



# Issues of Strengthening Civic Competence Through The Modernization of The “History of Uzbekistan” Course In Higher Education

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**Abstract:** With an emphasis on efficiently structuring this process through the course “History of Uzbekistan”, the article emphasises the importance of fostering students’ civic engagement and social skills in the twenty-first century. It highlights the value of incorporating cutting-edge methods and pedagogical-psychological concepts – which are founded on sophisticated international educational practices – into instructional activities. Through education grounded in historical values, patriotism, and humanism, special attention is paid to fostering young people’s sense of personal and social responsibility as well as assisting them in becoming active citizens. The study examines the benefits of teaching “History of Uzbekistan” through project-based learning, creative exercises, self-directed thinking, and contemporary technology. An effective strategy for developing students’ civic competence is a pedagogical model with a scientific foundation.

**Keywords:** Education, Globalization, Technology, Ideology, Creativity, Society, Social Justice, Equality, Patriotism, Humanism.

## Introduction

In the 21<sup>st</sup> century, one of the essential conditions for developing the abilities of young people around the world to actively participate in scientific research in the field of “Data Science” (ibm.com) is the formation of socially active civic competence, which is crucial for increasing Human Capital (investopedia.com). In particular, the document of the Copenhagen Council (Documents on the Humanitarian Standards of the European Security and Cooperation Organization, 2002), which defines the criteria of humanity, places special emphasis on the fact that the social activity of each citizen is a key indicator of societal development. In this regard, cultivating leadership qualities in young people through a deep study of national history and spiritual values, and educating them as socially active individuals, has become a particularly urgent task.

In the education systems of developed countries around the world – such as the USA, Japan, France, Russia, Germany, Singapore, and the UK – scientific research is being conducted on implementing programs that assess the unique abilities of CIVIC – socially active citizens, aimed at increasing the effectiveness of education. In the global educational

environment, the development of socially active civic competence among young people, the creation of a creative and innovative learning environment, and the formation of leadership, creativity, and social-personal qualities in learners (Incheon Declaration, 2015), have highlighted the need to apply technologies based on the integration of global educational programs in order to train future successful and socially impactful professionals who will contribute to societal development.

In our country, within the framework of implementing the concept of “New Uzbekistan – an Enlightened Society”, reforms are being carried out to instill legal knowledge and cultural awareness in the minds of young people by prioritizing the study of national history. These efforts aim to integrate the teaching of our people’s rich history, scientific and cultural heritage, and national-religious values with the slogan “Youth – the Builders of New Uzbekistan”, ensuring the realization of the idea of the Third Renaissance. These reforms set the task of “training a new generation of highly intellectual and spiritually enriched specialists, capable of coming forward with new initiatives and ideas for the development of the country and putting them into practice” (Decree No. DP-6108 of the President of the Republic of Uzbekistan). In this regard, “...one of our main tasks is to increase youth participation in the reforms aimed at building a democratic state and developing civil society, to expand the ranks of proactive and energetic young people, and to enhance their legal, environmental, and information-communication technology literacy in order to develop strong immunity against various ideological threats, particularly religious extremism, terrorism, and other harmful ideas” (Decree No. DP-5106 of the President of the Republic of Uzbekistan, 2017).

## Methodology

In conducting the research, comparative and critical analysis of political, philosophical, sociological, psychological, and pedagogical literature related to the issue was carried out. The study also involved the examination of normative-legal documents and literature on education, the analysis of advanced pedagogical practices in higher education institutions, and the use of methods such as analysis and synthesis, social surveys, and sociometric techniques (Aichino, 2024).

At the national level, the issues of developing social and spiritual activity in individuals and fostering a sense of civic responsibility have been reflected in the research works of Q. Quranboyev, O. Musurmonova, M. Maxmudova, Kh. Tojiboyeva, I. Ergashev, A. Jumayev, G. Tulenova, I. Safarbuyayeva, G. Pirnazarov, Kh. Khamzayev, and S. Akkulova. Meanwhile, the problems related to improving the forms, methods, and technologies of developing competencies among students have been analyzed in the research of Y. Asadov, N. Turdiyev, M. Vakhobov, R. Ishmukhamedov, N. Kurbonov, Y. Najmiddinova, K. Umataliyeva, A. Khodjabayev, and U. Mingboyev.

