

SUBSTANTIATION OF THE MODEL OF THE PROCESS OF FORMATION OF CIVIC ACTIVITY OF STUDENTS IN THE EDUCATIONAL WORK OF THE UNIVERSITIES

Khabibulla Muratov Abdukodirovich

Lecturer at Karshi State University. Kashkadarya, Uzbekistan

murodovahmadjon81@gmail.com

ABSTRACT

The solution to the problem of the formation of civic activity of students, in our opinion, is possible due to the creation of the most favorable conditions, which are reflected in the model of formation of civic activity of students in the educational work of the university in the modern process of the formation of civil society in Uzbekistan. To construct a model means to define and describe the content of activities to achieve a designated goal within a certain subject of education (a certain institution), as well as to determine the sequence of its implementation [46, p. 142]. Thus, we proceed from the fact that the formation of a civic-active personality involves the creation of a complex model that unites the process of the entire system of organizing the educational work of a university, including certain goals, tasks, stages, levels, optimal means, directions and forms of work that predicts the most significant changes in the personality of the student [70].

Keywords: model, pedagogy, university, idea, time, system, person.

Introduction

According to the youth development strategy of the Uzbekistan Republic for the period until 2025 [247], the priority activity is the formation of a young person's civic culture and will include:

assistance in attracting young people to programs of patriotic education;
the introduction of patriotic events, the study of the legal and state systems of the Uzbekistann Republic, the history of the Fatherland;
development and implementation of interactive programs dedicated to the modern achievements of Uzbekistan to form an image of a positive perception of the current situation of the country's development, etc. [247].

Civic activity concerns all spheres of society. In economics, we can associate it with the resolution of a labor conflict and the maintenance of property rights, in the context of the development of relations between partners. In politics, this activity is expressed in the activities of public and political associations, the participation of a citizen in state and administrative issues. In the social sphere, this is connected with the protection of

nature, support for the elderly, the rights of motherhood, etc. In the spiritual and ideological sphere, this is a form of scientific, artistic, religious, and educational activities of people. The diversity of spheres of society's life leads to the emergence of various forms of manifestation of the civic activity of young people.

All of the above prompts us to consider and analyze these forms. Today, scientists distinguish many forms of manifestation of civic activity of the individual. Let us dwell on the studies of D.V. Artyukhovich, who among the main forms of manifestation of civic activity of a person in modern Uzbekistan society notes participation in the activities of: political organizations; religious organizations; trade union organizations; public organizations of scientific and cultural orientation; leisure-oriented public associations (also informal); public associations of charitable orientation; public associations (clubs) of interest; public associations of a sports orientation (also informal); bodies of state power and local self-government (including the work of freelance police officers, public assistants to deputies of all levels, etc.); election campaigns (in particular, signature collection, campaigning, work in election commissions, etc.); elections at all levels (specific participation in voting); as well as the implementation of public assignments at the place of study (work) [18].

In our opinion, the modern needs of students require expanding the forms of manifestation of civic activity and, in addition to traditional actions, forums, should include flash mobs, the work of propaganda teams and volunteer activities. These forms (including those identified earlier in the studies of D.V. Artyukhovich) were used by us in constructing a model for the formation of civic activity of students.

The process of deepening the differentiation of modern youth has led to the emergence of new diverse forms of civic activity. A special place is occupied by such forms as public non-governmental associations and organizations (capable of providing an independent examination of regulations affecting the interests of young people), youth governments focused on active participation in the implementation of significant youth ideas and initiatives, and expanding contacts with public authorities. Forums are becoming a common form, where ways and prospects of socio-political institutions that stimulate and support youth civic initiatives are discussed. By participating in such forms of social practice, young people acquire the skills to make socio-political decisions and the technology for their implementation, develop leadership traits and qualities.

The choice of forms of organization of educational work should take into account the features of the construction of this process.

The definition of forms and methods of education is selected depending on the age category (for example, we will not achieve the desired educational effect if we include students in activities aimed at school age). A distinctive feature of student age is the independence of choosing the degree of activity and individual participation in the public life of an educational institution, city, region, country. The activity of the individual depends on his interest in one form or another of participation. Therefore,

it is obvious that the educational institution must take into account the age specificity of the events organized.

It is important, in our opinion, to take into account the interest of young people. As practice shows, today the student audience is interested in public affairs of a practical nature (organization of charity events, volunteering, patriotic and other socially significant flash mobs, subbotniks at historical monuments, search expeditions, meetings and conversations with participants in the war, etc.). In addition, students show interest in participating in the activities of youth movements and organizations. By expressing such civic activity, a person not only transforms the surrounding reality, but also transforms himself.

