



DEVELOPMENT OF SOCIALLY ACTIVE CIVIL COMPETENCIES IN STUDENTS – AS A SOCIAL PEDAGOGICAL NECESSITY

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Article History Received: 08July2023 Revised: 29 Sept 2023 Accepted: 25 Oct 2023 CCLicense CC-BY-NC-SA 4.0	Annotation. This article describes the social pedagogical foundations of the development of socially active civil competencies in students, as well as reflections on pedagogical possibilities. The article presents the issue of building on an individual approach to the development of civil competence in students as a final conclusion. Keywords: citizen, socially active, active citizen, civil education, competence, development.
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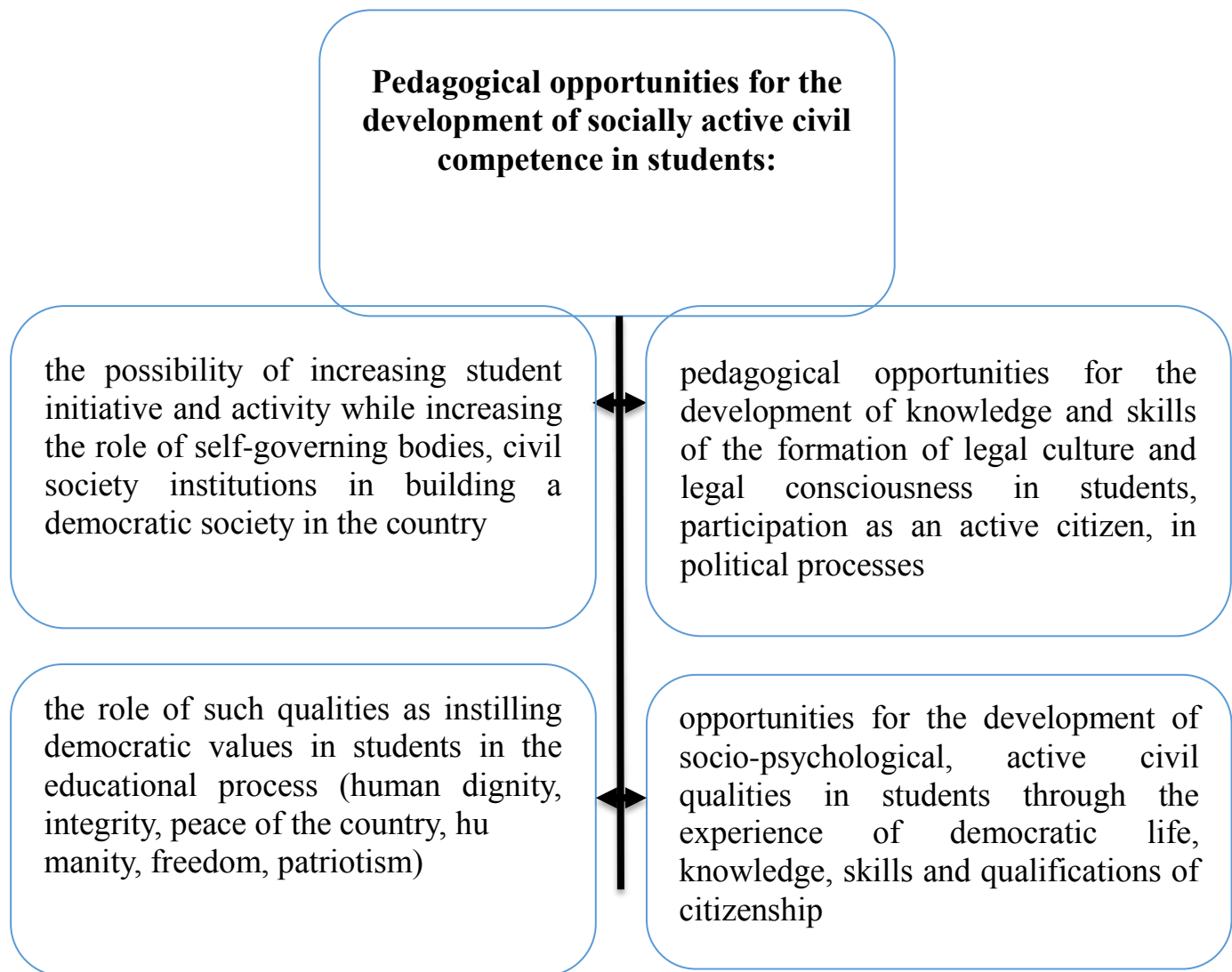
Introduction

