



Features of Pedagogical Management of Students Civil and Patriotic Qualities Forming

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ABSTRACT

The relevance of the study is conditioned by the need of the society in the training of professionals, not only competitive on the labor market, but also patriots of their homeland, aware of the civil responsibility for the implementation of rights and duties, able to perform their civic duty. The purpose of the paper is to identify the features of pedagogical management of students' civil and Patriotic qualities' formation. The leading method is the method of action research, allowing to obtain new knowledge about the pedagogical management of the process of students' civil and Patriotic qualities' formation characterizing their owners as civil society's actors who are ready to serve and protect the homeland, to take conscious and active participation in the establishment of peace, mutual understanding and confidence between peoples, to respect for human rights. The article reveals the essence of civil-Patriotic education and justifies its concrete historical content; identifies the factors (student's age, which is characterized by the pursuit to self-realization; features of humanitarian knowledge, as a component of educational content, including values, meanings, point of life), and pedagogical conditions (activation of the personal-semantic sphere of students; the revival of the ideas of the national school; ensuring of the impact of education on socialization) to manage the students' formation of civil and Patriotic qualities; proposes the idea of the organization of students' civil and Patriotic tours. The paper submissions can be useful for teachers of research universities; experts of centers for professional training and retraining of personnel in the selection and structuring of the content in the training of scientific and pedagogical staff of research universities.

Keywords: Pedagogical Management, Civil-Patriotic Education, Civil and Patriotic Qualities, Personality-semantic Sphere

JEL Classifications: A23, I23, I26

1. INTRODUCTION

1.1. The Relevance of the Study

In modern conditions the society requires from research universities training of professionals who are not only competitive in the labor market, but also are aware of civil responsibility for the implementation of rights and duties, able to perform their civic duty, ready to defend the Motherland (Zimnaya, 2004). However complex socio-economic, political and cultural-historical processes put forward a number of issues, the importance and severity of which become apparent. It is the reducing of the overall level of politeness of the youth;

weak ability to analyze objective reality, to see and understand goals, objectives, and means and ways to achieve them; the development of informal movements of negative orientation (nationalist, criminal and other); philosophical indifference, passivity, loss of ideals, pessimistic attitude to life, devaluation of moral values (Ivanova, 2003; Zaitseva, 2013; Sabirov et al., 2015). In these conditions, the pedagogical management of students' civil and Patriotic qualities' formation is considered as one of the priority directions of educational institution's activities (Pugacheva et al., 2016). The purpose of the article is to identify the features of pedagogical management of students' civil and Patriotic qualities' formation.

1.2. The Essence of Civil-Patriotic Education

It is found that the essence of civil-Patriotic education is the formation of a stable civil-Patriotic qualities (civic duty; civil liability; civil conscience; civic activity; respect and acceptance of civil rights and duties; civic consciousness; pride of the land where they were born and raised; respect for the language of native people; awareness of duty to the Motherland, defending its honor and dignity, freedom and independence; loyalty to the Motherland; being proud of social and cultural achievements of their country; the pride of their homeland, of the symbols of the state, of its people; respect for historical past of the homeland, its people, its customs and traditions; the responsibility for the fate of the Motherland and its people, its future, expressed in the desire to devote their labor, abilities to the strengthening of the power and prosperity of the Motherland), describing their owners as civil society's actors who are ready to serve the homeland and protect it, conscious and active participation in the establishment of peace, mutual understanding and confidence between peoples, respect for human rights (Kondrashin, 2002).

1.3. The Essence of Pedagogical Management

Pedagogical management is the process of translating of the educational situation, processes from one state into another one, consistent with the stated goal (Gukalenko and Danyluk, 2005).

Currently civil and Patriotic education is inextricably linked to the prospects of development of Russian society, of building of a democratic state based on universal values, in which a person is endowed with not only a set of responsibilities, but also freedoms and rights. It actualizes the problem of pedagogical management of formation of students' civil and Patriotic qualities.

2. MATERIALS AND METHODS

2.1. Methods of the Study

During research the following methods were used: Analysis of normative documents, generalization of teaching practices, content analysis, foresight, systematization and generalization of facts and concepts, action research method, experts' evaluation method, observation, questionnaire survey, pedagogical experiment.

