

# Preparation of Students for Citizens' Identity

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**Abstract**—These article includes the philosophical and legal foundations of civic identity, summarizing the experience developed by scientists to date. The study presents the theory of application in the context of the development of education: concept, technology, forms, methods, diagnostics of results. The circle of state and public organizations (administrators, deputies of representative bodies, the office of the human rights ombudsman, participants in non-state associations) is defined that help promote civic identity in educational institutions, schools and universities. The article describes the classroom and out-of-school work, the results of quantitative and qualitative methods of sociological research of students' identity status. It was possible to establish that the inclusion in the curricula of pedagogical technology of promoting civic identity in various subjects and outside the educational work has a positive dynamics.

**Index Terms**—civic identity, education, dynamics, students

## I. INTRODUCTION

In contemporary complex international situation, a large number of migrations and the need to adapt a large number of people to new social conditions requires a change in the deep psychological and mental structures.

Civic identity, both personal and public, is the only chance of regulating relations that are characterized by security, constructivism and respect for the rights of every person. Therefore, it is necessary to understand the specificity of the existing identity in many manifestations of the cultural, national, economic, social, professional component, which will allow us to find the general that is necessary for the harmonization of relations.

The notion of "identity" for today is one of the most used, but not completely defined in social and humanitarian disciplines. We do not agree with the opinion that in a mono-national state (or when approaching a nation as a citizen), civic identity is equivalent to national identity. In our opinion, the notions of national and civic identity are not equivalent, since national identity distinguishes cultural differences, and civic identity creates the common, necessary for uniting on a democratic platform. Civic identity is a stable relationship of a person with a state and national community (both ethnically homogeneous and heterogeneous), represented by the image of "we" as imaginary community consciousness, supported by the state, law and cultural tradition.

The author are studying civic identity in the context of civic political culture, described in many articles and books of the author [1], [3]-[5], [7],

Civic identity in the educational context, an individual sense of belonging to a community of citizens based on a complex of democratic legal knowledge, recognized human and civic values and readiness for civil participation in the life of a democratic society.

This is a quality that allows the civic community to act as a collective entity. The importance of civic identity is not only in belonging to the state, but participation in the life of civic society through mechanisms created by a democratic constitution.

## II. THE EDUCATIONAL CONTEXT FOR CIVIC IDENTITY

Russia, like many countries, contains the problem of identity. Russians compare themselves and the world around them. The main issues of the state national policy of the Russian Federation, which require special attention of state and municipal institutions of power, are as follows:

- 1) Preservation and development of the cultures and languages of the peoples of the Russian Federation, the strengthening of their spiritual community;
- 2) Ensuring the rights of indigenous minorities and national minorities;
- 3) Creation of additional socio-economic and political conditions for ensuring a lasting national and interethnic peace and harmony;
- 4) Support of compatriots living abroad, assistance in the development of their relations with Russia.

Important to comprehend the general and special in Russians identification characteristics. It is necessary to realized the specificity of the existing identity in many manifestations of the cultural, national, economic, social, professional component, which will allow us to find the general that is necessary for the harmonization of relations.

*The educational context of civic identity of students:* an individual sense of belonging to a community of citizens based on a complex of democratic legal knowledge, recognized human and civic values, readiness for civic participation in the life of a democratic society.

Understanding the need for the formation of civic identity has a regulatory and legal basis in the Federal State Educational Standard of Basic General Education (2010).

The standard is aimed at ensuring the formation of the Russian civic identity of students. The personal results of mastering the basic educational program of basic general education should reflect: the education of the Russian civic

identity: patriotism, respect for the Fatherland, the past and present of the multinational people of Russia; awareness of their ethnicity, knowledge of the history, language, culture of their people, their land, the foundations of the cultural heritage of the peoples of Russia and mankind; assimilation of humanistic, democratic and traditional values of a multinational Russian society; education of a sense of responsibility and duty to the Motherland.

