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METHODOLOGICAL RECOMMENDATIONS AND EDUCATIONAL TOOLS AIMED AT THE FORMATION OF CIVIC COMPETENCE

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Abstract:

The article emphasizes that the formation of active civic competence in the educational process is associated not only with the provision of general knowledge, but also with the development of a sense of belonging to society in the student's personality and the ability to respond to social issues.

Keywords: Education, process, competence, methodological, democratic, political, knowledge, recommendation.

Introduction

The formation of active civic competence in the educational process is associated not only with the provision of general knowledge, but also with the development of a sense of belonging to society in the student's personality, the ability to respond to social issues. In this process, along with methodological approaches, clear methodological recommendations aimed at their implementation and effective educational and educational tools play an important role. Such tools enrich the content of education with the concepts of civic values, legal awareness and social responsibility. Studies show that, in addition to the use of methods based on practical activities, which create the opportunity to provide social experience, methodological recommendations for



their correct and systematic application are also becoming an integral part of the teacher's activities.

In the process of modern education, it is necessary to solve not only the provision of knowledge, but also the formation of socio-moral consciousness, understanding of civic values and preparation for practical activities. In this regard, the teacher should be able to correctly select not only methods, but also methodological recommendations on how to apply them and educational tools that correspond to these recommendations. Because each methodology must be adapted to a specific goal and audience, and will only give results when applied taking into account the student's activity, social awareness and level of thinking. Methodological recommendations and educational tools used in the formation of civic competence connect the learning process with life, form a sense of personal position, responsibility and belonging to society in the student. Such tools include infographics, legal booklets, reality-based videos, scripted role-playing games, dilemma tools, multimedia cross-disciplinary projects, etc.

International studies have also highlighted the impact of methodological recommendations and tools on social development. For example, an analysis conducted by the Center for Civil Society Studies at Johns Hopkins University in the United States states: "The process of preparing for civil society should begin in school. If this process is methodologically prepared for the teacher and provided with information resources, then an active civic culture will be formed in the student." Therefore, methodological recommendations and educational tools should be considered not only as a means of increasing the effectiveness of education, but also as an educational mechanism that plays a decisive role in the formation of civic consciousness.

Methodological recommendations are not just theoretical instructions, they enliven the educational process, and the student becomes an active subject. Forms of activity based on these recommendations - project work, group analysis, problem discussions, real-life research - become the main tools for forming civic culture.

In particular, practice-oriented tools allow students to understand problems in society, propose solutions to them, and form a personal position. For example,



through game-trainings such as the “Civil Court” simulation, the “Make a Decision” game, or the “Legal Campaign”, students test themselves as participants in civic life. They participate in processes such as collecting information on a certain topic, analyzing it, expressing a collective opinion, drafting a document, and making a speech, gaining experience not only through knowledge, but also through practice. All this forms a chain of “I learned - I understood - I was able to do” in the student, which is the most important sign of active civic competence.

The integration of ideas, values, and moral criteria serving to form civic competence in the content of the educational process has become one of the important directions in today's pedagogy. In particular, in order to form a personal consciousness, an active position and a sense of social responsibility in the student, it is necessary to enrich the content of education with spiritual and social concepts such as family, society, law, justice, duty and responsibility, without limiting it to academic information.

The main essence of this methodological recommendation is that scientific materials should be connected with the student's life reality, be consistent with his personal values, views and experience. This serves not only to form knowledge, but also to form social thinking, a moral position and personal attitudes. M.K. Rakhmonova rightly emphasizes this: “It is impossible to talk about raising a socially mature person without considering the formation of civic consciousness in the content of education.”

Such enriched content lessons serve to form the moral and legal consciousness of students, to understand their duty and place in society. It is one of the important tools that blurs the boundaries between disciplines and connects education with life.

Education should not be just a collection of academic knowledge, but should also include spiritual, social and legal ideas that educate the human personality. This recommendation is important because it involves integrating universal values such as family, society, law, justice, duty and responsibility into the content of subjects. This allows each subject to be transformed not only into a



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source of information, but also into an educational tool that forms human qualities.

In education enriched with spiritual and social content, the student connects the subjects he is studying with his personal life, life views and civic duty. He feels himself not only as a student, but also as a member of society, gaining experience in expressing a personal attitude to education, understanding social problems and actively participating in it. This serves to humanize education, to form a person as a conscious and responsible citizen.

Integration of interactive methods into the content of the subject. The formation of active citizenship competence in education is directly related not only to the type of knowledge provided, but also to the method and organization of its acquisition. In this sense, the integration of interactive methods into the content of the subject is of decisive importance in the development of civic virtues in the student's personality, such as social activity, independent thinking, communication with the team, and the formation of a personal position. Interactive methods are a set of pedagogical methods that put the student in the center, making him the main subject of the lesson. By combining them with the spiritual, legal, and social content of the lesson, active citizenship education is implemented in a targeted manner. In particular, methods such as "Collective Creative Project" (AJIL), "Aquarium", "Asalari Galasi" create an environment that forms not only knowledge, but also a civic position.

The pedagogical significance of interactive methods is that they serve to form an active social position of a person, to educate him not only at the level of knowledge, but also as a thinking and acting citizen.

Stimulating research-based educational activities. In the process of forming active civic competence, activities aimed at independent search for knowledge, asking questions, analyzing and drawing conclusions are much more effective than giving the student ready-made knowledge. From this point of view, research-based educational activities are one of the important methods of enriching education with civic consciousness and social understanding.

The essence of this methodological recommendation is that the student, not limited to theoretical understanding of the lesson topic, demonstrates his activity



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by independently investigating social reality, collecting information, analyzing and proposing solutions. Research activities awaken the student's personal interest and sense of belonging to society, prepare him for critical thinking and thoughtful decision-making. These are the basic capabilities of active citizenship.

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