Among the scholars of the CIS, M. Andreyeva, N. Bashayev, S. Demidova, E. Shakirova, L. Golova, N. Limar, M. Nechayev, A. Avdyukova, Y. Ustkachkinseva, Y. Mitina, Z. S. Mazir, V. G. Jurova, A. P. Myagkova, D. B. Buyanskiy, A. P. Fakhretidinova, A. Khacharoyeva, A. Gayazov, and V. Krisyak have addressed the issues of educating

socially active individuals and developing personal, social, civic, and legal competencies in students in their research works (Buenaventura-Rubio, 2025).

In developed foreign countries, the issues related to identifying and developing the civic competence of youth, and thereby enhancing their sense of responsibility toward the individual and society, have been reflected in the research works of R. White, B. Hoskins, R. Crick, W. Hutmacher, F. Weinert, D. Rychen, L. Salganik, L. Spencer, D. McClelland, S. Kelner, and others (Ingoglia, 2025).

## Result and Discussion

In the 21<sup>st</sup> century global education environment, educating youth as “successful, competent individuals” by 2030 is one of the key tasks outlined in the development concept. This relevance is also reflected in the analysis of scientific literature on the development of students’ socially active civic competence, where the concepts of “civic competence”, “social competence”, and “socially active civic competence” have been incorporated into the scientific discourse of modern pedagogy (Bertolin, 2024).

The analysis of research presents the concept of citizenship in a three-component structure: civic values, civic knowledge, and civic abilities. These serve as the foundation of an active civic position, and its development is measured by criteria such as value-adaptive, cognitive-strategic, and activity-inclusive.

The tasks outlined in the “Education-2030 Concept” focus on enhancing human capital for socio-economic sustainable development, preparing highly qualified professionals with modern knowledge and skills who can think independently, are patriotic, creative, and capable of making decisions, in alignment with international standards and national traditions. It aims to create necessary conditions for these professionals to demonstrate their intellectual abilities and develop as morally well-rounded individuals. By ensuring the prioritization of education and competitiveness of personnel, the implementation of these tasks provides opportunities to develop students’ social and active civic competencies. In implementing these tasks, placing students at the center of education, organizing differentiated education, integrating theory and practice in teaching, strengthening cooperation with public organizations, effectively utilizing educational technologies, professionally developing subject teachers, and applying new approaches to assessing students’ knowledge will further enhance the importance of the work (Johansson, 2024).

Improving the pedagogical model of teaching the subject “History of Uzbekistan” in the development of students’ social active citizenship competence ensures the success of the history teacher’s image, professional competence, personal qualities, and the level of possession of pedagogical and psychological knowledge (Teshayev).

The innovative activity of the “History of Uzbekistan” teacher involves studying the latest trends in education, applying them in practice, being prepared for acmeological approaches and experiments, testing new ideas, critically evaluating critical and creative thinking activities, using e-learning resources, applying online platforms, and conducting creative lesson projects based on a collaborative approach. Through these activities, the

teacher's innovative work in educational sessions helps develop students' social active citizenship competence (Villaman, 2025).

The development of professional innovative and creative motivational potential in history teachers cannot be achieved without their personal-reflexive position. The lack of a clear goal and position prevents an individual from expressing their internal capabilities by confronting conflicts and difficulties. Therefore, in addition to having knowledge, skills, and expertise in the subject, the importance of developing personal qualities and social active citizenship competence is significant (Elecalde, 2024).

