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# The Role of the Model of Educational Work in the Formation of Civic Activism of Students in Higher Education Institutions

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**Abstract:** In recent decades, there has been a change in the foundations of relations in Uzbekistan 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. 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.

**Keywords:** model, pedagogy, university, idea, time, system, person, level, activity, civil society, goals, tasks, stages.

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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 [70].

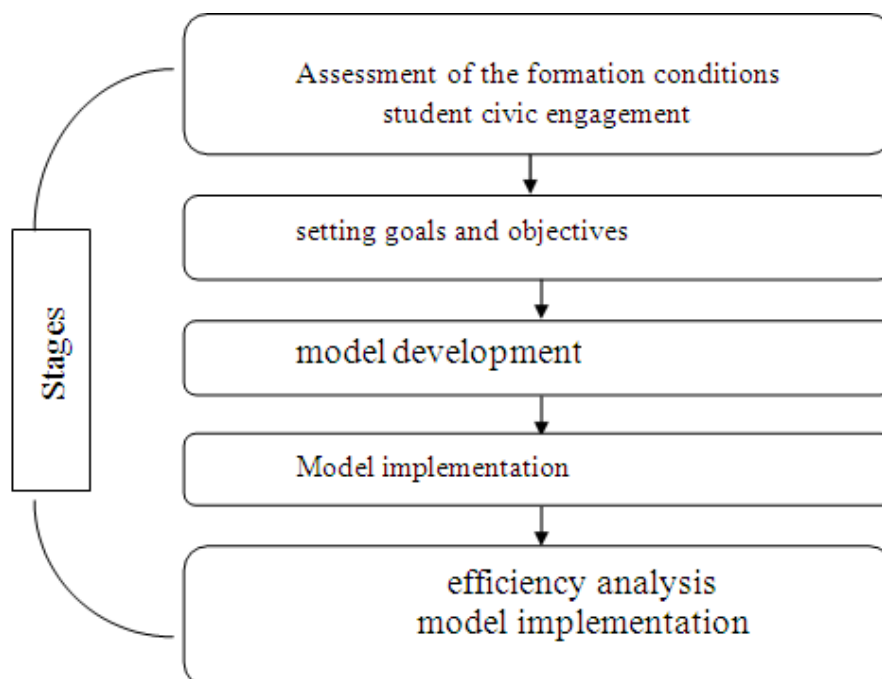
To construct a model means to define and describe the content of activities to achieve a designated goal within a certain subject of education (a certain institution), as well as to determine the sequence of its implementation [46, p. 142]. Thus, we proceed from the fact that the formation of a civic-active 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].

Developing a model for the formation of civic activity of students in the educational work of the university, we emphasize the most significant relationships and interactions of all the constituent elements of this process, which contributes to a deeper and more comprehensive understanding of the problem we are studying. This system (model) is a structure, the elements of which are not only closely interconnected, but are also in dynamic motion, consistently implemented in the course of three stages: theoretical and procedural, the stage of internalization and the stage of exteriorization of the formed levels of civic activity. Each of them, in our opinion, is aimed at solving certain educational problems with predominant

use of specific pedagogical means, methods, content, etc. [70].

The model for organizing educational work establishes an algorithm for the activities of the participants in the process (employees of the university and students), revealing the goals, objectives, principles, conditions and methods of implementation, the structure of civic engagement, results, and criteria for the success of the activities carried out [70].

The design of the model took place in several stages, the deployment sequence of which is shown in Fig. 5:



**Fig.5. Stages of constructing a model of the process of formation of civic activity**

The relevance of the need to develop a model is justified by a number of factors:

- the presence in the environment of a modern university of a fairly large number of students with a low level of civic engagement, but with great potential for development and self-realization;
- lack of structural and procedural mechanisms that contribute to the manifestation of civic engagement in the educational work of higher education;
- changes in the socio-economic and political life of the country, requiring the development of a high level of civic engagement of students;
- a change in the values and manifestations of the activity of students and the insufficiently fully implemented pedagogical educational potential available at the university.

Substantiation and development of a generalized model for the formation of students' civic engagement requires taking into account many contradictions: between the high requirements placed on the personality of a young student and the real level of his civic engagement; between the potential of the university and its irrational use in the practice of civic education of students [70].

Therefore, we have identified the distinctive features of higher education, the consideration of

which allows us to positively influence the formation of civic activity of students. Namely:

- The presence of a wide interaction of the subjects of the pedagogical
- Process has a positive impact on its result.
- The practical activity of students helps to carry out the full
- Development of the individual and the formation of his civic activity.
- The design and creative activity of teachers and students has a
- Productive impact on the activation of students and the manifestation of their civic position.
- A large proportion of independent work of students, their self-

education and self-education prevails (it is necessary to competently build the educational process) [70].

