

Citizenship as Fundamentals of Youth Upbringing

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ABSTRACT

The subject of the article is of current interest nowadays in the conditions of spiritual and moral crisis provoked by the deep social and economic transformations occurring in modern society. Such public situation makes fall into a muse about the revival of lost cultural wealth, about moral and patriotic reference points in youth education. The aim of the study is identifying and studying the basics of pedagogical system for the formation of civil activity in students during the learning process. That is necessary not only to improve the quality of education and the educational process, but also for the democratization of life in general. The study identifies the main functions of a pedagogical management, specific pedagogical impact, and define special test or questionnaire probable degree of susceptibility or resistance to the student's ideas of others. Historical and pedagogical methods allowed to determine that the problem of formation of civil activity was and is the subject of attention of philosophers, educators and other scientists. Significant results gave a comparative analysis of specific trends in the formation of civic engagement of young people in Europe and Russia. The practical significance of the study lies in developing of a model of the system for the formation of students civil activity; defining stages and conditions of the complex implementation of the process; substantiation of criteria and indicators of youth civic activity.

KEYWORDS

Citizenship, civil literacy, civil maturity, civil position, civil consciousness, civil engagement.

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Introduction

The relevance of the problem of students' civil activity formation is increasing due to the fact, that its decision has direct access to the problems of civil society formation. Although this problem has not studied yet, though a number of studies emphasize, that the improvement of professional pedagogical skills might be only possible through the activation of the traits of students' personality.

The solution of these problems is closely connected with the students' civic activity formation by arising under the influence of various shaping factors and their personal position of converts into an effective motivational force of self-assertion of the individual. Therefore, contributes to the process of democratization

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of relations in high school, a conscious, proactive creative relation to the ongoing process of reforms in all spheres of public life (Slomczynski and Shabad, 1998).

An effective facility in this regard is the course “Theory and practice of building a democratic society in Uzbekistan”. During the course, students have the rational methods and techniques of social and political cognition, application of knowledge, learn the process of building a democratic society in Uzbekistan. Identify ways and conditions of students’ civic engagement formation determine by the socio-educational and subjective factors influencing civic engagement as a significant personality trait.

Many scholars, educational and political, would agree that an informed citizenry is a necessity due to national security reasons. Without civic knowledge and an understanding of how the government works, citizens can put themselves and others in danger. The issue of civic and patriotic education is often raised by authors from CIS, western countries and those around the world (Villegas-Reimers, 1994; Yan-Wing et al., 2009; Campbell, 2006; Nash, 2005; Nie et al., 1996; Mokeyeva and Andreeva, 2016; McAdam and Paulsen, 1993; Morduchowicz et al., 1996). Civic education is broadly understood as any effort to educate young people about civic participation. Forms of civic education are wide-ranging, including courses on government and civics as well as experiential activities offered by schools or community organizations.

Materials and Methods

Studying the status of problems in practice

During the study of the problem in practice, in particular the study of the course “Theory and practice are structures of the democratic society in Uzbekistan” observe the optimal material of students’ civil activity formation, a systematic approach to this process, effective forms and methods. However, these efforts do not provide a complete theoretical and practical basis, resulting in high productivity.

The following subject-specific disadvantages revealed (in the process of studying the course “Theory and practice of building a democratic society in Uzbekistan”).

- Not completely, as the study material, uses the possibilities of the National Program for Personnel Training;
- Insufficient attention to the philosophical and pedagogical views of the great East thinkers, on the improvement of the individual and his active role in the progress of society;
- The search of most efficient and divers forms, methods, techniques and methods of optimal means of students’ civil activity formation have weakened;
- Not fully used the opportunity of the course in the students’ civic activity formation;
- Are not always formed the students sustainable socio valuable life plans;
- Inadequate integration of acquired knowledge and experience in the subjective-personal and social plan for civic engagement;
- Insufficiently emphasizes the inclusion of students in educational activities with foreseeing the effect of its result;
- Weak in the process of students’ civil activity formation interdisciplinary communication and unity of learning is extracurricular activities. During the study

of the problem in practice, in particular the study of the course “Theory and practice of building a democratic society in Uzbekistan” observe the optimal material of students’ civil activity formation, a systematic approach to this process, effective forms and methods (Rean et al., 2001). However, these efforts do not provide a complete theoretical and practical basis, resulting in high productivity.

In recent years in our country, there were various ideological-spiritual and religious movements as “Hizb ut-Tahrir”, “Wahhabism”, “Akramism” and so on, they are from abroad. In this part of the population is mostly young people, in varying degrees fall under their influence. One reason for this undesirable situation is the low efficiency of work in the ideological and spiritual direction.

Activities in this area are lacks such as:

1) There are not qualified educators, religious leaders, who know how to explain the idea of national independence society. Due to the low level employees of methodical preparation of experts-educators has not been established comprehensive training dedicated, ideologically and spiritually strong, able to persuade and entice other employees “Manaviyat and marifat” system.

2) There is not enough information about the methods using by the ideologists of corrupting ideologies, “Hizb ut-Tahrir”, “Wahhabism”, which must fight.

