

Civil Liability Bases of Students of Psychological and Pedagogical Direction

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Abstract

The relevance of the issue of civil liability of students enrolled in the psycho-pedagogical direction is based on the transformations taking place in the spiritual sphere of Russian society nowadays. These transformations require competent and active citizens, as the strengthening of the foundations of the state and public life mostly depends on the university students' participation in political life and on the political and legal culture of the future teachers. The article focuses on the reflection of the problems of civil liability of future teachers, as today the purpose of educational work with university students should be the formation of a citizen of a free democratic state, who is given all the rights and endowed with duties, allowing him to develop freely in the space of civil society. The leading methods used in the investigation of the issue of civil liability of students of psychological and pedagogical direction are theoretical and empirical. The study results suggest a confirmation of our hypotheses on the issue of civil liability of students of psychological and pedagogical direction, providing that all the selected pedagogical conditions are met, the students are able to deepen and expand their knowledge of civilian nature. The article may be useful for lecturers, teachers and students studying in the psychological and pedagogical direction for efficient practical work on civic and patriotic education.

Key words: Patriotism, Civil liability, Civic education, Modern society, Projection

INTRODUCTION

The Topicality of the Problem

Improvement of all these directions aimed to form civil responsibility of students in the pedagogical direction today is one of the central problems of teachers' vocational training; its solution is connected with the content of education, organization of educational process in a higher education institution and application of active training methods focused on intellectual, social and moral development of the personality.

Explore Importance of the Problem

Problem of future teachers' civil responsibility development, being the most urgent problem of today, is considered by many Russian teachers and scientists.

Classics of Russian pedagogics N.K. Krupskaya [1], A.S. Makarenko [2] paid attention to the formation of an integral personality, a citizen. In works of O.I. Volzhina's [3] and G.T. Sukolenova [4] the process of historical formation of civil education system is studied. Ideas of human's civil mission, training of the person-citizen as an active public figure were stated in many articles written by A.U. Tikhonova [5]. Philosophical and social aspects of civil education are revealed in works of E.Y. Zakirova+et al [6], S.I. Gessen [7]. Ways of civil consciousness education in the context of social activation and humanization are considered by V.M. Obukhov [8], T.V. Beskova [9] regards social and pedagogical conditions of civil consciousness education as an integrative quality of the personality. S.V. Shiro [10] investigates features of younger generation's civil education in the course of education and on materials of humanitarian disciplines. Problems of students' civil consciousness formation are studied in works of A.N. Karasyova [11], V.L. Popko [12]. At the end of XX - the beginning of the XXI centuries interest in issues of civil education increased, a large number of works devoted to formation of these or those learners' civil qualities appeared. Education of civic consciousness was researched in Butler, Lewis & Sunderland's works (Tonga & Aksoy, 2014). Issues of civil activity formation were

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considered (Cassidy, 2004). A number of researches studied experience of civic consciousness education in the history of Soviet school (Khuziakhmetov, Aminov & Yesnazarova, 2016; Gabdulchakov, Galimova & Yashina, 2016).

Thus, awareness of civil responsibility by students of pedagogical higher education institutions as the most important pedagogical problem of today makes the matter of great importance. Despite a wide representation of various aspects of future teachers' training for professional activity and sufficient development of the issue of civic consciousness in psychology and pedagogical literature, at present there are no pedagogical researches devoted to formation of civil responsibility in students of pedagogical higher education institutions and its influence on the efficiency of the follow-up professional activity (Dyngeson, Gross & Berson, 2003). At the same time modern requirements to the process of teachers' vocational training assume the search of conditions aimed to effectively form civil responsibility in students trained at higher pedagogical institutions and adequate to changes occurring in the country (Gabdulchakov, 2016).

Features of Formation of Values of Education

Basic theoretical provisions and conclusions of the research can be used in the system of retraining and advanced professional training on problems of younger generation's civil education of employees of preschool educational organizations, comprehensive schools and colleges, and pedagogical higher professional educational institutions.

MATERIALS AND METHODS

Objectives of the Study

The following problems were solved in the course of the research:

- to determine the essence of the definition "a civil responsibility of students of the pedagogical direction" on the basis of the analysis of philosophical and psychology-pedagogical literature;
- to specify, prove and experimentally verify pedagogical conditions aimed to form civil responsibility of students of pedagogical direction.

Base of Research

The Institute of Psychology and Education and The Institute of Mechanics and Mathematics named after N.I. Lobachevsky of Kazan Federal University made the base of the research.

