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## To The Question of Civil Liability of The University Students

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### **Abstract**

*The article deals with the issue of civic responsibility of students of pedagogical universities at the present stage. Improvement of civic responsibility is carried out at the university due to the social aspect of the content of academic disciplines, in the course of a didactic process designed to develop professional social readiness and social activity. The civic responsibility of students of pedagogical universities is part of the theory and methodology of education, which includes inner freedom and respect for state power, love for the Motherland and the desire for peace, self-esteem and discipline, harmonious manifestation of patriotism and the culture of interethnic communication.*

**Keywords:** *Culture, student, development, personality, behavior, communication, responsibility, upbringing, education, civic, society.*

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### **INTRODUCTION**

The growth of the general culture of students, the development of professional pedagogical culture and social culture, the development of a conscious value orientation, the moral maturity of the individual, the culture of behavior, the development of professional and technological culture, the humanistic culture of communication, the improvement of social culture are the main tasks in educating students in pedagogical education. Sociocultural factors of education are: constant renewal of the educational space in the field of political, social, legal, historical, ethnic education in accordance with the tendency of a developing society towards the formation of a civil society.

The principle of respect for human rights and the priority of human value, the creation of a cultural environment in an educational institution, a cultural microspace, is a decisive factor in the personal development of students' culture in the educational process. The socio-cultural condition for the formation of a civic position is legal education. Legal education provides personal legal orientation in society, knowledge of laws, legal normative behavior. In educating students, attention should be paid to ethics, legislation, and responsibility in various branches of law.

Improvement of civic responsibility is carried out at the university due to the social aspect of the content of academic disciplines, in the course of a didactic process designed to develop professional social readiness and social activity, to form professional identity.

To understand the essence of “civic responsibility of students of pedagogical universities”, you need to pay attention to the content, structure and constituent elements of this term. First, let us delve into the

essence of the very concepts of “personality” and “citizen”, because only a person can be a citizen and vice versa. From a pedagogical point of view, “personality” is this structure, which is formed through various types of activity: play, study, work, communication. As for the concept of “citizen” - this is a very complex, complex concept. It is used in various senses - both as a resident of a certain country, and as a participant in legal and political life, and as a person who has the right to citizenship.

The priority is the following characteristics of the concept of a citizen: formal belonging to the state and the level of maturity of the individual, his political culture, social activity, personal position in society. So, for example, the legal aspect can be represented as a "citizen-state" relationship, and the state is seen as a system that ensures the realization of citizens' rights, allowing them to achieve individual goals, and citizens, in turn, must have a civic position aimed at preserving this state and fulfill certain obligations to him.

Today these relations are undergoing significant changes: if before the state was the more active side of relations, now the citizen should become such. The civic activity of people is manifested not only in the use of democratic rights and freedoms, but also in the exercise of their right to work, decent living conditions, etc. For us, first of all, the most important is the pedagogical aspect of the concept of a citizen.

### **Literature review**

To understand the very essence of civic responsibility of students of pedagogical universities at the present stage, we will have to turn to the theory and practice of modern scientists. Researches of scientists in the modern education system offer the structure of the concepts of an integral system. O.I. Volzhina [1] B.Z. Vulfov [2] V.A. Karakovsky [5] and others define the concept of “citizen” as a person belonging to the population of a state, enjoying its rights, freedoms and guarantees, performing duties established by the laws of this state, caring for the public good. In their opinion, at the present stage, a “citizen” is a person who not only has rights, but also bears responsibility for his actions before the law of a given state. This is a person who has complete subjective independence, the right to be a partner of the state, or to be in a certain opposition with it, to educate new citizens in accordance with their ideas about what a citizen should be. For the integrity and completeness of the definition of the concept of a citizen, we, following A.S. Gayazov [3] believe that the status of a citizen consists of two components: the first is freedom, rights, duties; the second is their understanding and acceptance by the person. The action of the second component depends on personal attitudes, on the general level of culture, education and worldview. We consider the concept of “civic responsibility of students of pedagogical universities” in two aspects: the first as a separate independent direction of the theory and methodology of education; the second as a holistic integrative quality of the individual, which is the result of civic education. S.N. Ikonnikov [4] and S.I. Okhremchuk [9] also note the connection between citizenship and patriotism, since any state, if it is really concerned about its existence and development, needs the majority of citizens to accept and approve of its basic ideas, principles, norms, and actively participate in various spheres of life.

