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## Conditions and Factors of the Development of Creative Civic Engagement of Students

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### Abstract

The authors deal with the conditions and factors of the development of creative civic engagement of students. The article contains the results of the experimental work on forming the creative civic engagement of students during studying the discipline, which is called: "The Basics of Camp Counseling". The work on forming the creative civic engagement consists of such directions as: the formation of the theoretical readiness for manifestation of the creative civic engagement when working as camp counselors (informing students about the basics of civic engagement, camp counselors activities); formation of practical readiness to work as a camp counselor (participation in the results-oriented activities which are built on an optimistic attitude and emotional inclusion); formation of personal willingness for manifestation of creative civic engagement when working as camp counselors (the students' involvement in the action which demands using personal qualities of a civically engaged young individual). The materials of the research can be used as the recommendations to questions of the organization of upbringing work in the university, as the accompaniment of the module or the discipline "The Basics of Camp Counseling".

**Keywords:** conditions and factors, creative civic engagement, camp counseling, students, up-bringing activities.

### 1. Introduction

Nowadays young Russian people live in difficult conditions of economical and social development of the society. The problems of forming the democratic and constitutional state put in the first place the aim to form the personality of a young person as the subject of creative activity. Today there is a necessity for the most active, energetic, responsible and "viable generation" (Sikorskaya, 2009).

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Practice shows us that during studying at school personal qualities of civic engagement were not formed in a proper way. Today we see a reasonably deep contradiction between an apprehend need for upbringing the civic engagement in conditions of modern Russia and the lack of sufficient theoretical and methodological justification to organize such an education (Knyazev, 2007). Therefore, the main aim of the university is to form a civically engaged personality, to get and develop special professional qualities necessary for the future occupation.

## 2. Materials and methods

The experimental work has been conducted with the students of Taganrog University named after A.P. Chekhov during the academic year. The students who are mastering the discipline "The basics of camp counseling" became the participants. The experiment has gathered students of the faculty of history and philology (87 people).

In general, 173 people (87 people – the participants of the experimental group, 86 people – the participants of the control group) took part in the research. Random sampling was used to select the students.

Z-ratio test was used to compare two independent proportions.

The methodological aim of the research consists of the following:

- Personal approach. This approach points out the necessity of transferring students into the position of a civically engaged subject in compliance with originality of a person's identity in pedagogical process (E. Bondarevskaya, S. Barabanova, N. Borytko, G. Imakova, V. Zaytsev, O. Konopkin, I. Kohn, A. Leontyev, V. Serikov, G. Prygin) (Bondarevskaya, 2013; Barabanova, 2015; Imakova, 2015; Leontyev, 1975);

- Activity approach. This approach indicates the necessity of personality formation and development through inclusion in practical activities (D. Artyukhovich, A. Verbitsky, L. Vygotsky, P. Galperin, V. Davydov, A. Zaporozhets, I. Zimnyaya, V. Zinchenko, A. Leontyev, S. Rubenstein) (Leontyev, 1975; Artyukhovich, 2012; Vygotsky, 1982-1984; Zaporozhets, 2016; Rubenstein, 2009);

- Ideas of the value-based approach. This approach unites the importance of value as a stable regulator of human behavior (including the influence on the development of the person's creative civic engagement) (E. Bondarevskaya, A. Kiryakova, S. Kulnevich, L. Razbegayeva, I. Solovtsova) (Bondarevskaya, 2013);

- Axiological approach. The person is considered in the array of society values and self-purposes of social development (I. Andramonova, B. Brushlinsky, Z. Valiyeva, N. Nikandrov, V. Slastenin, P. Schedrovitsky) (Andramonova, 2010; Slastyonin, 2005; Schedrovitsky, 2002);

- Psychological theories. This approach considers the bases of the age-related features of the students' development (the aspiration to declare oneself, search of their own place in society, independence) (L. Vygotsky, I. Kohn, D. Feldstein, D. Elkonin) (Vygotsky, 1982-1984), (Elkonin et al., 2006);

- System-integral approach. This approach unites the recognition of integrity of the personality and pedagogical process, holistic studying and development of the students' civic engagement (I. Andramonova, N. Borytko, L. Bolotin, V. Ilyin, B. Igoshev, V. Kochisov, N. Lossky, L. Rubina, N. Sergeev) (Andramonova, 2010; Igoshev, Rubina, 2015).

