



THE CONCEPT, CONTENT AND STAGES OF FORMATION OF ACTIVE CITIZENSHIP COMPETENCE IN STUDENTS

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Abstract

The article discusses the concept, content and stages of formation of active civic competence in students and the expansion of democratic processes in modern society, reforms aimed at fully ensuring the rights and freedoms of the individual, determine civic education as one of the main tasks of education. From this point of view, the formation of citizenship sets before the education system the task of not only imparting knowledge, but also educating a person who will be formed as an active citizen. This process includes the formation of legal awareness, social responsibility, a sense of involvement in the affairs of the state and society, a culture of critical thinking and communication in the student.

Keywords: Competition, system, education, competence, potential, task, homeland, global, expert.

Introduction

In the current conditions of globalization and competition, the sustainable development of society, the establishment of democratic values, the increase in the legal consciousness and social responsibility of the individual pose new challenges to the education system. In this context, the concept of active citizenship competence is emerging as one of the main pedagogical goals not only of personal development, but also of the formation of civil society. Through this competence, important qualities such as involvement in the fate of the Motherland, awareness of civic duty, social activity and understanding of democratic relations are formed in students. Viewing education as a means of improving civic potential is becoming one of the priority areas in national and international education strategies today.

Political and social processes in the world in the 21st century, especially the increase in the number of countries based on democratic principles, the political



activity of citizens and their desire to participate in public governance, require serious changes in the education system. The upbringing of active, responsible and enlightened individuals for the sustainable development of civil society has become a priority task of any state. In particular, the formation of a young generation that feels responsible for global problems - environmental security, migration, digital transformation, social equality - is becoming the main goal of education.

In this regard, active civic competence includes not only the knowledge of one's rights and duties in young people, but also the ability to actively participate in the processes taking place in society, to think critically and engage in dialogue. International experts note that through civic education, students can "educate a person who is oriented from a moral and ethical point of view, who can understand the truth and openly express his civic position."

These views are also widely supported by international organizations such as UNESCO, UNICEF, European Council, OECD (PISA and ICCS programs), leading to the recognition of civic competence as one of the most important elements of the 21st century skills.

The expansion of democratic processes in modern society, reforms aimed at fully ensuring the rights and freedoms of the individual, determine civic education as one of the main tasks of education. From this point of view, the formation of citizenship sets before the education system the task of not only imparting knowledge, but also educating a person who will be formed as an active citizen. This process includes the formation of legal awareness, social responsibility, a sense of involvement in the affairs of the state and society, a culture of critical thinking and communication in the student.

Civic competence is recognized not only as theoretical knowledge, but also as a set of skills and values that are developed through practical activities. The task of education in this direction is to form a commitment to democratic and human values in the student, to direct him to social activity, to prepare a person who is not indifferent to the problems of society, who can participate as an active citizen.

Foreign educational scientists state that civic competence is "an educational process that does not limit a person to knowledge of his rights and duties, but turns him into an honest, fair and responsible participant in society."

In our country, great attention is also paid to the formation of citizenship through education. In particular, the Decree of the President of the Republic of Uzbekistan



No. PF-5712 dated April 29, 2019, established the formation of life and civic competencies in students as a priority task through improving the quality of education and participating in international assessment programs such as PISA.

The formation of citizenship is a continuous, meaningful and purposeful process carried out through education. Its effectiveness is closely related to the curriculum, the content of subjects, educational work, family and community cooperation.

In today's global world, education is recognized not only as a means of imparting knowledge about subjects, but also as a key factor for the harmonious development of an individual based on civic, social, cultural and human values. Therefore, such influential international organizations as UNESCO, UNDP, OECD pay special attention to the formation of civic competence in education.

UNESCO, defining "active citizenship" in its education strategies as the main foundation of a democratic society, sees education as a tool for the formation of civic culture. The concept of "Global Citizenship Education" (GCED), adopted in 2015, sets the main goal of forming global thinking, social justice, humanity and democratic participation in young people through education.

UNDP, on the other hand, considers increasing civic capacity as an important factor in achieving sustainable development through education. The Sustainable Development Goals (SDG-4) for 2030, paragraph 4.7, emphasize the need for education to be focused on citizenship, human rights, equality and respect for cultural diversity.

Through the PISA (Programme for International Student Assessment) and TALIS (Teaching and Learning International Survey) programs organized by the OECD, students' educational success is assessed not only through the level of knowledge, but also through life, social and civic competencies. The PISA-2018 results introduced the concept of "Global Competence" as a separate module, and students' ability to communicate with other cultures, social responsibility and attitude to world problems were also assessed.

