

Based on the ideas of national independence thinking in the person of the civil society, psychological factors have an important pedagogical importance in the development of civil culture. After all, psychological factors, that is, cognitive processes of a person (intuition, perception, thinking, memory, imagination, speech, attention), emotional-volitional states of a person (emotion, perception, interest, inclination, need), individual psychological characteristics of a person (goal, activity, temperament, character, ability) has a great influence on the formation of future medical workers as individuals and on becoming highly qualified specialists with high spiritual and moral potential.

The described research paper in the form of scientific article is based on the hypothesis that the process of forming a civic culture among students of pedagogical universities when studying the disciplines of the humanitarian block will be carried out more efficiently under the following conditions:

1. The thesaurus of the concepts of "citizenship" and "civic culture" in the system of pedagogical categories is defined, and the socially significant civic qualities of a student's personality are necessary for professional and social activities;
2. Theoretically substantiated and introduced into the educational process the technology of productive teaching and upbringing methods, aimed at the formation of a student's civic culture and involving the activation of the educational process through the content of academic disciplines that reflect issues of patriotism, citizenship and love for one's Motherland, as well as taking into account the optimality of building educational material using a range of didactic methods and means;
3. The levels of formation of civic culture among students of pedagogical universities were revealed, criteria and indicators for their identification were identified; a system of classes and educational activities has been developed that contributes to the successful formation of a civic culture.

On the basis of the established aim of the given investigation, the following objectives have been defined:

- I. Conducting analytical activities based on the study of scientific, methodological and psychological and pedagogical literature on the problem posed.
- II. Studying theoretical approaches to the formation of civic culture among students of pedagogical universities in the process of studying the disciplines of the humanitarian block;

It is known that a highly educated medical worker is a social individual. As a social individual, he is required to actively participate in the socio-economic development, spiritual and cultural life of the country. For this, he must have knowledge, enthusiasm, creative thinking, the issue of independent organization of his own activities, creativity, initiative, business and entrepreneurial skills. According to the information on the science of psychology, the period of preparation for receiving higher education corresponds to the period of studentship. Because, as the well-known psychologist, professor E. Gozиеv described, "Student period consists of the second stage of adolescence, includes 17-22-25 years and is characterized by a number of unique features and contradictions. Therefore, the period of adolescence begins with the realization of a person's social and professional status. During this

period, teenagers experience a kind of mental crisis or stress. In particular, he tries to quickly perform the roles of adults in various forms (whether he likes it or not), he begins to get used to new aspects of life. The process of transitioning to the lifestyle of adults creates internal contradictions related to the characteristics of a person's maturation [2, p. 31].

MATERIALS AND METHODS

The foregoing makes it possible to determine the contradictions between the prerequisites for the formation of a civic culture in a pedagogical university and the lack of the necessary technology for training and education, as well as between the perceived need of students to form socially significant personality traits in the context of civic culture and the unpreparedness of the vocational education system to implement this task.

In this regard, an analysis of foreign and domestic literature was carried out, which revealed that the theoretical issues of updating the content of education and upbringing of young people in modern social conditions, the formation of the spiritual culture of the younger generation, familiarizing students with world and domestic culture are considered in the works of domestic philosophers, teachers, sociologists G.S.Batishcheva, L.N.Bogolyubova, L.P.Bueva, E.V.Bondarevskaya, T.I.Vlasova, G.N.Volkova, M.P.Zhuravleva, I.F.Klimenko, V.M.Korotova, B.T.Likhachev, I.S.Maryenko, V.S.Nagaeva, M.G.Taychinova, N.E.Shchurkova. A great contribution to the study of the problem of civic education was made by well-known scientists and teachers V.G.Belinsky, A.I.Herzen, N.A.Dobrolyubov, G.Kershensteiner, A.S.Makarenko, A.N.Radishchev, V.A.Sukhomlinsky, K.D.Ushinsky, N.G.Chernyshevsky. The problem of civic education is revealed in the works of modern teachers F.B.Gorelik, I.F.Isaeva, A.I.Mishchenko, V.P.Pakhomov, V.A.Slastenina, E.V.Solovieva, who emphasized that civic education is, first of all, the personal development of the pupil. A.B.Gutnikov, T.Zhabkina, A.N.Ioffe, E.M.Kin, M.Kovyneva, K.P.Krakovsky, V.P.Pakhomov, E.B.Potemkin, V.N.Pronkin, Zh.Rozhneva, D.Rowe, T.Thorpe and others.

