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Formation of Civil Activity at School children teenagers in the Process of Out-Of-Class Activity

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Abstract

The aim of the study is to investigate the formation of civil activity at schoolchildren-teenagers in the process of out-of-class activity via methods of mathematical statistics and graphic representation of results. As a result, the school has to be the most important institute of upbringing and education of younger generation, so exactly in these conditions, it has a special role in formation and

development of the Kazakhstan patriotism. In conclusion, civil activity of schoolchildren is the integral component of process of all-round development of the personality, result of socialization of the individual in the context of his national revival.

Keywords: Teenagers, Civil Activity, Formation, School.

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Resumen

El objetivo del estudio es investigar la formación de la actividad civil en escolares-adolescentes en el proceso de actividad fuera de clase a través de métodos de estadísticas matemáticas y representación gráfica de los resultados. Como resultado, la escuela debe ser el instituto más importante de educación y educación de las generaciones más jóvenes, por lo que, precisamente en estas condiciones, tiene un papel especial en la formación y el desarrollo del patriotismo de Kazajstán. En conclusión, la actividad civil de los escolares es el componente integral del proceso de desarrollo integral de la personalidad, resultado de la socialización del individuo en el contexto de su renacimiento nacional.

Palabras clave: Adolescentes, Actividad Civil, Formación, Escuela.

1. INTRODUCTION

The comprehensive analysis of a problem showed that in recent years the questions of formation of an active civic position become again relevant, both in Kazakhstan, and in Countries of the Commonwealth of Independent States. At the same time, there is a necessity of consideration on this problem taking into account modern

features of a social situation of development, especially at the level of schoolchildren of teenage age, in particular, 5-9 classes.

However, now, society demands such organization of teaching and educational work in institutions of education, which will allow, even at school, to take an active civic position for each teenager. Predominance of quantitative indicators over qualitative make many schoolchildren unprepared to independent creative social activity, substituting it for a large number of educational actions in which there is no lively, active interaction of teenagers, teachers, social educators and parents. Thus, the social and scientific importance of the problem and insufficient readiness of its scientific-theoretical and methodical basics show that the research theme is relevant.

2. METHODOLOGY

2.1 Research methods

The following methods were used in the process of the research: theoretical (analysis; synthesis; concretizing; generalization; method of analogies; modeling); diagnostic (questioning; interviewing; testing; method of tasks and assignments); empirical (studying of experience of higher education institutions, normative and educational-methodical documentation; pedagogical observation); experimental (the stating, forming, control experiments); methods of mathematical statistics and graphic representation of results.

Schools No. 30, No. 44 at Almaty city. 120 pupils participated in an experiment. From them: 60 were in control group and 60 were in experimental group. The research of the problem was carried out in three steps: at the first stage, there was carried out the theoretical analysis of the existing methodological approaches in philosophical, psychological and pedagogical scientific literature, dissertation works on the problem, and also the theory and methods of pedagogical researches; the problem, the purpose and methods of the research were determined, the plan of a pilot study was made; at the second stage, the methods of formation of civil activity at schoolchildren-teenagers during out-of-class activity was developed, the skilled-experimental work was carried out; at the third stage, the experimental work was completed, theoretical and practical conclusions were specified, the received results were generalized and systematized.

3. RESULTS

Our experimental work and search experiments on the checking of efficiency of the complex planning of work on formation of civil activity of schoolchildren-teenagers confirm expediency of its implementation in several stages. We recommended to school heads, on the basis of the analysis, to make the plan of work on formation of civil activity of schoolchildren for the following scheme; collaboration with parents and the children's organization Bolashak for formation of

the active civil position and behavior of pupils; guideline conversations with teenagers and their parents concerning the rights and obligations of the citizen of RK; modeling of the bringing-up situations, strategy and tactics of the subjects of educational class system; forms of involvement of parents and bodies of schoolchildren's and school selfgovernment to work on formation of civil activity of pupils.

At the same stage, the coordinated plans of work of the children's organization Bolashak were formed. The plans are presented to the management and at the third stage. They included the section of the all-school plan – the course of out-of-class activities Citizen of Kazakhstan in implementation of which the Bolashak activists took part. The plans of work on formation of civil activity of pupils at experimental and basic schools, created according to our recommendations, had the following structure:

1.Introduction. It is specified in it the main purpose, there are determined the tasks on formation of civil activity of schoolchildren in current academic year; the analysis of this work for last year with the indication of positive sides and shortcomings is given; it is specified the social educators and children's public organizations and associations, with which school should keep in touch and conduct joint measures.

