

Civil-Patriotic education of students in the Republic of Kazakhstan

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Abstract

In this research, we developed a concept of civil-patriotic education of student's youth in conditions of modern multinational state based on the concept of a comprehensive program. In experimental work involved 460 students of 1-4 courses of study, of which 198 girls and 262 boys. Comparing the control and experimental groups showed the effectiveness of the developed program in raising the level of civil-patriotic education of youth, and the pedagogical observation of the behavior and the organization of educational and practical activities of students from the experimental group is elaborated on these results.

Keywords: Citizenship Education, Civil-Patriotic Education.

Educación civil-patriótica de estudiantes en la República de Kazajstán

Resumen

En esta investigación, desarrollamos un concepto de educación civil-patriótica de los jóvenes estudiantes en condiciones de un estado multinacional moderno basado en el concepto de un programa integral. En el trabajo experimental participaron 460 estudiantes de 1 a 4 cursos de estudio, de los cuales 198 niñas y 262 niños. La comparación de los grupos de control y experimentales mostró la efectividad del programa desarrollado para elevar el nivel de educación civil-patriótica de los jóvenes, y la observación pedagógica del comportamiento y la organización de actividades educativas y prácticas de los estudiantes del grupo experimental se elabora sobre estos resultados.

Palabras clave: Educación Para La Ciudadanía, Educación Civil Patriótica.

1. Introduction

Civil-patriotic education of youth is a response to the challenges and threats of the modern world. In today's world, globalization is manifested in different spheres of life – the global economy, technology and communication, population and environment – and thus applies to almost any process and system in society (Davies et al., 2005). Globalization, with its inherent fuzziness of boundaries, leads to the loss of orientation in a rapidly changing environment and related events and structures (Chia, 2016). This updates the need of support in their beliefs and value orientations on the proven reliability and efficiency basis. Central Asia is a region characterized by the collision of geopolitical interests of different States, partially due to redistribution of state borders in the post-Soviet space. Moreover, in the countries of the former Soviet Union is gaining scale separatism and terrorism (Averre & Wolczuk, 2016). These factors contribute to the fact that the population of these countries knows no stable reference points, some common core values. In countries with multi-ethnic composition of the population issues affect all of society, including education, sound in a special way. This is due to the fact that in different cultures and Nations the accents and highlights are important aspects, and in this sense the creation of a single, unified culture with the common standards and values is an impossibility, a utopia (Banks, 2008). The diversity of Nations, approaches, and traditions of youth loses its reference points and often do not know where to aim and how to achieve it. In the case of future teachers, it also means that they do not have a clear picture of what to teach and what values to support, because they are often undecided.

Unlike some Central Asian republics, where the population is largely mono-ethnic or with a significant predominance of the titular nation, in Kazakhstan, home to more than 130 ethnic groups and nationalities, after the independence, the strength of the titular nation accounted for slightly more than half of the population (Kadyraliyeva et al., 2014). Culturally, it leads to unification of culture, it is not viable to a certain average option and national and cultural identity, even among representatives of the titular nation. Under these conditions, the formation of a single civilian, but not a single national, Kazakh society has become a priority country for the purpose of consolidation companies. (Assyltayeva et al., 2012). Civil-patriotic education is a tool to facilitate this consolidation (Dzhilkishiyeva, 2015).

Today's youth-oriented popular culture and utilitarian values that manifests itself in a blur of patriotic and civil feelings, decrease of prestige of military service. The main reason is not the negation of values and acquisition of culture, and their ignorance and lack of interest. The formalism of educational work in higher educational institutions and the conduct of haphazard events have also affected the level of students' awareness (Dzhilkishiyeva, 2015). As a result, young people do not see sense to participate in formal, but because psychologically false events, and, for historical reasons, do not believe that their efforts will lead to desired changes.

