



QUALITIES IN THE FORMATION OF ORGANIZATIONAL CULTURE

(BASED ON THE RESEARCH OF N.N. JAMILOVA)

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Discipline is the ability to behave, to be internally organized, to have a sense of responsibility, and to be willing to submit to personal goals and social attitudes.

Discipline as a personal virtue is manifested in the unconditional observance of social norms of behavior, habituation to discipline, observance of laws, subordination of personal interests to public opinion. It promotes balance in the family and society, the movement of people in different activities. Independence - the ability to carry out various activities (study, work, play, art) on the basis of advice and suggestions of adults.

Independence reveals the inner position of the individual, the system of conformity to the knowledge, skills and abilities necessary to improve the work without the help of strangers. General labor skills (goal setting, planning, control and self-monitoring, self-correction, self-determination, performance appraisal, empathy in the process of independent activity) are evident in the implementation of independent activities.

Independence is nurtured in labor, community and creative activity.

Independence is a condition of the process of thinking, the nature of the mind. (PP Blonsky, AA Smirnov, NA Menchinskaya, MP Shardakov, AM Matyushkin, EZ Usmonova and others). Independence is a personality trait that allows you to choose and solve a specific problem. (AN Leontiev, AY Ponomarev, AA

Lublinskaya, VM Karimova, RI Sunnatova, KP Husanbaeva and others). Independence is the result and condition of mastering the methods of mental activity. (DN Bogoyavlensky, EN Kabanov-Meller, VI Reshetnikov and others). According to another group of scientists (MG Yaroshevsky, AY Ponomarev, OK Tikhomirov, ZT Nishonova and others), independence is a prerequisite for personal creativity.

Independence is the ability to see a new problem, a new problem and solve it on its own (VV Davidov, MA Danilov, AM Matyushkin, AV Brushlinsky, DB Bogoyavlenskaya, EG . Goziev).

Activity is to do something, to work, to do something through manual labor, physical strength and skills, and sometimes, mentally, that is, to do something, to exercise, to try to do something.

Initiative is an individual's ability to be an independent social initiative, to be active. These skills define important tasks, determine their relevance to existence, that is, to education, labor, artistic and creative activity. This is the first step to community work, an internal need for new forms of activity. Entrepreneurship as a personal virtue can be nurtured in school from an early age and develops along with the peculiarities of all ages. In adolescence and adolescence, initiative is manifested in independent thinking and independent action, as well as in creative activity, formed on the basis of real personal needs.

The use of authoritarian methods of education by parents and teachers has a negative impact on the formation of initiative.

Purposefulness is the pursuit of success. It is the ability to set goals and methods and means to achieve different types of activities (work, study, play, etc.). A goal-oriented person always believes that he can succeed, and he will be an example to others.

These qualities have a profound effect on the performance of organizational functions of future professionals and are interrelated.

At the same time, in the course of our research, we studied the relationship between the professional training of future professionals and organizational qualities. Motivational qualities cover the needs, motives and goals of a chosen profession, which are formed and developed throughout a person's life. Motivational traits are a significant part of motivational traits. It is formed at a certain stage of human life and is associated with the place of residence (schoolboy, student, teacher's interest). Learning motivation includes a set of goals, needs and motives that motivate a person to learn and approach him consciously, to acquire methods of learning, to be active.

In most cases, motivation is perceived by teachers not as an individual system, but as a sequence of elements. In such cases, there are separate motivations, interests and, of course, the following goals: the formation of interest in their subject and chosen profession, the development of a responsible approach to the study of new content and technology.

However, the achievement of such goals does not lead to the formation of the motivation of the individual, but to its division into parts, that is, students are motivated to study individual subjects, but the motivation to learn in general remains undeveloped. Intellectual competence is characterized by:

- types of thinking (such as creative, theoretical and practical knowledge);
- method of thinking (figurative and visual thinking, reasoning);
- intellectual qualities (intelligence, adaptability, critical thinking, mental mobility, etc.);
- cognitive processes (attention, imagination, memory, perception), thought processes (analysis, synthesis, systematization, formalization, definition, interpretation, etc.), cognitive skills (problem-solving, problem-solving, problem-solving, problem-solving) , drawing conclusions, applying knowledge, etc.);

- knowledge acquisition skills (identification, planning, goal setting, simultaneous reading and writing of basic knowledge, recording (summarizing) of the main points, etc.);
- extracurricular knowledge and skills (ideas about moral and universal values, outlook on life, etc.);
- humanities, socio-economic, mathematical, natural-scientific, general and special education, skills and competencies in the disciplines.

On the basis of all official documents, the teacher seeks to convey information and data, to develop knowledge, skills and abilities. Didactic principles, by their very nature, serve the same purpose.

Volitional qualities are characterized by the conscious determination of purpose. A strong-willed person is characterized by purposefulness, overcoming internal and external obstacles, physical and mental stress, self-control and initiative.

Emotional qualities are characterized not only by emotions but also by self-esteem. For this reason, in setting pedagogical goals, it is very important to pay attention to the formation and development of emotional qualities, namely:

- take into account the development of the necessary skills to manage their emotions;
- to teach to control one's specific feelings (anger, rage, resentment, jealousy, empathy, shame, pride, fear, jealousy, love, etc.);
- to teach them to understand their emotional states and the reasons that lead to them.

Practical skills combine psychological, pedagogical, methodological and technical-technological abilities, actions, skills of the individual in various fields of activity and communication.

Freedom of self-government, freedom to choose goals and means to achieve them; conscientiousness, critical approach to one's activities, broadness and awareness of actions, comparison of one's behavior with others, confidence in the future; it is

characterized by the ability to maintain and control one's physical and psychological state as required.

CONCLUSION

In summary, it should be noted that future professionals with an organizational culture should have the following skills: Ability to organize a team, motivate children to complete assignments and tasks. Ability to organize, plan, allocate time and use time efficiently. Monitor and inspect your activities.

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