

Training and Methodological Support to the Process of Future Teachers' Readiness Formation to Implement the Younger Generation Civic Education

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Abstract

The relevance of this problem study is due to the fact that main disadvantage of many manuals and textbooks in teachers training high schools is the lack of definition and solution of civic education problems, as well as undeveloped effective, methodologically competent, comprehensive system of civil education of the younger generation. In this regard, this article is aimed at the development of training and methodological support to the process of future teachers' readiness formation for the younger generation civil education implementation. A leading approach to this problem study is a systematic approach aimed at interdependence and interdependence ensuring in the development of civil meaningful personal and professional qualities of students. The article presents the structure and content of training and methodological support to the process of future teachers' readiness formation to implement the students' civic education, consisting of a comprehensive curriculum, of special course "Civic education of the younger generation" and diagnostic tools to assess the levels of future teachers' readiness formation for the younger generation civil education implementation. The article can be used in the system of retraining and advanced training of teachers and in education process of teachers training high schools and pedagogical colleges.

Keywords: civic education, training and methodological support, training curriculum, special course, the younger generation

1. Introduction

In modern conditions to build a new democratic civil society, our country needs a knowledgeable and competent people who are able to host their own decisions and able to take responsibility for their actions. All this requires new pedagogical forms and methods to provide effective education of citizens who are considered to be law-abiding, moral, respecting the traditions of their own and other peoples, able to participate actively in socio-economic life of the society (Fakhrutdinova, 2001; Kuznetsova, 2006; Pronina, 2011; Telegina, Galimova & Masalimova, 2015).

The system of civic education has deep historical roots and its purpose and content depend on political, economic and social conditions in society. In accordance with the changes in the content of civic education the specificity of teachers' training for the younger generation civil education implementation is changed (Kuzmina & Sechenevich, 2001; Evlapova, 2011).

The structure and content of civic education at the present stage is an entire set that includes the formation of a civil feelings, civic consciousness, social qualities and behavior; the result of civic education is civic culture (Salikhova, 2001; Gayazov, 2011). In this regard, future teachers' readiness formation to implement the students' civic

education at the present stage requires a systematic approach to execution, providing a student-centered, humanistic orientation of the educational process in higher education.

2. Materials and Methods

2.2 Methods of Research

During the research we used the following methods: scientific-theoretical analysis of philosophical, legal, sociological, historical, psychological-pedagogical and scientific-methodical literature on this problem; analysis of documentation and practical activities of teacher training institutions, individual interviews, questionnaires, followed by processing data; pedagogical observation, pedagogical experiment.

2.2 Stages of the Research

The study was carried out in three stages:

During the first stage the theory and practice of civic education in the history and pedagogy at present time was studied; the theoretical analysis of philosophical, psychological-pedagogical and scientific-methodical literature on the research problem as well as thesis works that are close to the studied problem was carried out, the main goals and specific objectives of the study were formulated.

During the second stage a training curriculum on future teachers' readiness formation to implement the students' civic education was developed, ascertaining experiment was conducted, which included: survey of students, individual interviews with teachers, analysis of educational-methodical documentation of teachers' training institute, a curriculum of a special course for students of higher pedagogical educational institutions was developed.

The third stage involved the implementation of a training curriculum on future teachers' readiness formation to implement the students' civic education and the analysis of the results was carried out.

3. Results

3.1 Additional Activities Aimed at Future Teachers' Readiness Formation to Implement the Students' Civic Education

Analysis of academic disciplines' operating plans at the ascertaining stage, revealed the possibility of their use for the formation of all types of readiness. In the course of studying such disciplines as political science, cultural studies, law, psychology, sociology, etc. students understand the major philosophical concepts, gain knowledge of General laws and principles of the philosophical doctrine of the identity; knowledge of General scientific and special scientific methods of cognition; in parallel with it, the process of future teachers' formation of methodological culture takes place. The methodological knowledge obtained creates the Foundation for conscious mastering of the subject theoretical knowledge required for the formation of the studied readiness (Romanovskaya, 2010; Shiro, 2000). So, first of all, in our system developed we included the saturation of theoretical courses, psycho-pedagogical and social Sciences with the basics of civic education on the one hand and the methodology of civic education of children, particularly preschool on the hand.

