

Issues of Civil Literacy Development in the Education System

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Abstract: This article focuses on the issues of development and implementation of civic literacy among students, the need to increase civic literacy of students in modern regulations governing the education system. Also, the issues of organizing legal and educational activities for the development of legal literacy of citizens in accordance with the teaching of historical, religious and national values of our people were discussed.

Key words: civic literacy, civil society, national values, socialization, educational process, skills, critical thinking, civic position, family, personality, initiative, example, literacy, legal education.

INTRODUCTION

Legal education is a complex dynamic process aimed at the acquisition of skills and abilities to organize the theoretical and legal activities mastered by the individual, the decision-making of legal qualities in a positive context and the formation of legal culture. The development of civil rights in the individual is an important step in the process of legal education and upbringing.

Decree of the President of the Republic of Uzbekistan dated January 9, 2019 PF 5618 «Radical improvement of the system of raising legal awareness and legal culture in the society»[1] is highlighted the issues of formation of legal immunity to the factors that negatively affect the legal education of young people, respect for the law and morality, loyalty to national values, a sense of intolerance to crime.

Legal education and upbringing is interdependent, membership, interrelated and dialectical in nature, and is a guarantee of the development of the individual's knowledge of civil law. It is necessary to provide legal education to students with a

systematic knowledge of legal norms, laws, as well as the essence of socio-legal relations, to meet their need for legal knowledge, to form a legal consciousness in an orderly, orderly and orderly manner.

One of the priorities of pedagogy is the formation of civic literacy of students. The solution to this problem requires, first of all, to know the definition of the concept of "civic literacy".

The concept of "civic literacy" consists of the term "civic" and the term "literacy" derived from the word "citizen". Substantiation of the content of this concept requires clarification of the content of the concepts of "citizen" and "citizenship".

According to dictionaries, the word "citizen" has historical roots. In the Explanatory Dictionary of Sociological Terms, N.E. Yatsenko interpreted the word citizen as follows: "1) a person belonging to the permanent population of the State, benefiting from its protection and having a set of rights and obligations; 2) a man of bright citizenship" [13]. According to the dictionary, citizenship is "the conscious and active fulfillment of one's civic duties and civic duty, the rational use of one's civil rights and freedoms." [13].

We see that the words "citizen" and "citizenship" have undergone certain changes: from the emphasis on the human right to belonging to the people of the country and the realization of the rights granted to them by the state and the obligations imposed on them. In modern scientific literature, the problems of educating citizens are increasingly considered, and in this regard, the concepts of "citizen" and "citizenship" are filled with a specific meaning. For example, I.P. Podlasy, taking into account the content of the educational process, emphasizes that a well-organized education should prepare a person for the three main roles in life - the role of the citizen, the worker, the family. The scientist gives detailed information about each of the above-mentioned human roles in life. What is the role of citizenship related to: "Citizenship: fulfilling your civic duty is a sense of duty to your country, society and parents; a sense of national pride and patriotism; Respect

for the Constitution and state authorities, the President of the country, state symbols (emblem, flag, anthem); responsibility for the fate of the country; social order and culture; to treat the national treasures, language, culture and traditions of the country with care; social activism; adherence to democratic principles; be careful with nature; respect for the rights and freedoms of others; active vital memory; legal awareness and civic responsibility; honesty, fairness, sensitivity, compassion; responsibility for their actions; It is necessary to have respect for other nations, peoples of other countries and to have other qualities." [8, 29]. Thus, a complete but incomplete definition of a person as a citizen is given.

RESEARCH METHODOLOGY AND ANALYSIS OF THE LITERATURE ON THE TOPIC

Direct civil society is a system of horizontal connections and relationships that is independent of the existing government and extends beyond it to the majority of the existing population. It is not a person's passport, but the fact that he is genuinely involved in this relationship that transforms him from a *de jure* citizen into a *de facto* citizen. [6, 15].

Researcher B.C. Torokhti writes: "Civil society can be described as a unique social environment in which people interact as individuals independent of each other and the state. The basis of civil society is a developed, independent, equal individual, whose quality and content depend on its essential qualities. " [10].

T.V Mishatkina describes civil society as follows: "Civil society is a valuable system of spiritual, social and economic relations between individuals, groups, institutions and organizations, strictly governed by the state." It is formed in the confrontation of social and private life, in which man independently determines the goals and means of his actions without external interference. It is an independent sphere of self-realization of people protected by legal norms, consisting of a society with a self-governing structure, the state and its norms, regulating the activities of individuals. [5, 89].

