

FACTORS AFFECTING THE DEVELOPMENT OF SOCIALLY ACTIVE CITIZENSHIP COMPETENCE IN STUDENTS

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Abstract

In this article, educational and psychological factors affecting the development of socially active citizenship competence, through the development of intellectual, motivational, volitional, emotional spheres of activity, raising a mature generation with mental potential, in the continuous education system, students and youth in the way of building a civil society, a democratic state coming of age as a professional, as well as through the pedagogical means of influencing the development of their active citizenship competences.

Keywords: student, intellect, pedagogue, psychologist, competence, competence, reform, socially active citizenship, initiative, social-professionalism, competence, motivation, emotion, creative

On the basis of the reforms being carried out in the field of education in the Republic of Uzbekistan, the education of young people, who are today and tomorrow of the country, as socially active citizens, is being promoted as an urgent issue. The President of the Republic of Uzbekistan touched on the issue of educating socially active and mature youth: in his Address to the Oliy Majlis on December 29, 2020[1]: "the healthy and mature growth of the young generation, who will ensure its future, is crucial in the development of society. For this reason, we rely on our young people, who are mature in every way, who have mastered modern knowledge and skills, are determined and enterprising[1], to further increase the scope and effectiveness of our reforms. earns[1].

Socially active citizenship through the development of socially active civic competences of a student as a subjective category, which depends on the development of pedagogical and psychological characteristics of a person, and represents not only the readiness to solve complex tasks in various fields of practical application of knowledge, skills and abilities, but also the achievement of a certain level of development of the abilities to solve these problems is manifested in the improvement of their qualities.

Moral education also plays an important role in influencing the social activity of students. Because, [2 ; p. 28]"spiritual perfection of the society is not realized by itself, satially. Each system and period affects the spiritual maturity of people based on certain goals, demands and

needs, gives it a meaning and a certain direction. Based on this, it is expressed by the origin of a system, methods and form of human education" [2].

A. Akramov[3; p. 16] while focusing on the structural parts of students' civic position: he divides them into emotional-moral, intellectual, active components and shed light on the scientific-pedagogical basis of the process, structure, and content of the development of students' civic position[3].

A. Erkaev [4; p. 52] in his scientific research, "belief, as the core of the worldview, and through it the core of spirituality, determines human attitude to reality, behavior, activity. For activity, especially for creativity, simple faith-based science is often lacking. Creativity and activity require enrichment of trust with sincerity and love"[4].

Robert Dahl[5], a professor at Yale University in the USA, one of the most famous scientists of the modern world, considers that "the danger in democracy is that many citizens do not meet the simplest standards of civil competence in practice." Because citizens are the most important factor in building civil society.

J. Rumi[6] in his work "believes in priestly and spiritual closeness along with physical affiliation, and he recognizes the people of meaning as the children of the saint" [6] . Because the spiritual and spiritual maturity of young people was reflected in the works of thinkers in their time.

Also, the development of socially active civic competences in students presupposes paying attention to their individual qualities. Therefore, it is necessary to consider the views of individuality pedagogy in pedagogical practice by scientists.

O.S. Grebenyuk [7; p. 572] and T. B. Grebenyuk [7; p. 572] under the individual approach of pedagogy focused on unique pedagogical-psychological features that distinguish a person from the animal and social world and are determined by the main areas of his intellectual, motivational, emotional, volitional, objective-practical, self-control and existential qualities[7].

Youth is the physical, mental and spiritual maturation of the generation, the mature children who have grown up on the basis of oriental manners, universal human values, and democratic principles of their time, to become successors of the work of independence [9; p. 255] is the main priority of every country that has chosen the path of independent development.

The subject of the individual approach in pedagogy is explained by researching the essence of the formation and development of individual human qualities as a specially organized process and defining the process of his socialization on this basis. It is known that we consider the development of socially active civic competences as a necessary part of the process of student socialization, as a psychological-pedagogical task related to upbringing, development, education, personality formation, its problems, therefore, the study and research of the concept of individual approach in pedagogy occupies an important place.