3) It is not settle down the necessity of idea of national independence in structure of civil society in Uzbekistan, its role in the material and spiritual prosperity of both the personality of each young person and the whole society.

4) There is a wrong purpose, organizational, official, professional stereotype and that they should be responsible for it all.

In many workers in this sector have low level of knowledge and idea of national independence, but in general, for all types the social consciousness. As long as young people do not become active carrier of the national ideology, this work does not give the expected results.

In the views of the people of novelty, whether it is at least a material, scientific or spiritual, have something in common. This fact is evident in relation to others, pseudo-democratic ideas. In particular, every ideology, including alien to young people, like everyone else gradually little by little being developed. Given this, it is advisable to organize the young generation prevention of degrading, distracting from civic engagement, patriotism, harmful ideologies. It is necessary to bear in mind the stages steps, by which young master for themselves any new phenomenon, aimed to his mind:

A. Passive, civil relation to the phenomenon ideas: 1. Curiosity and interest. 2. Detailed acquaintance. 3. Aspiration (the birth of the goal).

B. The active phase of the relationship to a new idea: 1. Introduction. 2. The application and implementation. 3. Analysis.

Civic activity, it is generated in the process of assimilation of the ideological moral and legal norms, awareness of feelings and behaviour, worthy citizens of their independent State; it is the result of spiritual, educational and ideological work of all state and public institutions of education school, family, work collective (Khazarov, 1998; Amanoshvili, 1990).

The main objective of the course “Theory and practice of building a democratic society in Uzbekistan” is education of students on the citizenship civil literacy basis.



Civil literacy “the set of skills, including not only basic literacy (speech and numeracy), but also the ability of giving an opportunity to participate in a democratic community; critical thinking; act deliberately in a context of pluralism; the capacity for empathy, allowing all to hear and thereby helping others (Matyushkin, 1982; Galston, 2001).

Formation of civil literacy can be seen as an innovative way of development, during which the students are encouraged to prepare projects for a variety of civic and community affairs, services and organizations. Currently in Uzbekistan operates a number of foreign funds that disclose the active population, young people ways of civil society in general in the world and in the country, in particular.

It is important to take into account the active influence on the development of political consciousness and political culture of young people of various kinds of currents and movements of political extremism and national separatism of Islamic fundamentalism and national patriotism.

Democratic development of society it is based on the stability and social partnership. It requires the creation of new mechanism for further deepening of democracy in our country, to build a just society, whose members combine a high spirituality, civil consciousness, activity (Finkel, 2002). The main requirement is that they must be implemented in view of the Uzbek national mentality.

In fact, the synthesis of the wisdom of the East and the West’s energy will have created. This guide will serve the following principles of ideological education: “Maintaining self –awareness, to be equally to”, “to go forward without stopping.” They are today fully complied with what is happening in the world with integration process.

Students’ civic activity formation in the study of the course “Theory and practice of building a democratic society in Uzbekistan” needs a concrete methodology and the necessary theoretical and pedagogical, theoretical and practical basis. It is based on the lack of preparedness and urgency of the problem, the subject of this study is “Students’ civic activity formation (in the process of studying the course “Theory and practice of building a democratic society in Uzbekistan”)

Methodological basis of formation of civil activity

Methodological important for solving the problems: The Constitution of the Republic of Uzbekistan, the Law “On Education”, president of Republic of Uzbekistan Islam Kharimov’s works (1995), legislative and normative documents regulating argument content of the educational process in higher educational institutions of Uzbekistan, as well as scientific concepts.

In the civic activity of students is optimize complex, first of all these value-need processes as emotional (positive-incentive), intellectual and cognitive, volitional in relation to socio-activity stipulating the intensity and fruitfulness of civic engagement as personal education with the presence of socially important activities, necessary for high civil activity of students. Investigation of formation of civil activity of students is becoming increasingly popular. The development of young people as an organized civil process of studying the course “Theory and practice of building a democratic society in Uzbekistan”, what means, forms and methods used by teachers and students, what factors and conditions for this purpose are provided.

“Civic engagement” is a special orientation of the personality with the purpose of improving the conditions of all spheres of life. The students must oblige to strive to get to explore and acquire the values of democracy. It known, that the psychological structure of civic engagement is a reach set of very significant for human life situations, intertwined with each other and interdependent. Due to the fact, that the civic engagement represented the unity of intellectually, emotional and volitional processes, these activities for the student acquires a personal intimacy and flows intensively and fruitfully. In turn, the strong-willed effort as an essential component of civil structure activity has an effective impact on the successful outcome of the civic engagement process to its positive results. The building of civil society develops the role of social science and humanities. Thus, philosophy should and can turn into a special object of research thinking citizen of a democratic society; cultural-democratic citizen culture; history of civil society; pedagogy education of citizens and especially young people, principles of democracy; ethnography the democratic traditions of the Uzbek people, etc. Democratic type Person must be able to make their own decisions in the interests of society, the state, private and optimally combine the whole people, aware of the possibility of achieving their own well-being only in condition of all well-being the significance of the idea of national independence (Bratton et al., 1999). Civic maturity, it is based on a scientific worldview, ideological convinces degeneracy complex socio-political and psychological state (education), the essence of which in the sense of identity of their civil rights and responsibilities in their active implementation of concrete actions and deeds. In determining the nature and structure of the concept of “civic maturity of the student” should be bases on the requirements of civil society to human maturity, taking into account the socio-psychological characteristics of adolescence. The structure of the civic maturity represents the unity and the relationship of two of its components: civic awareness and civic engagement (Aksenov, 1990). Self-consciousness determines the action of individual disciplines it will and feelings. Civic engagement has actually exhibited by a responsible attitude to his civil rights and obligations. The content of process maturity of civil education is to develop and achieve unity of civic awareness and civic engagement in the learning of different spheres of life. The relationship of consciousness and activity reveals materialized basis of the final-result of education process and civic maturity determines the nature of the organized educational influence to the process of its development.