N.E. Yatsenko understands civil society as a part of society and its spheres of

activity, free from the direct interference of the state with the law and the organization of individuals and free and equal citizens. [13].

The list of definitions of the term "civil society" can be continued. However, it is clear from the above definitions that civil society cannot exist without human beings. Does this conclusion sound like something new? A voluntary society cannot exist without human beings. But what kind of person is this? Historical analysis requires a person who has a clear idea of the characteristics of a particular society in a certain period of its historical and cultural development. For example, a totalitarian society required an obedient human being — a human servant. Such a person was recognized as a value in words, but in fact was not the subject of freedom of will, the measure of all things, but the object of manipulation. Today we say that we live in a democratic society that needs an independent, free and competitive person. We are just building a civil society, so in order to build this society successfully, we must first understand who a civil society is. B.C. According to Torokhti, the emergence of civil society is associated with the distinction between human rights and civil rights. Human rights are guaranteed by civil society, and civil rights are guaranteed by the rule of law. In both cases, it is about the rights of the individual, but in the first case, if the pursuit of life and happiness is a separate human right, and in the second case - his political rights. Thus, an important condition for the existence of a civil society and the rule of law is a person who has the right to self-realization in economic, cultural, spiritual and political opportunities, and their implementation ensures the social life of the individual through civil society. [10].

In education, too, the ideas of civil society, the creator of such a society and the citizens living in it, are reflected. For example, modern normative documents regulating the education system of Uzbekistan emphasize the importance and necessity of educating citizens. In particular, one of the leading principles of state policy in the field of education is "education of citizenship, hard work, respect for human rights, love for others, nature, homeland, family." We believe that the definition of a person's characteristics as a representative of civil society should

include features such as civic literacy. This definition of S.B. Savelova and VL According to Abushenko, in the definition of upbringing, they emphasize that modern human beings strive not only to meet their own needs, rights and interests, but also to take responsibility for their own lives and the lives of others.

Therefore, from the point of view of socialization goals, the modern education system must ensure the development of civic literacy, which serves as a basis for the formation of civic position - to choose one's own path, one's own perspective, one's own vision and surroundings. Civic literacy is an individual's ability to participate in a democratic society [9].

ANALYSIS AND RESULTS

During the years of independence, significant changes have taken place in the promotion of legal knowledge among the population of the Republic of Uzbekistan, which is now a source of legal information for various segments of the population, representatives of specialties.

Development of knowledge on civic literacy is carried out on the basis of the following pedagogical conditions:

1. The only way to provide legal education and training among students, which provides a scientific and ideological basis for legal education and training, is to establish a regulatory framework in place to ensure the legal basis for socio-economic development of the Republic;

2. Legal education among young people should be organized in a systematic and continuous manner. This factor is to provide students with legal knowledge on civic literacy, to develop students' practical and legal activities, skills and competencies, to provide them with a system for the development of civic literacy, to organize legal education and training in legal education.

3. The specific purpose of legal education is the sole purpose of legal education and student education, teach them the basics of civic literacy and how to promote it in practice;

4. An integrated approach to the development of civic literacy in students. This

factor is effective in the development of civic literacy among students, taking into account the possibilities of conducting interdisciplinary classes, extracurricular legal education, families, educational institutions, public social and legal organizations, the state and society;

5. Legal and humanitarian nature of legal activity. In this context, civic literacy of young people means that their rights and responsibilities are not discriminated against, that their dignity, honor, dignity and respect are at stake, that their personal interests are in harmony with the public interest and that they have the right to self-determination and such ideas as a deep respect for the rights of the people.

6. Achieve the rule of law and rule of law in enhancing civic literacy. The sacred duty of every citizen is to understand that the Constitution of the country and the rule of law serve the interests of citizens, the state and society, as well as unconditional observance of the requirements of the Constitution and social and legal norms of the republic;

7. Civic literacy and engagement group. This factor means that the acquisition of social and legal knowledge is an impetus for the organization of legal activity, strengthening and deepening of knowledge based on ensuring the practical implementation of theoretical and legal knowledge acquired by students.

