



THE CONTENT OF DEVELOPING CIVIC COMPETENCE IN MOTHER TONGUE EDUCATION

Arabboyeva Maxfuzaxon Akramjonovna

Andijan branch of Kokand University,
Senior Lecturer at the Department of Uzbek
and Russian Philology, (PhD)

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Annotation. The article analyzes the content of developing students' civic competencies within the subject of Mother Tongue and in the process of mother tongue education. It examines the layers of civic competencies envisaged in mother tongue education, as well as the types of civic competencies that can be formed and developed through mother tongue instruction.

Keywords and concepts: civic competence, socio-emotional and civic competence.

Contemporary education should not only provide students with knowledge but also equip them with practical life skills and experiences that prepare them for future challenges. From the early stages of schooling, students should develop a sense of responsibility, understand their rights and obligations, make independent decisions, express their opinions appropriately in public, respect the views of others, and acquire effective teamwork skills.

In today's era of globalization, it is particularly important for students to understand their national culture, civic values, and responsibilities while simultaneously developing respect for the cultures of other nations. These modern social demands have significantly influenced the content and objectives of contemporary education. Civic competence has therefore become one of the essential key competencies that every learner should develop. Accordingly, the development of civic competence is also considered a major objective of Mother Tongue education in Uzbekistan.

Civic competence in mother tongue education

The civic competence envisaged in mother tongue education primarily corresponds to the socio-emotional and civic competence defined in the State Educational Standards. This competence encompasses the ability to feel involved in social events, phenomena, and processes; actively participate in public life; understand and fulfill one's civic rights and responsibilities; and demonstrate legal awareness and communication culture in labor and civic relations.

Mother tongue education provides broad opportunities for the formation and development of civic competence. According to the educational standards, the primary goal of Mother Tongue instruction is to cultivate individuals who can express their ideas accurately in both oral and written forms, possess a developed reading culture, think independently and creatively, understand the opinions of others, and demonstrate advanced communication and speech skills.

Consequently, mother tongue education contributes to civic competence not directly through legal instruction but through the development of thinking, communication, value formation, argumentation, social attitudes, and responsibility. This interpretation is derived from the goals and objectives established for mother tongue education within the national curriculum.

Layers of civic competence in mother tongue education

The civic competencies envisaged in mother tongue education can be viewed at two interconnected levels.

The first level consists of direct civic competence, which includes understanding civic rights and responsibilities, feeling involved in social life, possessing legal and communication culture, and participating in community activities.

The second level includes supportive competencies that facilitate civic competence, such as communicative competence, information literacy competence, national and universal cultural competence, and self-development competence. An active citizen is characterized not only by knowledge of laws and regulations but also by the ability to justify opinions, listen to others, critically evaluate information, respect values, and regulate personal behavior. Educational standards emphasize that these key competencies should be developed through all academic subjects.

Civic competencies that can be developed through mother tongue education

1. Competence in expressing civic positions orally and in writing

Through the analysis of socially significant texts, students learn to express their opinions with evidence, participate in discussions, construct arguments, draw conclusions, and formulate proposals and responses. This competence is directly related to the objectives of mother tongue education concerning self-expression and understanding others' viewpoints.

2. Communication and social interaction culture

Civic competence includes communication and legal culture. Mother Tongue lessons contribute to this competence by teaching appropriate forms of greeting, addressing others, participating in debates, expressing disagreement respectfully, engaging in public speaking, practicing active listening, and conducting constructive dialogue.

3. Competence in understanding rights and responsibilities through texts

By working with laws, regulations, announcements, appeals, journalistic articles, social advertisements, and official documents, students become familiar with concepts such as rights, duties, responsibility, accountability, and public interest. This directly supports the development of civic competence.

4. Tolerance and respect for diverse opinions

Within the framework of national and universal cultural competence, educational standards emphasize respect for national and universal values, tolerance, peaceful conflict resolution, and active participation in community affairs. Mother tongue education develops these qualities through the analysis of texts presenting different viewpoints, classroom discussions, essay writing, and respectful responses to controversial questions.

5. Competence in national identity and civic belonging

National and universal cultural competence is closely associated with patriotism, compassion, and commitment to national and universal values. Since Mother Tongue education introduces students to language, national memory, traditions, customs, and cultural heritage through texts, it strengthens the spiritual foundations of civic identity.

6. Critical information processing and media literacy competence

Information literacy is another key competence identified in educational standards. It involves searching for, selecting, processing, and effectively utilizing information. Through the analysis of news reports, advertisements, social media content, articles, and headlines, students

learn to distinguish reliable information from manipulative or unfounded messages. This ability constitutes an essential component of modern civic competence.

7. Teamwork and social participation competence

Communicative competence includes the ability to work effectively in groups and adapt to social environments. Group discussions, collaborative projects, role-playing debates, and classroom interactions conducted during mother tongue lessons contribute significantly to the development of students' social participation and active citizenship skills.

Conclusion.

In conclusion, the principal civic competencies that can be developed through mother tongue education include the ability to express civic positions, understand rights and responsibilities, demonstrate communication and interaction culture, practice tolerance, work collaboratively, critically evaluate information, respect national values, and maintain active involvement in social life. This classification represents a methodological generalization based on the key competencies established in the state educational standards, the objectives of Mother Tongue education, and the contemporary requirements of modern education.

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