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Pedagogical Technology of Formation and Development Creative-Constructive Modus of Younger Generation's Civic Activity

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Abstract

The pedagogical technology of the formation of a creative and constructive mode of student civic engagement is described in this manuscript. The authors understand it as the consistent implementation of pedagogical actions to actualize civic self-determination, create conditions for the self-realization of the personality of students in socially useful activities, assist in their awareness of personal meanings, form a system of civil relations with social institutions, with people around them. The organizational forms of this technology are round tables, meetings of the scientific research society of students of pedagogical direction, thematic teleconferences, pedagogical studios, scientific and practical conferences. The implementation of pedagogical technology for the formation of a creative and constructive mode of civic activity among students is carried out through specially developed programs. Information and communication methods, pedagogical dialogue, group discussion, brainstorming, simulation games, social design are the main methods of implementing the developed programs. The scientific novelty of the research is due to the use in the pedagogical technology of the development of the creative and constructive mode of civic activity of the younger generation of diagnostic tools for determining the level of formation of the younger generation of a creative and constructive civil-patriotic position. It includes an expert's assessment and self-assessment. This makes it possible to supplement scientifically based information on the correlation of pedagogical phenomenon of civic engagement, citizenship, civic-patriotic self-determination on civic-patriotic education and personal education. The results of the work can be used by applicants and graduate students in the scientific specialty "general pedagogy, history of pedagogy and education" on the issues of educational activities of the younger generation, teachers, educators, teachers of additional education on civil and patriotic education of youth.

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1. Introduction

The scientific problem is to obtain new fundamental knowledge in solving the problem of the development of the creative and constructive mode of civic activity of youth, its influence on the civic position, technology and programming of socio-civic behavior of students (Belentsov, 2019).

The relevance and importance of the described problem are due to the illegal actions of the younger generation and their social manifestations. This creates a big social and psychological-pedagogical problem.

The aspect considered in this article corresponds to the current scientific theme of the Strategy of Scientific and technological Development of the Russian Federation to counter man-made, socio-cultural threats, terrorism and extremist ideology. It also contains ideas for the use of natural methods of prevention and the creation of real conditions for the development of a creative and constructive mode of civic activity of youth.

The scientific novelty of the manuscript lies in a significant solution to the scientific problem of the formation and development of a creative and constructive mode the civic activity of youth, the development of pedagogical technology for its development. This should be used to improve educational work with young people, to overcome their intolerance and social radicalism.

All the mechanisms for the formation of a creative and constructive modus of civic activity were taken into account by us when developing software and technological support for the implementation of the model.

The software and technology component of the model contains a schematic description of the pedagogical technology for the formation of a creative and constructive modus of civic activity of students, organizational forms, methods and methodological techniques for its implementation in the process of pedagogical support of students' activities.

The pedagogical technology of forming a creative and constructive modus of civic activity among students is a consistent implementation of pedagogical actions to actualize civic self-determination, create conditions for the self-realization of the personality of students in socially useful activities, assist in their awareness of personal meanings, form a system of civil relations with social institutions, with people around them (Martynov, 2020).

Round tables, meetings of the scientific research society of students of pedagogical direction, thematic teleconferences, pedagogical studios, scientific and practical conferences act as organizational forms.

2. Materials and methods

A systematic approach (a set of interrelated parts with a purpose, content, results); axiological (socio-pedagogical values with a basis in affirming the value of human life, creative activity and humanistic-semantic communication); humanistically oriented approach (freedom and uniqueness of the human personality, its continuous development and self-realization) are the methodological and theoretical foundations of this study.

Modern methods were used. Theoretical methods (analysis, synthesis, technology development); empirical methods (conducting final diagnostics, expert assessment, conducting formative and control experiments), statistical and mathematical methods (percentage ratio, calculation using Student's t-test) have become fundamental for writing this manuscript.

Questionnaires developed by the author, expert assessment forms, as well as valid methods served as diagnostic tools for pedagogical observations and pedagogical monitoring.

The Student's T-Test (T-Test) is a statistical test for comparing the arithmetic means of two groups. T-Test can only be used when comparing the averages of two groups (the so-called pairwise comparison).

The test assumes. Data:

- are independently,
- distributed (approximately) normally,
- have the same amount of variance in each compared group (so-called uniformity of variance).

Important criteria for the formation of a creative and constructive modus.

The following are defined for youth civic activity:

- cognitive (theoretical concepts of youth),
- reflexive (students' ability to think about their constructive civic behavior,
- behavioral (students' opposition to aggression and negative behavior).

