

Pedagogical Conditions And Mechanisms Of Development Of Social Active Civil Competence In Students

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Abstract. This article discusses development of active civic initiatives, education of students as intellectually competent individuals, pedagogical conditions for the development of socially active civic competence, approaches to the concept of the essence of civic, active citizenship, individual approach to education, socially active civic education, the desire to participate in the political life of the state, to have an active civic position, the role of the state and society in human life is interpreted differently, the role of socially active civic education in a democratic society, the development of socially active civic competencies students feel involved in society free democracy through active participation in the changes taking place in the life of the society, knowledge of one's civic duties, responsibilities and rights, observance of them, treatment of legal relations and legal culture development of students as professionals in the process of building a democratic state, civil society, through the means of pedagogical and psychological influence.

Keywords: education, youth, socialization, social activism, active citizenship, civic position, competent, individual, model, mechanism, reform, initiative, volunteerism, divergent thinking, competence, intellectual, motivational, emotional, existential, ethics, upbringing, forecasting, integration.

INTRODUCTION

On the basis of the ongoing reforms in the field of education in the Republic of Uzbekistan, the education of young people as socially active citizens, which is the present and the future of the country, is put forward as an urgent issue. Addressing the Oliy Majlis on December 29, 2020, the President of the Republic of Uzbekistan said: "The healthy and harmonious development of the young generation, which will ensure its future, plays a key role in the development of society. Therefore, in further increasing the scale and effectiveness of our reforms, we rely on our young people who are mature, well-versed in modern knowledge and skills, determined and enterprising. At the heart of these appeals is the development of the younger generation studying in educational institutions as socially active citizens [1].

One of the basic rules of the competency approach in education is to understand competence as a subjective quality of a person. This is manifested in pedagogical conditions such as the collective nature of learning activities and the acquisition of knowledge through rigid social factors, the development of skills and abilities in students related to subjective motives of learning, attitude to the subject, taking into account the learner's abilities and experience. Therefore, it is important to look at 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.

Focusing on the pedagogical conditions for the development of individual qualities in the student, first of all: from the ancient Chinese pedagogical-ethical point of view, the student was introduced to the importance of individual characteristics and knowledge through the first generalized notions of educational norms and principles. These insights formed the basis for the further development of pedagogical ideas and practice. This tradition was first put into practice in antiquity, when the views of the 'individual approach' accepted in society were first put into practice. Individual approach In the process of pedagogical activity of the society, the problem of individual approach in the scientific researches of the new period has a specific personal meaning. In the Renaissance and the New Age, the idea of an individual approach began to be expressed in all spheres of social life and strengthened the individual's self-awareness, understanding, attention to personal life.

METHODS

In pedagogy, the formation of ideas about the social activity of young people, the individual approach, the solution of important practical tasks in the process of education and upbringing play an important role. This trend is also reflected in the research work of pedagogical public figures. They (T.A. Egamberdieva, I. Ergashev, K.N. Ventsel, V.V. Rozanov) and later the works of M.Maxmudova, O.Musurmonova, M.K.Akimova, A.A.Budarnogo, E.B.Vesna, L.A.Zavalko, I.E.Unt on individual approach and moral education in general secondary education contributed to the study of the process of developing individual qualities [2, 3, 4, 5, 6, 7, 8, 9, 10, 11].

The development of Western pedagogy required the development of individual qualities in the learner to significantly change pedagogical knowledge, to enrich its problem, to pay attention to scientific knowledge.

A.Maslou, V.S.Merlin, S.Nishonova, N.Safaev, J. Dewey's researches helped scientists to formalize the fundamental basis of the pedagogical conditions of the individual approach to the educational process in

pedagogy as a "basic concept", its expression in the practice of teacher training was reflected in the scientific work of students completely independent of minimal modification in group education [12, 13, 14, 15,16].

In terms of factors influencing socially active citizenship, we understand the individual approach in the education system as an activity of applying methods and tools in a pedagogical context that provides specific features of the educational process, consisting of activating social projects with a relevant pedagogical-psychological process. Among the social factors influencing the educational process, individual qualities also play an important role. To improve the quality of education and social development of each student, it is necessary to develop professional-creative individual qualities, including frontal, group and individual training. In addition, it is necessary to develop a system of social project activities to organize the educational process in specific study groups, taking into account the stratification of educational material, the system of tasks of different levels of complexity and size, taking into account the individual characteristics of each student. All this in the context of the classroom system of teaching compulsory subjects, only the student can adapt the learning process to their individual characteristics, it can be done when he has the opportunity to participate in the organization, when he is able to choose the most interesting form of training for himself with the training material, the optimal tasks for him according to the complexity and size. This can only be achieved when the teacher is able to provide the necessary motivation to learn for each student.

