Development of Ideological Competence in Secondary School Students

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Abstract: This article discusses techniques and methods of developing ideological competence in secondary school students. The article discusses question as theory of the formation of ideological competence and the theoretical, philosophical and pedagogical matters of upbringing students with the spirit of national ideology, research aimed at explaining the characteristics of information, ideological and psychological battles of ideology, the ideological threats to the population and the youth; the impacts of manipulation processes on personality development, globalization of “mass culture”, and various aspects of ideological battles.

Keywords: discusses techniques, IT technologies, methods, ideological education, social networks

I. INTRODUCTION

In the 21st century, information systems and telecommunication technologies are considered to be the era of the development of virtually all aspects of life and of human activity, and the globalization of the information space is a factor influencing global development. Today, special attention is given to protecting the younger generation from the influence of harmful information and developing their ideological immunity to information attacks. The analysis of the current condition of this field and the taken steps indicate that measures to develop ideological immunity in the youth, especially schoolchildren that make up the majority of the youth in our country as well as other pressing issues affecting the broad groups of the younger generation, have not been organized correctly. The development of ideological competence in school students is therefore one of the most important issues that require special research.

What is the condition of the development of ideological competence of secondary school students in theory and practice? What are the pros and cons of this area? What are some ways that problems can be solved?

II. LITERATURE REVIEW

As described in the book “Ideological Issues of Creating Free and Prosperous Life” by S.Mamashokirov [6] and Sh.Togayev [6], “An ideology is the essence, form, part, aspect, appearance, and character of the idea that serves a certain purpose. At the same time, the beliefs and trust placed on an ideology by people play an important role in its implementation. Thus, the major factors that characterize the ideology are: a) the needs, demands and interests of people and the means, methods and mechanisms of the satisfaction of those; b) the presence of belief in and trust for the ideas” [6].

Scholars of Uzbekistan have widely analyzed the concept of ideology and its role in the development of society. In particular, the concept of ideology, the importance of national ideology in the upbringing of perfect individuals (uz:komil – ideal, perfect; inson - human), and the problems of morality and upbringing with the spirit of the nation have been studied by M.Kuronov [13, 14, 15, 16]; theoretical and historical-evolutionary issues of our national ideology have been researched by M. Bekmurodov [3], I.Ergashev [4], Kh. Khudayberdiev [4] and A. Kahramanov [4] focused on exploring the essence of the national ideology as the main basis for the development of socio-national awareness and engagement and the sense of pride for nation. the essence of the idea [4] while the close relationship between morality and ideology as well as the ties between the ideas of morality and ideology and matters of development of independence and morality of the individual were examined by A.Ochilov [11].

D. Mamatkulov [7], who has carried out research in how to develop ideological competence in secondary school directors during his training has identified, from the pedagogical point of view, the concept of ideology as such: “An ideology is a set of ideas representing the views of a certain social group, class or population systemized in socio-philosophical, socio-political or other (for example, religious) terms, and the ways, methods and means of their implementation in the life of a society.”[7]

Consequently, an ideology is a spiritual and political reflection of social existence, and in the broadest sense, of a society; and its reflection in the human mind and its realization by the human being as well as the whole system serves as a theoretical and psychological basis for the practical functioning of the system.

The abovementioned analysis makes it obvious that an idea and an ideology are interconnected concepts, which makes it inappropriate to look at them separately. However, it can be seen that most of the research on the topic to date has focused on the study of ideas and ideologies as separate objects of study.

Z.Qosimova [12], in her doctoral thesis on “The pedagogical basis of the formation of ideological immunity in the young learners” interprets “the knowledge of ideas” as an element of ideological skills. Moreover, the researcher does not use the term “immunity for ideas” at all, although she widely refers to the concepts of “ideological immunity” and “ideological upbringing”. In fact, special attention should have been paid to the need to prevent ideological threats through the formation of immunity for ideas.

