



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00822.3

PEDAGOGICAL AND PSYCHOLOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF SOCIAL ACTIVE CIVIL COMPETENCES IN STUDENTS

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ABSTRACT

In this article, students develop approaches to active civic initiatives, nurture as a person of intellectual potential, develop socially active civic competence, approaches to the concept of citizenship, the concept of active citizenship, socially active civic education, the goal of active participation in society, political through the means of pedagogical and psychological influence on the development of a professional profession on the way to building a free democratic state, civil society by striving to participate in life, to have an active civil position.

KEYWORDS: *Competence, Citizen, Active Citizen, Initiative, Socio-Professionalism, Perfection, Generosity, Justice, Democracy, Civil Society, Education, Ethics, Legal Thinking.*

INTRODUCTION

In the world education system, models for the development of socially active civic competencies in students through participation in the socio-political life of society have been put into practice. The Incheon Declaration of UNESCO, funded until 2030, recognizes “Education as a key driving force and an important activity leading to sustainable development goals”. On this basis, systematic work is being done to develop active civic competencies in the education system of the United States, France, Russia, Germany, England.

The following scientific assumptions play an important role in the development of students in the education system as socially active, harmoniously developed individuals: factors influencing the development of socially active civic competencies in students (intellectual, motivational, emotional, volitional, self-government, subject-practical, existential) protection of civil rights,

voluntary self-control, the acquisition of socially significant situations, the creation of conditions conducive to state and society ideology improvement on the basis of; development of socially active civic competencies in students from imaginary types (interactive methods, creative thinking, sociodrama) to synergy (structural, functional, phenomenal) on the basis of demonstration of civic qualities and initiatives of the educational institution in the form of social and community life; model of development of socially active civic competencies in students, functions of pedagogical process (intellectual, motivational, emotional, volitional, systemic, competent, active, creative) civic and social projects, improvement in the social direction, on the basis of systematization of the level of confidence and the structure of social behavior;

It is important to determine the level of social pedagogical individual qualities that affect the student's personality, the level of assessment of the development of socially active civic competence (necessary, optimal, maximum) on the basis of ethical systematization of democratic values, humanity, ideals. One of the basic rules of the competency approach in education is to understand competence as a subjective quality of a person. This is reflected in the collective nature of learning activities and the acquisition of knowledge through rigid social factors, the development of skills and competencies in students related to subjective motives of learning, attitude to the subject, taking into account the abilities and experience of the learner. Therefore, it is important to consider the research work in recent years, the development of socially active civic competence as a factor influencing the social qualities of students in the education system.

The researches of A.Bine, J.Dewey, A.Maslow, K.Rodgersa and others helped to formalize the fundamental basis of pedagogical conditions of individual approach to the educational process in pedagogy as a "basic concept", its expression in the practice of teacher training in the completely independent work of students (A.K. Ellis, RJMarzano, A.Ornstein, F.Hunkins, V.Zimmerman, etc.).

V.M Rosin emphasized the importance of education through independent learning, trying to "ensure that the educational effects are individual from a particular period and provide the individual with freedom of choice, the individuality of the direction of education."

AS Zapesotsky noted that modern society aims to improve the educational process based on the ideas of individual approach, creating great opportunities for the expression of personality. However, the clear meaning of this concept is that each depends on what goals and means are meant when it comes to an individual approach in a particular case.

There are significant differences in the use of this concept in many countries, in the work of different researchers, and in the practice of an educational institution. The individual qualities of students and the problem of their differentiated learning are of concern to teachers and scholars and are viewed not only as a socio-psychological and philosophical but also a pedagogical problem. Inge Unt gave the most concise definition of an individual approach to the learning process. He understands this as "the development of the individual characteristics of students in the learning process, through all its forms and methods, regardless of any characteristics and norms". Inge Unt also believes that in practice it refers to a relative individual approach rather than an absolute one.

TABLE 2.2.1 PEDAGOGICAL CONDITIONS OF THE MODEL OF DEVELOPMENT OF SOCIALLY ACTIVE CIVIC COMPETENCIES IN STUDENTS:

Pedagogical conditions for the development of socially active civic competencies in students

development of all areas of individual qualities of the student's personality in the classroom and extracurricular activities of students (volunteering, independent work on the knowledge acquired in the classroom);

increase the opportunities for educational content in the development of pedagogical and psychological qualities of students, which are a component of socially active civic competence;

relying on the principles of individual approach through pedagogical and psychological support of students in the development of socially active civic competencies;

continuous monitoring of the level of components of active civic competence in the development of socially active civic competencies;

creating opportunities for student self-expression during educational and social design activities (volunteer activities, seminars, active science clubs);

analysis of the process of development of socially active civic competencies through the development of individual qualities of the student;

organization of spiritual, moral educational classes in the educational process of the educational institution, ensuring the compatibility of knowledge, skills and abilities of students with active civil activity of their own initiative in building civil society in the country;

In our study, the pedagogical conditions for the development of socially active civic competence of students are integrated with the qualities of individual development. In her research, TV

Burlakova describes the individual approach as a pedagogical process by the interconnectedness and interdependence of its internal and external aspects.

