

THE EXAMINATION OF CITIZENSHIP FORMATION OF HIGH SCHOOL STUDENTS

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Abstract. In the history of pedagogical science the idea of the evolution of civic education is closely associated with a change in the historical characteristics of the government, the development of social problems, the understanding of the ideal man. The origins of the theory of civic education are in the socio-political development of the society, and the proximate cause of its threshold is the formation of the state and the need for education of the person capable of implementing the state's interests. There is no single coherent, effective system of forming of civic consciousness of students. This implies that there is a need to optimize the performance of citizenship at the educational institutions and public organizations. To control the process of formation of citizenship, it is necessary to be able to track the progress of students in their development. The authors identified three levels of formation of civic consciousness of students (high, middle, low) to determine the zone of influence on the civic development of students.

Key words: citizenship, civic education, formation, criteria, skills, levels, diagnostic system.

Introduction. Economic disintegration, the growing migration of people, extremism has had a negative impact on the public consciousness of most social and age groups of the population. The process of globalization and profound social changes, according to Dr. Karlheinz Duerr, cause active promotion and increasing popularity of civic education. [1] Therefore, the importance of civic becomes more relevant than ever. Hence the need to study and the possibility of incorporating the results of citizenship education arises. For this purpose we carry on the research among the Russian and foreign students. It is therefore necessary to identify criteria and to compare the levels of development of citizenship of students at the Institute of Naberezhnye Chelny (branch) of Kazan Federal University that will provide important information on the implementation of educational objectives, which are essential for further programming and regulating of education at the University for managing the student's personality development. In this research we have found out that there is no single coherent, effective system of forming of civic consciousness of students. Citizenship as a result of civic education should manifest itself in willingness to more fully express socially in the name of the successful development of the country. This implies that there is a need to optimize the performance of citizenship at the educational institutions and public organizations.

Methodology. Deep changes in modern society are the reasons for the relevance of civic education and upbringing of the younger generation. Civic education at the present stage is a multi-purpose, multifaceted, multidirectional pedagogical activity, the purpose of which is the formation of a personality that is able to socialize easily, to benefit the society. Civil consciousness, civic feelings, civil behavior, civic engagement are the indicators of the students' citizenship formation. Therefore there is the need to study and the possibility to take into account the results of civic education. The anthropological method, the activity-related method, methods of control and diagnostics of the formation of civil qualities can be attributed as leading methodological approaches that determine the formation of civic education.

Results and discussions. The main objective and result of civic education is the formation of citizenship. Indicators of formation of civic consciousness of students are civic awareness, civic feelings, civic behavior, civic activity, which are expressed in active participation in public life of the country, city, educational institution.

The basics of civic education are laid in preschool and school age, there is intense self-assertion as a student. This creates favorable conditions for the formation of citizenship: it can be developed only in conditions of overcoming real life contradictions and challengers. Therefore, civic education of student's youth seems the most important to us.

Some foreign scientists consider civic education as property of a personality traits characterized by a set of formed enough socially important qualities, in general form reflecting the relationship of man to society and the collective, to mental and physical labour, to people, to himself. (.A.A Abdi, E. Shizha and L. Ellis[2], J.A. Banks [3], A. W Dzur [4], Surbhi Godsay, Whitney Henderson, Peter Levine, and Josh Littenberg [5]).

According to Veremeeva E. P., "... the student years is the foundation of personality, when the character and outlook is laid. This period in life is characterized by the most active development of moral feelings" [6, C. 38].

In pedagogical and psychological literature there are different approaches to the definition of criteria for civil education.

I. N. Russu defines citizenship as the relationship of the three dimensions: rational, emotional, practical [7, C. 29].

E. V. Bondarevskaya allocates three components in civic education: the normative component of social qualities; regulatory component; an evaluating component that are used by the citizen in practice [8, p. 44].

Defining criteria of civic education of students, we have identified four criteria: cognitive, emotional, activity and the requirement - motivational.

We consider the essence of civil education consists today in civic consciousness formation as integrative quality of the personality. During research we defined that the civil education is a process of creation of the

pedagogical conditions providing development of the personality, capable to realize created in the society norm and ideals according to public values, own interests and a civic stand [9, p.350-353].

In high school, according to Nazarova N.S. beliefs manifest themselves in the educational process, scientific work, employment semester [10].

We share the opinion of N. G. Ogurtsov that the main indicator, characterized ideological position of the individual is its engagement in activities related to the solution of social problems [11].

