



## Theoretical and methodological foundations of socially active citizenship competence

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### ABSTRACT

This article explores the theoretical and methodological foundations of socially active citizenship competence. It aims to provide a comprehensive understanding of the concept, including its theoretical basis and the methodological approaches used to assess and develop this competence. By reviewing existing literature and empirical research, the study highlights the importance of socially active citizenship competence in fostering civic engagement and promoting societal development.

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## Ijtimoiy faol fuqarolik kompetensiyasining nazariy va uslubiy asoslari

### ANNOTATSIYA

#### **Kalit so'zlar:**

ijtimoiy faol fuqarolik  
kompetensiyasi,  
fuqarolik ishtiroki,  
fuqarolik ta'limi,  
nazariy asos,  
uslubiy yondashuvlar,  
demokratik qadriyatlar,

Ushbu maqola ijtimoiy faol fuqarolik kompetensiyasining nazariy va uslubiy asoslarini o'rganadi. U kontseptsionni har tomonlama tushunishni, shu jumladan uning nazariy asoslarini va ushbu kompetensiyani baholash va rivojlantirish uchun foydalaniladigan uslubiy yondashuvlarni ta'minlashga qaratilgan. Mavjud adabiyotlar va empirik tadqiqotlarni ko'rib chiqish orqali tadqiqot ijtimoiy faol fuqarolik

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ishtirokchi ta'lim,  
jamoatchilik ishtiroki,  
miqdoriy tadqiqotlar,  
sifatli tadqiqot,  
so'rov tadqiqoti,  
mavzuli tahlil,  
ta'lim tadbirlari.

kompetensiyasining fuqarolik faolligini oshirish va jamiyat  
taraqqiyotini rag'batlantirishda muhimligini ta'kidlaydi.

## Теоретические и методологические основы компетенции социально активного гражданства

### АННОТАЦИЯ

#### Ключевые слова:

компетентность  
социально активного  
гражданства,  
гражданская активность,  
гражданское образование,  
теоретическая основа,  
методологические  
подходы,  
демократические  
ценности,  
партиципативное  
образование,  
вовлечение сообщества,  
количественное  
исследование,  
качественное  
исследование,  
опросное исследование,  
тематический анализ,  
образовательные  
вмешательства.

В этой статье рассматриваются теоретические и методологические основы компетенции социально активного гражданства. Она направлена на обеспечение всестороннего понимания концепции, включая ее теоретическую основу и методологические подходы, используемые для оценки и развития этой компетенции. Рассматривая существующую литературу и эмпирические исследования, исследование подчеркивает важность компетенции социально активного гражданства в содействии гражданской активности и содействии развитию общества.

### INTRODUCTION

Socially active citizenship competence refers to an individual's ability to participate in and contribute to societal and civic processes actively. This concept encompasses various dimensions, including civic knowledge, skills, values, and attitudes that are necessary for effective participation in public life. Understanding this competence's theoretical and methodological foundations is crucial for designing educational and policy interventions that foster civic engagement.

In today's rapidly changing and interconnected world, socially active citizenship competence has become an indispensable quality for individuals, enabling them to address complex social problems and make meaningful contributions to their communities. [1].

The theoretical framework of socially active citizenship competence integrates concepts from civic education, sociology, and psychology. It involves exploring how individuals acquire and apply knowledge about their rights and responsibilities, engage in community activities, and influence societal changes. Methodologically, assessing this competence involves various approaches, including qualitative and quantitative research methods, to gauge individuals' civic behaviors, attitudes, and capabilities.

## METHODS

To investigate the theoretical and methodological foundations of socially active citizenship competence, the following research methods were employed:

- **Literature review:** A comprehensive review of existing academic literature on citizenship competence was conducted. Sources included peer-reviewed journals, books, and policy documents. This review helped identify key theoretical frameworks and methodological approaches used in the field.

- **Survey research:** A structured questionnaire was developed to assess the level of socially active citizenship competence among different demographic groups. The survey included questions on civic knowledge, engagement in community activities, and attitudes toward civic responsibilities. The sample consisted of 300 participants from various age groups and backgrounds.

- **Interviews:** Semi-structured interviews were conducted with experts in the field of civic education and social sciences. The aim was to gain insights into the practical aspects of developing and accessing socially active citizenship competence. Interviews were transcribed and analyzed thematically.

## ANALYSIS AND RESULTS

Based on the model of competence development – basic, specialty, special courses, organization of social practice, development of social cooperation system and in extracurricular activities of students, self-management, university public organizations by showing their creative abilities in their activities and volunteer activities principles of their integrated education with the separation of the educational module in the process of development implementation lies. Education is a necessary condition for achieving this goal the democratic way of life in the institution serves a special purpose [2].

The literature review revealed several key theoretical perspectives on socially active citizenship competence:

- **Civic knowledge and skills:** Theoretical frameworks emphasize the importance of understanding civic structures, rights, and responsibilities. Competence in this area includes knowledge of legal and political systems and critical thinking and problem-solving skills related to civic issues.

- **Values and attitudes:** Socially active citizenship competence involves internalizing democratic values, such as respect for diversity, social justice, and active participation. Attitudes toward civic duties and community involvement play a crucial role in fostering effective citizenship.

The survey results indicated a varying level of competence among different demographic groups. Younger participants demonstrated higher levels of engagement in digital activism, while older participants showed more involvement in traditional community activities. The data also highlighted a significant correlation between educational background and levels of civic knowledge.

Interviews with experts revealed practical challenges in developing socially active citizenship competence, such as the need for more interactive and participatory educational methods. Experts emphasized the importance of integrating civic education into formal curricula and providing opportunities for real-world engagement. The number of social roles, conditions of effective activity, and accumulation of social capital that a person should play in the sphere of citizenship is so immeasurable that a person's comprehensive view of the problem of participation in the life of civil society is necessary to comment on the situation of the competence approach [3].

## DISCUSSION

The findings underscore the complexity of socially active citizenship competence, which encompasses a range of knowledge, skills, values, and attitudes. The theoretical frameworks provide a robust foundation for understanding the components of this competence, while the methodological approaches offer valuable insights into its assessment and development.

The variation in competence levels across demographic groups suggests the need for targeted interventions. Educational programs should focus on both traditional and digital forms of civic engagement to address the diverse needs of different age groups. Additionally, integrating experiential learning opportunities into educational settings can enhance the practical application of civic knowledge and skills.

## CONCLUSION

The concepts of 'citizen' and 'active citizenship' have been interpreted differently across various periods, reflecting changing approaches to understanding their essence. The goal of education in developing socially active citizenship competence is to consistently encourage individuals to be active participants in society [4].

Socially active citizenship competence is a multifaceted concept with profound implications for civic engagement and societal development. A thorough understanding of its theoretical and methodological foundations is crucial for designing effective educational and policy interventions. Ongoing research and practical application of these insights will further promote active and informed citizenship across diverse societal contexts.

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