## 3. Discussion

It might be wise to consider relevance of civil and patriotic education of the younger generation in a number of normative documents of the federal level.

The document "The Concept of long-term social and economic development of the Russian Federation until 2020 (approved by The order of the Government of the Russian Federation of 17.11.2008 N 1662-r (an edition of 28.09.2018) Paragraph 9" contains questions of youth policy. The materials indicate that the purpose of the state youth policy is creation of conditions for productive socialization and self-realization of the youth audience, the development of potential and opportunities of young people for further using for the benefit of an innovative way of development of our state (Order, 28.09.2018).

The materials of the document "Bases of the State Youth Policy of the Russian Federation until 2025" (approved by The order of the Government of the Russian Federation of November 29, 2014 No. 2403-r) point out the importance of the education of a patriotically adapted young person. The document contains information that every young person must have an independent

thinking, have a creative outlook, necessary knowledge, the high level of culture (including the culture of the international communication), to be able to make independent decisions and to be responsible for their own actions, to carry out their activities for the benefit of the country, people and family (Osnovy..., 29.11.2014).

The document "The strategy of the national state policy of the Russian Federation until 2025 (approved by The executive order of the President of the Russian Federation of December 19, 2012 N 1666)" unites questions of providing interests of the state, society, human and citizen, emphasizing the questions of the state integrity, keeping traditions of ethnic and cultural identity of people, maintenance of constitutional rights and freedoms of citizens of the country (Strategy, 19.12.2012).

The document "The strategy of up-bringing development in the Russian Federation until 2025 (approved by The order of the Government of the Russian Federation of May 29, 2015 No. 996-r)" describes the high-priority directions of state policy connected with the questions of education and socialization. The materials consist of the leading mechanisms of the development of upbringing institutes which are focused on the relevant needs of modern society and the state; and reflect global challenges and preconditions of the country development in the international community (Strategy, 29.05.2015).

These documents point out the importance of the education of younger generation, development of the civic position of youth. The question of the formation of civic engagement is of interest to the pedagogical community, philosophers, historians, psychologists and sociologists. The works of T. Akhayan, L. Bozovic, V. Karakovsky, A. Mertsalov, A. Petrov, L. Rakhimova, G. Shapoval, etc. emphasize the necessity of civic engagement development within younger generation. Such authors as A. Amirov, I. Grigoriev, I. Duranov, M. Kagan, S. Serebryakov, V. Slastenin, E. Shorokhov, etc. consider civic engagement as a social phenomenon and a socially useful activity. I. Andramonova, E. Anufriyev, B. Igoshev, G. Imakova, S. Maximova, A. Petrov, A. Solovyova, etc. study psychological and pedagogical features of development of civic engagement. However, the scientific knowledge used nowadays does not always correspond to the modern dynamically developing challenges of the society. Some works miss relevant socio-political and psychological and pedagogical preconditions of development of students' creative civic engagement. Some works do not take fully into consideration the educational resources of the university during working with students.

#### **4. Results**

Important work has been done on revealing the factors of the development of students' creative civic engagement. The purpose of the work is to define conditions of improvement of educational process and to create its scientific and methodical support.

The authors consider that camp counseling helps to form necessary skills and competences of a civically engaged young person (capacity for self-organization and self-education; willingness to realize the social importance of the future profession, having a motivation for implementation of professional activities; having the basics of professional ethics and speech culture; readiness for interaction and communication; initiative and independence; development of creative abilities).

The experimental work has been conducted with students of Taganrog University named after A.P. Chekhov during an academic year. The students, who took part in it, were involved in mastering the discipline "The basics of camp counseling" as a part of their educational program. The experiment gathered students of the faculty of history and philology (87 people).

