



Copyright © 2018 by Academic Publishing  
House Researcher s.r.o.  
All rights reserved.  
Published in the Slovak Republic  
European Journal of Contemporary Education  
E-ISSN 2305-6746  
2018, 7(2): 257-264  
DOI: 10.13187/ejced.2018.2.257  
[www.ejournal1.com](http://www.ejournal1.com)

**WARNING!** Article copyright. Copying, reproduction, distribution, republication (in whole or in part), or otherwise commercial use of the violation of the author(s) rights will be pursued on the basis of international legislation. Using the hyperlinks to the article is not considered a violation of copyright.



## Management of Development of Creative Civil Activity of Student's Youth

Sergei I. Belentsov <sup>a, \*</sup>, Veronika A. Gribanova <sup>b</sup>, Oksana U. Brasnik <sup>c</sup>, Aleksey V. Pozdniakov <sup>c</sup>

<sup>a</sup> Kursk State University, Russian Federation

<sup>b</sup> Rostov State University of Economics, Russian Federation

<sup>c</sup> Kursk State University, Russian Federation

### Abstract

Management of development of creative civil activity of student's youth reveal in article, results of research work on formation of creative civil activity of student's youth in educational work of higher education institution are described. Formation of civil activity is presented in the form of the model realized during three interconnected stages: theoretical-procedural (search), interiorization (transformative-reflexive) and ekteriorization (practice-oriented). The experience of transformative reflexive forms of work (the school of social development, youth forums, design work) is described on the basis of the Anton Chekhov Institute. Personally focused, activity, axiological approaches made methodological base of work. Material of the publication can be useful to organizers of educational work with students of universities, to teachers to acquaintance to pedagogical experience of social and civil education.

**Keywords:** psychology and pedagogical conditions, creative civil activity, student's youth, educational work, forum, project work.

### 1. Introduction

Education of the citizen is one of the priority directions of youth policy. It is urged to provide the steady growth of motivation of young people on positive actions, personal and professional development. The state and society in many respects assign this task to institutions of higher professional education. Therefore in modern conditions educational work with student's youth is based taking into account updating of a problem of the formation of the citizen of the democratic state provided with all rights and allocated with all completeness of duties allowing it to develop freely in space of civil society (Yarullin, 2011).

---

\* Corresponding author

E-mail addresses: [si\\_bel@mail.ru](mailto:si_bel@mail.ru) (S.I. Belentsov), [akchinorev@yandex.ru](mailto:akchinorev@yandex.ru) (V.A. Gribanova), [shulgina.oksana2014@yandex.ru](mailto:shulgina.oksana2014@yandex.ru) (O.U. Brasnik), [fpkkursku@yandex.ru](mailto:fpkkursku@yandex.ru) (A.V. Pozdniakov)

## **2. Materials and methods**

Personally focused approach (E. Bondarevskaya, N. Borytko, V. Serikov, I. Yakimanskaya, V. Zaytsev) provides the accounting of an originality of identity of the personality in pedagogical process, becomes a basis for design of educational work of higher education institution and judgment of mechanisms of the transfer of internal motives of students to practice of their civil activity (Bondarevskaya, 2003, Borytko, 2007, Serikov, 1998). Activity approach (A. Verbitsky, A. Zaporozhets, V. Zinchenko, A. Leontyev, S. Rubenstein, I. Zimnyaya) allows to prove inclusion of the personality in educational activity on the basis of the free choice satisfying need of student's youth for self-realization for forms of positive civil activity (Zimnyaya, 2007). Ideas of valuable approach (E. Bondarevskaya, A. Kiryakova, S. Kulnevich, L. Razbegayeva, V. Simonov, I. Solovtsova, N. Shchurkov) values as steady regulators of behavior of the person consider and become theoretical prerequisites for definition of the principles of activity of subjects of process of formation of civil activity of students in higher education institution (Razbegayeva, 2009). Basic provisions of the theory of complete pedagogical process (N. Borytko, V. Ilyin, N. Sergeev) set a reference point on recognition of integrity of the personality and pedagogical process. Psychological theories (L. Vygotsky, I. Kohn, D. Feldstein, D. Elkonin) open features of age development of the young man (need for self-expression, determination, independence) which account forms the basis of definition of stages of formation of civil activity (Vygotsky, 1991). Humanistic theories (Sh. Amonashvili, E. Bondarevskaya, V. Sukhomlinsky) focus on understanding of the personality as kernels of pedagogical system. They serve as starting positions for identification of students of forms of civil activity, personally significant for self-development. The theories opening a social context of educational process (V. Krayevsky, A. Mudrik), allow to consider the education environment as the social relations, to model future civil examples of behavior in the conditions of higher education institution (Mudrik, 2000). Z-ratio test for the significance of the difference between two independent proportions (for participants of experimental group and control group) has been used.

