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## METHODOLOGY OF ORGANIZATIONAL CAPACITY DEVELOPMENT IN GIFTED CHILDREN

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### ABSTRACT

*The article describes methods for the development of organizational skills in gifted children, the structure of organizational skills, ways of forming organizational skills. A tendency to organizational activities as a property, on the one hand the need for psychological readiness and group activity, on the other hand, prosperity in the process of its implementation. These changes have affected the learning process. Because it is impossible to develop a society in all its aspects without setting up an educational process.*

**KEYWORDS:** *Assimilate The Task, Ability, Ability, Organization, Physically And Mentally, Organizational Ability.*

### INTRODUCTION

In the strategy of actions on five priority directions of development of the Republic of Uzbekistan in the item "Priorities of development of the social sphere", the fifth - "Improvement of the state youth policy": support and development of creative and intellectual potential of the young generation to promote the formation of a healthy lifestyle among children and youth, their widespread involvement in physical culture and sports; to support and realize the creative and intellectual potential of the younger generation, to form a healthy lifestyle among children and youth, to involve them in physical culture and sports, to develop the talents and aspirations of children in our country. provides for the implementation of comprehensive work aimed at raising the standard.

After the independence of our republic, many radical changes have taken place in the life of our people. These changes have affected the learning process. Because it is impossible to develop a society in all its aspects without setting up an educational process. Because the development of

society in many respects depends on the level of education, consciousness and upbringing in terms of morality.

A child's success in school depends in many ways on his or her level of preparation for school. The child must first be physically and mentally ready for school. That is, a child's successful schooling depends not only on his mental and physical preparation, but also on his personal and socio-psychological preparation.

Without developing students' talents and thinking, it is impossible to develop their communicative and organizational skills and abilities. Talent is a system of mental development throughout life. Talent is observed in the successful completion of this or that activity. Talent is a specific form of ability that ensures the successful completion of an activity, ensures the compatibility of abilities, and serves to fill gaps in other abilities.

Organizational ability is a set of qualities that help manage group activities as a special ability. Gifted children show significant social activism, responsiveness, organizational skills.

Well-known psychologist LIUmansky (1921-1983) during his many years of experimental research on the development of problems of organizational activity and organizational skills found that identified and described psychological features.

LI Umansky included the following components in the structure of organizational (special) skills:

Psychological selectivity is the ability to reflect psychology most fully and deeply in an organized group in the process of solving a common group problem that includes interpersonal relationships and the psychological characteristics of the group as a whole. The practical psychological direction of the mind, that is, the acquisition of practical psychology, the readiness to apply information about psychological phenomena to the practice of solving group problems.

Psychological tact is the ability to maintain a sense of proportion in relationships with others, to act in accordance with them and their psychological characteristics. To this must be added sensitivity, a sense of objectivity, compassion for others.

Social energy is the ability of an organizer to infect and charge his energy to the stewards, to create in them feelings and willful actions.

Strictness and criticism is the ability to identify and express the conditions established by the task of the group, as well as the established norms (including the norms of the group) that are important for joint activities. A tendency to organizational activities as a property, on the one hand the need for psychological readiness and group activity, on the other hand, prosperity in the process of its implementation.

Each of the above features is a specific syndrome, manifested in a number of symptoms.

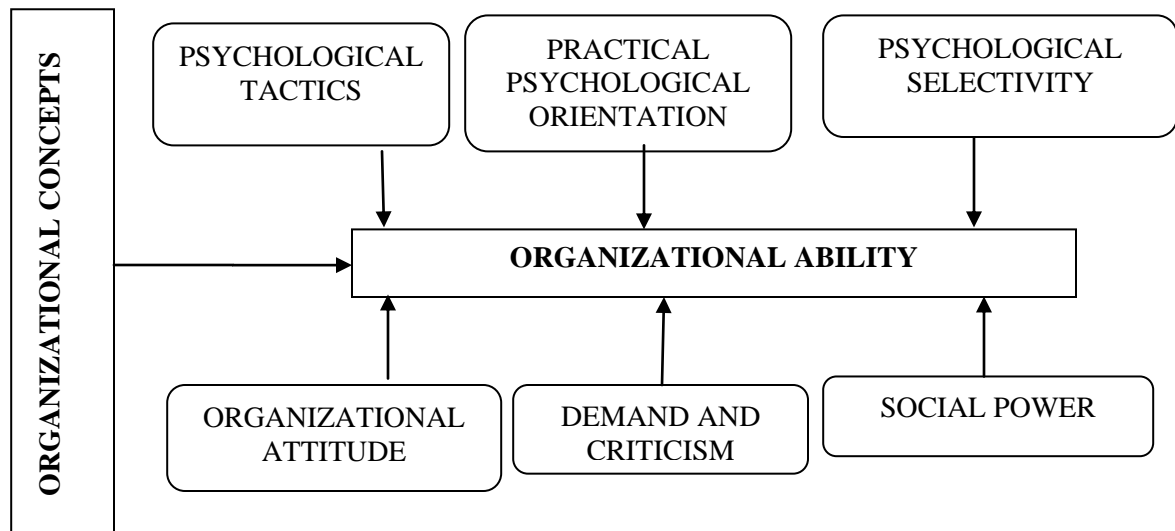
It is important to distinguish between the concepts of "manager" and "organizer" in defining the organizational skills of gifted children, because according to L.I. Umansky, every organizer is a leader, but not every leader is an organizer. The object of the organizer's work is to influence a particular social community - to influence a small group that he or she is motivated to unite to solve a specific group task in a particular social situation in a collaborative setting.