2.2. Experimental Base of the Study

Experimental work was carried out on the basis of Chuvash State Pedagogical University named after I. Y. Yakovlev, Mari State University and Kazan State Power Engineering University. In the experimental work participated 328 teachers and 510 students.

2.3. Stages of the Study

The study was conducted in three stages:

- In the first stage current state of the studied problem in the pedagogical theory and practice was analyzed; the research program was developed;
- In the second stage the essence of civil-Patriotic education was revealed and its concrete historical content was justified; the factors and pedagogical conditions of management of students' civil and Patriotic qualities' formation were identified;

- In the third stage the systematization, interpretation and synthesis of the research results were carried out; theoretical conclusions were refined; the processed and obtained results were presented.

3. RESULTS

The main results of this study are: The factors (student's age, which is characterized by the pursuit of self-realization; features of humanitarian knowledge, as a component of educational content, including values, meanings, point of life) and pedagogical conditions (activation of the personal-semantic sphere of personality; a revival of ideas of the national school; ensuring of the impact of education on the socialization) of management of students' civil and Patriotic qualities' formation.

3.1. The Factors of Management of Students' Civil and Patriotic Qualities Formation

It is established that the factors are the circumstances that contribute to the efficiency of pedagogical management of students' civil and Patriotic qualities formation. The combination of factors may be submitted by: Student age, which is characterized by the pursuit of self-realization; features of humanitarian knowledge, as a component of educational content, including values, meanings and life point.

It is found that the formation of civil and Patriotic qualities is carried out at all stages of personality's development, but the student's age is of particular importance. This is because the student age is an important period of social transition, which is characterized by intensive development of the personality, worldview, the legal recognition of civil independence of students, awareness of civil rights and obligations, the definition of life goals. In student age there is a desire to understand the problems of public life, their rights and responsibilities, to define their place in social relationships, to form their own ideas about themselves. The need to be a person is one of the most important problems of student age. It occurs in the period when the personal as a system quality of the individual begins to act in the kind of specific social values, a kind of model for development and implementation of individual activities of people. All this allows considering of the student age as a factor of management of civil and Patriotic qualities' formation.

Knowledge is a core component in the content of the training; objective information about various objects of reality, consciously perceived and recorded in memory, learned to the level of awareness of external and internal communications, readiness of creative use. Knowledge, being the main component of the educational content, performs three functions - ontological, forming a general idea about the objects of reality; indicative, guiding activities, and motivational, informing about the value and significance of objects, causing emotional attitude towards them. Characteristics of knowledge's quality can be: Consistency; continuity; inclusiveness; responsiveness; flexibility; integrity. Increasing currently the flow of information explains the increasing significance of the compact layout of the knowledge in the textbook. Humanities, considered as some integrity, are

not fundamentally can be represented as logical or hierarchical structure because its theoretical components were selected from a number of areas. Exactly they (and only they) can be used to give a generalized theoretical description of the important objects of human knowledge. The specificity of humanitarian knowledge consists in the fact that it includes values, meanings, life points, inter-subjective and auto-communication relations, determined by touch, topo-gnostic and other levels of consciousness; in a more general form it is a holistic continuum of subjective reality that constitutes the domain and the internal wealth of the individual. Epistemological analysis of humanitarian knowledge shows that the cognition in the field of humanitarian appeals not to natural essence of things but their meaning. The latter defines a number of features of the conceptual representation of the object of humanitarian knowledge in the form of its object. In student age the nature of mental activities is changed, it has a relatively high level of generality and abstraction, the desire for independent cognition of the outside world. Students deepen their interest in issues of social order and a desire to penetrate the causal relationships of social phenomena is increasingly manifested. Observations show that students have an increased tendency to self-analysis, critical attitude towards themselves and the world around them. Their cognition is analytic one and is characterized by the ability to allocate the main thing, the breadth of interests, increasing of systematic thinking, accumulating of life experiences, acquiring of the ability to reflect. This is contributed by the Humanities, the source of which is in such disciplines as history, political science, sociology, cultural studies, etc. In the process of teaching students not only acquire knowledge but also develop their attitude to public knowledge, identify the significance of cognitive activity for the development of the individual and humanity as a whole. The need in knowledge which is significant for life success is one of the manifested characteristic traits of students. Learners tend to penetrate into the essence of the subject, its relationship to life and is this contributed by the development of their own point of view, independence in thinking, defending their position. Their civil-Patriotic qualities are formed and the desire to express their identity and individuality appear.