## **3. Discussion**

Relevance of civil and patriotic education of the younger generation is traced in a number of normative documents of Russia. Strategy of the state national policy of the Russian Federation for the period till 2025 contains the description of the priority directions of the state national policy of the Russian Federation, among which «development of an education system, civil and patriotic education of younger generation» (Strategy, 2012). The federal law «About education in the Russian Federation» contains the basic principles of a state policy and legal regulation of the relations in education, including humanistic nature of education, a priority of the rights and personal freedoms, education of mutual respect, civic consciousness, patriotism, responsibility, legal culture (The federal law, 2012). The concept of long-term social and economic development of the Russian Federation for the period till 2020 considers the questions connected with reference points of youth policy in the Russian Federation. It distinguishes civic education and patriotic education of youth, assistance to formation of legal, cultural and moral values from youth as the main objective (The concept, 2008).

Analysis of domestic and foreign researches (S. Lang, A. Hertel, M. Byursh (Lang et al., 2010), M. S. Kruglov (Kruglov, 2015), F. Shmitter (Shmitter, 1994), A. Pshevorsky (Pshevorsky, 2000)) shows insufficient quantity of the techniques directed on implementation of patriotic education and formation of creative civil activity of student's youth. The used means and programs not always conform to modern requirements. They include actual socio-political and psychology and pedagogical prerequisites of development of creative civil activity of student's youth that does not allow to realize fully educational resources of higher education institution in work with students.

## **4. Results**

We carried out theoretical and practical studying of a problem of formation of creative civil activity of students in system of educational work of higher education institution, and also the analysis of socio-political and psychology and pedagogical prerequisites. Its purpose consists in identification of conditions of improvement of this process and development of scientific and methodical providing the matter. We were guided by ideas of civil activity as to the intrinsic

characteristic of the personality which differs in a public orientation. It is shown in readiness for personal participation in socially useful activity, performance of civil duties, initiative and focus on social values.

The methodological basis (idea of the personal focused, valuable, complete, humanistic, social and activity approaches) helped to consider conditions of development of creative civil activity of student's youth, to project the directions of educational work of higher education institution and to comprehend the mechanism of the transfer of internal motives of students to practice of their civil activity.

Provisions of the called concepts gave the chance to consider educational work of higher education institution on formation of civil activity of students as creation of conditions for creative self-realization and manifestation of positive and creative civil personal qualities. Composed the leading theoretical concepts allowed to prove inclusion of students in educational activity on the basis of the free choice satisfying need for self-realization. Its forms it is positive and creative civil activity. We also defined personally significant types of civil activity and ways of their manifestation in the high school environment modeling future civil examples of behavior.

The system of the following forms acts as priority and effective forms of work of modern higher education institution on formation of civil activity of students:

- search (interview, situations of civil dialogue, business and role-playing games, debate);
- converting and reflexive (academy of the young citizen, school of social development, trainings of personal growth, school of leadership, youth forums, project work);
- practice-oriented (patriotic propaganda teams, volunteering).

Practical coordination of all called forms was carried out by department of educational work and employment of the Taganrog institute of A.P. Chekhov within 2017–2018 academic years. Experiment united students of faculty of pedagogics and a technique of preschool, primary and additional education (91 persons).

