

FORMATION OF CIVIL POSITION OF HIGHER EDUCATIONAL INSTITUTION STUDENTS AS A PEDAGOGICAL PROBLEM

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ABSTRACT: DURING THE EXPERIMENTAL WORK IT IS PROVED THAT THE FORMATION OF THE STUDENT CIVIL POSITION IS A CONTROLLED PROCESS AND REGULAR MONITORING OF OBTAINED RESULTS DURING THE EXPERIMENTAL WORK FACILITATES TIMELY CORRECTING THE PROCESS.

KEY WORDS: STUDENTS OF HIGHER EDUCATIONAL INSTITUTION, CLASSROOM AND EXTRACURRICULAR ACTIVITIES, STUDENT SELF-GOVERNMENT, THE LEVEL OF DEVELOPMENT OF THE STUDENT CIVIL POSITION.

MODERN social and economic changes taking place in our country which is in the process of constructing a civil society put forward a number of problems associated with the formation of active and thinking citizens who can live under democracy conditions and capable to diverse and productive activities for the benefit of society, the state and its private.

THIS determines the goal of modern education which is to form a patriot of the country. It is required to improve the system of training and education of higher educational institution students, aimed at the formation of their civil consciousness.

THE problem of students' civil education in modern conditions was considered by many scientists such as Zhigadlo A. [1], Levkina E. [2], Patsora I. [3] and others. But their works did not receive widespread introduction in educational practice.

ANALYSIS of psychological and pedagogical researches allowed us to determine student civil position as a set of beliefs and attitudes to society, the state, political and social events which are revealed in civil behavior and actions and are implemented in socially significant activities.

WE understand the formation of civil position as a purposeful and deliberately carried out pedagogical process of interaction of teachers and students directed to obtaining political, historical, economic, environmental, psychological, educational and other knowledge and civil experience by students which are necessary for self-realization in society under the guiding activities of teachers.

WE have identified the following components of civil position: cognitive, emotional, volitional and active. It is necessary to emphasize the convention of selected components.

They are singled to more accurately determine the content and the pedagogical conditions of the formation of civil position of the students.

THE developed civil position of students is manifested in the civil consciousness, civil feelings, civil behavior, civil activity which are expressed in the active participation of students in the public life of the country, city, institution, awareness of rights and responsibilities. Thus in the formation of civil position of the students the following interrelated steps have been identified: formation of civil consciousness, civil convictions, civil behavior.

AT the stage of civil consciousness formation there is a process of mastering of political, historical, economic, legal, environmental and others knowledge by students which is required for civilian life, knowledge of basic civil rights and obligations, the organization of student self-government.

AT the stage of civil convictions formation of the students the knowledge becomes effective deep inner motives and incentives for action. Civil convictions motivate students to act in accordance with their value orientations making their behavior purposeful and actions reasonable.

AT the stage of civil behavior formation of the students it is necessary to create pedagogical conditions for its manifestation in daily practice, various activities of students (training, labor, student self-government). Civil behavior is the result of the formation of civic students' position and depends not only on external factors but also on the inner workings of students, on reflection of the impact of their actions.

CIVIL behavior is manifested in civil activity, including: an active attitude of students to the world, the ability to use knowledge of their rights; the habit faithfully and creatively to perform the duties of a citizen of Russia; the willingness to participate in the management of public and political life of the state; the ability to navigate in today's challenging environment; the willingness and ability in practice to defend their beliefs. Civil behavior is a way of life and actions directed to strengthening all-round social and state system, legality.

IN order to form a civil position of students in the educational process we created a team of professors from various departments. They identified specific topics, issues, problems in the humanities which are important for society and the students contributing to the development of students' civil consciousness and behavior, because knowledge of disciplines helps future professionals to orient in complex world, quickly find answers to various questions.

FOR the institute professors and lecturers who were interested not only in improving the quality of training, but also in the formation of civil students' position a number of seminars were organized. The professors and lecturers analyzed the content of academic disciplines and courses, selecting educational material that promoted the formation of civil students' position and chose the forms and methods of the organization of activities taking into account the age and individual characteristics of students and level of civil students' position development.

SIGNIFICANT role in the formation of civil position of students belongs to the curators of student groups who seek to strengthen student self-government. Participation in the student self-government organs at the group, faculty and institute levels teaches students to be responsible, independent, to be ready to make decisions and be responsible for their actions, to communicate with people.

PURPOSEFUL work and specially created pedagogical conditions, as experimental work showed, contribute to the formation of civil consciousness, civil beliefs, position, civil behavior of students. The evaluation of the results of our experimental work carried out by uniform criteria serves as confirmation of this conclusion.

DEFINING criteria for the formation of students' civil position, we distinguish four: cognitive, emotional, volitional and active.

