

The Transformation of Educational Approaches at the Time of Social and Economical Changes

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Abstract: The article is devoted to the understanding of the role of Civic education and to the process of civic education itself in the democratic societies: the USA, Canada, Australia and the UK of Great Britain at the time of social and economical transformation. The special attention is given to the contribution of education to the process of social involvement, development of citizens' civic disposition.

Key words: Civic education · Democratic society · Civic disposition · Social and economical transformation

INTRODUCTION

Democratic changes in the society, economic and political modernization of the world at globalization dictate the necessity of search of new effective ways of its transformation. It influences social, political and other institutions, including the educational system.

Thus, social and economical changes taking place in the world have a powerful stress on people. Not every person can easily adapt to constantly changing conditions or to cope with the emerging psychological problems caused by new information recourses extend range of facilities and on the other hand by the lack of knowledge how to use these possibilities.

At the organization of the educational process, in kindergartens, schools, Universities, specially organized centers and other places suitable for the educational process should take into consideration the transformation of personality. The impact of lifestyle transformation, of external environment changes and the necessity to adapt it to ones needs cause qualitative changes in personality. Therefore, we approach the problem of socialization, from the position of considering this phenomenon as one of the tasks of civic education.

Determination of Strategy: Determining the strategy of adaptation activity, scientists constantly argue that the way to the formation of a person should go through information and education. The development of people's

consciousness, their ability to criticize and experience overcoming of contradictions will help to develop the creative activity and to master the useful skills. Among them: ability of making decisions in the cultural, social, economic and political spheres. Development of social partnership is seen as one of the strongest mechanisms.

For this a number of programs that are related to civic education of population were created. Their aim is socialization of man in globalizing society. They are aimed to develop the ability of thinking, making decisions and act in society. Such an attitude to civic education is not always central to the modern national approaches and often focuses on the preparation of a patriot, not on psychological adaptation of people in social environment. Therefore, the experience of the organization of civic education possesses plenty of valuable ideas that define the possibility and perspectives of use of international experience [1].

Strengthen of scientists' efforts is aimed at finding the most effective ways of cultivating an independence not only in cognitive, but also in everyday social, working and information finding and adopting activities. Attempts to rebuild methodical arsenal at educational institution in such way defines the place and teaching methods itself for promoting such independence and flexibility of human recourses.

In the USA and Canada the process of social adaptation and civic education is the sphere of common interest that attracts attention of the government, wide

society, religious organizations and family. Students are provided with opportunities to participate in public processes, cooperation at different levels with the ministering, governmental organizations and institutions, with political and public leaders, citizens.

The basis of the civic adaptation and stress reduction is the manner of communication of people involved into process and motivation management. Representative range of tasks and methods has considerable importance on developing internal relationships too. Activities, which involve the trainees themselves, affect the development of civic knowledge, skills and experience. It is important to note that in many countries exist programs for the preparation of specialists for teaching citizenship. This, in turn varies from country to country although an understanding of the civic education as a way of developing thinking, habits, skills, understanding, necessary for the preservation and prosperity of the existing political system of society remains the most common [2,3].

Global Citizen, a Patriot or Both?: Modern civic education is closely related to the understanding of the political foundations of the functional structure and ideology of the society.

The process of formation of the citizen is driven by a number of the most important determinants:

- Civil society is maintained and improved, the relevant upbringing and education of rising generations;
- Citizenship belonging and way of thinking should be formed since childhood;
- Citizenship way of thinking should be developed thought the life;
- Civic education has a three-pillar structure: civic knowledge, civic skills and civic position. Civic knowledge contents differ from country to country and they describe what particular country citizens need to know [5,6].

The study of the U.S. standards for civic education that are reflected in various centers' and programs in knowledge component is implemented in several main approaches. They concern basic norms and regulations of civic life, politics and role of government, fundamentals of the American political system, government, the Constitution, the goals, values and principles of American

democracy, the relations of the United States with other countries and their participation in world Affairs, the role of American citizens in maintaining and developing democracy.

