

## MODEL OF FORMATION OF CIVIC POSITION OF ACADEMIC LYCEUM STUDENTS IN THE PROCESS OF LEARNING LEGAL KNOWLEDGE

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### ABSTRACT

*As a complex organized and long-term process, the formation of an active civic position of a student in the process of learning legal knowledge in academic lyceums can be shown as a model.*

*Modeling is the study of knowledge objects by their models. This allows to provide a complete picture of the studied area and to determine the limits of theoretical and experimental research.*

*The concept of "model" has many definitions, which are reflected in the existing definitions.*

**KEYWORDS:** *Process Elements, Interdependence, Performed, Homogeneous.*

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### INTRODUCTION

V. M. Polonsky interprets "model" as a system of objects or symbols that reflect some important features of the system - the original [1]; V. I. Zagwiazinskyi emphasizes that the main thing in the model is the interdependence of the system elements and the relationship between them, and the relationship forms a structure similar to the structure of the studied object [2]; A similar definition of the model as a system of elements that repeats certain aspects, connections, functions of the research subject V. V. proposed by Kraevsky[3].

The set of existing definitions of the term "model" does not end with the above, but in the context of our research, we can conclude that a model should be understood as a specially designed object that has a certain degree of similarity to the original object and the adequate conditions of the study. At the same time, the typology of models reflects the systematic composition of process elements; reproduces system elements; nature of connection between system elements; elements and functions performed by the model (system) as a whole; conditions for the model to work.

We can agree with E.S.Babunova [4] that the quality criteria of the model can be the following: novelty of reflection (intuitive reflection of problems, their qualitative description, systematic repetition); spread (in general socio-cultural sphere, type of educational institution); the level of creative problem solving using the model (the purpose of using the model is determined, knowledge of various aspects of using the model is deepened).

In the development strategy of the new Uzbekistan for 2022-2026, great importance is attached to the formation and development of innovative clusters, including in the education system.

The concept of "cluster" itself (literally "growing together", "stacking") refers to the combination of several homogeneous elements that can be considered as an independent unit with certain characteristics [5].

The modern definition of the cluster concept used in the educational system was developed by the American economist Michael Porter in the late 1980s. According to him, "a cluster is a group of interconnected organizations operating in a certain field and characterized by a commonality of activity and complementing each other" [6].

E.R. Skornyakova[7] educational cluster includes groups of interconnected objects (educational institutions, public and political organizations, scientific schools, higher education institutions, research organizations, business structures, etc.) to solve specific problems and achieve a specific result In order to achieve (product), innovative educational activities (educational institution) emphasize that it is a flexible network structure united around the nucleus. Considering the cluster as a system of interrelated elements makes it possible to use a systematic approach, which is based on the study of objects as a system, for the theoretical foundation of the model, which is considered as a direction of special scientific knowledge and methodology of social practice.

The subject of the research is the theoretical and methodological foundations and scientific-methodical support of the formation of the active citizenship position of academic students in the process of learning legal knowledge, and it is directed to the determination of the integrity of the object, the various types of connections of the complex object and bringing them to a single theoretical picture (A.N. Averyanov, V. .G. Afanasev, I. V. Blauberg, M. S. Kagan, V. N. Sadovsky, E. G. Yudin and others) [8]. Systematic knowledge of the composition of the organization of elements, the quality of the structure; to determine the external relations of the system and its role among others; to analyze the dialectics of the structure and functions of the system; involves finding patterns and trends in system development.

Different algorithms of systematic approach are distinguished in science. For example, E.G. Yudin considers the use of a systematic approach from the following procedures: first, fixing a certain set of elements; secondly, establishing the external relations of this set, classifying and determining the interaction of the system with the environment; thirdly, establishing and classifying the internal relations of the system and distinguishing among them the constituents of the system; fourth, to separate the order, the structure of the system; fifth, to analyze the basic principles of system behavior; sixth, to study the system management process [9].

V. G. Afanasev considers its systemic-component, systemic-structural, systemic-functional and systemic integrative aspects as the main aspects of using the systematic approach in scientific research [10].

M.S. Kagan indicates the study of the system on three levels as methodological components of the systematic approach: subject, functional and historical, which, in his opinion, is necessary and sufficient.

Determining what components, subsystems, elements the studied system consists of and how these elements are connected to each other are two interrelated tasks that constitute the objective aspect of the systemic approach.

The functional aspect of the systemic approach is necessary and important to reveal the mechanism of internal and external activity of the system.

Elucidation of the origin of a specific system, the possible prospects of its further development is the essence and meaning of the historical aspect of the systematic approach [11].

The considered variants of the systematic approach algorithms complement each other and reveal the methodological aspects of the systematic approach.

Theoretical reasoning allows us to conclude that modeling can be considered in the narrow and broad senses of the word. In the narrow sense, modeling is a method of indirect study of processes and phenomena, in which various types of models are used. In a broad sense, modeling is not only the process of creating a model, but also the process of studying it. L. P. Karpushina and P. Yu. Sokolova[12], talking about the pedagogical model, distinguishes the purposeful (goals and tasks, principles), meaningful, organizational-procedural (forms, methods, technologies, tools, conditions) and criterion-diagnostic components.

V. E. Shteinberg proposes a slightly different structure of the pedagogical model, which includes a number of mandatory components: social significance, goals, content, activity, implementation mechanisms, conditions and effectiveness [13].

