



The Advantages of Improving Students' Civic Literacy in Building a Democratic State Governed by the Rule of Law

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Abstract

The article is devoted to enlightening the current state, problems and some aspects of the development of these subjects in civil literacy of students in the system of public education in our country.

Keywords: *Civil Society; Motivational-Valued Components; Moral Values; Critical Thinking; Ability; Skill; Equality; Conscience; Freedom; Justice*

Introduction

The development of legal immunity against factors that adversely affect the legal education of students, respect for laws and rules of conduct in each person, loyalty to national values, evoke a sense of intolerance to offenses requires great responsibility and hard work from educators.

It is known that a person is born in a family and here he is perfected. Legal education, such as social education and upbringing, also begins for the first time from the family. The upbringing given by parents or other adult family members in the family is the basis for the formation of the consciousness of the individual. At the same time, the family environment has either positive or negative impact on the socialization of the individual. The initial stage of legal education is formed in the family. Since the family is the main unit of society, the child is formed as a person and in the future is considered the main foundation in the development of the child as a person, having found its place in society and becoming a spiritually harmonious person.

The child receives from the school the initial knowledge about civil society, the citizenship and attributes of civil literacy. First of all, the development of civil literacy of students implies, the development of the imagination (knowledge) about the values of civil society. Secondly, if it refers to the development of a valuable attitude in students to civil society, to the citizens, thirdly, it implies the acquisition of the experience of students in the implementation of civil culture and activities, also the implementation of relations corresponding to the content of the concepts like "citizen" and "citizenship".

In short, the civil literacy of a pupils represents a set of knowledge and values that direct students to the performance of actions in the civic content.

The Main Part

This understanding of civil literacy, first of all, does not contradict the ideas of V. G. Onushkin and E. I. Ogarev about the part of human literacy that is necessary for successful activity in a particular field, the tendency to master their knowledge and skills. Secondly, R. N.Ya.Buneeva a functionally literate person is in accordance with the rule that a person is a person who is able to constantly apply the knowledge and skills acquired during life to solve the wide range of possible life tasks in various spheres of human activity, communication, and social relations.

Researchers V. G. Anushkin, E. I. Ogarev and R. N. Ya. Buneeva focus on the knowledge, skills and abilities necessary for solving vital tasks in various spheres of human activity, communication and social relations. However, as noted in the analysis of scientific literature, the attitude of a person to a person as a citizen, to his civic consciousness and activity remains unnoticed. As M. S. Kagan pointed out, if we proceed from the calculation of the "poles" of the relationship of value and (Kagan: 1997, p. 50), then the values with which civic culture and motivation of activity relate, the form of evaluation, the result of which is considered as the result of the evaluation relationship, have disappeared from the field of view of almost all scientists who have studied.

On the basis of the analyzed studies, we will identify cognitive, motivational-value and behavioral components that are interrelated and further develop as structural components of civil literacy of schoolchildren.

The content of the cognitive component of civil literacy as a product of the reader's personality is knowledge about the citizen, civil society, the state, state symbols, rights and duties of the individual, knowledge about citizenship, cultural values, political events taking place in the state, knowledge about parties and social movements in the country, laws, and the social system of society.

It is known that values become a motivation if they are perceived and accepted by an individual. Based on research on the problems of citizenship, citizen literacy, we have divided the values that make up the content of the motivational-value component of civil literacy. These are: profit (social), loyalty, humanism, duty, dignity, compassion, independence, responsibility, patriotism, diversity of views and views, truth, equality before the law, conscience, freedom, justice, tolerance, respect.

The content of the motivational-value component of civil literacy includes the content of civil values (freedom, equality and etc.), moral values (conscience, proudness and etc.), political values (management, settlement skills and), values related to cognition (intelligence, intuition and etc.) will constitute.

Yu. N. Kulyutki and G. S. Sukhobskaya believe that " knowledge requires change: on the one hand, it must be synthesized and combined within the framework of a certain problem that has a multi – faceted and holistic nature, and on the other-it must be turned into practical actions, situations, that is, into a means of solving real practical problems."

S.F. Anisimov wrote that "behavior is an act of great importance, and therefore in itself it evokes either a positive or negative attitude, a reaction to approval or disapproval" (Anisimov: 2000, p. 370).

The implementation of actions in the civil content implies how much the student has mastered these skills. These are: the ability to express one's own views; the ability to think in a variety of views and thoughts; the ability to think critically; the ability to communicate with people; the ability to help a person; the ability to understand the life situation; the ability to understand the limits of his freedom in interaction with people; the ability to understand their right in; the ability to understand people and put himself in his place (expression of empathy); the ability to comply with the laws and rules of general residence in society.