While the development of society plays an important role in the maturation of young people as a full-fledged adult in our country, its activation as a socially active citizen plays an important role. The development of socially active civil competencies in students is becoming an urgent issue today. Approaches related to the perception of the essence of the concepts of citizen, active citizenship, have been interpreted differently in different darvs. The purpose of the education for the development of socially active civil competence has always been the desire of a person to actively work in society, to actively participate in the socio – political life of the state, to have an active civil position. Nevertheless, the role of state and society in human life has been interpreted in different ways. The role of socially active civil education in a just democratic society is interpreted in a completely special way. The development of socially active civil competencies in students, through the feeling of immunity to events, phenomena and processes occurring in society, such qualities as active participation in the changes taking place in the life of society, knowledge of its active civil duty, obligation and rights, compliance with it, treatment in legal relations and possession of a legal culture are developed. In the development of socially active civil competencies in students, an important place is occupied by the development of active civil competence in education in the spirit of Democratic state, civil society building, patriotism, national identity, people's welfare, respect for laws through the disciplines “strategy for the development of Uzbekistan: civil society”, “Political Science”, “Social Pedagogy”, “national idea: basic concepts and principles”.

Literature analysis and methodology

The formation and development of civil competencies in young people in foreign countries is instilled on the basis of the subject “civil education”. The science of "civil education" is instilled in young people the foundations of civil society, the construction of a Democratic state, since the social role of a citizen is manifested primarily in his participation in democratic processes and

institutions. In particular, in Austria, the term "political education" is often used instead of "civic education". In his research, Frumin wrote that T.Kalsuonis has proposed the use of the concept of "democratic civic education" "because in his research work he presupposes the importance of developing and developing democratic mechanisms rather than all the values, skills and knowledge of the citizen". For example, in Austria, since 1978, the law "civil education in educational institutions" has been in effect, stating in the law: "civil education is the basis of the development of the individual as well as the future development of society as a whole. The main rule of civil education is the education of democratic consciousness, universal thinking and openness in the world, it will depend on the understanding of the global problems of humanity", explained. Within the framework of this discipline, great attention is paid to the training of pedagogical personnel. In the education system of the Netherlands, the role of educating the younger generation in the country in the development of universal civil competence is invaluable. Because, the education of the younger generation in the country is directed through the subject "civil education": "it is considered to provide students-young people with historical and political-managerial knowledge, imagination and qualifications, and according to them, young people, as members of various life systems, as consumers and producers, citizens of the state and the whole world, can participate in historically arising social structures". Thus, through the established goal, the issue of providing knowledge for the formation of an active civil position, solving specific tasks for creating conditions through the development of knowledge, skills and competencies in them is emphasized. In England and Ireland, citizens are instilled with social political knowledge through elective courses in civic education. The social activist began to pay attention to the elementary and basic school system in the upbringing of the younger generation with a civil position. Based on various educational modules for pupils, from 2000 civic education in England became compulsory education. Thus, the development of active civil competence in young people is seen as an activity aimed at increasing the role of citizens in social life by making decisions about civil society.



1.- fig. Pedagogical opportunities for the development of socially active civil competence

Because, the development of socially active civil competence in students can be viewed as a condition for the construction of a democratic legal state and the social stability of society, the gradual increase in its Sustainable Development.

In the decision of the Cabinet of Ministers of the Republic of Uzbekistan "on approval of State Educational Standards of General secondary and secondary special, vocational education" dated April 6, 2017, No. 187 of the formation of socially active civil competencies in the general secondary education system of our country, the development of this formed competence in the higher education system takes an important place.