Structure of organizational activity:

1. Assimilate the task
2. Selection of small organizers and organizers
3. Introduce the organization to the task. Group decision making
4. Identify material resources, time and space conditions.
5. Planning based on optimal data.
6. Distribution of responsibilities. Determining the form of organization.
8. Internal coordination and communication.
9. Work with small organizers.
10. Final analysis of the task and performance evaluation (individual and collective)

### 2.2.1. picture

**Structure of organizational skills**



Gifted children are characterized by higher organizational skills than normal children. Educators and psychologists need to identify gifted children in school and carry out developmental work with them. Organizational features to be formed in gifted children - the ability to organize activities; communication skills, practical intelligence, ability to infect and activate others, critical thinking, politeness, initiative, assertiveness towards oneself and others, self-control, perseverance. There are a variety of methods for developing organizational skills in gifted children, the best of which are psychological trainings.

Exercises to develop organizational skills in gifted children:

Organizational skills are not a separate thing, they include advanced general skills and are necessary for a particular type of activity. Therefore, the following general exercises can be suggested to develop them.

### Be confident

We recommend doing this exercise with someone and in front of an audience. The bottom line is that you and your partner are hiding some shapes (toys, anything) behind you. The challenge is to convince your audience that you have a clear goal and that you will achieve it. The winner is the one who can convince the audience.

### Time distribution

Make a to-do list for the evening in the evening, learn to get up early, make a schedule, and stick to it. Teach yourself to be tidy at work, at your computer desk, in your closet at home. Configure and save this mode.

### Factors affecting the organizational ability of gifted children.

1. Authority. This is a key quality that an organizer should have. It is necessary to ensure that the tasks are performed without hesitation. Typically, other members of the group follow the example of more organizers. A trustworthy person who can behave in dealing with teammates is the best motivator.

2. Conflict resolution. Properly selected methods of influencing different partners in the structure of organizational skills alleviate acute situations, have a positive effect on the psychological climate and communication culture.

3. Perseverance. Organizational skills cannot be imagined without control and determination. Partners, it is very important to immediately suppress the laziness in the group, and the talented, organized student himself is simply obliged to set an example for them. Peers should be politely explained that disobedience to their teammates can lead to punishment.

4. Incentives. Often the services of different activity partners are not taken into account. Either way, no matter how you celebrate your success in person or in public, you should also pay attention to the success of your partners. Otherwise, those in the group lose motivation to work at full capacity. By praising the team members, the whole team strives to excel, perform tasks better, and not break discipline. Incentives don't have to be material, some value personal praise and a diploma more.

5. Delegation of powers. It is not effective for one person to take full responsibility. In this case, confusion occurs and the quality of the tasks performed is not as expected. The smartest option is group activity.

6. Response to criticism. A person who is calm about criticism does not take everything personally. Listen to others, evaluate their thoughts, ideas, possible corrections. According to experts, this can lead the group to great success.

7. Get rid of excess. The skills of the organizers include the ability to clean up the excess. It is important to keep the situation under control while avoiding excessive freedoms. The organizer should also value the time of himself and others.

The following recommendations are suggested for the development of organizational skills in gifted children:

- practicing emotions in front of a mirror - helps to properly convey or hide emotions - depending on the specific situation;
- written work planning - time allocation allows you to develop the habit of implementing plans, as well as eliminates delays;
- Singing - an exercise to adequately convey emotions, when a person asks himself questions and answers them, says words;
- Improving communication skills by initiating personal conversations with acquaintances.

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