

DEVELOPMENT OF SOCIALLY ACTIVE CITIZENSHIP COMPETENCE IN FUTURE TEACHERS

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Abstract

This article analyzes the theoretical and pedagogical foundations of the development of socially active citizenship competence in future teachers. It also covers the content, structural components of socially active citizenship competence, and factors influencing its formation. The possibilities of strengthening students' civic responsibility, social activity, legal culture, and participation in public life by organizing the educational process in higher educational institutions on the basis of a competency-based approach are shown. According to the results of the study, it is established that innovative pedagogical technologies, interactive methods, and practical activity-oriented education contribute to the effective development of socially active citizenship competence in future teachers.

Keywords: Future teacher, socially active citizenship competence, competency-based approach, civic responsibility, social activism, legal culture, civic position, pedagogical technologies, interactive methods, higher education, upbringing, democratic values.

Introduction

In today's globalization process, the development of society is closely related to the level of development of human capital. One of the main tasks of the higher education system is to educate not only a knowledgeable specialist, but also a socially active, independent thinker and an active participant in the life of society. The formation of socially active competencies in students is of great importance in building a democratic society, developing civic responsibility and ensuring the social integration of young people.

The results of the reforms being implemented in the education system of our country In the Republic of Uzbekistan, it is emphasized that the "Concept for the Development

of Higher Education until 2030" will serve as a "new system of universal knowledge, skills, qualifications, as well as the experience of independent activity and personal responsibility of students, that is, modern basic competencies" in directing the national education system to achieve new results. On the basis of the reforms being carried out in the field of education in the Republic of Uzbekistan, the education of young people as socially active citizens, who are the present and future of our country, is being put forward as an urgent issue. The President of the Republic of Uzbekistan, addressing the issue of educating socially active and harmonious youth, stated in his Address to the Oliy Majlis on December 29, 2020: "The healthy and harmonious growth of the young generation, which ensures the future of society, plays a decisive role in the development of society. Therefore, in order to further increase the scale and effectiveness of our reforms, we rely on our comprehensively mature, ambitious, and enterprising youth, who have mastered modern knowledge and skills," and it is worth noting that the development of the young generation studying in educational institutions as socially active citizens is of great importance. It is worth noting that his views are appropriate.

The President of the Republic of Uzbekistan expressed the following opinion on the upbringing of the younger generation: "Speaking about the upbringing of the younger generation, I would very much like each of us, especially our sons and daughters who are now entering life, to follow these thoughts of our grandfather Abdurauf Fitrat. Here is what our great ancestor wrote: Whether a people moves towards a specific goal, becomes a state, is happy and respected, becomes a world leader or is weak and humiliated, bears the burden of misfortune, is ignored, becomes a slave and a captive, depends on the upbringing they receive from their parents in childhood." The combination of knowledge, skills, qualifications and practical experience acquired by students with competence is of great importance. In our research, we found that the mechanism for developing socially active citizenship competencies is closely related to the student's personal activity, initiative, psychological characteristics of the ability to respond with independent views on the solution of the problem during the learning process, the correct selection of modern interactive methods and pedagogical technologies during the training process, and the socialization of motivation in the student.

Methodology

In order to increase the social activity of the student, first of all, self-activation, building on the principle of self-assessment of achievements in the educational process plays an important role. It is necessary to involve the student in situations that encourage the individual-personal response, analysis of his own educational activity. The main criterion for success in the educational process for the student should not be the grade given to him by the teacher, but a specific educational achievement, the productivity of completing the task. The student's ability to independently assess the results of his actions, self-control, find and correct his mistakes depends on the development of his will.

The student, with his social projects, positive experience of participating in seminars, trainings and various initiative, volunteer groups, contributes to a decrease in anxiety about civic activities. Because all this should contribute to the development of initiative, goal-orientedness, determination in defending one's socially oriented point of view, that is, individual qualities.

Due to the need to develop value-oriented components in students, it is necessary to resort to modern views on the democratic lifestyle of an educational institution, the organization of the educational process, because if socially active citizenship competence is formed in the school education system (The Idea of National Independence and Fundamentals of Spirituality, Fundamentals of Spirituality, Fundamentals of Constitutional Law), then the strategy of developing knowledge, skills and qualifications formed in the higher education system through disciplines (Development of Uzbekistan: Civil Society, General Pedagogy) plays an important role.

Therefore, if we focus on the individual-personal approach in the educational system for the development of socially active citizenship competencies, it is emphasized that the lifestyle of an educational institution is the collaborative organization of all elements of the educational process, which determines the democratic style and environment of the social life of the entire educational institution.

Results

In the course of the research, the pedagogical possibilities of developing socially active citizenship competence in future teachers were studied and the effectiveness of the methodological system aimed at forming this competence was analyzed. The

results of the research showed that organizing the educational process in higher educational institutions on the basis of a competency-based approach significantly increases the civic responsibility, activity in public life and social initiative of future teachers.

During the research, the motivational-value, cognitive, active-practical and reflexive-evaluative components of socially active citizenship competence were identified and their interrelation was substantiated. According to the results, the formation of knowledge about civic duty and responsibility in students positively changes their attitude to social processes in society. In particular, it was observed that as students' knowledge about the participation of citizens in state and public administration, the rule of law, human rights and democratic values increases, their level of social activity also increases.

The use of interactive methods, problem situations, discussions, project work, debates and case study technologies in training sessions had a positive impact on the development of students' skills of independent thinking, substantiation of their point of view and active participation in public activities. In training sessions organized on the basis of these methods, students demonstrated high results in analyzing social problems, expressing a civic position towards them and developing practical solutions.

