

Formation of future teachers' civil responsibility in the contemporary society

Ilnar Fagimovich Yarullin and Ramis Rafagatovich Nasibullov

Kazan (Volga region) Federal University, Kremlyovskaya Str., 18, Kazan, 420008, Russian Federation

Abstract. The changes taking place in the country determine the necessity to form civil responsibility of both personal and professional attitude of a teacher, responsibility for development and formation of the rule-of-law civil society in the country. Analysis of scientific and pedagogical literature and pedagogical practice of formation of future teachers' civil responsibility carried out during the research allowed us to identify and generalize such main contradictions in the formation of future teachers' civil responsibility as: contradictions between the significant role of civil responsibility in the process of formation of a future citizen and the insufficient level of practical readiness of higher educational institutions' graduates on pedagogy for the activity on its formation; contradictions between the necessity to study and to generalize the advanced experience, development of active forms, methods, and tools of civil responsibility formation based on new information technologies and dominance of conservative (reproductive, verbal) methods of learning and parenting at higher professional pedagogical educational institutions. [Yarullin I.F., Nasibullov R.R. **Formation of future teachers' civil responsibility in the contemporary society.** *Life Sci J* 2014;11(10s):311-315] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 57

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Introduction

The problem of formation of future teachers' civil responsibility is determined by transformations taking place in the spiritual sphere of the Russian society, which determine the special urgency of formation of proficient active citizens, as reinforcement of the basic principles of governmental and social life mainly depends on participation of university students in the political life, on the political and legal culture of the future voters.

Nowadays, the goal of the parenting work with students of higher educational institutions must be the formation of citizens of a free democratic state, who are given all rights and assigned full responsibility, which allow them to develop freely in the space of the civil society. Accordingly, we believe that the main task of parenting is the formation of a person with active citizenship who is able to exercise his inherent rights, strives for it, and is ready to assume full responsibility for his actions.

Formation of the modern Russia's national identity involves such immediate tasks as formation of a civil society. And building a civil society is impossible without involving young people – students who are to become true citizens of their country, i.e. active, independent people with active citizenship.

The changes taking place in the country determine the necessity to form civil responsibility of both personal and professional attitude of a teacher, responsibility for development and formation of the rule-of-law civil society in the country. Formation of future teachers' civil responsibility is a culturological and social function of the pedagogical education.

The importance of the civil responsibility of students of pedagogical specialty increases even more in view of revelation of severe contradictions and conflicts in the course of the carried out transformations in the education sphere. Typical features of the majority of students are certain fuzziness of moral references, interest to low quality mass culture items, aggression at defense of their group interests, which is caused by blunders in the civil parenting carried out by teachers of general education institutions. Currently, a rather common phenomenon is the fact that senior pupils do not know the structure of the Russian legislation, the division of powers, the functions of the parliament and the government of the Russian Federation. The phenomena of civil illiteracy of students is determined by the blunders of both organizational and methodological nature, as curricula of general education schools do not provide for sufficient civil and legal training of students and the existing disciplines that approach these issues and optional classes do not have appropriate methodological background.

Similar situation takes place in the higher professional pedagogical education, which pays insufficient time to the issues of civil law proficiency.

Therefore, professional development of a teacher in the course of education must provide for mastering legal standards of behavior of both a member of the society and a professional teacher, formation of political vision, understanding the prospects of development of the democratic society, parenting patriotism, humanistic methods of communication, development of the axiological orientation at carrying out social functions of the

pedagogical activity. Special attention is to be paid to teaching future teachers in civil parenting of children of various age, as parenting of a citizen of a rule-of-law state is mainly associated with the personality of a teacher, his general culture and proficiency. It is the pedagogical education being a professional education that forms the social mindset of a future specialist, which will further help to develop the social attitude and social activeness of students.

Improvement of all these lines of formation of civil responsibility of students in pedagogy is currently one of the central objectives of professional training of a pedagogue, the achievement of which is associated with the content of education, organization of the education process at a pedagogical higher educational institution, and application of active methods of teaching targeting intellectual, social and moral development of the personality.

The problem of a future teacher's civil responsibility formation while being an urgent issue is currently approached by many Russian teachers and scientists.