A questionnaire for students has been organized (at the beginning of the experiment) on such topics as "the relation of students towards camp counseling", "the analysis of microclimate in the group", "willingness of students to join the active forms of civic engagement manifestation".

The results of this survey allow us to consider the following issues.

The respondents noted that they consider work in a children's health center to be important for further professional activity and effective within formation of competences of civically engaged young person (75 % of respondents answered positively, 25 % of respondents do not consider it to be an important experience).

We asked to mention interesting forms of studying within the discipline "The basics of camp counseling" (aimed at getting communicative competences, which are necessary for a camp counselor). The survey showed that 71 % of respondents consider to be effective active forms of

practical inclusiveness, game activities (trainings, collective and creative works, organization of evening meetings, competitions of pedagogical ingenuity, photocrosses, intellectual discussion games); 16 % of respondents mentioned less active forms and unwillingness to join the collective process and pointed out for themselves preparation of individual tasks; 10 % of the total number of respondents mentioned the preparation of reports and presentations; 3 % pointed out other forms of work.

In continuation of the research it was determined how united the team is, whether there are certain traditions in the group, etc. Answers showed: 58 % of the total number of respondents consider their collective to be united, however 31 % of respondents pointed out the lack of unity in groups, 11 % marked that it depends on a situation.

The creative atmosphere in studying groups was defined. The students' answers showed that only 35 % of the total number of respondents do not feel discomfort in communication, they are pleased with the atmosphere in collective. However, the most of the respondents (53 %) pointed out the lack of unity and creative atmosphere; 12 % defined that the atmosphere depends on certain circumstances, changes or a situation.

The authors researched whether there are traditions in studying groups, which are very significant for them. The answers showed that the majority of students do not have common, collective and significant for the group activities (75 % – "there are no such traditions", 15 % – marked the traditions (mostly birthday congratulations), 10 % – "yes, we have certain traditions (but did not specify them)").

The answers to the question whether the participants of the research take part in collective activities of their group are shown in [Table 1](#).

**Table 1.** Participation of Students in Collective Activities of their Group, % of the total number of participants of the experiment

Question	Answers of the respondents
Yes, I like to participate in collective and creative activities	50 %
No, I do not like to participate in collective activities, I got used to work independently	35 %
Sometimes, when it is really necessary, if I really feel like doing it	15 %

The students were asked whether they like to be engaged in cultural and creative activities. The answers showed: 62 % (the majority) like to be engaged in creative activities, however 28 % did not mention interest in this form, 10 % answered that it depends on their mood.

The students were asked whether like to be engaged in social activities. The answers showed: 55 % – join the public forms of work with pleasure, 31 % – such form of work is not interesting, 14 % – sometimes, it depends on their mood.

The atmosphere of cooperation in group was defined. The students did not answer actively. The answers: 56 % of the total number of the respondents indicated sympathy for the majority of the group members, but 44 % – indicated the indifferent attitude towards the members of their collective.

The question of how often the ideas and suggestions of students are used in the collective was studied. The answers: 50 % of the respondents answered positively, however the second half of group pointed out the following: "I do not make suggestions, I do not participate in discussions", "I suggest something seldom", "only when creative approach is necessary", "by half", "it depends on the atmosphere when I speak".

The students were asked whether they are eager to come to and leave the university. The students answered with small difficulties, thinking for a long time. 42 % answered positively, 26 % answered negatively and 32 % pointed out that "not always, sometimes", "at the beginning of educational process", "I find it difficult to answer", "it depends on my mood", "if subjects are not boring", etc.

The leader of group was defined. The respondents pointed to the head of the group (88 % of the total number of respondents), the others mentioned other members of the collective (creative students, public leaders).

The students were also asked to mention whether they feel discomfort in communication with someone, whether it is difficult to find a common language. The answers showed that in the group there is small percent of private people, who are not willing to contact with others.

The answers to the question "To what degree are you satisfied with results of studying and spending free time in your group, in your university?" are reflected in [Table 2](#).