B.Mirzaolimov in his thesis on “Pedagogical Foundations of Forming the Idea of National
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Independence in the Youth's Mind (as an example of the Kamolot Youth Social Movement) rejects the identity of an ideology based on the view that "a set of ideas form an ideology"[8]. At the same time though, by recognizing their interrelationship and uniqueness, he broadly interprets the concepts of "ideological-education and upbringing", "ideological knowledge", "ideological activity". A. Muhsiyeva, having studied the methodological basis of the upbringing process in the spirit of the nation within the family, used the concept of "national ideological consciousness" in her research. In the process of covering the issue of national sovereignty, the author provided a description of the basis of ideological immunity [9]. In her research, no consensus can be found concerning the use of the concepts of "ideological awareness" and "ideological immunity." It can be noticed that the researcher has hesitation in the interpretation of this issue. It also needs to be noted that due to the specific purpose of the study to research ways to establish a national upbringing process within the family, there may not have been the need for a deeper analysis of the issue.

Although M.Tadjieva has illustrated the experience of using interactive methods of educating students on the basis of the idea of national independence, that is, national values and national morals, in her research on "The system of methods of educating pedagogical college students in the spirit of the idea of national independence", no attention has been paid to identifying the terms "idea" and "ideology" and defining the "idea of national independence" based on the approach of an author" [17].

M. Abdujabborova's thesis on "Socio-pedagogical foundations of ideological preventive work among adolescents (as an example of the work of community councils on religious education and spiritual and moral education in regional neighborhoods)" does not even analyze the conceptions of "ideas" and "ideology". The author uses the notion of "ideology of the neighborhood" and describes it as follows: "The ideology of the neighborhood (as locally called "makhalla") is a system of views and beliefs and a set of political, legal, ethical, religious, esthetic, philosophical, and scientific views, concepts and ideas specific to the members of a neighborhood. It is the basis of the moral and political importance of a neighborhood, as it forms a defense against destructive ideas when reflected in social and pedagogical terms and developed into a whole system. [1]".

In his thesis on "socio-pedagogical basis of increasing ideological and educational knowledge of parents", Kh.Norkulov explores the issue of raising parents' awareness of the destructive ideas camouflaged as "fellow-believer", "national-fellow" and "free aid" as to protect young students from those ideas [10], and the researcher does not give any definition to the concepts of "idea", "ideology" and "ideological upbringing". As the research focuses on enhancing ideological and educational knowledge, it has been ignored that parents may have ideological and educational knowledge but are unable to apply this knowledge in their daily activities.

In her doctoral dissertation on "Formation of student-youth spirituality based on the idea of national independence in the system of vocational education", G. Ibragimova described the idea as a reflection of human goals and ideology as a system of ideas [5]. In this case, there is no emphasis on the fact that "ideology" is a set of forms, methods, and tools that promote the ideological immunity.

Akramova's doctoral dissertation on "Development of ideological immunity in future customs officers" continues the tradition of using the term "ideological immunity" in place of the immunity of an idea in pedagogical research. The essence of the dissertation is that the issue of "ideological competence" is relevant to the training of customs officials. [2].

However, it has been shown that philosophically analyzing the similarities and differences of concepts such as the national idea, national idea of independence and national idea of development, and interpreting them as the same idea in experiments in the field of philosophy are contrary to science.

In particular, M. Tillaevoldieva's thesis on "Ideology and Social Development: Interdisciplinary (Philosophical Analysis)" fairly states that "ideology is not only a system of ideas, but at the same time, it is a set of methods, tools and social institutions that embody main and fundamental ideas into the minds of people, and turns general beliefs into individual beliefs, that is, create a uniform movement of people" [18].

From the above analyzes, it is clear that pedagogical research focuses on the interpretation of ideological competence in connection with ideological immunity and prevention. The national idea in the modern interpretation also means social capital, which means "a set of norms and unofficial values that move people together." In this sense, the national ideas and ideology represent the resources of the people of Uzbekistan to achieve their common goals.

III. RESEARCH METHODOLOGU

It is important to develop a methodology for determining the level of productivity in order to analyze and summarize the results achieved in the process of the experiment. Accordingly, one of the most important conditions for determining the effectiveness of the methodological system is corrected and properly organizing the experiments.

In order to effectively organize the experiments, we paid special attention to the development of a program that included a system of special indicators. On the basis of this program the indicators of the relevance of experiment on the development of ideological competence of students, as well as the methods of determining the effectiveness of experimental work were presented.