I. F. Yarullin defines the following main components in the model of formation of civic responsibility of students of pedagogic higher education institutions[14]: purposeful, organizational, meaningful, effective. The target component is represented by goals and tasks, the organizational component by principles and forms, the meaningful component by content, methods and tools, the effective component by the criteria and levels of formation of civic responsibility of students of pedagogical universities.

The model developed by us (Fig. 2) is aimed at the implementation of the strategy of forming a person as a representative of the nation, civil society and the world community ("Social demand" block), and shows the sequence of stages of forming an active citizenship position of students of academic lyceums in the process of learning legal knowledge. reflects: propaedeutic (objective, functional and methodological blocks), diagnostic-predictive (evaluation block), formative-effective (content block and implementation mechanisms), evaluation-final (effective and evaluation blocks):

- Social demand- a social order of the society to the educational system to form a person as a representative of a certain nation, civil society and the world community, ready to live effectively in a multicultural environment;
- Targeted (educational guidelines for forming an active civic position of a person). The goal is to form an active civic position of academic lyceum students in the process of learning legal knowledge.

Duties:

1) Formation of awareness of national identity, a sense of commitment to the society of Uzbekistan and its interests;

2) Formation of knowledge and ideas about the history and culture of one's own people, the Republic of Uzbekistan and the peoples of the world; formation of knowledge and ideas about the Republic of Karakalpakstan, the Republic of Uzbekistan and the countries of the world, their structure, activities, rights and obligations, rules and norms of behavior;

3) Forming an emotional-evaluative attitude towards one's people, native country, Motherland, and the whole world;

4) Mastering the system of traditional ethnic, national and universal values, forming value goals based on them;

5) Formation of civic activity on the basis of conflict-free interactions in a multicultural environment (readiness to perceive social and cultural differences with tolerance, respect and care for historical heritage and cultural traditions), development of social critical thinking.

□ Functional block – the solution of the above tasks implies the formation of relevant knowledge, skills and qualifications in the amount that takes into account the level of education.

□ Methodological block- specific features of practical realization of methodological approaches - systematic-active; person-oriented, humanistic; competence; value; ethnocultural; principles - continuity, systematicity, cultural compatibility, compatibility with nature, communication, linguo-cultural, humanitarian, person-oriented, unity of theory and practice, ensuring continuity and unity of requirements;

□ Meaningful block– based on the essence-meaningful description of the active civic position of a person, the meaningful block is based on several components represented by the corresponding blocks: cognitive, emotional-evaluative, value-oriented and active.

Cognitive block students learn about their nation, its history and culture, as well as the history and culture of other nations; assimilation of knowledge, ideas and concepts about the state structure and power institutions of the society, the legal foundations of the organization of the society, state symbols, the main legal and regulatory documents, the history and culture of the Republic of Uzbekistan, the Republic of Karakalpakstan; know the basics of conflict-free interaction in a multicultural environment; to know the basic principles and rules of attitude to nature, the basics of environmental protection and nature use; to know the basics of a healthy lifestyle and technologies that protect health. The emotional evaluation block is aimed at forming a positive attitude towards one's nation, the society of Uzbekistan and the world community; forming a positive attitude towards one's own people and the peoples of the world, their history and culture.

Value-oriented block - mastering national and universal values, forming value orientations based on them.

Active block - development of civil activity based on non-conflict interaction in a multicultural environment (readiness to perceive social and cultural differences with tolerance, respect and care for historical heritage and cultural traditions), development of socio-critical thinking.

□ Implementation mechanisms (forms of formation of an active civic position in the process of acquisition of legal knowledge among academic lyceum students, technological support, set of conditions): various forms of organized education; formation of an active civic position of a person through classroom and extracurricular activities; classification and activation of educational activities by using a complex of pedagogical technologies (person-oriented, design, information-communicative, problem-communicative, game, ethno-pedagogical); gain experience in civic consciousness and citizenship).

The conditions that ensure the effectiveness of formation of an active civic position in students of academic lyceum in the process of learning legal knowledge are as follows:

□ Organization of network mutual cooperation of organizational and educational organizations; systematic monitoring of the level of formation of civic activity of a person;

□ Didactic and technological - development and implementation of the content and technological support of the ethno-cultural component of education;

□ Creating an educational environment that includes social-pedagogical, subject-matter, spiritual-ethical, social-psychological, activity components and is aimed at comprehensively forming the student's civic activity; organization of social partnership of all subjects of the educational field (parents' community, education, community, sports, religious organizations, cultural institutions, production enterprises, law enforcement agencies, etc.); use of pedagogical technologies; directing educational activities to meet the interests and needs of students in activities of social importance;

□ Effective block - the formation of an active civic position of the student, which implies perceptions of belonging to the nation and society, the world community; formation of ethno-cultural, social and legal competence, national and universal value systems, civic activity;

□ Evaluation block (criteria, indicators, levels of formation of an active citizenship position of a student):

Criteria for formation of an active civic position of a student: cognitive, reflexive, motivational-value and behavioral.

Indicators of formation of the student's active citizenship position: forming ideas about belonging to one's nation, the society of Uzbekistan and the world community; formation of knowledge that ensures social, legal and national-cultural competence, existence of a positive emotional attitude towards one's personality, national culture, state and people; the formation of national and universal value systems and the acquisition of value goals based on them, activities that reflect the individual's national-cultural, socio-legal competence, civic activity.

Levels of formation of the student's active citizenship position: high, medium, low.

Using a set of methods (observation, interview, questionnaire, test, survey), the degree of formation of the types of civic activity (social activity, civic self-awareness, civic qualities) and the components of an active civic position (cognitive-spiritual, active, emotional-value) is measured.

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