The mission of the University as a social institution is to answer the needs of society and to respond to changes and challenges in the education and training of young people to contribute to the further success of the graduates and the prosperity of society. In modern conditions, an effective education provides students with such skills, knowledge and values that allow them to operate successfully in their own cultural group, as well as the national-state, regional and global level (Banks, 2008). Accordingly, the civil-patriotic education of young people is not opposed to global education. Rather, in the modern conditions of the multinational state it is the basis, the solid ground, where you will continue to build a program of global education. At the same time, the main goal is to give each ethnic group the knowledge of their roots, without compromising the equivalence of other cultures, and to every citizen – understanding their civil rights and the importance of the state. Its key

features are the expansion of the axiological potential of general subjects, the introduction to the content of ethno-regional component; introduction of the author's special course citizenship and patriotism – professionally important qualities of future specialists; the inclusion of students in various social activities, creating educational situations, discussion activities.

Civil-patriotic education is a condition of successful function and development of any state, which is able to protect the rights of its citizens in the country and abroad, and to defend the territorial integrity of the country in the case an existing threat (Rapoport, 2009). Civil-patriotic education is investigated from different theoretical traditions. In the context of historical processes, it changes its essence and role in directly dependent on social structure and historical formation, changing regimes of governance (Al-Zoubi & Al-Dalabeeh, 2016; Kuzmin, 2015). From the standpoint of sociocentrism, it produces the defining characteristics of belonging to a group, class, state, where human life is a subject to achieve common goals. From the point of view of anthropology, a key feature is the harmony of the rights and freedoms of the citizen and his liability and obligations (Egorova, 2015). Civil-patriotic upbringing is a component not only of the social life of the individual, through the transmission of collective attitudes, the assimilation of the lifestyle of the people, the cultural knowledge and/or participation in the traditions (Erokhin et al., 2016), but also through the formation of personal ideals and values (Rapoport, 2009).

In choosing an effective method or technology of civil-patriotic education of students there are no ready solutions to existing problems, set some specific values. It is important to take into account the positive experiences of different countries in which the conditions of a polyethnic society and the impact of globalization has been effectively implemented by the civil-patriotic education of students.

Results modern and effective civil-patriotic education in a multinational state can be represented in the form of a typology of citizens, as it did Banks (2008):

- Legal citizenship (rights and duties against the state in the absence of participation in the political process in any form);
- Minimal citizenship (voting in local and national elections, knowledge of General laws);
- Active citizenship (voting, knowledge of and ability to use existing laws and conventions. Participation in demonstrations or public speeches on civil issues and reforms. Interaction with social and political structures);
- Transformative citizenship (includes in addition to the knowledge and ability to use laws, and even public action to promote democratic and civic values, moral principles and ideals. Active participation in the promotion of social justice).

Effective civil-patriotic education, even if it is held at the national level, contributes to the understanding of the subject of multiculturalism and processes of a planetary scale (Davies et al., 2005). Development of critical thinking in matters relating to democracy, justice, identity, responsibility, and globalization allows educating young people social and moral responsibility, political literacy. Effective civil-patriotic education cannot be based strictly on the theory and the transfer of knowledge should introduce active learning methods and involve the students that the proposed activity was interesting and contributed to including and personal goals. For example, service learning, and long-term voluntary social and environmental programs provide an opportunity for young people to feel active actors, citizens and patriots through participation in various events for a certain period of time (Duckenfield & Swanson, 1992). Participation in these programs helps young people to socialize and to acquire the necessary experience in solving social problems, but also to develop civic responsibility, active life position and patriotism. With the independence of the countries in the former Soviet Union the problem of civil and patriotic

education has become a priority, due to the need to address the challenges facing society: the search for unifying ideas, the protection of national interests, creation of the legal state. So far, these problems have not been solved completely.

Specificity of civil-patriotic education is manifested in different ways in the theory and practice of different countries, because of different history and prevailing values. However, the need to write the civil-patriotic education in a multicultural and global context is widespread. In countries that have experienced totalitarian regimes, there is a conflict between declared by the Constitution and the laws of democratic values on the one hand, and political propaganda, the theory and practice of education. In this case, the civil-patriotic education is considered from the standpoint of political activity of citizens, which reflect the commitment of totalitarian values, the desire to control public opinion, the emphasis on militarization in the education of youth (Pevtsova, 2012). At the same time, in developed countries, civil-patriotic education is based on liberal-democratic values. However, there is no consensus understanding of the essence of such notions as tolerance, patriotism or patriotic loyalty, mutual respect that defines the essence of liberal civic education.