In the course "Political Science" a debate on the topic of "Civic engagement of students today" was held; in the course "Cultural studies" – a lecture on "Civic culture – as part of the common culture" was given; in "Jurisprudence" – lecture on "the concept of "citizen", "active citizenship" were discussed, and in practical classes the tasks in which students learn to defend their rights were solved. At the subject of "Psychology" in addition to the topic "Personality, individual, individuality" a lecture on the theme "Identity, individual, individuality, citizen" was read, which portrayed the relationship and interdependence of the social nature of these concepts, the features of civic awareness and citizenship were examined. In the discipline course of "Sociology" lectures on the theme "the individual and the citizen as socially important concepts" and "Civil society as a set of social interactions and relationships" were given. At the subject "Fundamentals of pedagogical skills" a lecture on "Citizenship as an important feature of the personality of the teacher" was read.

When studying the lecture course "Pedagogical theories, systems and technologies" the attention was focused not only on concepts, but was more focused on such issues as:

- 1) The concept of civic education. Civics education's managing as an integral part of the pedagogical process.
- 2) The formation of civil qualities – a leading element of the education of a Russian citizen.
- 3) Civic education in the structure of personality. The value of civic education of young citizens, its relationship with the main components of the growing up individual.
- 4) The responsibility of the person from the point of view of morality and law.

- 5) The possibilities of ethno-pedagogy in civic education of students.
- 6) Universal aspects of civic education.
- 7) Methods and techniques of civil education of children of different ages.
- 8) The combination of pedagogical management and activity of the child in his civil formation.
- 9) The unity of pedagogical requirements of families and educational institutions.

The course "Preschool pedagogy" included lecture "Civic education of children of preschool age", where students got acquainted with the essence and peculiarities of this area of education.

3.2 The Structure and Content of the Special Course "Civic Education of the Younger Generation"

3.2.1 Objectives of a Special Course

The basic element of the system was a special course on "Civil education of the younger generation", aimed at following tasks' solving: to deepen and broaden students' understanding of civil qualities of the personality, his civic duty, civic rights and responsibilities of citizenship, responsibility, professional ethics; to acquaint future teachers with the theoretical foundations of civic education, the essence and history of it, the actual problems at the present stage, means, forms and methods of civic education; to form basic socio-political, cognitive, constructive, organizational skills for implementation of civic education of children of preschool age.

3.2.2 Structure and Content of a Special Course

The first unit of the course, the theoretical one was represented by the following themes:

- 1) "The essence and significance of civic education" (2 hours), where a general overview of the problems at the present stage was given, the definition of basic concepts ("civic education", "citizen", "civil personality", etc.), an analysis of the current research on the problem of civil education of the younger generation were presented, correlation of civic education with moral, national, Patriotic and legal ones was revealed;
- 2) "The history of formation and development of civic education theory of the younger generation" (4 hours), here the features of civic education in different historical periods in Russia, Tatarstan and abroad were identified;
- 3) "The rights, freedoms and duties of a citizen" (4 hours), where the concept and content of constitutional rights and freedoms, political rights and freedoms, economic, social and cultural rights were clarified, major duties of a citizen were identified;
- 4) "The rights and freedoms of the child in the family and the state" (2 hours), where the rights and freedoms of the child in accordance with Russian and international normative instruments, guarantees for the social protection of orphans and children left without parental care, rights and responsibilities of teachers and parents were reflected.

3.3 Special Course Implementation

These topics were discussed and mastered at seminar and practical training. For example, when mastering the theme "the Problem of civil education of the younger generation in the history of pedagogy and at the present stage" the following aspects of the problem of civic education were discussed: the origins and meaning of civic education in different historical periods; the relationship of goals, objectives and content of civic education in different historical periods; the development of the theory and practice of civic education in history of education of Russia, Tatarstan and others.

To this subject the following educational and research tasks were offered: to compile a dictionary, in which to include the concept of "citizen", "citizenship education", "civic duty", "social security, "the law"; to draw up a comparative table of civic education in different historical periods from Antiquity to modern times in Russia, Tatarstan and abroad (by choice) where it was necessary to reflect the socio-political and economic features of each period, the relevant objectives, content and methods of civic education, and to specify the prominent educators, philosophers, contributed to the development of the system of civil education of the younger generation.