The results of the study also showed that involving future teachers in various social projects, volunteering, joint activities with public organizations, and practical work related to the neighborhood and educational institutions is an important factor in developing their socially active civic competence. As a result of such activities, students developed such qualities as not being indifferent to social problems, promoting civic initiatives, working with a team and feeling social responsibility.

It was also found that through the use of digital educational resources and information and communication technologies, students' skills in searching, analyzing and rationally using socio-political and legal information were developed. Students gained certain experience in critically evaluating information, distinguishing false and manipulative information, and complying with the requirements of media culture.

The methodological recommendations and pedagogical conditions developed at the end of the study proved to be an effective tool in developing socially active civic competence of future teachers. The results of experimental work showed a significant increase in the level of developing students' civic awareness, strengthening their

social activity, strengthening their commitment to democratic values, and demonstrating an active civic position in their professional activities. This expands the possibilities of training qualified teachers who will be able to educate the younger generation in the spirit of patriotism, civic responsibility, and social activity in the future.

The results obtained confirmed the need for a systematic organization of the process of developing socially active civic competence in future teachers, integrating the content of education with civic education, and widely introducing innovative pedagogical technologies. These results are of significant scientific and practical importance in ensuring the professional and personal development of future teachers in the higher pedagogical education system.

Discussions

The analysis of the research results confirmed that the development of socially active citizenship competence in future teachers is one of the priority areas of modern pedagogical education. In the context of globalization, informatization and the processes of building a democratic society, it is of great importance for pedagogical personnel to have not only professional knowledge and skills, but also a high level of civic culture, social responsibility and an active life position. From this perspective, the results identified during the research indicate the need to improve the system of training future teachers.

As the research revealed, the development of socially active citizenship competence is not limited to the acquisition of theoretical knowledge. The involvement of students in practical activities, participation in public affairs and activities aimed at solving real social problems serve as an important factor in the formation of this competence. This is consistent with the basic principles of the competency-based approach, that is, only when knowledge is combined with practical activities, stable competencies of a person are formed.

It was observed that the results obtained are consistent with the scientific views of a number of domestic and foreign scientists. In particular, in studies devoted to the development of civic competence, understanding of democratic values, active participation in public life, social responsibility and legal culture are recognized as the main components of civic competence. Our study also found that the development

of these components leads to the strengthening of students' social activity and civic position.

Another important aspect was identified during the discussion, namely that the socio-cultural environment of the educational institution plays a special role in the development of socially active civic competence in future teachers. In an environment where students have the opportunity to freely exchange ideas, defend their views and work together with the team, their civic activity is formed at a high level. On the contrary, in the educational process based only on reproductive teaching methods, students' initiative and social activity may not develop sufficiently.

The results of the study also confirmed the effectiveness of interactive pedagogical technologies. Debates, discussions, project work, case studies and problem-based activities served to develop students' critical thinking, communication culture, analysis of social issues and independent decision-making skills. This indicates the high importance of these methods in the formation of practical aspects of socially active citizenship competence.

According to the results of the discussion, the development of socially active citizenship competence of future teachers should be organized as a continuous and systematic process. In this process, it is advisable to integrate educational content, pedagogical technologies, educational work, social projects and volunteer activities. Because civic competence is a complex integrative quality that is formed not within the framework of a separate subject or activity, but at all stages of the educational process.

At the same time, some problems were observed during the study. In particular, it was found that some students have insufficiently developed civic responsibility and social initiative, low interest in participating in public activities, and underdeveloped skills in freely expressing their civic position. These circumstances indicate the need to further strengthen work in this area in higher education institutions.

In general, the results of the study and their discussion confirm the need to improve the scientific and pedagogical foundations for the development of socially active civic competence in future teachers, to widely introduce innovative educational technologies, and to create an educational environment that supports students' civic activity. This will serve to train civically responsible and socially active pedagogical personnel who can make a worthy contribution to the development of society in the future.

Conclusion

This study was aimed at identifying and improving the theoretical and practical foundations for the development of socially active civic competence in future teachers. Based on the results of the study, it was determined that socially active citizenship competence is an important integrative quality in the professional training of a future teacher, which embodies civic awareness, legal culture, social responsibility, commitment to democratic values, and active participation in public life. The analysis showed that the process of developing socially active citizenship competence in future teachers is a process of competencenational approach. In this case, the combination of educational content with civic education, the involvement of students in social projects and public activities, the use of interactive pedagogical technologies, and the creation of a learning environment focused on practical activities were identified as important pedagogical conditions.

During the study, the motivational-value, cognitive, activity-based, and reflexive components of socially active citizenship competence were identified and their interdependence was substantiated. It was found that the harmonious development of these components contributes to the formation of a civic position in students, a conscious response to processes in social life, and an increase in social initiative.

Based on the results obtained, methodological recommendations were developed to develop socially active citizenship competence in future teachers. In particular, practical recommendations were given on the widespread introduction of debate, discussion, case study, project method, problem-based learning, and collaborative learning technologies into the educational process, as well as support for volunteer activities and social initiatives. The implementation of these recommendations in practice will serve to develop students' civic activity, social responsibility and professional competence.

The results of the study also showed the need to create special pedagogical mechanisms aimed at developing civic competence, enrich the content of educational activities and effectively use innovative forms of education in the process of training future teachers. Because the future teacher is not only a specialist who imparts knowledge, but also a person who forms the civic consciousness of the younger generation, prepares them for social life and educates them in the spirit of democratic values.

In conclusion, the development of socially active civic competence in future teachers is one of the priority tasks of the higher pedagogical education system, and purposeful, systematic and innovative pedagogical activities aimed at forming this competence will serve to improve the quality of education, develop civil society and train socially responsible, enterprising and competitive pedagogical personnel. The scientific and theoretical conclusions and practical recommendations developed in the study can serve as an important methodological basis for further scientific research in this area.

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