Despite these differences, theorists of political ethics and democratic theory and the right agree that civic education is primarily the process of cultivating nature. Indicative in this respect is a scientific discussion of representative's education policy, religious and cultural pluralism (MacMullen, 2015), with adherents of multiculturalism and liberal citizenship (Brighouse, 2006; Callan, 1999), which, in his opinion, are Orthodox view on the subject of civil commitment to minimalism, and raising children in the framework of the law and participation in the life of the country only through legal channels. Closer it seems conservative Reich (2012) and ethical Warnick (2012), as well as the concept of cosmopolitan values (McDonough and Feinberg, 2006). The important point of the discussion is the understanding of civil-patriotic education from the perspective of basic political arrangements and the necessity of forming of critical thinking of citizens, the ability to enjoy their rights.

The priority is the formation of civic competence among young people and perceptions about the rule of law and the need to resolve all issues in accordance with the law. Another important task is the education of patriotism based on humanistic ethics and morality, but not at the expense of universal human values and with the obligatory account of globalization trends. In modern multinational Kazakhstan, the requirements change and living conditions have an impact on national and civil self-determination of students, namely the desire to be a part of the state, to the construction of qualitatively new democratic relations (Dzhilkishiyeva, 2015).

Civil-patriotic education of students in the Republic of Kazakhstan is determined by:

- The consolidation of society based on common civic values and interests;
- Strengthening the role of higher education institutions in the civil-patriotic upbringing of Kazakh youth, as student environment contributes to the cohesion and universities have access to the latest scientific data in the field of culture, history, social processes and teaching;
- The formation of a holistic educational space of the University.

Thus, the aim of the study is to develop structural-functional concepts, models and technologies of civil and patriotic education of students and the identification of pedagogical conditions of its implementation in a holistic educational environment of the University. This concept takes into account the realities of the modern multinational state and trends of democratization in countries of the former Soviet Union.

2. Methodology

The authors have developed a comprehensive program which was introduced in the curricula from 1st to 4th course. Key areas of the program were: the extension of the axiological potential of General subjects, the introduction to the content of ethno-regional component; introduction of the author's special course Citizenship and patriotism – professionally important qualities of future specialists; the inclusion of students in various social activities, creation of special pedagogical situations and stimulate discussion. The experimental work was conducted on the basis of Taraz public instructional Organization and the Zhambyl caring-practical College, which involved 460 students of 1-4 courses of study, of which 198 girls and 262 boys.

For the experiment was an experimental group (EG) 200, as well as a control (CG) - 260 people – group. Detailed information on participants is contained in table 1.

	Experimental groups		Control groups	
	M	W	M	W
Taraz State Pedagogical Institute	49	51	47	72
Zhambyl humanitarian-technical University	60	40	106	35
Total:	109	91	153	107

Table 1. The division of students into control and experimental groups

1) Due to the fact that sampling was random and independent, was applied the method of statistical verification of the hypothesis of the study is the χ^2 -Pearson criterion used to determine whether statistically observed value frequencies from the expected frequencies.

2) To evaluate the effectiveness of the program was developed the evaluation system of civil-patriotic education of students. The evaluation system was based on the criteria and indicators based on theoretical models:

3) The indicators of the cognitive criterion are: C. 1 - knowledge of the language, history, culture and traditions of Kazakhstan, their civil rights and responsibilities; understanding of the nature of patriotism and citizenship; C. 2 - realize personal responsibility and the need to protect the interests of the state; understanding of the need for social tolerance towards other cultures, peoples and ethnic groups living on the territory of Kazakhstan.

4) Indicators of value-motivational criterion are: C. 3 -the love of his state, experience personal responsibility for the fate of the Motherland; C. 4 - the desire to serve the interests of the country and to protect it; respect for the rights and freedoms of others, willingness to adhere to the laws.

5) Socio-activity criteria are: C. 5 - active citizenship and initiative; ability to make decisions, to take responsibility; C. 6 social, humanitarian, socially useful activities; the ability to solve conflicts and problems in a civilized manner, ability to act within the law.