Curricula of subjects History of Russia, Universal History and Social Studies suggest:

- 1) The formation of the foundations of civic, ethno-national, social, cultural identity of the learner, the comprehension of the experience of Russian history as part of world history, the assimilation of the basic national values of contemporary Russian society: humanistic and democratic values, peace and mutual understanding between peoples, people of different cultures;
- 2) The formation of personal perceptions of the principles of Russian civic identity, patriotism, citizenship, social responsibility, legal self-awareness, tolerance, adherence to the values enshrined in the Constitution of the Russian Federation.

However, in the standards of vocational education and university training, we see the absence of this norm, which leads to the breakdown of the important concept of education and even to the contradictions that originate from the fact that most of the lecturers were educated in the Soviet period and their indoctrination is not fundamentally changed in principles of democracy.

### III. INVESTIGATION OF CIVIC IDENTITY OF STUDENTS

Investigates of students' opinions have been carried out as far as Russia is a common home for the nationalities living in it. Table I shows how the views on this issue were distributed in 2017 (see Table I).

TABLE I. OPINIONS OF RESPONDENTS ON HOW MUCH THE STATE IS A COMMON HOME FOR THE PEOPLES OF RUSSIA? WHICH OF THE FOLLOWING STATEMENTS DO YOU AGREE WITH? (CHOOSE ONE ANSWER)

Variants of answer	2017
1. Russia should be a state of Russian people	9 %
2. Russia is a multinational country, but Russians, making up the majority, should have more rights, because they are the main responsibility for the fate people as a whole	12 %
3. Russia is a common home for many peoples, exerting influence on each other. All peoples of Russia should have equal rights, and no one should have any advantages	79 %
4. Difficult to answer	0 %

The fact that the state is a common home for the Russian peoples, and all of them must have equal rights, no one should have any advantages remains the most common.

The author see a significant solidarity of students, which is connected with the politicization of ethnicity, including the discussion in the country of questions about how our state should be built.

Readiness to communicate with people of a different nationality among students is quite high (see Table II).

TABLE II. OPINIONS OF RESPONDENTS «ATTITUDE TOWARDS INTERETHNIC COMMUNICATION» (CHOOSE ONE ANSWER)

Variants of answer	2017
1. Does the nationality of a person influence your attitude to it?	12 %
2. Affects when choosing a friends	3 %
3. Affects when choosing a place of residence	21 %
4. Affects when you marry	32 %
5. Does not affect at all	32 %

These students' responses are completely consistent with the actualization of their ethno-national self-awareness

The growing civic identity of students, combined with ethnic identity, integrates youth, but also makes one think about the fairness of the existing system of resource allocation, and solidifies against injustices.

The author asked our students about their attitude towards the forced eviction of people of those nationalities around the formed "image of the enemy" (see Table III).

TABLE III. OPINIONS OF RESPONDENTS «WOULD YOU OR WOULD NOT APPROVE THE FORCED EVICTION OF REPRESENTATIVES OF SOME NATIONALITIES FROM YOUR CITY? (CHOOSE ONE ANSWER)

Variants of answer	2017
1. Yes, we would approve	18 %
2. Would rather approve	12 %
3. Rather would not approve	43 %
4. No, they would not approve	27 %

Those who would not approve forced evictions are more than those who approve, but, as we see, there are many supporters of forceful actions

### IV. METHODOLOGY

The achievement of the results of the pedagogical experiment was carried out in two interrelated directions: methodological and communicative. From the methodological standpoint, it was necessary to define the conceptual framework of the study and reach an instrumental consensus. It was necessary to legitimize the methodological choice in the scientific and public communication.

For many years of scientific research and practical teaching and extracurricular work, we have developed a methodology for education in the direction of civic identity. .

Methodological basis of education is determined by:

- 1) The social order of society, aimed at enhancing the role of the educational component in education and existing practice traditionally approach;
- 2) Society's need for citizens with a high level of legal culture and legal consciousness, and identified low levels of these qualities among the students;
- 3) Society's need for enhancing the role of public resources, their involvement in the educational space, through the creation of structures to ensure the openness of educational institutions for public

participation, and the lack of such structures in the current education system;

- 4) The need the structure and content of education in Russia, taking into account the global trends and the needs of Russian society enshrined in legal acts involving the strengthening of education of students, and the absence, to date, theories and programs [12].

