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## Development Of Students' Civil Responsibility In The Process Of Social Projecting

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### Abstract

Civil responsibility is the greatest dignity of a person. Its development is a complicated issue for everybody participating in its solution. Only the consolidated efforts of the whole community can make it possible. Life worth living is feasible in such a state that is loved by its citizens, on such land that is taken care of, where cultural relationships are being formed, where its history is known and taken pride of, where family archives keep memory of ancestors, where people are ready to take responsibility and care. The productive application of modern pedagogical technologies providing the activity approach to upbringing has a great impact on students' civil responsibility development. The demands for students' civil responsibility development make teachers transfer their work from passive methods and technologies to active and interactive ones. The most interesting of the pedagogical technologies aimed at civil responsibility development is social projecting performed both in class and within the frames of extracurricular activities. The positive feature of social projecting is its universal character: this student's activity may be realized both within the frames of teaching and educational process (at lessons, optional classes, group hours) and extracurricular activities such as public, students' and young people's associations, establishments of additional education.

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### 1. Introduction

Issues of college students' upbringing elaboration at the modern stage of Russian society development are realized within a complicated self-contradictory situation. The peculiarity of this situation is that the quantum leap in the sphere of education is possible in case of specific changes in people's being as higher education upbringing system transformation is one of the major conditions of positive changes in social life. Civil responsibility is the

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greatest dignity of a person. Its development is a complicated issue for everybody participating in its solution and is possible only if all members of the community do their best to solve it. Life worth living is feasible in such a state that is loved by its citizens, on such land that is taken care of, where cultural relationships are being formed, where its history is known and taken pride of, where family archives keep memory of ancestors, where people are ready to take responsibility and care.

## **2. The technology of development of students' civil responsibility**

Modern pedagogical technologies productive usage providing activity approach to upbringing has a great impact on citizens' civil responsibility. In works of Khushiakhmetov,(2008) there has been given the definition of pedagogical activity. It is characterized as "a specific program of teachers' activity, their cooperation with an individual student or a group within certain conditions", it is considered as "a purposeful, most optimal successive teachers' activity (well-organized complex of actions, operations, and procedures) aimed to be realized by a specialist (specialists) using methods (set of methods), means and ways to provide the achievement of forecast aims when working with an individual or group in certain conditions. To obtain the name of a pedagogical technology it is necessary to divide it into elements that are realized according to a certain sequence. As it is stated in works of Borytko (2006) and Khushiakhmetov (2008) neither phases, nor operations, as well as sequence of these elements can be set up randomly since every type of activity has its own inner logic of development and functioning. If to consider pedagogical activity at a technological level as a system, then every technology corresponding to this or that phase of a pedagogical process is a subsystem. Combined, all these subsystems are united by a common aim to reform pedagogical activity. Technologies move from one to another, change each other keeping their previous features. In further technologies (e.g. in the technology of modeling that changes the technology of forecast) elements and components of previous technologies are always kept. Moreover, elements and components of successive technologies are also present in them. Technologies of pedagogical activity constitute the unity and interconnection of technologies of scientific and cognitive and scientific and transforming character. For example, projecting may be seen as a technology of cognition and technology of transforming as well. And there is no any contradiction. The matter is, there is a solid interconnection between scientific and cognitive and scientific and transforming activity, besides each of them exists both on its own (to some extent) and in interaction with another one. Updating of Russian education is intended not only to change the contents of studied subjects and courses but also to change approaches to methods of teaching, to enlarge the scope of teaching ways, to make students enthusiastic about studying, to shorten the distance between theoretically studied courses and their life significant application with the help of considering and finding ways to solve urgent public problems. The Ministry of education of Russia states in "About students' civil upbringing in educational institutions of the Russian Federation" that "The foundation of civil upbringing realizes the idea of individual full-fledged participation in solving important for the society aims. It supposes the combination of social practice skills development with profound learning of social sciences basics". In this respect, current demands for students' civil responsibility development make teachers transfer their work from passive methods and technologies to active and interactive ones. Yarullin, (2010)points out one of the most interesting pedagogical technologies of civil responsibility development - social projecting realized both in class and outside. The term "projecting" is derived from Latin "projectus" meaning "thrown forward"; this is a process of a prototype creation, the pre-image of supposed or probable object, condition, specific activity the result of which is scientifically, theoretically and practically grounded definitions of forecast and planned new processes and phenomena variants. Projecting is a component of management that allows to provide the realization of management and regulation of a process. Our study has shown that in the process of students' social projecting the complex of knowledge about constitution, democracy, elections and election process, option and human rights, laws and other legal acts, self-management, parliament, mass media and other skills is formed. There takes place the development of the following skills: situation analysis, search and selection of necessary information, modeling of one's own behavior, consideration of behavior strategies and variants in conflict situations, taking of responsible and conscientious solutions, communicative skills, distinguishing of facts from opinions, conducting of sociological researches, ability to work with papers etc. The positive feature of social projecting is its universal character: this student's activity may be realized both within the framework of teaching and educational process (at lessons, open classroom, group hours) and extracurricular activities such as public, students' and young people's associations, establishments of additional education. A social project is a program of educational process subject real actions the basis of which is an actual social problem that to be solved. According to

