

Problem of educating high school students of Kazakhstan on political culture in the conditions of development of constitutional democratic state and civil society

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Abstract. The problem of educating high school students on political culture with a strong emphasis on the legal orientation is actualized in the article. It is essential for the development of the constitutional democratic state and civil society in the Republic of Kazakhstan that politically active citizens are there. Authors bring up important questions of educating high school students on political culture, the future subjects of policy in all spheres of life. Authors have given a close attention to the degrees of readiness of the problem of educating the younger generation on political culture in a pedagogical, political, and sociological sciences.

[Zhubakova S.S., Mambetalina A.S., Menlibekova G.Z., Suleimenova Z.E., Zhubanova G.B., Issataeva B.B. **Problem of educating high school students of Kazakhstan on political culture in the conditions of development of constitutional democratic state and civil society.** *Life Sci J* 2014;11(4s):208-213] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 32

Keywords: political culture, constitutional democratic state, civil society, civilization.

Introduction.

The main purpose of this article is updating questions of educating high school students on political culture in the conditions of formation of the constitutional democratic state and civil society in Kazakhstan.

1.1. Main objectives of education.

The concept of a development of education in the Republic of Kazakhstan till 2015 is one of the reasons of decrease in the quality of education – the education system has no effective mechanisms at younger generation to form civil identity that demands total updating of the content of education according to modern social and economic and political conditions of development of the republic and progressive experience of the advanced countries. One of the priority problems of education are civil education, respect for the rights and freedoms of the person, the Kazakh patriotism, respect for the state symbols, language, traditions and culture of the people of Kazakhstan.

1.2. Research urgency.

In this connection, the problem of educating high school students on political culture becomes very important and demands the paramount decision. Among important questions of this problem, it is necessary to answer the following: what scientific-theoretical bases of the education on political culture should be, what methodic of education on political culture should be used, and what content for the discipline like "Civilization" should be chosen, etc.?

Answering these questions and the complex of measures directed on education on political culture of the students, will allow solving those priority problems which education faces today, as for the politically educated studying youth their aspiration, desire and readiness to live in the state in which the supreme value is the human person, justice, the rights, freedom and independence of each citizen, patriotism, humanity, high level of the tolerance, the developed feeling of historical responsibility for destiny of the fatherland become norms of their behavior.

If we address the situation in modern Kazakhstan through a prism of these indicators of politically educated personality of students, the high school students in particular, it is quite possible to see the contrary. Today for a certain part of studying youth it is possible to humiliate honor and dignity of any person, to plunder, to offend him/her, to offend the weak, to humiliate seniors, to follow an easy way of enrichment. Political and legal nihilism are characteristic features of its considerable part.

Fundamental living conditions, the constitutional democratic state, and civil society, demand observance of certain laws and existence principles from citizens. To be free in civil society means to observe legal principles and norms. All aforesaid focuses on the problem of education on political culture of younger generation with a strongly pronounced legal orientation today is rather obviously actualized.

1.3. Review of scientific researches.

1.3.1. Analysis of scientific literature abroad.

The analysis of scientific researches on this problem showed: Platon, Aristotle, Machiavelli, T.Gobbs, I.Herder, Montesquieu, Marx, Engels, Lenin, etc were engaged in problems of political culture since ancient times.

Foreign researchers have played the big role in development of the theory of political culture: G. Almond, M. Weber, S.Verba, E.Vyatr, D. Divayn, D. Kavanakh, O. Kont, A.Lipset, L.Pay, U.Rozenbaum, G. Spencer, etc.

Among the Russian scientists big contribution to the studying of general-theoretical problems of political culture was made by: G.A.Aminev, V.P. Vasilyev, K.S.Gadzhiev, D. V. Gudimenko, V. G. Gutsa, N. M. Kairov A.I. Keyzerov, A.A.Kopanev, V. M. Corbu, P. V. Konanykhin, Yu.P.Ojegov, V.A.Shegortsev, etc.