Thus, we can conclude that if the educational activities of the university will function as a mini model of civil society (i.e., represent an association of participants not only to meet their individual needs and interests, but also to realize their potential for the benefit of society), then the manifestation of civic activity of students will naturally increase [70].

The structure of the model includes a target block that specifies the goal and objectives, the solution of which will allow us to judge the effectiveness of the educational work performed [70].

Justification of the Model involves the definition of goals and objectives, the solution of which makes it possible to judge the effectiveness of the work. The goal is the formation of civic activity of a university student. Target audience - students of 1-5 courses of a higher educational institution.

#### **Tasks:**

- the formation of a civic-ideological basis among students (knowledge
- in the field of civic culture and literacy), the development of a value attitude; education of respect, tolerance and tolerance;
- formation of a positive attitude towards the manifestation of civic
- activity;
- formation of experience of active civil, socially useful activity;
- development of initiative in the manifestation of one's civic activity;
- the formation of the need for self-expression, self-analysis, the

Manifestation of civic activity, as well as the presence of one's own opinion and attitude on civic worldview issues [70].

Educational work is based on the following **principles**:

- activity of the subjects of education (indicates the need for the
- inclusion of the subject in activities that require the manifestation of activity);
- orientation to the individual (involves taking into account the
- individual characteristics of students);
- integrity and consistency of the educational process (emphasizes the

- need for consistency and integrity in the organization of educational work);
- diagnosability (implies the ability to diagnose the process and result
- of the work being organized);
- humanization;
- electivity (a prerequisite for the inclusion of students in the

educational process is the free choice of one or another type of socially useful activity) [70].

The model assumes the systematization of conditions that ensure the effectiveness of the process of forming the civic activity of students and allow them to perform the main functions (integrating, humanistic, sociocultural, reflective, prognostic and self-determination), reflecting their pedagogical potential. Theoretical and analytical activities and generalization of experience allowed us to state that the success of the formation of civic activity is due to the observance of the necessary **conditions**, including:

- 1) taking into account age characteristics: comparing the ideal "I" with the real "I"; independence; determination; desire for self-expression; introspection, self-assessment; unmotivated risk and inability to foresee the consequences of one's actions, dedication; the formation of a personality with its own beliefs, value orientations, ideals and worldview;
- 2) the formation of civic value orientations. We single out the values that should be guided by in the process of forming the civic activity of students: responsiveness, disinterestedness, respect, kindness; life, truth, beauty; freedom of speech and choice; personal opinion and attitude; trust (membership in various organizations, evaluation of their activities); willingness and readiness to interact with different groups; tolerance, opportunity conflict resolution through conciliation procedures; public participation (belief in the possibility of changes in society, awareness of the importance of civic engagement); political identification (associations or groups regarding which the individual is either positive or negative); competence (participation in socio-political forms of activity);
- 3) need-motivational "reinforcement" of activity. Moreover, for the success of the process, it is necessary not only to "stimulate" the needs, to form them, but also to promote their development in the future;
- 4) a positive experience of living a civil action [70]. Theoretical analysis of the concept of "civil activity", conducted by us in the first section of the study, allows us to structure its content as a tripartite unity of cognitive, evaluative and procedural components.

These components reflect the leading characteristics of a citizen who consciously participates in the social changes taking place in society; observing the norms and principles of civil society, finding worthy forms of self-expression and creative self-realization that meet personal and social needs. In this regard, we have identified the following components in the structure of civic activity of an individual:

- *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* combines the satisfaction of the need for self-expression and self-realization, 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, 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 [70].

The indicated components of the civic activity of the individual, their formation and development are closely related to each other, and are considered in unity and interrelation in determining the characteristics of the individual.

The content of the structural components of a person's civic activity acts as the basis for determining the criteria and levels of its formation and is taken into account in further experimental and diagnostic work.

Some scientists divide the levels of civic activity into pronounced, rather pronounced and insufficiently expressed (N.V. Popovich). She determined the level of civic position of older adolescent schoolchildren by the presence of knowledge, rights and obligations, the content of the Charter of the children's public association, as well as the historical past and culture of their country; acceptance of civic duty; a sense of responsibility towards society; the presence of skills and abilities to defend their point of view; the ability to make independent decisions; initiative and activity in public life [201]. THEM. Duranov identifies three levels of activity that are associated with the formation of civic activity: the reproductive-imitative level of activity (a means of accumulating experience, the personal level is not yet sufficient); search and performance activity of the individual (at this level, significant high activity and independence); creative level of personality activity (highest level of cognitive activity) [92, p.87-97]. Among the criteria and indicators that determine the level of civic engagement, he singled out value orientations, the presence of interest and needs in extracurricular activities, the possession of the necessary knowledge and skills, the inclusion of students in specific activities, the presence of a goal and orientation to extracurricular activities, control and self-control over extracurricular activities. T.A. Mikheykina distinguishes three levels: low (reproductive), medium (algorithmic), high (creative) [167]. The levels are determined by the following indicators: self-confidence, communication skills, adequate behavior or reaction to external social stimuli, dynamics of emotional and psychological dependence on a significant environment [167]. Four levels - high, medium, low, extremely low - are noted by G. Akhmetzhanova, R. Salikhova [223, p. 2-8]. The criteria were: interest in the history and culture of the Motherland, a sense of pride and patriotism, attitude to the national wealth of the country, national culture, participation in historical and patriotic work, attitude to national traditions and culture, people of a different nationality [223, p. 2-8].

