

## Pedagogical Management of Civil Education of Research Universities Students

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### ABSTRACT

The relevance of the study is reasoned by the contradictory interaction of Western and Eastern civilizations and the need of society in preparing of professionals who are not only competitive in the labor market, but also aware of the responsibility for the implementation of civil rights and duties and are able to fulfill their civic duty. The purpose of the article is to identify the characteristics of the pedagogical management of civil education of research universities' students. The leading method is the method of action research, allowing to obtain new knowledge about the pedagogical management of process of civil education of students, aimed at formation of sustainable civil qualities and characterizing their speakers as entities of legal, moral, political, social and economic relations in state-public education. The article reveals the essence and function (cognitive, ethical humanist, cognitive) of students' civic education; clarifies the contents of civic education; determines the pedagogical conditions of students' civil education (the formation of civic consciousness, the development of civic initiative and civic responsibility and participation in civic activities). Article Submissions may be useful for teachers of research universities; for centers of personnel training and retraining in the selection and structuring of the content of professional development of the research universities' teaching staff.

**Keywords:** Research Universities, Functions of Civic Education, Civic Consciousness, Pedagogical Management.

**JEL Classifications:** I21, I23, Z13

### 1. INTRODUCTION

#### 1.1. The Relevance of the Study

In conditions of the contradictory interaction of Western and Eastern civilizations, the society needs from research universities professionals' training of those who is not only competitive in the labor market, but also is aware of civil responsibility for the implementation of rights and duties and capable to perform their civic duty (Ivanenko et al., 2015; Lunev et al., 2015). Formation of civil responsibility and civic duty lead to the determination of essence of the students' civic education in research universities. It is established that civic responsibility and civic duty as a

set of civic qualities represent the civil education - one of the major personality characteristics that have a specific historical content (Islamov et al., 2015; Pugacheva and Frolov, 2008; Kharisova et al., 2015). Civic education integrates individually and socially important qualities that characterize a person as an entity of public relations, and forms civic consciousness, which reflects the identification of individuals with civil society and the state (Pugacheva and Frolov, 2008a). Research universities are positioned as regional centers of education, science and culture (Terentyeva et al., 2015; Ibragimov et al., 2015). Research universities graduates' civic consciousness ensures sustainable development of civil society and socio-economic stability

of the region (Shaidullina et al., 2015; Lunev et al., 2013; Yepaneshnikov, 2003). The purpose of the article is to identify the characteristics of pedagogical management of civil education of research universities' students.

## 1.2. The Essence of Civil Liability

It is established that civil liability is a conscious act when the person acts as an entity, which is able to have an active influence on surrounding reality. Civil liability is manifested in the ability of the individual in various situations to independently take the correct, from the point of view of social rules and moral norms, decisions and be responsible to society for the consequences of their actions. The civil liability is a mechanism regulating the execution of individual rights and responsibilities enshrined in the laws. It is the link between responsibilities and civic duty, as it is the responsibility expresses the degree of understanding by the citizen of his duty to society.

## 1.3. The Essence of Civic Duty

It is found that civic duty is a set of legal and moral duties of an individual before the state. The concept of civic duty does not reflect isolated acts and actions, but expresses social behavior of the person as a whole. The duty may allocate two components: Objective and subjective. The objective component includes the demands of society to the individual, expressed in the form of moral norms enshrined in the mentality. The subjective component involves human awareness of public needs and their fulfillment.

## 1.4. The Essence of Civic Consciousness

It is found that civic consciousness is a holistic integral quality of the person, reflecting the awareness of rights and duties, duty and civic responsibility to the community and is manifested in activities aimed at the implementation of beliefs. The main components of civic consciousness is moral and legal culture, expressed in self-esteem, inner freedom of the individual, discipline, respect and trust to other citizens and the government power, a harmonious combination of patriotic, national and international sense.

## 1.5. The Essence of Pedagogical Management

Pedagogical management is the process of educational situation's and processes' transition from one state to another, which corresponds to the goal.

## 2. MATERIALS AND METHODS

### 2.1. Methods of the Study

During research the following methods were used: Analysis of regulatory documents, compilation of teaching experience, content analysis, foresight, systematization and generalization of facts and concepts, action research method, the method of expert evaluations, observation, questioning, pedagogical experiment.

### 2.2. The Experimental Base of the Study

Experimental work was carried out on the basis of Kazan Federal University. 428 teachers, 710 students participated in the experimental work.

## 2.3. Stages of the Study

The study was conducted in three stages:

- The first stage contains the analysis of modern state of the studied problem in the pedagogical theory and practice; development of the program of research methodology;
- The second stage reveals the essence and functions of students' civil education; clarifies the contents of civic education; determines pedagogical conditions of students' civil education;
- The third stage carries out the systematization, interpretation and synthesis of the research results; refines theoretical conclusions; performs processing and registration of the results of the study.

## 3. RESULTS

The main results of this study are: The essence and functions (cognitive, ethical humanist, connotative) of students' civic education; the content of civic education; pedagogical conditions of students' civil education (the formation of civil consciousness; the development of civil initiative and civil responsibility; participation in civic activities).