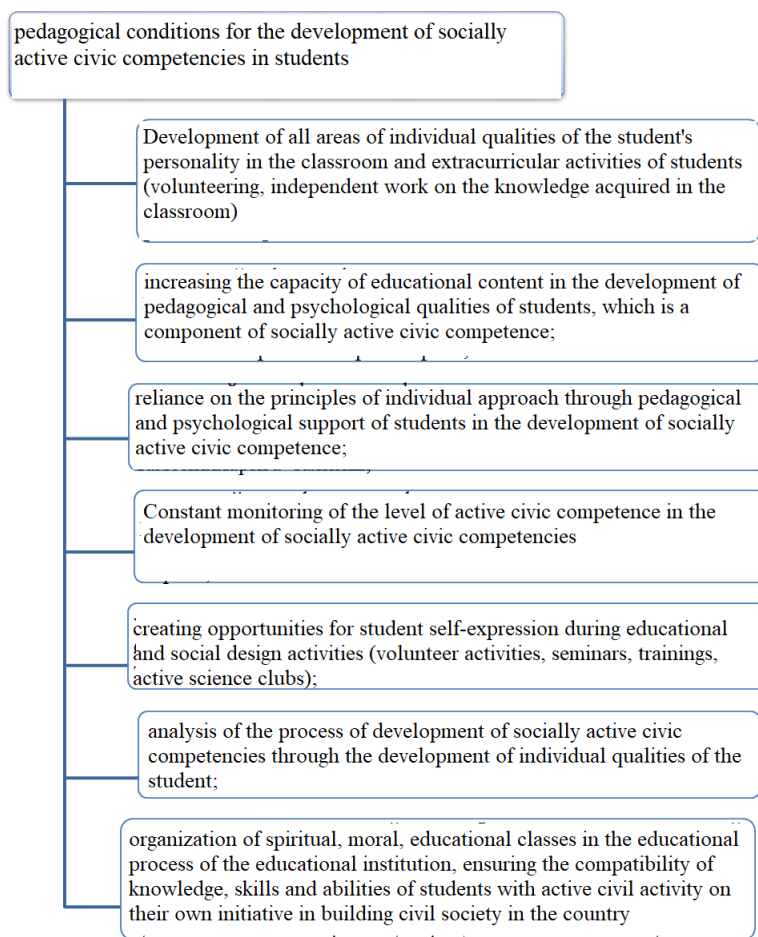
Thus, the integration of factors influencing the personality of the student is necessary to ensure the formation of productive, divergent, critical thinking that affects the stability of the civil situation for the pedagogical conditions for the development of socially active civic qualities. The most effective means of solving this problem are productive, creative tasks, which can be used during training and in the organization of extracurricular activities.

The conditions for the proper organization of the educational process and the ability of educators to use different methods and techniques of teaching depend in many respects, because, in order to ensure the unity of education, first of all:

- The content of educational materials in the educational process is scientifically, creatively, ideologically correct;
- creation of problematic situations in the educational process, development of professional and creative interests of students, social activity and initiative;
- An important role in the lessons is to educate students in the spirit of teamwork, organization, discipline and personal responsibility, mutual assistance [17].

Table 1:

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



One of the main features of the pedagogical conditions for the development of socially active civic competence is the ability to build the educational process on the basis of individual educational programs. Participate in democratic processes in a purposeful manner, think critically (challenge opinions, compare facts, present counter-arguments, advance and verify hypotheses, update one's views to take into account new factors), operate in a pluralistic environment, be considerate and help others - civic education and worldview play an important role.

In our scientific hypothesis, the pedagogical conditions for the development of socially active civic competence of students are integrated with the qualities of individual development.