On this basis, the formation of active citizenship competence in the education system has become a pressing issue not only at the national but also at the international level. These recommendations of international organizations serve as the basis for revising educational reforms, standards and curricula in countries.

The concept of active citizenship competence is a complex and multifaceted category formed at the intersection of pedagogical, legal and philosophical



sciences, and its definition has been interpreted differently by different scientific schools and researchers. The content of this concept includes a person's readiness for active participation in society, social and legal responsibility, moral awareness, communication and critical thinking skills. In scientific sources, active citizenship competence is described on the basis of various approaches - cognitive, affective, behavioral, socio-psychological and interactive. In order to determine the content of this competence and develop strategies for its development in the educational process, the study of its various definitions and scientific views is of great theoretical and practical importance.

Local researchers approach active citizenship competence as a multidisciplinary concept formed through the education system, encompassing a person's readiness for active participation in social life, the ability to understand their rights and duties, critical thinking and the ability to freely express their views.

B. Jumaniyazov defines active citizenship competence as “a set of knowledge, skills and values that reflect the student’s civic position, active participation in social life, a sense of involvement in the interests of the state and society, legal awareness and responsible attitude”.

The definition given by B. Jumaniyazov emphasizes that the main content of active citizenship competence is a system of knowledge, skills and values that includes the student’s civic position, active participation in social life, a sense of involvement in the interests of the state and society, legal awareness and responsibility. This definition expresses an objective and comprehensive approach to active citizenship competence. In particular, it reflects not only cognitive (knowledge), but also affective (values and emotional attitude) and behavioral (practical activity) components.

The definition of the aspect of civic competence as “possession of a position” in the author’s definition is of particular scientific and practical importance. After all, the basis of active citizenship is precisely the manifestation of a person in society as a free and responsible subject. This, in turn, is closely related to such skills as the ability to express an opinion, a critical approach, legal awareness and involvement in public affairs.

In our opinion, there is also a need to partially supplement this definition. In particular, the definition does not fully reveal the elements inherent in modern civic competence, such as the interactive abilities of a person, that is, the ability to



communicate with the community, demonstrate social partnership and tolerance. It is also necessary to pay attention to the issue of balance between the global and national dimensions of competence. Because in today's world, citizenship has become a concept that needs to be implemented not only at the local level, but also at the global level.

In general, the definition given by B. Jumaniyazov reflects a scientifically based, systematic approach and is appropriate to use in the educational process. However, it is necessary to expand its scope, enrich it with interactive and global views, taking into account the requirements of modern citizenship.

Sh. Mamadkulov defines active citizenship competence as follows: “A system of skills formed on the basis of universal human values that allow a person to not be indifferent to social issues, to strive for active participation in the life of the state and society, to obey the law and form a legal culture.”

In the author's definition, active citizenship competence is considered as an environment that ensures the active participation of a person in the life of society. The main emphasis is on the fact that a person, as an active citizen, is not indifferent to events in society, but feels involved in social issues and is able to make the right decisions on a legal basis. A noteworthy aspect of the definition is that it identifies not only knowledge or moral education, but also personal aspirations and internal motivation as a substantive part of civic competence.

This approach can be supported, since active citizenship in modern society requires, on the one hand, the possession of certain legal knowledge, and, on the other hand, the manifestation of an active social position. It is also important that the concept of “universal human values” occupies a special place in Sh. Mamadkulov's definition: this means that education includes not only a national, but also a global educational function.

At the same time, it can be seen that the definition presents the cognitive (knowledge), affective (values) and behavioral (activity) components of competence as being inextricably linked to each other. This makes it a theoretical foundation that is convenient for practical application, based on communication and ensures the successful functioning of an individual in a changing society. However, in our opinion, the definition does not directly indicate the mechanisms or stages of methodological formation of active citizenship competence. Therefore,



it would be appropriate to enrich this definition with additional descriptions, models or types of activities for its practical application.

Another local researcher, S. Sadanova, defines active citizenship competence as “a set of personal qualities that form the ability to freely and reasonably express one’s opinion in social relations, correctly understand one’s rights and duties, and independently resolve socio-legal issues.”

This definition reflects a clear and purposeful approach to defining the individual characteristics of active citizenship competence. It is noteworthy that the author's definition primarily emphasizes the individual's active participation in social relations, the ability to express opinions and solve social problems. This aspect is one of the most important characteristics of a mature citizen in a modern democratic society. The element of "free and reasonable expression of opinion" in the definition is an important indicator of the civic position.

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