

PEDAGOGICAL ASPECTS OF DEVELOPING ACTIVE CITIZENSHIP COMPETENCIES AMONG ADOLESCENT STUDENTS

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This article examines the theoretical and practical foundations of developing active citizenship competencies among adolescent students. In the modern education system, one of the key priorities is to foster students' civic awareness, social responsibility, respect for democratic values, and active participation in community life. The article highlights the pedagogical conditions, educational technologies, and innovative methods that promote the development of active citizenship competencies through a competency-based approach. Furthermore, it substantiates the importance of cooperation among schools, families, and the wider community in fostering these competencies.

Keywords: *active citizenship, competency, competency-based approach, adolescence, education, upbringing, pedagogical technologies, social engagement.*

Мазкур мақолада ўсмир ёшдаги ўқувчиларда фаол фуқаролик компетенцияларини ривожлантиришнинг назарий ва амалий асослари таҳлил қилинган. Замонавий таълим тизимида ўқувчиларнинг фуқаролик онги, ижтимоий масъулияти, демократик қадриятларга ҳурмати ва жамоат ҳаётида фаол иштирокини таъминлаш муҳим вазифалардан бири ҳисобланади. Мақолада компетенциявий ёндашув асосида фаол фуқаролик компетенцияларини шакллантиришга хизмат қилувчи педагогик шарт-шароитлар, таълим технологиялари ва инновацион усуллар ёритилган. Шунингдек, мазкур компетенцияларни ривожлантиришда мактаб, оила ва жамоатчилик ҳамкорлигининг аҳамияти асослаб берилган.

Калит сўзлар: *фаол фуқаролик, компетенция, компетенциявий ёндашув, ўсмир ёши, таълим, тарбия, педагогик технологиялар, ижтимоий фаоллик.*

В данной статье проанализированы теоретические и практические основы развития компетенций активной гражданской ответственности у учащихся подросткового возраста. В современной системе образования одной из важнейших задач является формирование гражданского сознания обучающихся, социальной ответственности, уважения к демократическим ценностям и их активного участия в общественной жизни. В статье раскрыты педагогические условия, образовательные технологии и инновационные методы, способствующие формированию компетенций активной гражданской ответственности на основе компетентностного подхода. Кроме того, обоснована значимость взаимодействия школы, семьи и общественности в процессе развития данных компетенций.

Ключевые слова: *активная гражданственность, компетенция, компетентностный подход, подростковый возраст, образование, воспитание, педагогические технологии, социальная активность.*

In the conditions of globalization, digitalization, and rapid changes in societal life, important tasks are set before the education system, such as the comprehensive development of the individual and ensuring their active participation in social life. Especially during adolescence, a person's civic position, legal culture, social responsibility, and ability to make independent decisions are formed. Therefore, the development of active citizenship competencies is considered one of the priority directions of modern pedagogy. In modern pedagogy, active citizenship competency is interpreted as an integrative competency that expresses an individual's legal knowledge, loyalty to democratic values, social responsibility, critical thinking ability, and readiness for effective participation in public life. According to the competency-based approach, the result of education is evaluated not only by the assimilation of information but also by the ability to apply knowledge, skills, and personal qualities in real-life situations.

Adolescence is an important stage of cognitive, emotional, and social development. It is precisely during this period that an individual's civic position, social identification, and value system are formed. From this perspective, it is of great importance in the educational process to develop students' competencies in independent thinking, analyzing social reality, evaluating different viewpoints, and making well-founded decisions.

Active Citizenship Competency Components

Active citizenship competency consists of the following structural components:

- *Cognitive component* — knowledge about the Constitution, human rights, the rule of law, and democratic institutions;
- *Value-motivational component* — patriotism, tolerance, justice, responsibility, and awareness of civic duty;
- *Activity component* — participation in public affairs, implementation of social initiatives, skills in volunteer activities and cooperation;
- *Reflective component* — the ability to analyze one's own activities, self-assess, and improve one's civic position.

The harmonious development of these components ensures the formation of the student as an active participant in social life — a responsible person loyal to democratic values.

Pedagogical Conditions for Developing Citizenship Competencies

The formation of citizenship competencies is directly linked to the purposeful organization of the pedagogical process. The main conditions that ensure the effectiveness of this process are as follows:

First, establishing subject-subject relationships in the educational process. The teacher acts not as an information provider but as a facilitator and advisor. This develops students' ability to think independently and make decisions.

Second, the systematic use of interactive pedagogical technologies. Debates, case analysis, problem situations, role-playing games, and simulations form legal thinking, critical analysis, and a culture of democratic dialogue among students.

Third, organizing project-based activities. By participating in socially significant projects, students gain experience in identifying and analyzing local problems and proposing solutions to them.

Fourth, implementing Service-Learning technology. This approach integrates theoretical knowledge with real social activity, strengthening personal responsibility and social solidarity.

In today's conditions of digital transformation, the content of citizenship competency is being enriched with new elements. Media literacy, information security, digital ethics, and online communication culture have become important components of citizenship competency.

The use of digital platforms in the educational process develops students' skills in critically evaluating information, verifying the reliability of sources, identifying false information, and acting responsibly in the digital environment. At the same time, collaboration in virtual environments, online discussions, and digital projects expand students' civic participation.

Citizenship competencies are formed not only during lessons but also under the influence of the social environment. Therefore, cooperation between school, family, and community must be systematic.

The presence of democratic relations, mutual respect, and a sense of responsibility in the family has a positive impact on the student's social behavior. The school scientifically and pedagogically coordinates this process and, in cooperation with the community and civil society institutions, organizes social projects, volunteer movements, environmental campaigns, and legal events.

Pedagogical Model for Developing Active Citizenship Competencies

The effectiveness of developing active citizenship competencies is high when based on the following pedagogical model:

Goal → Pedagogical conditions → Interactive educational technologies → Social activity → Reflection → Citizenship competency

This model ensures the student's development trajectory from knowledge acquisition to practical social participation. As a result, students develop stable competencies such as respect for laws, democratic culture, social responsibility, critical thinking, and initiative. Furthermore, when assessing citizenship competencies, it is advisable to use competency-based criteria that reflect not only theoretical knowledge but also the student's real social activity, participation in the team, culture of communication, problem-solving ability, and personal responsibility.

Analyses show that lessons organized on the basis of interactive educational technologies enhance students' social activity, legal literacy, and interest in participating in public affairs. In the teaching process based on the competency approach, students acquire important life competencies such as making independent decisions, engaging in dialogue, working in a team, and feeling social responsibility.

In conclusion, the development of active citizenship competencies among adolescent students is an important condition for the formation of a stable democratic society. This process yields high results when effectively organized on the basis of a competency-based approach, innovative pedagogical technologies, and cooperation between school, family, and the community. It is advisable to widely use methods aimed at developing students' independent thinking, social responsibility, and respect for democratic values in the educational process. In the future, utilizing the capabilities of the digital educational environment and artificial intelligence technologies in this direction will serve to develop citizenship competencies even more effectively.

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