Thus, the pedagogical conditions, descriptions, analysis of the development of socially active civic competence in students, as well as the analysis of the theory and practice of active civic education of students, allowed to show the following as key factors influencing the development of civic qualities:

- Demonstration of pedagogical-psychological, personal, including active civic qualities in students;
- purposeful focus on educating the student as an active citizen;
- providing students with the necessary information (knowledge in the field of civil rights and obligations, situations, history of the problem);
- Involve students in special situations in the classroom and extracurricular social activities, volunteering;
- individual approach to the development of socially active civic competencies in students in the educational process;
- It is important to pay special attention to the development of each student in the educational institution through a democratic environment that promotes the expression of active citizenship.

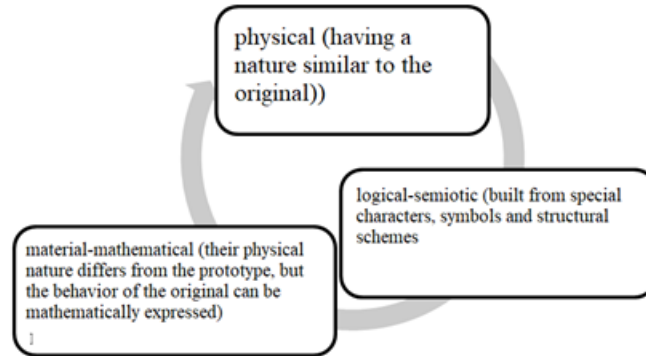
RESULTS AND DISCUSSION

In order to solve the problem of our scientific work, it is necessary to develop socially active civic competencies in students through scientific substantiation on the basis of the model. Because today in the education system there is a growing focus on improving the efficiency of the educational process through the use of interactive teaching methods, innovative pedagogical and information technologies. The application of modern educational technologies in practice is aimed at increasing the knowledge, skills and abilities of students in the classroom, learning through independent learning, logical analysis, analysis, and even drawing their own conclusions.

Teachers create conditions for the development, acquisition and upbringing of students, groups and teams in the learning process, as well as perform leadership, initiative tasks. Between the learning process and his team, the student becomes a key figure.

In pedagogical research, the practical value of the model is determined mainly by its adequacy to the studied aspects of the object, as well as how accurately the basic principles of modeling (visualization, accuracy, objectivity) are taken into account during the construction stages of the model [18].

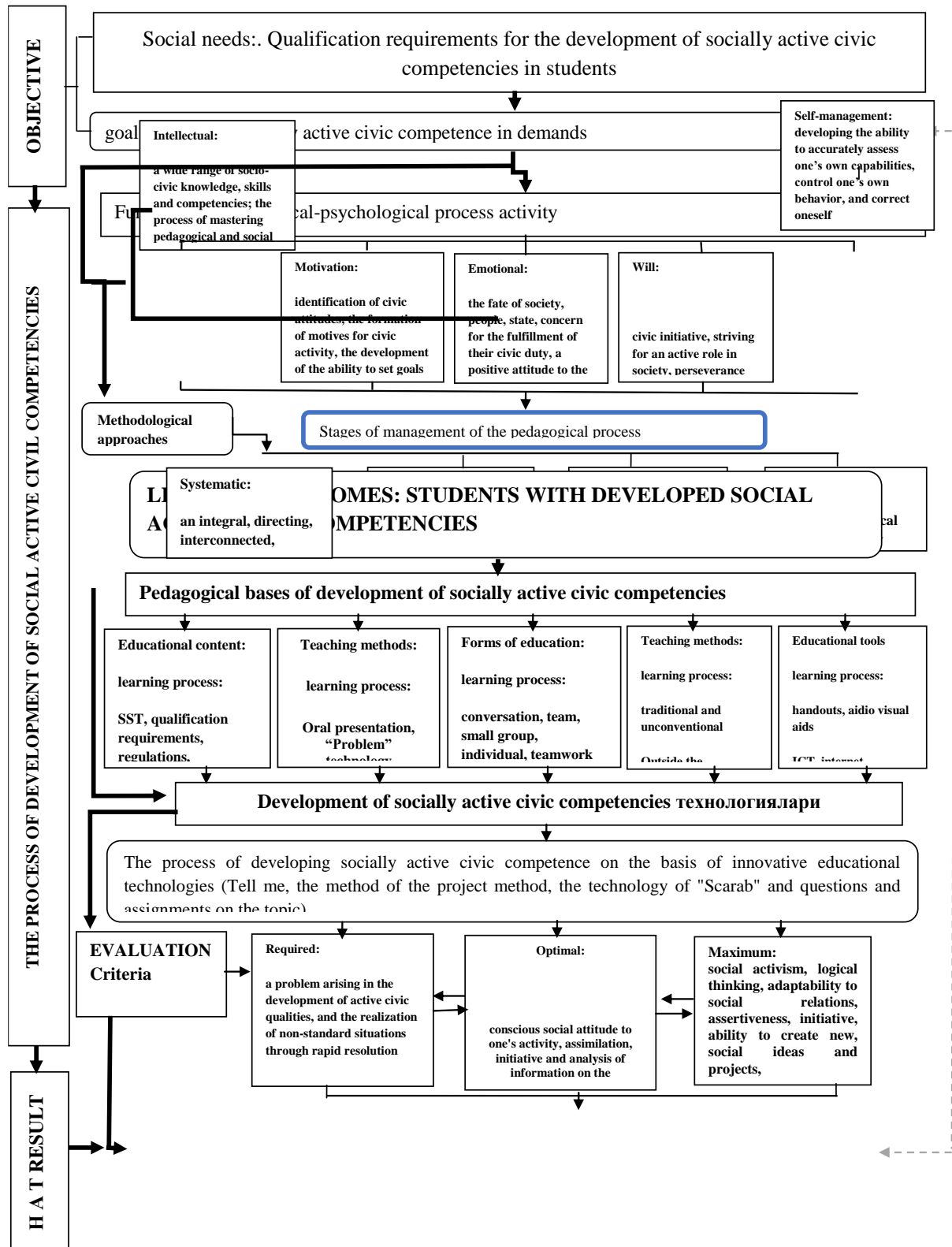
Figure 1 In pedagogy, models are conventionally divided into three types:



Pedagogical models are mainly included in the second and third groups of the listed views. To describe the effectiveness of modeling, a special concept of pedagogy is introduced - pedagogical validity, which is close to reliability, adequacy, but different from them. In pedagogy, validity is substantiated structurally: conceptually, criterionally, and quantitatively, because multifactorial phenomena are usually modeled [19].

The term "model" refers to a system (sample, model) that reflects its specific properties, its relationship with another, so-called real system, and in a certain sense to replace it [20]. The concept of model is used in many fields of science. A model is an artificially created object in the form of diagrams, physical constructions, definite shapes and formulas, similar to the object under study, its structure, properties are expressed in a simple and clear way, reflecting the interrelationships and relationships between the elements of the object [21].

In the process of pedagogical research, teaching, upbringing, educational content, educational activities, etc. are modeled. While modeling reflects a holistic set of research activities, the model carefully examines its essence and enriches it with theoretical conclusions and ideas [22]. The need to master the methodology of modeling is associated with the general method of scientific knowledge and psychological and pedagogical considerations. In the development of various models of events that students study, modeling serves as a teaching tool, a way to generalize the learning material and express it in a concise form. They distinguish the teaching model as a system of pedagogical techniques, methods and organizational forms of teaching, which form the didactic basis of the model. First of all, there is a similar concept with the model - it is a training model with its own different appearances.



The content of the model of development of socially active civic competence in students through the model of development in the education system includes a comprehensive approach to the development of all spheres of life and education , will be related to understanding as a result of the core subjects of active civic competence, which involves the use of practice-oriented interactive teaching methods.

Analyzing the work generated from our research, the existing hierarchy of descriptive models allows to develop a mechanism of pedagogical conditions for the development of socially active civic competencies on the basis of pedagogical technologies. This is because the effectiveness of the educational process in students is

