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The formation of a civil responsibility of high school students in the context of specialized training


A formação da responsabilidade civil de alunos do ensino médio no contexto da formação especializada

La formación de una responsabilidad civil de los estudiantes de secundaria en el contexto de la formación especializada

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Abstract: The awareness by the younger generation of the mutual state and citizen responsibility based on the norms of morality and law is a unanimous and important feature of a democratic society. That is why a civil responsibility is defined as one of the cross-cutting lines in the modern educational space. The article presents the results of a pedagogical experiment on the formation of a civil responsibility of high school students in the conditions of specialized training. The authors of the article reveal the content of the concept of "civil responsibility", its component composition, forms of manifestation and the main stages of formation. The role of forming influences on the process of forming civil responsibility is analyzed. As the result of the pedagogical experiment, the significant opportunities and advantages which specialized education provides for the implementation of the cross-cutting content line "civil responsibility" have been confirmed. The forms and methods of work that breed personal involvement into some

social problems are identified. They increase the level of legal education, and contribute to the formation of an active civil society.

Keywords: Citizenship, Civil responsibility, Specialized education, Forming influences, Cross-cutting lines, Patriotism.

Resumo: A consciência da geração mais jovem da responsabilidade mútua do Estado e do cidadão com base nas normas da moral e da lei é uma característica unânime e importante de uma sociedade democrática. É por isso que a responsabilidade civil é definida como uma das linhas transversais do espaço educacional moderno. O artigo apresenta os resultados de uma experiência pedagógica sobre a formação da responsabilidade civil de alunos do ensino médio em condições de formação especializada. Os autores do artigo revelam o conteúdo do conceito de “responsabilidade civil”, a composição que o compõe, as formas de manifestação e as principais etapas de formação. Analisa-se o papel das influências formadoras no processo de formação da responsabilidade civil. Como resultado da experiência pedagógica, foram confirmadas as significativas oportunidades e vantagens que a educação especializada proporciona para a implementação do eixo transversal “responsabilidade civil”. As formas e métodos de trabalho que geram envolvimento pessoal em alguns problemas sociais são identificados. Eles aumentam o nível de educação jurídica e contribuem para a formação de uma sociedade civil ativa.

Palavras-chave: Cidadania, Responsabilidade civil, Educação especializada, Formando influências, Linhas transversais, Patriotismo.

Resumen: La conciencia de la generación más joven del Estado mutuo y la responsabilidad ciudadana basada en las normas de la moral y el derecho es una característica unánime e importante de una sociedad democrática. Por eso la responsabilidad civil se define como una de las líneas transversales en el espacio educativo moderno. El artículo presenta los resultados de un experimento pedagógico sobre la formación de una responsabilidad civil de los estudiantes de secundaria en las condiciones de formación especializada. Los autores del artículo revelan el contenido del concepto de “responsabilidad civil”, su composición, formas de manifestación y principales etapas de formación. Se analiza el papel de la formación de influencias en el proceso de formación de la responsabilidad civil. Como resultado de la experiencia pedagógica, se confirman las importantes oportunidades y ventajas que brinda la educación especializada para la implementación de la línea transversal de contenido “responsabilidad civil”. Se identifican las formas y métodos de trabajo que generan la participación personal en algunos problemas sociales. Aumentan el nivel de educación jurídica y contribuyen a la formación de una sociedad civil activa.

Palabras clave: MOOC, Tecnologías a distancia, Ruso como lengua extranjera, Entrenamiento avanzado, Competencias profesionales.

INTRODUCTION

The significance of the problem of forming civil responsibility is due to political, socio-economic and cultural transformations in our state. Society's destabilization and uncertainty in social and legal protection, widespread individualism, low level of legal and political education are factors that negatively affect the formation of civil society in our country. Patriotism, dignity, responsibility, mutual support, and morality are often replaced by a desire for personal enrichment, selfishness, and cosmopolitanism. That is why special attention should be paid to the law education component in preparing of young people for adulthood, the continuity and logic of state policy in the field of patriotic education.