Among the criteria of students’ civic maturity considers the realization and implementation of a student’s rights and responsibilities of citizenship. Their specific manifestation knowledge of the rights and duties of a citizen of the Republic of Uzbekistan, development of the social motives of participation in social activities and formation of responsibility, attitude to learning and work i.e. to perform civilian duties.

Base on the fact, that the civic engagement of students is interconnect and interdependent process of cognitive and social activity. On the topic of our study, we give the following definition of this concept: civic engagement is personal formation, which base on asset of socially important for the individual processes of the student, describing his directivity on learning and professional and personal perspective, socially significant and socially useful.

Thus, we can say that the educational purpose of the formation of student civic engagement are changing stereotypes relate to the phenomena of life, determine its

needs and motivations. Secondly, through the optimistic emotions and feelings (the leaders at this stage are the stimuli of interest, emotional stimuli, Thirdly, through the inclusion in educational activities, fixing new features relations to these activities and the reasons (the decisive role, it is played by the ideal of incentives, the social significance of civic engagement, the result effect). In Europe, widely respected behaviorist concept of social technology. Behaviorism (behavior (u) rism) is practical simulation of the behavior of society, identity. And is not imposed on the people by force social norms. Only reasonable suggest widely. The educational institutions of the democratic principles of education “Young Citizens” (USA). “Civic Education” (Germany), etc. are a fond of this generation upbringing Statement in the former Soviet pedagogy. Dominated authoritarian parenting, monolog utterance in education “senior always and everywhere wrong.” Authoritarianism in the upbringing of children grew up with and turned into authoritarianism in society.

Currently, young people protection from socially undesirable foreign ideas, alien currents and other forms of public opinion, the prevention of ingress of students under the influence of such harmful phenomena such as religious extremism, terrorism, etc. is of particular relevance.

Pedagogical Bases of Students’ Civil Activity Formation

The most important theoretical and pedagogical bases practical solution to the problem as follows:

- Feature of students’ civil activity formation;
- The aims and objectives of the process in the course of the study;
- Pedagogical principles of problem solving, laws and laws;
- Pedagogical concept;
- Factors and conditions that optimize the process of students’ civil activity formation
- The specific function of educational work and pedagogical management;
- The system of students’ civil activity formation in the study of the course “Theory and practice of building a democratic society in Uzbekistan”;
- Requirements: the content of the students’ civil activity formation; the process of structural and content-based; technologies;
- Features of students’ civil activity formation in the study of the course “Theory and practice of building a democratic society in Uzbekistan”
- The specificity of the course, its orientation, the content is the students acquire theoretical and practical knowledge of democracy, concept and ideas about the values of democracy, the ideas of national independence; orientation of consciousness of students on the belief in a national ideology during the development of the national ideology of the Government of Uzbekistan;
- Landmark of students (under the influence on the civic consciousness of motivation-personal, public, social, perspective) to the complex of socially important actions in the direction of study, professional and personal perspectives (learning their chosen profession in life);

Focus and intensify educational work of students on civilian orientation of students, the formation of a positive attitude towards the implementation of the proposed civilian tasks, assignments, cases, responsibilities, activities.

Aims and Objectives of Students' Civil Activity Formation

The purpose might be defined as formation of conscious civic activity of students. The tasks of students' civil activity formation are as follows:

1. Changing of stereotyped attitudes of students to learning, studying the course "Theory and practice of building a democratic society in Uzbekistan" based on the new motives and needs, namely, achievement of active position, as a civic duty, to study, cognitive and intellectual activity, emotional and a positive attitude towards them; initiative, self-reliance; the necessity for self-improvement, personal activation and socialization.

2. Activation of cognitive interest in the theory and practice of building a democratic society in Uzbekistan.

3. Revitalization of students' ideological spiritual orientation is the Enlightenment ideas of national ideology (Enlightenment is with the formation of the new features of the relation to educational activity basis of social and personal motivation, the emerging ideals, understanding the social significance of civic activity, the expected result of foresight effect).