The development of socially active civil competencies in students made it possible to clarify as a social pedagogical necessity, to highlight the following considerations in our opinion:

- the main task of civil society in the upbringing of the younger generation is to mature a socially active citizen;
- to ensure socially active participation of society in all spheres of life by instilling in students the idea of building a Democratic state;
- to ensure the faolishtirok of students in the construction of civil society, instilling the ideas of

interethnic harmony, interreligious tolerance, people's well-being, perfect man;

- preparation of students for independent life and development of socio-political, legal literacy in them;
- to increase the development of socially active civil competencies in students by showing activity in social projects such as “mentoring”, “student minbar”;
- it is possible to develop socially active civil competencies in higher education institutions, through “active participation in the activities of youth union associations, wide involvement in the activities of self-governing bodies.”

The reforms carried out in the educational system to the fundamental changes carried out in our country pay off. "Reform means renewal, change. In order for reforms to give a positive result, first of all, our leaders and people need to change. When a person changes, society changes". Because at the time of any reform, the activity, initiative of our youth and the work of supporting their scientific and creative ideas are evidence of the well-being of society tomorrow. Therefore, the development of civil competence in social tarot is an important initiating factor in the way of building a state, legal equality, Democratic state, civil society.

Dj.Patrick, Margaret Branson, Charles Quigley, P.White, as well as Canadian educators A.Siars and A.Hughes argues that the most important factors in the development of active civic competence in research work are “the desire to support and promote democracy, achieved through qualities that promote the development of civil society.

Considering that the development of active civil competence in several developed countries of the world is formed and developed through the science of "civil education". The models for the organization of the science of “civic education” in the education of young people with active civic positions in the following countries have been interpreted in different ways:

1) the subject of “civil education” can be taught as a special educational subject with systematized socio-political, legal content. For example, in Bulgaria there are many programs for schools, pedagogical colleges, institutions of secondary and technical education, gymnasiums approved by the Ministry of public education for civil education. Subject names vary: “civic education”, “civic education in political economy”, “Social Studies and civic education”, “social ethics”, “moral and civic education”, etc.

2) in western European countries, an interdisciplinary, instrumental approach is a priority - the “absorbing” model of civil education, in which materials on citizenship are embedded in the content of all educational disciplines. In Austria, for example, political education as a separate academic discipline is given not only in certain directed types of education, but also in educational institutions. Citizenship education in the Netherlands is done through two disciplines: history and citizenship. In educational institutions in England, an interdisciplinary approach prevails, the feasibility of which is explained by the absence of a scientific discipline corresponding to the subject content of the course “citizenship”. There, civic education is through all academic disciplines supplemented by additional special courses. In France, most of the problems of civil society are studied in history classes, while the discussion of the problems of democracy and Human Rights is often criticized for its declarative nature.

3) Civil education is organized on the example of courses such as “government and constitution” in the United States or “values and norms” in Germany. In the materials of the Ministry of education of the state of Israel, the section devoted to civil education states that “civil education is built on the values of the state of Israel as a state of Judaism and a Democratic state”. A group of researchers at the University of Wisconsin-Lincoln considered this system of teaching to be important with an

emphasis on the formation of competencies of the ability of public control to influence civic education.

4) in foreign mamalakats, science programs for the subject “civil education” – the absorption of the ideas of civil society in students, the construction of a Democratic state-are shown to be carried out through special tasks for the development of personal qualities in the development of active civil competencies and extracurricular practical and social projects. For example, the disciplines of history and sociology of the Netherlands, the United States, Germany are instilled by educators through methods of directing them not to convey knowledge, but to convey discussion and information methods.

In most developed countries of the world, there are special training programs for teaching students to resolve and negotiate conflicts that occur between them. Because, teachers are advised to focus on the formation and observation of their qualifications on special communications, social behavior and interaction occupy an important place among students in various disciplines. The problem-solving approach, which represents the principles of open society, is widely used to provide conditions for activating the educational system, to acquaint students with real-life content.