In this context, citizenship is considered as a responsibility, a set of certain virtues and skills that emphasize the identification of a person, his belonging to a particular society, and the democratic nature of the

state as a whole. I. Sofinska (2019, p. 35) notes that citizenship is not a product of favorable power circumstances, but should express the level of development of the state and society, be an indicator of the implementation of the principles of democracy, an effective legal link that unites a person and the state. According to S. Goncharenko (1997, p. 75), citizenship means a citizen's awareness of their rights and obligations towards the state and society, as well as a sense of responsibility for their position. He refers citizenship to the moral culture of the individual and emphasizes that its formation is a priority task of the school.

The formation of civil responsibility is a complex and long-term process. It begins in early childhood and continues throughout life. The civil position of a person includes a certain set of knowledge, moral values, caring, belonging, readiness for action for the purpose of positive transformations in their own state (Herasymiv, 2010, p. 184). Accordingly, both the state and the individual should be interested in forming an active civil position. State authorities should use all resources to solve this problem: education, mass media, various social projects and involve citizens in cooperation with local self-government bodies.

Civil education is aimed at the formation and development of civil competencies of students – integrative formations that should be formed by means of all academic subjects. The main components of the content of civil education are political, legal and historical knowledge, understanding of socio-economic processes in society, immersion in the ethnographic and cultural achievements of their own people. The civil component is implemented at all stages of the educational process in Ukraine.

Civil responsibility, according to the concept of the "New Ukrainian School" (Ministry of education and science of Ukraine, 2016), is defined as one of the cross-cutting content lines that should be implemented in the educational space. It is logical that the reserve for revealing this content line is social studies subjects, which ensure the formation of civil and political education of students. At the same time, the role of other academic subjects in upbringing patriotism, civil activity and responsibility is being strengthened.

In the context of the reform of the educational sector in Ukraine, the formation of specialized training and in accordance with the new law about secondary education (Verkhovna Rada of Ukraine, 2020), it will be advisable to focus teachers' attention on the cross-cutting content line of the educational strategy, namely, "civil responsibility".

Specialized training is a type of differentiation and individualization of training, which allows, due to the changes in the structure, content and organization of the educational process, to fully take into account the interests, inclinations and abilities of students, their capabilities, to create conditions for teaching high school students in accordance with their educational and professional interests and intentions regarding social and professional self-determination (Ministry of education and science of Ukraine, 2013; Verkhovna Rada of Ukraine, 2019). Thanks to its flexible structure, specialized training can become a tool that will contribute to

the education of an active civil position through the student's personal interest in immersing himself in future professional activities.

Civil position, according to M. Pavlenko (2013, p. 96), today integrates three dimensions: socio-psychological, pedagogical and political. E. Manuilov and Yu. Kalynovskyi (2015, p. 124) consider it appropriate to add a legal dimension, since the self-realization of young people involves knowledge of laws and should contribute to the progress of public relations, including in the legal sphere.

Civil responsibility is a quality of a person characterized by the desire and ability to evaluate their own behavior from the point of view of benefit and harm to society, to correlate their own actions with the consequences in society, requirements, norms, laws, values.

In the context of justifying the essence of civil responsibility, the following criteria are defined: knowledge of reality, value orientations, civil activity and law-abiding behavior.

There is a need to justify the structure of the concept of "civil responsibility". M. Levkivskyi suggests the following components in his research:

- value-oriented (includes understanding of universal and moral values, awareness of the life beauty and the need to preserve it, support socially significant activities);
- motivational component (includes social and personal motivating factors);
- cognitive component (is a manifestation of understanding and willingness to implement, protect their own rights and obligations);
- practical component (provides for the formation of inter-subject and subject-object competencies);
- personal component (implies awareness of one's own uniqueness by a person, and its ability to be responsible for their actions or omissions, for the world around them) (Levkivskyi, 2000, p. 1).

