

Civic culture at pedagogical activity in contemporary Russia

Irina Gennadyevna Dolinina

Perm National Research Polytechnic University, Department of Philosophy and Law, Komsomolskaya Avenue, 29, Perm, 614990, Russia

Abstract. Article describes the state of civic culture as a problem of formation of modern Russia, which is the lack of understanding of the necessity of its formation in students the methodology and techniques. Need for civic culture is reflected in the regulations only partially. The article presents the methodological foundations of a civic culture. Preparedness for civic participation, we define as the goal of education for this purpose applied the theory of an ideal type of civic political culture. Scientific and practical work we will arrange for twenty years. It involves high schools and universities, teachers and students. Occupy an important place for the meeting discussions with representatives of the legislative, executive and non-governmental organizations participating. On this issue, we have published five monographs, articles and methodical training. Our ideas help develop management, develop strategic youth policy, some of the laws that we provide to the Legislative Assembly of the Perm Territory and the Federation Council of Russia. However, at this stage, this work has not brought significant results. We hope that our ideas would gradually spread and will contribute to the harmonization of relations between the authorities and the people.

[Dolinina I.G. **Civic culture at pedagogical activity in contemporary Russia.** *Life Sci J* 2014;11(5):527-531] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 78

Keywords: civic culture, students, civic participation, citizenship education. institutional experience, individual levels.

Introduction

Philosophy of knowledge about the categories of "culture", "politics" and "political culture", are the basis of the methodology, as well as political science, studying the individual's activity and interaction processes and management in the state and society, education and civic education. Synergetic scientific ideas has allowed to establish the interaction of ideas and approaches, and the interchange of information obtained regularities of creating the necessary conditions were methodological foundations of the studies of the formation of political culture.

Political culture is a vast scope of the whole culture of mankind and one of the fundamental categories of modern political science, but at the same time as a scientific category insufficiently defined, amorphous, so she scientists "easily attach to one thing or another guise" [1]. Modern educational practice requires overcoming the boundaries of this specificity, the new interpretation, not applying for a permanent solution, but it allows to develop the basics of pedagogical influence, arrange a purposeful process of formation of the political culture. Otherwise, the training will be mainly to the amount of political knowledge that does not meet the paradigm of modern education. Since the political culture - the complex category only enough to lead research in the field of pedagogy, theoretical and empirical limit the search to only education necessary philosophical and political reflection.

Since the mid-twentieth century to the present day search for a definition of political culture continues. In 1990 G. Almond wrote that the political culture has given "a reason for the ongoing controversy within the discipline - the controversy is not as plentiful as around pluralism, but it is quite impressive in terms of quantity" [2].

On the importance of political culture G. Almond and S. Verba wrote: "When we talk about the political culture of a society, we are referring to the political system, to internalize the knowledge, feelings and evaluation of its members" [3].

Research at Russian

Relevance of research to the need to prepare the citizens of Russia to political participation, which is the objective requirement of the updated society on the path of entering the Russian Federation in world culture.

Under these conditions, pedagogical activity on the formation of political culture enrolled largely complicated dissonance between desired and actual social and political consciousness of the Russian society, which is in a state of transition from one socio-economic model to another. Modern Russian society was not ready to accept democratic reforms, in particular in the political sphere. Haste proclamation of new democratic institutions that often have latent totalitarian substance voluntarism experiments in the field of creativity, and sometimes complete lack of proper qualifications and basic

legal, general cultural training from individual legislators led to the fact that the normal practice of the modern Russian state was non-compliance with the laws under the pretext or another document.

The political culture is rarely considered in research on pedagogy (I. Tyutkova, S. Trofimov).

The most systematic, scientifically valid research is I. Tyutkova. Pedagogical concept of forming a political culture of pupils. Value of undoubted theoretical and practical significance. The work includes mastering the basics of the system of political and legal and social science disciplines from 1 to 11 forms, continuity in the organization of work with students. Educational aspect of the educational institutions was aimed at the organization of school government and business games. Described extracurricular educational space, which ensures the involvement of students in social and political activities in the framework of non-formal and supplementary education, youth centers, patriotic clubs, associations, specialized camps [4].

S. Trofimov one of the few scholars - teachers who emphasize in the theoretical understanding of "participation in political activities". We believe that it is an important point, because it does not self-actualization or learning activity, namely preparedness for political participation in a democratic society, characterized by individual level of political culture [5].