Analysis of scientific researches confirms our belief in the necessity of examining and taking into account the results of civic education. This requires creating appropriate diagnostic programs. Depending on the extent of formation of civil qualities, adoption and implementation of behavioral solutions, the ratio of external and internal influences of self-regulation the levels of civic education is determined. On this basis, we have attempted to define the program determine the formation of citizenship, which helps to specify the objectives of civic education, to determine the tactics and strategy, allows a differentiated approach to students with different levels of formation of civic consciousness and provides an individual approach to each student.

We also agree with the opinion of A.O. Bagateeva, G.N. Akhmetzyanova that "Social and cultural competence involves the ability to understand and use the social interaction in accordance with the accepted moral and legal norms, standards, culture and traditions of the foreign-speaking countries" [12, p.157].

This approach is important in relation to foreign students studying in Russian universities. The feature of the foreign student as the object of the study is that, coming to another country, he is forced to learn new cultural patterns for successful functioning as a member of the host community. The old models and patterns of behavior are not always applicable in the new environment, therefore, requires time and some effort to overcome barriers and integration into the new socio cultural environment.

Summary. Depending on the completeness of the emerging qualities we have identified 3 levels of development of citizenship of students: high, middle, low.

High level is characterized by a steady and positive experiences of civil behavior, of deep conviction.

For the middle level characteristic of a sustainable positive behavior is shown, the presence of regulation and self-regulation. But they do not show self-initiative, as social activity, characteristic of the highest level is not sufficiently developed.

Low level of formation of civic consciousness of students is characterized by weak expression of positive, unstable experience of civil behavior, which is primarily regulated by the requirements of the senior and other external stimuli, motivations and needs.

The signs of the different levels of formation of citizenship of the selected set of diagnostic qualities are summarized in the table 1.

Diagnostic program for the levels of development research of students citizenship

Criteria	Indicators of the citizenship of liability	Signs of different levels of manners		
		High	Middle	Low
Cognitive	Civic conscious-ness	Knows the main documents on the rights of man and citizen: Knows and correctly assesses the social phenomena, evaluates actions with the standpoint of the interests of society, the demands of the other.	Knows constitutional laws, trying to perform their duties; knows and correctly assesses the social phenomena and the actions of the estimates of the positions of interest, but does not require it from others.	Is not familiar enough with constitutional laws, your duties are is not always faithfully performs, is difficult to estimate social phenomena and processes.
Emotional	Civic feelings	Love their Homeland, show respect for the traditions and customs of its people, the emotional, is able to find in all situations the beauty in life, in nature, in the moral character and human	Love their Homeland, respect the traditions and customs of his people, caring for other people, not always paying enough attention to those who need his help.	Shows no interest in the fate of their Homeland, the people around them; indifferent to the traditions and customs of his people; rarely cares about people around him, is not attentive to those who

		behavior. Caring, always considerate.		need his help.
actionable	Civic behavior	Performs the rules and standards of conduct, willingly, responsibly public duties; combines public and private interests; complies with the requirements of the team.	Trying to follow the rules and norms of behavior ,but does not require good behavior from others, performs public instruction willingly; not always involved in the public life of the Institute; tries to fulfill the requirements of the team.	Allows deviations in the rule of law, needs additional adult supervision, comrades; not eager to perform errands, but only subject to supervision by teachers and classmates
demandable - motivational	Civic engagement	Actively participates in public life of the city, country, Institute, active in school, the demands of the other; takes the initiative, organizes various activities, easily establish social contacts. Able to Express and defend their point of view; self-critical, skillfully applies knowledge of citizenship social role of the citizen in practice.	Trying to follow the rules and norms of behavior but does not require good behavior from others, performs public instruction willingly; not always involved in the public life of the Institute; tries to fulfill the requirements of the team.	Allows deviations in the rule of law, needs additional adult supervision, comrades; not eager to perform errands, but only when subject to the control of the teachers and fellow students.

It presents the indicators and signs of different levels of education of citizenship, which serves as specific "keys" for identification. This diagnostic program allows you to see the essence of the phenomenon under study, to understand the motives of behavior of students through their relation to society, the state, labor and yourself. Although this program does not account for all personality traits, but the teacher can recognize the formation of citizenship from every student.

Conclusions. The main indicator of the development of civilization is the transition from low to middle and from middle to high level.

