

Didactic Aspects of the Compendium on Demonstration of Active Civic Position

Khabibulla Muratov Abdukodirovich

Lecturer at Karshi State University, Kashkadarya, Uzbekistan

habibmurodov083@gmail.com

Abstract: This scientific article analyzes the current state of historical, socio-political and pedagogical-psychological problems in the formation of students' civic activity skills and increasing their scientific potential in the higher education system, based on global and local experience, and develops conclusions and proposals for improving the practical application of scientific and theoretical data. Research is being conducted in a number of think tanks and research institutes aimed at studying the motives and needs for ensuring civic activity in world science. Among them, Amnesty International (Great Britain), the Center for Strategic and Innovative Studies (USA), the Friedrich Ebert Foundation - FES (Germany), the Center for Socio-Economic Studies - CASE (Poland), Civil Society and the Non-Profit Sector (Russian Federation) have shown that the transition from an inert (eng. inert-sluggish, inactive, inactive) state to an active citizenship requires political, economic, and legal knowledge, and the phenomenon of active citizenship is associated with its expression in society as a need. In complex studies on the development of civil society in Central Asia, it was determined to acquire new knowledge and concepts within the framework of the formation of civic competencies in young people, to develop a strategy for joint targeted research at the international level. In accordance with it, it was determined that the provision of legal and economic knowledge in educational institutions based on modern pedagogical technologies, the training of teachers are one of the main ways to ensure civic activity, and are considered the educational basis for ensuring the social and economic development of the country.

Keywords: Citizen, activist, education, pedagogical and psychological, time, system, social, political.

INTRODUCTION

Youth is a pedagogical resource that determines the conditional models of our future. Their political and socialization takes place in the family, forming respect for their own history, representatives of the older generation, respect for the nation, Motherland, government, and authority. The establishment of civic innovative activity of students in the higher education system determines their views on the perception of objective reality. The problem of preparing a teacher for innovative activity can be expressed as a system that includes several interconnected and functional components that are subordinate to certain goals. The innovative readiness of a future teacher is his theoretical, practical and psychological-physiological level of mastering the full content and essence of pedagogical innovation in the conditions of continuous education. It was found that such readiness, as a result of the pedagogical system, will contribute to the formation of a comprehensive set of knowledge and skills in certain disciplines and general

professional activities based on ensuring the integrity of theory and practice, educating a conscientious attitude to educational work, and developing creative activity. It is important that the introduction of innovations, advanced pedagogical technologies, and the creation of the necessary legal mechanisms in this regard are considered a priority area. [1]. According to S.A. Kolobova and E.N. Shichkova, some families cannot fulfill their function in this process and it is appropriate for the state to provide them with practical assistance. In our opinion, it is appropriate to pay attention to the issue of preparing young people for citizenship, not limited to preparing them for fatherhood and motherhood. In this regard, the cultural and educational environment, the formation of an educational and spiritual situation that provides activity in an educational institution, serves to ensure the effective process of forming competencies [2].

METHODOLOGY

The methodology adopted for exploring the didactic aspects of the *Compendium on Demonstration of Active Civic Position* relies on a qualitative analytical approach, focusing on the interpretative review of the compendium's content in relation to civic education principles and pedagogical strategies. The analysis examines how the text fosters critical thinking, engagement, and moral reasoning among learners, positioning civic activism not only as a political tool but as an educational outcome. Emphasis is placed on evaluating the clarity, relevance, and applicability of the compendium's materials in both formal and informal educational settings. Data collection includes a close reading of the document, triangulated with academic literature on civic education, democratic participation, and didactic methodologies. The analytical framework is informed by constructivist learning theory, which prioritizes active student involvement and contextual understanding. Particular attention is given to how the compendium integrates real-life examples, participatory exercises, and reflective prompts to cultivate civic identity and responsibility. Moreover, the methodology considers the adaptability of the compendium across various age groups and socio-political contexts, assessing its capacity to encourage learners to critically examine social issues, engage in public discourse, and take informed action. By treating the compendium as both an educational tool and a civic guide, this methodological lens highlights the synergy between content delivery and learner empowerment. Ultimately, the approach aims to distill the pedagogical effectiveness of the compendium in promoting active civic positioning, thus offering insight into its potential as a transformative resource in citizenship education.