3.2. Pedagogical Conditions of Management of Students' Civil and Patriotic Qualities Formation

Pedagogical conditions are commitments, which activate the available factors to achieve the stated goal. In the totality of pedagogical conditions of management students' civil and Patriotic qualities' formation are included: The intensification of the personality-semantic sphere of the student; the revival of the ideas of the national school; ensuring of the impact of education on the socialization.

Activation of the personal-semantic sphere of student provides for the establishment of special situations for its fulfillment. The creation of special situations (conferences, business games, trainings, excursions, field trips, educational-creative tasks [to characterize the object [process], collage], tests, meetings with specialists, participation in promotions) contributes to the objective experience's accumulation into the individual one, but not as coercion or the imposition of ideas, assessments, views, but as student's own discovery, voluntary choice of the individual.

Under the self-realization the choice by the personality of its social role and social positions in the system of social relations based on the understanding of their goals in life, involving the inclusion of the individual in this system of social relations is understood. Therefore, self - realization is a "choice of ways" and the process which is characterized by the person's attitude to the realities of his existence. The process of self-realization is characterized by the dialectical unity of desire for integration, inclusion in social community and the pursuit of individuality, separation from community as individual one. In the process of self-realization knowledge, abilities and skills are improved; competence is generated; personal skills are developed. The objectivity of self-realization is based on norm - conformity. The subjective component of self-realization is the substantial-genetic forms of thought.

The revival of the ideas of the national school provides for an appeal to timeless values identified by national culture. For example, in Russia these values are spirituality, as a special attention to the sphere of the absolute, the eternal; openness, as the ability to open up to external influences, to absorb foreign values, spiritually to enrich and convert them while retaining its originality and uniqueness; love of country, willingness to serve for its good and protect it in case of danger.

The processes of education and socialization occur in parallel and, at first glance, independently from each other. So the problem is to ensure the influence of education on the process of socialization. Common between these processes - they are aimed at the formation of the individual's readiness to self-realization. The difference is that socialization is a natural, ongoing process that is carried out throughout life, starting from birth, even with prenatal condition, and do not stop throughout life. And the main characteristics of the process of education are its focus, readability, fulfillment here and now by specific actors.

3.3. Stages of Realization of Pedagogical Conditions of Management of Students' Civil and Patriotic Qualities Formation

Realization of pedagogical conditions of management of students' civil and Patriotic qualities formation suggested the following experimental stages: Ascertaining, forming and control.

3.3.1. The ascertaining stage

Within the ascertaining stage round tables with teachers to discuss pedagogical problems of management of students' civil and Patriotic qualities formation were held. In the opinion of the teachers, the most important thing is to stimulate the students' desire to perform a civic duty, to bear civil liability; to create a sense of pride of "small Motherland," to develop respect for the language of native people, loyalty to Motherland and respect for historical past of the homeland, its people, its customs and traditions. In the current men are often left alone with their personal problems, and they ought to be able to make the right choices for their behavior. Education should help people to regularize the possible influences on them to develop their own attitude to these influences. People should play the role of integrator and order those effects. The role of the teacher in this case is to raise

the readiness to perceive these influences. Students must learn to have civil consciousness on the basis of free choice and adults must teach them such independence and free choice. During the survey it is found that 68.4% of students believe that their civil consciousness has been formed; 16% - have never wondered what it is; 12.8% say they do not have civil consciousness and don't want to have it; the 2.8 % find complete misunderstanding of the issue. At this stage, a program of civil and Patriotic travel tours for students was developed. The meaning of the program is that patriotism is not only in the desire to protect their homeland, but also in the knowledge of its history. During the civil-Patriotic travel tours students get acquainted with the history of the Motherland and national school, their personal-semantic sphere is activated, the effect of education on the socialization is provided.