The forms of manifestation of civil responsibility are:

- the desire for personal participation in social transformations in favor of one's own nation;
- emotional empathy for those who need social protection and support;
- willingness to assume additional obligations to society and specific individuals;
- ability to anticipate the consequences of their actions in specific circumstances;
- the ability to limit yourself and submit to your own actions with a sense of personal duty.

O. Bychko claims that in the process of becoming civil responsibility, each individual must overcome certain stages:

- The stage of passive citizenship. At this stage, a person is just beginning to distinguish between democratic values and ideas of civil society. The first attempts to analyze and evaluate other people's actions appear.
- The stage of citizenship of the reproductive level implies the ability of a person to have certain ideas about moral and democratic values, the ability to take a conscious position. It is characterized by knowledge and

responsible attitude to the rights and obligations of citizens, the desire to understand their social role and correspond to it.

- The stage of civil position of the active level – the highest level of civil responsibility. A person has formed clear ideas about civil values and state-creating processes, understands the need for complicity, caring, individual and collective action. There is a willingness not just to act according to the model, but to become a role model yourself, to take responsibility for the actions of others. A well-formed "I-Concept". Developed creative potential (Bychko, 2009, p. 41).

Forming influences contribute to the development of civil society exclusively in the conditions of which it is possible to educate responsible citizens. accordingly, questions arise about the composition of forming influences, their significance in the formation of the final result. N. Dragomyretska and I. Matveenko in their works proposed a scheme for the formation of civil responsibility by means of formative influences. Purposeful influences on civil society relate to the provision of normative legal and international acts, and forming influences-on civil responsibility and the adoption of new norms and values by society (Drahomyretska & Matveienko, 2009, p. 263).

Recent publications on the research topic. Civil responsibility became the object of dissertation research by A. Bekirova, L. Beshevets, P. Voloshin, N. Derevyanko, Yu. Zavalevsky, L. Kurinna O. Mishchen, S. Novik, K. Pekach, V. Prymak, O. Furman (Gumenyuk), T. Shyian. M. Babkin, P. Kendzer, G. Lomakin, T. Maltsev, K. Pekach, I. Sakhnevych, N. Chernukha, I. Chepiga and others paid attention to the education of civil qualities in extracurricular activities. The research of foreign experience of patriotic education by I. Kozhanov, N. Krasnova and O. Salnikova is very interesting. The problem of forming civil responsibility taking into account age psychology is studied by N. Basyuk, N. Golova, O. Zvaryshchuk, L. Tatomyr. O. Vagaitseva, T. Igonina, L. Kanishevskaya, T. Kunytsa, K. Kushakov focus on the positive impact of social projects and student self-government. School textbooks of the "standard" and "profile" levels, which comply with the current recommendations of the Ministry of education and science, are taken into account. However, there is a limited number of studies on the impact and opportunities of specialized training on the formation of civil responsibility of high school students.

Purpose of the study is to determine the role and prospects of specialized training in the formation of civil responsibility of young people, analyzing the formative influences on the formation of civil society in Ukraine.

In accordance with this goal the research objectives have been formed:

1. To consider foreign and domestic experience in the formation of civil responsibility among high school students.
2. To analyze the formative influences on the development of civil society on the example of participants in the educational process.
3. To determine the role and prospects of specialized training in the formation of civil responsibility among high school students.

RESEARCH METHODS

Theoretical methods (analysis, comparison, systematization, generalization); empirical methods (questionnaire, conversation, interview, expert assessment, pedagogical observation); statistical methods (mathematical processing of the obtained data) were used to implement the research tasks.

100 teachers and 250 applicants for education (14-17 years old) of educational institutions of Kryvyi Rih, Dnipro, Kamensk, Novomoskovsk and Khmelnytsky took part in the experimental work. Two control groups (25 people each) were formed from 50 students.

RESEARCH RESULTS

The analysis of recent studies as for the formation of civil responsibility indicates a variety of formative influences on the individual. In addition, the new position of a citizen, based on the principles of partnership with the state and society, has led to a significant change in the concept of "citizenship": in addition to legal, giving it socio-political significance.