RESULT AND DISCUSSION

The structure of active citizenship activity consists of such stages as pedagogical formation as a citizen, formation of an active citizen, assumption of responsibility and development of an active citizen. In ensuring the development of youth, the level of growth at each stage can be seen in the form of “X 1 <=> X 2”. In this case, qualities considered important for the life of society are formed in the educational process in X 2. Therefore, in order to determine the formation of active citizenship, it is necessary to carry out pedagogical observation, which in the environment of higher education institutions can be carried out by deputy deans and social pedagogues/psychologists. S.V. Silchenkova showed that it is appropriate for pedagogical correction to carry out pedagogical observation programmatically and take into account the types of activities in the educational process [3]. Paying attention to the components of the spiritual scope, separately identifying such stages as the formation of a citizen, the formation of an active citizen and the development of an active citizen, allows for the spiritual improvement of the components of active citizenship competence. Spiritual scope is considered a determinant in the expression of perception and attitude. Unfortunately, after the study of this issue by I.A. Zimnyaya and A.A. Leontiev, no other fundamental studies have been conducted to date [4]. However, the spiritual scope provides the content of action in the perception of being and the formation of the style of attitude, which V.N. Myasishev studied on the basis of the theory of attitudes. From his teachings, it can be used in the formation of active citizenship, in modeling the style of attitude of the subject towards others [5].

Citizenship expresses a set of views that, on the one hand, provide for a high level of independence of the individual in society, and on the other hand, a high level of solidarity, manifested in the participation of people in the life of society. The following are among the important aspects that express citizenship:

- the ability of a citizen to understand his rights and apply them in practice;
- respect for the rights of other citizens;
- personal responsibility of a citizen for his actions;
- awareness of his legal and moral responsibility before the state and society;
- equality of citizens;
- an objective and critical approach to social reality, based on high spiritual and moral criteria;
- the ability to communicate positively with the authorities, other citizens and public associations;
- awareness of civic identity, expressed in belonging to a country, society and state, as well as to its legal, cultural and linguistic space. [6]. The completeness or completeness of citizenship can be interpreted using the following criteria:

1. If the civic position has not yet been formed, civic qualities, the desire to fight for one's rights are not fully manifested, the lowest level of citizenship is manifested.
2. If a citizen is inclined to fight for his rights, is ready to demonstrate his knowledge and abilities about them, then this is an average level of citizenship.
3. If a citizen has fully formed civic qualities and an active civic position, and a desire to take practical action for his rights is clearly manifested, this can be interpreted as a high level of citizenship. [7]. Such stages as citizenship formation, formation of an active citizen and development of an active citizen directly ensure that young people have democratic thinking, without following any non-standard templates. S.G. Malyukov noted that new socio-economic conditions and norms of life attract people (in the spirit of philosophy, ideology), and the demand for them increases widely [8]. As a result, teachers will have to acquire new information and knowledge in order to fully fulfill their pedagogical task. As it turns out, the gradual improvement of professional activity is directly related to the economic and cultural transformation of social life. In this case, the teacher, in exchange for carrying out his activities in harmony with the life of society, will achieve the effectiveness of individual and pedagogical activity and will directly participate in the formation of active citizenship [9]. Before describing the training "Demonstrating active citizenship", we will comment on some theoretical problems. Today, in the countries of the world, including the USA, Russia, China, Korea, and Japan, an ideology that embodies its national interests prevails. This ideology teaches that their interests prevail in different parts of the world. Its protection is a task at the state level. If we take into account another description of education by I.Y. Lerner, namely, the classification of informational-perceptive (receptive); reproductive; problem-solving; heuristic; research based on the characteristics of knowledge, the latter is of practical importance in the formation of active citizenship, or rather, for the training "Demonstrating active citizenship" [10]. Influence through information media is carried out using various methods and tools. Information is an important tool in this. Therefore, in order to avoid various influences, it is possible to use the "Lasswell-Samarov model of ensuring the psychological safety of information." In this case, conditional steps such as "Who is delivering the message → Through which channel is it delivered → To whom is it delivered → With what effect is it delivered → For what purpose is it delivered → How does the recipient of the message proceed after receiving the message → What will the sequence of actions lead to → What content of measures should be taken" are of methodological importance in that they embody the pedagogical support for the formation of "active citizenship – I", self-expression [11].