An expertise of civic education in Canada has shown a stress attention at following areas: civil, political, socio-economic and cultural life. It mainly emphasizes the necessity of knowledge concerning the installation and the functioning of the political and institutional systems, knowledge of the basic democratic documents underlying the civil society, the identification of citizens as the people of Canada and the definition of the role of multiculturalism in Canadian society;. socio-economic knowledge mean the structure of the society including vocational training and economic knowledge associated with the system of taxes, social and institutional systems of the state, knowledge of the cultural and historical heritage, the General development of the citizens.

In Australia civic involvement of population expertise covers main directions of political, ideological, economic, cultural life. They are: government and the legal system (their principles, structure organization, characteristics and principles of functioning), the role of the citizen and democracy in Australia based on pluralism and multiculturalism tradition in Australian society, the rights and obligations of a citizen, historical knowledge that encompass changes of social and political relations in the state including the stages and the reasons for those changes, knowledge of the main global challenges, such as environmental, technological, economic and social knowledge and priorities

In the UK despite the decentralized approaches to civic education, there are 3 main components of the knowledge component of civic education They are: the political framework for the regulation of public life, legislative foundations of society, international problems and the policy of great Britain at the international level.

The second component of civic education is vital for the maintenance and improvement of democracy in the society. It is recognized by the majority of researchers as civil skills. Researchers and teachers dealing with issues of civil education recognize that citizens, as members of the self-governing community should be able to exercise their rights and perform their duties for which it is important to not only have the knowledge obtained by studying the relevant disciplines; it is important to form the necessary skills which in turn can be divided into intellectual skills and practical skills of participation[7,8].

The third important component of civic education refers to the features of the private and public character.

Civic position like civic skills develops slowly, as a result of what every child learns and experiences at home, school, society and frequented public organizations [9].

According to specialists who studied this experience before we should give notice to the understanding of democracy at globalization. It requires every individual's responsible participation in planet protection and development.

In the United States civic disposition means personal responsibility, self-discipline and respect for human dignity. Moreover, the Americans should perfume kindness, sense of respect for others, respect the law, a critical assessment of the situation and a readiness to understand, to compromise.

In Canada civic disposition means commitment to continuous self-improvement, responsible for the acts and decisions, commitment, understanding of the relationship between health and lifestyle vision of the future career, intellectual curiosity, entrepreneurship and initiative. Civic disposition also means: interpersonal skills, a demonstration of understanding of cultural heritage and contributions of various cultures in society.

In Australia civic disposition means: respect for democratic heritage, based on civil ideas, honesty and understanding of their (Australian) place in the surrounding world; entrepreneurship and initiative. Civic disposition also means tolerance, aspiration to preserve the multicultural heritage of the country, sociability, friendliness.

In the UK civic disposition means: individual orientation, responsibility towards one's actions, concern about personal good and the good of others, prudence in relation of how these actions can affect others, faith in human dignity and equality. Civic disposition also means the habit to judge about everything and do, guided by the norms of morality; readiness to defend their point of view, public oriented concern about the public good; and the desire to resolve conflicts, willingness to work together for the common good, understanding and acceptance of the position of the other; the ability of the responsible attitude towards our actions: think about their well-being and welfare of others, in advance to think about how these actions can affect others, readiness to unintended consequences of his actions, responsibility, tolerance.

Civil position is important for the political effectiveness of the individual, the healthy functioning of the political system, for the common good and ultimately, for the moral perfection of the human community that is more important [9]

Problem Solving: Nobody would argue that the role of schools and universities in the socialization and adoption to modern life conditions of students and population should be the leading one. The process of formation of the citizens is more complex and depends on the impact on students' social and religious organizations, social structure at the local, regional, national levels and the influence of the family. Focus on the role of schools and universities in our study we identify an inherited from the British Empire modes of interaction of the local community organizations, local and regional authorities and the family. Such interaction played a coordination role in the choice of routes. Standards and various policy frameworks and the great number of programs are the factors that are important in the issue of delegation of the goals of education to schools even more than to universities.

Schools and universities have the greatest impact on students' tools. Therefore, we can say that the different areas of work and forms of co-operation contribute to the development of a specific set of knowledge and skills and that, ultimately, reflected in the formation of civic values and active citizenship. You can select the following functions of schools and universities in the process of civil education [12].

The choice of internal control policy over the educational process gives an opportunity for wide range activities which can be illustrated in four interrelated blocs. See the Figure 1.