Consequently, the performance of civil duties becomes not only a legal, but also a social need. The awareness of the concept of "patriotism" is relevant, and it gains special force in the context of violations of the sovereignty of the state.

Under civil responsibility, researchers understand the quality of a person characterized by the desire and ability to evaluate their own behavior in terms of benefit and harm to society, the relationship of their own actions with consequences for society, requirements, norms and laws. Of particular importance in the study of formative influences is the educational process, identification of oneself with all its participants, awareness of one's own role and significance.

During the experiment, a stating survey was conducted among students and teachers of educational institutions on understanding the content of the concept of "patriotism", determining the formative influences on the development of citizenship, analyzing the opportunities of educational institutions in the formation of an active civil society, and the responsibility of each of its members.

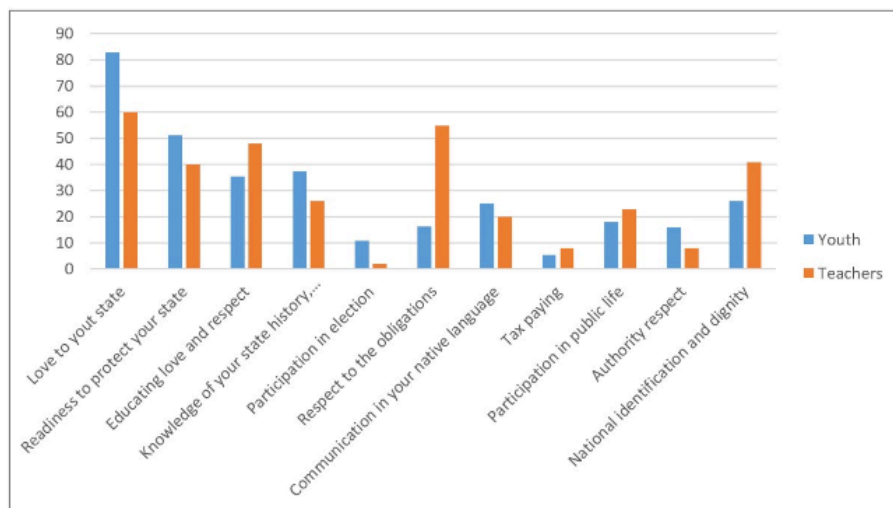


Figure 1
The survey results. Question: "What is patriotism?" (in%).

Based on the results shown in Figure 1, we can argue that as for adults, the understanding of patriotism has more practical understanding, tied to a specific action, with deep responsibility for their actions. Young people associate "patriotism" more with the acquired theoretical knowledge, formed on their basis by moral principles. You should pay attention to the lowest indicators: payment of taxes, respect for the authorities, participation in elections – because they clearly characterize the civil position. At the same time, everyone's opinions coincide that "patriotism" is, first of all, love for the motherland. So, patriotic education at school should be imbued with love for the motherland and focused attention on the acquisition of specific competencies aimed at the realization of human rights and freedoms, education of civil responsibility.

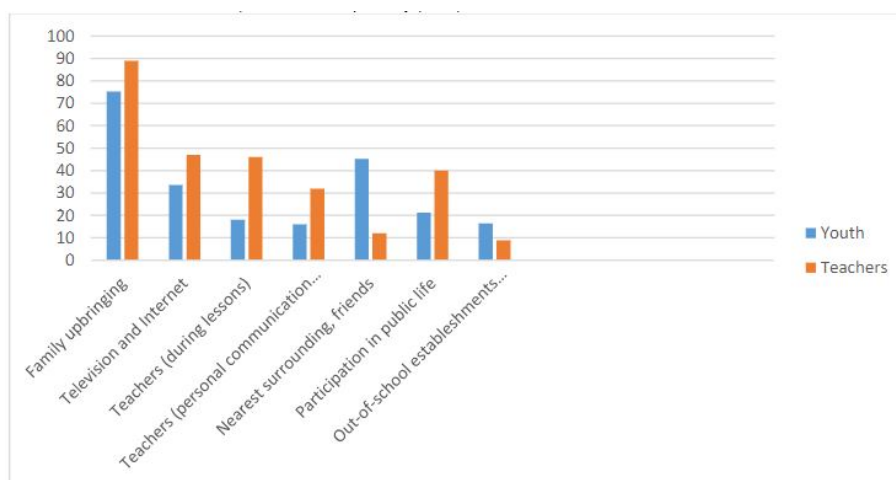


Figure 2
The survey results. Question: "What, in your opinion, influences the formation of the civil position of young people most of all?" (in%).

