



## THE ROLE AND IMPORTANCE OF METHODOLOGY IN DEVELOPING STUDENTS' ACADEMIC ABILITIES

**Scientific leader: Jumaeva Sanobar Absaatoevna,**  
Associate Professor of the Department of General  
Pedagogy, PhD Tashkent State Pedagogical  
University named after Nizami

**Makhmudova Gulnoza Yuldashevna**  
Master in the field of theory and history of  
Pedagogy Bukhara Innovation University

**Abstract:** The article examines various approaches to studying students' organizational abilities. It presents the results of a study of the academic abilities of students majoring in teaching, and provides an analysis of the connections between students' organizational abilities and cognitive and psychomotor abilities (in the structure of academic abilities), as well as their academic performance.

**Keywords:** academic abilities, organizational skills, educational and professional activities, academic performance.

### INTRODUCTION

The issue of organizational skills has been addressed in numerous studies, harmoniously "included" by the authors in the structure of professional skills of workers of the most diverse profiles (as shown in studies, for example, by V.M. Shepel [1], A.Ya. Kharash [2]; S.F. Markova et al. [4]). Modern requirements for the quality of higher education require students to have well-developed organizational skills, which determines



the need for activities aimed at their formation in the system of comprehensive professional training [3, 4]. In educational standards and qualification characteristics of a specialist with higher education, in the list of requirements and competencies, as a rule, a number of organizational and managerial tasks are defined that this specialist must be able to solve.

## MATERIALS AND METHODS

Organization is considered a “prerequisite for success,” and training and/or improving students’ organizational skills contributes to their academic performance [3]. However, many students do not have organizational skills because they have never been taught them. Joan Sedita, a teacher trainer and education specialist, reminds us that some students “need direct, systematic instruction aimed at developing these skills” [5]. An important terminological discrepancy should be noted: in English, the term “organizational skills” is used to describe organizational skills, which literally translates as “organizational skills (abilities).” One of the basic “axioms” of Russian psychology of abilities was formulated by B.M. Teplov: “the concept of ‘ability’ is not limited to the knowledge, skills or abilities that have already been developed in a given person” [6].

## RESULTS AND DISCUSSION

By “organizational abilities of university students” N.A. Galeeva understands those personal qualities that allow her to “effectively include people in any type of activity, successfully adjust actions within it, and also change the activity in accordance with the set goals and conditions in which it takes place” [1, 2].

In our study, we will consider organizational abilities as components of academic abilities, that is, “systems of individual psychological properties that include those components of cognitive, communicative, organizational, moral-volitional abilities that allow one to effectively implement activities to acquire relevant knowledge, skills, abilities and competencies for the acquisition of a certain professional specialty” [5].



The starting point in this definition of academic abilities is the position that this is a system of individual psychological properties that determine the success of activities aimed at obtaining a certain specialty, which is manifested in the acquisition of the necessary skills and abilities for this - ultimately determined by the requirements of the activity to master the corresponding professional knowledge, skills and abilities and the formation of competencies.

When considering organizational skills as components of students' academic abilities, we take into account not only their connection (correlation) with the success of studying disciplines, but also their connection with other components of abilities, in particular cognitive and psychomotor. The study of the components of human psychomotor abilities included diagnostics of the discriminative sensitivity of time (DST); motor memory of time (MMT) and space (MMS). Motor memory is measured using the technique of perception and reproduction from memory of the actions performed, and is carried out using a stopwatch and a curvimeter. In this case, the subject must remember the presented standard value, and then accurately reproduce it from memory twice. Visual control of his movements is excluded for the subject. Human discriminative sensitivity in controlling movements was also studied by time parameters. The subject is asked to construct the maximum number of time "steps" from 0 to 5 seconds without visual control of the instrument readings, using an electronic stopwatch. Organizational abilities were diagnosed using the methods "Communicative and organizational inclinations" (V.V. Sinyavsky, V.A. Fedoroshin) (KOS) and "Psychological assessment of organizational abilities of an individual within the framework of an organized group" (L.I. Umansky, A.N. Lutoshkin, A.S. Chernyshov, N.P. Fetiskin). The assessment according to the second method was given by the group curators for each of the students; the KOS method was performed by the students personally.



Based on the diagnostic results, it can be noted that students studying in the pedagogical direction have better developed such qualities of organizational skills as "psychological selectivity", "psychological tact", "social influence", "demandingness to other people". Of particular interest is the analysis of the relationships between the studied components of abilities, which was carried out using the method of calculating the Spearman rank correlation coefficient ( $r$ ). It should be noted right away that no significant correlations were found between the indicators. The highest indicators of the  $r$  coefficient did not exceed critical values. Nevertheless, data were obtained on the presence of direct links between thinking abilities (analysis and synthesis, comparison and generalization, the ability to abstract thinking) and organizational abilities, as well as feedback between organizational abilities and the studied indicators of psychomotor abilities. Correlation analysis between the indicators of organizational skills and the overall performance indicators for individual blocks of disciplines showed the presence of inverse correlations for a number of academic disciplines. However, when comparing the qualitative assessments of the results of students' pedagogical practices and the level of development of their organizational skills, significant direct relationships were identified. These data from the experimental study are still preliminary and require additional analysis, but they already indicate that developed organizational skills have a greater impact on the success of the practical activities of students in pedagogical fields than on the effectiveness of studying the theoretical cycle of disciplines [5].

## CONCLUSION

As a result of the conducted psychodiagnostic study and mathematical-statistical analysis of the results it was possible to show:

- 1) in general the organizational abilities of students of pedagogical profiles are developed at an average level; such qualities of organizational abilities as "psychological selectivity",



“psychological tact”, “social influence”, “exactingness to other people” are better developed;

- 2) in the structure of academic abilities organizational abilities have direct connections with the components of thinking abilities and inverse connections with the components of psychomotor abilities;
- 3) the level of development of organizational abilities affects the success of pedagogical practice, but not the success of studying theoretical disciplines.

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