The development of socially active civic competencies in students, the view of them as a subject, leads to the need to change attitudes through three basic rules:

- pre-determination of individual behavior (recognition of each student's right to individual choice and, accordingly, a person's strict prediction and refusal to manage the student's learning activities in accordance with the purpose);
- personality values (refraining from classifying students on the basis of good-bad criteria in terms of assessing their abilities, while maintaining the criteria for assessment of specific aspects of student behavior);
- Rareness of individual capabilities (readiness of the student to be accepted as another person with separate, unique qualities and individual peculiarities of his own development).
- Among the conditions for the development of socially active civic competencies are developed through objective (democratic lifestyle of the educational institution, openness of its educational system, educational technologies, etc.) and subjective (socially active civic competence and personal qualities of teachers) conditions.

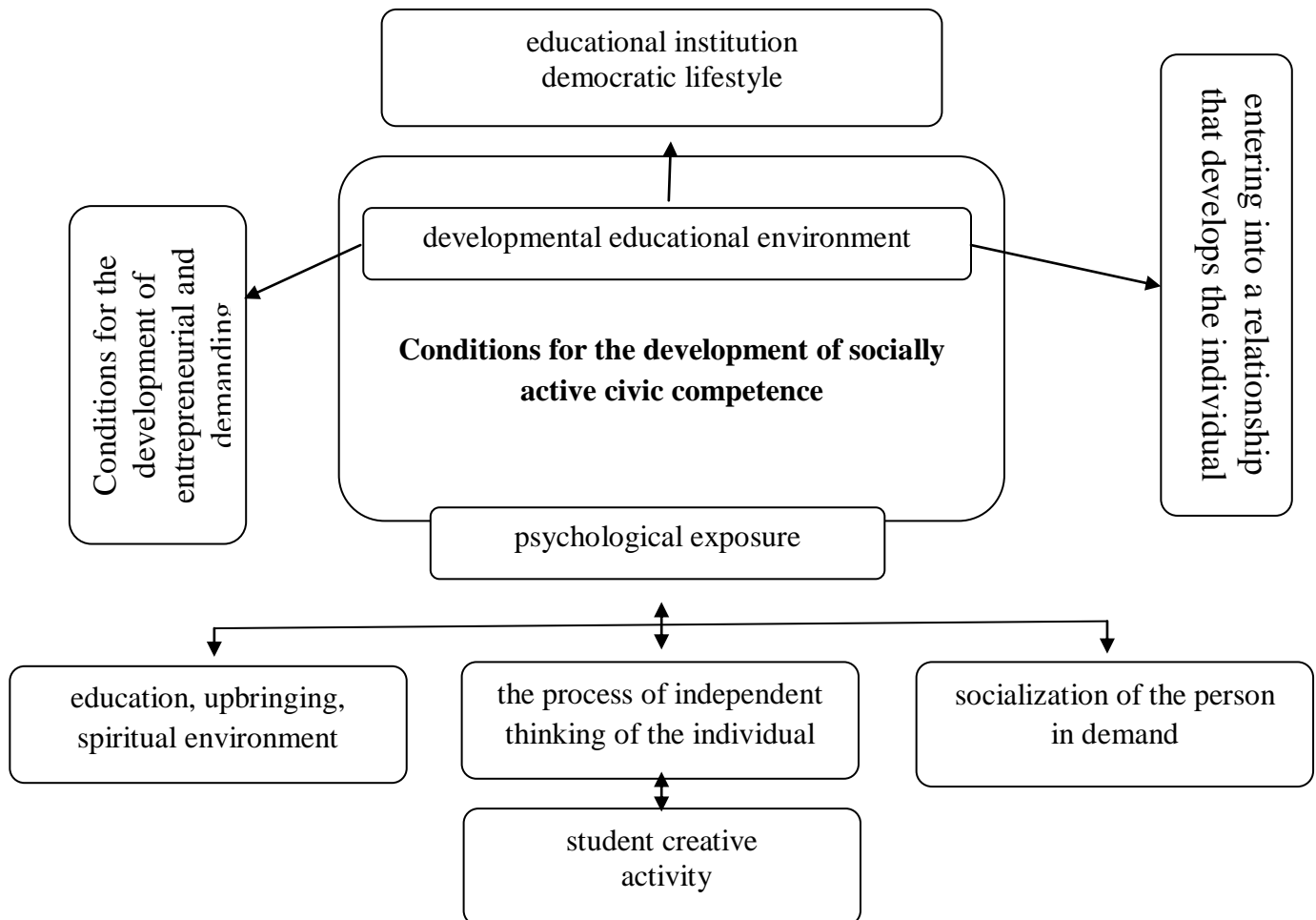


Figure 2.2. Conditions for the development of socially active civic competence in students