It should be remembered about such an important condition for the effectiveness of the educational process in organizing events as subsequent reflection. It is important to discuss, discuss, analyze the types of activities carried out with students. Discussion and dialogic forms of communication form the ability to defend and justify one's point of view, critically evaluate one's own intentions and actions, providing an independent choice in favor of humanistic ideals and further life self-determination of a young person.

The emotional component should be singled out as an important condition for organizing the educational process of forming students' civic engagement. The atmosphere of emotional responsiveness, positive interdependence expands social experience, which allows students to feel their own importance, strengthen faith in their own strengths and himself. An important criterion for the effectiveness of the formation of civic activity of a person is the emotional dominant of self-confidence. This emotional state allows a person to be more productively included in the changing socio-cultural context of life, to be active. The state of emotional experience provides a reserve of activity for further activities, contributes to the development of social needs. This process occurs mainly through the channel of empathy (ie through emotional associations and transfers based on individual experience of feelings). This channel captures the ability of a person to enter into emotional resonance with the surrounding subjective society (empathize, sympathize). All this contributes to an increase in the civic activity of students.

For the effectiveness of the organization of educational work in higher education, it is necessary to create conditions for the inclusion of a young person in solving their problems on their own, to help young people activate social and other resources to find a way out of a problem situation. This position helps students understand the importance of their role and place in society, which contributes to the formation of its civic activity. Therefore, it is so important to reinforce the confidence of a young person in himself and his abilities, understanding of competitive ability, the possibility of self-organization.

Having outlined the important features of the organization of educational activities, we have identified the forms of organization of work in accordance with the previously identified stages and areas of work on the formation of civic activity of students:

personality-oriented (search): the situation of civil dialogue, individual work, debates, interviews, business and role-playing games, work in the Internet space, round tables, meetings, the creation of problematic, educating situations and the involvement of students in the process, etc.;

transformative-reflexive, built on an optimistic attitude and emotional involvement: academy of a young citizen, a school of social development, personal growth trainings, leadership schools, youth forums, project work, student elections, flash mobs, etc.;

practice-oriented: the work of patriotic propaganda teams, charity events, volunteering as a territory for self-development, participation in the activities of public organizations, voluntary people's teams, employment as a means of personal growth, etc. [70].

The choice of forms of educational work was based on the formation of all components of civic activity: cognitive, need-motivational, personal-reflexive. We also took into account the conditions for the formation of civic activity of students: the age characteristics of the student audience (independence, individuality, etc.), value orientations, need-motivational reinforcement of activity, etc. [70].

The implementation of the Model is possible with the support and interaction of the following levels of educational activities indicated in Fig. 6.

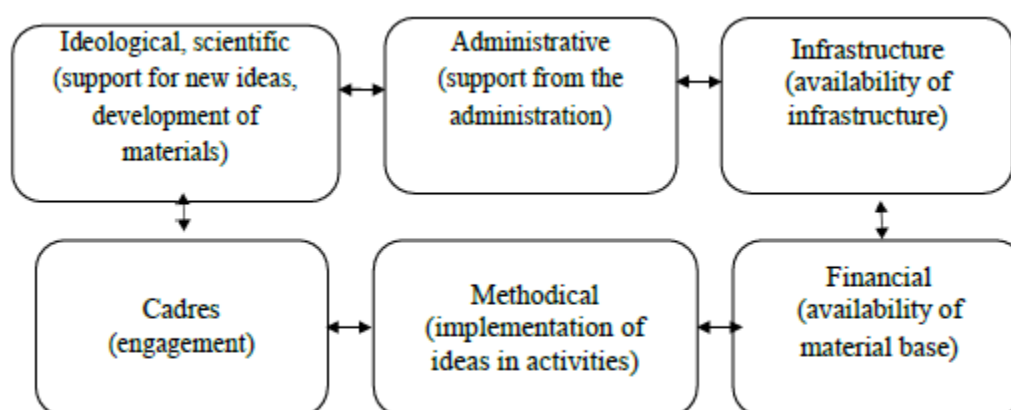


Fig.6. Levels of educational activity necessary for the implementation of the model of the process of formation of group activity.

The implementation of the model assumes the correspondence and interconnection of the areas of work with the stages, levels of formation of civic activity, components, means and forms of organizing educational work [70].

The theoretical and procedural stage corresponds to the tasks of forming the foundations of knowledge in the field of civic culture among students, the development of a value attitude; education of respect, tolerance and tolerance. An important area of work is the formation of a student's theoretical readiness for the manifestation of civic engagement. Our work is based on the fact that the result of educational activity at this stage is the formation of the cognitive component. This stage involves the formation of civic activity on the basis of personality-oriented (search) forms of work: the situation of civil dialogue, individual work, round tables, debates, interviews, business and role-playing games [70].

