



MECHANISMS OF IMPROVING CIVIC POSITION IN STUDENTS OF POLITICAL SCIENCE

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ABSTRACT

This article analyzes modern pedagogical mechanisms for improving civic position in students of political science. In particular, the role of experiential learning, service-learning, interactive teaching methods, civic initiatives, practical assignments, and the teacher's civic activity in developing students' political awareness, civic competence, and commitment to democratic values is highlighted based on scientific sources.

In the context of globalization, digital transformation and democratic reforms, the higher education system is faced with the task of educating not only highly qualified specialists, but also individuals with an active civic position, a deep understanding of political processes and a responsible participation in the development of society. In particular, the formation and improvement of a civic position in the process of training students of the political science department is one of the important criteria for the quality of education. Modern pedagogical research shows that the development of a civic position is not limited to the acquisition of theoretical knowledge, but is closely related to the direct participation of students in practical activities, social projects, public initiatives, debates and civic practices. Therefore, experiential learning, service learning, the use of interactive pedagogical technologies and civic assignments in higher education institutions are recognized as relevant methodological approaches.

The use of experiential and service-learning methods in political science education significantly increases students' civic engagement, political participation, and responsibility¹. In this approach, students are not limited to acquiring theoretical knowledge, but also gain practical experience by participating in local community activities, collaborating with public organizations, implementing social projects, and volunteering in electoral processes. Such activities develop in them civic responsibility, political awareness, critical thinking, analysis of social problems, and commitment to democratic values. As a result, students are formed as

¹ Elizabeth A. Bennion (2007). Civic Education and Citizen Engagement: Mobilizing Voters as a Required Field Experiment. Journal of Political Science Education.

individuals who are ready to actively participate in society, aware of their civil rights and obligations, and who consciously respond to political processes.

An analysis of controlled studies shows that interactive teaching, discussions, collaborative projects, and university-wide civic initiatives develop students' political participation and civic competence more effectively than traditional lecture methods². In particular, debates, problem-solving, collaborative group work, project-based learning, and participation in university-wide civic initiatives develop students' political literacy, respect for democratic values, critical thinking, and social responsibility. Through such methods, students acquire the skills to independently analyze current issues in the life of the state and society, evaluate different points of view, and actively participate in public activities. The results of the study show that educational approaches focused on participation are an important factor in the sustainable development of students' civic competence and political activism.

Practical tasks such as participation in public meetings and civic assignments in higher education institutions increase students' sense of political efficacy and strengthen their active civic position³. In particular, activities such as participating as observers in local councils or public meetings, preparing appeals to government bodies, participating in public discussions on current social problems, observing election processes, participating in civic initiatives and volunteer projects contribute to students' practical understanding of political processes. Such experience allows them to connect theoretical knowledge with real-life political and social processes. During these practical exercises, students directly observe the working mechanisms of state administration, civil society institutions and public control. At the same time, they gain a deeper understanding of how political decisions are made, the role of citizens in these processes and the functioning of democratic institutions. As a result, students develop an understanding of their civil rights and obligations, a sense of social responsibility, critical and independent thinking, evidence-based analysis of problems, and effective teamwork skills. The results of the study also show that civic assignments increase students' political confidence and motivation for political participation. Through such tasks, students feel that their opinion is important for society, strive to be not indifferent to political processes, respect democratic values, and take personal responsibility in solving social issues. As a result, they strengthen their active civic position, political culture, and commitment to democratic values. Therefore, the use of practical civic tasks in political science education is recognized as an effective means not only of consolidating theoretical knowledge, but also of forming modern civic competencies in students.

Teachers who consider civic education as the main educational goal and who themselves participate in civic activities use more experimental methods in forming a civic position in students⁴. Such teachers are not limited to explaining civic responsibility, democratic values, and political culture only theoretically, but also become role models for students through their own personal activities. As a result, students gain a deeper understanding of the

² Steven Donbavand and Bryony Hoskins (2021). Citizenship Education for Political Engagement: A Systematic Review of Controlled Trials. Social Sciences (MDPI).

³ [Christopher R. Hallenbrook](#) and [Salvatore J. Russo](#) (2025). Civic Engagement Assignments and Student Political Efficacy. PS: Political Science & Politics.

⁴ Civic and Political Education in Political Science: A Survey of Practices // <https://files.eric.ed.gov/fulltext/ED470493.pdf>

activities of civil society institutions, public administration, public control, and social initiatives. The teacher's civic activity encourages students to be sensitive to the problems of society, to express their opinions freely and reasonably, and to actively participate in public affairs. The results of the study also show that teachers who pay special attention to civic education pay more attention to the development of critical thinking in the classroom, the analysis of different points of view, an objective assessment of political and social events, and the formation of a culture of democratic dialogue. Such an approach strengthens political awareness, civic competence, social responsibility, and commitment to democratic values in students. Therefore, the teacher's personal civic activity and the correct choice of teaching methods are one of the important factors in the formation of an active civic position in students of the political science major.

In short, improving the civic position of students majoring in political science is a multifaceted and integral pedagogical process. The effective use of experiential learning, service learning, interactive teaching methods, civic initiatives, and practical assignments in the development of civic competence significantly increases students' political knowledge, critical thinking, social responsibility, and commitment to democratic values. It has also been found that the personal example of educators who accept civic education as a priority goal of education and who themselves participate in active civic activities is one of the important factors in forming an active civic position in students. Combining theoretical knowledge with practical activities strengthens students' conscious attitude to political processes, skills in analyzing current problems in society, and motivation to actively participate in social initiatives. Therefore, improving the content of political science education on the basis of modern pedagogical technologies, expanding the share of practical exercises focused on citizenship, and involving students in real socio-political processes should be one of the priority tasks of the higher education system. This approach serves to train politically mature and socially responsible professionals who can make a worthy contribution to the development of civil society.

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