The essence of the interaction of the components of civil literacy and the concepts of civil society, the state, citizenship, the rights and obligations of citizens and others that make up the cognitive component of civil literacy, which are formed in the educational process as well as outside the classroom, does not guarantee the required, approved literacy of the student.

Thus, they create values that make up the content of the motivational-value component of civic literacy, which are perceived and accepted by the individual and become motivated. Values, in turn, regulate actions and behavior in a civic context. According to Sagatovsky, "values illuminate their choice (behavior in the civil content is behavior), knowledge bases it" (Sagatovskiy: 1997, p. 20).

Each of the components of the student's civic literacy will perform certain functions, and they will be flexible due to the connection between its components. Based on the functions, the exact content of the component is enriched by the other content of the component.

The lack of legal culture leads to an offense that has its confirmation in practice. Factors leading to offenses:

1. Improper upbringing of children and the negative influence of parents and other elderly people on them;
2. The indifference of an adult to the malicious actions of children in society;
3. Disadvantages of the educational process in school;
4. Students' inability to master the sciences and lack of involvement in scientific circles;
5. Uncontrolled and unsupervised stay of children;
6. The fact is that cooperation between the family, educational institutions, Health care, and the neighborhood system is not well established.

To form a legal culture, it is necessary to improve literacy. Legal literacy is a proper understanding of the law. In order to improve the legal literacy of students, it is necessary to establish the following works. First, students will be able to improve their level of knowledge by participating in various fields of education. They are also knowledgeable about the sciences, which provide legal knowledge along with knowledge in various fields of science.

The knowledge gained in educational institutions is important for the growth of the legal culture of students in our country. As the number of students studying legal knowledge increases every year, the level of legal culture of the population of our country also increases. Secondly, legal literacy is the direct participation of students in the legal and political life of society. Each student expresses their views on legal relations, conversations on legal topics, meetings, events. Such connections and relationships affect the consciousness of the individual, creating favorable conditions for the formation of a legal culture. To

do this, you need to pay attention to your future specialty in providing legal education to students. In addition to providing them with general legal knowledge, it is necessary to give them legal knowledge that is subordinate to their specialty at the level of capabilities. For example, if you are going to be a professional finance college or a institute, you should pay more attention to the areas of financial law and economic law. In the modern educational system, legal education is carried out at the following stages. It is necessary to give legal education to our sons and daughters from an early age.

The relationship of changes in the content of teaching students in the development of civil literacy, if the teacher first expressed to students knowledge about the rights and duties of a citizen, civil society, the state, citizens and other persons (cognitive component), if the awareness of this knowledge is "conveyed" to the level of their repeated expression and application in their own lives and activities, as well as to the level of their awareness., when forming skills that ensure the implementation of actions in civil content (behavioral component), such actions can be carried out then, when the reader forms such actions not only within the framework of situations specially organized by the teacher, but also in a way that he is able to perform in his daily life.

In the primary classes of general secondary education, the characteristics of children are taken into account and 10 hours of classes are held in this direction. In the structure of the sciences, the subjects are related to each other, giving legal concepts. In grades 5-7, 17 hours of classes were held on the subject "Journey to the world of the Constitution". Students in these classes are given concepts about the Constitution and human actions on earth, bad habits and law, property rights of minors and the structure of their transactions, workers ' rights, and administrative law. In the 8th grade, the subject "The State of Uzbekistan and the foundations of law" is taught for 34 hours, and students form important legal knowledge, such as society, the state, the functions of the state, the structure of public administration, the political system, the rule of law, civil society and state administration bodies, law and legal relations, offenses. In the 9th grade, the subject "constitutional law" is given in 34 hours.

When solving the problem of developing civil literacy of schoolchildren, it is necessary to study the literacy of students in grades 10-11, since the development of civil literacy of students, firstly, it is based on their perception of the citizen, civil society, state symbols, the rights and duties of citizens, citizenship and secondly, the motivation of students.

A sign of legal culture is that students are fully aware of their right, obey the law and respect it, fully fulfill their legal duties, do not violate the boundaries of the law and are uncompromising against violators. In our opinion, in order to form a legal culture among our readers, special attention should be paid to the following: - understanding the rule of law, regular study of a number of laws, decrees and resolutions adopted in our country; - familiarization with the Constitution and current laws.; - regular reading of legal newspapers and magazines; - participation in events held in the districts; - monitoring of legal broadcasts on television and radio is an important tool for improving legal culture.

In conclusion, it should be noted that it is important to regularly enrich the legal culture and conduct consistent legal work. We strive to further improve our country from a legal point of view and take its place in the ranks of developed countries, for this each of us must take an active part in the implementation of measures aimed at regularly enriching the legal culture. The future of our country is in the hands of young people. We believe that young people will contribute to the formation of the constitutional and legal framework of our comprehensively developing democratic state based on the rule of law.

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