

FACTORS FOR FORMATION OF SOCIAL ACTIVE CIVIL COMPETENCE IN STUDENTS

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ABSTRACT

The development of civic competence among students, as well as the development and assimilation of civic competence, competencies, legal consciousness, legal culture, legal knowledge and other scientific competencies in students is a key factor in today's reforms in education and science. It is serving.

KEYWORDS: *Citizenship, Competence, Civic Competence, Competence, Legal Consciousness, Legal Culture, Legal Thinking, Competent Approach to Education, Professional Competence, Socially Active Civic Competence.*

INTRODUCTION

The main goal of the ongoing reforms in our country is to ensure that the younger generation grows up to be spiritually mature, well-rounded, inquisitive, demanding and enterprising social activists. In particular, education reforms are important for the development of students as socially active citizens. President of the Republic of Uzbekistan Shavkat Mirziyoyev in his speech at a meeting with members of the public on June 15, 2017 "Ensuring social stability, preserving the purity of our sacred religion - the need of the hour" to protect the rights of citizens The role and significance of the Constitution in raising the legal awareness and culture of our citizens, as well as in increasing their socio-political activity are invaluable. It is not in vain that he emphasized that.

In the Republic of Uzbekistan, as a socially active citizen, due to the priority of continuity, continuity of education, personality and interests of students, a special place is given to increasing their activity through the formation of basic competencies in education in accordance with their age. In particular, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 of April 6, 2017 made.

In this resolution, the formation of socially active civic competence in increasing the social activity of students requires the student to feel and actively participate in events, happenings and processes in society, to know their civic duties and rights, to observe them, to work and the formation of the ability to behave and have a legal culture in civil relations. In particular, if we focus on the concepts of competence, competence, civic competence, which are used as a separate concept in the development of pedagogy, we should refer to the scientific potential of

local and foreign researchers. Competence is derived from the word "to compete", which means "to compete", "to compete", "to compete".

Special attention was paid to the etymological analysis of the concepts of "competence" and "competence" by NA Muslimov, one of the scientists of the Republic. expressed as implying. Since the introduction of the category of "competence" in the scientific work of foreign scientists, the basis for the separation of the concepts of competence and competence has been created. But the emergence of a competent approach in general education is often associated with the famous British psychologist J. Raven, who described competence in detail in his book, *Competence in Modern Society*. In this paper, "there are many components, many of which are independent of each other, some components belong to the more cognitive sphere, others - to the emotional sphere, these components interact with each other as effective behavioral organizers. can fill.

Bunda Dj. Raven argues that "appearances of competence" are the essence of "motivational abilities." Thus, the psychological theory of competence was developed by Dj.Raven, according to which competence is a product of the human psyche, which depends on biological heredity, abilities and other individual characteristics, and its development depends on the living environment (schools, families, work team, friends, etc.).

Not only in the world, but also in the study of competencies by researchers of the Russian Federation, different types of competencies are identified for different activities, attempts are made to build training whose ultimate goal is the formation of competencies. UNESCO defines the scope of competencies that should be considered by all as the desired outcome of education and introduces the concept of core competencies.

At the current stage of development of a competency-based approach in education, attempts are made to clearly articulate the system-building concepts of competence and competencies. B. Gershunsky studied the concept of competence in relation to the professional field of human activity, in which he noted that responsible attitude ". He saw professional competence as one of the founders of the structural link in the effectiveness of education, consisting of literacy, awareness, professional competence, culture and mentality.

L.D.Davidov considers the concept of competence as a group of interrelated and interdependent knowledge, skills and abilities that ensure the performance of a specific (professional) task. Competence - the ability to carry out (professional) activities within the acquired competencies, make responsible decisions and work in accordance with the requirements of the situation. Describes the existing knowledge and skills as a measure of compliance with the actual level of complexity of the tasks to be performed.

In his research, I.A. Delgas argues that competence is "a means of finding knowledge, skills, awareness, and a place in the world that promotes personal self-realization, and as a result, education is highly motivated. and as the provider of the maximum requirement of personal opportunity, the recognition of the individual by those around him and his understanding of his own importance".

In the dictionary of pedagogy, a teacher's professional competence is defined as a teacher's pedagogical activity, pedagogical communication and acquisition of the necessary set of knowledge, skills and abilities of the teacher, which determines the formation of the teacher's

personality as a carrier of certain values, ideals and pedagogical consciousness. 'rifladan. Competence is the ability of a subject to establish a link between knowledge and the situation, or in a broader sense, the actions needed to solve a problem in a particular situation, the direction of the process (knowledge + action) the ability to find the basis, to determine.

Defining the concept of "civic competence", its structure and the nomenclature of its competencies is also a difficult task. The Concept of the State Standard of General Secondary Education Development of human capital as one of the priorities of the state requirements in the field of general education - morally and spiritually mature, independent, active and competent living and working in a free democratic country in an information society and market economy aims to train a generation of citizens.

The state standard of general secondary education aims to explain the legal concepts such as constitution, state, law, duty, obligation, citizen, human, law, ethics, etiquette in the competence of acquiring legal consciousness in the basic competencies of socially active citizenship . Competence to be legally literate develops legal skills, reflexes in the minds and thinking of students to respect the constitutional rights, duties and obligations of man and citizen, the ability to make the right decisions in the exercise of rights and freedoms, legitimate interests the competence to form a civic position is formed.

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