3.3.2. *Forming stage*

On the forming stage the effectiveness of pedagogical conditions of management of civil-Patriotic qualities' formation was tested, (activation of the students' personal-semantic sphere; the revival of the ideas of the national school; ensuring of the impact of education on the socialization) through the students' involvement in civic and Patriotic tourist tours. Students under the guidance of teachers searched for information on the cultural and historical attractions of the region in information-reference systems, and developed themed itineraries. In the holiday period tour groups of students and teachers were formed that passed along the routes "St. George ribbon" (dedicated to the victory of the Soviet people in the great Patriotic war 1941-1945), "Feodor Shalyapin," "Evgeny Boratynsky," "Ivan Shishkin," "Marina Tsvetaeva" (devoted to outstanding figures of culture), "Elabuga," "city of Bilyar," "Sviyazhsk island," "city of the Bulgars" (dedicated to the ancient cities of the region). At the end of each tour students prepared electronic presentations, poster presentations, conducted public hearings.

3.3.3. *Control stage*

In the control stage the efficiency indicators of management of students' civil and Patriotic qualities formation were established: Awareness of personal responsibility for the fate of the Motherland; civil initiative; meaningful participation in Patriotic activities; commitment to the promotion of Patriotic heritage of its people; conscious participation in socially beneficial activities and socially significant actions.

The participants of the experimental work noted that the involvement of students in civic and Patriotic tours provided the development of emotional values, and a caring attitude to the "small homeland," the creation of a sense of pride for their countrymen, the responsibility for what was happening in the country and the feeling of belonging to it, and most importantly contributed to the formation of civil consciousness and Patriotic values.

4. DISCUSSIONS

The works of Kerschensteiner (1915), Pugacheva et al. (2016), Woolf (1990), Gayazov (1995), devoted to the development of socio-pedagogical foundations of civil and Patriotic education are of important theoretical and practical significance for the study.

The works by Gukalenko and Danyluk (2005), Zimnaya (2004) which developed a socio-pedagogical foundations of pedagogical management of education are of important theoretical and practical significance for the study. The essential characteristic of mechanisms of behavioral self-regulation is given in the work of Covrov (2006). The content of patriotism is revealed in studies by Kondrashin (2002), Ivanova (2003). The role of the Humanities in personal development is defined in works of Walke (1996). However, the analysis of scientific works shows that the problem of pedagogical management of students' civil and Patriotic qualities formation has discussion nature. In special literature the question about the factors and pedagogical conditions of management of students' civil and Patriotic qualities formation has not been solved. The idea of civil-Patriotic tours for students requires its solving.

5. CONCLUSION AND RECOMMENDATIONS

It is found that features of pedagogical management of students' civil and Patriotic qualities formation are conditioned by: (1) Specific historical content of the civil-Patriotic education; (2) a combination of factors (student's age, which is characterized by the pursuit of self-realization; features of humanitarian knowledge, as a component of educational content, including values, meanings, life points), and pedagogical conditions (activation of the personal-semantic sphere of students; the revival of the ideas of the national school; ensuring of the impact of education on the socialization).

Features of pedagogical management of students' civil and Patriotic qualities formation are incompleteness and the ability to interchange with the environment. Incompleteness provides the dynamics of the pedagogical management of students' civil and Patriotic qualities formation, a constant striving for improvement, the presence of situational changing perspective lines, quick, mobile responses to changes of conditions of individual and social development. The ability to intensive exchange with the environment ensures, on the one hand, the use of external resources: Information, human, material and technical, on the other, the enrichment of the environment due to the formation of civil and Patriotic qualities of students.

The paper submissions can be useful for teachers of research universities; experts of centers for professional training and retraining of personnel in the selection and structuring of the content for the training of scientific and pedagogical staff of research universities.

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 interrelations between the training and the formation of civil and Patriotic qualities of students; development of algorithm of civil-Patriotic tours' projecting and implementation for students; a managerial mechanism's creating to select and structure the content of educational curricula in Humanities.

It is found that the efficiency of pedagogical management of students' civil and Patriotic qualities formation will be increased in case of the inclusion of teaching material on the theory and

practice of civil society and history of the country in the content of vocational training.

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