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Research Article

The Evolution of The Formation of The Citizenship Competence Based on Integrative Content

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ABSTRACT

The article reveals the methodological ideas of the formation of citizenship in the process of introducing integrative material into school education. A variable approach to the organization of the system of moral education in general education is considered, the possibilities of an integrative approach in the implementation of educational tasks of the lesson are demonstrated. A number of mechanisms for the development of students' sensory competencies have been studied and analyzed, their features have been identified, and an alternative approach has been proposed in the system of criteria-based assessment of the actual impact of innovative working methods on the development of key competencies.

KEYWORDS

Citizenship, key competencies, sensory competencies, integrative learning, school education, evolution of upbringing, morality.

INTRODUCTION

The political, economic, and social phenomena taking place in modern society pose the task of forming ideological mobility in combination with ideological immunity. The inherent sense of patriotism, manifested in the form of competence of active citizenship, is responsible for the integration of these categories. Understanding citizenship as a component of moral education

defines this competence as a key one, which means that its development is based on the formation of sensory material, respectively, special importance is attached to the time component in this process. The time component is considered here from two positions: duration and regularity.

Duration implies the orientation of the program to age-related personality changes. Moral potential, unlike knowledge, is not formed momentarily: its dynamics are monitored after a long period of time. The term itself depends on the content of the program, goals and objectives, as well as methods of developing sensory competencies.

The content of the program follows from the needs of a person or a group of individuals and correlates with the number of elements being formed. For example, civic competence, being a component of moral education, can be studied in a less active, in terms of duration, way than a complete set of competencies defined as key ones. Meanwhile, duration also implies systematic consolidation, which means that, if society is interested, this type of program can be periodically duplicated over time, increasing the potential load, focusing on improving the basic material in favor of age-related changes in the individual. Duration is a reliable tool for monitoring the dynamics of the growth of sensory competencies, including the competence of active citizenship.

Systematic approach in the context of the formation of ideological immunity implies not so much graphic planning as an increase in the frequency of classes. From this point of view, the dilemma is logical: if morality lessons (education,

ethics, etc.) are held at least 1-2 times a week, then the rest of the program material will not be included in the school schedule system. Meanwhile, as the results of the introduction of the above subjects into the program have shown, their study does not give an effective result [1]. That is why we have developed and proposed a system for integrating school subjects with the subject of "Education", implying a daily appeal to moral subjects through mathematics, native language, natural sciences, physical education, etc.

METHODOLOGY

In preparing the theoretical basis of the study, the issues of integrating basic subjects with the subject of "Education" in some countries, as well as the system of developing the moral potential of students, were studied. Based on this material, the following features are noted:

1. In the mental context, some differences are identified in the methodology of implementing a system of moral education, expressed primarily in the compilation of program material. These characteristics are presented in Table 1 [2, 3, 4, 5, 6, 7, 8];

2. Complex and mono-approaches have been identified, implying the involvement of third-party organizations in the school education system. The data is reflected in the graph of cooperation within the framework of educational projects;

3. There is a difference in the application of integrative methods for the formation of moral

competencies, which are given a target value in the educational process.

Country	Methods of developing moral potential through the curriculum	hourly workload per week	Responsible for the implementation of the program	Cooperation within the framework of educational projects
USA	A separate subject has been partially implemented	1	Curators	Administration, family, community
Japan	A separate subject has been highlighted	2	Subject teachers	Family, administration, especially: teachers of physical and aesthetic education
South Korea	A separate subject has been highlighted	1-2	Subject teachers	Family, administration, especially: teachers of creative subjects
China	A separate subject has been highlighted	1-2	Subject teachers	Family, administration, especially: teachers of aesthetic subjects, philosophy and history
Russia	A separate subject has been highlighted	1	Subject teachers	Family, administration, society
European Countries (EEU)	The ideas are embedded in the program material	Integratively	All teachers of the school	Family, administration, media
Uzbekistan	A separate subject has been highlighted	1	Subject teachers, head teachers, curators	Family, mahalla, administration

Table 1.
Typological analysis of the school moral education system.