The classic of national pedagogy A.S. Makarenko [1] paid attention to the formation of an integral personality, a citizen. The works by G.T. Sukolenova [2], A.V. Fakhruddinova [3], M. Laruelle [4] study the process of historical formation of the civil parenting system. Methods of civil culture formation have been further developed by the works by A.S. Gayazov [5] and D. Blum [6]. The philosophic and social aspects of civil parenting are described in the works by A.A. Kozlov [7], V.A. Slastenin [8], and L. Taylor-Guydon [9]. V.V. Martynova [10], R.M. Salikhova [11], K.A. Tanikulova [12], N. Phillips, C. Hardi [13], D. Westby Gibson [14] consider social and pedagogical conditions of civil consciousness parenting as an integrative quality of personality. The works by R.J. Havighurst, B.L. Neugarten [15], and R.C. Prist [16] approach the singularities of civil parenting of the rising generation in the course of educational and parenting work based on the materials of liberal disciplines.

In the late XX and early XXI centuries, the interest to the issues of civil parenting rose and more works dedicated to formation of certain civil qualities of students were published. Parenting teenagers' civil qualities was approached in the research works by A.F. Nikitin [17] and others.

Thus, the understanding of civil responsibility of future teachers as the most important pedagogical problem currently is not doubted. Despite the fact that psychological and pedagogical literature contains various aspects of teaching future teachers in the professional activity and sufficient development of the problem of civil consciousness,

currently there are no pedagogical researches dedicated to the students' civil responsibility formation and its influence on the performance of future professional activity. At that, the contemporary requirements for the process of professional training of a teacher assume search of conditions of efficient formation of pedagogy students' civil responsibility with relevant to the changes taking place in the country.

While studying this problem, we faced a contradiction between the need of the updating Russian society in an active moral and intellectual personality of a future specialist in pedagogy capable of civil parenting, and the insufficient development of pedagogical conditions of future teachers' civil responsibility formation.

This contradiction allowed revealing the problem: what are the pedagogical conditions of formation of civil responsibility of students of pedagogical institutions?

Objective: to substantiate theoretically and to test experimentally the efficiency of pedagogical conditions of formation of civil responsibility of student in pedagogy.

The following set of methods was used for achievement of the assigned goal:

- theoretical methods (the comparative and logical analysis, synthesis, generalization, modeling);
- empirical methods (study of archives and regulations concerning the researched problem, study and generalization of the innovative experience of higher educational institutions with regard to students' civil responsibility formation, conversations, questionnaires, polls, and purposeful observations of the activity of students, methods of mathematical statistics, pedagogical experiment on formations of civil responsibility).

Civil responsibility formation as a pedagogical problem

The problem of parenting loyal, honest, and strong, smart citizens able to manage the country has always been urgent. At that, every country has had its own peculiarities related to historical, economic, political, ethnic, cultural, and other conditions. The civil attitude of a personality was determined by the values, which were traditional during the specific historical period of development of the society and the state.

Tracking the development of concepts of civil responsibility formation in the history of pedagogy and currently, we have come to the conclusion that at each historical period, the problem of civil responsibility formation was urgent, the system had its own goals, tools, methods, and forms of implementation, which were determined by the

political, economic, social, and cultural conditions existing in the society.

In the current circumstances, when the spiritual and material values have been displaced, the civil parenting system is facing changes. In this view, we need to consider the concept of civil responsibility of students in pedagogy and determine its essence.

Analysis of psychological and pedagogical literature has shown that this topic is urgent and multidimensional. However, until the mid-1990's, the definition of civil responsibility had been scarcely developed and used. Now, it has become the research subject for a battery of sciences, which determine it as one of cross-disciplinary sciences.

We treat civil responsibility as an independent research subject, which assumes analysis of civil education and parenting, in which view we have carried out the work on delimitation and specification of the concepts associated with the concepts of civil culture, civil formations, civil consciousness, which work has resulted in identification of logical correlation between them. The analysis showed that this phenomenon is an essential characteristic of a person and his activity as a person who has civil-like thinking, active citizenship attitude, patriotic feelings, and experience in social and political patriotic activity. Taking into account the multi-element structure of civil responsibility of students, we elaborated a digest of this phenomenon. Civil responsibility is a total of socio-axiological, knowledge-based, and personal elements described by the level of development of a personality within the framework of his experience in the society and ability to enrich it. At the current stage of development of civil parenting of students, we find it possible to develop the formation of the concept of civil responsibility of a person targeting formation of civil qualities – the most important indicator of active citizenship, proactive behavior, and practical participation in social affairs.

Analysis of scientific literature allowed revealing main elements of civil responsibility (political, legal, sociological, philosophical, historical, and knowledge-based) and socio-axiological values of a person having civil qualities (public welfare, freedom, equality, justice, private property, human rights, and pluralism).

Pedagogical conditions of civil responsibility formation

Study and generalization of the experience of higher educational institutions in students' civil responsibility formation gives reasons to state that the potential of the education content is not used in full and information-reproductive orientation of the

education process prevails. We have concluded that it is necessary to render assistance to students in situations that require intervention of the teacher as a person who has not only comprehensive level of knowledge, but also certain life experience, ability to persuade and over-persuade, etc.

