenges". Nakhchivan city, November 26-27, –2021, pp.15-17



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