Civic literacy of a student is a product of a personality, because the formation of civic literacy of students is based, first of all, on their knowledge of civil society, on the qualities of a citizen, on the values of civil society and on the values of civic literacy. Second, to develop students' respect for civil society, citizens and others. Thirdly, this is the acquisition of their experience of civic behavior and activity, experience in the implementation of attitudes that correspond to the content of the concepts of "citizen", "citizenship".

It is well known that the concept does not refer to traits and qualities that develop and are expressed in relationships, but to relationships that determine the content of behavior and actions in a civil context. A student's civic literacy, in our opinion, is a set of knowledge and values that guide students towards civic behavior.

The content of the cognitive component of civic literacy as a student's product is knowledge of civil society, the state, state symbols, the rights and obligations of citizens, civic education, political values, political education in the country, political education; social system, social order, institutional and non-institutional forms of regulation of behavior and relationships, knowledge about relationships and attitudes in civil society and other knowledge. As you know, values become a motive if a person understands and accepts them. Based on the study of issues of citizenship, civic literacy, we identified the values that make up the content of the motivational-value component of civic literacy. These are: social benefits, loyalty, humanity, duty, dignity, compassion, independence, responsibility, patriotism, diversity of views and opinions, truth, equality before the law, conscience, freedom, justice, generosity, honor.

In identifying the values that make up the content of the motivational-value component of civic literacy, we use I.I. We relied on Kravchenko's ideas. He distinguished a set of basic social values: civic values (freedom, equality, etc.), moral values (conscience, honor, etc.), political values (governance, decision-making skills, etc.), knowledge. values (intelligence, intuition, etc.) [4, 6]. Understanding Kravchenko's ideas about the set of social values that he proposed shows that political values are not political, because management, decision-making and other abilities are not values. In our opinion, not everything that is important for human beings should be included in the values. Civic and moral values, on the other hand, are true values expressed in the appropriate categories and concepts. These values "are manifested in the object-subject relationship, without the quality of the object, another object - human experience." [4, 67]. Ability does not occur in any other relationship, that is, in a subject-subject or subject-object relationship. (We do not mean a relationship in which a person's abilities are expressed, or more precisely formed).

We consider the moral component as necessary for the implementation of cognitive and motivational-valuable components. The essence of the interaction between the components of civic literacy is the role of students in the learning

process and outside the classroom, which is a cognitive component of civic literacy, civil society, the state, citizenship, the rights and obligations of citizens, and so on, do not guarantee the required, approved behavior of the student. However, they are important in determining behavior and activity, since the student's awareness of civil society, laws, rights and obligations of citizens, forms of institutional and non-institutional regulation of behavior and relations, as well as their understanding of the law and others. Education is not only the source of information about the norms of life in civil society, knowledge is necessary for the student to evaluate his life and activities in such a society. When knowledge is perceived, it begins to function as an assessment when a "knowledge event" characteristic of the "literal organizer of knowledge" occurs. [2, 67].

Assessment based on the knowledge and participation of a school student, which is a cognitive component of civic literacy, is necessary, first of all, to express the assessment attitude, which is the basis of a valuable relationship. Second, knowledge is based on the choice of behaviors.

The essence of the communication of change is the emergence of new relationships between the school teacher and students. The relationship of change in the context of the formation of students' civic literacy, if the teacher, first of all, expresses to students the knowledge of the civic, civil society, the state, the rights and obligations of citizens, and others, secondly, when it forms motivations that motivate students to engage in civic movements and behaviors, it enriches these motives through the development of valuable attitudes to modern life; Thirdly, when developing the skills of performing actions of a civil nature (behavioral component), the student can perform such actions not only in situations specially organized by the teacher, but also in his daily life.

Thirdly, when developing the skills of performing actions of a civil nature (behavioral component), the student can perform such actions not only in situations specially organized by the teacher, but also in his daily life. Based on functions, the content of a specific component is enriched with the content of another component. In

disclosing the functions of the components of civic literacy, we use L.F. Based on Filatova's ideas about the functions of the components of patriotism as a child's personal product [11, 56-58].

We have L.V. We not only accept Filatova's ideas about the functions of the patriotic components of the child as a personal product, but we also complement these views. The function of the cognitive component is a reflexive-assessment function. Reflection is the act of working with existing knowledge in this consciousness. It is an intellectual, rational process. With the help of this knowledge, it evaluates human behavior and attitudes as a citizen in accordance with its content. The motivational-value component performs motivational and regulating functions. Benefit (social), loyalty, humanity, duty, dignity, compassion, independence, responsibility, patriotism, diversity of views and opinions, truth, equality before the law, conscience, freedom, justice, generosity, tolerance such values become the motive of civic behavior. In our research, the values that are considered to be the meaning of the worldview, the socio-political processes in society, the values associated with the civic attitudes of the population, regulate behavior in a way that is relevant to its content.