#### V. METHODS OF CIVIC IDENTITY DEVELOPMENT

Specially conducted classes in elective courses: "Political Culture of a Civician Type", "The Electoral Law. Electoral processes". The interaction of teachers and students, their cooperation was realized. A group work was carried out to develop a communication partnership: business games (Elections), role games (Political parties), brainstorming, training in dialogue, development of critical thinking, participation in role plays, performances, Civic forums, public discussions, competitions "My civic position."

Every year we hold actions aimed at obtaining institutional experience by students, dedicated to Universal Declaration of human rights (15 November - 15 December): "Human Rights: Do not repeat the mistakes of predecessors ...", "We are all born free and equal".

Discussions helped students to express their opinions and understand the meaning of the phenomena: "It is my right and your ...", "These rights belong to all of us ...".

Students wrote articles and essay "Human Rights: to establish freedom, peace and respect", "Achieving human rights through tolerance and peace".

The author organized and conducted a special session of the Public Forum "Role of civic education in the training of citizens to public participation and interaction with authorities".

The purpose of the discussion was Monitoring of the preparedness of college students for civic and political participation in the life of society and the state, research Methods of civic education.

Opinions were expressed by the forum participants - students and scientific community, representatives of public organizations, Ministry of Education.

The knowledge that forms a civic identity is passed on to students in meetings with interesting people, to ask the student's question a respected person, a representative of authority whose opinion is important, and the opportunity to receive a competent response and help in solving a social problem. The author conduct extracurricular work invited The Commissioner for Human Rights, Ombudsman for Children, authorities. Representative governments in the region: (Legislative Assembly, City Council, municipalities, leaders of public organizations, scientists).

Students participate in the All-Russian Forum of National Unity, during which experts and scholars and students in the open dialogue format will discuss issues of national politics, relations and civic identity within three days at various forum venues.

Experimental research and experimental base of more than three thousand people: students of secondary schools and institutions, students of University, members of public

organizations (Discussion Club "I am a citizen," Interregional Association "For Civic Education", "Scientific and methodological center of political culture").

#### VI. CONSTITUTIONAL

The formation of identity is not possible without the students' knowledge of the constitutional foundations of their country.

Particular emphasis is placed that Constitutionalism is the "state" component in the structure of civic identity - it is also a way of acquiring a full-scale subjectivity of the political nation, and mechanisms for institutionalizing identity, the political and cultural tradition of society.

The legitimacy of the Russian Federation Constitution adopted in 1993 is with some frequency challenged in the media by citing the fact of low participation in elections and the resultant positive outcome of the voting [1], [2].

The author performed a sort of reduction of the basic principles of the Russian Federation Constitution that are also Western democratic values: "Each nation has the government it deserves" and each nation has the right to promote its ideal political system and to consider it most acceptable to itself. Experience shows that adopting the best models in the world is ineffective if it does not take into account the national peculiarities of its political culture. To what extent are the words of Samuel Huntington apt: "Western ideas of individualism, liberalism, constitutionalism, human rights, equality, liberty, the rule of law, democracy, free markets, the separation of church and state, often have little resonance in Islamic, Confucian, Japanese, Hindu, Buddhist or Orthodox cultures."?

The question is given to students in 2012 and 2017 in order to monitor possible changes "Do you agree that the principles of western democracy are incompatible with Russian traditions?" (see Table IV).

Thus we see a significant rejection of western ideas in these answers, and consequently also of the basic ideas and principles of the Constitution.

TABLE IV. OPINIONS OF RESPONDENTS "DO YOU AGREE WITH THE FACT THAT THE PRINCIPLES OF WESTERN DEMOCRACY ARE INCOMPATIBLE WITH RUSSIAN TRADITIONS?" (CHOOSE ONE ANSWER)

Variants of answer	2012 / 2017
1. Completely agree	31% / 20%
2. Rather agree	60% / 33%
3. Rather disagree	11% / 27%
4. Totally disagree	3% / 20%
5. Difficult to answer	5% / ...

Students' answers show that it is possible that students do not consider the norms of the democratic Constitution of the Russian Federation to be Western, on the one hand, and, on the other, may be influenced by changes in the foreign policy situation.