4. Formation of a democratic type of person capable of making decisions of public importance, combine private and public, are deeply aware of the idea of national independence pedagogical principles are towards the goal of a practical study of the problem:

- Didactic principles of the system, including its unity of the relationship of educational and upbringing, training and education, linking theory with practice, learning the connection with life; consistency, comprehensiveness, integration, interdisciplinary communication; the continuity of the educational and extracurricular activities;

- Activation of a multi-faceted activity of students (cognitive, intellectual and creative, search, research, social, public benefit);

- The relationship of educational, extra-curricular, extracurricular social work;

- A combination of pedagogical management with active student activities;

- A combination of individual, group, collective and media activities;

- Feedback of learning and self-education, and self-control.

Laws and Pedagogical Patterns of Education

Common:

- Social conditioning purposes, content and methods;

- The interdependence of training and student activities;

- The integrity and unity of the educational process;

- Depending on the purpose and content of training on the requirements of modern society to the level of the individual;

- Builds character education;

- Dependence of the interaction between teacher and students and learning outcomes is education.

As already mentioned, civic activity of students directly and indirectly determined by the formation of interest, motivation and incentives. In this study, it

is represented by an integral process of formation of civil activity of students as the system components and indicators of this process, which provides that activity. Like any educational process, the formation of civil activity of students is only natural succession of consecutive elements of interaction, which form the basis of the functioning of this process in the course of pedagogical influence. This process can be considered and learned so in far as known by a mechanism of continuous state change.

Therefore, the process of students' civil activity formation can be define as occurring according to objective laws replace regulations of democratic education and upbringing, during which changes the activity of the teacher of the course: "Theory and practice of building a democratic society in Uzbekistan" and students, as well as the quality of the student as a citizen.

Thus, the process of formation of civil activity has the objective-subjective process, defined by the presence of pedagogy adopted in the two groups of laws: a) inherent in every training wherever and whenever it is does not occur; b) appear in depending on the nature of the civilian activities of the student.

However, the study found, that the process of formation of civil activity takes on special, peculiar only the laws to him. The logic of these laws is teaching feature of their implementation and the relationship with the training, it is identified the basis of personality activity approach. This approach concludes of forming civic activity of students are defined as personal qualities and democratic relations, and content as a set of activities that shape the quality and attitude.

In the basis of the activity approach, we have developed a phased pedagogical system of civic activity of students, which is based on the interaction of teaching the course "Theory and practice of building a democratic society in Uzbekistan" and the civic engagement of students, taking place in stage.

The study identified the following pedagogical regularities in the students' civic activity formation:

- Unity and interdependence of the process with the content of training and education of students;
- Unity and interdependence of the process: the process of assimilation of democratic knowledge and skills; the formation of civic engagement with the content of the course "Theory and practice of building a democratic society in Uzbekistan", with the assimilation of democratic knowledge and skills; with pedagogical innovation, with the levels of students' civil activity formation.

In the developed pedagogical system of students' civil activity formation determined pedagogical conditions that increase the efficiency of the process. These (conditions) are, the level of intellectual development, systematic work of students in the classroom, the use of new information technology, personal and democratic experience of their specially-organized-extracurricular work.

The classes for the course "Theory and practice of building a democratic society in Uzbekistan" have tried to reveal to students the main directions of further democratization of society, analyzed the characteristics of this process in Uzbekistan and characterized various conditions and their use limits.

In order to form the civic activity of students, interest in the content of this training course, in addition to the stable program material, including information from other sources: books, brochures, magazines, newspapers, etc. Selected material is systematized, properly treated and to a certain extend and the sequence used in

the classroom. An important means of contributing to the students' civil activity formation helps to solve the educational problem was accustom students to work independently with the recommended literature. Students learn to use reference books and encyclopedias, directories and bibliographies regulations and normative documents, materials media. At the same time sought to allow students to work independently with the special literature is not from case, but systematically. Only in this case, as has been observed, they are formed by developing solid knowledge and skills, an interest in working with the material ie, that helps them civic engagement.

Meanwhile, the students are not always self-selected book right material media, the internet, so encouraged them to special "book of books" the recommendatory bibliographies, in which not only lists the book, but also prompted some reading order, and in a brief summery reveals fundamental content of the theory of democracy. For example, the works of President Islam Kharimov are the monograph social scientists (1997).

Systematic familiarization with articles published in the mass socio-political, pedagogical journals: ("social Sciences in Uzbekistan", "Public Opinion", "Human Rights", "History of Uzbekistan", "Folk and Leading", "Mulokot", "Guliston", "Young heaps", "People's knowledge", "Education and Upbringing and others. They make it possible for students to be aware of everything new and advancing, also the practice of building a democratic society in Uzbekistan.

In order to the systematically inform students about new research in the theory but also the practice of building a democratic society in Uzbekistan, a group of 23 people asked to summarize the news and spread them on the sheets in the group. These leaflets featuring information from newspapers ("Teacher of Uzbekistan", "Turkistan", "Youth of Uzbekistan", "Marifat"), already mentioned journals and abstracts of scientists.

For the organization of the work involved and the students themselves, as shown by observation, this contributed to the development of their lasting interest in the study of the course "Theory and practice of building a democratic society in Uzbekistan".