2.The subsection Work of School Self-government provides: acquaintance of pupils, teachers and parents with forms and methods of works on development of an accurate civil position, studying of constitutional rights and obligations; conversations and tellings about

them; coordination of work of the class teachers and parental community on formation of civil culture at schoolchildren; organization of various consultations; holding the themed nights, meetings, etc. Selection and recommendations for the pupils on literature according to their needs and interests; acquaintance of schoolchildren with the national symbols and literature on formation of active living position.

4.The subsection Work of methodical associations provides the organization of work on studying and generalization of experience on formation of civil activity at schoolchildren-teenagers in the process of educational and extracurricular activities. Mainly, this work is carried out by the teachers of the school-subjects, the subject methodical commissions in cooperation with class teachers.

5.The subsection Work of class teachers on formation of civil activity of schoolchildren contains the determination and fixing of public orientation as bases of work on formation of civil activity of schoolchildren. During out-of-class work, these laboratories are united in the teaching and educational centers, and the base of activity of which is the organization and carrying out CCA and realization of complex teaching and educational programs. Such organization of teaching and educational work promotes transition from education to collective education and self-education of schoolchildren. Development of educational and upbringing structure is carried out in the directions, oriented on such universal values, as human, family, the Fatherland, work, knowledge, culture, the earth, creativity. Realization

of teaching and educational process happens on four levels taking into account the needs of personality and the public-social order to school (figure 1) (Sanabaev, 2004).

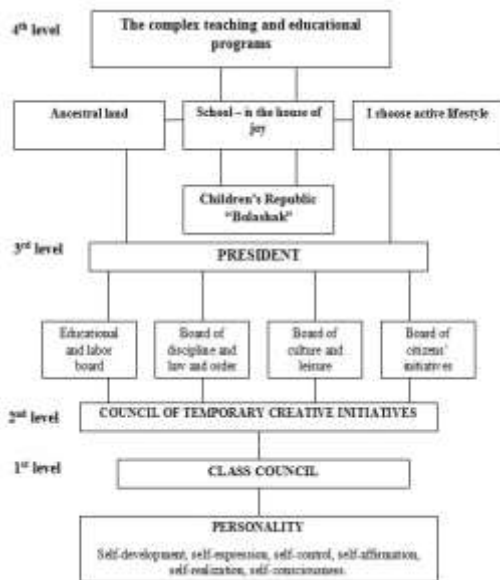


Figure 1: Level system on realization of teaching and educational process

Tasks of teachers consisted in rendering the professional help to pupils in mastering and performance of various social roles, mastering and carrying out of them, at first, the teenager internalized (transfers external to the own inner world) the social values, existing in society, and appropriates them to himself, and then, in the process of own creative activity increases them. In the research process, it is established that introduction of the multilateral and stage-by-stage

planning of work is positively affecting on the level of formation of civil activity of schoolchildren. We were convinced that only as the result of the correct organization of planning, which covers all sides of the specified work.

At the forming stage of experimental work, we approved the program of an elective course I am a citizen of Kazakhstan which unites initial, basic and final stages and assumes formation of civil activity of schoolchildren of 5-9 classes due to inclusion of knowledge of the Constitution – the basic law of the Republic of Kazakhstan, history, culture, the national symbols of Kazakhstan, the rights and obligations of citizens of Kazakhstan, culture of behavior and communication, that corresponds to the age opportunities and interests of pupils, it forms and expands the educational environment, educational space. The tasks of the I Am a citizen of Kazakhstan program are:

- Forming of the respected relationship of pupils for the national symbols of the Republic of Kazakhstan;
- Increase at schoolchildren of legal consciousness, culture of the international and ethnic relations;
- Development of the Kazakhstan patriotism, feeling of love and pride to the own Fatherland; the need to live and work for the benefit of the Homeland;
- Formation of the active civil position; the prevention system against the use of narcotic and other harmful substances for formation of social immunity among teenagers;

– Education of the irreconcilable relation to manifestations of religious extremism and to various negative manifestations among schoolchildren.

The program is intended for transferring of pupils of the certain volume of knowledge, and together with it - exactly on full mastering by them of own constitutional rights and obligations, inculcation of skills on executionn of requirements of law and order and the laws RK.

The class teachers organized and hold with schoolchildren of 57 classes in close cooperation with parents the estimation of patriotic march past and songs, military sports competitions, where schoolchildren showed the skills and abilities in topography, orientation, overcoming obstacles, speed, skill, accuracy, force, endurance, observation, sharpness – the qualities which are necessary in extreme, including combat conditions. Further improvement of process on formation of civil activity at schoolchildren at this stage was carried out by means of the organization of club work with teenagers (Saliev, 1985).