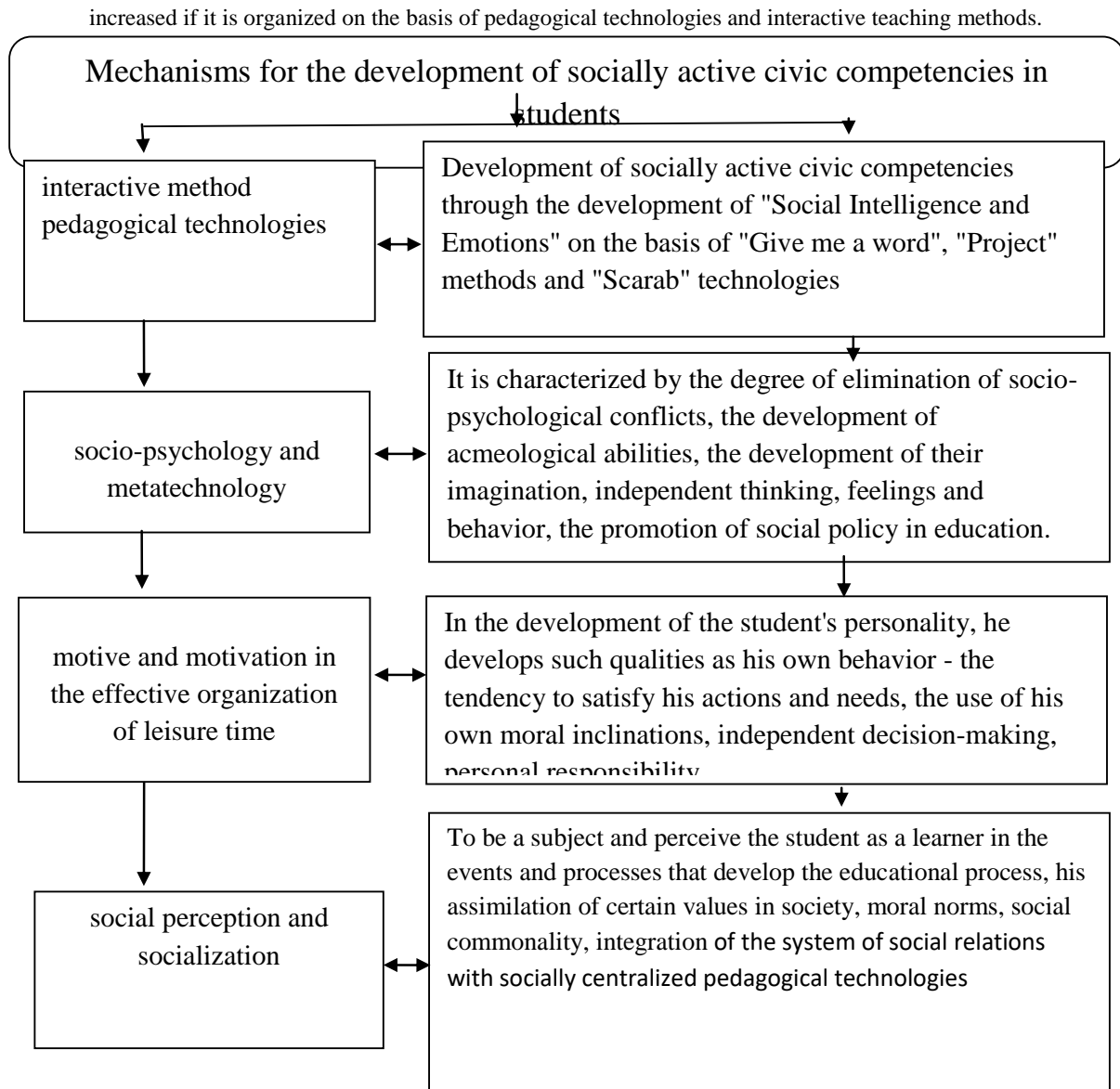


Figure 3 The mechanism of development of socially active civic competencies in students

The knowledge, skills, competencies, and practical work experience that students acquire are important with a combination of competencies.

In our research work, the mechanism of development of socially active civic competencies, active participation of students in the educational process, initiative, psychological qualities to respond with their own views on problem solving, the correct choice of interactive methods and pedagogical technologies in the classroom, socialization of student motivation closely related.

Ability to prove students' personal opinions and opinions with concrete evidence, to defend their opinions, logical analysis, if the pedagogical conditions for the development of socially active civic competencies are presented as a problem from the interactive methods of teaching students through the method "Give me a word", "Scarab" serves to form the ability to draw conclusions based on.