Diagnosis was conducted using the developed questionnaire consisting of 3 blocks of 20 questions. Questions of the first block were related to the active life position, the second value attitude to their state, and the third – the civil culture of the students. The issues were empirical referents of indicators on the basis of which it was possible to judge the level of civil and patriotic education. This system of assessment was used at the time prior to the introduction of the integrated program, and then after the end of the program. After implementation of the program, these indicators were compared. In addition, teachers who directly took part in the study, recorded their observations, which became valuable sources of information about the experiment.

3. Data, analysis & results

The original provisions of the developed concepts were the understanding of two qualities:

- Patriotism as love for great and small Homeland, and a sense of pride for their country, ready to carry out its constitutional duty; social tolerance, including religious and national, respect for other people, their customs and culture; socially significant behavior and activities, the sense of personal involvement in the fate of the world, the country and its people;

- Citizenship as a complex integrative unity, which includes the most important quality of personality, manifested in the intellectual, emotional, and practical aspects of human life as a member of society and the state; aimed at strengthening democratic values, rights and freedoms, with full responsibility for their actions and their choices, awareness of legal and moral responsibilities to the society and the state, for self-realization, self-development, self-improvement. Thus, the civil-patriotic upbringing is a specially organized and integrated educational process aimed at the creation of pedagogical conditions of formation of a responsible citizen-patriot of his country, with an active civil position, ready to work for the good of the state and to protect it, to preserve and develop the moral, democratic, social values and national identity. In methodological terms, the concept is based on socio-educational, integrative and activity and axiological approaches. The interdependence and mutual influence of socio-political and economic processes in society, as well as peculiarities of education of students taking into account national characteristics and their interaction determines socio-pedagogical approach. The persistent educational effect is not possible outside of social relations, the interaction of various social institutions, and the realization of social needs. The integrative approach involves a logical sequence of goals, objectives, content civil-patriotic education as a whole. The integrative approach allows effectively coordinating the efforts of the subjects of education, to use intersubjective communications, to educate students in the context of life situations, to create a modern educational system.

The Activity-axiological approach involves the education of the young people's behavior based on conscious ethical positions and the values of citizenship, national samples. Such an education of value-relations in different types of classroom and extracurricular activities possible provided support at the national and democratic values in various situations that are, in practice, using the life experience.

The main activities of civil-patriotic education of students are: philosophical and ideological training of the individual; the formation of the intellectual culture of personality; the formation of a moral culture of personality; the formation of political culture; the formation of a legal culture of personality; the formation of ethnopedagogical culture of the individual. Conceptual provisions provide guidance for the decision of tasks in view and are the backbone of a new model of formation at students of high civic consciousness and patriotic qualities. The main provisions of the proposed concept, the system of civil and patriotic education in terms of a holistic educational process of the University covers all students, regardless of their specialty and the profile of the University.

Developed the structurally-substantial model of patriotic education of students includes the following structural units:

1) Target block includes the purpose, tasks, principles and directions of the process of civil and patriotic education of students of the Republic of Kazakhstan.

2) Meaningful unit due to the unity of three major components: cognitive, value-motivational and social activity that make up the structure of the content of civil and patriotic education. The cognitive component contains the information element of the content, includes a system of

methodological, political, psychological, educational, multicultural and expertise, contributing to the formation of civil-patriotic ideology. Value-motivational component reflects the feelings and attitudes of the trainees to human, state, national, democratic values through the prism of personally significant experiences and motives; based on the integration of personal and social experience. Socially-active component is the unity of consciousness and behavior; involves the development of social competence of future specialists, their professional socialization, involvement in creative activity at the University and socially useful activities outside of it, subject to activation of the students' social functioning, leading to the formation of the civil position of the individual and patriotism.

3) Process flow the presented model includes the forms of pedagogical skills; stages of formation of civil-patriotic competence.

4) Productive unit includes the criteria and indicators of civil-patriotic education of students. To assess the results of civil and patriotic education, design, and implementation of this process requires knowledge of the levels of education of civil and patriotic competence of future specialists. The developed technology of civil-patriotic education of students was implemented in a holistic educational process of the two universities over the four academic years required for its approbation in educational work 1 to year 4 inclusive and the accompanying monitoring of the dynamics of indicators in the control and experimental groups.

