

The System of Educating Pre-Service Teachers to Implement Civic Education in Schools

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Abstract

Russia is undergoing difficult time changes in social development and radical changes that cause ambiguous consequences in social sentiments, behavioral practices and values of younger generation. In this regard, one of the socio-political challenges of Russia at the present moment is formation of civic society. This article concerns the development of the preservice teacher readiness to implement civic education of younger generation. The primary result of the article is the developed by the authors system of future teachers' training for implementation of civic education among future students. The article submissions may be useful for school teachers, teachers of vocational education institutions, as well as for the preservice teachers.

Keywords: *education system, teacher training, formation of readiness, civic education.*

1. Introduction

1.1 Background

In today's political, economic, social conditions the significance of civic education becomes important like never before. The shift of material and spiritual values, the destruction of cultural traditions, the uncertainty of ethical and legal guidelines, violation of human rights in the country, the lack of democratic legislation, social security have resulted in underdeveloped civic qualities and extreme individualism in its behavior.

Civic education at the present stage is a versatile, multi-purpose, multidirectional educational activity the essence of which is to develop the personality capable to benefit the society while being legally, socially, politically and morally capable (Sokolov, 1993; Grevtseva, 1995; Rostovtseva, 1998).

The main difference of civic education from other fields is its versatility: it cannot be localized only in any one sphere of a person life, so the spatiotemporal boundaries of this process lie within the entire creative activity of the individual including teaching (Vlasov, 1999; Fakhrutdinova, 2001).

To solve the problem of civic education it should be implemented at all levels of education: preschool, school, university. At the same time, the educators should pay special attention to preservice teachers' training in the field of civic education among the children of different ages, as developing a citizen of a law-governed state is largely associated with

the personality of the teacher, his common culture and professionalism.

We consider readiness of the future teacher to provide civic education as an integrative quality of teacher's individuality including values, socio-political, ethical, professional attitudes and feelings, teaching experience, awareness of the theory of children civic education of different age and a system of practical skills necessary for its implementation.

By reference to the educational process structure of higher educational establishments that is a holistic, highly organized mechanism consisting of a number of interrelated components, tutoring the future teachers for civic education awareness can be defined as a subsystem in the larger unit of teaching and educational process. It is supported by the following arguments: first, the reality of civic education existence and its elements, the results; secondly, due to the civic education dependence on the ultimate goals, the third, the system openness to environment; fourth, the integrity of the phenomenon which in turn causes a certain complexity and hierarchy of the system components; Fifth, the functioning of the structure as a whole being a part and an element of another whole.

1.2 Literature Review

The problem of civic education of young generation was studied by many scientists. The theoretic foundations of civic education of youth have been discussed in the scientific works of psychologists, teachers, lawyers, philosophers and sociologists in different eras. Thus, the fundamental principles of civic education were considered by B.G.Belinsky (1997), G.Gegel (1990), A.Herzen (1987), N.G.Chernyshevsky (1987) and many other national and foreign philosophers and educators.

The philosophical and social aspects of civic education are researched in the articles by S.I.Arkhangel'sky (1980), R.G.Gurova (1981) and others.

The general theoretical foundations were developed by V.N.Vlasova (1999), O.I.Volzina (1991), G.T.Sukolenova (1997) and others.

The most important components of civic education such as social activity, legal behavior have been studied in the writings of scientists and educators A.V.Ivaschenko (1989), I.S.Marenko (1980), legal scholars N.Ya.Sokolova (1993), A.M.Yakovleva (1969) and others.

Civic education in the context of liberalization and social revitalization of the students were studied by I.M.Duranov (1991), V.M.Obukhov (1986), E.V.Rostovtseva (1998), M.P. Chumakov (1980).

The socio-pedagogical conditions of civic education as integrative personality traits were considered by A.V.Belyaev (1997), A.G.Goleva (1994), R.G.Gurova (1981), V.I.Kozhokar (1975).

The features of civic education in the bringing-up process have been studied: within the social disciplines (Grevtseva, 1995) and humanities (Shiro, 2000; Senina, 1987); in extracurricular activities on history and political sciences (Vasiljev, 1995); in the process of legal education (Izvestnova, 1988); the search activity in memory of the fallen in the Civil War (Sudakova, 1995).