On the basis of analysis of the context of theories of civil political culture consider reasonable pedagogical approach to the concept.

"Political culture of students" is the aggregate results of education; it is that part of the individual's total character that is marked by the appropriation of institutional experience, by developed political awareness, and by conventional political behavior [6]. The concept of "civic culture" and "civil political culture such as" we consider it possible and reasonable to apply in a general sense.

Synergistic components of civic education are one of the methods of formation of civic culture because it is based on knowledge and constitutional principles. Similar civic education, we pay attention to the development of intelligence, morality and ability to activity - civic participation. *Intellect* means the capacity to analyze public problems with the dispassion of the scholar—curious about current events and able to subject them to rational analysis. *Morality* is the capacity to make and explain value judgments about concepts such as fairness, social justice, freedom, and equality, conceived as both democratic ideals and lived commitments. Finally, civic education instills the willingness and competence to take effective *action* on matters of public concern. Civic education cannot flourish if

intellect is privileged over morality and action, as is usual today [7].

A similar awareness we find the works of other scholars, civilian education T.V. Bolotina understands "the transfer of expertise to students, shaping their skills, serving to the assimilation of positive social experience, and development of basic social competencies. It is a complex system of organization of various educational activities, the core of which is the legal, political and moral education and upbringing, as implemented through the educational process and through democratic and legal organization of the school environment" [8, p. 1].

Factors influencing the civic culture

We found a link between skepticism studying the possibility to influence the actions of the authorities and the decline of interest in political events. Low high school students to assess their competence in public life in general and politics in particular. These subjective factors of political culture, as well as outlook, attitude to politics, political consciousness, the presence of a system of values.

Results of the study to identify factors in the formation of political culture of students show young people's attitudes to them (Table 1). The main objectives of the study were: to find out the basic patterns of political behavior of students, to define in quantitative and qualitative terms the level of political awareness of students, identify policy guidance for students [9].

Unfortunately, we see that educational institutions, according to the students, do not perform a leading role in the formation of civic culture, which means that purposeful work in this direction. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment [10].

The ideal type of civic culture

Civic political culture considers political and legal relationship as a community. Priority for society, rather than the state or the individual. To develop the theory of the formation of the political culture of learning content, we considered the ideal type of civic culture G. Almond and S. Verba, which is revealed through a set of qualities of its support:

1. The overall positive evaluation of the significance of sovereign for him personally and deep awareness of this fact.
2. The high level of interest in the activities of the government and knowledgeable in this area.
3. Sense of pride in their nation's political institutions.

4. Expectation that he will be given an equal and friendly attitude of the officials.

5. Willingness to discuss policy issues in public or in the circle of friends and acquaintances.

6. Public and loyal manifestation of opposition sentiment.

7. Sense of satisfaction in relation to the national political events, such as election campaigns.

8. Competence judgments about government policy and a developed sense of duty have an impact on these policies individually or together with one of their fellow citizens.

9. Competence in the use of legal statutes in order to successfully prevent the acts of tyranny.

10. The belief that participatory democracy is a necessary and desirable system of government.

Table 1. The results of monitoring the impact of objective factors in the formation political culture of students (the number of respondents in %)

Factors formation political culture	school	universities	community organizations
Situation in the country (social, political and economic).	32	42	40
TV, radio, internet, press.	20	23	20
Educational institutions (school, universities, community organizations).	28	20	15
Immediate environment (friends, peer groups).	20	15	25

Opinion G. Almond and S. Verba demonstrate the ideal type of civic culture. However, the results of empirical studies have shown the utopian nature of their assumptions about the universal participation of citizens in politics.

In the political culture useful to distinguish between the rational and the emotional-volitional levels. The first derives from the underlying socio-economic and political interests, the social status of different population groups, and formed on the basis of the interests of the orientations, attitudes, and the second - on the basis of various rational and irrational elements and phenomena, which are primarily determined by socio-cultural and socio-psychological factors.