We will define three levels of civic engagement, while taking into account the components of the concept of "civic engagement". Among the criteria, we denote the following characteristics noted earlier in the study, which are of interest to us: respect for others, a sense of duty, dignity, belonging to one's country (A.A. Kozlov, I.A. Ilyin, A.V. Belyaev); patriotic devotion, independence, orientation to civic and moral values, a person's desire to participate in the life and government of the country, awareness and assessment by the individual of his civil rights and obligations, installation on active socially significant activity (I.V. Znaznova A.S. Gayazov A. P. Zhigadlo D. A. Arkhangelsky P. I. Babochkin); value orientations, interest, attitude towards others, readiness and ability to influence social events (S.I. Belentsov, T.N. Malkovskaya) [70].

Based on these characteristics, we have identified the most significant criteria: 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, readiness and ability to carry out civic activities, experience fulfillment of civic obligations. The indicated criteria, in our opinion, combine personal and activity components and determine an effective way to form the civic activity of students [70].

These criteria became the basis for determining the levels of **formation of civic activity**:

1. *The search-cognitive level* is characterized by the search for civic self-determination and the formation of personality traits associated with civic activity (patriotic devotion, independence, orientation towards civic and moral values). With regard to the search-orientation level of civic activity, we will single out the following characteristics: a weak level of theoretical civic knowledge; the presence of interest, but the absence of the need to manifest a civic position; lack of one's own opinion on civil and ideological issues of the life of society, the fulfillment of civic duties; inability and unformed readiness for the implementation of civic activities.

2. *The subjective-evaluative level* is characterized by generalization, systematization of civic experience, the formation of one's own opinion on civic worldview issues, and interest in activities. Let us denote the characteristics: the presence of theoretical and civil knowledge, a positive attitude towards the manifestation of civic activity, the presence needs and interest in the manifestation of a civic position, the presence of one's own opinion on civil and ideological issues of the life of society, the performance of civic duties, but the inability and unformed readiness for the implementation of civic activities.

3. *The social and personal level* is characterized by the presence of initiative, the need for the manifestation of civic activity. Characteristics: the presence of theoretical and civic knowledge, the presence of a pronounced need, interest and desire in the manifestation of a civic position, the presence of one's own opinion on civic and ideological issues of society, the performance of civic duties, the ability and readiness to carry out civic activities [70].

For the effective formation of students' civic engagement, it is necessary to organize purposeful work, consisting of several stages, characterized by their sequence and direction of work organization.

#### **Directions of work:**

- formation of theoretical readiness for the manifestation of civic activity;
- formation of practical readiness for the manifestation of civic activity;
- Formation of personal readiness for the manifestation of civic activity [70].

#### **Stages:**

*Theoretical and procedural stage.* At this stage, the student acquires the necessary knowledge and skills for the manifestation of civic engagement. Practical social activity is still poorly oriented and has a situational character. In the mind of the student is the laying of civic values. This stage is focused on the formation civic activity of young people at a low (search-cognitive) level of formation.

*The stage of internalization.* The stage is characterized by the student's awareness of the motive and purpose, which opens up potential opportunities for him to restructure his attitude to the manifestation of civic activity. There is a laying of experience and skills of positive social and civic action. In addition, there is a process of identifying oneself in the past, present and

future, which allows one to determine one's role and place in society, as well as one's attitude to the manifestation of civic activity. This stage is focused on the formation of civic activity of young people at the average (subjective-evaluative) level of formation.

*The stage of exteriorization.* The stage involves students' understanding of the importance and significance of the manifestation of civic activity, as well as the manifestation of the desire and readiness to carry out positive social and civic activity. This stage is focused on the formation of civic activity of young people at a high (social-personal) level of formation [70].

An analysis of the literature makes it possible to judge the dependence of the degree, levels and forms of manifestation of civic activity on cultural and ethnic characteristics, individual characteristics and psychological types of personality, socio-cultural characteristics of human society and the historical situation in the country as a whole. Therefore, considering the forms of civic activity, today it is necessary to take into account the features of modern society [70].

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