**Table 2.** Satisfaction with results of studying and spending free time in your group, university

Question	Answers of the respondents
Completely satisfied	29 %
Partly satisfied	51 %
I do not know	8 %
Partly not satisfied	6 %
Not satisfied	6 %

Answers to the question "Do the results of studying at the university correspond to your expectations?" are reflected in [Table 3](#).

**Table 3.** Correspondence between the results of studying at the university and expectations

Question	Answers of respondents
completely correspond	25 %
Partially correspond	55 %
I do not know	6 %
Partly do not correspond	5 %
Do not correspond	5 %
Other answer (not sure about choosing the right speciality, etc.)	4 %

The students were asked what forms of work are pleasant for students during educational process on the discipline "The Basics of Camp Counseling". The following answers were received: "more team-building exercises", "to arrange seminars with advantage", "to focus on group tasks", "collective work with students from other groups", etc.

The organization of the results-oriented work in the experimental group was started (based on definition of microclimate in the group, the attitude of students towards work of camp counselors and desire of students to get involved in intensive activities).

The experimental work included the following activities:

- formation of theoretical readiness for manifestation of creative civic engagement while working as camp-counselors (informing students about basics of camp counseling, civic consciousness);

- formation of practical readiness to work as camp counselors (participation of students in the results-oriented activities, which are built on an optimistic spirit and emotional involvement);

- formation of personal readiness for manifestation of creative civic engagement when working as camp counselors (involvement of students in the activities which demands using personal qualities of a civically engaged camp counselor).

The experience of formation of the students' readiness to work as camp counselors and manifestation of the active civic position during their mastering the course "The Basics of Camp Counseling" (the module united those components which have already been spoken about) will be described.

The working system of the children's health centers was introduced to the students. The students studied various techniques and forms of the organization of leisure time activities of children. The participants were taught to plan and organize collective activities of civil and patriotic

character. The students made the analysis and self-examination of their activity. We worked on the development of the students' professional and pedagogical skills of the organization of bringing-up activities with children and teenagers. The basics of pedagogical culture and the professional speech were explained to the students. Conditions were created for development of the civil, patriotic, and pedagogical value system, skills of professional communication, self-education and personal growth.

The following events were arranged, aimed at formation of theoretical readiness for manifestation of creative civic engagement while working as camp counselors:

- the historical aspect of development of camp counseling movement and the experience of camp counseling in Russia were shown;

- the social and psychological portrait of the modern child was made;

- the functional legislature in the sphere of education and organization of the leisure time and health improvement of children was overlooked;

- the sphere of professional activity of a camp counselor was updated.

- the basics and features of psychological and pedagogical activity of a camp counselor were presented;

- the question of goal-setting in the work of a camp counselor, self-control of emotional behavior was considered.

- the basics of camp counseling ethics and axiological aspects of a camp counselor's outlook were pointed out.

- the features of a camp counselor's work with intellectually gifted children, with children who are in a difficult life situation, with children with special health needs were considered.

The results-oriented events were arranged (which are built on an optimistic spirit and emotional involving) in the course of forming of practical readiness to work as camp-counselors.

There were pointed out such forms of work as:

- Training programs (aimed at getting skills of team building, removing communicative barriers, overcoming the conflicts in children's temporary collective, understanding the features of children team management, overcoming conflict situations (forecasting, prevention, avoidance and creative solution), etc.).

- Business and role-play games (aimed at getting the basics of knowledge of life safety of children collective (a camp counselor's responsibility for physical and psychological wellbeing of a child; the behavior algorithms in extreme, dangerous and emergency situations; providing safety in various geographical and climatic conditions; obeying the rules of fire safety while arranging sporting events, etc.); specifics of interpersonal and intergroup conflicts in children community at different age stages).

- Express diagnostics (techniques and technologies of a camp counselor's work with the children who are in a difficult life situation, feeling discomfort in communication in conditions of a temporary children collective).

- Game techniques (development of leadership, confidence in their own power, overcoming the fear of engagement and leadership manifestation). The following principles of successful game interaction were used: situationality, variability, personal adaptability, pedagogical expediency. The students were involved in outdoor games, folklore games, informative games, games-acquaintances, games-tests, etc.