These diagrams confirm the decisive influence of family education and mass media on the formation of the civil position of young people.

However, young people choose friends and extracurricular institutions as more significant form factors. This indicates a somewhat overestimated vision of teachers' influence on students. And this is an indicator of the urgent need of the educational system to move on to new relationships with young people, to make lessons even more emotionally insightful, trusting, modern, filled with interesting forms and methods aimed at acquiring competencies that will become useful in real life.

According to the answers of the surveyed high school students, during lessons, teachers mostly pay attention to language competencies and the ability to learn throughout life. And only every third person showed the attention of teachers to the development of civil competence in the educational process.

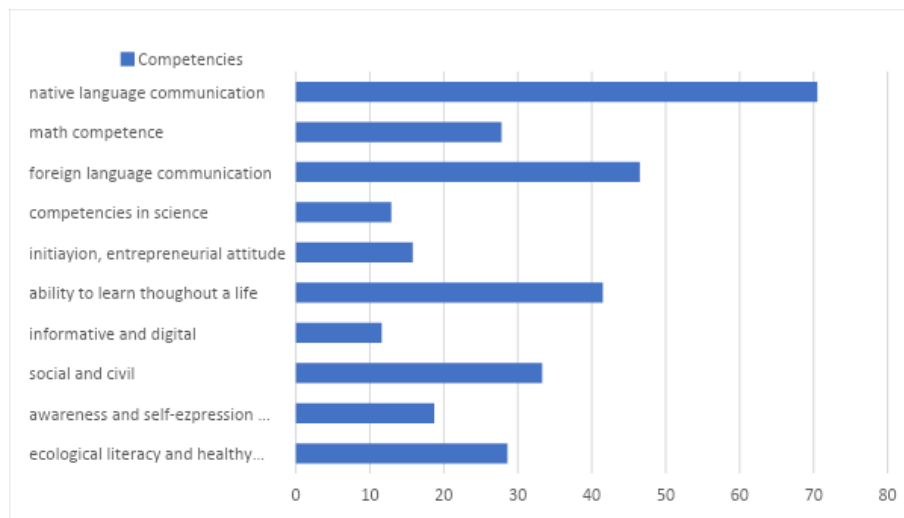


Figure 3

The survey results. Question: "What key skills (competencies) do teachers develop during lessons?" (in%).

It should be noted about the low level of development of digital competence, which is extremely relevant today for young people. We consider it appropriate to combine the development of civil responsibility with digital competence. Modern information and communication technologies can not only contribute to the rapid processing of information, but also help to make the educational process interesting, bright and informative. Children are willing to perform individual and group projects, prepare video materials, create intelligence maps, chatbots, and so on. The main task of the teacher is to correctly choose topics, distribute responsibilities, and provide tutoring and moderating assistance.