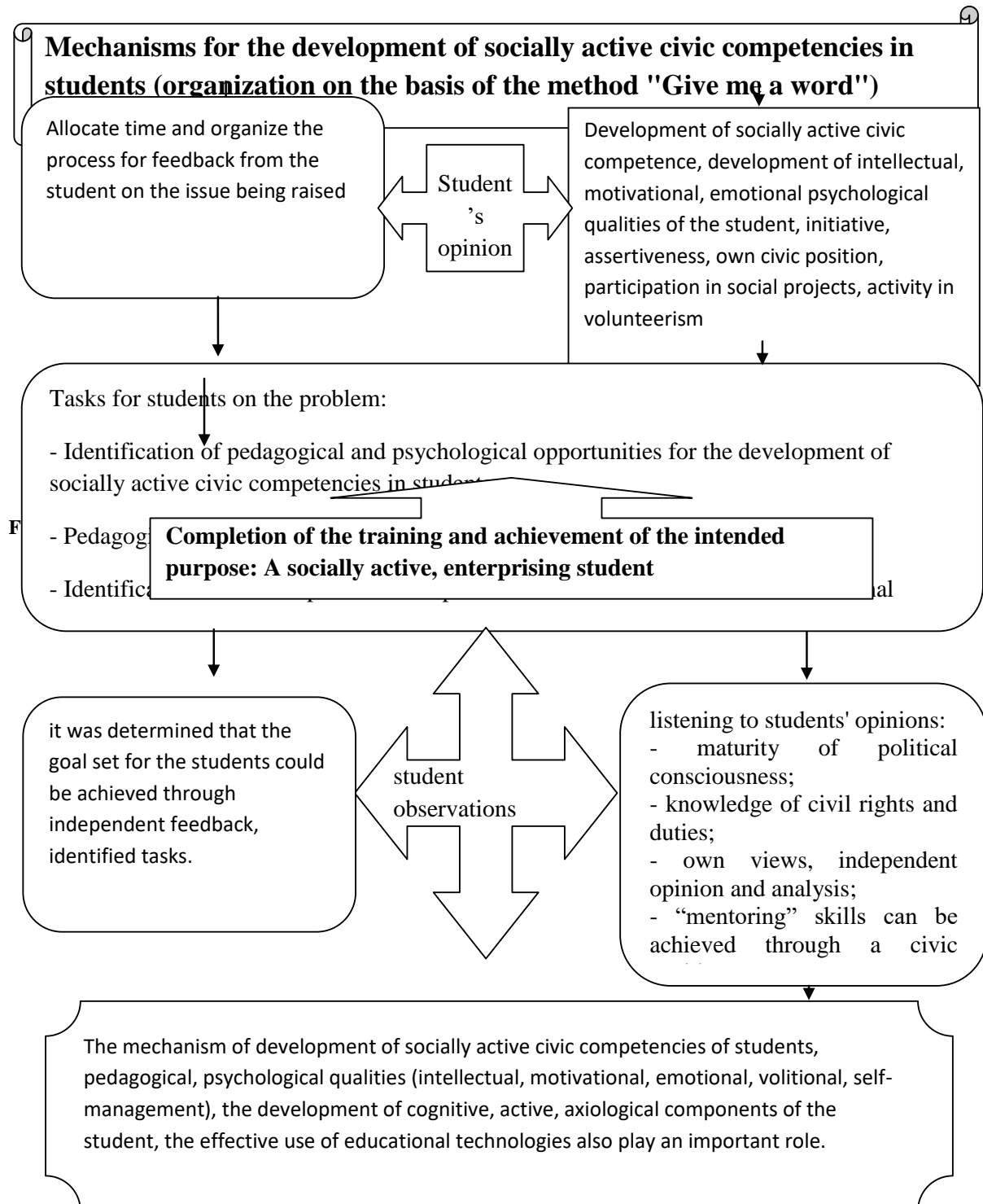
The idea of social factors influencing the development of socially active civic competencies in students, expressed through the hierarchy of static and hierarchical models, plays an important role in the conceptual basis of technology in the meaningful organization of the educational process.

By defining the pedagogical conditions expressed in the proposed syllabus technological model, we distinguish the following main components: the use of the content of the subject "Social Sciences" after the target component, the diagnosis of the achieved level of socially active civic competence, the description of active civic behavior Development of civic competencies ", social studies, development and implementation of civic and social volunteerism projects, building a democratic lifestyle in educational institutions, the opportunity for students to realize their interests and abilities in active civic activities in the educational process. ") Organization on the basis of technology also allows the student to express their abilities, memory, as well as the

ability to express themselves openly and freely in solving a problem aimed at finding a solution and plays an important role in the development of skills.