Table 1 demonstrates a variable approach to the organization of the system of moral education in general education. As you can see, this system is multi-vector, unlike the learning process, it requires mandatory interaction of the school with other organizations and institutions (in many countries, great importance is attached to the institution of the family and the public in this matter).

This analysis also reveals the idea of integrativity in the context of education using the example of European countries. For the EEU, the issue of forming the competence of active citizenship in the process of becoming a single integration

association acquires an ideological semantic load. Taking into account the short-term formation of a regional organization, the introduction of a single subject aimed at gaining knowledge and experience in relation to legal, democratic and moral norms obviously does not represent an effective result. That is why a system of developing the competence of active citizenship through all subjects has been introduced into the school curriculum.

A unified program has been created for all subjects, providing subject teachers with a stock of material in the subject area with an emphasis on the formation of a civic position. Such experience makes it possible to increase the speed of information perception, at the same time, the introduction of this system requires integrative interaction of specialists in different fields when creating programs, textbooks, and testing educational material.

By analogy, we have created a program for the introduction of integrative material that allows us to expand the competence of the subject teacher in relation to the implementation of the upbringing goals of the lesson in the main school subjects. Today, moral education in schools of the republic takes place in two directions – through the work of "manaviyat and marifat" - class hours, extracurricular activities, etc., as well as through the subject "Tarbia" introduced into the program several years ago.

In our opinion, these measures are not enough to increase the moral potential of students, since this process is non-methodical, has a one-time character, and no system has been developed for its implementation. The teacher and the children should talk about education not in one lesson of "Education", but absolutely in all lessons. This is an element of integrative pedagogy, but most teachers have recognized that the implementation of educational tasks in the classroom, especially the formal direction, is difficult. These difficulties are related to the lack of literature on this topic, as well as the inability to devote time to the educational moment when studying complex topics.

That is why integrative pedagogy acquires an educational meaning here: combining mathematics with education, drawing up mathematical problems on the example of well-known historical and cultural samples, explaining in detail the methods of completing tasks - allows the teacher to use such manuals as additional material in the lesson, in group work or directly during the lesson. Variants of tasks related to educational topics are offered for each mathematical topic. The use of the proposed tasks in the classroom allows students to address moral issues on a daily basis, and the teacher saves time in searching for information aimed at developing logical thinking through studying the culture of the country. Similarly, the creation of integrative material in other subjects.

The process of developing the competence of active citizenship (CAC) at the present stage cannot be analyzed without referring to the origins of the educational activities of the ancestors, because it has always raised ambiguous questions. The problem of working with the formation of CAC lies in its natural essence: on the one hand, citizenship is a social phenomenon, on the other – a personal

one. Sensory competencies are difficult to diagnose, therefore, a number of mechanisms have been studied for their formation, which to one degree or another have a sufficient impact on the full development of CAC. The following methods are known in pedagogy:

1. the introduction of certain subjects related to citizenship (in different periods of time, these were the Idea of national independence, Ethics, Education, a Journey into the world of the Constitution, the Basics of Citizenship and Law, etc.);

2. Cooperation with extracurricular institutions (Mahalla Institute, Family Institute, professional institutes, etc.);

3. Non-class activities (school – extracurricular);

4. Integration into the educational process (interdisciplinary communication). These mechanisms are methods of integrative pedagogy.

Let's look at the features of each of them.

The introduction of individual subjects.

Before, the ancient Russian schools of the XI-XV centuries introduced seven subjects of the so-called free art, which originated in the era of antiquity: grammar, rhetoric, dialectics, arithmetic, geometry, music, astronomy [9]. Later, singing, earth measuring, geography, stars exploring, and then languages were added. In Central Asia, the first madrasahs of the XI century – higher educational institutions – taught the Koran, as well as subjects of the quadrivium (arithmetic, geometry, music, astronomy) [10].