### 3.1. The Essence of Students' Civic Education

It is established that the essence of civic education reflects the purposeful process of formation of sustainable civil qualities characterizing their owners as entities of legal, moral, political, social and economic relations in public education. The combination of civic qualities (civic duty, civic responsibility, civic conscience, civic activity, respect and acceptance of civic rights and responsibilities, civic consciousness) is a civic education, as one of the main personality characteristics that have a specific historical content.

### 3.2. Functions of Students' Civic Education

It is found that civic education has the following main functions: Cognitive, aimed at the formation of civic consciousness and development of value orientations; ethical humanist, reflecting from the standpoint of humanism in the educational content, the experience of civil activities of the mankind; the connotative, oriented on the perception and awareness of the importance of civil initiative and civil activities, cultural and civil self-identification, the realization of civil rights, freedoms and responsibilities.

### 3.3. The Content of Students' Civic Education

It is found that the content of students' civic education can be divided in three components: Cognitive, motivational and practical.

#### 3.3.1. The cognitive component of students' civic education

The cognitive component of civic education is interconnected with the civil conscience of the individual. The cognitive component includes:

1. Knowledge about the nature, the laws of development of civil society; basic conditions that ensure its operation, the stages of its development; civic ideals; the essence and principles of organization of Legal state;

2. Intellectual skills (collecting and studying of information from different sources; independent analysis of events, facts; reasoning of views and beliefs);
3. Awareness of the social and personal significance of the existing ethical and legal standards;
4. Flexibility of thinking, manifested in abilities to see the problem from different angles, find non-traditional solutions, to respond rapidly to changes, to perceive new things;
5. Assessing judgments, reflecting the ability to self-assess one's own capabilities, position among other people; the representations of the individuals about their own properties and qualities and place in society.

### *3.3.2. The motivational component of students' civic education*

The motivational component of civic education is interrelated with the civil conscience of the individual and his or her ability to respect civil rights and duties. The motivational component includes the value orientations, attitudes, abilities, habits, interests, orientation of the personality and is manifested in the implementation and regulation of practical civic activities. The motivational component describes the direction of attitudes to the state in which the persons live, civil society and to themselves. This attitude is characterized by an experience - a product of the reflection of the interrelationship of the individual with the surrounding reality. Therefore, any reflection of objective reality is always emotionally painted. The motivational component of civil education allows us to consider the pedagogical management of students' civil education as the process of development of civic duty, civil liability, civil conscience, civil activity, respect of civil rights and obligations in their unity and interpenetration.

### *3.3.3. The practical component of the students' civic education*

The practical component of civic education is interconnected with civic duty, civic responsibility and civil activity of the person. The practical component is manifested in the attitude to other people and to the state in which the citizens live; activities on changing themselves; willingness and ability to influence public events. Practical component defines the actual behavior of the individuals, their ability to perform civil rights and obligations. The practical component is manifested in socially useful civilian activities, which acts as a necessary condition for mastering social experience.

## **3.4. The content of pedagogical conditions of students' civil educational process**

### *3.4.1. The formation of civil consciousness*

The direct basis of consciousness is activities. Consciousness is inseparable from activities, it occurs in the labor process, develops and enriches under the influence of socio-cultural reality. Consciousness is defined as higher, concerning only the man and connected with speech function of the brain, consisting in a generalized, assessment and purposeful reflection and constructive-creative transformation of reality, in preliminary mental construction of actions and foreseeing of their results, in reasonable regulation and self-regulation of behavior. The highest level of development of consciousness is considered to be the self-identity through which the individual perceives himself as the entity of activities, generates a representation about him in a certain image

"I." Thus, consciousness and self-consciousness are the basis of forming of activity and man's independence in his judgments and actions. Psychologically reflecting the processes of activity and independence with the help of brain, man creates consciousness, in which there are two levels: (1) Individual level, which means the human mind-building of actions and foreseeing their results, reasonable regulation and self-control of behavior; (2) public level, reasoned by the existing social relations surrounding the individual, which means cognition of their essence by the society and its assimilation by the individual. Public consciousness has several aspects, one of which is civic consciousness. In our opinion, civic consciousness is a set of legal, moral and political, socio - economic knowledge, stand points, attitudes, and strategies of civil activities aimed at the implementation of civil responsibilities and rights and freedoms realization. The man himself determines his actions and deeds and he makes decisions and chooses his own path. And he can do it because of the consciousness through which reflects and interprets his existence. Formation of civil consciousness is carried out through interviews, lectures, debates, the issue of almanacs and via similar methods, focused on the transfer and storage of information; accumulation, synthesis and reproduction of knowledge.

### *3.4.2. Development of civil initiatives and civil liability*

The process of accumulation of experience of the civil initiative and civil liability should be appropriately pedagogically organized. The most important methods of development of civil initiatives and civil liability can be the integration of the personality with social communities (groups, organizations) and students' participation in the development and implementation of socially oriented projects. For the development of civil initiatives and civil liability is not valuable the exception from the factors of negative influence and the creation of artificial environments, but is more valuable pedagogical management of the learning process of correct behavior in difficult situations, the accumulation by the personality of experience of making responsible decisions.

