



CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



Improvement of Mechanisms of Development of Political Culture in Students

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Abstract:

The author considered and studied the improvement of mechanisms of development of political culture in higher educational students, developing the potential of the humanities, contributing to the political and cultural orientation of the university education of the student as a mature person. The basics of teaching political disciplines described which makes it possible to form the political needs, knowledge and skills of students.

ARTICLE INFO

Article history:

Received 25-Sep-22

Received in revised form 28-Sep-22

Accepted 15-Oct-22

Available online 17-Nov-2022

Key word: improvement, development, knowledge and skills of students, teaching, political culture.

In modern conditions, one of the priority tasks of higher education is the development of political culture among students as a basic quality of a mature personality and an indicator of citizenship. This gives rise to the need to identify the role and opportunities of the educational process of the university in the development of the political culture of the future specialist [2, 4].

Our study is aimed at analyzing the resource potential of the educational process, which we consider as the available opportunities for higher education for the socialization of the individual and the development of the political culture of students.

Identification of the conditions of political socialization and description of this process are the initial stages on the path of studying the political development of man. However, there are difficulties in solving this problem, since psychological approaches unnecessarily "psychologize" the process of socialization, and sociological and political analysis ignores the internal factor, focusing on social and cultural conditions.

Under the political development of the individual, we understand the assimilation of value orientations, beliefs and norms of the political life of society. Because of the political development of

the individual, a culture and a system of conscious socio-political attitudes are formed, and the political activity of the subject (student, student) is also manifested.

It is impossible to consider the political development of the individual as a process that always has a definite beginning and end. In some cases, socialization may slow down at a certain stage. Taking into account the law of multi-temporal development, one should consider political socialization as a multi-level systemic process in which the patterns of intellectual, moral, social, and political development are intertwined [1, 2].

It follows from this that the time of onset of the physical, civil, mental maturity of a person and his ability to work is different. At the same time, human development does not exclude integrity, which is ensured by the presence of inter-functional relationships. In this case, there is a certain periodization. It is possible to explore it through revealing the nature of the links between the individual parameters of political development (social ideas, value orientations, characteristics of social identity, etc.).

The system-forming factor in the political development of the individual should always be the awareness of her social public interest [4]. The prerequisites for the student's political development are primarily due to age-related neoplasms. Russian pedagogy and psychology are characterized by an optimistic view of the creative possibilities of adolescence. It is necessary to take into account the data of experimental psychology (J. Piaget, E. Erickson, K. Jung), according to which the formation of the "I" of a young man takes place under extreme conditions of an "identity crisis", overcoming the "egocentrism of children's thinking", etc. At the same time, there are no serious grounds for considering these contradictions as fatal, since they can be smoothed out and resolved to a certain extent with the help of pedagogical support.

But if we keep in mind the whole complex of personal properties being formed, deep qualitative changes in the sphere of need, students' orientations, their "zone of proximal development" (S. Rustambekova), then in the context of a new, culture-centric paradigm of higher education, it is quite legitimate to talk about the formation of the foundations of political student's culture [2].

In practice, observing the development of the political culture of students of different courses, we were convinced that the political development of individual age groups has significant qualitative differences, which are rooted in the different ability to use certain cultural forms of behavior, the acquisition of skills, the formed character, etc.

The study showed that the political development of students could begin with the mobilization of the simplest tendencies laid down by nature. Then it goes through the learning phase, when under the influence of external conditions the process changes its structure and is built with the help of a whole range of external methods and behavior. Finally, the stage comes when these external auxiliary methods are discarded as unnecessary, and a person emerges from this evolution, possessing new forms and methods of behavior.

The content-structural educational resource for the development of the political culture of students involves the design of a pedagogical process that contributes to the assimilation of political knowledge, views, values, attitudes by students. This concerns the content of higher education, its structure, taking into account the influence of modern factors [5].

As the main component of the content-structural educational resource for the development of a student's political culture, we consider the totality of all university courses that can give an idea of a holistic picture of the world, human existence, and the political life of society.

Thus, the course of philosophy contributes to the formation of a modern picture of the world in the minds of students, provides an understanding of the basic principles of the methodology of cognition and the political transformation of the world. In the university history course, we consider it important to convey to students the idea that our past requires awareness of human unity and the measure of social and political responsibility that falls on the shoulders of everyone.

The course of literature, representing relations between people in artistic images, forms the aesthetic component of the political culture of students. In the development of the political culture of students, the semantic and intonation richness of the native language, oral and written speech, its properties such as accuracy, imagery, emotionality, and the variety of stylistic shades are important.