According to most experts in the field of civic education of adults and upbringing of pupils' depends on their active participation in personal, local and wide society management. It should start from the earliest grades and continue throughout the entire period of study. Schools and universities are themselves considered as laboratories in which people can learn practical skills appropriate to a socioeconomic situation. People need to learn to communicate effectively as well as to study, monitor and influence on schools', universities' and public policy. It means to have a voice in matters such as internal organization rules and disciplinary procedures. Control means that every student - is a citizen with rights and responsibilities that are inherent in the citizens of a constitutional democracy. Students participation in management is an integral part of civic education and education, starting with the earliest grades and continuing throughout the period of study, even life long ones [11, 12].

In conditions of the contemporary socio-political and socio-cultural situation in Russia an increased attention to the experience of transformation of civil education

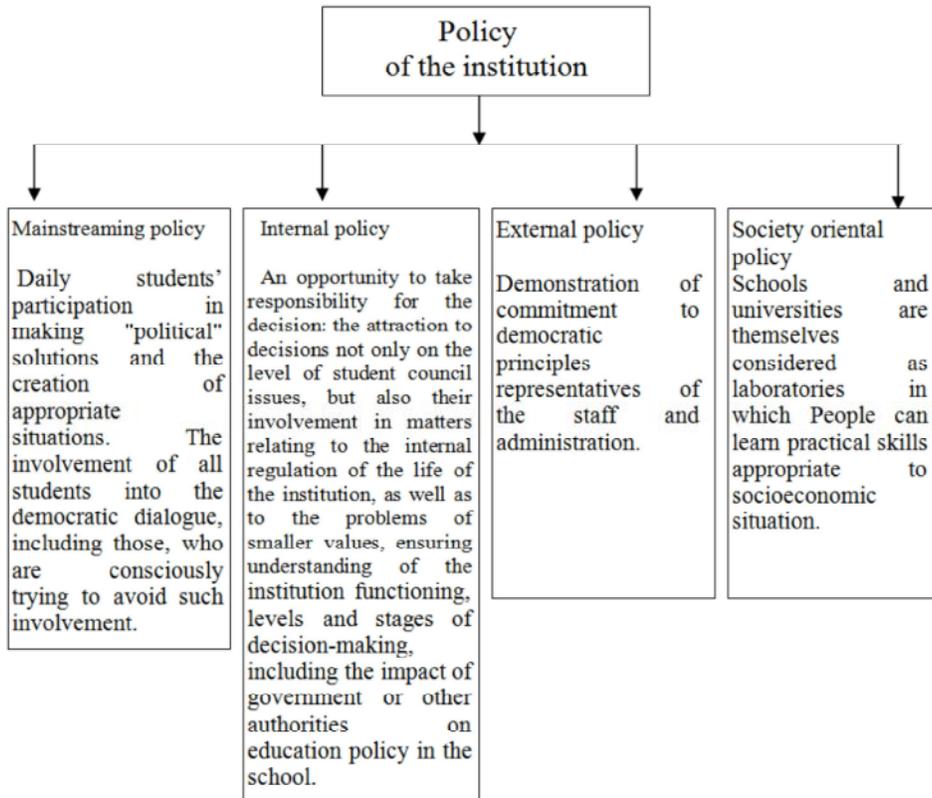


Fig. 1: Skim of an internal policy of the institution aimed the development of civic disposition and social adaptation of the youth.

formed on the understanding of the fact that leading European countries and the USA have formed this systems for centuries in different historical conditions, including the crisis in historical ties with the process of formation of civil society. That is why the complex analysis if modern situation can have, as researchers believe, a very positive effect in connection with its progressive character

Determining the strategy of the modern educational activity, the foreign educators argue that the way to the formation of personality «good citizen» to go through information and education, the development of consciousness, the ability to criticize and experience of overcoming of contradictions, to the creative activity, to mastering the skills to make decisions in the cultural, social, economic and political fields [3].

The creation of domestic programs, the experience of other countries can be very promising for the society development. Described by us foreign approaches to the civic education have high variability, they are constantly being improved, to accept the new implementation forms, deal with different aspects of political and social and economic al life of the country.

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