As for the methods, applied in the considered article, I can surely affirm that modern philosophical-culturological and scientific-pedagogical approaches to the problems of socialization of young people, introducing students to culture in education, civic education form the methodological basis of the given research. It also claims the general methodological principles of modern pedagogy and psychology in the theoretical study of the educational process, in particular the civic education of the individual, in modern sociocultural conditions, in the organization of pedagogical activities in the preparation, planning, conducting and evaluating the results of experimental work [3, p. 68].

To summarize this section, I can underline the following theoretical-empirical methods of investigation, which were used to organize and conduct the study.

I. Theoretical methods: analysis of philosophical, psychological-pedagogical and scientific-methodical literature on the topic of research, study of textbooks, educational and teaching aids and curricula.

II. Empirical methods: pedagogical experiment and retrospective analysis of the results of the researcher's work on the civic education of students in the process of studying the disciplines of the humanitarian block; observation of the practice of teaching and educational activities in pedagogical universities, generalization and analysis of pedagogical experience; development and testing of experimental teaching methods; methods for systematizing and analyzing the results of experimental activities, including participant observation, conversations and surveys, sections of knowledge, studying the results of educational activities of students of pedagogical universities, retrospective observation of the processes of socialization of the individual, the characteristics of their moral motivation and activities in society.

RESULTS

The actual results of the carried out investigation unveil the theoretical approaches and pedagogical practice of the formation of civic culture among students of pedagogical universities in the study of disciplines of the humanitarian block were substantiated; the educational potential in the process of professional and pedagogical training has been identified, methodological techniques and means of their use in the process of training teaching staff have been developed that contribute to the formation of a civic culture, the development of socially significant beliefs and moral values, the formation of an active conscious position of a citizen and patriot of Russia, which expands the theoretical ideas about the educational opportunities of higher education in the new social conditions [4, p. 410].

The work has practical significance, which consists in improving the educational and methodological support of the process of education in higher education, deepening the content of the disciplines of the humanitarian block, purposefully focused on educating the civic qualities of the student's personality in educational activities. The methodological recommendations developed in the course of the study can be used by teachers of special educational institutions and universities, as well as specialists of methodological centers, institutions for advanced training of educators to enrich the content, means and methods of civic education in the system of higher professional education.

An analysis of the psychological, pedagogical and scientific and methodological literature made it possible to determine that citizenship is a part of the basic culture of an individual associated with the upbringing of socially significant qualities of an individual, and the formation of a civic culture allows an individual to gain inner freedom and respect for state power, love for Motherland and the desire for peace, self-esteem and discipline, the harmonious manifestation of patriotic feelings and a culture of interethnic communication.

In addition, based on the analysis of the literature, it can be said that the concept of "citizenship" acts as a set of ideological, political, legal and moral qualities that determine the essence and characteristics of a person as a citizen and form him. The main goal of civic education is to prepare young people for responsible participation in the life of the country. Its essence lies in the assimilation of the ideas and humanistic values that underlie the modern constitutional order and organization of the life of a democratic society. [5, p. 18]. The essence of education is the culture of the subject, which is embodied in his position as a set of positive socially significant

values for a given society. One of the most important points is the result of the educational process, which in our case is expressed as the level of formation of civic culture among students when studying the disciplines of the humanitarian block.

DISCUSSION

In order to comprehend the main thesis of the research, we have to discuss its main integral terms. One of them such terms is motive. So, motive is a conscious action that gives a person inner desire and interest. A motive becomes a source of action as an aspiration [6, p. 460].

Motive (lat. Moteo-motivate, motive-exclamatory reason) is a tendency or reason aimed at mental and practical action, understanding of reality, satisfaction of moral needs, assimilation of educational information, socio-ethical rules, understanding of the meaning of life, making life plans, future professional serves as an internal motivation in determining the direction of activity.

It is known that when every person passes from one age to another, changes occur in his anatomical and physiological characteristics, and certain changes occur in his personal and mental state. In the early stages of the student period, getting used to the new micro-environmental conditions, understanding the requirements, procedures, obligations of the new environment establishes a new view of interpersonal relations. As a result, the student's personal characteristics and social relations become highly relevant and increase their importance as valuable guiding factors and behavior management. In this case, the realization of the motive is characterized by the student's personal success (himself), collective (group) and activity (task) orientation.

The direction of motives is directly and indirectly determined by the result of the level of interrelationship of motives of group members. The closer the group is, the more productive and positive the result of the motive will be. Motive is distinguished by its goal or process orientation. Therefore, if each student has a separate motive from the group, it weakens the activity of the group members first of all. Values that are important in society and a positive attitude to the educational process lead to increased motivation of each group member and the whole group.

