



Formation of Socially - Active Civic Competence of Students of Secondary Schools in the Process of Teaching the Subject "Fundamentals of State and Law" on The Basis of Innovative Technologies

Otabek Buranovich Bakirov

Senior Lecturer, Center Retraining and Advanced Training Public Education Workers Jizzakh Region, Jizzakh City, Uzbekistan

<http://dx.doi.org/10.18415/ijmmu.v8i7.2927>

Abstract

The article discusses the issues of the formation of socially active civic competence of students in schools, which are relevant for society and the education system, and some results of the research carried out in pilot schools on this topic. In this regard, the presence of a problematic situation in the practice of teaching students the subject "Foundations of State and Law" is stated. Teaching this subject and its content has potential socio-didactic and educational opportunities that contribute to the effective formation of socially active civic competence of senior students. The author proposes to use such opportunities in the context of the implementation of innovative educational technology in the process of teaching this subject and educational developmental technology in extracurricular training sessions with senior students.

Keywords: *Civic Competence; Education; Formation; Academic Subject; Upbringing Developmental Technology*

Introduction

In Uzbekistan, one of the most important strategic directions and tasks of the implementation of the state youth policy are: "education of physically healthy, spiritually and intellectually developed, independent thinking, loyal to the Motherland of young people with firm life views; increasing its social activity in the process of deepening democratic reforms and the development of civil society" (Decree of the President: 2017, February 7); "The formation of a firm life position among young people, a broad outlook and deep knowledge, as well as strong immunity against various ideological threats, religious extremism, terrorism by further enhancing its legal, environmental culture and culture of using information and communication technologies" (Decree of the President: 2017, July 5).

Main Part

The formation of these socially significant civic qualities of the individual and, along with them, the civic competence of students in secondary schools, is facilitated by the teaching and study of academic subjects: "The ABC of Ethics", "The ABC of the Constitution", "Native Language and Literature", "History of Uzbekistan", "History of World Religions", "Geography", "Informatics and Information Technologies", "Sense of Homeland", "Travel to Uzbekistan", "Professional orientation", "Initial pre-prescription training", "Fundamentals of the National Idea and Spirituality", "Education", "Culture of behavior". At the same time, the formation of civic qualities of a person and competence depends not only on "subject teachers", but also on "teacher-leaders" of classes who conduct educational thematic classes with students ("class hours").

For the upbringing and formation of civic competence, it would be ideally adequate if schoolchildren clearly understood and realized the socio-economic, political, social and personal significance of civic qualities, as well as the social activity of a person to strengthen democracy, economy, social and their individual life. We would actively strive for self-education and self-development of their personal civic qualities and competence, manifesting them in interpersonal and business relationships with people, in communication and communication with them.

However, our observations, conversations with high school students and teachers lead us to the main conclusion that subject lessons, thematic class hours and other educational activities do not give sufficiently effective results in the formation of civic competence and social activity in adolescents and youth.

This conclusion is confirmed by the results of group conversations and questionnaires of students (n=163) of three city schools from different regions, which reflect their opinions and self-assessments regarding the assimilation of legal knowledge on the subject of "Foundations of State and Law"; insufficiently conscious understanding of the importance of civic competence and social activity of a person for an individual, family, society.

In our opinion, from a psychological and pedagogical point of view, the main reasons are the individual personality and typical age characteristics of students (lack of cognitive interest in the subject "Fundamentals of State and Law" and others; low motivation for mastering legal, social, political knowledge; low level of development of legal consciousness; adolescent reactions of refusal, opposition, emancipation, youthful maximalism and authenticity (authenticity ru.wikipedia.org >)). In this regard, it should be noted that teachers and class teachers do not sufficiently use the potential socio-didactic and educational opportunities of the subject "Foundations of State and Law". The teaching of high school students in this subject is still carried out within the framework of the traditional "knowledge paradigm", in which the main goal is to provide students with academic knowledge.

The main source of knowledge in this paradigm is the teaching teacher. The learner is viewed as an object that needs to be "filled" with knowledge. The personal aspects of learning are reduced to the formation of cognitive motivation and cognitive abilities. The main attention is paid to the information support of the individual, but not to its development, which is considered as a "by-product" of educational activity (Traditional paradigm helpiks.org >8-62987.html.).

