

## **EDUCATION CIVIL IDENTITY IN THE EDUCATIONAL PROCESS**

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### **Abstract**

Hereby is considered the motivational aspect in the study of conflictology by the students when preparing conflictological research, also its implementation and presentation of achieved results. In the process of conflictological students work, the motivational work shows itself as a process of interaction between the lecturers in the respective discipline and the students for the realization of the general aims of joint research conflictological work. It is aimed at supplying a mutuality of interests of created points of teachers unity, responding in the common result of created research.

**Key words:** education of civic identity, the educational process, socialization of the individual, social risks.

The present stage of development of society is characterized by a general crisis that has engulfed all spheres of its life activity, and is accompanied by an increase in lack of spirituality, the destruction of moral guidelines, and the disintegration of spiritual values. All this negatively affects, first of all, the formation of the personality of the younger generation. Under these conditions, the demand for the upbringing of civic identity, as an integrative quality of an individual, determining its civic maturity and level of social development, sharply increases. Philosophers, psychologists, sociologists, educators note with dismay that inflation of civil and patriotic values of young people is one of the alarming symptoms of modern times. In this regard, the key task of social development of an individual is to cultivate civic

identity, which represents the awareness of a person of belonging to a community of citizens of a particular state on a general cultural basis, having a certain personal meaning [1, p. 7].

Civil identity is not identical to citizenship, but presupposes a holistic attitude towards the social and natural world based on the exercise of free choice and self-determination in conditions of respect for the right of others to choose. In the sociological dictionary, civic identity is defined as an awareness of belonging to a community of citizens of a particular state, having meaningful meaning for an individual. Achieving civic identity is the task of harmonious development of young people, the solution of which is impossible without purposeful education [2, p. 106].

Civic identity education is a purposeful process of forming a culture of citizenship, basic ideology, political and moral convictions, and choice of profession and formation of a temporal perspective for a person. Analysis of the existing practice of civic identity education in educational institutions reveals the insufficiency of purposeful systematic work on the formation of civic identity [3, p. 12]. This is reflected in the absence of a well-thought-out strategy for educating a citizen, inadequate use of the upbringing potential of humanitarian study subjects, and the low level of youth involvement in socially active activities.

Another problem is that the modern system of socialization in Russia (including education) brings a number of risks to society, associated with the way it forms a person.

Thanks to the relevant texts, in various ways, brought to almost every citizen of a country, its characteristics such as:

- Anti-patriotism and loss of a sense of homeland.
- Disrespect for the authorities, the army and law enforcement agencies in general.
- Nationalism in its various forms; – the growth of lucrative and violent crime.
- Indifference or active hostility to people, cruelty to them.
- The spread of alcoholism and drug addiction.

- The exacerbation of the problem of "fathers and children", disrespect for the passing and past generations.
- Indifference to the creation of a family, promiscuity, trial marriages, social orphanhood, the growth of prostitution as the main or secondary occupation.
- Primitivization of needs and interests with the corresponding reverse effect on culture by its consumers [4, p. 14].

The pedagogical analysis of existing practices puts forward the solution of the following tasks for the education of the civic identity of young people:

- Spiritual and moral value-semantic education of youth – aimed at the formation of priority values of humanism and morality, self-esteem; social activity, responsibility, aspiration to follow the norms of morality in their behavior, intolerance to their violation.
- Historical education – forms knowledge of the main events of the history of the Fatherland and its heroic past, an idea of the place of Russia in world history, knowledge of the main events of the history of the peoples of Russia; the formation of historical memory and a sense of pride and belonging to the events of the heroic past, knowledge of the main events of the history of the region, an idea of the connection of the history of his family, family with the history of the Fatherland, formation of a sense of pride in his family, family, city (village).
- Political and legal education – aimed at the formation of ideas of the individual about the state-political system of Russia; state symbols, basic rights and obligations of a citizen; the rights and duties of the individual; informing about the main socio-political events in the country and in the world; legal competence.
- Patriotic education – aimed at developing a feeling of love for the Motherland and pride in belonging to your people, respect for national symbols and shrines, knowledge of public holidays and participation in them, readiness to participate

in public events; The basic identifying mechanism is patriotism as a sense of commitment to civic community, recognition of its significant value.

- Labor education – forms a picture of the world of culture as a product of labor subject-transforming human activity; introduces the world of professions, their social significance and content; It forms a conscientious and responsible attitude to work, respect for the work of people and careful attitude to the objects of material and spiritual culture created by human labor.

The civil identity structure includes the following components:

- Cognitive (knowledge of belonging to a given social community).
- Value-semantic (positive, negative or ambivalent attitude towards belonging).
- Emotional (acceptance or non-acceptance of one's belonging).
- Activity (implementation of civic position in communication and activities, civic activity, participation in social activities of social significance).

The result of civic identity education is knowledge of belonging to a civic community, ideas, though not always adequate, about identifying features, principles and foundations of a given association (territorial, cultural, political, etc.), citizenship and the nature of the relationship between a citizen and a state, citizens among themselves.

They include the image of a state occupying a particular territory, defining the character of social relations, the value system, and the people (or peoples) inhabiting this territory with their own culture, language and traditions.

The personal meaning of the fact of belonging to a certain community in the system of value preferences determines the value component. The most important components of the emotional component are pride in “their country”. Pride in one's country is one of the most important indicators of treating citizenship as a value.

Accordingly, the selected structure of civic identity, you can define the following requirements for the results of civic identity education that can be considered as indicators of the education of civic identity:

- The creation of a historical-geographical image, including an idea of the territory and borders of Russia, its geographical features, knowledge of the main historical events of the development of statehood and society; knowledge of the history and geography of the region, its achievements and cultural traditions.
- Formation of the image of a socio-political system – an idea of the state organization of Russia, knowledge of state symbols (emblem, flag, anthem), knowledge of public holidays.
- Knowledge of the Constitution of the Russian Federation, the fundamental rights and duties of a citizen, orientation in the legal space of state-public relations, the formation of legal consciousness.
- Knowledge of their ethnicity, the development of national values, traditions, culture, knowledge of the peoples and ethnic groups of Russia.
- Development of the general cultural heritage of Russia and the global cultural heritage.
- Orientation in the system of moral norms and values and their hierarchization, understanding of the conventional nature of morality.
- Sense of patriotism and pride in their country, respect for history, cultural and historical monuments.
- Emotionally positive acceptance of their ethnic identity.
- Respect and acceptance of other peoples of Russia and the world, inter-ethnic tolerance, readiness for equal cooperation.
- Respect for the individual and its dignity, friendly attitude towards others, intolerance to any kind of violence and readiness to resist them.
- Respect for family values, love for nature, recognition of the value of health, one's own and other people, optimism in the perception of the world.
- The formation of moral self-esteem and moral feelings – a sense of pride in following moral standards, experiencing shame and guilt when they are violated.

The concept of civic identity education as a key task of social development of an individual is one of the most important sources of enrichment of pedagogical theory and improvement of the educational process, and also aims at developing innovative and technological foundations for the creative implementation of the humanistic pedagogy paradigm.

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