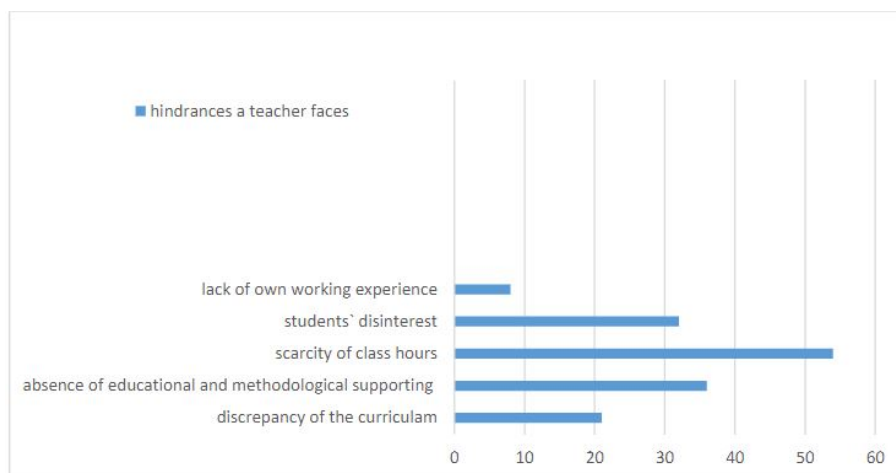


Figure 4

The survey results. Question: "What do you consider an obstacle to systematic work on the introduction of cross-cutting content lines of the new Ukrainian School" (in%).

Teachers consider the greatest obstacles to the introduction of end-to-end content lines to be the insufficient number of academic hours, lack of methodological support, and inconsistency of curricula. When preparing for the lesson, 43% of teachers surveyed plan to implement a cross-cutting content line "civil responsibility" every time, when the topic encourages it – 40%. The rest admit that they pay attention to the issue no more than 1-2 times a month.

Only 8% of teachers have five or more of their own methodological developments aimed at developing an active civil position and forming civil responsibility, 35% prepared 1-3 developments, the rest did not work in this direction. And this indicates the low attention of the teaching staff to the problems of acquiring civil competencies by participants in the educational process.

According to the results of teachers' and high school students' survey it can be argued that the implementation of the content line "civil responsibility" requires activation in both methodological and practical parts. An important step in this direction is the reform of specialized education in Ukraine, as such, which is able to provide applicants with practical skills necessary in their future professional activities.

One of the problems with the introduction of specialized education is that young people aged 14-17 are not always able to choose the direction of specialized training by themselves. High school students are often guided by the opinion of relatives, subjects recommended for passing EIT (external independent testing), ratings of higher educational institutions and specialties. There are also other reasons (financial and economic, organizational, territorial) that prevent the conscious choice of a future profession. Quite often there are cases when a graduate enters a higher education institution, and after a year or two he is expelled because of understanding his erroneous choice of professional activity.

One of the tasks that Ukrainian education faces today is to build a specialized high school education, which, due to the increased load on

specialized subjects, variable and invariant components, will provide an opportunity for high school students:

- to understand all the advantages and disadvantages of the educational direction;
- that will provide an opportunity to get practical skills that will be useful in your future profession;
- that it will bring the theoretical, and sometimes abstract, idea of the specialty closer to the realities of the present.

Special attention in the profile high school needs to be paid to the implementation of the cross-cutting content line "civil responsibility", as it is exactly that one which educates the individual's indifference to the life of their own state, contrasts selfishness with universal values.

We consider it appropriate to deepen the work on the formation of civil responsibility in the direction of its activation in both regular and extracurricular activities, relying on the creativity of teachers and the help of school self-government bodies, which can become a driving force in the implementation of social projects that are significant for the life of educational institutions and local communities.

During the ascertaining experiment, it was found that teachers of history and law (67,3%), Ukrainian language and literature (53,6%) and civil education (52,4%) pay the most attention to the formation of civil responsibility, and chemistry (2%), Physics (4,4%) and Physical Culture (4,4%) pay the least attention. More than half of respondents (52%) say that their educational institution does not teach special courses or electives aimed at civil education of young people, or high school students simply do not have information about them.

These figures clearly indicate that the educational sector does not fully use its potential to form an active life position of young people, patriotic and legal education, and develop the civil competencies of its students.

The experimental part was held on the basis of Kryvyi Rih specialized school of I-III stages No. 71 in 2018-2020. During the experiment, two control groups (A and B) of educational applicants (25 people each) were identified. While working with group "A", teachers paid special attention to the formation of civil responsibility during the lessons, specifically selecting tasks that appealed to the patriotism and civil qualities of young people. Group "B", in addition to regular activities, was involved in the study of the extracurricular lesson "Civil responsibility – my personal choice", as well as the implementation of social and legal projects.