### *3.4.3. Participation in civic activities*

Participation in civic activities involves the students' real inclusion in a situation of civilian positions' choice: Actions, meetings, gathering of signatures, conferences, business games, trainings, excursions, etc. Kerschensteiner notes that civic education is learning of the basic life skills that will enable individuals and groups to take responsible participation in the life of a pluralistic society. In the process of civic activities, students gain experience, realize the goals of civil society, the state and compare them with personal goals. At the heart of the students' real inclusion in a situation of civic position's choice there are the so-called civil attempts. Civil attempt is a set of sequential actions related to the implementation of specially organized civic activities in the economic, political and cultural spheres, based on the selection of behavior mode in these activities. A civil attempt involves the students' self-assessment of their capabilities on the basis of consistent selection of civil activities' method in the process of various social roles' mastering. Civil attempts include, first, students' immersing in a situation of choice of the civil position through the following tasks: The realization of objective conditions of the situation; identification of alternatives; understanding of

the purpose of choice in this situation. Second, after reviewing the conditions of a situation of civil position choice students choose options. Thirdly, the civilian attempts means a reflection that includes awareness of the causes and consequences of the decision made.

### **3.5. Stages of Realization of Pedagogical Conditions of Students' Civil Education**

Realization of pedagogical conditions of students' civil education suggests the following experimental stages: Ascertaining, forming and control.

#### *3.5.1. Ascertaining stage*

Within the ascertaining stage round tables with teachers' participation were held to discuss problems of pedagogical management of process of students' civil education, and discussions with students were organized on the theme "What does the expression to take a civil position mean?" At this stage, teachers' and students' target groups were created for the implementation of pedagogical conditions of civil education, whose members with this purpose developed special curricula.

#### *3.5.2. Forming stage*

During the forming stage the effectiveness of pedagogical conditions of students' civil education was tested. Students' participation in the scientific conference "The self-Realization of young people: Problems and prospects" was organized, competition and protection of social projects on issues of civil society development, civil samples were held. The students' greatest interest belonged to civil attempts related to participation in the activities of urban public organizations, student government, activities of the "debate club." As part of the civil attempts "Through social activities for development of the profession" the students' participation in the charity action "help for children with disabilities!" was organized in order to raise funds for the acquisition of the vitamins and fruits. Student - participants of the action visited ten families, photographed disabled children, questioned parents about the needs of each child. Students prepared a stand with photos of ten children and a description of their illness. In the day of action the students set the stand in the city center near the Department store. Next to it they put a transparent drum borrowed from the organization engaged in the lottery playing conducting. Two participants rang bells, attracting attention. The main part of the organizers, seven people addressed to the passersby, handed them small booklets with information about the campaign, explained the purpose of funds' collecting. Two organizers were on duty near the drum, one - near the stand. If there were questions, the students talked about children with disabilities, their lives. The names of the donators were recorded on a large poster, placed near. In two hours, 126 inhabitants put 1457 rubles in the "piggy bank." With this money, the students bought fruits, vitamins and delivered for children.

#### *3.5.3. Control stage*

During the control stage efficiency indicators of students' civil education were defined: Tolerance, obedience, the presence of democratic ideals and the willingness to achieve socially

significant interests in accordance with legal and moral norms of civil society.

The target groups note that realization of pedagogical conditions of civil education provides civic education of students, as entities of social relations and civil institutions participating in the dialogue with state authorities and with each other.

## **4. DISCUSSIONS**

Important theoretical and practical significance for study has the works of Kerschensteiner (1915), Pugacheva and Frolov (2008), dedicated to the development of socio-pedagogical foundations of civic education.

However, the analysis of scientific works shows that the problem of pedagogical management of process of students' civil education has discussion character. The special literature does not address the issue of the functions of the students' civil education; the contents of civic education are not clarified. The problem of pedagogical conditions of students' civil education requires further solution.

## **5. CONCLUSION**

It is found that the characteristics of pedagogical management of research universities students' civic education are that it is a purposeful process of (1) activities' organization and management of formed personality of the citizen on the mastery of the socio-political, legal, economic, moral and ethical experiences of democratic relations; (2) creating of conditions for successful adaptation and integration of the student into civil society and creating his culture of civic self-determination.

Article submissions can be useful for teachers of research universities; for centers of training and retraining in the selection and structuring of professional development's content of the research universities' teaching staff.

Taking into account the obtained results of this study a number of research challenges and promising directions that require further consideration can be allocated: The establishment of the relationships between readiness to self-realization and civil self-determination of the individual; scientific and methodological support for the selection and structuring of the content of educational curricula on the theory and practice of civil society.

## **6. RECOMMENDATIONS**

It is found that the effectiveness of civic education will be raised in case of the inclusion of the educational material on the theory and practice of civil society in the educational content.

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