The decisive role in the development of the course content, in teaching and scientific knowledge democratization effect, shaping civic engagement plays an independent work of students.

Theoretical-pedagogical bases of students' civil activity formation is necessary theoretical basis for the practical study of the problem. It is important to clarify the characteristics and specificity, goal-setting, conceptual concepts and laws of factors of a practical solution of the problem, the development of the educational system and its substructure diagram representing a complete phase-out picture of the process of students' civil activity formation. They are in the study of the course "Theory and practice of building a democratic society in Uzbekistan. "Optimize factors are the demands, to the concept, process, technology and means of students' civil activity formation.

Research Methodology of the Study

Research methods are historical and pedagogical, philosophical and pedagogical, social-pedagogical, scientific, pedagogical, psychological and pedagogical, theoretical and pedagogical-practical, systematic and logical, integrated, integration, empirical, analytic-synthetic, comparative benchmarking,

dialectical, experiment notes forming, final, statistical processing method. Methods of studying, analyzing and summarizing are relevant government documents and legal materials, historical and pedagogical, philosophical, sociological, scientific, pedagogical, psychological, pedagogical didactic and methodological literature on the research problem. Specifically, theoretical and practical methods: comparative analysis (specific trends in the formation of civic engagement of young people in Europe, Russia and Kazakhstan); pedagogical observation (direct and indirect); conversation, the survey (by questionnaires), questionnaires, testing, interview. The method of expert evaluations; rating monitoring and evaluation system. Tracking, comparing and contrasting stages achieve quantitative and qualitative results, and a statement of their diagnosis. Comparison of control and experimental results and their mathematical processing and statistics. The ratio of research results to its theoretical positions. Comparison of the original states the civic activity level data of students with the outcome indicators (corresponding criteria of students' activity).

Results and Discussion

Features of the Students' Civic Engagement Formation

Training activities in the process of studying the course: "Theory and practice-building democratic society in Uzbekistan" consists of educational activities, which depending on their function in the assimilation of knowledge, divided into specific and general logical. Specific training actions ensure mastering of knowledge in their particular (subject) content; general logical ensure formation of a common approach to the analysis of educational material, methods of orientation in it, regardless of its specific content. The specific and general logical curricular activities provide the assimilation of rational, emotional and activity components of civil student activity.

Training activities may also differ according to the method of implementation. In this regard, highlighted actions take little or mentally. Training actions aimed at the transformation of the democratic situation in the group course. They play a crucial role in learning the course "Theory and practice of building a democratic society in Uzbekistan".

The use of certain actions depends on the content of the learning task. Learning tasks are an important component of the training course "Theory and practice of building a democratic society in Uzbekistan". Posing future students learning task associated with the special organization of their democratic skills. First production carries out such tasks by teacher, and then the students start their own formulate and seek ways to resolve them.

In considering the problems of students' civil activity formation in researchers to experience serious difficulties related to the abundance of different approaches to the definition of the concept of "active citizenship".

Our task does not include analysis or comparison of the existing viewpoints. We can only state that the civil activity is the integral property characterizing the state of the subject in the process of interaction in the activity, the necessity, which is due to socially significant goals.

Civic Engagement is a special orientation of the personality with the purpose of improving the conditions of all spheres of life. It expresses in a particular areas of life, in our case it is the democratic knowledge. In this area, the student obliges to strive to get to explore and acquire the values of democracy. In terms of training of higher educational institutions of civil activity express, according to our

observations, the location of the student for teaching cognitive interest in the theory and practice of building a democratic society in Uzbekistan. At the same time, civic engagement is a purely personal formation, the psychological basis of which it is a single complex vital for the individual processes (intellectual, emotional, volitional).

It is generally known that the psychological structure of civic engagement is a rich set of very significant for human life situations, intertwined with each other and interdependent. Due to the fact, that represented the unity of intellectual-emotional and volitional processes activity is for the student acquires a personal intimacy and proceeds rapidly and effectively in civic activity. In turn, the strong-willed effort as a necessity component of civic engagement structure has an effective impact on the favorable outcome of the civic engagement process to its positive results.

The building of civil society it is the role of social sciences and humanities. Thus, philosophy should and can turn into a special object of research-thinking citizen of a democratic society; Cultural-democratic citizen culture; history, history of civil society; pedagogy is education of citizens and especially young people, principles of democracy; ethnography is the democratic traditions of the Uzbek people, etc.

Democratic type Person must be able to make their own decisions in the interests of society, in the state, private and optimally combine the whole people, aware of the possibility of achieving their own well-being only in terms of well-being of all, to understand the significance of the idea of national independence.

Civilian Human maturity is the realization of its relations with people of the congregation requirements of positions to the citizen, in the evaluation itself according to what given to the people, to the state.

Civic maturity bases by on a scientific worldview, ideological conviction complex socio-political and psychological state (education), essence of which is in the sense of identity of their Civil rights and responsibilities in their active implementation of concrete actions and deeds.