In the motivation of human development, social activism is clearly expressed in its attitude to ideology, law and morality. Motives influence human activity and every action. This is very important in the motivation of human spiritual development.

It is known that in our independent society, social ethics and law determine the objective content of the behavior and actions of citizens. Social morality is an external manifestation of normative actions, and even if it does not correspond to the motives of internal aspirations, it originates from the objective content of moral norms of human society. A person adapts his personal interests and aspirations to the interests of society based on social-essential moral requirements. Such actions of a person arise from his duty and responsibility towards the society and the people. Take, for example, youth entrepreneurship. They should accept these activities as their duty to the people, Motherland, and society. They give up their own interests and try to align their personal interests with the interests of the community. This

shows a deep understanding of the social duty, which should be inculcated in all our youth.

A person's personal interests may not always coincide with the demands of society. However, even when a person is inconvenient from the point of view of the situation, circumstances, time, homeland, people's interests, he accepts it as a social duty and a requirement of the situation and tries to act in this direction. In this behavior of a person, his civil culture is manifested as a guiding force. A deep inner essence lies in the fact that a personal thing important for a person acquires a social essence and it acquires a personal significance for a person - a factor that determines a person's moral character or culture. Socially important ethical and legal norms acquire a personal quality and give a person inner strength, initiative, and cheerfulness.

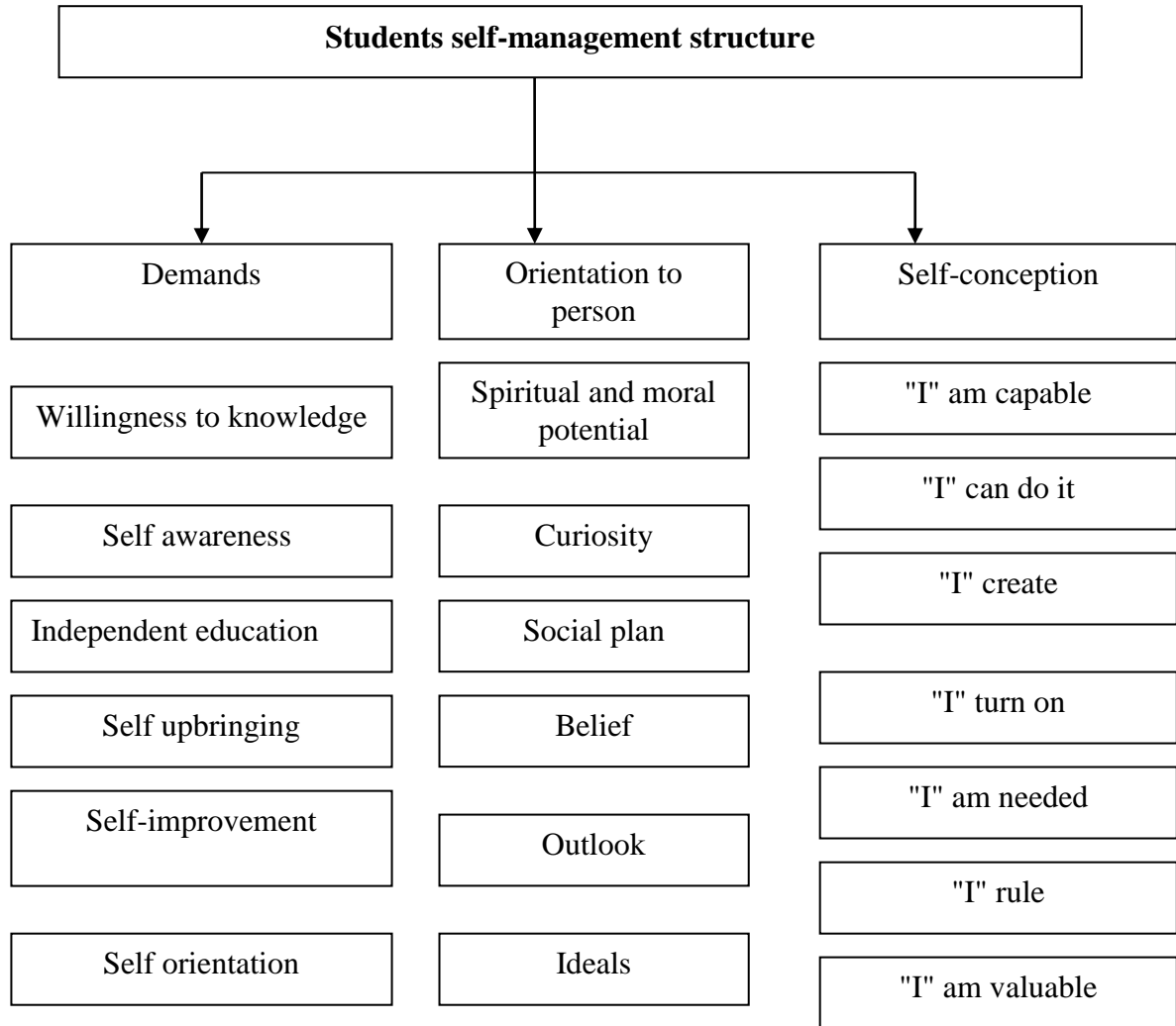
In the process of living, a person feels the need for things in the external world and for another person. Needs: acquires a biological and social orientation. Biological factors mainly consist of purely physiological needs of the organism and desire for a person of the opposite sex. Social needs: being spiritual and cultural, knowing, meeting intellectual requirements; consists of aesthetic taste, moral aspects and human relations. The fulfillment of needs depends on the motives of the individual's activity, the level of development of his civil culture, and the orientation, beliefs and ideals of his activity. In this sense, needs act as a person's pursuit of a goal, interests and aspirations, inclinations and feeling the need for things around (external world) and are manifested in his activities. Taking this into account, it can be noted that civil culture has been formed in them, depending on the activities of people.

