



CONDITIONS AND FACTORS OF FORMATION OF CIVIC ACTIVISM OF STUDENT YOUTH

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Khabibulla Muratov Abdukodirovich

Lecturer At Karshi State University Kashkadarya, Uzbekistan

ABSTRACT

In the matter of organizing educational work, it is important to pay special attention to the process of adaptation of first-year students, since a sharp change in the environment can lead to nervous breakdowns and stress. Among the main difficulties, we can note the experiences associated with leaving the school team, the lack of independent work skills, the inability to carry out psychological self-regulation of behavior and activities, the search for a comfortable mode of work and rest in new conditions, etc. Therefore, the main task facing the educational institution is - create comfortable conditions, promote the inclusion of first-year students in new activities and social circles. Of particular relevance in the formation of civic activity of young people is educational work at school and university. It is very important, in our opinion, to pay attention to the continuity of civic education at school and university. This is an important factor contributing to the formation of civic activity in a young person.

KEYWORDS

Education, pedagogy, idea, time, system, person.

INTRODUCTION

The personal-activity approach, in our opinion, contributes to the effectiveness of the formation of civic activity of student youth. It is necessary to

consider how the personality can be activated, what personal factors influence it and what factors influence it from the outside. The study of the



conditions and factors for the formation of civic activity of student youth will allow us to create a model and determine ways to optimize the formation of civic activity of students in the educational work of the university.

Nowadays, we are witnessing a decrease in the value of moral norms of behavior, a lack of honor, conscience, and duty of the younger generation, but at the same time, the importance of such personality traits as independence, independence, self-respect is

growing, people are striving to realize their rights and freedom. We examined the most significant rights for student youth. According to the results of our sociological study (on the basis of the Taganrog State Pedagogical Institute named after A.P. Chekhov), in which 187 young people aged 17 to 22 years old took part, among the most significant rights and freedoms for them are: paid work, quality medical care, education, freedom of speech and press [67, p. 103-104] (see Table 1).

Table 1

The most significant rights and freedoms of students, % of the total number of respondents

The most significant rights and freedoms of students	% of the total number of respondents
Difficulties to answer	38,1 %
Freedom of speech and the press	16 %
Decent paid work	11,15 %
Education	10,2 %
Quality medical care	10,2 %
Choice	8,3 %
A life	8,1 %
Freedom of conscience and religion	7,5 %
Personal opinion and belief	6,9 %
Movement around the country (abroad)	6 %
Private property	5,6 %
Freedom	5,4 %
Privacy and Inviolability	5,2 %
Rest	4,8 %
Worthy life	4,4 %
Democracy (demonstrations)	2,5 %
Everything set forth in the Constitution of the Republic of Uzbekistan	2,1 %

The conducted research encourages us to take into account the most significant rights for students when

organizing educational work at a university (creating conditions for the possibility of freedom of speech,



choice, additional earnings, etc.) in the process of forming the civic activity of student youth.

Let us also single out such universal human values as "life", "goodness", "truth", "beauty", which should be the beginning of a person's value attitude to the world. The universal values of social consciousness are the basis for the formation in the educational process of a Human Being – a Creator, a Human of Morality and Culture, a Human Citizen (Morozova N.A., Bodenko B.N., Zimnyaya I.A.) [105], [106]. It should be noted such values as responsiveness, disinterestedness, respect, kindness, manifested in the actions of a person in relation to another person. The presence of these life guidelines for students, in our opinion, is a condition for the success of the organization of the educational work of the university, which forms a civilly active person. It is necessary in this matter to pay attention to the internal impulse and internal motivation of the individual [66,p.25].

Value orientations set a certain vector, but at the same time, the system of orientations must have a certain flexibility, allowing young people to adapt to the ongoing changes. Therefore, today much attention should be paid to activities aimed at helping to form the value orientations of the younger generation.

