

MECHANISMS OF FORMATION OF SOCIALLY ACTIVE CIVIC COMPETENCES OF STUDENTS IN THE CONTENT OF ACADEMIC SUBJECTS IN PRIMARY GRADES

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Abstract: *The article addresses the pressing issue of nurturing socially active civic competence among students in schools. It underscores the relevance of this topic for both society and the education system. Furthermore, the article discusses some findings from research conducted in pilot schools on this subject.*

Keywords: *Comprehensive development, socio-didactic, educational potential, independent-minded, advancement of democratic.*

One of the key aspects highlighted in the article is the presence of a problematic situation in the teaching of the "Foundations of State and Law" subject. It is suggested that this subject and its content possess significant socio-didactic and educational potential, which can greatly contribute to the effective cultivation of socially active civic competence in senior students.

To address this, the author proposes the utilization of innovative educational technology in teaching this subject, as well as the implementation of educational developmental technology in extracurricular training sessions with senior students. This approach aims to leverage these opportunities for the comprehensive development of students' socially active civic competence.

In Uzbekistan, one of the principal strategic objectives of the state youth policy is the cultivation of physically fit, spiritually and intellectually developed, independent-minded, and patriotic young individuals with strong beliefs. This includes fostering their heightened social engagement in the advancement of democratic reforms and the progression of civil society (Presidential Decree: Feb 7, 2017). Furthermore, the aim is to instill in young people a steadfast life stance, extensive knowledge, and resilience against various ideological threats, religious extremism, and terrorism, achieved through advancing their legal, environmental, and technological literacy, as well as their proficiency in utilizing information and communication technologies (Presidential Decree).

The development of these crucial civic qualities in individuals, along with the civic competence of secondary school students, is promoted through the teaching and study of academic subjects such as "Ethical Foundations," "Constitutional Basics," "Mother Tongue and Literature," "Uzbekistan's History," "History of World Religions," "Geography," "Computer Science and Information Technologies," "Patriotism," "Journeys Across Uzbekistan," "Career Guidance," "Initial Military Training," "Essentials of National Ideals and Spirituality," "Civics," and "Social Etiquette". It is



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worth noting that not only "subject teachers" but also "class mentors" who conduct educational thematic sessions with students ("class hours") play a significant role in shaping individuals' civic qualities and competence.

For the nurturing and establishment of civic competence, it would be ideal for students to have a clear understanding and realization of the social, economic, political, and personal significance of civic qualities, as well as the individual's social involvement in bolstering democracy, the economy, society, and their own lives. They should actively seek to self-educate and improve their personal civic qualities and competence, displaying them in their interactions and professional relationships, as well as in their communication and dealings with others.

Nonetheless, our observations and discussions with high school students and educators lead us to the fundamental conclusion that regular subject lessons, themed class hours, and other educational initiatives do not yield adequately effective outcomes in fostering the civic competence and social engagement of adolescents and young people.

This deduction is substantiated by the outcomes of group discussions and surveys conducted among 163 students across three urban schools from varying regions. These findings reflect the perspectives and self-evaluations of the students concerning their grasp of legal concepts within the "Foundations of State and Law" subject, as well as their purportedly incomplete awareness of the significance of civic competence and social involvement for individuals, families, and society.

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In our view, considering the psychological and pedagogical aspects, the primary reasons lie in the distinct personalities and typical age-related traits of the students (e.g., lack of cognitive interest in subjects such as "Foundations of State and Law," low motivation to acquire legal, social, and political knowledge, underdeveloped legal consciousness, as well as typical adolescent responses of resistance, opposition, assertion of independence, youthful idealism, and authenticity). It is important to note that educators and class mentors do not fully leverage the potential socio-educational and didactic opportunities inherent in the subject of "Foundations of State and Law". The instruction of high school students in this subject still adheres to the conventional "knowledge paradigm," where the primary objective is to impart academic knowledge to the students.

Within this paradigm, the teaching instructor is seen as the primary source of knowledge, while the learner is perceived as a recipient in need of "filling" with knowledge. The personal aspects of learning are often reduced to the cultivation of cognitive motivation and abilities, with the primary



emphasis being placed on providing information to the individual rather than fostering their overall development, which is merely viewed as a secondary outcome of the educational process.

According to the examination of scholarly works, the academic subjects "Fundamentals of State and Law" and "Fundamentals of Constitutional Law" have not been regarded in pedagogical studies (2000-2021) as social-didactic and educational tools for fostering the civic competence and social engagement of students (referred to as "Socially Active Civic Competence" within our interpretation). Consequently, it's important to note that the issue of nurturing socially active civic competence among students has not been well-developed in domestic pedagogical theory and practice. Notably, the concept of "socially active civic competence" is notably absent from pedagogical dictionaries, reference materials, and contemporary authors' scientific publications.