Ancient education of the V – IV centuries BC introduced subjects such as grammar, rhetoric, mathematics, sports, and music [11]. However, the makings of civic education were already being formed at that time: Cato the Elder in his work "To his Son" said that a citizen of the republic should be a warrior during the war, and in time of peace – a worthy farmer [12]. For this purpose, such disciplines as agronomy, healing, and eloquence were studied at the higher school. Then came the legal sciences, languages and literature, fencing, horse riding and swimming.

Schools of Ancient China of the VI century BC studied writing, counting, music, morality, history, archery, horseback riding [13]. As we can see, in Ancient China, a separate subject related to moral education was identified, which was one of the structural components of the phenomenon of "citizenship" of that time, based on Cato's statement. Today, our state also pays great attention to subjects aimed at the formation of a comprehensively developed personality, including subjects that increase moral potential. If earlier these were separate disciplines, now they have been replaced by the subject of "Education" [14]. This is done so that students have an awareness that knowledge of rights and duties, and understanding of ideas aimed at the creative development of society, and a culture of behavior are all morality, which is brought up in us with mother's milk, and then, in the process of continuing education, is studied in secondary school.

The introduction of these subjects into the curriculum represents the simplest integration

with the realities of life. The textbook presents the material in the form of theory, but students are given the opportunity to demonstrate their skills in everyday situations. The tasks in the program are designed so that students can act out scenes, participate in group work, solve case situations, and apply their knowledge in real practice through creative work. For example, the competition "The most well-mannered student" is announced, in which primary school students take part. Task: to help parents all month with household chores. Each completed task is an star, which is made with your own hands from improvised material, the work done is written on it, the parents sign it. During the month, students collect stars and bring them to school as they accumulate. The teacher glues all the stars in the designated place. The winner of the competition is the one who collects the most stars in a month. Also, one point is added for aesthetics (stars must be made with their own hands, carefully and creatively). This type of work not only motivates students to do noble deeds, develops internal competition, encourages interaction between school and parents, but also develops students' creative and aesthetic competencies.

Cooperation with extracurricular institutions.

The competence of active citizenship is the desire to participate in events related to the life of the Motherland, to feel belonging to its achievements. Such a definition of citizenship presupposes a systematic appeal by the school to institutions that stimulate the organization of public events. Schools in Uzbekistan actively cooperate with the mahalla Institute through the "Mahalla – family – school"

model. This interaction is based on the Resolution [15]. According to this and other documents and regulations governing the activities of the mahalla, this organization is given a direct opportunity to delve into the general situation of educational organizations located on its territory in order to have a positive impact on the educational activities of the trained team.

Neither representatives of families nor mahallas have the right to interfere in the educational and methodological work of a school organization. But cooperation with them provides a positive effect in the education of students. The events systematically held in the mahalla, such as khashars, honoring veterans, celebrating national holidays with the involvement of students, not only stimulate the preservation of cultural values, but also encourage to be a full–fledged participant in society, which in turn has a positive effect on the formation of an active civic position. Cooperation between the school and the family takes place both through subject connections and through extracurricular activities - school and extracurricular.

Anyway, the involvement of parents in joint work with the school is of a socio-civic nature, which means that it partially contributes to the formation of the competence of active citizenship. Cooperation with universities and secondary specialized institutions involves not only meetings of representatives of these organizations with educational institutions, but also the involvement of students in practical work in order to familiarize themselves with the activities of professional institutions, increase motivation to study, and

consciously determine the future of a young specialist. As you know, only a fully developed personality is able to think innovatively and be ready for an ideological attack. That is why the modern involvement of young people in professional activities will contribute to their employment, their desire to improve themselves and work on themselves.

Extracurricular activities, like none of the above methods, contribute to the formation of an active civic position. Such events can be both school (held on school grounds) and extracurricular (going to theaters, museums, cinema, visiting exhibitions, going to the mountains, etc.). School events include performances, clubs, sections, competitions, etc. Despite the high efficiency in the process of forming the competencies of active citizenship, these methods have a number of disadvantages. The advantages and disadvantages of extracurricular work on the formation of the competence of active citizenship are discussed in the table 2.