All of the above prompts us to identify the values that should be guided in the process of forming the civic activity of student youth:

- responsiveness, disinterestedness, respect, kindness;
- life, truth, beauty;
- freedom of speech and choice;
- personal opinion and attitude;

- trust (membership in various organizations, evaluation of their activities);
- desire and willingness to interact with different groups;
- tolerance, the possibility of resolving conflicts with the help of conciliation procedures;
- public participation (belief in the possibility of changes in society, awareness of the importance of civic engagement);
- political identification (associations or groups regarding which the individual is either positive or negative);

- competence (participation in socio-political forms of activity).

I would like to draw attention to the fact that in the formation of civic activity of students, an important role is played by motives that encourage a person to act. Motive is an internal impulse to activity, activity, caused by a person's need.

Motivation is a complex socio-psychological, emotional and volitional act that involves the choice and decision-making, analysis and evaluation of alternatives. There are also latent (hidden) motivations, which are discovered only after the action has already been completed.

Many sociological studies show that school graduates do not yet have a conscious professional orientation; in choosing a university, they are guided by situational impulses. We studied the motives of students entering a university as a factor in the manifestation of the civic activity of a young person. The study was conducted at the A.P. Chekhov TSPI (see Table 2). The survey showed that when choosing a university, applicants were guided mainly by external motivation [66, p. 27].

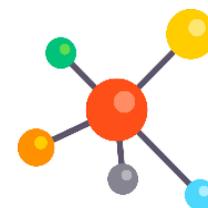


Table 2. Motives for students to enter a university (on the materials of a study at the A.P. Chekhov TSPI)

№	The purpose of entering a higher educational institution (on the basis of a study at the A.P. Chekhov TSPI)	Quantity	%
1	Like the chosen specialty	360	73,9
2	Get a higher education (does not matter the university)	306	62,8
3	High quality education	182	37,3
4	Demand in the labor market	93	19
5	The prestige of the educational institution	82	16,8
6	Proximity to residence	81	16,6
7	Availability of hostel	44	9
8	At the insistence of parents	27	5,5
9	Availability of admission (low passing score)	24	4,9
10	Affordable tuition fees	24	4,9
11	Departure from the army	15	3

An important educational task of any university today is the formation of an active citizenship among young people, which prompts us to also consider the motivational side of this process.

Many experts identify 2 types of motives for youth civic engagement:

- pragmatic motives (influencing the structure of public institutions, you can improve your own situation);
- ideological motives (when mastering an idea, you strive to solve it in any way).

Unfortunately, experience shows that the reasons for the activity of today's youth are often random, spontaneous. Therefore, today we see such a low level of civic engagement of students. As RAO Corresponding Member Anatoly Viktorovich Mudrik rightly noted "... There is a protest motive, there is a percentage of people who do not recognize the time in which they had to live..." [181, p.27].

Therefore, it is so necessary to pay attention to student youth, to direct their energy into productive

activities, to contribute to the formation of the experience of participation in public life.

An important component of the civic activity of a person is his participation in the public life of the country. However, today we are increasingly seeing the political protest of student youth and its extreme form of "absenteeism", which is not limited to distrust of specific political leaders and parties, but is based on the prejudice of young people against all state policy.

According to the research centers "FOM" and "VTsIOM", the classification of absenteeism contains nine typical groups of motives:

- 1) apolitical (lack of interest in politics);
- 2) non-participation in voting for objective reasons (departure, illness);
- 3) falling prestige in the eyes of voters of the institution of elections;
- 4) lack of worthy candidates;
- 5) the low importance of parliament in the eyes of voters;



6) lack of faith that their vote can decide something;

7) confidence that the voting results are predetermined;

8) protest against the situation in the country;

9) disappointment in politics and fatigue from it [188].

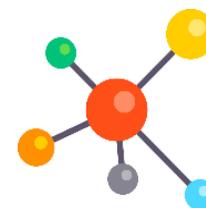
After analyzing various studies (T. Aleksandrova, M. Koshelyuk, A. Yuryeva, A.P. Baranov) in this area, we note the following reasons for the political passivity of young people: does not live up to expectations). “overabundance of information” (a young person does not have time to perceive political information because of its large amount); distrust of the population to “power structures”; “lack of a unifying idea” (the disunity of society leads to the fact that that part of society, including young people, which is alienated from economic benefits and values, is not interested in participating in political life) [7], [283], [24, p. . fifteen].