In determining the nature and structure of the concept off “civic maturity of the student” should to base on the requirements of civil society to human maturity, taking into account the socio-psychological characteristics of adolescence.

The structure of the civic maturity represents the unity and the relationship of two of its components: civic awareness and civic engagement. Self-consciousness determines the action of individual disciplines it will and feelings. Civic engagement has actually exhibited by a responsible attitude to his civil rights and obligations.

The content of process maturity of civil education is to develop and achieve unity of civic awareness and civic engagement in the learning of different spheres of life. The relationship of consciousness and activity reveals materialize the results-based civic education process maturity and identifies the nature of the organized educational influence on the process of its development.

Based on the analysis of theoretical studies of modern scholars studying the practical experience. Based on the results of our research, we believe that the university students’ civic activity formation should be considered from the standpoint of: Education serving as the basis for civic education of individual students; didactic, which is the motivation for the activity; psychological, causing moral and emotional satisfaction with the activities and stimulating it; social is reinforcing citizenship of students.

Thus, in the refinement of the students' "active citizenship" concepts are based on well-known pedagogy provisions under which such activities come forward. Such as a creative orientation of the person on the phenomenon in the society, as a tendency, the desire and the requirements of students to be active, which brings satisfaction as stimulus activity of the person under the influence of which all psychologically processes are particularly intense and hard. And the activity is fun and productive, as particularly selective attitude of students, for example, the course "Theory and practice of building a democratic society in Uzbekistan" for a future professional and social activities.

Based on fact that the civic engagement of students is interconnected and interdependent process of cognitive and social activity. On the topic of our study, we give the following definition of this concept: civic engagement is personal formation, which bases on a set of socially important for the individual processes of the student, describing his focus on learning and professional and personal perspective, socially significant and socially useful.

The student, in our understanding, not just developing, studying the course "Theory and practice of building a democratic society in Uzbekistan" and other disciplines (through the absorption of a certain amount of knowledge), but also a certain way realizes them. It is realized his civic engagement, depending on the orientation of the person and its value orientations. It can have different ways of implementation. It all depend on what significant problems for the student, to which they disturb him and give him a sense of satisfaction or dissatisfaction with produce.

Activity in general is inherent in every person, and especially the students. It arises in a situation where some desires, student aspirations could not have met by existing conditions. The most important elements in building civic activity of students are democratic ideals, values, acquire knowledge of the course "Theory and practice of building a democratic society in Uzbekistan" is their personal position.

Thus, we can say that the educational purpose of the students' civil engagement formation are changing stereotypes relate to the phenomena of life and determining its necessities and motivations. Firstly, through the belief of the correctness or the unsuitability of previous forms of this relationship in the benefits of the new (at the point the leading role is played by the incentives, the importance of the future state of affairs, which encouraged the students, prospects, public opinion). Secondly, through the optimistic emotions and feelings (the leaders at this stage are the stimuli of interest, emotional stimuli). Thirdly, through the inclusion in educational activities, fixing new feature relation to these activities and the reasons (the decisive role is played by the ideal of incentives and the social significance of civic engagement is the result effect).

The main content of the formation of civil activity of internalization of objective moral and meaningful democratic orientations in the subjective-personal plan. Thus, a process of forming a civil activity pedagogical process, we understand the specific pedagogical tools capable of performing the functions of agitation in relation to the inner driving forces of the individual citizen, patriotism, culture of interethnic relations, attitude to work, people humane treatment. Citizenship is one of the leading ideological and moral qualities of the personality formed by in the education system, during various labour, cognitive and socially useful activity. The essence of citizenship is in a conscious and active implementation of the civil responsibilities and civic duties. To the state, society and the people, a reasonable use of their civil

rights and strict observance of the Constitution, rules of social intercourse; ready to fight against the violation of the norms of the role of law by individuals, non-perform their sacred duties. However, at the same time, it is aware of the necessities, that to achieve the ultimate goal, taking into account the time transience does not need to follow developments. Stay ahead of them and to prevent any adverse effects promptly enact laws that define the foundation of progress and democratic renewal, change them and additions required by the (Law of the Republic of Uzbekistan “On Education”, 1997) time itself “Ensuring people’s interests, improvement of social protection system is our priority task.

Specifications and Peculiarities of the Course “Theory and practice of building a democratic society in Uzbekistan”