Gabdrakhmanova and Yarullin, (2010) its execution that supposes students' active participation in public life by solving pressing social problems, establishing students' community cooperation with social bodies and authorities will contribute to the improvement of social situation in each separate region and community. The major aim of social projecting is to create conditions which will develop students' own point of view on discussed matters. Social projecting includes a series of successive actions: understanding of activity aims, taking of a project task and pointing out its personal significance, concentration on the fulfillment of this task, self-organization of time distribution and sequence of actions, ability to evaluate one's own solutions by individual or group reflection. Major principles of projecting may be voluntariness, accounting of age, psychological and creative abilities of students, regional peculiarities, educational and educative activity, systematicity.

Social projecting may be realized in different ways within classroom work. Experience available in Russia and abroad demonstrates that the major of them are the following:

1. Topic - some topics of academic subjects may be considered with the help of social projecting. To do this students should have some general notion about a social project, skills for cooperation to solve a certain problem, ability to use different sources of information.
2. Subject – the study of some academic subjects can be arranged in the form of successively changing social projects. Within the system of professional education academic subjects of public character have the first priority.
3. Seminar – a seminar can be arranged in the form of a certain social project development. Time limits determine that it is possible to show only general principles of social projecting or to try to solve a problem of a local character.

Any type of projecting implies team work. The major task of project activity is to establish interaction inside the team and with the social environment. The technology of social projecting within classroom work implies the succession of some stages. But due to the aims of specific projects some of these stages were combined for the sake of time. Nevertheless it is important to keep in mind that none of the listed elements should be neglected.

*I stage. Students' preparation for work on the project.* The first stage of the project implementation is the shortest but the most important one for getting expected results from a project technology. At this stage students were made to get interested in the topic of the project; we outlined a problem field, pointed out priorities, suggested this or that viewpoint, formulated the project problem.

*II stage. Making the social project more exact.* At this stage we together with students analyzed a wide scope of important for our city problems that had to be solved.

To single out existing social problems students used analytical abilities and specific knowledge acquired at the lessons. Besides it is necessary that the problem students work at should correspond to their level of obtained skills and wishes, the problem is to agree with constitutional basics and be real on a certain territory. Those were the criteria for a problem selection.

*III stage. Initial analysis of information concerning the project.* At this stage students' activity was arranged. Due to the fact that activity may be of split-level character it is reasonable to divide the team into research groups consisting of 4-5 students.

One group studied the legal basis of the selected problem. The other conducted social researches among different categories of the population to study their point of view, to find out how it is important for the given area. The next group was busy with investigation of mass media materials about this problem. One more group of students interacted with experts to get valid analytical information about a real situation on the territory, bodies in charge, and mechanisms of taking constructive decisions.

*IV stage. Problem solution development.* The main task of this stage is to classify the received material and allocate it to relevant segments of the project. The material was classified according to the following matters with the help of a teacher: relevance and importance of the problem for a rural settlement, district, region; information about different approaches to solve this problem, economic and legal basis to solve this problem, analysis of various information; program for actions developed by this team; development of some variants to realize the worked out program.

*V stage. Realization of students' team action plan.* At this stage students were supposed to make an attempt to realize their variant of the urgent problem solution in practice partly or entirely. For this purpose different actions of students are possible (written requests sent to executive and legislative bodies, work with mass media, commercial structures and various funds etc.). On the other hand students are able to realize the project taking part in fund raising, festivals and other kinds of actions.

*VI stage. Preparation for project maintenance.* To prepare the project for maintenance it is necessary to study its data base. The material is to be reflected in two blocks: demonstrational and documental.

*VII stage. Project presentation.* It is really essential to have every matter finished as loose ends have destructive impacts on an individual. Students know at the beginning that they are supposed to prepare presentations of their own. Presentation is a universal means to demonstrate students' knowledge, their communicative skills, ability to stick to their own point of view, to think logically, to make conclusions, to answer opponents' questions correctly and reasonably.

*VIII stage. Reflection.* Any accomplished job needs to be analyzed from the point of view of its process and results. First of all it is necessary in order to see the job done, to point out difficulties, to assess groups' contribution, to single out weak points of the project, to discuss the ways of their improvement and opportunities to involve new powers.

### 3. Conclusions

As practice has shown social project realization gives students a chance to solve current problems by various "levels" of authorities, they get acquainted with mechanisms of taking administrative solutions, principles of interaction with expert structures, mass media that undoubtedly increase their level of civil maturity.

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