Therefore, it is very important to use this quality and develop it. Interest is accompanied by emotions and feelings (their presence is a sign of interest and vice versa). Focusing on this quality, the organization of educational work should take into account the following features: the development of interest depends on the atmosphere of the university (the spirit of optimism, creativity, and goodwill is favorable in this matter); the need to evoke the emotions of the student; The role of novelty cannot be underestimated. The fulfillment of these conditions contributes to the favorable development of the process of forming the activity of the personality of a student - a patriot of his country. Having considered the internal factors, we outlined the necessary conditions for organizing the process of forming the civic activity of student youth. However, focusing only

on internal factors would not be effective, since the environment and the educational work of the university and school, which have a direct impact on the formation of personality, also play an important role in this matter.

Of course, in our opinion, external conditions also have a great influence on the formation of civic activity of young people. The unpredictable socio-economic and political situation in the country creates an atmosphere of instability. We understand that a young person will live in a society that is different from the one in which his educators and parents live, there is no clear idea of \u200b\u200bwhat will happen "tomorrow" [68, p.84-86]. Hence the understanding that it is not enough to simply pass on the accumulated experience to young people. It is necessary to form in her such qualities as initiative, readiness for independent action and the ability to make decisions in conditions that are obviously unfamiliar to them. Therefore, an important task of higher education in this case is the development of an upbringing strategy focused on the formation of creative initiative, independence and civic activity of students.

Today, not all schoolchildren become students, while all children undergo timely "formation" of citizenship and patriotism at the school level. The school (as an external factor) is the initial base that gives rise to a person's need for civic engagement and awareness of the importance and necessity of this personality characteristic. In connection with the foregoing, the position of school teachers in relation to the issue under consideration should be considered. We interviewed 48 teachers in the city of Taganrog. When asked how much time they devote to civic and patriotic education, many teachers indicated a rather low percentage of social work. Among the reasons they indicated that “they are not paid for



this” (20%), “there is a lot of teaching load, there is neither time nor energy for social work” (54%), “they do not have knowledge of how to work on this direction” (32%), “this issue should be dealt with by parents” (51%). We see that, despite the fact that the state program provides for patriotic education, school teachers pay little attention to this issue. The survey involved 470 first-year students of the Taganrog State Pedagogical Institute named after A.P. Chekhov, who had just entered the university and had already gained experience in the formation of civic engagement at school (students of the following faculties: Physics and Mathematics, History and Law , computer science and management, foreign languages, pedagogy and methods of primary education, musical and pedagogical, psychology and social pedagogy, Russian language and literature).

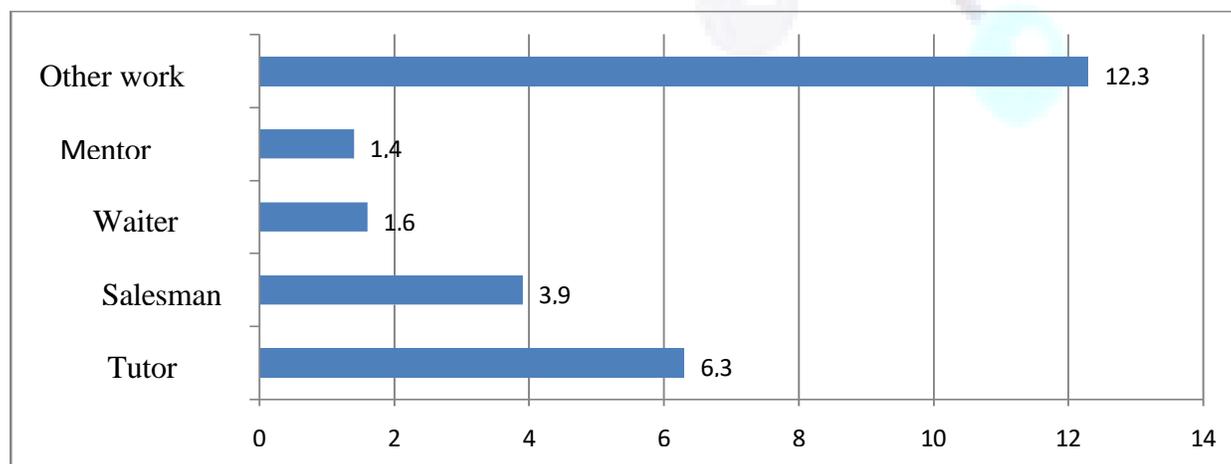
At the first stage of the survey, the children were asked general questions regarding their hobbies and experience of participating in a particular type of activity [69, p.192-193].