The aim of the training: - to teach young people to express their active citizenship rights, civic responsibilities, civic interests, and civic worldview in a socio-culturally approved manner.

Expected result: - to form a civic worldview in young people and ensure the systematic expression of active civic behavior.

Training venue: - training room

Participants: - student team.

Task:

- To assess the level of civic awareness;
- To teach how to identify the components of active citizenship;
- To sort information related to civic interests;
- To ensure understanding of the concepts related to active citizenship;
- During the training, students will learn to define the concepts of citizenship, activeness, and the cultural significance of active citizenship, as well as to express their subjective attitudes toward them.

The issue presented in the training:

- To clearly identify the meaning and essence of the given concepts, and determine whether they are:
 - a)** Related to the individual (citizen); **b)** Related to society; **c)** Related to the state; and categorize them into corresponding groups.

1	social opinion	14	expansionist policy
2	ideological freedom	15	civic position
3	civic worldview	16	civic interest
4	social state	17	exemplary model of civic behavior
5	civic cooperation	18	defending one's rights and freedoms
6	civil rights	19	correction of civic behavior
7	civic culture	20	ensuring citizen participation
8	democratic processes	21	active civic students
9	civic oversight	22	culture of public safety
10	centers for ensuring civil rights	23	socio-cultural and political-economic situation
11	education for increasing civic engagement	24	the idea of civil liberty
12	social problems	25	principles of active civic education
13	political influence		

Figure 1. Problematic Concepts Presented in the Training.

The concepts presented should be accepted as a didactic basis of the pedagogy of thinking system for fostering active citizenship among youth. It is important to consider information as a property that generates knowledge, that the productivity of activity ensures knowledge acquisition, and that the analysis of a situation along with the content of one's attitude is defined by one's level of knowledge. These principles have been taken into account as a methodological foundation in the "Demonstration of Active Citizenship Activity" training [12]

Procedure for Conducting the Training:

Participants are recommended to complete the exercise in their practice notebooks or on a separate sheet of paper.

Each participant should select the number corresponding to each concept and categorize them into three groups based on their relevance to the content. For example:

a) Related to the citizen; b) Related to society; c) Related to the state.

Training Rules:

Participants must not communicate with each other; Use of dictionaries and other resources is not allowed; Tasks must be completed individually; A clear time limit is set for the exercise (30 minutes).

Answer Key to the Exercise:

From the twenty-five concepts presented in the exercise, they are categorized as follows:

Related to the Citizen: (Ideological freedom; Civic worldview; Civic cooperation; Civic culture; Civic position; Civic interests; Exemplary model of civic behavior; Defending one's rights and freedoms).

Related to Society: (Democratic processes; Civic oversight; Centers for ensuring civil rights; Social issues; Correction of civic behavior; Socio-cultural and political-economic situation; Idea of civic freedom; Principles of active citizenship education).

Related to the State: (Welfare state; Civil rights; Education to increase civic engagement; Political influence; Expansionist policy; Ensuring citizens' activity; Requirements of active citizenship; Culture of public safety).