L. Bayborodova's methodology "Diagnostics of the level of education" is used to determine the civic education of students. I. Kuzmina's test "Assessment of value orientations in patriotic consciousness" is used to measure the value orientations of students. The questionnaire of tolerance of G. Soldatova's youth was intended to identify the attitude of the younger generation to the world and to people.

3. Results

The implementation of pedagogical technology for the formation of a creative and constructive mode of civic activity among students is carried out through specially developed programs. Information and communication methods, pedagogical dialogue, group discussion, brainstorming, simulation games, social design are their main methods.

The pedagogical studio is one of the effective means of forming a creative and constructive mode of civic activity of students. The pedagogical studio is one of the modern forms of forming a positive civic position of students through the interaction of a team of like-minded people. The conditions of the pedagogical studio allow you to get involved in active search and creative research and build your own activities on a reflexive basis, taking into account objective and subjective factors. Mastering a specific problem simultaneously at three levels (theoretical, methodological and technological) is the main goal of the pedagogical studio.

Important features of the studio form are the transfer of educational activities from the mode of obtaining information to the interactive mode of joint search, the alternation of individual and group work, the priority of organized interactive communication, reflection, consideration of individual requests of each student.

For example, the All-Russian pedagogical studio "The Phenomenon of childhood in modern socio-cultural conditions" for the International Children's Day within the framework of the Decade of Childhood was conducted as part of the study.

Teachers and students of Kursk State University, Chelyabinsk State Institute of Culture, Humanitarian and Pedagogical Academy (branch) The Crimean Federal University named after V.I. Vernadsky in Yalta, Lugansk State Pedagogical University discussed the scientific foundations of the formation of creative and constructive approaches to civic activity of the younger generation.

All participants unanimously noted the need to implement a state policy on the formation of a positive civic position of the younger generation, the implementation of measures to reduce the negative consequences on children due to changing conditions of social reality, the development of a mechanism for taking into account the interests of children as a special category of citizens.

The monitoring component of the model contains a description of the process of pedagogical monitoring of the level of formation of the creative and constructive mode of civic activity among students. The diagnostic monitoring tools are defined here and the results of the implementation of the developed model are also reflected.

Thus, the formation of a creative and constructive mode of civic activity is possible with purposeful specially organized educational work. It should be targeted with a focus on each student, based on the provisions of a comprehensive, axiological, humanistically oriented approach, ideas of socialization and social activity of the individual.

The process of forming a creative and constructive mode of civic activity is based on a system of universal and traditionally Russian values (collectivism, justice, responsibility), in compliance with the principles of integrity, reflection, continuity of activity and activity.

The implementation of the model proposed by the author is carried out in the conditions of interaction of participants in the educational process of higher education.

Pedagogical technology to ensure the conditions of the developed pedagogical model, to form a creative and constructive mode of civic activity among students has been developed.

Table 1. Pedagogical technology of the creative and constructive mode of civic activity of the younger generation

Development of motivation of students in socially useful activities (stage I)			
Purpose: formation of motivation of students in socially useful activities		The program “I choose my Homeland” includes classes with training elements, consultations, individual and group conversations, role-playing games, designing his future, career guidance conversations.	
Development of the semantic assessment of creative and constructive activity (Stage II)			
Purpose: development of personal meanings among students in socially significant activities		The program “I am a patriot of my Fatherland” Classes with elements of pedagogical dialogue, group discussions, brainstorming, simulation games, presentation of experience, social design	
Formation of the system of social and civil relations of students (stage III)			
Program “Rights and obligations of a citizen” Legal education and development of students of civil-patriotic education	Program “My Nightingale's land” Formation of love and respect for the small motherland	Program “In defense of my Homeland” Military-patriotic education and education of students	Program “Me and my family” Instilling family values to the younger generation with elements of Orthodox rhetoric
Manifestation of creative and constructive civic activity (stage IV)			
Purpose: to create conditions for the implementation of creative and constructive activities		Development and implementation of programs, events, projects. Participation in social service, volunteering and charity in helping children and adults in difficult life situations, patronage of teachers of institutions of social assistance to families and children, organization and holding of university events, work in the scientific research student society of pedagogical education	

The first stage is a motivational block in the developed pedagogical technology. He forms and develops motivation for active participation in socially useful work.