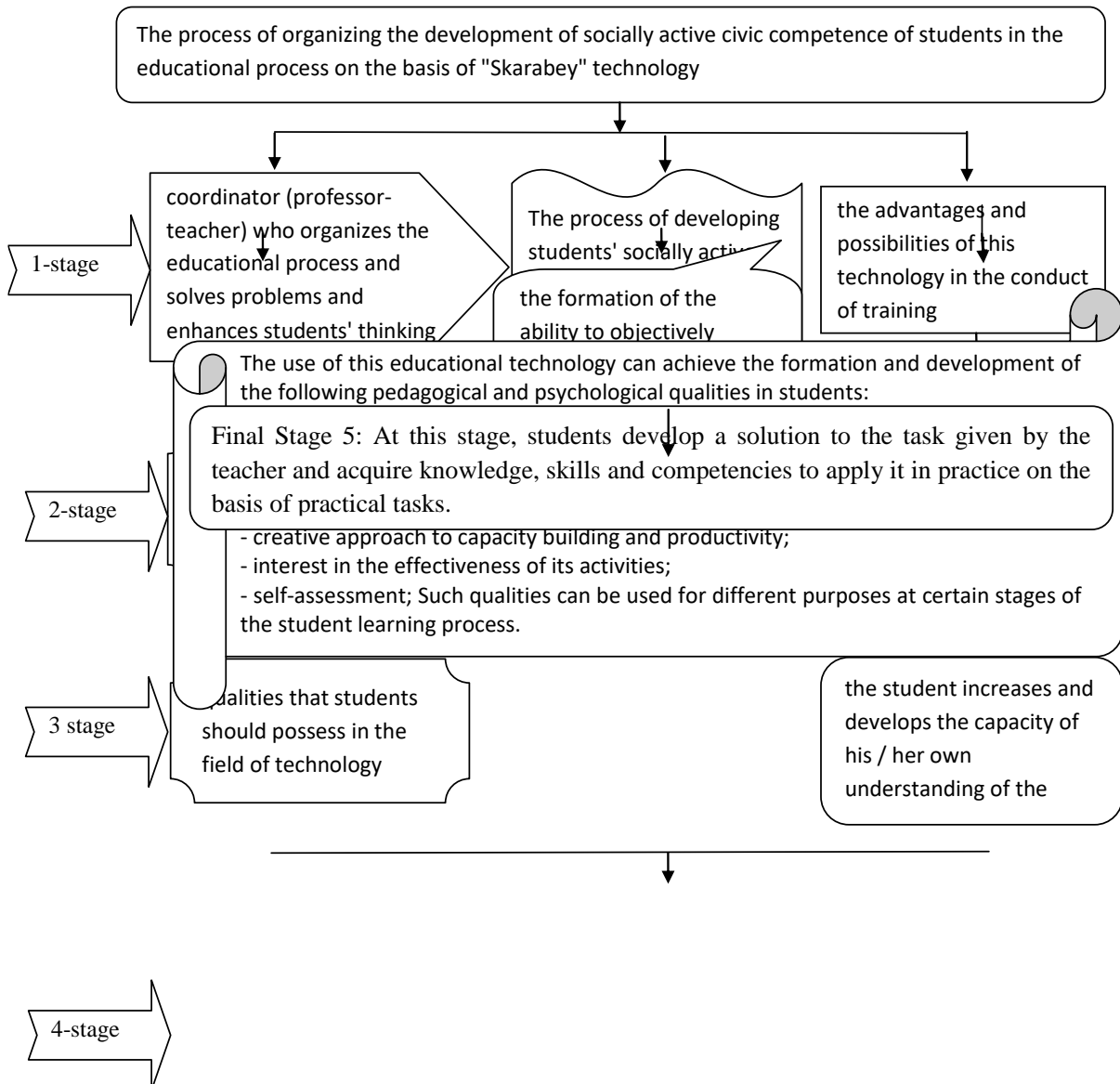
Students have a special role in the use of this technology in the educational process, the ability to objectively assess the quality of their knowledge, the level of mastery, to increase their understanding of the subject, to increase their capabilities and potential.

socially active civic competence through the method of "give me a word"



Within this technology, students are able to express various creative ideas openly, freely, logically, which is an effective way to determine the interrelationships between them. Because with its help it is possible to achieve the formation and development of the following pedagogical and psychological qualities in students. Because the application of this technology in the educational process develops such qualities as the discovery of

the student's inner potential, social activism, demanding, initiative, reasoning on the basis of logical analysis, political consciousness, legal culture, civic position.