RESULTS

In the course of experimental work we sought to raise the level of civil responsibility development in students of

pedagogical direction by introduction conditions aimed to form civil values and qualities in students.

Experimental work within which pedagogical conditions of efficiency of civil responsibility formation in students were tested was carried out in three steps.

The first stage – **stating**: the degree of civil responsibility development in students of pedagogical direction was determined.

The second stage – **forming**: pursued the goal to reveal efficiency of proposed pedagogical conditions. At this stage conditions revealed during analysis and aimed to form civil responsibility in students were introduced into training and education process.

The third stage – **final**. At this stage the achieved level of civil responsibility development in students of pedagogical direction was defined in the course of the experiment; comparative analysis of data obtained at various stages of diagnostics was performed.

At the stating stage, control and experimental groups were determined. 7 groups of first- and second-year students of the Institute of Psychology and Education and Institute of Mathematics and Mechanics named after N.I. Lobachevsky took part in the experiment. The total number of testees made 127 people (exp. – 61 students, contr. – 66 students). During the stating stage of work primary information was gathered; the set of diagnostic techniques including questionnaire, test and map of civil responsibility formation was worked out.

Questionnaire was used to study primary data of civil responsibility in students of pedagogical direction. Research showed: both in experimental and control groups young people have approximately identical low civil responsibility.

"The map of introspection" by A.I. Kochetov was modified to research civil responsibility formation. The obtained "Map of developed civil responsibility" was supposed to specify readiness for various types of political, legal and public work, for social interaction, for realization of individual and public rights and duties, for cooperation and work in public organizations. This indicator was investigated through students' selection of a social role in the general system of social relations. Thereof circumstances there are such sections on the map as: **legal component**: law-abiding citizen, consumer; **political component**: voter; **public component**: participant of public organizations, volunteer.

The following options of answers were formulated for each part: "absolutely sure", "doubt", "not sure at all".

The following results were received after students filled the map of civil responsibility formation (see Table 1).

Thus, analysis of the map of students' civil responsibility formation reveals the necessity of additional educational work at lessons and in after-school time.

Besides the map of students' civil responsibility formation we developed and used the test to study the level of civil responsibility development in students of pedagogical direction; then obtained data were generalized.

The testing technique assumed identification of high, average and low levels of civil responsibility development. The level of civil responsibility development is understood as the degree of its main components development: they are presented by qualities, values, abilities, etc.

A high level of civil responsibility is displayed in steady positive experience of civil behavior, self-organization and self-control along with an active civil position.

The *average level* of civil responsibility as a personality moral quality is characterized by steady positive behavior and ability to self-control.

A low level of civil responsibility is characterized by weak manifestation of positive experience, civil behavior is unstable.

Following testing results in the experimental group, it was revealed that 20 students had a low level of civil responsibility development, 29 – average, 12 – high. In the control group there are approximately identical results.

So, 19 students have a low level of civil responsibility development, 27 – average, 20 – high.

Thus, at the stating stage of experimental work we found out that the level of civil responsibility development in students of pedagogical higher education institutions is approximately at the identical level both in experimental and control groups.

Within **the forming stage**, conditions aimed to form civil responsibility were introduced into higher school training and education process of the experimental groups: pedagogical support of civil qualities developed in students during training and educational work; realization of social project technology at training sessions to form civil responsibility in students of the pedagogical direction.

Pedagogical support of forming civil qualities in students of pedagogical direction was carried out in three stages. During the first stage of pedagogical support teachers entered a zone of students' vitagenic experience therefore, special emphasis was laid on creation of a valuable and meaning atmosphere at training sessions focusing training and education process on civil qualities of the personality, understanding of civil values.

At the second stage of pedagogical support teachers modeled situations significant for students and promoting strengthening of their experience of civil behavior.

The third stage of pedagogical support assumed gradual transfer to students the responsibility for civil behavior in reality.

Table 1: Results of students' primary diagnostics according to the map of civil responsibility formation