When mastering the theme "the Rights, freedoms and obligations of citizens" the following issues were discussed: to identify the differences of the concepts of "citizen" and "common man"; to prove the necessity of civic education; to enumerate the rights and freedoms of citizens of the Russian Federation and the Republic of Tatarstan; to give the classification of constitutional rights and freedoms of citizens; to identify the features of the constitutional rights and freedoms in the Russian and Republican legislation.

To this theme the following educational and research tasks were offered: to add to the dictionary the concepts of "civic duty", "nationality", "civil law", "civil duties" and "civil liberties"; to prepare a brief report on the

protection of the rights and freedoms of citizens abroad; to draw up a comparative table in which to analyze the rights, freedoms and guarantees of the constitutions of the Russian Federation and the Republic of Tatarstan; to characterize human rights in the main international legislative instruments (universal Declaration of human rights, the Convention on human rights, etc.); to describe the rights and responsibilities of citizens reflected in the Civil code of the Russian Federation.

When mastering the theme "Rights and freedoms of the child in the family and the state" the following items were discussed: to prove the necessity of reflection of rights, freedoms and guarantees of the child in Russian, regional, national and international instruments; to describe measures to protect the rights and freedoms of children in Russia and Republic of Tatarstan; to describe the rights and duties of parents and children.

To this theme the following educational and research tasks were offered: to add to the dictionary the concepts of "social guarantees", "UNESCO", "UN", "UNICEF", etc.; to provide a comparative analysis of the basic laws to protect the rights and freedoms of children (Convention on the rights of the child, Declaration on the rights of the child, on priority measures for implementing the world Declaration on the survival, protection and development of children in the 90-ies"; features of child protection in 2000. etc.); to disclose the rights and freedoms of children, as reflected in the Family code of the Russian Federation; to compile a catalogue of articles, which reflect the problems of protection of the rights of children in the family and educational institutions from magazines "Protect me", "journal of education", "Educational training", "Preschool education", "Pedagogy", etc.; to give the solution of practical pedagogical and legal tasks.

In the second block of the designed course the problems how to form students' professional civil qualities, abilities to apply knowledge in practice for civic education of children were solved. When studying each theme, students discussed the various problems and tasks.

When studying the topic "the System of civic education of children" features of civic education of children at the present stage were discussed and a set off the following objectives was solved: to characterize the main means of civic education of the children (game, music, decorative arts, folklore, etc.); to identify methods and techniques for the implementation of civic education of children; to characterize the main forms of civic education of children (excursions, ethical conversations, entertainment, art activities, etc.); to identify the value and features of the problem of civic education continuity.

To this theme the following training tasks were offered: to develop a series of classes "Little citizens" aimed at the formation of children civil qualities; to compile a catalogue of art works, directed on formation of civil feelings (nurturing love for their country, language, nature, etc.); to develop a joint work plan of the kindergarten and school for civic education; to provide an analysis of the tasks' solving on civic education in the modern educational curricula for children ("Childhood", "Rainbow", "Heritage", "Sources", etc.).

When mastering the theme "Collaboration of the family and pre-school educational institutions for the education of future citizens" the following questions were discussed: the role of the family in the upbringing of future citizens; the methodology definition of the teacher's work with the family on the issue of civic education.

To this theme the following training tasks were offered: to develop a methodology of work with the family for civic education of parents and preparing them for the implementation of their children civic education (conducting parent-teacher conferences, interviews); to select literature for parents to familiarize them with methods of civic education of preschool age children; to find children's literature for home reading.

3.4 Educational Activity

The most important place in our system of formation of future teachers' readiness to implement the students' civic education was occupied by educational work. It was conducted in the following areas:

- the development of respect for Homeland, the Republic, the city;
- the development of respect for Institute;
- conscientious attitude development to learning;
- public benefit activity;
- cultural-mass work;
- work in the hostel

With the purpose of personal readiness forming weekly discussion on the political life of the country were held, the city Museum, exhibitions of artists of the city of Naberezhnye Chelny and Tatarstan were visited; hiking tours to nature were organized, parties "Christmas fairy-tale", "I Want to be a warrior" were devoted to "the

Day of Armed forces of Russia”, work on the improvement of the Institute, of the city was conducted; assistance with equipment providing for classrooms of the faculty was organized, visual AIDS, maps, tables on the subjects were made.