The main purpose of the development of this program is to identify the most appropriate forms, methods and tools by identifying and investigating the practical aspects of increasing the effectiveness of the experiment based on the research concept, object, subject, objectives and advanced scientific hypotheses.

The following pedagogical tasks were solved during the experiment:

1. The locations for the experiment were identified.
2. Timelines, stages of the research were decided, and specific tasks for each stage were identified.
3. The number of...
participants in the experiment was determined and divided into experimental and control groups.

4. Respondents were informed about the process of the experiment.

5. Organizers responsible for the experiment were selected.

6. Preliminary content was developed as experimental materials and their contents were discussed at the meetings of the Council of the Institute as a research base.

7. The pedagogical possibilities of the social and humanitarian sciences and extracurricular educational activities in this area were studied.

8. The ideological competence of students were identified through methods such as questionnaires, tests, interviews, observations and sociological research.

9. The optimal forms, methods and tools to be used in the development of ideological competence were identified.

10. The methodology was tested in an emphasis-testing experiment and its results were analyzed.

11. The effectiveness of the methodology developed for the experiment was ensured. For this purpose, the methodology was presented in the areas where the classroom and extracurricular activities were being carried out, and its effectiveness was determined, and if necessary, changes were made.

12. Conforming and controlling practices for the development of ideological competences of students were organized consistently and conditions for their successful completion were created.

13. In analyzing the results of experiment, the generalizing, emphasizing, modifying and controlling performance indicators were compared, finalized on their effectiveness, and general results were processed using a mathematical-statistical method.

The experimental work on development of ideological competence of students was carried out based on the following principles:
- specific purpose of experimental works;
- practicality, consistency and validity of the experimental work;
- the relationship between theoretical basis of the problem and practical developments;
- enabling the respondents to realize their potential freely;
- creation of favorable pedagogical conditions for achievement of the main goal of the experiment.

The success of the experiment to develop ideological competence in students was achieved through creating the following pedagogical conditions:
- the content of the pilot materials was selected based on the purpose of the experiment;
- the selected didactic means, forms, methods and techniques were appropriate to the experimental materials;
- it was achieved that the number of respondents in the piloting process could be used as a benchmark to compare and contrast;
- respondents were informed about the content of the experiment;
- friendly dialogue and cooperation were established between the researcher or the leading teacher responsible for organizing the experiment;
- the opportunity to communicate with respondents was created for the purpose of the experiment;
- Continuous summarization and analysis of the results of the experiment;
- Identification of mathematical and statistical methods that allow the analysis of the general results.

In organizing the experiment, we paid special attention to the following:

1. Focusing on the socio-emotional skills in the development of ideological and in students.

2. Relying on complex pedagogical factors in the development of ideological competence in students.

3. Achieving social activity development on the basis of development of ideological competence of students.

Taking into account and applying the existing opportunities for carrying out the experiment contributed to the effectiveness of the research:

1. To identify the norms that determine the effectiveness of the development of ideological competence in students and to study their specific levels. The following steps were followed to achieve this:
- regular pedagogical observation;
- monitoring of the development of the value system;
- Organizing interviews, surveys and tests for respondents;
- pedagogical analysis and generalization of the results of the final conclusions of the production transfer.

2. The following were taken into account in the classification of pedagogical problems identified in the process of developing ideological competence of students:
- interaction and impact of social institutions, which have the potential to develop students' ideological competence;
- identification and analysis of existing sources that promote the development of ideological competence in students;
- search for optimal solutions to the problems identified in the respondents through various interactions, discussions, conversations, debates, and questionnaires;
- classification of problems by their characteristics;
- bringing the existing problems to the attention of the scientific-pedagogical institutions.

3. Explaining respondents the essence of the development of ideological competence by appropriate means and methods. It was important therefore to create:
- the need in students to develop deeper ideological competences;
- conditions for respondents to realize the importance of the national outlook;
- conditions for respondents to develop the components of information security in everyday activities;

The experiment was conducted in the following stages:

1. At preparatory stage, the essence of the pilot works and the procedure of their implementation were defined. Respondents were explained the content, purpose and objectives of the experiment.

2. At the implementation stage of the experiment, a special methodology was used to positively solve the research problem, the preliminary results were analyzed, and if necessary, changes were made to the content of the proposed methodology, the next stages of experimental work were
described and the results were processed using the statistical method. 
3. The information that was necessary for the documentation stage of the study were collected.