Questioning of students on identification of individual wishes of inclusion in extracurricular public work and the level of activity of student's youth in various areas of work of higher education institution was organized by us at the beginning of experiment. 177 people (participants of experimental group – 91 persons and control group – 86 people) took part in poll (Table 1). Dependency is an important parameter when comparing two (or more) samples. This sample is considered independent because there is no such relationship between the samples.

**Table 1.** Desire of Students to join in extracurricular public work, % of total number of the interrogated

Activity degree	Experimental group	Control group	Z	p
plan to participate actively	33,4 %	34,1 %	0,15	p>0,05
I will participate if time	47 %	46,5 %	0,41	p>0,05
I do not plan	8,6 %	8,1 %	0,25	p>0,05
plan to be engaged only in study	1,4 %	1,6 %	-0,54	p>0,05
find it difficult to answer	9,6 %	9,7 %	0,24	p>0,05

Questioning showed, what on a question of, whether «You plan to participate in public life of TI of A. Chekhov?» students stated high activity: more than 30 % answered that will participate by all means. 50 % specified that will participate if time allows. About 10 % do not plan yet. Small percent of students noted that them anything, except study, does not interest. 9,6 (9,7) % did not answer the asked question. Answers of students allow to judge interest trained participations in public work in higher education institution and manifestation of their active living position.

We started the organization of the practice-focused work in experimental group on the basis of definition of desire of students to participate in various forms of nonlearning life of higher education institution.

The analysis of conditions of development of creative civil activity of student's youth allowed us to define specifics of creation of educational work in higher education institution and to correlate it to features of the stages which are consistently realized and closely connected among themselves (teoretiko-procedural, a stage of an interiorization and an ekteriorization). They are directed on formation of theoretical, practical and personal readiness of students for manifestation of creative civil activity.

Each stage includes the purposes, psychology and pedagogical conditions, the contents and system of pedagogical means. Such approach allows to structure civil activity as the three-part unity including informative, motivationally-demanding and personal and reflexive components.

It gives us the chance to allocate criteria of formation of civil creative activity of students: existence of theoretical-civil knowledge, pronounced requirement, motive, interest and desire in manifestation of a civic stand, existence of own opinion on civil and world outlook questions of life of society, readiness and ability to carry out positive and creative civil activity, experience of performance of civil duties.

We approved the developed model of formation of civil activity in skilled and experimental work. It included the following activities:

- formation of theoretical readiness for manifestation of civil activity at the expense of the message to students of knowledge of civil and world outlook questions;
- formation of practical readiness for manifestation of civil activity due to introduction of the converting and reflexive actions constructed on an optimistic spirit and an emotional inclusiveness;
- formation of personal readiness for manifestation of civil activity in the course of inclusion of students in the practical activities demanding use of the main personal qualities civil - the active personality.

We will present experience on formation of practical readiness of students for manifestation of creative civil activity in the course of involvement of youth in converting and reflexive forms of activity (an interiorization stage) in more detail.

Survey among students of experimental group regarding identification of the most popular actions of a public orientation for respondents was conducted by us in the course of the analysis of interesting forms of work. We will specify the most widespread responses ([Table 2](#)).

**Table 2.** Popular forms of actions of a public orientation in the student's environment, % of total number of the interrogated

Direction	%
Participation in Forums	46 %
Participation in Flashmobs, quests	46 %
Inclusion in volunteer activity	32 %
Training activity	31 %
Participation in design activity	28 %
Participation in discussion platforms	22 %
Work in student's groups	18 %
Participation in student's self-government	14 %
find it difficult to answer	11 %
Another	9 %

We developed the plan of work on the basis of answers of respondents. It was presented by «School of the young citizen», trainings of personal growth, «School of leadership», a youth forum, the project work, elections of student's deans, discussion platforms, flashmobs and other forms of creative civil activity.

These forms develop necessary components of civil activity at students. It and positive installation to manifestation of civil activity, and knowledge of civil and world outlook character, both own opinion, and the relation to public processes, acquisition of practical experience of civil action.

The stage of an interiorization is directed on satisfaction of need for self-expression and self-realization. Educational work is focused on development of a humanistic orientation of the

personality, ability to understand importance of norms of social behavior and to accept them, perceptions of the personal importance, ability to reason the point of view, interest in social problems and political, positive and creative activity.