This technology should be implemented in the educational activities of the higher education institution. Developmental learning using problem-based interactive teaching methods that encourage the student to choose a cognitive task that is important to him or her, to consciously choose methods and tools to solve it, and thus to make each student an active subject of cognitive activity and a model of civic behavior. It is necessary to build a system [23].

One of the characteristics of the mechanism of development of socially active civic competence is its hierarchy. Since the development of socially active civic competencies is understood by us as a goal-oriented, long-term process that is one of the components of higher education, and socially active civic competencies occur at different stages of education, the evaluation of the results of active civic competencies also takes place gradually. The structural components of socially active civic competence develop according to the characteristics of pedagogical and psychological influencing factors. Therefore, at different stages of human development and growth, individual and personal characteristics of socially active civic competence are formed in him.

CONCLUSIONS

As a result of our research on the scientific article "Pedagogical conditions for the development of socially active civic competencies in students" came to the following conclusions:

1. The content of scientific and theoretical sources and the analysis of research work showed that the pedagogical conditions for the development of socially active civic competencies of students, the problem of shaping the individual qualities of students who are not enterprising in social projects, as our research shows, is poorly understood in pedagogy and psychology. The need to pay close attention to the factors influencing the development of socially active civic competencies in students (intellectual, motivational, emotional, volitional, self-governing, subject-practical, existential) is determined by the changing educational paradigm in recent years and the transition to a new generation of state educational standards. . At the same time, the educational practice of the educational institution testifies to the need to develop this type of competence, which affects the successful socialization, personal development of the student.

2. The problem of developing socially active civic competencies in students, the analysis of socially significant situations by students, the ideology of the state and society, the role of socially active civic education in a democratic society are interpreted differently.

Development of socially active civic competencies, active participation of students in changes in society through a sense of involvement in events, happenings and processes in society, awareness of their active civic duties, responsibilities and rights, adherence to them, treatment of legal relations and legal culture qualities are developed

3. Based on the analysis of research work related to the pedagogical conditions and mechanisms for the development of socially active civic competencies in students types of imagination of socially active civic competencies in students (interactive methods, creative thinking, social design, sotsiodrama) are developed.

4. The model of development of socially active civic competencies in students, functions of pedagogical and psychological process, social orientation of civic and social projects, level of confidence and structure of social actions are developed on the basis of the model.

5. In the process of analysis of scientific information (especially abstracts and dissertations close to the research problem), as well as the analysis of pedagogical practice (personal experience and experience of educational institutions), we identified the following key factors in developing socially active civic competence:

knowledge of the features of the development of pedagogical-psychological, personal, including civic qualities in students; individual qualities and personality development of the student;

to educate students to be active citizens through social projects (volunteer activities, spiritual and educational activities, seminars, youth movements, etc.);

providing students with the necessary information (knowledge in the field of pedagogical, civil rights and obligations, situations, history of the issue, etc.);

involve students in the activities of public organizations in the framework of social tasks in the classroom;

individual approach to the development of active citizenship in students in the educational process;

highlighting the problem of shaping the democratic environment of the educational institution, helping each student to demonstrate a civic position.

6. The mechanism for developing socially active civic competencies in students we have developed has been examined on the basis of independence and effectiveness, interactive teaching methods that develop learning, and (give me a word, Skarabey) technologies.

Based on the results of our research, the following tasks allowed us to draw conclusions and recommendations that the educational institution is very important and promising in the development of socially active civic competence in the educational process:

- promoting the idea of peers in increasing the social activity and spirituality of young people, popularization of the project "Student Tribune", aimed at developing independent thinking and creative skills of students in higher education institutions;

- establishment of TV and radio programs on pedagogical education, creation of media relations in the development of active civic competencies that are pleasing to all young people;

- establishment and strengthening of "Active" science clubs in educational institutions, focused on the aspirations and professional interests of socially active youth;

- it is important to organize seminars and trainings on youth issues with the participation of talented socially active students studying in educational institutions during the "Information and Coaching" hours, to further develop the mentoring, teacher-student system.

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