Developed a special course for students of the 3rd course of Citizenship and patriotism – professionally important qualities of future professionals was designed for 3 credits (15 hours lectures, 30 hours – practical classes 45 hours – independent work of students under the guidance of a teacher, 45 hours independent work of students) and were carried out before the beginning of active teaching practices.

The base of the technology of civil and patriotic education of students was as follows:

- Disciplines of psycho-pedagogical cycle: Introduction to pedagogical profession, Pedagogy, Ethnopedagogics, History of pedagogy, General and developmental psychology, Ethnopsychology
- Disciplines of social-humanitarian cycle History of Kazakhstan, Philosophy, Culturology, Sociology, Politics, basics of law;
- The optional course Citizenship and patriotism – professionally important qualities of future specialists;
- Teaching practice at pre-graduate and graduate levels;
- An educational complex the Legacy of ancient Taraz;
- Involvement of students in such complementary activities as educational, educational-practical, scientific, socio-political, socio-useful;
- A set of organizational forms of training and education. Traditional forms include lectures, seminars, practical and laboratory work, talks, tours, discussions, innovative methods were introduced chat-conferences, online conferences, working with the Internet. Interactive methods were presented in the form of dialogues, creation of problem situations and situations of success, design method, self-monitoring, and role and business games;
- A continuous permanent self-education of students in the aspect of self-regulated learning and education.

Primary diagnosis with the help of questionnaires and interviews and observations during the pedagogical games and discussions showed that in General most students have a low or medium level of civil and patriotic education. Survey data developed according to the model of civil-patriotic education criteria and indicators are presented in table 2. The zero level is represented in

the productive block of the developed model, the standard measurements were not included because students with this level of civil and patriotic education were not identified.

criteria	Levels indicators	CG (= 100)			EG (= 100)			(x ²)
		L	M	H	L	M	H	
cognitive	C.1	45	37	18	42	43	15	1,67
	C.2	21	54	25	30	46	24	5,09
Value- motivational	C.3	42	50	8	50	48	12	3,60
	C.4	60	35	5	65	32	6	0,52
Social-pragmatist	C.5	33	53	14	37	52	11	1,15
	C.6	30	56	14	37	53	10	2,90

Table 2. Levels of civil-patriotic education of students (before the program implementation)

To check the validity of the results obtained based on the formula (1):

$$x^2 = \sum_{i=1}^k \frac{(n_i - n'_i)^2}{n'_i} \quad (1)$$

Where n_i - empirical frequencies (experimental group), n'_i - theoretical frequency (the control group), k is the number of bits.

The level of significance was selected $\alpha = 0,05$. The degree of freedom was $f = (k - 1) = (3 - 1) = 2$. Then, for given values of degrees of freedom and level of import the

table price of x^2 - criterion is equal to $x^2_{\text{table}}(f; \alpha) = x^2_{\text{table}}(2; 0,05) = 5,99$. A comparison of the initial state of civil-patriotic education of the subjects in the control and experimental groups did not reveal significant differences. As can be seen from the table, the level of civil and patriotic education of the respondents in the CG and the EG to the start of the experiment were almost

identical. In all cases $x^2_{\text{exp}} < x^2_{\text{table}}$, which confirms the null hypothesis, i.e. the hypothesis about the absence of differences between groups.

Initial data indicate equal initial conditions. It is allowed to proceed to the next stage – the implementation of integrated programs in experimental groups.

The results of the comparative assessment of levels of civil-patriotic education of students in the final stage of experimental work are presented in table 3.

criteria	Levels							(x ²)
	indicators	CG (= 100)			EG (= 100)			
		L	M	H	L	M	H	
cognitive	C.1	24	45	31	9	45	46	16,64
	C.2	33	51	16	20	52	28	14,14
Value-motivational	C.3	41	48	11	28	50	22	15,21
	C.4	25	46	29	15	47	38	6,81
Social-pragmatist	C.5	20	45	35	8	47	45	10,15
	C.6	32	52	16	19	50	31	19,42

Table 3. Levels of civil-patriotic education of students (following the implementation of the program)

Substituting into the formula (1) with parameter values from table 3, we get the values χ^2_{exp} .

When the degree of freedom is $f = 2$ and the equal of import is $\alpha = 0,05$, the table price of χ^2 – criterion is.