Thus, the following can be highlighted:
1. The organization of the experiment based on a special program has not only ensured the effectiveness of the pedagogical activity, but also created conditions for its planned and targeted application.
2. As part of the study, it was ensured that the process was comprehensive and there was a relationship among the activities of the subjects.
3. As a result of this program, a number of negative situations in the organization of the study have been eliminated.

Based on these conclusions, the purpose of the pilot work was to test the methodology of forming the ideological immunity of students directly in the educational process.

The first feature of the experimental work was that the researcher personally organized, performed, and analyzed the results.

The second feature - conditions and parameters of this process were studied based on the determination of the internal regulations of the educational process and the opportunity was created to change them if need be.

The third feature – the opportunity to control the results of the educational process and determine its effectiveness.

The fourth feature – it was determined during the experimental work whether the scientific hypothesis of the study was correct.

As a result of the direct and indirect observation of the

IV. EXPERIMENTAL RESULTS AND DISCUSSION

Before starting the experimental work, the level of students' moral development was determined. For this purpose, special pilot tests were conducted.

Repeated observations continued after several experimental sessions. Once we got the basics of the results of the experimental lessons, we re-clarified our work.

Pilot studies were carried out at schools No.13 and No. 17 in Namangan, No. 3, No. 16 in Jizzakh, and No. 34 and No. 84 in Tashkent. A total of 1053 students were selected for the experimental and control groups. During the experiment, we analyzed the level of ideological immunity of students based on their responses to problematic and specific situations and test questions based on the following criteria.

At the end of the formative experiment, the effectiveness of the formation of ideological competence in students was re-examined.

A comparative analysis of the results of the survey shows that the experimental group had a 22% decrease in the number of students with a low level of cognitive component. The average level of the cognitive component increased by 24% while the outstanding learning level increased by 5%.

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V. CONCLUSION AND RECOMMENDATION

The development of ideological competence in students is a process associated with their knowledge, emotions and willpower. In this context, one of the most important criteria for the development of ideological competence of students is to ensure the practical orientation of ideological education.

Students with ideological understanding and ability to stand against ideological threats should be able to use these knowledge and abilities in everyday activities, in other words, they need to have ideological competence. It has been concluded in the study that ideological competence is having a deep understanding of the idea of ideology and following a particular ideology firmly (which forms an ideological immunity) and the ability of the student to apply constructive ideas in day-to-day life.

The study identified the following competencies of ideological competence: cognitive, social, personal, emotional, communicative and cultural. It was concluded that this system of competencies related to ideological competence requires the development of analytical thinking in students.

The center of work on the development of ideological competence in students is to guide students in their analysis. Experienced teachers, who are the leaders of clubs, should be able to effectively use the scientifically-proven pedagogical prevention methods in the formation of critical thinking and anti-propaganda skills.

Analytical thinking is the art of analysis, the ability to make a thorough, clear, profound, compelling, and firm decision about a problem, issue, information and event. The owner of the analytical mind explores the object in detail: divides complex information into pieces - each word, sentence, detail, serious thought on the item, logically connects the parts, makes the right conclusions, and makes the necessary decisions.

The development of
ideological competence in learners, in turn, is related to information security and reflects the reader’s willingness to deal with information threats from a personal value orientation characterized by the ability of the reader to understand, analyze and evaluate the information.

The following components of private information security have been identified within the research:

Cognitive (the ability to understand the threats of the information environment, analyze and evaluate information), axiological (the understanding of universal values and the ability to decide the model of behavior based on them) and communicative (the ability to have tolerance for others’ views and evaluate the situation).

In creating educational tasks to develop the private information security skills in students it has been focused more on reflexive methods. These reflexive methods allow students to change their identity during virtual communications in the cyber space that lead to identifying ways to provide security.

It has been proven based on analysis that cultural competence is linked directly to universal human values that require moral competence associated with the formation of an interest to learn, moral and spiritual beliefs and views, and understanding and reproducing the reality and that it is highly effective to use the educational activities technology for extracurricular activities to develop general competence in students

REFERENCES


AUTHORS PROFILE

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