Proper orientation of students' activities, needs, interests, formation of civic consciousness leads to development of civic culture in students. Interests and inclinations are closely connected with the emotional life of young people, and they serve as a source of goal striving, providing individual activity in their relationship. Interests that arise based on need are material and spiritual. Satisfying the interest that has arisen in human activity creates new interests and motivates the activity to new actions. It can be said that these are the unique psychological features of the approach to the process of developing civic culture in students.

In this case, civil culture is manifested in the form of a set of norms of human behavior. In some cases, in the form of an image, it embodies the valuable and noteworthy features of a person's character and serves as an example. Civic culture is not a characteristic of a person or existing norms of behavior, but it expresses what he lacks or how he wants to see himself. Human civil culture is a future-oriented model that should be achieved. As the best features of people or a single person, they influence the development and improvement of the individual or the whole society and in this respect direct them.

Another psychological feature of them is that students have a structure of self-regulation and willpower. This structure can be observed in the table below [7, p. 34].

Table 1.



The needs provided for in the table represent their material, spiritual, physiological, and social needs as a mechanism reflecting students' activity and mental state. These mechanisms provide for the formation of self-awareness, the development of positive qualities in the student's personality, the re-education of negative characteristics, and on this basis, they help to educate them well.

Personal orientation is the totality of the student's determined actions and activities in the way of acquiring the future profession, it explains the student's spiritual and moral maturity, interests, social plan, faith, worldview, and ideals.

In the second period of adolescence, interests have the character of growth, and they cover not only the student's academic activities, but also the student's material and spiritual life. Therefore, the student's social life, cognitive activity, and economic life appear as the driving force.

Spiritual and moral potential is manifested as a subjective factor of the student's behavior, intelligence, ideological views, and ensures that his actions are based on the requirements of the time.

The perfection of faith is considered characteristic for the youth of this period, and it is considered an important factor in the formation of civil culture in students. After all, faith expresses the student's confidence in the goal he has set for himself, strengthens his future profession, mastering the basics of science, adherence

to moral standards, loyalty to the family, and love for the Motherland. After all, knowledge (theory, idea, doctrine) that has become a belief is a force capable of improving human practical activity. From this point of view, if students are able to raise the interest in learning, love for the Motherland, loyalty to the country, trust in building a civil society to the level of faith, civil culture among the working people of the country. it will be possible to reach a great area of development.

CONCLUSION

Summing up, the need, interest and culture form a diverse and multifaceted and single (holistic) orientation of the individual and are manifested in the form of motivation (driving force) of human activity. The essence of civic culture also depends on the image of a person. Image determines the direction, character, content of civilization. A person's appearance affects the content of his needs, interests and culture. The characteristics of the human image, such as moral purity, honesty, and nobility, determine the content of the breadth of needs, interests, and culture, and express the range and breadth of a person's personality. The spiritual image of a person is a criterion that determines the essence and breadth of his needs, interests, culture.

The results of the scientific study confirmed the hypothesis about the effectiveness of using the technology of productive teaching methods.

Activities based on interests and desires, achieving a certain result, create the basis for the formation of students' worldview, the formation of independent decision-making skills. helps to strengthen information about him, to have a decent position in society. On this basis, it leads to the formation of civil culture in the student.

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