1.3.2. The analysis of scientific literature in Kazakhstan.

In Kazakhstan the majority of significant works on the issue were done by the following political scientists: G.A.Abdikerova, L.A. Baydeldinova, K.U.Biyekenova, Z.N.Bulatova, V.K. Grigoriev, Z.N.Ismagambetova, R.K.Kadyrzhanova, G. V. Malinin, E.M. Mamyrova, T.T.Mustafin, S.Z. Narmatova, S.E. Nurmuratova, N.I.Saitova, T.S. Sarsenbayev, A.I.Solovyeva, M. M. Suzhikova, Zh.A. Shalabayev, etc.

Separate aspects of political culture of high school students in a context of their ideological and political education were considered in works of the Soviet scientists: N.K.Krupskaya, A.S.Makarenko, V.A.Sukhomlinsky, N.I.Boldyrev, Yu.K.Babansky, S. P. Baranova, T.Ilyina, F.P.Turnip, S. V. Kovalenko, A.V.Ivaschenko, A.S.Shcherbakova, N. G. Nichkalo, etc.

There is a number of works devoted directly to the questions of education on political culture of students by A.A.Vatrushkina, I.V.Katsebina, A.T. Chichikina, I.G.Dolinina, A.S.Shchitnikova, F.I. Hramtsova, etc., and L.L.Horuzhy's civil education, F.N.Rutsinskaya, A.K.Nurgaliyeva, etc.

Problems of education on political culture of students at schools of Kazakhstan found the reflection in a context of civil education in works by: I. Altynsarina, Z.Aymautova, A.Baytursynova, M. Dulatova, M. Zhumabayev, S. Sadvakasova, S. Seyfullina, etc.

Among the modern scientists of Kazakhstan who have mentioned problems of educating on political culture are Umanov, A.P.Seyteshev, B.I. Mukanova, A.K.Nurgaliyev, on aspect of moral education; Kalyuzhno A.A., on aspect of family

education; Baydeldinova G. K., on aspect of ethnopedagogics; Uzakbayeva, Kozhakhmetova K. Zh., Toleubekova R. K., etc., on aspect of humanization; Beisembayeva A.A., on aspect of value orientations; Nurgaliyev G. K., on aspect of civil education; MakatovaZh.

The deep studying of the questions of education on political culture of high school students in Kazakhstan was undertaken by K.K. Zhampeisova, Gulyaeva K.P., Naumova Yu.R. K.K. Zhampeisova, they have developed the basic system of formation of political culture among high school students in complete pedagogical process of school, proceeding from features of youthful age it is offered to carry out education on political culture of students through their vital claims with a strongly emphasized professional orientation of young men. [1].

Formation of the basic political culture among students was revealed by I. P. Gulyaeva through the means of periodicals, while Yu.R. Naumova offered to carry out formation of the basic political culture of school students by means of art. [2,3].

That all above-named researches of the Kazakhstan belong to Soviet / till 1990 / and to the Post-Soviet period till 1994 when yet there were no accurate reference points on formation of the constitutional democratic state and civil society characteristics in Kazakhstan.

1.3.3. The analysis of adjacent researches (on civil education of youth, legal education, moral education).

However, for us the researches devoted to civil education of school students represent certain interest as many scientists allocate with one of the most important components of civil education political aspect (G. N. Filonov, I.N.Russa, B.T. Likhachev, I.M.Duranov, L.V.Kuznetsova, etc.) and, on the contrary, acts as one of components of political education civil (N. M. Keyzerov, V.I. Pirogov, N. G. Nichkalo, I.V.Katsebina, K.K. Zhampeisova, V.T.Lissovsky, etc.) Civilization as the final result of civil education, assumes understanding of the processes occurring in society, knowledge of the rights and duties, kindness and keenness manifestation to people, need to have an active creative position. In our research we will consider civilization as integrating quality of the identity of the senior which assumes development of spiritual interests and socially significant requirements, motives, habits and skills socially - political activity and behavior, and also knowledge of the rights and duties.