This suggests that students in the experimental groups showed a higher level of civil and patriotic education, than in the control. This result gives grounds to discard the worthless theory. Thus, the result of the experimental and control groups are significantly different.

The most highly evaluated participants of the experiment in figure C. 6 (19,42; first – 2,90), then on indicators C. 1 (of 16.64; first – 1,67), C. 3 (of 15.21; first – of 3.60), C. 2 (14,14; first – 5,09), C. 5 (10,15; first – 1,15), C. 4 (of 6.81; first – 0,52).

As shown by the experiment results, the students of the experimental groups were able to better organize the educational work in the period of active internship (3-4 courses), and they carried out different types of educational work were more productive. High-level organizational skills in educational work with students made up only 36.2% of the students in the control groups and 57.8% of the students in the experimental groups.

If in the experimental groups during the internship, almost every student selected for demonstration activities of civil-patriotic theme, in control groups – only one in six. At the end of the experimental-pedagogical work in the 4th year, most students in the experimental groups with high and medium level civil-patriotic competence expressed satisfaction with the results of their activities.

4. Discussion

Developed a structural model and a comprehensive program of civil and patriotic education have proved its effectiveness in conditions of modern multi-ethnic state. These model and program are the foundation for the further civic education of the population. As modern realities of citizenship education and global education are largely inseparable (Davies et al., 2005), in the future they will require the development of programs of global education. Developed within the study program of

civil and patriotic education aimed primarily to fill the spiritual vacuum that is widespread among young people of Kazakhstan (Savotina, 2002), in the future we intend to extend the education the international context. As the political beliefs and civic values acquired during adolescence and adolescence persist throughout life (Galston, 2001), the effectiveness of civil-patriotic education depends on the further vector of development of society. This program, like any other, is not without risks, as can be inferred from the experience of civil-patriotic education of other countries of the former Soviet Union. For example, in Russia a systematic patriotic education leads to such consequences as the rule of state interests over the interests of the individual, commitment to traditional values with a simultaneous inability to think critically, rigid set of patriotism and militarism (Rapoport, 2009). Such consequences are directly contrary to citizenship and the values of civil society, citizens' rights, civic activism.

In particular, when developing programs, the study authors relied on this understanding of the cosmopolitans, as the discussion and influence on global issues in the presence of local identities (Banks, 2008). The program itself is focused on the development of the other qualities, for the effective integration of the first aspect requires additional development. Further study also requires the problem of civil and patriotic education of students of Central Asian countries under conditions of multicultural society and in the context of modern challenges and threats, such as changes in the geopolitics of the post-totalitarian countries, terrorism, and separatism. A separate study requires experience of the development of institutions and citizenship, youth civic and patriotic youth organizations.

5. Conclusion

Civil-patriotic education is a necessary situation for the running and growth of the country. It is a specially organized and integrated educational process, which provides the pedagogical conditions of formation of a responsible citizen-patriot of his country, with an active civil position, ready to work for the good of the state and to protect it, to preserve and develop the moral, democratic, social values and national identity. Socio-pedagogical, integrative and activity and axiological approaches are the methodological basis of the concept of civil-patriotic upbringing on the basis of which is built and implemented a comprehensive program. We have developed the structurally-substantial model of patriotic education of students includes target, substantial, technological and productive blocks. A comprehensive program of civil and patriotic education developed as a system of theoretical and practical methods, techniques, tools, procedures, methods and educational activities, which contribute to improving the civil-patriotic education of students.

The program implemented pedagogical conditions of civil and patriotic education: the expansion of the axiological potential of General subjects, the introduction to the content of ethno-regional component, implementation of the author's special course Citizenship and patriotism – professionally important qualities of future specialists, the inclusion of students in various social activities, support discussions. The program was developed and implemented with the understanding of the value of diversity of cultures, equality of different ethnic groups, an emphasis on the importance of knowledge and the realization of their own civil rights of students, taking into account the trends of globalization. The latter should be particularly emphasized in future programs of civic education. In conditions of the multinational state, the representatives of each ethnic group

have the right to study cultural characteristics of their own people the common denominator is citizenship and the desire to build a strong democratic state, effective in modern conditions.

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