3.5 Research Activity

Students’ participating in various forms of research work on civil education problems of children of different ages in the history of pedagogy and at the present stage contributes to the successful preparation of future teachers for the studied activities’ implementation (Gutman et al., 2014). The program of NIRS work was built through a combination of theoretical and methodical preparation. The approximate scope of research work carried out at the faculty of pre-school education were developed and tested:

1. The history of children civic education formation.
2. The role of the family in civic education of children.
3. The role of folk pedagogy in civil qualities’ formation of children personality.
4. The civil qualities’ formation of the child's personality in the role-playing games.
5. The influence of social reality on the formation of civil qualities of the children personality.
6. Civic education in the structure of ethno-cultural education of children.

On the basis of these works, students made presentations, essays, reports in front of their classmates, in front of preschool educational institutions’ workers on scientific conferences. The most students’ research materials formed the basis of their course-papers. The research work of future teachers helped to systematize, to deepen and broaden students' knowledge on the problems of civic education, contributed to the formation of the need for continuous improvement of practical skills in this type of educational activity, stimulated the formation of civic consciousness of the students, provided a more successful preparation of future teachers for the implementation of civic education. The number of scientific papers devoted to the solution of problems of civic education was increased.

4. Discussions

The effectiveness of the proposed curriculum on future teachers’ readiness formation to solve the civil education problems of children of various ages was tested by comparative analysis of the summative and control experiment’s results.

After the experimental work’s finishing a re-examination of students of experimental group and control group was carried out to identify the dynamics of the level in formation of the personality, substantial and procedural readiness of students to the civic education implementation.

Comparative analysis was conducted on several directions:

- firstly, civil social activity and the presence of such civil important qualities, such as: civic duty, a legal and political culture, national consciousness and tolerance were compared.
- secondly, the dependence of future teachers’ attitude to civic education, their satisfaction with this activity from performing their responsibilities, the awareness of their positive and negative aspects of their activities were determined;
- third, the comparative assessment of the level of knowledge and general characteristics of the levels in formation of readiness skills through quantitative indicators were compared;
- fourthly, the dynamics of selected skills’ formation for civic education was watched.

As it was mentioned above, the preparation stage for formative experiment revealed that the students of control and experimental groups had almost the same level of readiness. In the process of working with the students of the experimental group, a special attention was focused on the essential aspect of the process of civic education. This is important because, first, the student submits the complexity of work for civic education, and the necessity of knowledge for its effective implementation, secondly, that the willingness to solve the problems of civic education is provided only by activities; thirdly, the use of active learning methods, a variety of educational and research activities in preparing students for work on civic education forms a positive attitude towards it, which creates conditions for the success of the process of civil and professional formation of the future specialist.

Still at the test stage of the experiment it was revealed that the level of students’ personal readiness to implement civic education after the work on the developed curriculum in the experimental group was significantly higher: a deliberate system of civil requirements to a teacher and citizen personality was formed in students, knowledge

about their civil rights, duties, safeguards were systematized and consolidated. Now the students of experimental group considered more significant the qualities like "citizenship" and "civic culture", "tolerance", "civic duty", "social activity", as well as personal qualities: "loyalty", "honesty", "kindness" and "generosity". Students became more interested in political events in the country, to evaluate, to analyze them, to participate more actively in the public life of the faculty, Institute, of the city. The number of manifestations of civic engagement, meaningful relationship to the social reality that was manifested in the organization and volunteering to participate in events on campus, in the classrooms of the faculty, in the Museum of pedagogy history of NSTTI (Naberezhnye Chelny state teachers' training institute) was increased; students also actively participated in the election campaign.

5. Conclusion

Thus, implementation of developed training and methodological support to the process of future teachers' readiness formation to implement the students' civic education contributes to the achievement of high results of this process. Students in the experimental group, where the developed educational-methodical provision was implemented taking into account modern realities, showed a higher level of personal, substantial and procedural readiness, the presence of active citizenship, higher level of conscious attitude towards this type of activity and the formation of civil qualities.

The developed curriculum for the students' training in pedagogical high schools to implement civic education of children can be used in the organization of educational process in teacher training University in any faculty, regardless of graduate's future specialty. The article can be used in the system of retraining and improvement of qualification of teachers of preschool educational institutions, secondary schools and colleges, as well as in higher and secondary educational institutions.

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