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FORMATION OF STUDENTS' ORGANIZATIONAL SKILLS IN SCIENTIFIC LYCEUMS AS A SCIENTIFIC PROBLEM

Education in institutions of specialized education (Law of Ukraine "On Education"[1], Standard of Specialized Education of a Scientific Direction [3]) has a research-oriented nature and is aimed at creating conditions for the intellectual-creative, searching activity of education seekers, in-depth study of specialized subjects and formation of students' research-experimental, design, inventive skills. The result of education in such institutions is the formation of the appropriate level of students' research competence. Research competence involves students' ability to apply theoretical and empirical research methods, carry out technical processing, generalization, and practical application of information and research results, the ability to organize research, communicate and interact with others, and show creativity and a non-standard.

The ability to carry out research activities requires the formation of analytical, prognostic, projective, organizational, communicative, etc skill. A significant role among these skills belongs to organizational skills as the student's ability to perform their actions productively and efficiently.

The analysis of scientific domestic and foreign sources indicates the use of the following approaches to considering the problem of forming students' organizational skills: neuroscientific (N. Voytenko, H. Seli), psychological (M. Dembo, V. Rybalka, O. Yakovenko), sociological (P. Drucker, M. Lukashevich, K. Romero-Perez, E. Sanchez-Lissen), phenomenological (D. Jacobsma, M. Hall, etc.), pedagogical (J. Agolla, M. Dembo, N. Dudnik, etc.). The application of scientific provisions and principles of these approaches helps to take into account cognitive, psychological mechanisms, sociological characteristics, students' experience and comprehensive problem solving.

Organizational skills are metasubject. They go beyond the boundaries of a specific subject area, develop throughout the entire learning process, and are used in various situations of educational and extracurricular activities. These skills should be formed in students during the learning process. At the same time, the analysis of the student's training in institutions of general secondary education [2], the experience of



practical activities with students of higher education institutions, and the conclusions of studies on this problem show that school graduates have an insufficient level of relevant theoretical knowledge and practical skills, and therefore are not able to organize research effectively and productively.

45,2% of students gave an average assessment of their preparedness for research work at the beginning of studying at the university, 19,0% of people – low, and only 9,5% of people defined their preparation as high and 26,2% of people as sufficient.

Evaluating their experience and difficulties in the process of research work at the university, future teachers provided a list of organizational skills that, in their opinion, should be formed in school students: effective time allocation (47,6%), activity planning, determining the order of actions, drawing up an algorithm of research activities (28,6%), determining the priorities of activities (21,4%), the ability to work independently with sources (16,7%), the ability to observe discipline/self-discipline (16,7%), understanding the purpose of the activity, setting goals, predicting the result (14,3%), the ability to search for information (14,3%), the ability to organize the workplace, maintain order (11,9%), the ability to change the algorithm of actions depending on the conditions or situation (9,5 %), the ability to analyse and make decisions (7,1%), structure information, divide voluminous tasks into parts (4,8%), organize activities in interaction (4,8%), etc.

Students' organizational skills are manifested in the ability to rationally organize educational/research activities and consistently perform tasks, take into account intermediate results and, if necessary, adjust their actions to achieve the set goal. We will single out the following *organizational skills*: understanding the purpose of the activity, determined independently or under the guidance of a teacher/scientific supervisor; independently determining the purpose of the activity and tasks for its achievement; planning activities – to design the sequence of actions and methods of performing tasks; determine the priority of tasks and allocate time for their implementation; develop a task performance algorithm; to change the activity plan in connection with a change in the terms of execution; produce different options for solving the same problem; to combine different ways, techniques, and means of performing the task originally; be able to use the acquired experience; work individually and organize research activities in a pair, group, team; organize a workplace; predict the result of the activity. The organization of the students' research search is based on analytical activity – evaluation of one's own actions, results, diagnosis of difficulties and mistakes, their causes, and methods of elimination.

We will determine *the ways* of formation of organizational skills of scientific lyceum students: acquisition by the student of experience in applying organizational skills through the trial and error method (unguided, spontaneous, independent);



formation of organizational skills in the process of systematic cognitive and creative activity (situational, partially controlled); special training on the formation of students' organizational skills (targeted management of the process).

The formation of organizational skills in the student ensures a higher intensity of activity. At the same time, if the teacher acts as the organizer of the learning process, and the student performs tasks according to the algorithm regulated by the teacher and does not have his initiative, organizational skills are not formed. Therefore, in the process of learning school subjects, students' activities should be aimed at creative search, the development of cognitive interest, and the stimulation of creative activity. The system of tasks within the study of school subjects should include elements of experimental, search, constructive, and projective actions, oriented to obtain a result with the characteristics of non-standard, originality, and originality. Therefore, the prospects for further work are the development of a system of criteria for the selection of educational and training tasks and exercises for the development of students' organizational skills and their approval in the educational process of scientific lyceums.

References:

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