When asked whether the student visited creative circles, studios, sports sections, the guys answered actively (71%): 18.6% of them answered that they were

fond of volleyball, 11.2% were engaged in a dance circle, 6.9% in a vocal studios, 5.9% were fond of football, 5.3% - basketball, the least popular areas were theater studio and martial arts (4.5%), gymnastics / athletics (3%), tourism (1.64%).

The question of schoolchildren attending various seminars, courses, trainings revealed a low percentage of activity: 10.75% of respondents answered positively (5.9% indicated that they had completed counseling courses, 2.05% attended psychological courses, 2.8% noted classes in other seminars, without indicating the name), 89.25% denied the experience of their participation in this type of activity [69, p.192-197]

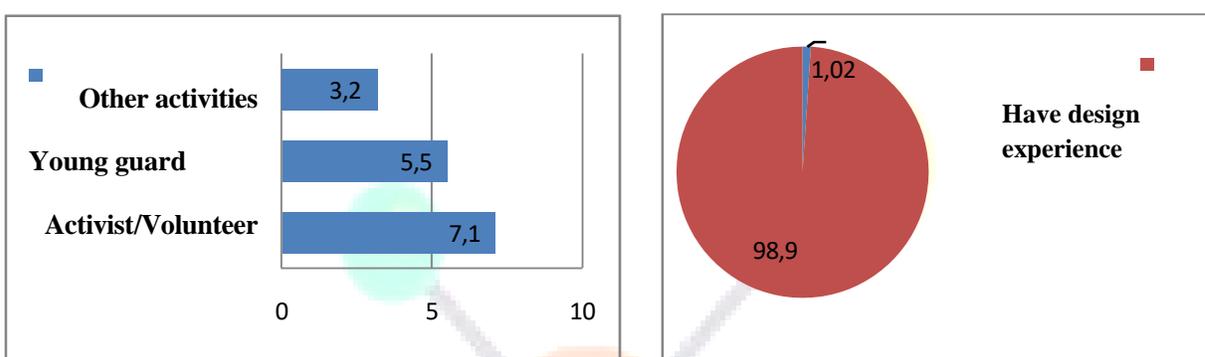
The second stage involved the question of the availability of work experience. The results of the survey showed that 25.5% of the total number of respondents have work experience: 6.3% worked as counselors, 3.9% had sales experience, 1.6% worked as a waiter, 1.4% worked as an educator. 12.3% noted that they have other work experience, but did not specify in which area [69, p.192-197]. This description is reflected in Fig. one.





Pic. 1. The presence of work experience among modern schoolchildren.