The behavioral component performs evaluation and value functions. The student's attitude to the values of civil society, as well as the behavior of himself and another person as citizens of this society. The student represents the evaluation relationship, which is the pillar of the value relationship. The content of the evaluation function of the behavioral component is consistent with the similar function of the cognitive component in the part related to the implementation of assessment on the basis of knowledge. L.V. Developing Filatova's ideas about the functions of the patriotic components of the child, we emphasize that the function of the cognitive component is a function of justifying the choice of actions and behaviors in the civic context. This idea is based on the above-mentioned ideas of VN Sagatovsky on the basis of knowledge selection.

Among the many issues facing modern Uzbek education, the issue of its

effectiveness for the individual and society is important. There are special hopes for the education system in connection with the search for ways to shape a person who can build a civil society. In the context of solving this task, it is important to form the civic literacy of students.

The study of such literacy of students in grades 10-11 should serve to solve the problem of forming civic literacy of schoolchildren because the formation of civic literacy of students is, first of all, their perception of civil society, civil society, state symbols, rights and obligations of citizens, citizenship and others, secondly, the values that students tend to realize and become civic motives.

It is necessary to choose such methods of scientific and pedagogical research, which can be used to determine the state of cognitive, motivational and behavioral components of civic literacy of schoolchildren and to obtain empirical knowledge.

In carrying out the theoretical analysis of the acquired empirical knowledge of students' civic literacy, we rely on the principle of a functional approach to the study of systemic events and objects.

E.G. According to Yudin, "the methodological peculiarity of functional approach is that it defines the function of an object element or" part "on the principle of" activation ", that is, it is derived from the characteristics and needs of the wider world" [12, 140]. , its elements or "parts" According to E.G. Yudin's term , they are mainly components that perform specific functions.

Thus, the strengths of the professional qualities of a teacher of civic literacy are: kindness, fairness, moral responsibility, professional responsibility, empathy, tolerance, erudition, understanding of the student, understanding of the culture, understanding of the material, pedagogical optimism, emotionality, self-control, ability to use modern teaching technologies.

CONCLUSION AND RECOMMENDATIONS

- Research has shown that the ideas of civil society find expression in education. Modern normative documents regulating the education system of

Uzbekistan emphasize the importance and necessity of educating citizens. One of the leading principles of state policy in the field of education is to cultivate citizenship, diligence, respect for human rights and freedoms, love for others, nature, homeland, family;

- As a result of understanding the characteristics of a person as a representative of civil society, it was argued that one of the leading characteristics of a person in civil society should be civil literacy;

- The study reveals the genesis of scientific ideas about the concepts of "citizen" and "citizenship". The concepts of "citizen" and "citizenship" have undergone certain changes: a conscious awareness of the fact that a person belongs to the population of the country and the exercise of the rights granted to him by the state and the fulfillment of obligations and civil rights and freedoms;

The characteristics of a citizen were identified:

- independence (politically and economically independent and active;

- an independent person who perceives himself as a member of this society and has inalienable rights and freedoms);

- self-realization (realization of one's abilities on the basis of deep knowledge about the world around);

- conscientiousness (conscientious observance of not only constitutional laws, but also professional obligations; deep understanding of loyalty and true obligations to society and the state);

- respect (respect for the national and personal freedoms of others and oneself, respect for the laws of the state; respect for other countries, cultures and peoples);

to organize legal and educational activities for the formation of legal literacy of citizens in accordance with the teaching of the historical, religious and national values of our people, as well as to instill in every citizen a sense of pride in the state symbols;

- moral, cultural, valuable and psychological aspects of citizenship were distinguished;

- фуқаролилик шахс ҳосиласи сифатида тузилмага эга эканлиги аниқланди. The structural components of citizenship as a product of the individual are moral (self-awareness, civic duty, civic responsibility), legal (legal culture, observance of state laws, personal freedom) and socio-political, civil, political, civil patriotism, international).

In the process of legal education, social qualities are formed, civic literacy develops and changes from the simple to the complex. The concept of civic literacy meets the scientific criteria and has a number of general and specific features specific to the discipline of pedagogy.

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