The process of improving the content of the "History of Uzbekistan" subject to develop active citizenship competence in students is dependent on scientific-pedagogical, cognitive-psychological, and creative-didactic principles that create opportunities for conducting creative projects and practical research, ensuring an increase in the quality of education through the creation of an innovative environment. In this context, the relevance of teaching the "History of Uzbekistan" subject enhances its practical significance in developing students' beliefs, pride, worldview, increasing their sense of patriotism, humanism, and respect for values, using historical experiences to strengthen their civic position, and understanding international relations. The process of developing students' civic competence in "History of Uzbekistan" classes is ensured by creating and implementing pedagogical conditions in education. This includes:

- Integrating students' independent learning activities in the development of key competencies that are part of civic competence;
- Engaging students in activities with partner organizations to promote self-development;
- Ensuring active personal and practical participation of students in political and socio-educational events at the higher education institution;
- Ensuring students' active participation in social projects during the "History of Uzbekistan" subject study process (Teshayev, 2024).

Organizing "History of Uzbekistan" lessons based on an innovative approach ensures that students create new ideas, acquire knowledge collaboratively, study international experiences, gain the necessary skills for civic engagement, enhance personal and professional qualities based on creativity, and are raised in the spirit of humanity and patriotism. It guarantees that they develop a love for their profession, a sense of duty, and possess selfless virtues (Medne, 2024).

Studying the "History of Uzbekistan" subject based on project technology teaches students to take pride in their homeland, people, nation, and ancestors' heritage, grow up as loyal heirs, acquire new knowledge, and develop themselves both mentally and spiritually. It also helps them to choose a proper life and lifestyle as a meaningful person for their family, loved ones, and friends. It instills an understanding of the importance of continuous learning and research for a more meaningful future. The project-based lessons are chosen based on the needs and objectives of the topic (Teshayev).

Improving the teaching of the “History of Uzbekistan” subject based on innovative, acmeological, axiological, and project-based educational approaches enhances the level of subject mastery and develops students’ creativity, independent thinking, and the ability to express their opinions freely. It also helps students to form their own stance on the events and occurrences happening in society. This, in turn, creates broader opportunities for developing students’ competencies related to the subject (Cegarra-Navarro, 2024).

## Conclusion

Based on the results of the research conducted on improving the methodology of teaching the “History of Uzbekistan” subject to develop students’ socially active civic competence, the following conclusions were made:

1. The relevance and social importance of developing students’ socially active civic competence are outlined in the 2030 education development concept, which emphasizes the role of contributing to society’s progress, ensuring the stability of a democratic society, fostering economic development, enhancing legal culture, promoting social justice and equality, addressing global issues, and achieving positive outcomes related to personal development and leading a successful life in the future. These are identified as key tasks in the concept (Lundberg, 2024).
2. In today’s world, with the rapid development of globalization and technology and the complex problems faced by society, teaching the “History of Uzbekistan” subject using innovative approaches will develop students’ social activity. This approach will allow them to become socially active and responsible citizens, contributing significantly to the development of society as “successful individuals”. From this perspective, it is essential to focus on developing students’ socially active civic competence in higher education to equip them with the ability to strengthen society’s progress.
3. In higher education institutions, the development of youth’s national historical consciousness, the cultivation of patriotism and humanism, understanding and analyzing modern socio-political processes, recognizing Uzbekistan’s place in the global world, preparing for professional activities, and developing critical and independent thinking skills are essential. These requirements substantiate the relevance of teaching the “History of Uzbekistan” subject and contribute significantly to the development of students into loyal citizens, with national consciousness, knowledge, and success.

Based on the research, the following recommendations for improving the methodology of teaching the “History of Uzbekistan” subject in order to develop students’ socially active civic competencies are provided:

1. In order to help students understand the importance of society’s political, economic, social, and cultural development, the “History of Uzbekistan” subject should be taught through comparative analysis with the history of other countries and regions. This will provide students with the opportunity to understand the interconnectedness of historical events and processes.



2. In teaching the “History of Uzbekistan” subject, it is necessary to not only apply theoretical knowledge in practice but also to prepare project-based educational programs aligned with the strategy of developing active civic competencies, aimed at enhancing the sense of citizenship and patriotism among students, and to test these programs in the higher education process.
3. It is advisable to systematically organize creative lessons that teach students to work with primary sources, such as archival documents, letters, and artifacts, allowing them to view and interpret history from their own perspectives. This will create an environment for conducting research on specific historical topics and help them gain deeper knowledge about historical figures.

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