### **Analysis and results**

The civic responsibility of students of pedagogical universities is part of the theory and methodology of education. It includes inner freedom and respect for state power, love for the Motherland and the desire for peace, self-esteem and discipline, a harmonious manifestation of patriotism and the culture of interethnic communication. The social and activity potential of students' civic responsibility includes:

- 1) dedication in the performance of civic duties;
- 2) confidence in socially significant activities;
- 3) the ability to choose activities, the implementation of their role in society;

4) the ability to be an example to the younger generation.

The formation of citizenship as an integrative quality of the individual is one of the main elements of civic responsibility of students of pedagogical universities. In many pedagogical publications, citizenship is considered as a factor in the formation of an active life position. So, K.A. Tanikulova [11], considering civic-mindedness in organic connection with vital activity, revealed its following components:

1) social activity, that is, conscientiously carries out public assignments, have a sense of belonging to the team and responsibility for the assigned task);

2) motive (active, creative approach to work; be aware of the laws);

international position;

3) political consciousness (to understand the politics of states).

One of the most important moral aspects of citizenship is the rules, norms, behavior that regulate relations between people, between a person and society, which express the mutual obligations of people in relation to each other and to society. For example, in the study of Salikhova R.M. [10] the qualities that make up the concept of "citizenship" are classified in accordance with three main features: moral, legal and socio-political. Moral includes: civic consciousness, civic duty, civic responsibility, which are based on the principles of morality. Legal - is expressed in the conscious and active fulfillment of civic obligations to the state, society, in compliance with the laws. Socio-political is a complex of feelings, views, ideas, beliefs, principles, attitudes, actions that depend on the impact of the socio-political system of the state, including - civic dignity, civic activity, political culture, patriotism and internationalism. [10]

What is the essence of the teacher's responsibility?

The content and scope of professional tasks, professional duties, duty, and personal responsibility for fulfilling regulatory requirements corresponding to the professional standard of a specialist is the responsibility of the teacher. The personal and professional responsibility of a teacher is an attitude towards society, attitude towards social situations, state policy, the prospects for the development of society, towards the laws and morals of society, towards the pedagogical duty of educating young people, towards the creative construction of civil society. The teacher's responsibility characterizes his civic culture, subjective attitude to his professional duties based on cognitive processes and socio-cultural literacy, community morality and personal morality. In Russian, the word responsibility is interpreted as a necessity, a person's duty to be responsible for their actions, to be responsible for them. [8]

In philosophy, responsibility is understood as the ability of a person to consciously fulfill certain requirements: to carry out the tasks before him, to make the right choice, to achieve a certain result. [12] Psychologists Bozhovich L.I., Kovalev A.G., Levitov N.D. and others, consider the nature of responsibility complex and multifaceted and consider it the result of many properties: moral, intellectual, emotional, volitional. Their opinion is that responsibility only under certain conditions, at a certain stage of development, becomes in the psychological sense a property of the individual. Repeatedly repetitive responsible actions, perceived by a person as vital, are fixed in his consciousness. The psychological state experienced by a person in the process of responsible activity, with a systematic repetition, passes over time into a new mental quality. A new mental quality directs a person's consciousness to a responsible attitude, which allows him to perform work with greater efficiency. [7] The responsibility of the individual in pedagogy is understood as the ability of the individual to control his activities in accordance with the social, moral and legal norms and rules adopted in society or the collective, and a sense of duty. [6] Based on research in the field of determining citizenship, we came to the conclusion that the concept of civic responsibility of students of pedagogical universities is the ability of an individual to carry out

their activities based on a sense of civic duty, as well as in accordance with the norms of civic behavior accepted in society.

## CONCLUSION/RECOMMENDATIONS

The main component of the civic responsibility of students of pedagogical universities is political culture, which is designed to protect political activity from the extreme forms of its manifestation - from a destructive attitude towards the history and values of their people, as well as from their exaltation. Studying the structural content of civic responsibility of students of pedagogical universities, we stopped at the component - civic feelings, which include love for the Motherland, respect for laws, state symbols, pride in the achievements of the native country and civic duty.

In particular, the feeling of love for the Motherland, the idea of its military defense are reflected in all types of art, they find themselves in art, music, theater, and literature. These processes largely determine the content, forms and methods of educating a citizen with a high level of patriotic consciousness and legal culture.

The characterological criterion for civic responsibility of students of pedagogical universities is civic maturity. Civic maturity expresses the ability to act as a full-fledged subject of socio-political and civic activity in specific historical conditions.

Thus, the civic responsibility of students of pedagogical universities is a phenomenon, the content and structure of which are closely dependent on the socio-political and historical conditions in a given society. When studying the essence of civic responsibility of students of pedagogical universities, we came to the conclusion about the existence of such directions of civic education as: the formation of civic feelings, the formation of civic consciousness, the formation of civic qualities of the individual, the formation of civic behavior.

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