Results and Discussion

Based on the results of an empirical analysis of the problematic situation in the practice of teaching the subject "Fundamentals of State and Law" in individual schools, we consider it relevant and

necessary to improve the teaching of these subjects on the basis of ideas, principles, methodology, competence-based and technological approaches. With the appropriate scientific, methodological, informational and organizational and pedagogical support of the teaching and educational activities of school teachers, their optimal communicative and interpersonal interaction with children within the framework of these campaigns, this subject could serve as the necessary information, normative and educational base for the formation of a socially active civil society. Competence of students. Moreover, such innovative approaches in education have already been developed and tested in practice by Uzbek scientists in relation to the formation and development of other types of competencies, competence (Asadov Yu. M., 2014 (Asadov: 2014); Ishmukhamedov R.Zh., (Ishmukhamedov: 2004); Nazhmiddinova Y.R., (Najmiddinova: 2019); Tolipov U., Usmonboeva M., (Tolipov & Usmonboeva: 2006); Turdiev N.Sh., Asadov Yu.M., Akbarova, (Turdiyev: 2015); Turmatov Zh, R. (Turmatov); Yuzlikayev F.R., (Yuzlikayev: 2009)).

As the analysis of scientific literature has shown, the academic subjects "Fundamentals of State and Law" and "Fundamentals of Constitutional Law" are not considered in pedagogical research (2000-2021) as social - didactic and educational means of forming civic competence and social activity of students (in our interpretation "Socially active civic competence"). In this regard, it should be noted that the problem of the formation of socially active civic competence of students is still poorly developed in domestic pedagogical theory and practice. The very concept of "socially active civic competence" is absent in pedagogical dictionaries, reference books; scientific publications of contemporary authors.

Thus, taking into account the above noted shortcomings, it should be recognized that by now a problematic social and pedagogical situation has developed in school educational practice, which is characterized by contradictions that require their resolution, namely:

- between the need of the state and society for competent, socially active citizens who know how to navigate in the modern socio-economic and political situation in the country and abroad; capable of strengthening statehood, democracy, law and order and insufficient formation of socially active civic competence of students, school leavers;
- between the normative requirements on the need to apply competence-based, technological approaches in the education system and the insufficient development of the corresponding pedagogical conditions, methods, technologies for their scientific and practical implementation in order to form the civic qualities of the individual, civic competence, social activity and firm life position of students.

These contradictions determined the relevance and scientific and practical significance of our dissertation research on the topic: "Pedagogical technologies for the formation of socially active civic competence of students (on the example of the subject" Foundations of State and Law "). This topic is closely related to the implementation of the State Program of the Republic of Uzbekistan: "Spiritual, moral and cultural development of a democratic and legal society, the formation of an innovative economy for 2017-2020."

The object of the research was the socially active civic competence of senior pupils of secondary schools (grades 8-11). Subject - pedagogical features of the formation and development of socially - active civic competence of students on the basis of educational technologies; potential educational possibilities of the content of the academic subject "Fundamentals of State and Law" and its use for the formation of this type of competence from the point of view of competence-based and technological approaches. Research methods: theoretical analysis; comparative analysis and generalization; modeling; diagnostic conversation, questionnaire survey, subject testing, self-assessment method; educational formative experiment; correlation analysis. The purpose of the study is to develop and test innovative

pedagogical technologies for the formation of socially active civic competence of students on the basis of a general education school using the potential of teaching the subject "Foundations of State and Law".

In the study, the main tasks were set and fulfilled to ensure the implementation of this goal by conducting experimental work with high school students in three secondary schools of regional regions. So, based on the study of scientific literature materials, an analytical review of pedagogical research on the problems of the formation of civic competence and social activity of students was compiled; the system of concepts defining the structure and content of socially active civic competence is highlighted and scientifically substantiated. Further, pedagogical models, organizational and pedagogical conditions, technologies for the formation of civic competence and social activity of students are analyzed, systematized and described. Scientific development of the author's pedagogical model, educational and upbringing developmental technologies, as well as organizational and pedagogical conditions (recommendations for school teachers), contributing to the formation of socially active civic competence of students based on teaching the subject "Fundamentals of State and Law", thematic class hours and training sessions.