In addition, among the competencies related to the interaction of the social sphere in man, the competencies of social interaction are: communication with society, community, family, friends, partners and their resolution, cooperation, tolerance, self-respect, respect for the younger (race), nationality, religion, status, gender), social perfection plays an important role.

Development of socially active civic competencies Students acquire certain ideas, beliefs and relevant moral values, active citizenship position, civic values (respect for the basic values of national and universal culture). Traditional values are manifested in the development through patriotism, service to one's people, humanity, the supremacy of spiritual and moral values over material-pragmatic, human rights, inter-religious tolerance and other moral qualities.

A. Maslow emphasizes that the role of teacher-learner cooperation in the formation of mental qualities in students is not the basis of mastering the basics of science, but the process of acquiring socio-cultural qualities of the individual.

Through the concept of civic competence, E.V Baryshnikova described the active civic knowledge and skills, the valuable areas of mastered civic methods provided in the basic and vocational education programs as a socially acceptable quality.

Based on the model of competence development - basic, specialty, special courses, organization of social practice, development of the system of social partnership and separation of the educational module in the development of students' extracurricular activities, self-government, university public organizations, volunteering with them lies in the implementation of the principles of integrated teaching. A democratic way of life in an educational institution is a necessary condition for achieving this goal.

A.M Knyazev introduces the concept of citizenship as an integrative feature of the individual, which includes socio-cultural, spiritual, moral, cognitive, relational, volitional, moral and reflexive-regulatory components in the basis of civic competence.

Based on the research experience of EV Barishnikova, BA Ozerova, AM Knyazev, VP Gurova and others on the competency approach, we believe that socially active civic competencies can be divided into three groups:

Cognitive block is related to knowledge and methods of acquiring them. These are primarily manifested in the following:

- ✓ Knowledge of society and its structure: social, political, legal, historical, cultural, etc .;
- ✓ economic literacy, knowledge of the principles of modern economic systems, knowledge based on a market economy;
- ✓ knowledge of the state, political system, human rights, elections, social trends and mechanisms for the protection of human rights at all levels, the basics of social design;
- ✓ knowledge of the main spiritual categories ("goodness" - "evil", "humanity" - "cruelty", "generosity", etc.).

In this case, not only the multifaceted knowledge, but also the system of knowledge through important terms, facts, concepts is important, which allows the student to independently fill the necessary source of information. Therefore, the acquisition of knowledge demonstrates the need for certain skills and competencies to master socially active civic competence.

The active (operational) component includes a set of skills and competencies necessary for the life of a multinational society, which is based on democratic principles:

- ✓ Readiness to perform various social roles related to socially active civic activity: the role of voter, consumer, family member, neighbor, student, colleague, social and political figure, litigants, leader or team member, etc .;
- ✓ competencies of social choice and social behavior, skills of socially active citizens to fulfill their rights and obligations necessary for participation in society, political and active civic skills, ability to analyze the political situation, knowledge of democratic procedures, exercise and protection of their rights . He should participate in social design, demonstrating motivational activity in public affairs (in public organizations, self-government, etc.);
- ✓ communicative culture - a democratic style of communication, the ability to renounce authoritarianism, to express their ideas clearly and reasonably, to speak in front of an audience, to debate, to enter into dialogue, to define and justify their position, to oppose democracy, conjuncture, pressure;
- ✓ critical thinking - the ability to analyze, evaluate, summarize and systematize information, draw competent conclusions based on a variety of data;
- ✓ analysis of personal, professional tendencies and opportunities, understanding of the field of market relations, labor legislation, acquisition of labor organization skills, knowledge of labor and collective ethics.

Axiologically competent person has the following pedagogical and moral values:

- Humanity;
- Patriotism;
- Freedom;
- Social interest;
- Justice;
- Personal responsibility for the fate of the country;
- Respect for human rights and freedoms;
- Preservation of national traditions and national cultural heritage, respect for universal values;
- Democratic norms and rules;
- recognition of belonging, national and universal values as one's own, the ability to connect oneself with a particular national culture, nation and state.