Formation of civic engagement is a holistic process in which unity and cooperation combine the ideological and moral, spiritual education and the education of students and the organization of their civil activity. The process, which clearly highlighted two areas education and upbringing and activity-practical. Educational and upbringing aspect of this process is to bring the consciousness of pupils' certain knowledge, ideas and concepts of civil society, the essence of an independent state, unity and duties of the citizen, evaluative content of morality, proper civic behaviour of the citizen’s place in society. In this connection it is necessary to determine the characteristics and functions of the educational activity in the course of studying the course “Theory and practice of building a democratic society in Uzbekistan” is the implementation of which provides a mastering of knowledge, the mastery of skills and abilities, use them to solve various problems. Peculiarity in its specific content is disclosure students the essence of a democratic, civil society. the methodological basis of its construction and consideration of such important concept and ideas, as “civil society”, “ideology” and “idea” of the construction of this society and others. Students learn that civil society is a set of social connections and relations, forms and methods of the existence and functioning of society and real life and human activities. It is all the structures of society economic, political, legal, etc. students will learn that national ideology is a set of ideas, theories, views that reflect and evaluate contemporary social reality of our independent state. In the work of the ideological representatives and public figures, ideology is the factor of formation of ideological relations (political, legal, etc.); it is the part of the public consciousness. It manifested in various forms of social consciousness (philosophy, religion, moral, aesthetic consciousness); influences on science; it plays a role in the ideological struggle; that the national idea is the essence of the meaning of the national ideology in the objective reality, has unlimited possibilities to transform the reality of society. One of the main functions in the educational activity is the assimilation of accumulated human knowledge, and in this sense, this activity considers as a process of learning the theory and practice of building a democratic society in Uzbekistan, which takes place not spontaneously and specially organized in concrete content system. The acquisition of knowledge about the basics of democracy, skills and ways of their manifestation appears as a particular challenge. Before the students revealed the purpose of knowledge of the theory and practice of building a democratic society in Uzbekistan. It is not simply aware of the contents of the course “Theory and practice of building a democratic society in Uzbekistan”, but comparison, analysis and evaluation of the phenomena of democratic life capable of application in various area.



Learning activity in the course "Theory and practice of building a democratic society in Uzbekistan" provides not only knowledge, but in the acquisition of knowledge about democracy students learn to transform them, to rethink, to apply to the solution of various problems, exposed to civic education. On this basis, it can be argued that the training activities of the course "Theory and practice of building a democratic society in Uzbekistan" has transforming activity. Both functions-cognitive and transforming upbringing are closely interrelated.

The organization of training theory and practice of building a democratic society of educational activity of students in Uzbekistan carried out a proper research (search). The only difference is that the theoretical and scientific work usually leads objectively to the discovery of new knowledge (the phenomenon, law, rules, mode of action, etc.).

We do not aim to the specifically address, the characteristics of the theoretical approach to the problem. It focuses us only n those aspects of it, that have a didactic value, and the correct understanding of which depends on solution of the problem and a number of specific methodological issues. In particular, the development of the principles of students' civil activity formation is in the conditions of work on a new program "Theory and practice of building a democratic society in Uzbekistan".

Familiarization of students with the knowledge by highlighting the most fundamental the basic concepts of democracy base by on the theoretical analysis of the concept of science, logic and structure, construction of this basis of the educational process on the theory and practice of building a democratic society in Uzbekistan.

As we know from psychological research, any activity, including training (on the theory and practice of building a democratic society in Uzbekistan) form under the influence of requirements. Requirements of students both in acquisition and in active-practical sphere, born in the motives. At the beginning of the motives of activity formed under the influence of its external factors. However, very soon, these external, in relation to the content of the activities, the motives are replaced by internal, specific, cognitive motives that determine the interest to the process, to the content of knowledge about democracy is the method of their application (Smirnova, 1997).

Activity-practical aspects require special attention to the human, personal factors and socialization of the individual student.

In this study, the human factor is the functioning of the modern student of the system of social and other relationships. These are all that relates to the student as a subject of social activities are in different areas of university life. In this connection for the harmonious development of the person, as a prerequisite of activity participation in the improvement of all aspects of the parties and the social and public life of the university, in particular. It raises the problem of socialization. Socialization is the process of inclusion of students in the public relations and the formation of their social, civic qualities (transmission of the knowledge and experience of others, learning the different forms and methods of work in the process).

Civic engagement at the same time depends on the specific nature of society, from the complex and diverse "microenvironment" immediate social environment, which there is the socialization and the individual characteristics of the student as a subject of social dialogue and action (Bespalko, 1989). A measure of socialization, so

individual, and, of course, depends on the social activity in the creation of the requirements and development of students' abilities, which are due to the students' characteristics age. Therefore, we consider the following characterization of the age of the student period social maturity, emotional culture, high intellectual level, value-oriented, active cognitive activity, professional determination and establishment, improvement of self-awareness. Its own system of rules, criteria and evaluations; a wide range of interests, their stability and improvement; awareness and the necessity for spiritual requirements, well established and outlook and worldview; social Activity is and the necessities for it; Vision (his personality, life, profession, society); Active "T" conception.

Under the "T" influence forms the Concept identity, it is an important condition for civic engagement and social member of the civil society. In the "T" context is the concept interprets as a regulatory concept of the "meaning of life" in a given society, that due to the constant changes in measures of personal and public, with all the deeper individualization of the individual and at the same time its unity with society, its objectives and the meaning of existence and development. This focus on the future gives meaning and value of human life at both the individual and social level. Such as life form has an objective value and meaning.

Active and practical side of the process of students' civil activity formation requires the inclusion of each student in socially significant activities, the formation of personal relationship to it, willingness and ability to the actively implement the civil rights and duties, the ability to enrich the civil experience. Students' civil activity formation due to the interaction of macro and micro environment in the process of socialization, as well as the students' personal activity.

