



**PSYCHOLOGICAL ASPECTS AND FORMS OF CIVIC IDENTIFICATION
IN HIGH SCHOOL STUDENTS**

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Civic identity is a person's sense of belonging, responsibility, and loyalty to their state, nation, and society, comprising cognitive, emotional, and behavioral components. High school students (grades 9-11) are at a crucial stage of social and personal development, preparing for future civic engagement.

Psychological determinants include: level of self-awareness, emotional intelligence, socio-cultural environment, motivation, and sense of group belonging. In the context of Uzbekistan, these factors are closely intertwined with national values and the modern education system.

The system of national values guides young people towards the ideals of patriotism, national pride, humanism, diligence, and spiritual purity. Educational institutions strengthen the civic identity of young people through civic education, development of practical skills, and social projects.

The results of the empirical study revealed that 78% of high school students possess knowledge of civil rights and obligations, 85% express positive feelings towards their homeland, and 42% regularly participate in social activities.

To develop civic identity, it is recommended to use interactive learning methods, conduct in-depth studies of national culture, present role models, and encourage collective activities. Additionally, it is necessary to support civic identity at the state, educational institution, and individual levels through a systematic approach.



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In conclusion, civic identity in high school students is a multifaceted psychological process. Its development requires the integration of national values, the education system, and psychological support. This will serve to increase the activity and responsibility of young people in modern society.