However, methods of activity with knowledge of an objective nature, values cannot be realized through the perception of a person without certain abilities, they serve as "information for self-

improvement", developed through the formation of individual qualities of man developed through.

The country is on the path of "building a democratic state governed by the rule of law and an open civil society, ensuring the observance of human rights and freedoms, the spiritual renewal of society, the formation of a socially oriented market economy, integration into the world community." An important factor in the education of the individual in any society is the strengthening of the individual factor and passion, the formation of the ability to work independently, the development of socially active initiative.

Social justice plays an important role in increasing the social activity of students in society. Social justice is about ensuring the equality of all citizens before the law, regardless of their political views, gender, nationality, language and religious beliefs.

In his research, Professor Sh.R.Baratov stated that personal activity, first of all, self-development, the process of striving to use their potential effectively, and the constant study and development of this process is one of the important tasks of society to ensure personal development.

Through a competent approach, a socially active citizen should be able to:

- Clear understanding and assessment of their active civil status;
- Active participation in socio-political life, analysis of the effectiveness of such participation based on the interests of society in building a civil society;
- Management in accordance with the effectiveness of citizen participation in society and the interests of the individual, society and the state;
- Analysis and correction of the system of civil relations in connection with the events of public and state life;
- development of its active civic competence, aimed at ensuring the interests of society in accordance with the interests of society and the state, based on the analysis of events in the country and society;
- regulation of the rights and obligations of young people involved in socio-political events based on ethical and legal norms;
- understanding and regulation of personal, moral, civic, cultural and other values.

By summarizing the views expressed by scientists in the study, the system of interaction between the teacher and the student is expressed in the form of social interaction, education, nature, active activity.

In psychology, the following qualities of social cooperation in the development of personality traits from students were highlighted: introduction of pedagogical-psychological cooperation; implementation through the individual qualities that the student performs in interaction with the teacher; the teacher initiates the action as an individual and engages students in it; the student acts on the basis of a pattern, following the example of the teacher; participates in the control of active individual actions of the teacher in student self-management; students perform reflexive actions of self-activation, self-organization.

The following considerations should be noted in the development of socially active civic competencies in students:

- The main task of civil society in educating the younger generation is to develop a socially active citizen;
- To inculcate in students the idea of building a democratic state, to ensure socially active participation in all spheres of life;
- Ensuring the active participation of students in building civil society, incorporating the ideas of interethnic harmony, inter-religious tolerance, the welfare of the people, the perfect man;
- preparing students for independent life and developing their socio-political and legal literacy;
- Development of socially active civic competencies in students through active participation in social projects such as "Mentoring", "Student Tribune";
- It is possible to develop socially active civic competencies of students in higher education institutions through "active participation in the activities of youth unions, wide involvement in the activities of self-governing bodies."

Thus, in the development of social civic competence, students are the most important initiative factor in building a democratic state, civil society.

CONCLUSION

As a result of the analysis of scientific sources on the competent approach to socially active citizenship:

- Social roles of students are defined as specially organized lessons and extracurricular activities aimed at studying the rights and responsibilities of students and mastering the subject "Strategy for the development of Uzbekistan: Civil Society" (socio-cultural (active civic) competencies);
- The development of socially active civic competencies was noted as a condition for building a democratic state governed by the rule of law and increasing the social stability of society, as a factor in its sustainable development;
- Socially active civic competence prepares a person for successful work in a democratic state governed by the rule of law, civil society and market economy, which in turn defines the elements of the subject "Uzbekistan Development Strategy: Civil Society" in pedagogical higher education institutions: socially active civic knowledge, skills, skills and civic qualities; In the work of many researchers, the main factors of the effectiveness of the environment and conditions of the educational institution "Strategy for the development of Uzbekistan: the science of civil society" were identified;
- It was noted that today the priority of a socially active civic competence approach, the main content of which is to train students who can apply their socio-political knowledge in practical activities and solving a wide range of life tasks;
- The development of socially active civic competencies was explained to students a set of skills that allow them to actively, responsibly and effectively implement the full range of civil rights and obligations in a democratic society, to apply their knowledge and skills in practice.

The analysis of the scientific literature also focuses on the development of socially active civic competencies in students in the work of researchers. At the same time, the existing scientific works do not address the qualities that affect the activities of the individual, and in our opinion, in the development of scientific competencies, the educational environment of the educational institution can develop more socially active citizen.

Significant indicators of socially active civic competence in students are new products in the field of individual qualities of the student, which serve as a necessary condition for the development of socially active civic competencies of the individual.

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