+	-
• Have a strong psychological influence on a person	• Not all students may be involved in extracurricular activities. This work is considered optional
• Not limited in time	• Strong responsibility of the class teacher: to create conditions for motivating students
• Mobile in place	
• Mobile in the aims	

Table 2. Comparative analysis of the advantages and disadvantages of extracurricular activities in the formation of CAC.

The quantitative advantage of the positive aspects of extracurricular education is not a dominant factor in the formation of the competence of active citizenship: the qualitative indicators noted in the second part of the table have a more pronounced negative effect.

Integration into the educational process is considered through existing methods that characterize the formation of the competence of active citizenship as a side positive phenomenon. The issues of an integrative approach in the development process are currently defined by the following areas:

a) practical (in presentations on the work of subject teachers and classroom teachers, in making notes and developing lessons, where educational goals are indicated in the lesson plan, among which the formation of a CAC is permissible);

b) dialectical (in defining citizenship as an integrative quality of personality – the integrative essence of the nature of citizenship implies the interaction of basic competencies, which, in turn, requires the teacher to understand the mechanisms for implementing the educational tasks of the lesson as a whole, where citizenship will be perceived as the main or indirect component);

c) thematic (in practice, in the subject of "Education", when studying the topic of "Citizenship", integrative content is poured in (connection with other sciences, with life, etc.), when studying topics not related to citizenship, it is also possible to trace some civic topics (learning languages – cultures of peoples, cybertechnology – culture of actions with technology etc.);

d) intra-subject (civic content is introduced through a cross-cutting theme into the teaching material of any subject) (Fig. 1).
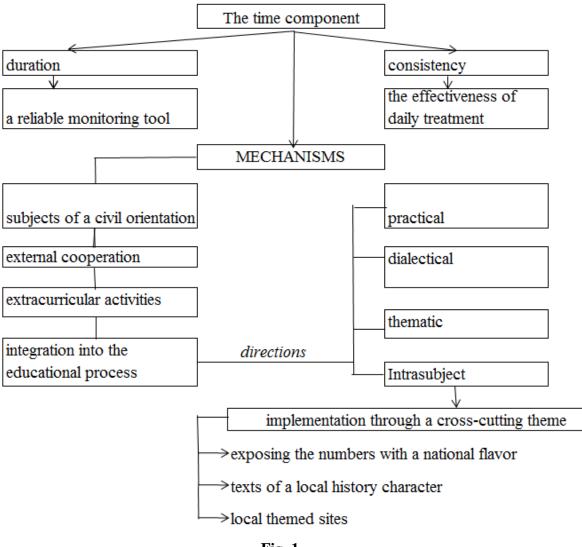

Fig. 1.
The system of formation of the competence of active citizenship

RESULTS

The realization of the educational purpose of the lesson is a complex, time–consuming process that requires an integrated approach and possession of special didactic skills. The integrative approach of the intrasubject direction contains material that allows the teacher to reveal the content of educational goals in the process of teaching the main subject. This phenomenon is taken as the basis for the creation of integrative modern learning programs, it involves expanding the teacher's capabilities to realize not only educational goals, but also to develop students' meta-competencies. This is especially true when it comes to existing outdated dogmas in the educational process that do not allow students to think mobile.

Our survey of teachers showed that most of them are not ready to apply modern integrative technologies in the daily learning process. The survey was conducted on the basis of the Tashkent, Bukhara and Ferghana regions of the republic. 513 respondents took part in the survey. The purpose of the study was to determine the number of teachers willing to work on innovative methods, as well as to identify problems in their application. The experiment involved the participation of different groups of teachers – teachers of different cycles, the age audience also mattered.

The answers to the questions have weight, that is, weight significance relative to proximity to the proposed hypothesis (the actual impact of innovative working methods on the development of key competencies), which is expressed in a point system (the closer the answer is to the hypothesis, the higher the score). According to the answers, a table was compiled reflecting the difference in this direction relative to the subjects taught.