- Projecting (aimed at motivation of students for socially important activities, for manifestation of an active civic position). "A life cycle of a project" and the basics of forming of project team were considered. The students developed, presented and defended projects. Reflection has been done (estimation of efficiency of the project at different stages of its realization).

- Collective and creative activities (aimed at manifestation of activity, involvement of all the participants of the event in the process, development of communication skills during the collective and creative activity).

- Modern interactive technologies of work (Quest, photocross, etc.).

- Creative master classes (aimed at the development of creative competences of participants of the process).

- The competition of pedagogical resourcefulness (aimed at the development of professional skills, ability of the operational solution of problem situations).

- Discussion platforms (aimed at the development of skills of communication, ability to defend the point of view, to find optimal solutions of various tasks).
- Intra-group reflection.
- Song and dancing creativity (as a factor of unity of a temporary collective (use of such songs as repeating songs, chants, comic, patriotic, evening, songs, songs near the fireplace, etc.)).
- Professional orientation activities (as way of formation of ideas of professions).

The following events were conducted, aimed at formation of personal readiness for manifestation of creative civic engagement when working as camp counselors:

- Development of pedagogical tact and student culture,
- Getting of necessary creative civil and patriotic competences, and, most importantly, desire and readiness to apply them within student practice.
- Up-bringing of self-organization and self-discipline.
- Realizing professional responsibility for life, health and development of a child.
- Formation of social immunity to various negative situations.

The result of the organized activities reveals a sufficiently high level of work on formation of creative civic engagement in student environment.

Diagnostics was carried out (on completion of the experimental work) and positive dynamics of formation of student's creative civic engagement in the experimental group was found out (Table 4).

**Table 4.** Participation of Students in collective and creative activities, % of the total number of participants of the experiment

Activity degree	Experimental group		Control group		Z <sup>a</sup>
	Beginning of the experiment (wishes)	End of the experiment (in fact)	Beginning of the experiment	End of the experiment	
High level of activity	Planned to join 31,2 %	46 %	Planned to join 32,1 %	15 %	8,10*
Partial participation	Expressed a wish 42,3 %	41 %	Expressed a wish 44,5 %	21,5 %	4,43*
Weak participation	Designated 10,6 %	7 %	Designated 10,1 %	41,5 %	-6,53*
Lack of interest in participation, difficulties	Showed 15,9 %	6 %	Showed 13,3 %	22 %	-3,60*

<sup>a</sup> Z-ratio test for the significance of the difference between two independent proportions (for participants of experimental group and control group at the end of experiment) has been used.

\*p < 0,05

The results of the experiment have showed positive dynamics concerning students' attitude towards camp counseling and understanding of its importance. The following issues have been noted: the development of initiatives in the student group, independence of the participants, commitment, and acquisition of organizing skills. The discipline "The Basics of Camp Counseling" was highly appreciated by participants of the activities. It was seen that having mastered the discipline, the students began to take part in life of their group, faculty and university with great interest. They began to show interest in cultural and creative, sports and public activities, manifesting the high civic position. The atmosphere of emotional responsiveness and positive interaction gave a sense of intra-group comfort and self-confidence, which increased civic self-determination and engagement of youth.

The students of the experimental group began to show interest and desire to participate in active forms of socially useful activities. The level of self-organization and self-education abilities

has grown; we saw readiness of students to realize the social importance of their future profession; the most of the participants got the motivation to implement their professional activity. The following issues have also been noted: the increased level of pedagogical ethics and speech culture; students' conscious ability to interact and communicate; initiative and independence, development of creative abilities. In addition, the participants of the process got the practical experience of participation in socially useful activities, began to think more reasonable, not to be embarrassed with making suggestions, having overcome communicative barriers, to respect the opinions of their collective members.

### 5. Conclusion

Positive changes, which were recorded during the experimental work, make it possible for us to conclude about the efficiency of the revealed conditions and factors influencing the development of creative civic engagement of students.

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