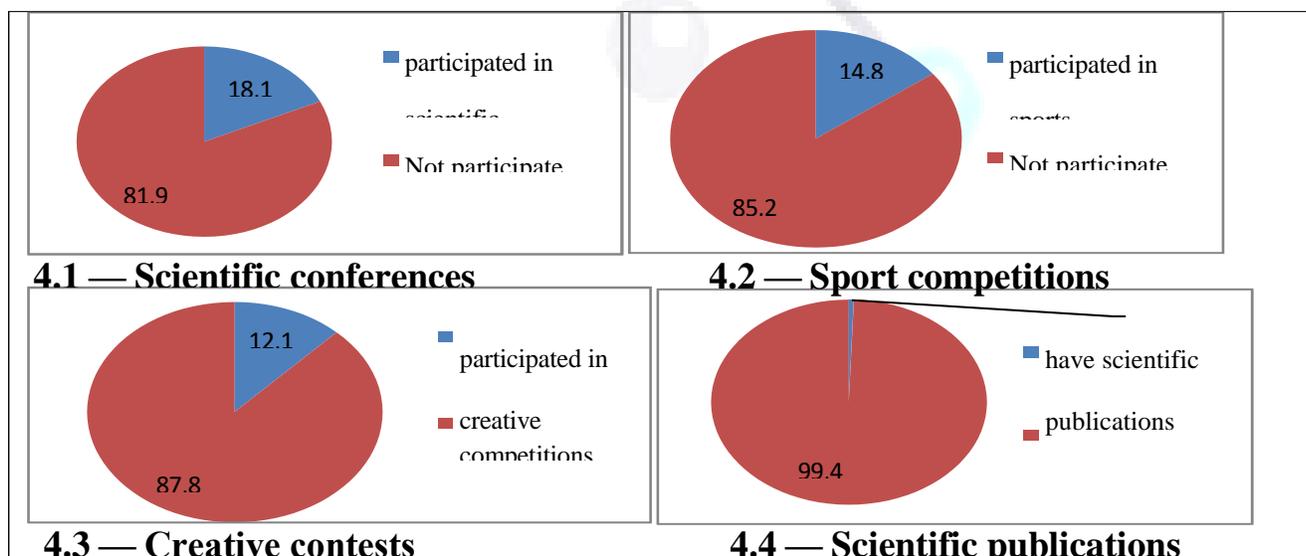
The lowest percentage of activity was noted in the area of participation in public and project activities. Only 1.02% have experience in project activities (see Figure 3.1) and 16% of the total number of respondents have experience in public organizations (7.1% indicated that they were engaged in volunteer activities, 5.5% participated in actions and events, organized by the youth organization "Young Guard", 3.2% reported that they have other experience in social activities, but did not indicate the direction) 69, p.192-197] (see Figure 3.2).

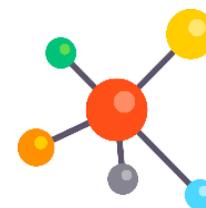


Pic. 3.1. The presence of experience in the participation of a modern student in a social organization.

Rice. 3.2. The presence of experience in the participation of a modern student in project activities.

Sufficiently low activity was also revealed at the third stage of the survey, where the question was about the personal achievements of the respondents (see Figure 4). 18.1% of the respondents confirmed their participation in scientific conferences, olympiads (see Figure 4.1), 14.8% answered positively to the question whether they participated in sports competitions (see Figure 4.1). 4.2),





12,1 % answered that they participated in creative competitions, festivals (see Figure 4.3), 0.6% have scientific publications (see Figure 4.4).

Pic. 4. The presence of personal achievements during the period of study at school.

After analyzing the activity of students during the period of study at school, we can conclude that the lowest percentage of activity was noted in the field of participation in social and project activities, a fairly small number of respondents have experience of participating in trainings, courses, seminars of various kinds. Among social work, applicants noted only participation in volunteer activities. Questions related to the public direction caused difficulty in answering. Among the youth associations and organizations, they were able to single out only the Young Guard organization, but only a few were active here.

Under these conditions, it seems obvious that during the period of study at school, students did not receive sufficient experience in social activities that characterize a civic active person. Therefore, the main task of the institute is to form a civilly active person, giving her the opportunity to acquire and develop qualities that are professionally significant for her future profession. Yu.P. Vetrov notes that the socialization of an individual in a university environment is secondary (the primary one takes place in the family circle under the influence of a close social environment) and is part of a wider and more complex process [44, p.44].