Influence of various factors on the process youths' civil activity formation is not always clear in strength and direction. The advantage of the university is to provide a focused and systematic process of students' civil activity formation of educational and training outside work (Hall, 1999).

Curriculum analysis shows that the content of socio-humanitarian disciplines stuff the objective conditions for the implementation of "educational" aspects of students' civil activity formation progress. However, comparison of data programs, textbooks and manuals on social and humanitarian sciences shows that the educational aspect in textbook materials sold enough, instrumented methodologically weak.

Specificity of the impact of the course "Theory and practice in building a democratic society in Uzbekistan" is the main subject of study problems, related to the fact that it works together with other social and humanities with the youth movement "Kamolot". It creates the most favorable conditions for the realization of the rights of students to participate in social and political life of the country and thus gives students the opportunity of fully realizing the organic unity of rights and responsibilities (Medeuov et al., 2000).

The education of students' civic activity cannot be achieved without including them in the work of the student government, takes place the use of social activity and the accumulation of students' civic behavior experience. Participation in it contributes to "transform" the student from the object of educational influence in his subject.

Public jobs and businesses are practical means of incorporating student in public activities, consider as a factor in the influence of public order on the students'

civil activity formation. As shown by surveys conducted among temporary and permanent assignments very little to do with the civil legal activity of students. Of these, only 2.5% perform tasks aimed at protecting the role of law, 1.4% participate in the work of Task Force; 0.3% are members of youth clubs; 1.1% actively carry out the order of the youth movement “Kamolot” (Khakimov and Larin, 1989).

The practice of civil legal activity of students and the bulk of higher education institutions are only duty by participating in the faculty and group. Comparative analysis of the social activities of boys and girls showed that boys’ activity was low by comparing with girls, which indicates the absence of differentiated and individual approach to the young men not to the best uses and educational activity for the students’ civil activity formation (Rogov, 1998). Elements of the formalism, excessive over-organization, the lack of system, lack of control and evaluation of the implementation of public orders lead to misunderstanding of students’ sense of collective and individual cases, to reduce the level of civic activity of students. 29.7% of students are not sufficiently aware of the organic unity of rights and duties of citizens enshrined in the Constitution of the Republic of Uzbekistan; life plans in 38.2% of the students are amorphous, they are not defined specific areas of civil activity; 74.8% of students considered social work in isolation from their rights and obligations.

Created groups about promote the idea of national independence, so the students may see and realize the social meaning and usefulness of such work. Among the temporary and permanent assignments are very little legal civil-second activity of students: of these, only 2.5% perform regular tasks aim at educational activities. The practice of students’ civic activities is taken only through participation group activities “spring-2002”, “Universiade-2003”, “March-2004”.

Conclusions

1. Practice study course “Theory and practice of building a democratic society in Uzbekistan” shows that the process of formation of civil activity reduces the adaptation of graduates at workplace, promotes social and professional development of the young citizen.

2. Students’ civil activity is an integrative quality of a person developing in the course of training, education and development, combining sustained interest in the democratization process. Construction of the foundations of civil society in Uzbekistan, introduction into practice of the Law “on Education” and the National Training programs require employees of universities to improve the process of preparing socially active citizens of the republic. In this important educational task of teachers on students’ civic engagement formation is one of the defining. After all, the presence of a stable civic position is good soil, it is not, only to acquire the students the relevant knowledge and skills necessary for their profession and life, but also for the public benefit.

3. In the process of research and pedagogical work revealed the basic functions of a pedagogical management: the study of the level of civic education team and individual students; definition of educational prospects, professional tasks; further improvement of the life and activity of students. Ensuring the continuity of the students exercise in activities aimed at the realization of civil rights and obligations, constant adjustment of educational influences, taking into account the level of individual students’ civil maturity formation.

4. Pedagogical influence specificity depends on the one hand, on the level of formation of civil consciousness of students, and on the other hand on the degree of civic engagement, the nature of relationships to perform their civil duties. The result of the implementation of the conclusions in the course of creative pedagogical experiment was a positive change in the level of formation of civil activity. Comparison of the data ascertaining diagnostic and formative stages of the pedagogical experiment it possible to fix the positive dynamics in the development of civil activity in the experimental groups.

5. Helping students understand the complex patterns of democratic processes, ways of their acceleration in our country, the teachers of the course, it is important to know the number of requirements for students learning assignments, intellectual and creative works, discussions, student participation in activities for awareness-raising and advocacy work of students, students to perform public tasks, assignments, cases.

6. Course teachers necessary to raise the level of psychological and pedagogical knowledge, develop teaching is important while teaching the technology and innovative methodology, individual and differentiated approach.

7. To define from special test or from questionnaire probable degree of susceptibility or resistance of the students' ideas of others. Also, in this regard through the conversation to examine the situation of the student family.

8. To conduct the outreach and educational work devotedly to civic duty, rights, responsibility.

9. Realize the control text, questionnaire, interviews or discussions, the organization in their efficiency of maintenance work.

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