Considering the aforementioned shortcomings, it becomes apparent that a problematic social and pedagogical situation has evolved within school educational practices. This situation is characterized by conflicting aspects that demand resolution, namely:

- The disparity between the state and society's demand for competent, socially active citizens adept at navigating the contemporary socio-economic and political landscape both domestically and internationally, capable of fortifying statehood, democracy, and law enforcement, and the inadequate cultivation of socially active civic competence among students and graduates.

The contrast between the normative requirements advocating for the adoption of competence-based, technological approaches within the education system and the insufficient advancement of corresponding pedagogical conditions, methodologies, and technologies for their practical implementation to cultivate the civic virtues, civic competence, social involvement, and steadfast life stances of students. These conflicts underscore the relevance and both scientific and practical significance of our dissertation research on the subject: "Pedagogical technologies for nurturing socially active civic competence among students (illustrated by the subject "Foundations of State and Law")." This theme is intimately linked to the realization of the State Program of the Republic of Uzbekistan: "Spiritual, moral, and cultural advancement of a democratic and lawful society, as well as the establishment of an innovative economy for 2017-2020."

The goal of the study was to develop and validate innovative pedagogical methodologies for fostering the socially active civic competence of students within a comprehensive school environment, leveraging the potential of teaching "Foundations of State and Law" as the cornerstone. The research centered on senior secondary school students (grades 8-11) and focused on the pedagogical intricacies of nurturing and enhancing socially active civic competence based on educational technologies, as well as the educational prospects of the "Fundamentals of State and Law" curriculum for cultivating this form of competence utilizing competence-based and technological approaches. The research methods included theoretical analysis, comparative analysis, and synthesis, modeling, diagnostic discussions, survey questionnaires, subject assessments, self-evaluation techniques, educational formative experiments, and correlation analysis.

In fulfilling the study's objectives, the following tasks were undertaken to achieve the stated objective: conducting experimental work with high school students across three regional secondary



schools. This involved compiling an analytical summary of pedagogical research on student civic competence and social engagement, outlining and scientifically justifying the conceptual framework defining the structure and substance of socially active civic competence, and analyzing, organizing, and delineating pedagogical models, organizational and educational conditions, as well as methodologies for fostering student civic competence and social engagement.

Furthermore, the study involved the scientific development of an author's pedagogical model, educational and developmental methodologies, and organizational and pedagogical conditions (including suggestions for school educators) that contribute to nurturing the socially active civic competence of students through "Foundations of State and Law" instruction, thematic classroom sessions, and training workshops.

The study established and accomplished key objectives in order to realize this aim through experimental work with high school students in three regional secondary schools. To this end, an analytical overview of pedagogical research on the challenges of fostering student civic competence and social engagement was compiled based on the examination of scientific literature. The framework of concepts defining the structure and substance of socially active civic competence was delineated and scientifically validated. Furthermore, pedagogical models, organizational and pedagogical conditions, and methodologies for nurturing student civic competence and social engagement were scrutinized, organized, and expounded upon. The author's pedagogical model, educational and developmental technologies, as well as organizational and pedagogical conditions (including recommendations for school educators) aimed at fostering the socially active civic competence of students through the teaching of the subject "Fundamentals of State and Law," thematic classroom sessions, and training workshops, were scientifically developed.

In our study, we justified and adhered to the notion of socially active civic competence as follows. Socially active civic competence, broadly speaking, involves an individual's understanding of the state, law, politics, society, family, and its practical demonstration through the exercise of rights, obligations, and responsibilities as a conscious participant in public, socio-political activities, and other events linked to the national traditions, customs, and rituals of the people. Socially active civic competence, in a more specific sense, denotes a person's internal preparedness and mindset to undertake civic social roles within the public and territorial environment of a makhalla, district, or city. This includes roles such as that of a law-abiding citizen, a contributor to charitable and law enforcement public activities, an activist within the labor collective and local community "makhalla", a volunteer involved in community work ("khashar"), or in providing care for the elderly and disabled individuals. The development of socially active civic competence among students in general education schools represents a comprehensive process influenced by both external factors—such as the educational efforts of teachers and class mentors, various public events, "Fundamentals of State and Law" lessons, the creation of organizational and pedagogical conditions, technologies, and training—as well as internal factors, including cognitive interest, strong motivation for learning and engagement in social activities, well-developed legal awareness, self-reflection, positive social attitudes, and intellectual, moral, and ethical qualities. These factors support and nurture civic virtues, social engagement, and the behavior of individuals, which are endorsed by society, the local community, and the family.



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