It should also be emphasized that the socio-economic and political situation, of course, will influence the above factors and thereby influence the formation of the personality as a whole. Therefore, in the issue of educating a personality, higher education needs to pay attention to the formation of such important qualities in students as stability, flexibility,

and activity. I.S. Kohn notes: “In order to live and function successfully in an extremely mobile society, an individual must have a stable, solid core of personality, worldview, social and moral convictions” [135].

Of course, the school and the university cannot radically change the external conditions and the surrounding reality, but they can create favorable conditions for the formation of students' civic engagement. Therefore, in our opinion, the university and school systems should strive to organize educational work that can weaken the negative impact of the external environment and contribute to the formation of the personality of a young man - a patriot and a worthy, active citizen of his Motherland [68, p.86].

L.E. Sikorskaya emphasizes that the continuity of school and university is the key to the successful formation of a young person's civic engagement. A higher school may have significant potential for the development of civic engagement, contributing to the formation of an individual as a competent, capable and full member of society, with the willingness and ability to make a personal contribution to the development of society and the state as a whole [228].

In our opinion, in the modern information society there is a problem not only of obtaining reliable information, but also an overabundance of information in general. Today it is clear that the Internet has a powerful impact on people of all ages and is a translator of human values and behavior



patterns. Young people are especially susceptible in this matter due to the lack of personal life experience, emotionality, instability of the value-semantic sphere.

Noting the relevance of this issue, we interviewed students of the A.P. Chekhov TSPI and asked them to indicate the source of information about the surrounding events in the world. The survey showed that the most common source is "Internet" (55.8%), then "television" (50.8%), then "the process of communicating with friends" (33.5%). About 20% of the sources of information indicated "institute", "press", etc. We suggested that students also indicate the source of obtaining specific information on the issue of interest. The most popular answer is still the Internet (80%). Among the main sources, students indicated the search system "Google", "Yandex", "Wikipedia", there were also such sources as "Vkontakte", "Facebook", "Odnoklassniki", etc. About 20% of respondents turn to printed sources (books, etc.). During the survey, we asked the respondents to name the social movements and parties known to them. Popular responses included statements that they were "emo", "goths", "gopniks", etc. All this indicates a low level of political literacy of the younger generation [68].

The problem of obtaining reliable information is not fundamentally new and global, but its relevance is beyond doubt. We also do not dispute the significance of the development of Internet structures, however, the reliability of the information provided by many sites is controversial.

Therefore, the task of the university is to inform the student, to guide the young person in the search for the necessary information, it is even possible to fill the Internet space so demanded by modern youth, to interest the student and thus become the necessary source of information for him, which in the future will

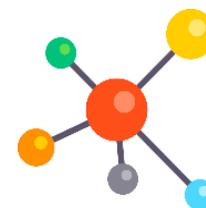
have an impact on his worldview and the formation of civic activity.

The study of the factors influencing the formation of the civic activity of young people allows us to identify the actual problems of this process and designate the vector of organizing the educational activities of educational institutions. It is necessary to pay attention to the formation of correct value orientations, to motivate students, to create an atmosphere in which the student would feel the need to master the qualities of a worthy, active citizen of the Russian Federation, interest and desire to act, create, create. It is also important that the student receives the necessary and correct information that affects the formation of his civic activity, is able to analyze it, and also apply the knowledge gained to solve new tasks and problems, get a positive experience in social activities, understanding the significance of the work performed. We outlined the importance of the personal-activity approach in the formation of civic activity of the individual, where the individual was considered as a subject of activity (with its own characteristics, needs, value orientations, etc.), which itself, being formed in socially useful activities, chooses the nature of relationships and the specifics of work [65, p.90]. We assume that the personal-activity approach in educational work can become the basis for organizing this process.

The conditions of the personal-activity approach indicated in this paragraph (age characteristics, external and internal factors) in the process of forming the civic activity of student youth are the basis of the educational work model of the university.

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