During working hours, the club members visited museum of Almaty local history the museum, an art exhibition of the Kazakhstan artists, there were organized a bus excursion on the cities Almaty and Turkestan; including the walking excursion: The history of the Great Silk way, History of the ancient settlement Issyk, etc. Through of pedagogical staff of schools No. 30 and No. 44, members all-school and class (7-9 classes) parental committees and also with the help of advisers, the Patriot club was organized which is focused on pupils of

the 7-9th classes and their parents for the purpose of inclusion in the joint activity, organized for active inclusion in public life school and its micro-district. It should be noted that frequent guests of the club were the famous athletes, writers, representatives of public organizations, the regional center of a healthy lifestyle, doctors, teachers of higher education institutions of the city, representatives of the creative intellectuals, employees of library, etc.

The result of diagnostics of preliminary and total measurements on this criterion revealed that the representation of high level in control classes has the minimum values, and in experimental classes increased from 26,6% up to 40%. The average level in experimental classes has the tendency to increase (40% – 43.3%), and low – to decrease (33,3% – 16,6%) that is shown in table 1.

Table 1: Results of skilled and experimental work on formation of civil activity at teenagers on the motivational component (in %)

Component	Levels	Control classes		Δ	Experimental classes		Δ
		Beginning	End		Beginning	End	
Motivational	High	24%	28%	+4%	26,6%	40%	+13,4%
	Average	36%	40%	+4%	40%	43,3%	+3,3%
	Low	40%	32%	-8%	33,3%	16,6%	-16,7%

The following component of civil activity at teenagers is the cognitive component which allows making the program of conducting the active activity for the benefit of the Fatherland on the basis of knowledge, focuses schoolchildren on the active way of lifestyle, promotes, in general, to the guideline on self-realization. As a criterion of this component we marked out the existence of knowledge about civic culture, which is expressed in the following indicators:

- Knowledge about the essence of civic consciousness;
- Knowledge of the rights and obligations of the citizen of RK;
- Knowledge of culture of international communication.

The received results showed that the representation of the high level of this criterion and the indicators, included in it, grows consistently in experimental classes (23,3% – 40%).

The average level has a steady tendency to increase (43,3% – 46,6%), and low - to decrease (33,4% – 13,4%). As for values on the representation of average and low levels in control classes, here it is noticeable some dynamics, but it is hardly visible: on the average - from 36% to 40%, on low – in the direction of decrease from 33,4% to 13,4% (table 2).

Table 2: Results of skilled and experimental work on formation of civil activity at teenagers on the cognitive component (in %)

Component	Levels	Control classes		Δ	Experimental classes		Δ
		Beginning	End		Beginning	End	
Cognitive	High	20%	24%	+4%	23,3%	40%	+16,7%
	Average	40%	42%	+2%	43,3%	46,6%	+3,3%
	Low	40%	34%	-6%	33,4%	13,4%	-20%

The procedural component of civil activity of the personality included a number of abilities on use of the gained knowledge in practice, completeness of involvement in the daily activity of active actions, and the actions as well. The criterion of this component is the manifestation of civil activity in life and behavior of teenagers, and it reflects the skills and abilities, necessary for this purpose:

- Ability to use the gained knowledge into practice;
- Understanding of the constitutional obligations;
- Ability to notice the negative facts in surrounding reality and to resist to any violations of the moral standards and the rights;
- Understanding of own Ego and ability to express it in sociallyuseful activity;
- Ability and skills on planning and correcting of daily activity, taking into account all components of civil activity;
- Ability to control yourself, own behavior.

The result of diagnostics of preliminary and total measurements on this criterion and the indicators, entering in it, at pupils of control classes practically did not change, whereas: it grew consistently in experimental classes from 23,3% to 40%; the average level in experimental classes increased from 46,6% up to 53,3%; low level in control classes decreased from 32% to 24%, and in experimental tended to considerable decrease from 30,1% to 6,7% (table 3).

Table 3: Results of skilled and experimental work on formation of civil activity at teenagers on the procedural component (in %)

Component	Levels	Control classes		Δ	Experimental classes		Δ
		Beginning	End		Beginning	End	
Procedural	High	20%	24%	+4%	23,3%	40%	+16,7%
	Average	48%	52%	+4%	46,6%	53,3%	+6,7%
	Low	32%	24%	-8%	30,1%	6,7%	-23,4%

Influence of skilled and experimental work on the purposeful formation of civil activity at pupils of 5-9 classes allowed to carry out the comparative and contrastive analysis of data of the statement and forming experiment. It allowed retracing steady dynamics in levels of formation of civil activity at pupils in experimental classes. Results of total measurement show that the developed complex of measures, providing involvement of schoolchildren in various types of activity, the organization of interaction with the children's organization and

parents for formation of civil activity at schoolchildren allow to achieve notable increase of the studied quality at teenagers due to manifestation at the sufficient and high levels of the actions, in total representing the procedural component of civil activity of schoolchildren-teenagers.