The main criteria and indicators for assessing the degree (level) of the formation of socially active civic competence of students have been determined and tested in the experiment. Practical testing of the pedagogical model was carried out; organizational and pedagogical conditions (in the form of recommendations), educational technology (subject teaching) and educational developmental technology (in the form of training), which had an effective impact on the formation of socially active civic competence of students in the experimental groups, in comparison with the control groups.

Conclusion

In our research work, we substantiated and adhered to the concept of socially active civic competence in the following interpretation.

Socially - active civic competence in a general sense is a person's knowledge of the state, law, politics, society, family and their practical manifestation in the exercise of their rights, duties, responsibility as a citizen who takes a conscious part in public, socio - political and actions, and also in other events related to national traditions, customs and rituals of the people. Socially - active civic competence in a special meaning is the internal readiness and attitude of a person to perform civic social roles in the public territorial environment of a makhalla, district, and city. For example, this is the role of a law-abiding citizen, a participant in charitable and law enforcement public events; the role of the activist in the labor collective and the local community "makhalla"; the role of a volunteer - a participant in the people's "khashar" (gratuitous public work on cleaning the territory of the makhali, building a house, school, hospital); a volunteer for charity care for lonely pensioners, elderly citizens and disabled people.

The formation of socially - active civic competence of students of general education schools is a holistic process of the influence of external factors (for example, educational work of teachers, class teachers; various public events and actions; lessons "Fundamentals of State and Law"; forming organizational and pedagogical conditions, technologies, trainings) and internal factors (cognitive interest; high motivation for learning and participation in social activities; sufficiently developed legal awareness, self-reflection, positive social attitude, intellectual, moral, moral qualities, etc.), supporting and developing civic qualities, social activity and personality behavior, approved by society, the local community and family.

At present, the theoretical and statistical correlation analysis and generalization of the results of the experimental work carried out with the students of the experimental groups in the pilot general

education schools are being completed. Taking into account the results of theoretical research and experiment, scientific and methodological recommendations on the formation of socially active civic competence of schoolchildren on the basis of competence and technological approaches have been developed and are being prepared for the print publication.

References

- Asadov Y.M. (2014) Educational technologists focused on the formation of competencies. Scientific-practical conference of the Republic of Uzbekistan on "Implementation of modern pedagogical and information communication technologies in the educational process". – Tashkent. – pp. 12-16.
- Decree of the President of the Republic of Uzbekistan "On measures to improve the efficiency of state youth policy and support the activities of the Youth Union of Uzbekistan" dated July 5, 2017 No. UP-5106.
- Decree of the President of the Republic of Uzbekistan "On the Strategy of Action in Five Priority Areas of Development of the Republic of Uzbekistan in 2017-2021", dated February 7, 2017, UP-4947.
- Internet resource: authenticity ru.wikipedia.org ›.
- Internet resource: Traditional paradigm helpiks.org ›8-62987.html.
- Ishmukhamedov R.Zh. (2004) Pedagogical technology in the upbringing and health of children (in Uzbek and Russian). – Tashkent: UDAP. – 233 p.
- Najmiddinova Y.R. (2019) Improving the methodology of formation of professional skills in college students on the basis of a competency-based approach: autoref. dis ... ped. fan. Doctor of Philosophy. – Tashkent. – 50 p.
- Tolipov U., Usmonboeva M. (2006) Applied bases of pedagogical technologies. – Tashkent.
- Turdiyev N.Sh., Asadov Yu.M., Akbarova S.N. D.Sh. (2015) In the system of general secondary education - Tashkent: Taffakkur. – 160 p.
- Turmatov J.R. Improving the didactic support of the methodology of formation of research competencies in teachers of vocational education: autoref. dis. ped. Doctor of Philosophy in Science. – Tashkent. - 52 p.
- Yuzlikayev F.R. (2009) Reflexive activity organization technology. Formation of the student's personality in the context of innovative technologies. Tutorial. – Tashkent. – pp. 25-37.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).