The issues of civic consciousness and civic qualities of the students have been studied by O.V.Lesher (1997), E.V.Romanovskaya (2010), A.M.Faktor (1998) and others.

The education of the future teachers for implementing civic education among the adolescents and schoolchildren has been studied by T.M.Abramyan (1991), N.A.Vakhrusheva (1998), O.P.Pesotskaya (1994) and others.

The analysis of theoretical research and teaching practices has shown that although the problem of civic education is developed in general, however, the issue of the structure and content of civic education is not studied enough at the present stage of social development, as well as the levels and criteria of the development of general readiness of the future teachers to provide civic education consisting of personal, content-related and procedural readiness; a complete, efficient, scientifically and methodically proper system of formation of the general readiness to provide civic education has not been developed.

2. Methodological Framework

2.1 The indicators of teacher's readiness to provide civic education among the students

To explore and identify the ways to address the problem of training the future teachers to provide civic education the concept of "readiness to implement civic education" was specified and filled with a new content (Belinsky, 1987; Herzen, 1987). Readiness of the future teacher to provide civic education is considered as an integrative quality of teacher's individuality aimed at laying the foundations of civic qualities of the personality of different ages including social, ethical and professional viewpoints and feelings. We have identified the components of overall readiness: personal, content-

based and procedural.

2.1.1 *The indicators of personal readiness*

The indicators characterizing the personal readiness to implement civic education are the following: the students' attitude towards society, the state, social and political phenomena that occur in its activities; awareness of the rights and responsibilities determining ideological views (Vlasov, 1999; Izvestnova, 1988; Goleva, 1994). Personal readiness is characterized by such significant qualities as civic consciousness, civic duty, civic liability, legal and *political culture, personal freedom, social activity, patriotism, national consciousness and tolerance.*

2.1.2 *The indicators of content-related readiness*

The content-related readiness is characterized by certain scientific, theoretical and methodological knowledge that is necessary to provide the children of different ages with civic education. These indicators include: a scope of certain scientific, theoretical and methodological knowledge required for civic education of children of different ages, awareness of social significance of civic education of younger generation, a sustained interest in implementing this educational work, the ability to plan and forecast the teaching activities, the good master of design, communication and organizational skills (Ivashchenko, 1989; Maryenko, 1980).

2.1.3 *The indicators of procedural readiness*

Procedural readiness is characterized by practical skills required for implementing civic education of children of different ages. Its indicators include the ability to intelligently select the complex of forms, methods and techniques of civic education of children of different ages; take into account the unified requirements for children presented by teachers, parents and the public; to apply creative approach in the activity that implies complex, variable use of theoretic knowledge and skills; put into practice the principles of the individual and differentiated approaches; anticipate and predict the results of the professional pedagogical activities, analyze one's own experience and other teachers experience introducing it accounting for the specifics of various ages (Sudakova, 1995; Pavlova, 1995).

A combination of personal, content-related and procedural readiness in total create the overall readiness of the future teachers to implement of civic education of children of different ages.

2.2 *The structure and content of the system of readiness development of the future teachers in the implementation of civic education*

The study has allowed us to develop readiness formation system of future teachers to implement civic education. It consists of interconnected and interdependent blocks which include: planning of the objectives, tasks, a subject, an object, the content, organizational forms and methods, monitoring and the result (Abrahamyan, 1991; Duranov, 1991; Pesotskaya, 1994; Vakhrusheva, 1969). This content is actualized through all the basic forms of educational work in higher education: lectures, seminars, workshops, debates, etc., as well as the students' research work for which we have provided special areas, educational activities, participation in students' union and social life of the university and the city, teaching practice (**Fig. 1**).

The system is based on the general scientific and general cultural; public and socio-communicative; psycho-pedagogical, subject-methodical; creative and practical components. The content of these components include the cycle of the humanities, social, economic and general professional studies that are organically aimed at creating readiness for implementing civic education. The consolidating element of the system is a special course developed by the author. The most effective means appeared: the learning guides, specialized literature, visual aids (tables, maps, etc.).