Analyzing the information presented above, the development of socially active civic competences allows a person to have an active civic position in society, to ensure his active participation in the way of building a democratic state, social partnership, public control, as well as self-control, indifferent to events and processes occurring in the life of society. absence is manifested in the development of all the main areas of the student's social factors.

In the opinions expressed by scientists, we will consider how the factors affecting individual qualities are expressed in the socially active civic competence of a person.

Social-psychological factors affecting the development of socially active civic competence are formed through the development of the student's personality, thinking and knowledge, quality of mind, cognitive processes and skills, thinking operations, as well as science and pre-science knowledge, skills and qualifications system.

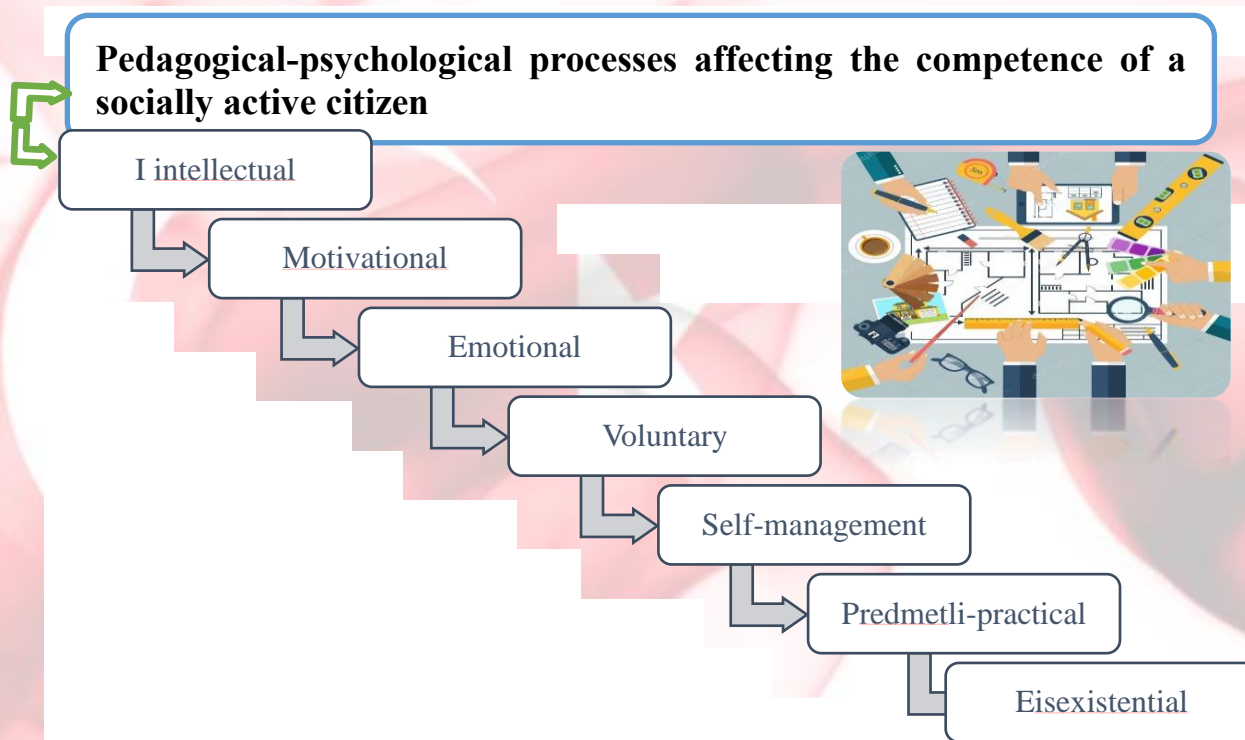


Figure 2. Pedagogical-psychological processes affecting the competence of a socially active citizen

education, the competence approach plays a special role as a productive type of thinking of a person, because competence is especially important because it implies the application of knowledge in various fields, the ability to find ways out of various non-standard situations, to challenge the usual, stereotyped solutions, and the ability to solve various algorithmic complex tasks. .

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