Experience with student's youth of higher education institution shows that design activity represents a unique form of effective cultural creativity, and allows not only to transform reality, but also to change subjects of this activity. Skilled and experimental work showed efficiency of forms for development of civil activity of students. It is development, protection and implementation of social projects. Therefore master classes in creation and presentation of projects for students of experimental group were organized by us. 28 socially significant projects were developed by students for the purpose of drawing attention of the student's public to questions of the Russian culture, traditions, promotion of a healthy lifestyle, design of the inclusive educational environment, creation of the space in educational institution promoting formation of civil activity of the personality. The prepared projects of students were directed for participation in competition of city youth self-government. Master classes came to an end with discussion on problems of the present and a political situation in the country in the course of which each participant could give an assessment to the events, share experience, discuss the created problems and ways of their decision further.

Students focused the attention on social problems in society at creation of projects. More than 50 people became active participants of various forums, student's self-government, moderators of socially significant projects (6 people were a part of student council, 16 acted as organizers by preparation of all-institute forums, 34 students joined the volunteer movement of higher education institution) from 84 students who passed a master class and studied public problems.

In the course of collaboration of students media projects not only were developed, but also video records were created which extended in the student's environment by means of social networks. The initiative of participants of experimental group was put forward in the course of organized discussion. 16 students volunteers carried out active work at schools, lyceums of the city of Taganrog. They used these media materials for promotion of an active civic stand among school students. This work gave necessary tools for successful implementation of the projects directed on promotion of civil activity of student's audience.

Students of experimental group took also part in an educational program of department of affairs of youth of a city administration of Taganrog «A design workshop». Experience of similar activity allowed students to become organizers of design actions. For example, 12 students of experimental group acted as moderators of the second city festival of student's ideas and projects on scope of promotion and promoting of a healthy lifestyle.

We marked out interest to one of psychological conditions of development of creative civil activity of students. Therefore we conducted survey of interests of students. We designated participation in youth forums the most popular and interesting form of activity. The forum, as a rule, represents an educational platform for active youth. Young people have opportunity to take part in discussion platforms, training programs, round tables, festivals, actions, meetings, competitions, meetings with famous people.

Therefore we organized a high school Forum on a platform of the Taganrog institute of A. Chekhov in the course of experiment. Work of a forum was based on the following principles:

- personal orientation: we considered interest of students; age features (self-assessment, self-expression, self-affirmation, etc.); acquisition of such civil values as public participation (belief in possibility of changes in society, awareness of importance of civil activity), competence (participation in political forms of activity), desire and readiness to interact with various groups, personal opinion and the relation, a freedom of speech and a choice;
- activity of subjects of education: educational actions had the practical character demanding activity of all subjects of educational process;
- integrity and systemacity of educational process;
- diagnostability: actions were constructed taking into account the feedback allowing to diagnose and correct organized work;
- humanization and selectivity.

The forum took place 3 days and involved 74 students of institute participating in experiment in active forms of work. Every day it was constructed for the purpose of acquisition of necessary

competences of civil activity: platform of mass media this creation of issue of the youth newspaper «Grazhdanin» (development of communication competence); the platform debate is development of oratorical competence; training course «My Choice»; competition of propaganda teams «Healthy to be fashionable!» (development of health saving competence); discussion platform of «Problem of modern youth policy» (development of political competence); a platform «Russian - breath of the nation» (intellectual game, development of linguistic competence); a training course on trust (development of tolerant competence).

We developed one more program of thematic immersion of students. It is called school of the day off. Schools it was realized on a platform of the Taganrog institute of A. Chekhov within the historical and patriotic direction of educational work. 68 students of experimental group took part in this program. The purpose of the program is drawing attention of students to the Russian history and a role of Russia in world historical process, formation of creative civil activity of youth. 3 thematic days included the following actions: training on acquaintance, self-determination, identification of leaders; reconstruction of a family tree; game on stories of Russia «That? Where? When?»; game elections; master class of a basis of civil self-defense; film society meeting (emotional recharge, viewing of the historical movie); patriotic flashmob. We involved specialists of higher education institution and the city to carrying out action taking into account wishes of participants. The leading historians, psychologists, experts in the field of education, and also students activists acted as moderators of a forum.