3. Results

Introducing the submitted system of training the students of pedagogical specialties to implement civic education has allowed to find out that the students have a sufficient level of personal readiness to provide civic education: they have a general idea of civic duty, civic duties, civic rights. And the level of content-related and procedural readiness cannot be considered satisfactory, due to the lack of focused effort in forming the abovementioned readiness in higher pedagogical education.

Determining the level of overall readiness for implementation of civic education was carried out through the average score over the three criteria that characterize the personal, content-related and procedural side of readiness. The points were assigned from 1 to 5, from very low to high. If the average score appeared in the range from 1 to 2, then the student's level was considered extremely low (I); if from 2 to 3 points, the level of readiness was low (II); If the average score is in the range from 3.2 to 4 points, the level of readiness - medium (III); If the average score is in the range from 4.1 to 5 points, the level is - high (IV).

In general, in the students' groups participated at the control stage of the experiment the overall level of readiness was average with the high level never revealed. The obtained results of the statistical "measurements" of the readiness level in implementing civic education before the experiment are shown in table 1.

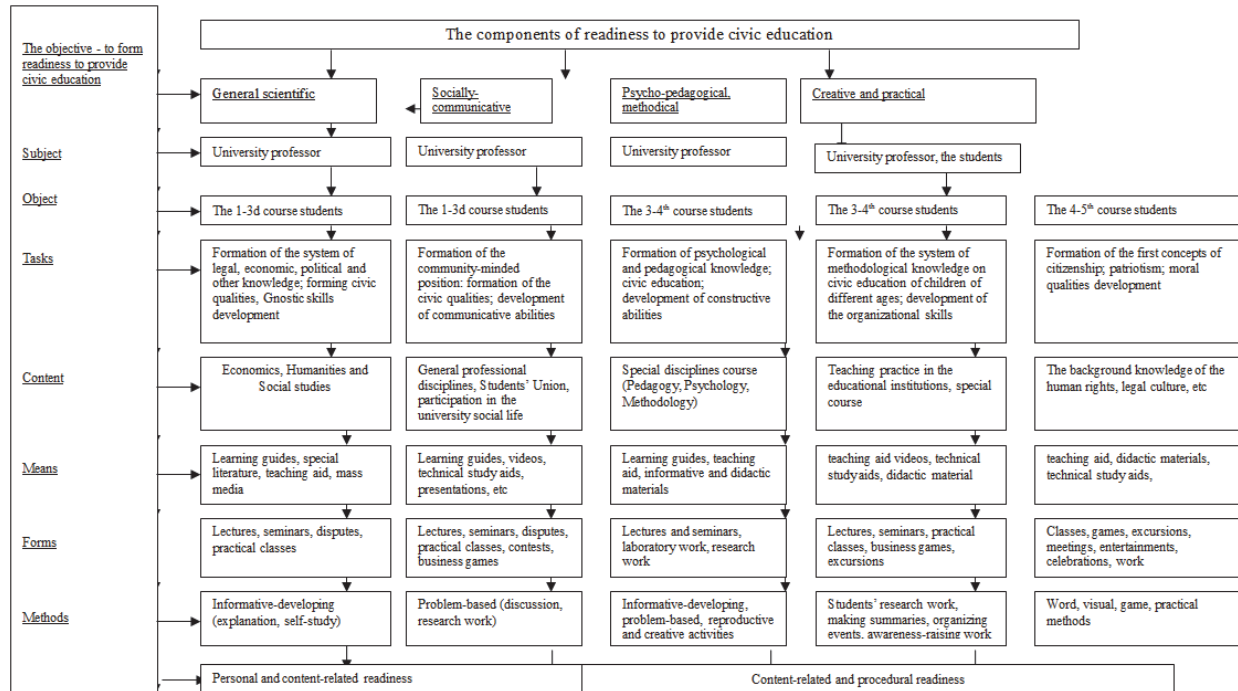


Figure 1. The system of training future teachers to implement civic education

Table 1. The level of general readiness of the students to provide civic education at the ascertaining stage of the experiment

Levels	The experimental group (total – 53 persons.)	The control group (total– 53 persons)
High(IV)	0	0
Medium (III)	25%	23%
Low (II)	58,5%	57,5%
Very low (I)	16,5%	19,5%

The experimental group (the total number of students - 53 people). The control group (total number of students - 53 people)

The findings suggest that the statistically significant differences in the experimental and control groups before the main formative stage of the experiment have not been found.