Institutional experience of students

Institutional experience acquired in voluntary associations, groups, movements, especially pedagogically organized educative environment. Formation of valuable orientations occurs through individual student participation and free naturally. Institutional experience gained in the designated context, has several advantages: students have the opportunity to realize their needs and interests, the experience and skills are transferred to the behavior of social practices in other contexts, there is daily interaction with each other, teachers, parents. Individual experience is transformed into a social, demanded the realities of modern Russia, democracy, in which, as the ideal of the future social order, has not yet become the dominant ideology. Substantive training activities and institutional experience should incorporate the following principal areas: a critical study, communication, co-organization (a joint venture), to make responsible decisions. To create favorable conditions created by local organizations teaching students character. Local organizations

students - socio -pedagogical phenomenon with special specificity : the norms enshrined in the Charter, collaborating nature of the relationship, the socialization of participants by incorporating social practices to successful civil adaptation, development and satisfaction, needs, rights, dignity and interests. Public organization is an independent social institution. Member performs a full stakeholder with equal rights and duties, having the opportunity to actively participate in the activities of his organization [11]. The study was implemented educational potential of public organizations: Perm regional branch of the Interregional Association "For civic education", scientific and Methodological Center for the development of political culture, Discussion Club «Century XXI: citizen of Russia" in the Perm State University.

School survey findings, focus groups and interviews with young people and educators indicated that differences between school sectors and established allegiances with particular communities and NGOs may limit the potential for citizenship education to produce bridging social capital and serve to reproduce bonding social capital [11].

Individual levels of political culture

We have developed individual levels of civil political culture. I level - low, neutral information, emotional. II level – medium, selectively fragmented, emotional and volitional. III level - high, system-evaluative, emotional-rational [12].

First level (low) characterized by indifference, nihilistic attitude learner to political reality, the lack of knowledge about the political system and the indifference towards them. Views defined moods experienced by under the influence of the family, the inner circle (inner circle of friends). The system of personal values did not work; take a

personal and social selfishness. No tolerance, high levels of dogmatism.

Feature of the second level (average) - a selective and fragmented, emotionally -will - is the accumulation of information about the social and political phenomena, the gradual mastery of the concepts of political science, a reproduction of the knowledge gained. Views on political reality become more conscious, emotional attitude questioned. There is a gradual realization of their individual duties and obligations to the community, but still there is no clear system of political concepts and guidelines. Tolerance appears sporadically.

At the third level (high) - system- evaluative, emotional and rational - developed, sufficiently for the social experience of the young person and the universal system, civil and individual values. Key political science students acquired knowledge and use them freely. Interested belong to political reality, ready to participate in the political life of the country, have a knowledge of methods of interaction with society and the state. Have individual installation on the significance of his action to address government and public affairs.

The immediate source of methodological developed us the criteria used in assessing research procedures and results, is the theoretical basis of political participation.

Criterion allows identifying the main meaning of research - preparedness for civil political participation. Criterion attribute under which assesses the effectiveness of implementation of the developed system, conditionally adopted measure to make measurements on the basis of their analysis to assess. Indicators - qualitative characteristics as manifestations which to judge the severity criterion. Criteria are presented in Table. 11.

The criteria developed by the author, it possible to observe the dynamics of cultural - educational change and educational measures, to specify a substantive definition of pedagogical discourse. Criteria are integrated in nature and allow us to judge the degree of preparedness of future citizens to political participation in society, to the conventionally political behavior in the active or passive forms. [13].

Table 2. Criteria and indicators of preparedness for civic and political participation

Criteria	Indicators
I. I take an interest in political events (municipal, national, international relations)	- I have knowledge of my political rights and about the political system and political events; - I have my own opinion, based on the knowledge I have about political leaders, parties and their platforms, and the political institutions of the state and society; - I discuss politics with my friends, at home, etc.
II. I am prepared to participate in political life.	- I understand that it is important to be able to replace public officials, and I consider myself prepared to participate in elections; - I am able to evaluate the activities of officials.
III. I know how to interact with society and with the state.	- I have a basic knowledge of laws and of the mechanisms by which authorities operate; - I know how to negotiate in a difficult situation and I am prepared to strike a mutual compromise; - I respect the opinions of others.

Develop indicators that can also be judged on the development of political culture. Indicators are integrated with the criteria of individual development: knowledge of political science, the development of consciousness, the level of dogmatism, human and civil values, tolerance, and patriotism.

Author proceeded from the understanding that "ability - individual personality traits are the subjective conditions for the successful implementation of a certain kind of activity. Do not reduce the ability of the individual to the existing knowledge and skills. They are found primarily in the speed, depth and strength of mastering methods and techniques and some activities are internal mental regulators that determine the possibility of their acquisition.

