

ANALYSIS OF STUDENTS' SOCIALLY ACTIVE CITIZEN COMPETENCE REFLECTED IN NORMAL LEGAL DOCUMENTS AND ITS COMPOSITE STRUCTURE

Bakirov Otabek Bo'ranovich
Jizzakh State Pedagogical University

Abstrakt

In our study, a theoretical analysis (articles, rules) of a number of normative legal documents of the Republic of Uzbekistan was conducted in order to justify the urgent need for the formation of socially active civic competence in high school students in the "Fundamentals of State and Law" classes. As a result, normative legal documents (laws, decrees, decisions) were determined, in which chapters and clauses define the content of "socially active citizenship competence", as well as the development and application of innovative pedagogical technologies in general education schools for the formation of this competence in the "Basics of State and Law" classes. there is.

Keywords: Constitution of the Republic of Uzbekistan, . Human rights, citizenship, law, state, economy, family.

Constitution of the Republic of Uzbekistan (Chapter VI. Citizenship. Chapter VII. Personal rights and freedoms. Chapter VIII. Political rights. Chapter IX. Economic and social rights. Chapter X. Guarantees of human rights and freedoms. Chapter XIII. Public associations. Chapter XIV. Family .)

Note: The rest of the chapters of the Constitution of the Republic of Uzbekistan are more related to the content and formation of " legal competence " in the "Fundamentals of State and Law " lessons within the framework of the traditional didactic model and methods of teaching 8th , 9th, 10th, 11th graders to this subject .

- Law of the Republic of Uzbekistan "On Citizenship of the Republic of Uzbekistan" dated March 13, 2020, ORQ - 610 (Article 4. Citizenship in the Republic of Uzbekistan . Article 5. Belonging to the citizenship of the Republic of Uzbekistan . Article 7. Uzbekistan Documents confirming citizenship of the Republic of Uzbekistan. Chapter 2. Obtaining citizenship of the Republic of Uzbekistan. Chapter 4. Termination of citizenship of the Republic of Uzbekistan) .

- " On Education " of the Republic of Uzbekistan dated September 23 , 2020, ORQ -6, No. 37 (Chapter 1. General rules : Article 3. Basic concepts. Article 5. Right to education . Chapter 2. Education system , types and forms) [3].

- Decree of the President of the Republic of Uzbekistan dated February 7, 2017, No. 4947 : " On the action strategy for the five priority directions of the development of the Republic of Uzbekistan in 2017-2021 " (point 4.5) PF - 5106 of the President of the Republic of

Uzbekistan " to raise physically healthy, mentally and spiritually developed, independent-thinking young people, loyal to the Motherland , with a firm outlook on life , to deepen democratic reforms and to increase their social activity in the process of civil society development " July 5, 2017 " On improving the effectiveness of the state policy on youth and supporting the activities of the Youth Union of Uzbekistan " : "increasing youth activity in the reforms of building a democratic state and developing civil society, expanding the ranks of enterprising and ambitious youth; by raising the culture of young people in the use of legal, ecological and information and communication technologies, forming strong immunity in them against various ideological threats, in particular, religious extremism, terrorism, "popular culture" and other foreign ideas . The only regulatory legal document directly related to the concept of socially active citizenship competence and defining its formation in the example of teaching the subject "Basics of State and Law " to high school students is the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "General secondary and secondary special, professional Decision No. 187 on approval of state educational standards of vocational education .

this decision , graduates of general education schools should have the following : **socially active citizenship competence; self-development competence ; competence to have legal awareness; competence to be legally civilized; communicative competence; national and universal competence.**

Thus, our work does not contradict this normative legal document and complements it from the point of view of formation of socially active citizenship competence of students (in the example of the educational subject " State and Law Foundations") using innovative pedagogical technology and relevant scientific methodical recommendations.

The analysis of the data and other regulatory legal documents shows that they do not provide an understanding of " socially active civic competence " and its structure . As a result of the study of scientific literature , it was found that this concept is not mentioned in psychological dictionaries , as well as in scientific works and articles of other authors. Therefore, in our research, the concept of "socially active civic competence", its scientific definition, and its structural components were developed in order to form the civic competence of high school students in the experimental work based on the pedagogical model and pedagogical technology proposed by us.