The efficiency of our simulated experimental system of formation of future teacher readiness to meet the challenges of civic education was verified by the comparative analysis of the results of the ascertaining ("data in") and control ("data out") experiment in accordance with the developed criteria.

The questioning at the control stage of the experiment and the analysis of the students' research work showed that most students have realized the social significance of civic education of younger generation (78%), they have shown a keen interest in implementing civic education (80%). The results of theoretical and practical parts of testing for the

special course "Civic education of preschool children" have shown that the students plan educational activities on civic education, set targets, tasks and perspectives of this work, know the content, forms, methods on performing civic preschool education with "excellent" (65%), "good" (28%), "satisfactory" (7%) marks. The students are engaged in self-education on the topic of civic education of children of different ages. The number and quality of scientific research on the problem of civic education, has increased, the students voluntarily chose graduate work on the very problem.

The results of the control group are almost identical to the results of the ascertaining experiment throughout all indicators, so we have chosen the data of the ascertaining experiment to help us to visualize the dynamics of positive changes in the process of formation of future teacher readiness to provide civic education.

The comparative analysis of the changes in the students' general readiness to provide civic education in the experimental and control groups before and after the experiment is displayed in the table.

Table 2. The dynamics of the students' level of readiness to provide civic education

	The level of readiness "data in"		The level of readiness "data out"	
	Experimental group	Control group	Experimental group	Control group
High	0%	0%	35%	0%
Medium	25%	23%	33%	23%
Low	58,5%	57,5%	27%	57,5%
Very low	16,5%	19,5%	5%	19,5%

4. Discussions

Despite the fact that today there is much research on the problem of civic education, in our opinion, it remains one of the least studied. The university professors, teachers of secondary and primary schools do not always understand the objectives, tasks, content, tools, forms and methods of civic education of younger generation. At the same time, now more than ever there is a need in formation of teachers' readiness to provide civic education for the younger generation involving bringing up a citizen who is active, sensible, possessing a high level of civic consciousness, civic qualities, feelings and behavior focused on spiritual values. The analysis of the current state of the future experts' readiness, the analysis of psychological and pedagogical literature, the university experience in this field has shown that at the present stage there is also a need in finding the new ways and means to enhance the process of teaching students to implement civic education.

The starting point for the development of this problem has become the analysis of the concepts "civic education", "readiness to implement civic education." The theoretical analysis of the problem has allowed to determine the approaches to the development of future teachers training for implementing civic education.

During the experimental work we took into account the phased nature of the process of readiness formation, so it included personal, theoretical and creative - practical stages.

To obtain the objective information about the level of readiness the following criteria were identified: a personal, content-based and procedural. The indicators that characterize the state of personal readiness for implementation of civic education are: the knowledge of personal rights and responsibilities, the students' attitude to society, the state, social and political events which are reflected in his activities that determine the ideological views; socially significant qualities such as: civic and national consciousness, civic duty, civic responsibility, social activity and tolerance.

5. Conclusion

Therefore, the submitted system of training the students of pedagogical specialties to implement civic education focuses on the particular goal to develop the future specialist's readiness to provide children with civic education. Meanwhile, this system is effective when taking into account the organizational and pedagogical conditions identified in the study. The system content that ensures the achievement of this objective includes general scientific, general cultural, socio - communicative, psychological and pedagogical - methodical, creative and practical components. The system has a phased structure and provides the development of future teachers' readiness to implement civic education from a very low to high one. The peculiarity of the system is that its consolidating basic element is the special course.

The pedagogical experiment has proved that using the system it is possible to form future teachers' readiness to implement civic education as an integrative quality of teacher's personality.

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