Based on the results of the intermediate and final experiment, the dynamics of the growth of the share of schools as a formative influence on the formation of the civil position of young people can be traced. If at the beginning of the experiment this indicator was 18% (during the lesson) and 16% (in extracurricular activities), which is shown in Fig. 2, then at the end of the experiment in Group "A" it was 44% and 20%, and in Group "B" – 48% and 52%, respectively.

Of course, we understand that the modern Ukrainian school has not reached the level of the family as a formative influence on the formation of the civil position of young people yet, but its weight increases significantly

when teachers focus on the implementation of the cross-cutting content line "civil responsibility". Cultivating indifference to social problems, providing an opportunity to offer solutions to problems that have the possibility of practical implementation, the pupil feels his significance, realizes the significance of his actions for his own life and society as a whole.

Additional opportunities for the formation of civil responsibility are provided by specialized education. Given that specialized subjects are designed for a larger number of hours compared to the academic level, teachers have the opportunity to select tasks that contain relevant issues for society. Extracurricular lessons and elective courses contribute to the development of patriotic education. Extracurricular activities help to establish contact between teachers and students, establish relationships of trust and cooperation. It is these events that can serve as a vivid example of fostering an active civil position among high school students.

CONCLUSION

The formation of civil responsibility of young students is one of the most pressing problems of our time. Ukraine, having constitutionally secured the status of a democratic, social, and rule of law state, considers the formation of a civil society to be its strategic task. And it is possible to create such a society only if the level of legal culture and education of the population increases. The need for the formation of civil competence is recognized by the state and is one of the priorities of the educational sector, which is enshrined in the concept of "New Ukrainian school", laws and bylaws.

Adopting the experience of the United States and European countries, Ukraine is introducing electives and clubs that should contribute to the formation of a democratic society, legal education of the population and patriotic education. International cooperation of educational institutions has intensified. The educational platforms "EdEra" and "Prometheus" pay considerable attention to the formation of civil responsibility. A number of educational projects were carried out within the framework of EdCamp. Young people of our state are involved in international human rights projects.

However, there is an urgent need to involve young people in the implementation of projects of local communities, the implementation of the rights of educational activities. There are almost no measures aimed at reflecting national and regional ethnographic features that directly affect the formation of citizenship, an active life position, and contribute to the preservation of State traditions and moral values.

Formative influences on society are factors that affirm norms and values and should contribute to the formation of civil responsibility. It is these influences that should become a bridge that can combine the vector of work of Public Administration entities with the actual needs of the people, as a result of which a "society of mature citizens" will be born. Their composition, criteria, classification and impact on the formation

of civil responsibility have been poorly studied in various industries. We can say that the formative influences on the population correspond to the philosophy of the state and have an ideological basis. Their immediate task is to provide information to the population, form concern, complicity in the needs of society, and encourage them to act in the interests of their own people and the state.

As a result of the experiment, it is proved that specialized training has a positive effect on the formation of an active civil position of high school students, especially if all participants in the educational process are involved, as well as teachers focus on careful selection of tasks for the implementation of a cross-cutting content line. A particularly positive result is guaranteed by the combination of classroom and extracurricular work, the involvement of pupils in student self-government, and the implementation of social projects.

So, specialized training has significant opportunities in promoting the formation of civil responsibility among high school students. An important role is played by comprehensive programs implemented by educational institutions, attracting all participants in the educational process without exception, being reflected in absolutely all academic subjects. This is what will ensure not only the acquisition of civil competence by young people, but also contribute to the spread of caring and active citizenship among the population as a whole. The implementation of the strategy of specialized training in the context of the formation of civil responsibility in high school students will contribute to the preservation of national, European and universal values, human rights and freedoms and the introduction of mechanisms for their protection, which fully corresponds to the processes of European integration and globalization.

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