THE ROLE OF SOCIAL PROJECTS IN SHAPING STUDENTS' CIVIC POSITION

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Abstract: *The study considers the formation of civic responsibility and patriotic culture in youth as a key direction of the pedagogical process. It is imperative to emphasise the significance of the allocation of particular attention to project activities and social design technologies, which have been shown to contribute to the development of independence, social activity and civic maturity in students. The significance of the study of national culture, the preservation of historical memory and the formation of civic position as factors in the prevention of extremist attitudes and conditions for successful social and professional self-realisation is emphasised.*

Keywords: *civic responsibility; patriotic culture; social design; project activities; historical memory; civic position; prevention of extremism; educational process.*

The cultivation of civic responsibility among students constitutes a fundamental aspect of pedagogical activity within educational institutions. The studies dedicated to the education of patriotism and the formation of civic maturity among young people continue to be of particular pertinence. The concept of 'citizenship' is defined as an integration of spiritual and moral characteristics of the personality and its ability to consciously observe, express and defend its own civic position. It is evident that these qualities should be deliberately cultivated in students, ensuring the future emergence of specialists who embody a stable and active civic disposition.

The formation of civic position in youth is a dialogic process, carried out in the interaction of teacher and student. Within this framework, knowledge in key areas such as history, economics, ecology, jurisprudence and psychology is acquired. The outcome of this process is not only the accumulation of theoretical knowledge, but also the acquisition of practical experience, equipping citizens with the capacity for responsible participation in public life.

The realisation of this pedagogical direction is possible through the utilisation of social design technologies. It has been demonstrated that these provisions facilitate the innovative structuring of the learning process, irrespective of the level and type of educational institution. Social projecting has been demonstrated to promote the development of initiative, the formation of teamwork skills and the strengthening of value orientations. Collectively, these factors contribute to the formation of a fully-fledged civic identity.

The project's multifaceted nature encompasses diverse domains, including research, exploration, and psychological aspects, among others. The primary objective of this programme is to cultivate students' competencies in autonomous learning within the context of their selected specialisation or academic discipline. Concurrently with the activation of

students' cognitive initiative, their civic responsibility is formed. It is important to emphasise that social roles are often learned during the process of labour activity. This phenomenon has been repeatedly noted in scientific studies. As E.S. Abdulaeva observes, As previously stated, the process of labour activity has been shown to facilitate the acquisition of social and gender roles amongst young people.

As A.K. Bykov and Z.Y. Kapustina emphasise, design is a distinct pedagogical instrument that finds application in educational systems across a variety of levels. It has been demonstrated that this approach fosters not only the development of professional competencies, but also the establishment of value orientations that are concomitant with the civic maturity of the individual.

In the context of social design technologies, the fundamental elements of the socio-pedagogical process, which are either directly or indirectly associated with the cultivation of a culture of interpersonal and intersubjective relations, as well as the moral forms of communication between the individual and society, are actualised. Consequently, social design functions as a mechanism for civic formation among students. The concept entails the orchestration of authentic socio-cultural scenarios, encompassing a multitude of potential actions, wherein elements of citizenship, the capacity for self-determination in life activity, or, conversely, its absence, are exemplified.

The practical manifestation of social design within the university community is characterised by the implementation of various components, including business games, master classes, roundtable discussions, and volunteer initiatives, among others. These activities have been shown to diversify the pedagogical process and imbue it with an applied character.

Firstly, the function of these models is to provide a method of simulating the decision-making process in a variety of social situations, with the implementation of these models occurring in a dialogue mode. The possession of such practical skills is an essential component of the professional repertoire of a future specialist.

Secondly, these forms can be readily transformed into a practice-oriented teaching method aimed at fostering social experience and developing the competencies necessary for full inclusion in social life.

Consequently, social design in the university environment functions not solely as a pedagogical technology, but also as a tool for civil formation of personality, thereby facilitating the integration of theoretical knowledge and practical experience.

S.A. Lyausheva and E.S. Abdulaeva emphasise that the formation of patriotic culture, the development of civic position, as well as knowledge of traditions and values of the community in which a young person is located, are key factors in the prevention of extremist attitudes among young people. These elements have been shown to provide resistance of personality to destructive influences and to contribute to its integration into the social space.

Conclusion: Consequently, the appeal to the achievements of national culture, the preservation of historical memory and the formation of civic position among students become the most important motivating factors that determine not only social activity, but also professional self-realisation. The cultivation of respect for cultural values and historical

traditions serves as the foundation for the responsible participation of young individuals in both social and professional contexts.

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