Summarizing the answers of teachers about the problems of using IMW, the following conclusions can be drawn:

1. A teacher is not able to apply IMW in every lesson.

2. Excessive use of IMW, in the opinion of teachers, distracts from the main educational purpose of the lesson (the largest number of such answers came from mathematics teachers).

3. Conducting integrated lessons requires special technical equipment (history, biology).

4. The lesson format does not allow classes aimed at the development of certain meta-competencies (physical education).

5. The age of students is not conducive to conducting IMR – this method does not arouse students' interest (history, mathematics).

Conducting integrated classes every hour implies the loss of the main learning component, but it stimulates the motivational component. As an alternative, in this case, a system of educational and methodological tools in the form of integrative questions is used. Integrative questions are an element of the reflective part of the lesson [16]. Its advantages are compactness, mobility, and integrity (Fig.2).
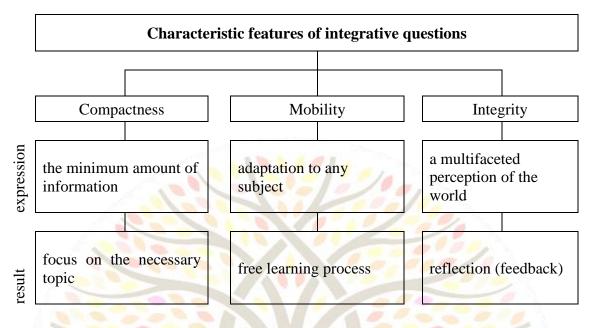
Fig.2. Advantages of integrative questions.

Compactness implies the totality of the minimum amount of necessary information, which means that in integrative questions you can focus on any relevant topic.

Mobility is the ability to adapt to any topic, any situation. Thus, integrative questions "do not interfere" with the basic learning process of any subject.

Integrity, as the main aspect of integrative pedagogy, is a multi-vector process of perceiving the world. It is this component of integrative issues that motivates teachers to use this educational and methodological tool in the conclusion of the lesson, as a reflection.

The main function of integrative questions is to teach students to apply the knowledge, skills, acquired in the lesson, in life situations. As a rule, integrative questions do not have a direct unambiguous answer (yes/no), they do not aim to find an exact answer. These questions are aimed at reasoning, the teacher can give cliches in advance to compose such questions:

- What would you do if...

- What would happen if...

- Do you think that...

- Do you agree with the opinion... etc.

Answers to such questions can begin with revealing your own opinion: I believe, my opinion...

An important point in the learning process of composing such questions is the ability to connect the topic of the lesson with the life process. That is why the purpose of textbooks of the modern generation is to apply the topic to life situations every hour. This approach encourages students to

study the topic, knowing that they will meet its material in life. Of course, one of the main motivators for addressing integrative questions is the content of the textbook. Today we are witnessing progressive changes in this context. The purpose of these changes is to develop students' meta-competencies, among which the main ones are analytical, divergent, and creative thinking. At the same time, textbooks are compiled taking into account the mental character, based on moral and spiritual values. This is the main difference between modern education in our region – to preserve the moral aspect along with the educational one.

DISCUSSION AND CONCLUSION

In general, an integrative approach in the system of forming students' sensory competencies and meta–skills is a fairly effective way of giving, sampling, processing and reflecting on the material. The main disadvantage in this matter can be considered the lack of full-fledged theoretical and practical literature aimed at methodological support for subject teachers. However, given the current trends in education that require a teacher to possess specific skills, the issue of mobility of the topic and purpose of the lesson can be defined as an implemented mandatory component of the educational process.

The methodology of introducing educational ideas into the school curriculum is a complex, long–term process that requires an integrated approach. Meanwhile, a systematic appeal to integrative methods of work in this direction gives an effective, full-fledged result. The role of integrative pedagogy in the formation of the competence of active citizenship as a component of moral education cannot be underestimated.

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