Culturology is designed to lay down the knowledge of the general laws of the origin and development of culture: to form the principles of following its requirements in various spheres of life, to reveal the specifics of the components of modern culture, to develop the skills and abilities of socio-cultural activities, to prepare students for socio-cultural creativity. Involving a student in the world of culture, culturology is designed to show the diversity, multi-layeredness of cultural phenomena and processes at different levels of the functioning of spiritual life [2].

We consider political science not only as a science, but also as the art of social education of students, in essence, as the art of preserving, enriching and transmitting political culture from generation to generation.

Professor D. Held believes that in the teaching of political science in higher education, the provisions that priority in the study of this discipline should be given to an independent analysis of problems. Rather than memorizing separate, unrelated provisions and facts, are of decisive importance; the efforts of teachers should be directed primarily to the development of analytical thinking skills; theory and factual material the student should be able to apply to determine the directions of practical activity in the field of politics [3].

It is obvious that a student prone to political analysis will certainly be interested in the conflict of interests of various social groups in the reproduction of various societies. The clash of opposing principles and philosophical positions, assessments by various social groups of the costs or benefits of implementing special political and economic strategies, conditions or obstacles to the implementation of specific program settings and etc. This complex and interdisciplinary nature makes politics as a scientific discipline attractive to today's young people and determines its important practical significance.

Political science develops in close cooperation with sociology. Political science comes from the state, examines how it affects society, while political sociology draws on society, and examines its impact on the state [5].

In the course of political sociology, there is the possibility of a comprehensive consideration of the social foundations of power, the impact of social group conflicts on political institutions and, conversely, the influence of political structures on the behavior of social groups.

In the process of studying political disciplines, students develop the skills of independent analysis of topical issues of the development of society, possible ways to overcome existing and future political difficulties, the skills of a critical attitude to the material being studied, and the ability to make independent conclusions.

The practice of teaching in higher education shows that the social sciences, primarily pedagogy and psychology, must determine the extent to which the old stereotypes and outdated forms of educating young people are being overcome.

Today there is a process of formation and development of political culture as an independent scientific direction. Uzbek scientists believe that it is necessary to develop and introduce political pedagogy into the system of higher education as a new scientific and educational discipline, primarily with the aim of strengthening and developing Russian statehood [1].

Political pedagogy, combining the fundamental principles of the formation and development of a personality, in the most effective and optimal form is able to provide a scientifically verified formation of a politically active personality [3].

We especially emphasize that, for all the complexity and versatility of political culture, the degree of its development in the educational activities of university students should be studied because of psycho-logo-pedagogical diagnostics.

At the same time, the study shows that most teachers start teaching without first diagnosing the level of development of students' political culture. The absence of objective criteria excludes the purposefulness of influences, and the quantitative indicator of students' progress requires a qualitative interpretation.

Only direct measurements of the quality of political culture with the help of objective indicators can improve the effectiveness of the learning process.

Of the many indicators of political culture, let us focus on the quality of political knowledge.

Intra-age typical features of students' activity are diagnosed, each type is a generalization of homogeneous individual characteristics. With such a differentiation of the educational process, the impact on students is carried out in an indirect and indirect way. Relying on typical properties will make it possible to switch to taking into account general properties and patterns in the cognitive activity of students.

For example, the course "Political Science" diagnoses intra-age typical features of students' activities. The variety of individual differences is reduced to a variety of types, each of which is a generalization of homogeneous individual characteristics [3].

While affirming and developing, political pedagogy and political psychology will not entail the loss of certain branches of knowledge, independent scientific disciplines. On the contrary, they provide teachers and scientists, government agencies and public organizations, all participants in political processes with the opportunity to effectively form and develop the student's personality, thereby providing a way for the establishment of real democracy, the rule of law and civil society.

Psychological and pedagogical disciplines contribute to the development of dialogical thinking among students, the formation of a system of knowledge about a person as a developing personality, individuality, a subject of life, about the socio-psychological patterns of his interaction, about the essence, content and development of educational processes. During the introductory course, students are acquainted with such basic concepts and categories of political science as politics and political power, personality in politics, political behavior and political participation, political system, political institutions and processes, political ideology and political culture, political development and modernization, democracy, etc. Because of studying the introductory course, students develop the

ability to independently analyze political processes.

Thus, the university educational process, based on a resource approach, as our study shows, expands the political horizons of students, increasing the chance to make a rational choice, for example, during election campaigns, develops political competence, and forms a civil position.

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