THE cognitive component of civil position includes the existence of the interest and needs of students in improving the level of knowledge that are necessary for life in civil society. The active component characterizes the behavior of students, their actions in the implementation of civil rights and obligations. The emotional component includes the presence of civil expressed feelings. Volitional component is determined by the willingness and ability of students to behavior self-regulation, will self-mobilization in the interests of the state, society and their own.

OUR research is based on the large data of factual material processed by mathematical methods. The data obtained as a result of mathematical processing, supplemented by qualitative analysis allowed to find out the essence of civil position formation of students, the complex relationship between the individual aspects of this process.

AT the beginning of the experiment in order to verify the initial level of formation of students' civil position we used the following methods: research of institute documents, discussion, questioning. Depending on the degree of civil self-assessment of students we had three groups of students: Group A - high level - 12%, Group B - average - 27% and Group C - low level - 61%. During the experimental work the students' activity was organized on the basis of individually-differentiated approach.

THE students from groups with a high level of civil position development were active participants in extracurricular activities, competitions, round tables, conferences, competitions essays, projects.

THE students from the group with an average level of civil position development were characterized by a cognitive passivity, situational manifestation of civil responsibility. The independence of their judgments was influenced from the outside. During the experimental work we used technology of problem-based learning, project method activated students' mentality, their creativity during training process, independent work and in extracurricular activities. Knowledge, skills and abilities were fixed in the performance of individual tasks, as well as in the implementation of coursework. We also involved students of this group in research work, participation in Olympiads.

IN the group with a low level of civil position development we try primarily to develop cognitive motivation. Professors and lecturers organized individual classes aimed at creating interest of students. They involved students in discussions on the research topics and issues, as well as contemporary issues of economic and political life of our country and foreign countries. In addition, this group of students was involved in extracurricular work like the work of the subject clubs, creating of institute museum. The work in subject clubs allowed the students to understand the insufficiency of their own knowledge and stimulated to appeal to the scientific literature.

THE survey showed that at the beginning of the experimental work the interest to the studied subjects had 28% of students; 15% of the students read additional literature

recommended by professors for self-study in full; 16% of the respondents expressed their own opinions on the seminars. After the experiment, there were significant changes.

THE quantitative composition of students interested in mastering the knowledge of the studied subjects increased by 19% and was 47%. 36% of the students became to research additional literature recommended by professors for self-study fully and the percentage of students who did not use additional literature decreased by 35%. 32% of respondents began to express their own opinion on seminars and did additions (quantitative growth - 16%).

AT the beginning of the experiment, only 15% of the students were actively interested in the events of the country, follow the latest news and 20% of surveyed students had their own civil position in relation to the events of social and political life in Russia and abroad. At the end of the experiment, the percentage of students increased by 19% and 22% and respectively was 34% and 42%. At the end of the experiment the number of students who were not interested in what happened in the country decreased by 35% and was 4% of the total number of respondents.

AT the beginning of the experiment the answer to the question "Do you know the rights and duties of a citizen?" showed that 26% of the students knew the rights and duties of a citizen (at the end of experiment 45%), 25% knew but not all of them (at the end of experiment 52%) and 49% did not know (at the end of experiment 3%). Thus, at the end of the experiment, we could see a positive trend.

AS for the extracurricular activities before the experiment low levels of practical participation of students in research conferences (1%), the activities of public authorities of the institute, the different sections, clubs (7%), the social life of the institute, city (2 %) were revealed.

AT the end of the experiment, the situation changed a lot. 19% of the students became participants of conferences at various levels. Some of them participated many times that according to the students' opinion promoted their professional development. 84% of the students became members of different organizations, sections, clubs, 65% of the students showed initiative and activity and 13% of the students at the end of the experimental work began to seek practical participation in the activities of public self-government of the institute.

SURPRISING results were obtained on the following questions: "How do you see your future?", "Do you consider yourself as a patriot?" At the beginning of the experiment, 11% of students said that they would like to live in Russia, in the native land (at the end of the experiment - 16%), would leave abroad if they had a chance - 41% (at the end of the experiment - 51%) and would like to live abroad - 48% of the students surveyed (at the end of the experiment - 33%). At the same time 15% of students (at the end of the experiment - 32%) considered themselves as patriots. Therefore the work in this direction that is the formation of patriotism it is necessary to correct and strengthen.

THUS the analysis of the results shows us the changes in the level of development of civil position in the process of implementing formative experiment. Before the experimental work the group A (high level of civil position) consisted of 12%. After the experiment this group included 29% of students. The growth of the high level parameter according to students' self-assessments was 17%. At the beginning of the experimental work the group B (medium level of civil position) consisted of 27%. As a result of the experimental work the group increased by 19% and reached 46%. The greatest dynamics was seen in the group C

(low level of civil position). The composition of this group decreased by 36% and at the end of the experiment was 25%.

THE experimental work proved that the formation of the student civil position is a controlled process and regular monitoring of obtained results during the experimental work facilitates timely correcting the process.

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