In this article we consider one of the methods of work with students – a survey conducted among Russian and foreign students of KFU Naberezhnye Chelny I to identify levels of civil education.

The questionnaire for students.

Purpose: to determine the level of development of students civil education

Questions:

1. What is your nationality?
2. What concept do you prefer, thinking about Home, about the state?
 - a) the whole of our planet;
 - b) Europe;
 - c) Russia;
 - d) Tatar Republic
 - e) town;
 - f) house, street.
3. How do you understand the following concepts:
 - a) civic consciousness;

- b) civil debt;
 - c) civil liability;
 - d) citizenship.
4. What do you do for the development of their citizenship?
- a) nothing;
 - b) actively monitor political and social developments in the country through the media;
 - c) participate in social work of the University;
 - d) participate in the election campaign;
 - e) participate in the work of public organizations;
5. What do you think, whether there is civil passivity of youth?
- a) Yes;
 - b) no;
 - c) difficult to answer.
 - d) If so, justify why.
6. What, in your opinion, affects the formation of citizenship and feelings of young people?
- a) media;
 - b) community organizations;
 - c) city management;
 - d) family;
 - e) educational establishments
7. Do you know your civil rights?
- a) good;
 - b) not very good;
 - c) partially;
 - d) don't know
8. What is the document which sets out the basic rights of the citizen?

In the course of diagnostics it turned out that of 25 people, 23 gave an incomplete response, 2 people answered the questionnaire correctly. This is 8%. Answering the sixth question: "what influences the formation of civic position of young people", the Russian students have called the media and the family, that is 64%, educational establishments - 26% , community organizations - 7%, city officials – 3%. Foreign students from 25 people said only seven of the 15 people (60%), family and media – 6 (24%), 3 –family and educational institutions (12%), 1 person –a family and community-based organizations (4%).

To the question 5 "is there a civil passivity of youth?" 13 Russian students answered "Yes" (52%) of them justified the answer is 7 students.

Rationale:

- a. young people do not show initiative;
- b. in this issue young people do not see the benefit;
- c. few interesting social life, the political life of the country;
- d. too lazy to do anything.

10 students were undecided on this question (40%). 2 students answered "no" (8%). Foreign students:7 persons answered "Yes"(28%), 15 participants were undecided (60%), 3 people answered "no" (12%). No one has written Justification.

Answering the question 4 "What do you do for the development of their citizenship?", the Russian students named: actively monitor political and social developments in the country through the media 16 people (64%), participate in the election campaign -3 people (12%), participate in social work of the University – 2 (8%), do nothing 3 (12%), 1 student ignored the question (4%). Foreign students answered that actively monitor political and social developments in the country through the media – 48%(12 people), do not do this for 7 people (28%), participate in the public life of the University 24% (6 people).

The results of the survey we reflected in the following table, where the rates of 50% and above –high level; 30% and above – middle; up to 30% -low level.

Questions	levels	Russian students	Foreign students
1. Who is the citizen of the Russian Federation?	high		
	middle		
	low	8%	2,5%
2. What affects the formation of citizenship	high		
	middle	26%	24%
	low		
3. Whether there is civil passivity of youth?	high	52%	
	middle		28%
	low		
4. Do you know your	high		

rights	middle	36%	40%
	low		
5. What are you doing for the development of citizenship?	high	64%	
	middle		48%
	low		

Taking into account the performance on all issues, we found the average rate of formation of citizenship. Thus, the level of formation of Russian students is 37,2%, it's average. The level of formation of foreign students, 26.1 percent, it is low.

In the result the survey revealed that students have some idea of civic duties, citizenship. But knowing how the civil position is formed is superficial. Basically, a means of forming of civic consciousness of students is called the mass media. The formation of citizenship as an integrative quality, encompassing the inner freedom and the respect for civil authority, love of country and desire for peace, self-esteem and discipline, a manifestation of patriotism and culture of international communication is poorly developed.

Acknowledgements. The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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THE FORMATION OF CIVIC IDENTITY IN THE PROCESS OF MULTICULTURAL EDUCATION OF CHILDREN OF PRIMARY SCHOOL AGE

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Abstract. The article is devoted to the study of the formation of civic identity fundamentals in the process of multicultural education of children of primary school age. The article contains the results of sociological survey. The methodology, used in this study, made it possible to identify the ability of the model of multicultural education to form a civic identity in the schoolchildren. The system of education is one of the main institutions of social reproduction and national security; one of the most effective instruments for the cultural and political integration of