DEVELOPING STUDENTS' ORGANIZATIONAL COMPETENCIES IN THE CONTEXT OF MODERN EDUCATION

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Abstract

This article examines the relevance of developing students' organizational competencies as a key factor in improving the quality of education and preparing professionally competent personnel who meet contemporary social demands. The study substantiates that the formation of organizational qualities contributes to the development of leadership potential, initiative, responsibility, and effective teamwork skills among students. Particular attention is paid to competency-based and innovative approaches in modern education, which ensure the integration of theoretical knowledge with practical activities.

The article highlights effective mechanisms for developing organizational qualities through both curricular and extracurricular activities, including problem-based learning, group work, creative assignments, school cultural events, celebrations, and intellectual competitions such as "Fun and Clever" contests. These activities foster students' communication skills, decision-making abilities, collective responsibility, and moral-ethical values. The role of extracurricular clubs in organizing students' leisure time productively and enhancing their independence, discipline, and collaborative skills is also emphasized.

Keywords

Modern Education; Educational Effectiveness; Organizational Competencies; Leadership Development; Competency-Based Approach; Innovative Pedagogical Mechanisms; Professional Training.

At present, special attention is being paid to the introduction of modern educational programs and technologies into the teaching and learning process, as well as to increasing the effectiveness of training sessions through the use of information technologies. In leading universities such as the University of Cambridge (UK), Harvard University (USA), Heidelberg University (Germany), the University of Oxford (UK), and Ajou University (South Korea), work on developing students' organizational qualities through the application of innovative strategies in educational activities is being carried out effectively.

In developed countries, improving the quality of education through ensuring professional competence as a result of developing an individual's organizational qualities aims at training organizational personnel who meet new social needs and modern requirements. Therefore, the issue of developing organizational qualities in individuals has been studied by a number of scholars as a scientific problem. In this area of research, modernization of the education system, its integration in line with contemporary demands, the introduction of competency-based educational programs, and the development of advanced innovative mechanisms that contribute to the formation of students' organizational qualities are recognized as urgent issues. Students' organizational activity is of particular importance. In particular, the aspiration for leadership and the desire to perform a managerial role are manifested in students' initiative. The ability to convey and assert one's ideas to others, as well as tendencies toward leadership

and command, are especially observed among upper-grade students. The creation of problem-based situations during lessons enables students to participate equally in completing tasks, intensifies their thinking processes, helps them set clear goals, search for ways to achieve them, listen to diverse opinions, reflect, express their ideas freely, evaluate their own and others' activities, and provide mutual support. At the same time, since problem-based situations are often implemented in group settings, group leaders and organizers naturally emerge, and leadership and organizational qualities become evident in them to a certain extent. (2: 21)

Information obtained during extracurricular activities is also perceived, processed, and supplemented, resulting in the formation of new knowledge. By actively participating in extracurricular activities, students learn to interact within a group, work collectively, submit to public opinion, and strive for collective success. In this context, the understanding of responsibility and duty in organizing initial social activities in education, labor, and play depends on how effectively contradictions between personal and collective interests are resolved. Through this process, students gradually acquire a culture of teamwork. Extracurricular activities aimed at developing students' organizational qualities, as well as school artistic evenings, various celebrations, and "Fun and Clever" competitions, are of great importance. These activities help establish students' relationships within the collective, including appropriate behavior, mutual respect, emotional closeness, mutual understanding, unity of views, cooperation, and mutual assistance. At the same time, qualities such as helping one another, exchanging opinions, debate culture, and communication culture are developed. School evenings, student celebrations, and competitions are largely organized with the support of the teaching staff, various organizations, and class activists. In particular, class activists play a leading role in this process. (1: 67)

Clubs established within the education system should aim to organize students' free time meaningfully and foster high moral and ethical values in their consciousness. By actively participating in club activities, students are expected to become acquainted with the latest achievements in science and culture and, according to the club's focus and work plan, acquire new information and concepts related to specific academic subjects.

The effective functioning of this process is ensured when club members develop qualities such as independence, a responsible attitude, a keen interest in mastering new concepts, and the ability to work in a team. During club sessions, active students and those inclined toward leadership also become noticeable. By encouraging the activities of such students, it is necessary to strictly require all students to listen attentively to the teacher, complete assignments on time, and observe discipline. (3: 97)

In the context of a modernized educational environment, priority is being given to contemporary educational approaches aimed at developing 21st-century skills in students. In addition, based on international educational experiences, the widespread implementation of the STEAM education system—focused on forming students' key competencies through the "4K" skills (communicative, critical, creative, and collaborative)—is creating a foundation for achieving high results in this area.

A learner-centered approach to developing "4K" skills included in the requirements of international assessment programs such as PISA, PIRLS, TIMSS, and TALIS is recognized today by developed countries as being effective. In particular, efforts are underway to improve mechanisms for developing students' key competencies, soft skills, and "4K" skills; to identify social factors influencing the formation of these competencies; to systematically implement

pedagogical diagnostic and corrective activities; and to develop methodologies for shaping students' individual intellectual abilities based on learner-centered approaches.

A number of studies have examined the content of values and axiological approaches, the necessity of values in student upbringing, and national and universal human values.[1] In foreign countries as well, numerous scientific studies are being conducted on the methodological support and development of innovative models for forming students' key competencies—communicative, critical, creative, and collaborative skills—based on a learner-centered approach, as well as on integrating pedagogical values.

The development of society depends on how effectively a nation prepares its youth—raised in a national spirit—for a social life and way of living grounded in national values. Therefore, throughout history, every nation and people have formed views on organizing the upbringing of the younger generation based on their national values. Customs, traditions, and beliefs that are valuable for a particular nation or ethnic group are respected and valued, and are shaped within the education system and taught to the younger generation through methodological tools. A person's self-respect enables them to preserve their dignity, honor, and reputation. This, in turn, develops through processes formed by awareness of national identity. An individual's personal dignity is a social characteristic derived from national values and represents a noble spiritual force that elevates the individual. The increasing usefulness and effectiveness of a person's actions for themselves and others also influences the moral and ethical qualities of those around them.

For this reason, within the demands of societal development, human value acquires social significance precisely because it stems from national values. Values are formed in the process of a person's education, upbringing, and daily labor activity. Pedagogical values cultivate humanism in students and teach them to apply skills necessary for building democratic and diplomatic relationships in real-life situations.

Conclusion

In conclusion, it should be emphasized that the process of developing organizational qualities in students must be carried out based on continuity and systematicity, with full consideration of pedagogical conditions. The use of innovative approaches and active modern teaching methods in performing creative tasks further increases students' engagement. To further improve the development of students' organizational qualities and to reinforce the knowledge acquired in lessons through practice, organizing various events—such as celebrations, thematic evenings, and competitions—yields the expected results. The development of professionally oriented technologies for enhancing the system of forming students' organizational qualities, as well as the improvement of pedagogical mechanisms for shaping a professional image based on the system of national values, is of particular importance.

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