Concerning civil education a significant amount of dissertational works were executed:

Omarova S. B., devoted to civil formation at students of 5-7 grades. / A., 1997/, Ivashkevich E.F., opening feature of formation of civil dignity of pupils of 8-11 classes when studying history and culture of the Belarusian people. / Vitebsk, 1998/, Podgornov A.V. Orientation of studying youth on civil and patriotic a value/barrow, 1999/, Osmankina T.N. Formation of civilization of seniors in the conditions of comprehensive school/Orenburg, 2000/, Babayev A.M. Pedagogical conditions of civil education pupils/Kemerovo, 2000/, Salikhova R. M. System of formation of civilization at teenagers in comprehensive school/Kazan, 2001/, Amanbayeva L.M. pedagogical bases of civil education of school students (Yakutsk, 2002), Grevtseva G. Ya. locate considers civil education as a socialization factor school students/Chelyabinsk, 2006/, Pshonko V.A. offers system of civil education of pupils of professional schools means welfare activity/St. Petersburg, 2009/, etc.

In S. B. Omarova's work the essence of the concept "civilization" which is understood as the integrated quality of the personality including set of knowledge, motives, the abilities characterizing system of the relations of the personality to the state, to the power, to itself as to the citizen reveals. In spite of the fact that the model of civilization is presented by it through a political and legal approach, nevertheless, the author argues that the main principle of consideration of civilization is ideological and moral. [4].

Dissertational research of Ivashkevich E.F. is devoted to formation of civil dignity of the person. The author defines civil advantage as a reference point of civil behavior and represents it as set of values of society which are based on personal self-image of regularities and prospects of development of the society, adequate self-image capable to formation, and also installations, standards of behavior and personality requirements to members of this society, to itself. The important party of civil advantage, - Ivashkevich E.F. notes, - designing of a social ideal is. Therefore this process is closely connected with formation of public views as its formation and development advances dynamics of the civil relations and the most civil society and influences on them inducing. In this context, the personality possessing civil advantage is focused on creation, the civil relations, and new spirituality.

The author represents civil dignity of the person as a complete system of knowledge, values, ideals, moral standards and public requirements (a cognitive component), a moral estimates, experiences (an emotional and valuable component), moral and strong-willed aspirations and acts (acting - behavioral component), expressing the relation to society, other

people and to. The researcher forgets about political reasons, about political and legal behavior. The personality, out of political and legal education unless can possess civil advantage?!

The complex of the pedagogical conditions providing orientation of pupils on civil-patriotic values on the basis of interrelation of basic and additional education/5/is allocated in A.V. Podgornov's work.

In the dissertational research of A.M. Babayev pedagogical conditions of effective civil education of school students revealed and realized, criteria of a development of civilization at pupils.

The researches devoted to legal education also are of interest for us. In recent years a large number of researches in this area were made scientists of Russia: Gensher E.Z. Pedagogical conditions of development of legal culture students/Orenburg, 1999/, Parshin V. N. Pedagogical bases of legal culture in higher education institution/Moscow, 1999/, Putalova I.B. Legal bases of physical culture and sports / Siberian Academy of sports, 2000/, Cheremisina A.A. Formation of legal competence in high school/Orenburg, 2000/. In Kazakhstan for this period several dissertational works have been written on this problem - Baysyerkeev L.A. Pedagogical bases of moral and legal education of pupils of comprehensive school/Alma-Ata, 1998/, Sattarova A.F. Pedagogical conditions of formation of legal culture of pupils in complete pedagogical process school/Karaganda, 2009/, etc.

Main goal of moral and legal education as Baysyerkeev L.A. allocates, the purpose of formation of the legislative personality voluntary carrying out and defending in life humane norms of communication and interaction. In a basis of the target program of system of moral and legal education of school students' education of discipline, responsibility, diligence, feeling of personal advantage, inquisitiveness, legal relations to reality was necessary. Basis of the theoretical concept of moral and legal education of school students Baysyerkeev L.A. allocates the provision of philosophy of education about dialectic unity of the right and morals, the general and personal relations, and also ideas of pedagogical humanity about interrelation of legal subjects of joint activity. In the theoretical provisions Baysyerkeev L.A. doesn't mention political aspect of moral and legal education though in its methodical recommendations it stands out in thematic planning of educational actions, for example, in the section "The person and the state" is such subjects, how "About the person and the citizen", "That such the power?", "That such state?",

“Flag, Coat of arms, Anthem”, “Dictatorship”, “Democracy”. [5].