The choice of the term “civic choice and search” as the main result of the first stage of the formation of the creative and constructive mode of civic activity of higher school students is not accidental. The analysis of the literature showed. The category of civic choice in pedagogical science is interpreted very broadly. In fact, this is the so-called “neoplasm” of the personality. It reflects her attitude to citizenship, the Motherland, the fulfillment of civic duty.

Civic choice is actualized by organizing the relevant activities of students and communication both in educational communities and the university as a whole.

The implementation of the first stage was carried out in accordance with a specially developed program. The program “I choose my Homeland” involves the use of the following methods: classes with training elements, consultations, individual and group conversations, role-playing games, designing your future, career guidance conversations.

This program is based on the concepts of personal and professional self-determination. Individual conversations: “The concept of personality”, “Man as a subject of his own activity”, “The Universe as the highest stage of human development”, exercises “Me and my small Homeland”, “I am in a future profession”, “Family from the Orthodox point of view” contribute to the development of subjectivity of students. Creating conditions for the actualization of students' life choices in socially significant activities means the development of identity with an adult understanding of the category of “creative and constructive mode of citizenship through the improvement of internal reflection.

One of the classes is devoted to the problems of the development of assertive behavior in the framework of the implementation of the first stage of the formation of a creative and constructive mode of civic activity of students. Assertive behavior is the ability to independently regulate one's behavior, maintain personal boundaries and not violate others', take responsibility for one's life on oneself and pronounce requests aloud. This term was introduced by the American psychotherapist Manuel Smith. The goal of assertive communication is not to change others, but to be responsible for your feelings and reactions. The purpose of such a lesson is to develop students' skills of confident consent and refusal, the ability to conduct an assertive dispute.

The second stage follows from the first. It is focused on the development of a semantic assessment of creative and constructive activity among students. The implementation of the program "I am a patriot of my Fatherland" is the central event at this stage. Classes with elements of pedagogical dialogue, group discussions, brainstorming, simulation games, presentation of experience, social design are the main methods during the implementation of this stage.

An active response among students was caused by participation in the All-Russian teleconference "Anthropological knowledge as a system-forming factor of professional pedagogical education" to the 200th anniversary of the birth of K.D. Ushinsky. The participants of the event unanimously noted the high civic-patriotic component of the pedagogical heritage of the outstanding scientist and teacher. The content of K.D. Ushinsky's pedagogical anthropology is an important factor in the process of formation and development of the creative and constructive mode of civic activity of the younger generation.

As part of the teleconference, the students were involved in a productive discussion on the comprehension and formulation of K.D. Ushinsky's ideas about serving the people, the Motherland, about love for people, about work. Patriotism, nationality, humanism, truthfulness, diligence, discipline, firm will and character, a sense of self-esteem are considered by students to be the highest moral qualities of a citizen and a patriot.

The students answered the question: "My civic ideals" in a few sentences at the first stage. They highlighted the most important thoughts from the general list presented. Students not only realized their individuality, but also comprehended their goals in life, their values, priorities, and their ideals while completing assignments.

Next, we will give an approximate list of questions and tasks for organizing the discussion.

- Identify the main components of moral patriotic education in the pedagogy?
- What can be said about the civic position of K.D. Ushinsky?
- What kind of appeal would K.D. Ushinsky give to his descendants on issues of civil and patriotic education?

Of particular interest was the information about the decisive role of patriotism education in the work of K.D. Ushinsky among students. He manifests himself with "true lion's strength" in the people when defending the Motherland from external threats. The guys also shared their thoughts about the need to educate civic duty.

According to the study, pedagogical technologies for the formation of the personal meaning of the concepts of "citizenship", "patriotism", "civic responsibility" are central in the implementation of the second stage of the formation of the creative and constructive mode of students' civic activity.

The third stage is the main one in the technology of forming a creative and constructive mode of civic activity among students. It is focused on the development of students' civil relations. This stage is implemented with the help of the developed programs: "Rights and duties of a citizen", "My Nightingale Land", "In defense of my Homeland", "Me and my family".

The presented programs are implemented within the framework of the student scientific Society of pedagogical education. The pedagogical support of such activities consists in supporting students, organizing student self-government, and assisting in their socially useful activities. Specially designed classes, group discussions, debates, conversations are conducted by teachers under the guidance of the Deputy director of the Institute of Continuing Education of Kursk State University.

The university championship "Scientific pedagogical discussions" aroused genuine interest. The event demonstrated the existence of a whole palette of various promising innovative student projects in the field of education of the younger generation and also contributed to their promotion. The problems of civic identity and legal protection of students in modern society,

respect and readiness to defend their homeland, military-patriotic development were central to the presentation of projects of students of pedagogical education.