The exercise aligns with the principles of the Theory of Inventive Problem Solving (TRIZ), such as the idea that the solution is embedded within the problem itself, as well as principles like freedom of choice, openness, feedback, and activity-based engagement [13]. In pedagogical science, this approach is also referred to as TRIZ (Inventive Problem Solving) pedagogy. Therefore, the conditions for completing the exercise have been formulated as follows:

“There are no strictly ‘Right’ or ‘Wrong’ answers, yet knowledge related to citizenship and civic engagement is considered the core foundation for expressing active citizenship!

Every participant’s opinion is valuable!

Training participants are expected to present themselves in a positive manner!

Excuses such as ‘I can’t do this,’ ‘This exercise is too difficult,’ or ‘I need help’ are unnecessary!

Participants have the right to maintain their own perspectives.”

In higher education practice, the results of an expert survey on the use of the intellectual exercise “Demonstration of Active Citizenship Activity” (see Figure 2) show that in shaping the “Active Citizen Model,” this training:

- Perception and information processing (receptors, consciousness) are significant – 17.5%;
- Regulating behavior (applying tasks based on needs) is significant – 11.0%;
- Managing activities (subject “I – concept”) is significant – 13.5%;
- Information aggregation and storage (memory) is significant – 21.0%;
- Receiving and delivering information (intuitive, logical, moral, emotional, etc.) is significant – 14.0%;
- Affective structure (motivation and will) is significant – 10.0%.



Figure 2. “Representation of expert evaluation of Demonstration of Active Citizenship Activity in a diagram.”

We believe it is appropriate to consider G. Allport's description in the formation of active citizenship. This is because active citizenship requires encompassing all areas of human and social life, which is where its integrative nature is expressed. It is important to consider that within the established system, affects (emotions), cognitive structures (beliefs, attitudes), and behavior (reactions, skills) are integrated. Utilizing the factor of active citizenship in ensuring the life of society falls under the category of socio-didactic issues. According to S.A. Raschetina and O.M. Zaychenko, the application of knowledge and skills requires the elimination of emerging problems for the benefit of society. From this perspective, the formation of active citizenship is directly regarded as a category and a subject of discussion in socio-didactics [14].

In the higher education system, defining the basic concepts for shaping youth's civic engagement, justifying the appropriateness of didactic methods and tools for their formation, and presenting civic engagement as a historical-pedagogical issue requires a structural-functional approach.

The components of expressing civic engagement are directly related to knowledge and information concerning the individual, society, and the state, as well as the personal factor. From a pedagogical perspective, to shape active citizenship, it is necessary to provide youth with:

- 1) Knowledge about society and its economic, political, cultural, and economic spheres;
- 2) Information about the functional participation of political, economic, cultural, and social institutions in ensuring the life of society;
- 3) Motivational influence by social and political institutions to manifest civic positions in youth;

To shape the interest and desire for active citizenship, a moral-legal standard, didactic foundation, and tools must be specifically defined [15].

CONCLUSION

The issue of shaping active citizenship is organizationally and methodologically integrative in nature, with legal, political, psychological, and pedagogical aspects. The latter is considered to ensure the expression and promotion of the main idea from other fields in real life. In this context, the motivational preparedness, operational readiness, and reflexive preparedness of student-youth are seen as a socio-didactic task that determines the level of social-cultural significance of active citizenship.

First, when shaping the components of active citizenship competence, it is important to consider the developmental tendencies inherent in an organic system. In mobilizing student-youth to protect national interests, active citizenship is expressed through cognitive perception (life stability), affective response (sense of belonging), and conscious self-regulation (self-regulation). This expression, in turn, defines the content of active citizenship (low, medium, and high levels of active citizenship), which has scientific and practical significance for organizing pedagogical correction and methodological support.

Second, active citizenship involves utilizing both internal and external resources of individuality in various situations. It promotes democratic values at the personal, group, public, and societal levels, valuing and advocating them in the context of the individual, community, national-ethnic unity, and class models. In this process, the qualities of the "I – active citizen" persona, their attitudes, and consideration for the interests of other citizens are crucial for the effectiveness of didactic support and methodology.

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