The science “strategy for the development of Uzbekistan:civil society” in higher educational institutions of the Republic provides for the development of socially active civil competence through social education in ensuring student-youth participation in the socio-democratic environment or changes in society that develop socio-political knowledge and in democratic reforms for the construction of civil society in our country.

Social upbringing is an important form of upbringing, upbringing that expresses the purposeful spiritual influence shown to the whole society, people, nation and class. Social education is the process of formation and development of the individual consciousness and thinking, the spiritual and educational world in harmony with the goals and objectives of society, active participation of people in socio-economic and cultural life, a set of noble influences and factors. The main goal of social education is to unite citizens around a single nationwide idea of mobilizing them to build a humane democratic society, a legal state. In social education, parental love, love of the motherland, teacher-discipleship traditions, national values, neighborhood and community control also have a great power of influence and are important in youth maturation.

Students can achieve the desired goal by creating an atmosphere of active cooperation between students and parents of the educational institution by developing the activities of students, parent councils, including in the social life of the higher education institution, in the activities of initiative and volunteer groups, self-governing bodies, community organizations, “Gifted Youth” Science Clubs.

N.M.In his scientific research, Voskresenskaya envisaged the creation of a project model of civil education in the upbringing of an active citizen, the development and implementation of a social project aimed at identifying, analyzing and solving a particular social problem of students. In his views, the scientist envisaged active activities of students in the design activities of their choice of a particular social problem, the development of options for its analysis and solution. In this, social competencies are occupied, while adolescents adapt to making responsible decisions to improve the social situation in the surrounding community. The effectiveness of social education through civic education in students, combining with socially active methods of assimilation (trainings, business Games, discussions, mental attack, interactive methodologies, etc.k.) account is achieved. In addition to the formation of personality consciousness in civil education (conversation, controversy, example, instruction, explanation, etc.k.), methods of organizing and stimulating the behavior and

activities of students (requirements, social thought, educational situations, incentives, punishment) are widely used.

In students, the development of socially active civil competencies is indicated by foreign educators using many extracurricular practices to form democratic values and individual qualities: the role of democratic institutions in the upbringing of the younger generation is important.

The development of socially active civil competencies in students is socialized under the influence of civil society institutions, public organizations, norms and rules and expresses the presence of knowledge, skills and qualifications applied to the political sphere of society, the indicator of the activity of the individual, the theoretical issues of the formation of civil competence Yu.V.Podlesnaya's research work on the topic "civil competence in modern society: political science aspects of formation" also occupies a special place. Also important in the development of active civic qualities in his research is the fact that the scientist has undergone an in-depth analysis of events and phenomena taking place in the political life of society.

The concept of the development of the higher education system in the Republic of Uzbekistan until 2030 is based on the needs of the social sphere and economic sectors of the higher education system, improving the quality of education on the basis of ensuring a strong integration of Science, Education and production, training competitive personnel, effective organization of scientific and innovative activities, developing international cooperation, as well, The decree of the president of the Republic of Uzbekistan dated July 11, 2019 No. PQ-4391 "on measures to introduce new principles of management into the higher and secondary special education system" was developed in order to ensure the implementation. This concept determines the stages of development in the strategic goals, priorities, tasks, medium and long-term prospects of the development of higher education in the Republic of Uzbekistan, and provides the basis for the development of field-specific science programs and complex measures. Thus, focusing on research on the development of socially active civil competencies in students from the point of view of a competency approach based on the concept, it is necessary to pay attention to the work studied by scientists.

The assumptions about the problem of research indicate that scientists of our republic on the problems of Initiative, development of social activity in students are X.M.Tojiboyeva, N.N.Djamilova, Q.Q.Quronboyev, B. S. Shermuhammadov, G.J.Tulenovas touched on the scientific and theoretical foundations of the development of social activity in young people.