Questions	Answers					
	Absolutely sure (%)		Doubt (%)		Not sure at all (%)	
	exp.	contr.	exp.	contr.	exp.	contr.
I am ready not to violate rights and freedoms of other people	72,1	56,1	27,9	39,4	0	4,5
I am ready to realize my actions according to norms of law accepted in society	58,7	59,2	33,3	28,8	8	12
I am ready to observe laws	9,8	13,6	3,3	12,2	86,9	74,2
I am ready for consumer's rights realization	8,2	10,6	4,9	19,7	86,9	69,7
I am ready for consumer's rights protection in legal ways	47,6	59,1	24,5	16,7	27,9	24,2
I am ready for participation in elections	100	90,9	0	4,55	0	4,55
I am ready to consider another opinion	60,7	78,8	19,65	21,2	19,65	0
I am ready to listen and estimate another person's position	42,6	39,4	9,9	16,7	47,5	43,9
I am ready to evaluate events that take place in the country	13,1	16,7	4,9	16,7	82	66,6
I am ready to realize a passive electoral right	34,4	71,2	60,7	25,8	4,9	3
I am ready to participate in public organizations	3,2	6,1	9,9	13,6	86,9	80,3
I am ready to carry out a public assignment in educational institution	9,9	4,5	19,65	19,7	70,45	75,8
I am ready to volunteer	6,5	6,1	68,9	50	24,6	43,9
I am ready to take responsibility	47,6	59,1	44,3	34,8	8,1	6,1
I am ready to be patient to other opinions	22,8	18,2	23	24,2	54,2	57,6

Thus, pedagogical support of students' civil qualities, being a unique mechanism of delicate help to students, is realized through interested observation, consultation, stimulation of students' maximum independence.

Social projecting is the most effective pedagogical technology to form civil responsibility; it was implemented both at training sessions and in extracurricular activities.

During **the control stage** final work to compare obtained primary data, test and the map was carried out. Analysis of pedagogical experiment results showed high productivity of the program of effective civil responsibility formation in students of the pedagogical direction by means of optimum introduction of pedagogical conditions that include: implementation of pedagogical support to form civil qualities in students during training and education work; realization of technology of social projecting aimed to form civil responsibility in students of the pedagogical direction. The table shows (Table 2) indicators of the level of students' civil responsibility development in the control group were almost without changes, in the experimental group the effect of increased studied quality is available.

Analysis of the map of students' civil responsibility development gave the chance to single out obstacles which slowed down the process of trainees' awareness of vital problems. Due to introduction of pedagogical support aimed to form higher school pedagogical students' civil responsibility into humanitarian training and educational process the increased level of civil responsibility formation in students of pedagogical education was revealed.

Students' civil responsibility including knowledge, valuable and personal components represents a complex system. The map of formation level consisting of fifteen questions visually proves it (see Fig. 1).

Thus, the conclusion follows from the generalized data of research: proposed pedagogical terms of effective formation of a civil responsibility in students of pedagogical education confirmed the hypothesis made at the beginning of work.

DISCUSSIONS

Having tracked the development of ideas of civil responsibility formation in the history of pedagogy and at the present stage, it is possible to draw a conclusion that at each historical stage the problem of civil responsibility formation was actual; the system had its goals, means, methods and forms which were suggested by political, economic, social and cultural conditions in society.

In modern conditions when cultural and material values have been displaced, the system of civil education undergoes changes; in this regard it makes sense to consider, first of all, the essence of civil responsibility of students – future teachers (Kuzmin, 2015).

CONCLUSION

This research was conducted with the purpose of theoretical justification and experimental verification of efficiency of pedagogical conditions aimed to form civil responsibility in students trained in the direction 44.03.05 Pedagogical education (with two profiles of training).

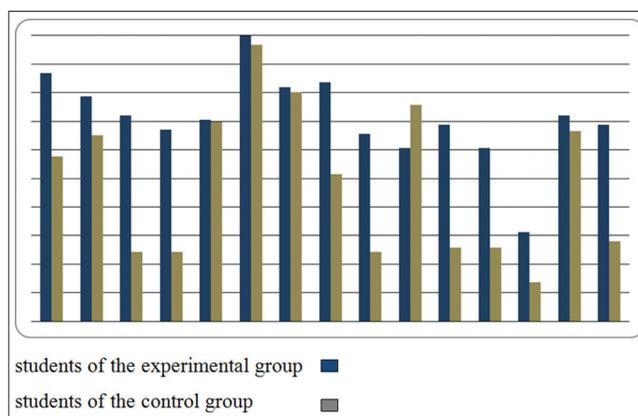


Figure 1: Cumulative diagram of data on civil responsibility formation in students of pedagogical education (total diagnostics)

Table 2: Test results of studying the level of civil responsibility development in students of the pedagogical direction

Levels of civil responsibility development	Stating stage		Forming stage		Control stage	
	Experimental group	Control group	Experimental group	Control group	Experimental group	Control group
High	12	20	19	21	34	23
Average	29	27	26	23	21	22
Low	20	19	16	22	6	21

RECOMMENDATIONS

This article is addressed to higher school students and teachers to develop specialized courses for studies, and institutes of advanced training and retraining of educators.

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