The criteria are based on the accounting for the acquisition of knowledge, the development of

intellectual and social skills and develop a system of values.

By the time of the citizens of political rights, they should be prepared to comply with the laws conscious, responsible participation in elections and referendums - passive form of conventional political behavior or exhibit election activity, participate in elected bodies, to conduct organizational activities as rational necessity, participate in meetings and demonstrations - the active form of conventional political behavior.

Conventionality of political behavior - the ability and the ability of future citizens to participate in governance through interaction with the representative and executive authorities, participation in lawmaking and elections [14].

Students need to understand that in a democratic state have enough mechanisms expressions of interest and will of the people and

efforts should be directed at the implementation of democratic standards and effectiveness of government institutions. In this case we are not talking at all about the performance of any laws. In a democracy, laws are based on the principles of goodness and justice. In a democracy, laws are based on the principles kindness and justice. Imperfect legal framework needs to be developed, the company shall submit to the rule of law.

Conclusion

Experimental work was organized in the logic of validity nominated author methodological assumptions in the development of the specific content of the modern civil law education in terms of formation of political culture of students using the most appropriate means, methods and technologies that solve assigned tasks during the experiment. For all the stated parameters is dominated by a positive assessment. It is noted integrative capabilities and focus on optimizing control of pedagogical process of forming a political culture of learning, teaching satisfaction actual queries in the study area. This allows us to recommend it as a basis for designing educational space education to build a political culture of civil type.

Further perspective and deepening of the problem may be related to study ways and means of integrating pedagogical environment, development of federal standards, ensuring the formation of political culture, generation of information management component of the content of education, governance arrangements political education and training of students.

Acknowledgement

This article was prepared under a grant from the Russian Humanitarian Foundation project "Legal education and the formation of a civil competent youth Perm edge" 14-16-59004.

Corresponding Author:

Dr. Dolinina Irina Gennadyevna
Perm National Research Polytechnic University
Department of Philosophy and Law
Komsomolskaya Avenue, 29, Perm, 614990, Russia

References

1. Toffler, Al., 1990. Power shift: knowledge, wealth and violence at the edge of the XXI century. New York: London, pp: 299.
2. Almond, G. A., 1990. Discipline Divided: Schools and Sects in Political Science. London: Sage, P. 143.
3. Almond, G. and S. Verba, 1963. The Civic Culture. Political attitudes and democracy in five nations. Princeton: Princeton, pp: 5-19.
4. Tyutkova, I.A., 2007. Pedagogical concept of forming a political culture of pupils, PhD thesis, RUDN, Moscow.
5. Trofimov, S.Y., 2007. Formation of the political culture of the students - future teachers in the educational activity, PhD thesis, UdSU, Izhevsk.
6. Dolinina, I.G., 2014. The state of civil political culture among youth: goals and results of education. 2014 International Conference on Educational Technologies and Education, EUROPMENT (issue 4), pp: 57-60.
7. Lagemann., E.C. and H.R. Lewis, 2012. Ellen Condliffe Renewing Civic Education. Time to restore American higher education's lost mission. Harvard Magazine, March-April. Date Views 2014.03.25. www.harvardmagazine.com.
8. Bolotina, T.V., 2004. On the state of civic education in Russia. Moscow: pp: 1.
9. Dolinina, I.G., 2011. Formation of political culture: the experience of the methodological design. Perm: P. 366.
10. Rebell., M.A., 2012. The Right to Comprehensive Educational Opportunity. Harvard Civil Rights-Civil Liberties Law Review, 1(47). Date Views 2014.03.25. www.harvardcrcl.org.
11. Dolinina, I., 2010. The Activity of Student Public Organizations in the Formation of Civic Political Culture. 17 World Sociological Congress Sociology on the Move, Russian Society of Sociologists (issue 1), pp: 583-584.
12. McMurray, A. and U. Niens, 2012. Building bridging social capital in a divided society: The role of participatory citizenship education. Education, Citizenship and Social Justice, 7. Date Views 2014.03.25 www.esj.sagepub.com.
13. Dolinina I. G., 2013. Chapter 5. Political culture of trainees: educational technology. Innovative technology and teaching methods at education system. Publishing house "Science & Innovation": Saint Louis, MO, USA
14. Dolinina, I.G., 2005. Formation of the political culture of pupils. Pedagogy, 10: 44-49.

5/1/2014