X.M.In the work of scientific research, Tojiboyeva interpreted social activity as a goal– oriented activity of an individual, as a concept that expresses a high view of his individual attitude and systemic behavior towards social reality. Social activity is a strong activity in relation to normative and normal. Increasing the social activity of the student-youth is the process of organizing education between them."

N.N.Djamilova expressed that "initiative is the ability to promote new ideas and proposals for success in educational and professional activities, as well as to manifest themselves in practical activities." Students are an important factor in the development of socially active civil competencies in such qualities as their initiative, responsibility, perseverance.

Q.Q.In his study, Quronboyev touched on the issues of "methods and content of the development of spiritual and social activities of students, pedagogical foundations, spiritual and moral problems, the place of conscious discipline in youth education, duty and responsibility, content of public qualities."

In the study of B. S. Shermuhammadov, the issues "abilities of social activity in young people, pre-identification of potential growth in scientific and practical terms, creative thinking" are expressed.

The development of socially active civil competence of scientists of our country and abroad is studied in connection with the development of the following problems:

humanization of education, A. Avloni, E. Yusupov, O. Musurmonova, N. M. Egamberdiyeva, A. Begmatov, A. D. Aliyarov, Ye. V. Bondarevskaya, I. A. Zimnyaya, M. S. Kagan, V. D. Shadrikov, etc.;

non-violence and tolerance (Husayn Voiz Koshfiy, M.Mamajonov, J.G'.Yuldoshev, S.Khasanov, N.D.Kasimova, Yu.M.Orlov);

personality formation, achieving a certain level of flexibility and self-actualization (G.B. Shoumarov, E.G. Goziyev, S.N. Jorayeva, S.N. Jorayeva, Z.T. Soliyeva, Slavskaya-Abulkhanovava et al.).

O. Musurmonova's education is based on the construction of internal management of human behavior, such as moral consciousness, conscience, duty, responsibility, modesty, and pride. The main principles that make up the core of morality are humanity, democracy, honest work, mutual aid, friendship, cooperation, mutual respect, internationalism, patriotism, attention to nature and the environment, a sense of duty and humility. In his research he expressed such human qualities as the denial of hypocrisy and loneliness.

N.M. Egamberdiyeva spoke about the issues of humanization of the educational process: "humanization of education means focusing education on the person as its leading trend, creating conditions for the manifestation and development of his individuality. It is aimed at maximum satisfaction in human higher needs: self-expression, self-realization, spiritual, social and professional formation, from the danger of losing one's uniqueness, alienation from life, natural world and culture. researched such issues as "encourage protection".

S. Jorayeva touched upon the issue of the young generation: "The young people feel responsible for the fate of the Motherland and the nation and feel a sense of courage" Education of the younger generation in the society occupies an important place at different times.

A. Begmatov, personal activity in the educational process "if there is a harmony between the interests of the society and the interests of the individual, such a situation makes the individual active in the interests of the society, and thus, in the interests of his own. "encourages to show" and touched on the issue of the importance of the principle of humanitarianism in human education.

In her research, Z.T.Soliyeva focused on the issues of developing the spiritual culture of the student personality: "understanding students as a biological and psychic, social and spiritual, awareness and self-awareness, rational and irrational unit; to be seen as a person who needs pedagogical support and requires individual treatment; respect for the role of high social values in the development of human personality, the individuality and uniqueness of each student; "recognition of his social rights and freedoms".

A.M. Knyazev" distinguishes three stages of the formation of a person as a citizen and justifies the possibility of evaluating citizenship competence as a result of the subject of "Citizenship Education": a person's knowledge of civil rights and obligations and the history of the country; his system of attitude towards himself as a citizen, civil society and the state, civil rights and obligations; civil duty and obligation of a citizen, the interests of the state in civil society, civil behavior of a person; focuses on the civic values and confidence of the individual.

Conclusion

Therefore, the development of the subjective quality of a person in the development of socially active civic competences depends on taking into account the purely individual acquisition of knowledge, the subjective motivations of teaching, the attitude to the subject of education, the

abilities, personal qualities and experience of the learner. The need to develop skills and competencies requires an individual approach to the development of civic competence.

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