The stage of internalization corresponds to the task of forming students' positive attitude towards the manifestation of civic activity, the formation of the experience of active socially useful, legal activity. An important area of work is the formation of a student's practical readiness for the manifestation of civic engagement. Our work is based on the fact that the result of educational activities at this stage is the formation of the need-motivational component. This stage involves the formation of civic activity on the basis of transformative-reflexive forms of work built on an optimistic attitude and emotional involvement: academy of a young citizen, a school of social development, personal growth trainings, leadership schools, youth forums, project work, student elections, a flash mob [70].

The stage of exteriorization corresponds to the task of forming students' initiative in the manifestation of their civic activity, the need for the manifestation of civic activity as a personal characteristic. An important area of work is the formation of a student's personal readiness for the manifestation of civic engagement. Our work is based on the fact that the result of educational activity at this stage is the formation of a personal-reflexive component. This stage involves the formation of civic activity on the basis of practice-oriented forms of work: the work of patriotic propaganda teams, volunteerism as a territory for self-development, employment as a means of personal growth. There is an acceptance by students of civic activity into the system of semantic connections of the life world [70].

Thus, we determine that the educational process will be carried out in stages, comprehensively realizing the formation of the search-cognitive, subjective-evaluative and social-personal levels of civic activity of students [70]. The model of formation of civic engagement of students in the educational work of the university is reflected in Figure 7.

For further work on approbation of the model of the process of formation of civic engagement of students proposed by us, it is necessary to consider the educational work of the university and determine the initial level of civic engagement of students.

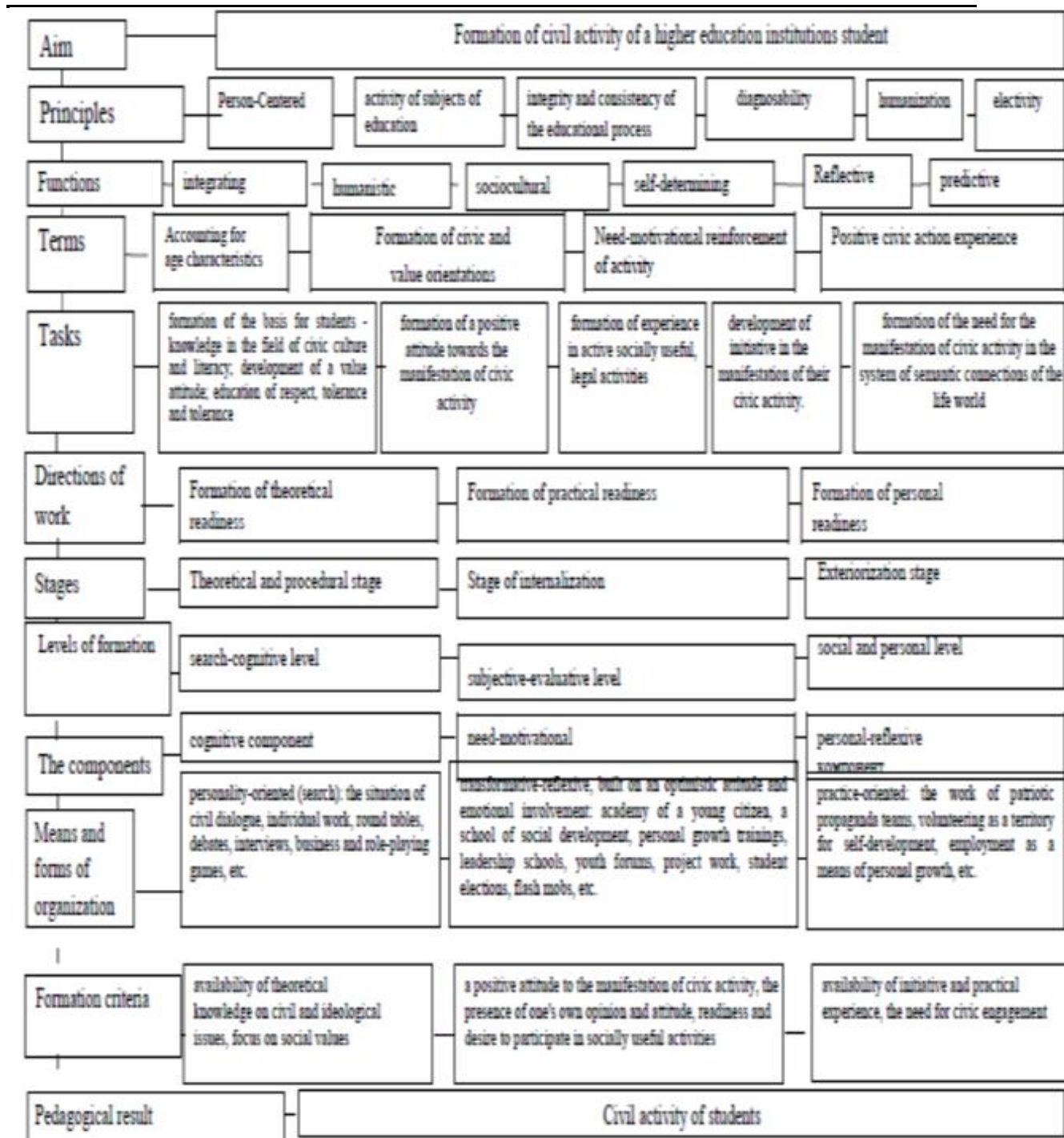


Figure 7 - a model of the formation of civic activity of students in the educational work of the university