Creating conditions for realizing the potential of each student in their civic engagement is the goal of **the fourth stage**. The implementation of this stage involves holding actions to demonstrate their constructive civic position in specific events. Reflexive classes after each event play an important role here.

Thus, the pedagogical technology of the formation of creative and constructive civic activity among students is the consistent implementation of pedagogical actions to actualize the civic self-determination of students, the development of motivation for volunteerism, assistance in their awareness of personal meanings, the formation of a system of civil relations with the family, social institutions, with surrounding people and the state as a whole, the creation of conditions for self-realization of their personality in socially useful activities.

The dynamics of the development of constructive citizenship among the participants of the pedagogical experiment

The beginning of the study of the creative and constructive mode of civic activity of the younger generation was laid by us in the manuscript Modeling of the Creative and Constructive Mode of Youth Civic Activity (European Journal of Contemporary Education 2023. 12(2): 342-351) ([Belentsov, 2023](#)).

The ascertaining and formative experiment aimed to characterize the effectiveness of the created model for the formation and development of the creative and constructive mode of civic activity of youth.

Students of pedagogical education at Kursk State University and schoolchildren of educational institutions in Kursk (50 people) participated in the study.

Two equalized research groups (experimental and control) participated in a pedagogical experiment. The experimental group included 25 students of the direction of pedagogical education. The control group corresponded to the experimental group in terms of the number of students, their age, and the level of training.

The participants of the experiment are full-time students (ages 16-21). 28 students – 56 % of girls and 22 students – 44 % of boys. The main part of the participants in the experiment is 41 students (82 %) are students of 1, 2, 3 university courses.

The experiment has been conducted for two years.

The choice of the form of research depends on the goals and nature of the study. Its methodology assumes the following form of its implementation. It minimizes errors both in the distribution into groups using randomization - this is a strategy for random selection or distribution of subjects (all subjects have equal chances to get into the group), and in evaluating the results obtained.

The pedagogical experiment had three main stages. The ascertaining experiment was carried out at the first stage:

- formation of representative research samples;
- identification of the current level of formation of constructive citizenship among the participants of the experiment. The solution of these two tasks was carried out with the help of diagnostic tools developed by us.

At the beginning of the pedagogical experiment, at its ascertaining stage, the indicators of both the general level of formation of the creative and constructive mode of civic activity among students and each of its components did not differ between the two groups at a significant level of differences.

The formative experiment lasts for two years. The pedagogical conditions developed by us from the model of the formation of a creative and constructive mode of civic activity among students have been implemented. Pedagogical technology as a sequential change of the stages of the formation process and the developed programs of each of the stages were also implemented.

Pedagogical monitoring with the help of the author's diagnostic tools is carried out throughout the formative experiment.

It involves an expert assessment:

- the peculiarities of students' civic development as the main indicator of the cognitive criterion of the level of formation of a constructive civic position;
- civic values as an indicator of a reflexive criterion;

- civil stability as an indicator of a behavioral criterion.

The positive dynamics in the development of the creative and constructive mode of civic engagement was revealed by the results of monitoring.

The results of pedagogical monitoring indicate the systemic impact of the developed programs on the civic position of students. Participation in specially organized events of a civil-patriotic orientation, in championships, conferences, in the organization of volunteer activities contribute to the development of students' civic literacy, their civic values and civic activism.

Statistically significant positive changes in all indicators of the level of formation of the creative and constructive mode of civic activity of students occurred in the experimental group during the formative experiment.

Table 2. The formation of the creative and constructive mode of civic activity in the experimental group (diagnostic results)

Criteria	Ascertaining stage (M ± m), point	Control Stage (M ± m), point	t	p
Cognitive	18,82±1,800	26,86±1,900	2,83	< 0,01
Reflexive	18,4±2,000	28,43±1,700	2,94	< 0,01
Behavioral	19,2 ± 1,90	31,3 ± 3,00	3,46	< 0,01

Positive changes were recorded in the indicators of cognitive (t = 2.83, p < 0.01), reflexive (t = 2.94, p < 0.01), behavioral (t = 3.46, p < 0.01) criteria.

An adequate image of the Motherland, its social, economic, and political positions in the world space - an image with adequate knowledge and feelings, thoughts, and beliefs was formed among the students of the experimental group as a result of the developed pedagogical influences.