In the dissertational research of Gensher E.Z. pedagogical aspect of development of legal culture is defined, model of the legal culture including cognitive, valuable, acting components is developed. The author revealed the pedagogical conditions promoting development of legal culture of students, and also the comprehensive program of development of legal culture of students is developed. [6].

The concept “legal competence of seniors” is proved in A.A. Cheremisina’s work; the model of formation of legal competence is developed and realized in practice. The author introduced a special course, educational and methodical recommendations about the effective organization of fixed and extracurricular activities of pupils directed on formation of legal culture are developed. [6].

These researches made a certain contribution to civil-law education of younger generation; nevertheless, it is necessary to note that these questions weren’t considered by authors in aspect of education on political culture of high school students.

1.3.4. The analysis and criticism of textbooks and manuals on pedagogics.

Conclusions.

Besides, that in recent years in Russia there was a large quantity of textbooks and manuals on pedagogics: Bezrukova V. S., Kharlamov I.F., Likhacheva B. T., Podlasogo I.P., Pidkasistogo P.P., Bass N of Century, Selivanov V. S., etc. [7-13].

Thorough analysis, which showed that none of them, as with previous Soviet-era textbooks (Baranov, S.P., Belorusova V.V., Kovalev, N.S., T.Ilina, I.F. Kharlamov, Y.T. Babanskaya, Savina N.V. Shchukina G.I.), [14-18] didn’t pay attention to the studied phenomenon. With the exception of a textbook authored by B.T. Likhachev, where casually said that the civic education of students must be political as well as a “clarification provides students the ideals and objectives, strategic and tactical line of building the rule of law to ensure the fundamental interests of the majority of the people that civil education involves the mastery of political culture: political literacy, the ability to experience the highest civil feelings, needs manifestations of public activity, the desire for practical participation in the activities of public authorities, political events.” [9].

At the same time it should be noted that the interest in the upbringing of the individual in the political culture of the society does not weaken, but studies of this problem are mostly conducted in the

context of the sciences such as political science, philosophy, sociology. [19-23].

Thus, the above analysis shows, for the years 1994 to present questions of ideological and political education, as well as educating students in the political culture of research scientists, educators, the CIS, including Kazakhstan, were not considered. Today there is absolutely no research on the identification of the features of political culture of high school education in the formation of civil society in Kazakhstan in pedagogy.

True, there are papers on the educational problems of political culture of the students belonging to 2004 and 2009. Thus, the G.N. Irene in the textbook “The potential of political knowledge and strengthening students’ independent work” examines some of the methodological basis for the formation of political ideas and problems of the organization of independent work of students. [24]. Dissertation work Praljeva K. Kon “Pedagogical conditions of formation of the political culture of the future specialist in the university.” [25].

Below, in the list of literature, authors who were focused on abroad education problems. [26-48].

As for current research related to the education of high school students of political culture, in Kazakhstan, unfortunately, they are not. We are deeply convinced that the adoption of the policy of the nineties de-ideologization and de-politicization of the school was and still is a wrong step in the school policy of Kazakhstan as a whole. In our view, this approach has led to the problem of educating the political literacy and cultural identity in recent years, Kazakhstan has not moved from the spot.

These researches made a certain contribution to political and civil education of younger generation; nevertheless, it is necessary to note that these questions weren’t considered by authors in aspect of education of political culture with a strongly pronounced legal orientation on the basis of values of the constitutional state and civil society.

Conclusion: As to the modern researches connected with education of political culture of seniors, in Kazakhstan, unfortunately, they are absent. We are deeply convinced that the courses accepted in the nineties on de-ideology and a de-politicization of school was and remains a wrong move in school policy of Kazakhstan as a whole. In our opinion, such approach led to the problem of the politically educated person in Kazakhstan recent years.

Results: the problem of educating high school students on political culture and degree of readiness of the researches devoted to this problem are defined, the reasons of absence of modern scientific researches concerning education on

political culture of high school students are established.

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2/23/2014