Pedagogical support of the students' civil qualities being formed can be the main form of interaction of a teacher and students.

In this article, we understand pedagogical support of a student as a certain system of pedagogical interaction mediated by personality singularities of the teacher and students and targeting actualization of the self-determination, self-organization, and self-development mechanisms, which provide formation of certain civil qualities of a person.

We consider the concept of pedagogical support of the civil qualities being formed as the assistance rendered by teachers at classes when pedagogically dangerous situations emerge that might lead to negative pedagogical results.

Pedagogical support of the forming civil qualities of students in pedagogy was rendered using interested observation, advising, and stimulation of maximum independence of students.

One of the most interesting pedagogical technologies of civil responsibility formation is the social project planning carried out both at classes and in extracurricular activity.

As stated by R.G. Gabdrakhmanova and I.F. Yarullin [18], in the course of social project planning, students in pedagogy acquire the knowledge of the Constitution, democracy, elections and the election process, the law, human rights, laws and other regulations, self-governance, the parliament, mass media, etc.; development of the following skills takes place: situation analysis, search and selection of required information, modelling of own behavior, consideration of the strategy and options of behavior in a conflict, making responsible and conscious decisions, communicative skills, separation of facts from opinions, carrying out sociological research, proficiency at working with documents, etc.

The technology of social project planning in the course of classes and seminars assumed passing through a sequence of stages. At that, depending on a particular project, some of the stages were combined with the purpose of reducing the consumed time.

The practice has shown that implementation of the project makes students familiar with the solution of various problems by various levels of power. They practically get familiar with the mechanism of making administrative decisions, the specificity of interaction with expert structures, mass

media, which will surely influence on the level of their civil maturity.

As determination of the extent of students' civil responsibility formation requires application of both pedagogical control and self-control of students, we developed the following diagnostic tools: civil responsibility questionnaire, test of the level of civil responsibility of students in pedagogy. The test of the level of civil responsibility development of the students and the civil responsibility questionnaire were used as the tools of self-diagnostics and assumed selection by students of one of the proposed answers for the questions that described the affective axiological aspects of civil responsibility.

The experimental work, during which the pedagogical conditions of the efficiency of pedagogy students' civil responsibility formation were tested, was carried out in three stages.

At the stating stage of the experiment, the extent of development of the civil responsibility of students in pedagogy was determined, based on which the experimental (61 students) and control (66 students) groups were formed. Totally, there were 127 tested persons.

At the forming stage of the experiment, the work on implementation of the conditions of civil responsibility formation in the education and parenting process of pedagogical higher educational institutions was carried out.

At the control stage of the experimental work, we carried out final comparison of the obtained primary data, determined the level of development of the civil responsibility of students in pedagogy achieved during the experiment, provided comparative analysis of data obtained at various stages of the diagnostics.

Comparison of the results of the test for the level of civil responsibility of students in pedagogy: indicators of the level of students' civil responsibility development in the control group remained virtually unchanged (specific – 20/23, task-oriented – 27/22, conscious – 19/21); in the experimental group, the effect of improvement of the studied quality is obvious (specific – 12/34, task-oriented – 29/21, conscious – 20/6).

Thus, the analysis of the data obtained during the experiment gives reasons to conclude that the revealed pedagogical conditions for efficient formation of pedagogy students' civil responsibility is important.

Conclusion

Numerous works are dedicated to the problem of civil responsibility formation; however, it still remains one of the urgent problems of pedagogical theory and practice, as teachers at

pedagogical institutions and general education schools as well as kindergarten teachers do not always understand the goal, the objectives, the subject matter, the tools, the forms, and the methods of students' civil responsibility formation.

We understand civil responsibility of students in pedagogy as the ability of a person to carry out his activity based on the sense of civil duty as well as in accordance with the standards of civil behavior common for the society.

The pedagogical conditions of formation of pedagogy students' civil responsibility are the rendering of pedagogical support for the forming civil qualities of students in the course of educational and parenting work; implementation of the technology of social project planning of classes targeting formation of pedagogy students' civil responsibility.

Summary

We find further study of problems of the specificity of civil responsibility in pedagogy as well as development of methods and technologies of its formation an objective of the nearest future. Study, development, and test of innovative forms and methods of pedagogical activity concerning formation of students' civil responsibility can become the subject of further research.

Corresponding Author:

Dr. Yarullin Ilnar Fagimovich
Kazan (Volga region) Federal University
Kremlyovskaya Str., 18, Kazan, 420008, Russian Federation

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