Significant differences between the two research groups in all the indicators of interest to us were revealed reliably at the formative stage of the experiment.

Table 3. The end of the experiment – diagnostics of the level of formation of the creative and constructive mode of civic activity

Criteria	Students of the experimental group (M ± m), score	Control students (M ± m), score	t	p
Cognitive	26,4 ± 2,60	19,0 ± 2,00	2,41	<0,05
Reflexive	28,6 ± 2,80	18,9 ± 1,90	2,87	<0,01
Behavioral	30,2 ± 2,99	19,3 ± 1,99	2,88	<0,01

Significantly significant differences were revealed in terms of cognitive (t = 2.41, p < 0.05), reflexive (t = 2.87, p < 0.01), personal (t = 3.09, p < 0.01) and behavioral (t = 2.98, p < 0.01) components of constructive citizenship.

4. Discussion

The problem under consideration has been investigated at three fundamental levels:

1. The civic activity of youth is considered as a global socio-pedagogical phenomenon in the works – E. Belozertsev, B. Bim-Bad, M. Boguslavsky, G. Kornetov, Z. Ravkin (Belozertsev, 2003; Bim-Bad, 2003; Boguslavsky, 2002; Kornetov, 1999; Ravkin, 2000).

2. Manifestations of radicalism and civic activity of students in a historical context from a pedagogical point of view were considered in the following works: P. Vasilkov “Student organizations” (M., 1917) (Vasilkov, 1917), S. Znamensky “Secondary school in recent years. Student unrest of 1905–1906 and their significance” (St. Petersburg, 1909) (Znamensky, 1909), A. Isaev “Student strikes” (St. Petersburg, 1912) (Isaev, 1912).

3. There are also special works. These are the works of L. Kuznetsova “The formation and development of civic education in Russia” (Moscow, 2006). The purpose of the research is the need for a complete representation of the historical experience of civil and patriotic education of schoolchildren. The author described the current and promising aspects of the development of youth civic education (Kuznetsova, 2006).

This is also the work of I. Duranov “Pedagogical conditions for the formation of civic activity in extracurricular activities of high school students” (Chelyabinsk, 1991). I. Duranov insists on the formation of a future active citizen on the basis of morality and work principles, universal traditional values. Students must serve the people, the Fatherland and the law (Duranov, 1991).

In her work “Civic Education in Russia” (Vyatka, 2005), O. Lebedeva carries out a retrospective analysis and characterizes the essential aspects of civic education of youth. A large place is devoted to modeling and reconstruction of the historical experience of civic education of the younger generation (Lebedeva, 2005).

G. Grevtseva in her work “Civic education as a factor of socialization of schoolchildren” (Chelyabinsk, 2006) pays attention to the description of the process of formation of civic and patriotic qualities in the younger generation. The problem of civic education is presented by the author as a fundamental condition for the socialization of schoolchildren. Civic education is a combination of the intellectual, emotional, and sensual sides of a person (Grevtseva, 2005).

L.M. Semenyuk in his work “Psychology of civic engagement: features, conditions of development” (Sochi, 2007) speaks about civic engagement as a special personal quality. It includes all indicators of citizenship, civic position in accordance with the peculiarities of human social nature. Civic engagement is the main core of determining the value and integrity of a person. That is, the author refers to the characteristics of the phenomenon under study mainly only from a psychological position (Lebedeva, 2005).

5. Conclusion

1. The results of the study summarize and complement the theory of civic and patriotic education of the younger generation, expand the understanding of the forms, methods, and means of civic education of youth.

2. Clarifying the content of the key concept of the study “the creative and constructive mode of civic activity of the younger generation” enriches the conceptual and categorical apparatus of scientific theories used in educational activities.

3. The scientific novelty of the research is due to the use of the developed pedagogical technologies for the development of the creative and constructive mode of youth civic activity.

4. The effectiveness of the developed model and technology of the creative and constructive mode of civic activity of youth has been verified at all stages of the experimental work carried out (ascertaining, forming, control) and confirmed by the positive dynamics of changes in the levels of formation of the creative and constructive mode of civic activity of the younger generation.

The work undertaken makes a definite contribution to solving the problem of civic and patriotic education of young people. However, the work done does not exhaust all the problems of its effective organization. We can identify the following promising areas of research on this problem: countering terror and violence among young people, the problems of bullying and mobbing as topical factors of interpersonal relations among young people, the problem of civic and patriotic education in conditions of uncertainty.

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