In recent decades, there has been a change in the foundations of relations in Uzbekistann society, the socio-political and socio-economic system, so the problem of human orientation in the social world is of particular relevance, and the importance of civic activity of the individual is increasing. The priority direction of the state policy of the country today is the education of a young man

- a citizen of his country. The state and society largely entrust this function to vocational education institutions. But today we understand that the system of education and upbringing does not always have time to adequately respond to the changes that are taking place in society, taking into account the new needs of education, developing technologies, ways and means of solving urgent problems. The analysis of scientific literature made it possible to determine approaches to the pedagogical process: a holistic approach to the study of the pedagogical process (V.S. Ilyin), personality-oriented education (E.V. Bondarevskaya, V.V. Serikov, I.S. Yakimanskaya), pedagogy of individuality (O.S. Grebenyuk), humanitarian pedagogy (N.M. Borytko, I.A. Solovtsova, A.M. Baibakov) and others. We determine that the process of forming the civic activity of students is based on an activity approach, taking into account personal characteristics (interest, needs, value orientations, etc.). At the same time, the interaction between the participants in the educational process can be implemented according to the algorithm $A_1 \Leftrightarrow A_2$, where A_1 is the educator who forms the student's genuine interest in participating in the educational process, coordinating, reinforcing reactions, stimulating the process. A_2 - a student, interaction with which is considered by the educator as cooperation in solving any educational problems. In this case, the personal-activity approach naturally becomes an effective basis for organizing the process of formation of civic activity of students in the university.

We found that the most significant internal factors influencing the formation of civic activity of students are: the need for self-expression and civic self-determination, the implementation of value orientations, the positive experience of living civic action, needs and motivation. Significant external factors are: the educational work of the university, the style of the relationship between the subjects of the educational process in the university; information support for the development of civic activity of students. Thus, we consider internal and external factors as a whole, since the analysis of scientific literature, as well as practice, show that they are interconnected and interdependent.

We have focused on those criteria that are associated with the development of the level of formation of the civic activity of a young person-student: the presence of theoretical and civic knowledge, a pronounced need, motive, interest and desire in the manifestation of a civic position, the presence of one's own opinion on civic and ideological issues of society, willingness and ability to carry out civic activities, experience in performing civic duties.

We believe that relying only on internal or only on external factors in the organization of educational work does not make it possible to fundamentally resolve the issue related to the formation of students' civic activity. In this regard, we have developed a theoretically reasoned complex model for the formation of

civic activity of students in the educational work of the university, the key components of which are cognitive, need-motivational, personal-reflexive (procedural). As structural components, this model includes: goal, objectives, principles, functions, stages, levels, areas of work, etc.

The theoretical analysis carried out became the basis for understanding the problem of students' civic engagement and made it possible to formulate its definition. We consider *civic activity* as a complex property, expressed in a person's readiness for personal participation in socially useful activities, the structure of which is represented by the following components:

The cognitive component includes a set of theoretical and civic knowledge about the essence and content of civic activity, understanding of socio-political processes and phenomena, the ability to analyze social situations and problems.

The need-motivational component unites the satisfaction of the need for self-expression and self-realization, is characterized by the presence of a humanistic orientation of the relationship of the individual to society, work, people and himself; the formation of civic value orientations that ensure the assimilation of the norms of social behavior by her, the awareness of their personal significance; the ability to express one's own point of view; the presence of interest and motivation for civic activities.

The personal-reflexive (procedural) component - the student's acceptance of civic activity into the system of semantic connections of the life world, is characterized by the ability of the individual to fulfill his civic duties, to comply with social and legal norms. This component denotes the actual (real) behavior of a person and his participation in various types of social activities.

We determined that during the period of study at school, young people did not acquire sufficient experience in civic action. We believe that the educational process of the university can solve this problem and should be carried out in stages, comprehensively implementing the formation of the search-cognitive, subjective-evaluative and social-personal levels of civic activity of students, where personality-oriented, transformative-reflexive and practical-oriented forms of educational work based on the principles of activity of the subjects of education, integrity, consistency, etc. The implementation of the model will solve the issue of forming the theoretical, practical and personal readiness of students for the manifestation of civic activity.

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