Clearly there is a contradiction here, born of disenchantment with the mechanisms by which constitutional foundations are implemented. Obviously, we

must agree with Pyotr Chaadayev (famous Russian philosopher of the 19th century): "We are still discovering truths that are commonplace among other peoples".

### VII. TOLERANCE

Tolerance as an element of civic identity is associated with the national-state community, with obligations and rights in relation to other members of this community and to a state that allows an individual to relate himself to them.

In the conducted research the problems connected with tolerance, mental consciousness "I" and "other" are studied:

The attitude to tolerance as a phenomenon, the manifestation of tolerance in matters of interethnic interaction, level of empathy, personal orientation, types of aggression [11],

40% of students could not explain the term tolerance, that 98% of students know that the Constitution of Russia enshrines the equality of all people regardless of nationality, religion or race, 38% of respondents are not familiar with the concept of xenophobia. 24% of students do not know who the nationalist is.

In the conditions of a large number of migrations of the population of different ethos, it was important for us to receive not only the students' answer, but also their motivation, because it is the ideas and feelings of people that influence the concrete behavior in social relations (see Table V).

TABLE V. OPINIONS OF RESPONDENTS "HOW DO YOU USUALLY FEEL ABOUT THE FACT THAT PEOPLE OF YOUR OWN NATIONALITY OR RELIGION LIVE IN YOUR CITY?" (CHOOSE ONE ANSWER AND GIVE A PERSONAL COMMENT)

Variants of answer and student comments	2017
1. <i>Good</i> . "Everyone has the right to live where they want," "it's interesting," "there is someone to communicate with," "there are many advantages in this: communicating with people of a different nationality, you can learn languages."	26 %
2. <i>Negative</i> . "There is an imposition of someone else's culture", "they occupy our territory".	12 %
3. <i>Not matter</i> . "I do not care", "I do not pay attention to them," "everyone chooses where to live," "they do not touch me, and I do not touch them."	51 %
4. admitted that they themselves showed intolerance towards representatives of any minority.	6 %

Based on the opinions of the students, we concluded: the identity of students is very contradictory. There is a strong contradiction between the institutional, the proposed education and the "everyday" levels of identity, and the verbal-mental level of identity that is most pronounced in self-esteem and social myths. In a number of cases, high national self-esteem does not correspond to the weakness of its value support

In this perspective, civic identity appears before us as a result of synthesis of various representations and based on their basis of political orientations towards the "people"

("We as people"), "country" ("we as a territory") and "state" ("we as a subject of politics"). It is obvious that giving education as a state institution - to form and support This internal balance of the image of "we", not to allow, so that the "people", "country" and "state" come into conflict with each other, thereby provoking a semantic dissonance and scale identity crisis.

Scrutinizing the Declaration of Principles of Tolerance (the UNESCO General Conference of November 16, 1995), students understand the complex of philosophical and civic values.

Every year on November 16, on the Day of celebrating the adoption of the Declaration, we conduct educational activities, for example, the discussions "Limits of Tolerance".

### VIII. PEDAGOGICAL EXPERIMENT

The orientation of the pedagogical process of forming a civic identity in a research is, firstly, the self-realization and self-actualization of an individual in socially significant and socially valued activities, secondly, the protective function associated with the realization of the need for membership in the group, thirdly the preparation for civic participation. Civic identity is seen as a factor of consolidation around the interests of the country, so the degree of its formation among students and the rootedness in the minds and behavior of adult citizens serves as a pledge of spiritual and political consolidation, the further development of civic society.

The first level (low) is information-neutral, emotional. Characterized first level by the indifferent, nihilistic attitude of the student to civic identity, the lack of knowledge of the political system and indifference towards them. The views are determined by the emotions experienced under the influence of the family, the close environment (the immediate environment, friends). The system of personal values has not developed, personal and social egoism is manifested. Tolerance is absent, a high level of dogmatism [13],

Feature of the second level (secondary) - selective-fragmentary, emotionally-volitional - is the accumulation of information about socio-political phenomena and law, the gradual mastery of concepts, reproduction of acquired knowledge. Views on political reality become more conscious, the emotional attitude is questioned. A system of values of civic properties is being formed. There is a gradual realization of the individual's duty and duties to society, but there is still no clear system of civil concepts and landmarks. Tolerance and empathy manifest themselves sporadically.

