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## **THE THEORETICAL AND PEDAGOGICAL FOUNDATIONS OF CIVIC POSITION OF HIGH SCHOOL STUDENTS**

**Abstract:** *the article examines the formation of the civic position of high school students, their theoretical and pedagogical foundations. Educational activities in general education institutions typically focus on the development of students' civic awareness through the educational potential of individual subjects. Civic responsibility is also instilled through these activities.*

**Keywords:** *senior pupils, civic position, pedagogy, education, school.*

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## **ТЕОРЕТИКО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ГРАЖДАНСКОЙ ПОЗИЦИИ СТАРШЕКЛАССНИКОВ**

**Аннотация:** *в статье рассматривается формирование гражданской позиции старшеклассников, их теоретико-педагогические основы. Образовательная деятельность в общеобразовательных учреждениях, как правило, направлена на развитие гражданской позиции учащихся через образовательный потенциал отдельных предметов. В ходе этой деятельности также воспитывается гражданская ответственность.*

**Ключевые слова:** *старшеклассники, гражданская позиция, педагогика, образование, школа.*

Experiments and observations have shown that the spiritual development of a student's personality is more effective, particularly in a well-structured team. This

development also follows stages of team development, with student activity beginning with less significant moral aspects and progressing towards a more civic stance.

The purpose of some events organized at schools is to effectively manage students' leisure time and counteract negative factors that affect their morale. One such measure is debate. Debate is a significant activity. When it is approached seriously and with attention, it is successful and plays a positive role in fostering the moral qualities and civic stance of students. A well-structured debate helps to promote initiative. Large numbers of individuals, particularly young people, participate in such events on this day. For young people who speak, events like debate are an opportunity to establish their identity. It is of great importance to them how their peers will receive their performance and evaluate their opinion. Through participation in debates, they not only develop organizational skills but also defend their civic stance, develop principles, and engage in debate.

To ensure that all secondary schools in our republic instill a sense of civic responsibility in students, it is essential to provide theoretical and pedagogical training for children. This involves both theoretical preparation and the use of various pedagogical techniques. The result of this effort is the development of a sense of responsibility and the fulfillment of cherished goals.

It is crucial to help children and adolescents understand their role as citizens and instill the value of civic participation. This is primarily the responsibility of schools, which serve as the central institution for education.

At the same time, educational activities are carried out to create local history museums, school corners, organize excursions to museums, erect monuments to the heroes of the motherland, hold military sports games, organize meetings with heroes and prominent figures, and other events.

From the first grade, schools should inform children about their country and citizenship. This helps to develop a sense of civic responsibility in children. However, the perception of these concepts may vary among students, depending on their level of knowledge, comprehension, worldview, and age. Therefore, civic education in the lower grades is different from that in the upper grades in terms of scope.

Furthermore, a sense of responsibility is instilled in students through their own creativity, parental influence, social interaction, and other means.

On August 30, 1999, the President of the Republic, Heydar Aliyev, addressed a gathering of education workers and students admitted to higher education institutions that year, highlighting the importance of education for the future of the nation, people, and state [1].

Citizenship is a duty that begins with the family and early childhood. Children learn to love their parents, home and belongings, as well as life's essentials such as a chimney, livestock, yard and close family members like siblings, uncles and aunts. They also participate in protecting these things. These qualities are developed and understood through scientific and theoretical learning under the guidance of educators, who impart a sense of responsibility to the homeland, love for and protection of one's country, and national pride.

The concept of citizenship has a long history. It was first established in a classless society among cave dwellers. However, with the emergence of the state, this sense of belonging has grown stronger and evolved into a belief system.

As states have formed and socio-political systems have changed, there have been changes in their essence related to their structure. However, the task has remained the same: people have emerged as a duty, a responsibility to lovingly protect their homes, families, property, villages, cities, and countries as a whole, and their fellow citizens. This can also be understood as the task of fostering a civic position. From a pedagogical point of view, this is an integral part of moral education, which involves the conscious formation of a person's attitude towards himself, others, work, Homeland, social order, socio-political groups and organizations, as well as the state. Citizenship is also formed on this basis. To accomplish this, it is essential to pay increased attention to the comprehensive and balanced development of students and to lay the groundwork for fostering a sense of civic responsibility. First and foremost, it is crucial to instill a sense of civic duty in children.

Including ensuring the activity of students by the example of good deeds in a team in a separate state, preparing them for the defense of the fatherland – this is the

beginning of our civic activities. A number of teachers show that civic duty does not arise easily, it is formed under the influence of upbringing [3].

«Considering the main objective of education systems to raise citizens, identity and citizenship are thought to be interrelated and complementary concepts. Individuals have the ability to keep up with the rapidly changing and emerging world in the 21st century» [2, p.15].

Like other moral sentiments, a sense of duty refers to a person's recognition of their obligations to society and the community. As this sentiment develops within an individual, they are not only cognizant of their civic duty and their obligation to their country, team, or group, but they also embrace these values deeply and hold themselves accountable for their actions and contributions. Through the fulfillment of these duties, individuals experience a sense of internal peace, contentment with their work, and a positive self-perception.

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