4. DISCUSSION

Estimating degree of readiness of the updated subject matter, we should note that questions of application of various forms, methods and means of formation of active living position were the subjects of close attention, and they were investigated in works of (Abibullayeva, 2004; Moldabekova, 2000; Kargin, 2000; Abdigapbarova, 2013). They consider in these researches the questions of improvement of pedagogical skill in respect of the solution of formation of the active civil position at schoolchildren. So far as the researches of a problem on the formation of civil activity, until recently, were mainly confined to military-patriotic education, a number of scientists.

Bayserke (1998) opened in their works the questions of organizational and pedagogical conditions, ways, means and methods of carrying out separate forms of military-patriotic education. Recently, it is increased to this subject the interest of the scientists of different directions – philosophers, teachers, sociologists, psychologists. There are works, in which the civil activity is

considered in the context with moral education: Ustyakin (2002); Musabekova (2013), Mussabekova(2018); formation of civil culture: Shevchenko (2000) spiritual development of the personality: Makarova (2001); development of political culture of the personality: Faleeva (1987); in the process of familiarizing with ethnoculture: Lazarev (1999), etc.

Thus, results of the theoretical analysis of pedagogical researches demonstrate that in science there were determined some approaches to the solution of the problem on the formation of civic consciousness and patriotic, legal education of the studying youth. However, the special, independent studying of the problems on the formation of civic activity at schoolchildren-teenagers in complete teaching and educational process of school is absent.

The analysis of scientific and pedagogical literature and practice of work of the class teacher on education at pupils of civil activity, results of the conducted stating experiment showed that class teachers have difficulties at the organization of educational work on formation of civil activity at schoolchildren; 59% of class teachers purposefully are engaged in the implementation of this task, many of them consider age and specific features of teenagers insufficiently. In this regard, it is available the contradiction between the objective necessity of quality improvement, the effectiveness of teaching and educational process of modern school and lack of the scientifically based system of formation of civil activity at schoolchildren-teenagers.

5. CONCLUSION

1.The civic activity of schoolchildren is the integral component of the process of all-round development of the personality, the result of socialization of the individual in the context of his national revival, the formation of which can be considered as the mechanism of formation and development of civic culture.

2.The following main tasks of formation of civil activity at teenagers are implemented in comprehensive school at observance of certain pedagogical conditions: it is brought up love for the Motherland, its culture, history, traditions, customs; respect for the law and also for law and order, knowledge about them are deepened and conditions for their studying are created; the active civil position, aspiration to study and work for the benefit.

3.Therefore, we consider it appropriate to practice as the leading method – the method of creation of pedagogical situations where teenagers could enter into real relationship with peers, teachers, other schoolchildren. This age, as we know, is characterized by a sharp increase in the level of consciousness of pupils, they already begin to try on adult roles on themselves, to think about self-determination, choose the profession. Therefore, the emphasis in work must be made on comprehension by pupils of their place in this world through discussions, professional consultations, and discussions of possible options of future adult life.

4. So, our experimental study in the development and testing of the program of the facultative course I am a citizen of Kazakhstan based on the following leading positions: to plan the work of the class teacher for the purpose of determination of opportunities with personal participation in educational work in the fixed class; to analyze and be able correctly adopt the best pedagogical practices and to gain skills of its introduction in practice of educational work in their class and, in general, at school; to determine the main directions and means of formation at schoolchildren of moral qualities, moral and patriotic guidelines, moral and psychological readiness for protection of the Homeland, to study their specific features, interests and needs. Implementation of this program demands coordination of efforts with all participants of the pedagogical process of comprehensive school on the formation of civic activity at pupils of 5-9 classes.

The performed research does not pretend to the exhaustive solution of the problem on formation of civil activity at schoolchildren, because of its complexity and multiple meaning for modern practice of upbringing and education of younger generation. Prospects of the research, in our opinion, are consisted in further development of such problems as: formation of basics of civic consciousness at younger schoolchildren, development of civil activity at senior pupils, realization of intersubjective connections in the practice of the solution of problems on formation of civil activity at pupils; features of the organization on interaction of the social institutes of education for

formation and development of civil culture at pupils and some other its aspects.

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