At the third level (high) - system-value, emotional-rational - has developed, sufficiently for the social experience of the young person and the system of universal, civic and individual values. Trainees have acquired political knowledge of civil knowledge and are free to use them. They are interested in social reality, are ready to participate in the political life of the country, have knowledge about the methods of interaction with surrounding people, colleagues, society and the state. They

have an individual attitude to the significance of his actions for solving state and public affairs.

The theoretical basis of civic identity and the real, "situational" logic of a specific study, taking into account its goals, the scientific problem before us, available theoretical and methodological resources served as the direct methodological source of the criteria we developed, used in the evaluation of research procedures and results.

The criterion allows to reveal the main essential level of research - civic identity

The author applied the developed criteria.

Interesting attitude to civic identity, events in political life (cities, countries, international relations). Willingness to participate in civic and political life. Ability and desire to interact with society and the state.

To determine the effectiveness of the study developed the logic of experimental work. Preparatory and ascertaining stages provided for: accumulation of information, analysis of positive experience; substantiation of diagnostic tools; the construction of experimental research, its logical orientation, the collection and analysis of diagnostic data through the use of theoretical and empirical research methods that are determined by the valid structural-content characteristics of the civic identity of students (cognitive, value-oriented (axiological), emotionally-evaluative (connotative), activity (behavioral) components).

The forming stage determined the introduction of sound theoretical ideas into practice through the implementation of the author's technology of forming the citizens' civil identity;

The control phase determined the implementation of the final diagnosis the level of civic identity of students in the course of the multipurpose use of the criteria and diagnostic tools, statistical processing and interpretation of the results obtained.

The formation of the civic identity of students is available only to the trained teacher, which we can observe at present.

The results of the formative pedagogical experiment testify to the effectiveness of the technology of forming the civic identity of students, which allows to predict the positive dynamics of the students' civic identity.

## IX. CONCLUSION

The mass consciousness of young people may long remain unconstrained on positive values. In some cases, rely on the defensive, protective mood.

In our opinion, the latent problem expressing itself here has to do with the results of education, their incomplete awareness, and the need for further modernization.

The problem consists, not in a lack of, or the quality of, our institutions of democracy or their legal basis, but the non-assimilation of democratic attitudes and of general human and democratic values and ideas.

The facts adduced in these materials state the problem of preparedness on the part of young people for civic participation.

Within the Russian educational system, the problem must be addressed both at the level of standards and methodology, as well as through the humanities curriculum and extracurricular work.

However, a reflexive view of the level of civic identity of students does not allow us to clearly identify socio-cultural "limits of transformation" of identity. Obviously, the ongoing transformation of identity includes:

1) Evolution complication of the identification matrix, development in its framework, of new value bases, meanings and symbolic representations,

2) A possible involution - primitivization, as well as a mechanical "breakdown" of identity under the influence of destructive internal and external factors.

The author pays attention into account the fact that in the modern world a wide and intensively functioning network of various communications ensures the sustainability of the civil identification points of youth, the predominance of national and state identification over narrow local attitudes of consciousness.

Cultural foundations of civic identity are the product of numerous social "exchanges", the result of the functioning of traditional and new (for example, social networks on the Internet) "spaces of everyday life.

Despite the great work done, the question remains "How effective is modern education and how institutionally support civil identity and adequate national construction?"

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Her research (monograph and articles):

Dolinina, I. Formation of political culture: the experience of the methodological design - Perm, 2011 - 366 p.

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Public and professional recognition

2014 - Awards Medal. John Locke (Medal of John Locke) by the European scientific and industrial consortium ([www.euscience.info](http://www.euscience.info)) recognized by the international community for the contribution to the teaching of science and education. (Protocol 463 / 10.06.2014).

2012, 2013, 2014, 2015, 2017 Diploma of the All-Russian competition for the best scientific book, the winner of the Development Fund of the national education and the Education Committee of the State Duma of the Russian Federation.

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