The results of the study of these sources showed that, based on the integration of theoretical knowledge and definitions that reveal the essence of social activity, a civic competent approach, as well as a person's civic position and civic feeling, the concept of "socially active civic competence" and the rules that are logically used in the formation of its components are implemented. can be increased

In EFShakirova's studies, social activity (of students of the college of pedagogy) is defined as an integrative feature that shows a comprehensive system of actions aimed at demonstrating

independence and initiative through discussions of social knowledge, manifested in humanitarian, business and civil qualities of a person, worldview attitude guidelines, various types of activities. In this work, the components of social activity are defined as a set of structural features (cognitive, emotional-value, ideological, behavioral) and feelings of a future pedagogue (humanistic, business, civil) and social experience of a person [97, 15].

From the point of view of the formation of civil competence, the study of A. Khacharoyeva, dedicated to the formation of civil-legal competence of schoolchildren in the course of teaching the subject "State and Law Foundations", is worthy of attention. According to the author, "the student's civil legal competence is an integrative feature of the subject, which is manifested in his readiness and ability to consciously and actively perform civil legal activities of social importance, as well as ensuring full access to modern civil society." The following were defined as material criteria for the formation of the student's civil-legal competence:

- motivational criterion (local interest, state and international information, legal, patriotism, intercultural knowledge; dream for moral assessment of peers and adults legal actions, criminals, law-abiding citizens; positive motivation to serve the interests of the Motherland; multicultural civil society with other people positively interactions);
- emotional-value criterion (emotional-value attitude to the motherland and the Motherland, political values and civic ideals, specific characteristics of different cultures and their representatives, the law and the law of the civil state).

The mentioned criteria and their indicators make it possible to determine high, medium and low levels of civic competence formation among schoolchildren.

- cognitive (a system of acquired civic knowledge and concepts), motivational value (a system of conscious motives, goals, value relationships that determine interest in civic activity and the need to implement it),
- motivational - based on values (a system of conscious motives, goals, value relationships that determine interest in civic activity and the need to implement it);
- behavior (obeying moral and legal norms, performing tasks in accordance with established social norms and citizenship position, participating in various civic activities to acquire and develop moral and valuable experience of civic behavior);
- reflexive (developing appropriate self-evaluation and self-analysis of the results of various forms of civic activity).

These evaluation criteria and the model of formation of civil-legal competence of schoolchildren (by VGJurova) were taken into account by us in the development of our own pedagogical criteria and models, in particular, the composition of its components (by blocks), as well as in experimental work with students of pilot secondary schools.

According to LVOrinina, civic competence is understood as the integrative quality of a person, which includes cognitive, value, behavioral and reflexive components, as well as love for the Motherland, protecting the interests of the Motherland, protecting one's mother nature,

preserving cultural traditions and traditions of one's people from generation to generation. and develops a tolerant attitude towards other peoples. By citizenship, the author understands a set of personal qualities based on tolerance, learning in the spirit of communication of cultures and hard work, conscious law and order, patriotic loyalty, service to the Motherland and protection of its interests.

According to EVMitina, "civic competence is a synthesis of motivational - value, cognitive, activity and personal components, reflecting the subjective experience, readiness and ability of high school students to carry out conscious and effective socially significant civic activities. Civic competence can be viewed as an interrelated hierarchy: subjective, legal, social, research, ethical, communicative, cultural and historical. The author states that the formation of civic competence of high school students in the educational process is "a complex dynamic system that includes interrelated components: the goal, content, structure, criteria, indicators, as well as organizational forms and technologies - this is a more accurate holistic pedagogical process aimed at the formation of civic competence of high school students "allows to present" .

These rules obtained from EVMitina research became one of the bases for developing a pedagogical model for the formation of socially active civic competence of students.

In relation to the tasks of forming the civic competence of schoolchildren during the teaching of the subject "Fundamentals of State and Law", Yu. Yu. Ustkachkinseva's research on the formation of the personal competence of students (future lawyers - OB) in the process of studying the subjects of civil law is considered close to our research in terms of relevance. In this study, the concept of "personal competence" of the "future lawyer" is the understanding of current legislation, judicial practice, application of legal rules, technical and legal technical methods, as well as professional responsibility, critical thinking and self-criticism, social interaction, and solving legal issues. is a complex integral characteristic of the student's personality, representing a set of perception, judgment and behavioral skills that reflect the level of readiness for professional activity. In this study, the author's model of formation of personal competence of law students in the process of studying civil law is important for us. "This model systematically consists of five blocks (components): methodological, personal, structural-functional and meaningful, educational-methodical, criteria."

The structure of socially active - civic competence is presented to us in the form of the following structural components: cognitive, motivational-value, behavioral, reflexive. We used these structural components as a basis for developing and implementing a pedagogical model of forming the structure of socially active citizenship competence of pilot school students.

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