



FORMATION OF ORGANIZATIONAL CULTURE AND ITS PEDAGOGICAL OPPORTUNITIES IN THE STUDENTS OF REFORMING UZBEKISTAN

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Abstract

The article describes culture, types of culture, tasks, methods of forming the organizational culture of students.

Keywords: Culture, material culture, spiritual culture, main tasks of culture, organizational culture, organizational culture, teacher's organizational culture.

Introduction

The specific social development of our republic places before higher and professional education the task of forming students' organizational culture and preparing them to perform organizational functions in various spheres of social life.

Organizational culture is a form of manifestation of an individual's important social characteristics and reflects social activity. The essence and specific features of organizational culture, on the one hand, create opportunities for students to consciously master diverse knowledge related to organizational activity that requires certain organizational qualities accumulated in the process of practical activity and the requirements placed on an organizer's personality. On the other hand, it helps to implement this experience in practical activities that have socially valuable orientations necessary for both the individual and the group. It is known that organizational culture is a complex process and represents a set of qualities that ensure an active position of students within a group, enabling them to exert active influence on their peers during joint activities aimed at achieving common goals and coordinating tasks facing the group.

Many researchers have studied the characteristics of the manifestation of organizational abilities in adolescents. An analysis of their studies shows that they recognize organization as the initial stage of leadership.

According to psychologists V. D. Parigin and R. S. Nemov, an organizer must be a “leader,” and a leader is a strong initiator and organizer. These scholars list a number of requirements for an adolescent organizer:

- striving toward a clear goal;
- being aware of necessary changes in students’ personalities;
- being able to empathize with friends’ inner experiences;
- viewing them not constantly as a “controller,” but with a “friendly” attitude;
- always sharing their problems and interests.

Research shows that during adolescence, the influence of the class collective on its members is strong. The school environment—especially the class collective, formal and informal peer leaders—has a significant impact.

L. I. Umansky emphasizes that organizational ability consists of the following interrelated components:

1. Organizational sensitivity, expressed in psychological insight, inventiveness, and tact.
2. The ability to exert emotional-volitional influence on peers—engaging them in problem-solving and uniting their efforts.
3. Inclination toward organizational activity—emotional involvement, activity, and stable interest.

Analyzing Umansky’s views, a model adolescent organizer should possess:

1. Moral qualities—social responsibility, initiative, activity, diligence.
2. Volitional qualities—perseverance, independence, discipline.
3. Emotional qualities—vigor, self-confidence, optimism.

The author developed a system of organizational abilities. According to him, individuals with organizational culture should possess the following qualities:

- personal orientation;
- readiness for various types of activity;
- general traits (sociability, overall level of development, practical intelligence, observational skills, activity, initiative, determination, organizational skills, self-regulation);
- specific traits (organizational sensitivity, emotional-volitional influence, suitability for organizational activity);

- personal-individual characteristics.

Researchers studying self-education of the personality and the individual's relationship with the environment found that independent activity and initiative play an especially important role. Independent activity and initiative create conditions for constant progress and self-correction of shortcomings.

Based on the above, an adolescent can be considered a model organizer if he or she possesses the following qualities:

- ability to quickly establish communication;
- engagement in public activities;
- keeping one's word;
- quick adaptation to a new group;
- ability to organize events independently or with peers;
- ability to express one's thoughts freely;
- ability to complete tasks to the end;
- self-confidence;
- belief in having many friends;
- ability to share and consider peers' opinions;
- correct self-awareness;
- striving for active learning;
- desire to be in the spotlight;
- confidence that one's ideas will be accepted by others;
- ability to behave appropriately in unfamiliar settings.

Discipline is self-control, internal organization, a sense of responsibility, and readiness to subordinate personal goals to social norms. As a personal quality, discipline manifests itself in unconditional adherence to social behavior norms, compliance with rules and laws, and subordination of personal interests to public interests. It supports balance in the family and society and coordinates people's actions across various activities.

Conclusion and Recommendations

The effectiveness of reforms carried out in all spheres of our society is closely linked to the revival of national spirituality, in-depth study of our rich historical heritage, preservation of traditions, development of culture and art, science and education, and the training of highly qualified specialists equipped with modern scientific and technological achievements.

In a society where the ideology of national renewal and national rise is forming, the moral environment is improving, national values and human rights are being restored, and creative potential is being realized, a well-rounded individual is understood as a person who embodies a complex of socio-political and moral qualities, can fully realize personal identity and abilities in society, is educated, has mastered both religious and secular knowledge, is intellectually mature, morally pure, physically healthy, capable of perceiving the beauty of life, free, and creative.

Organizational culture is a form of manifestation of an individual's important social characteristics and reflects social activity. Its essence and specificity, on the one hand, enable students to consciously master diverse knowledge related to organizational activity that requires specific organizational qualities accumulated through practice. On the other hand, it facilitates the implementation of this experience in socially valuable practical activities for both the individual and the group.

Qualities related to the formation of organizational culture can be divided into two groups: organizational qualities and individual characteristics. Organizational qualities include observation, efficiency, activity, initiative, determination, independence, goal orientation, politeness, and self-organization. Individual characteristics include practical-psychological intelligence, pedagogical tact, psychological curiosity, activity, demandingness, critical self-evaluation of one's activity, and inclination toward organizational activity.

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