These actions proved as events on which students can not only communicate, but also gain unique knowledge, exchange impressions, receive an energy charge for future civil self-determination. Actions were highly appreciated by participants within the program.

By results of a forum organizers noted the positive relation of students to public and civil activity; interest of students country history, and also the innovative activity focused on personal development and formation; initiative, independence, commitment and organizational abilities of student's youth; increase of level of creative civil activity of students.

The reflection helped to consolidate knowledge and experience of manifestation of civil activity. Participants could switch attention to themselves and to the consciousness, in particular, to products of own activity, and also their any reconsideration under the direction of a psychological escort service. Acquisition of necessary knowledge, skills promoted formation of self-confidence and the forces, independence, to understanding of the role and importance of manifestation of an initiative.

The forum and School came to the end with game interview. We could reveal the directions of thematic immersions which caused the greatest interest, extent of assimilation of information in students to reveal problem situations in group and to receive an action assessment from participants.

Questioning by determination of interests of students revealed interest in such creative and converting form of civil activity as a flashmob. This activity can not always be positive owing to age features of young people. Therefore we paid to this area of work closer attention, sending activity of students to constructive forms of manifestation, having given them socially creative and patriotic orientation. We included this direction in the organization of educational work in experimental group. It allowed students to become organizers and participants of various events held in the territory not only institute, but also the city during the entire period (Birthday of the city of Taganrog, celebration of the Victory in the Great Patriotic War; the ecological: devoted to environmental problems and a healthy lifestyle and others). Similar actions promoted development of civil activity of youth. Students got experience of manifestation of activity, a positive discharge, trust and thereof desire and readiness to interact with world around.

We built work on the basis of the analysis of problems of the student, carried out pedagogical support of the young man, focused it on the independent solution of problem situations during experiment. It led to awareness of own abilities by it and increased its activity.

The result of the activity organized by us allows to speak about rather high level of work on formation of creative civil activity in the student's environment. Work was based together with teachers of chair and curators of the academic groups, department of educational work and employment, self-government institutions, clubs, public organizations.

Results of experiment showed development of initiatives in student's group, independence of participants, commitment and organizing abilities. Programs were highly appreciated by

participants of actions. Students began to participate with a great interest in life of higher education institution further, to be interested in cultural and leisure, sporting and public events. The atmosphere of emotional responsiveness, positive interaction gave feeling of comfort, self-confidence and the forces that improved civil self-determination and activity of youth.

We carried out diagnostics upon termination of skilled and experimental work. We revealed positive dynamics of formation of creative civil activity at students of experimental group (Table 3).

**Table 3.** Participation of Students in Public Work, % of total number of participants of experiment

Activity degree	Experimental group		Control group		Z <sup>a</sup>
	The beginning of experiment (wish)	The end of experiment (upon)	The beginning of experiment	The end of experiment	
The active participant	Planned to join 33,4 %	36 %	Planned to join 34,1 %	13 %	3,68**
The participant of separate actions	Stated a wish 47 %	46 %	Stated a wish 46,5 %	20,5 %	3,62**
Weak participation	Designated 8,6 %	10 %	Designated 8,1 %	43,5 %	-4,66**
Lack of interest in participation, difficulties	Showed 11 %	8 %	Showed 1,6 %	23 %	-2,56*

<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; \*\*p<0,01

## 5. Conclusions

Students of experimental group began to show active interest and desire to participate in country life. They gained practical experience of participation in public work. Trained began to feel need for political knowledge, to realize importance of participation in public life of the country (region) of youth electorate. Students developed ability to think and is reasoned to state the offers, started respecting opinions of other people, other cultures, traditions, a way of life, religions; to show indifference to problems of surrounding people (veterans, disabled people and other socially not protected categories of the population), etc.

Positive changes allow us to draw a conclusion on efficiency of the chosen forms of work and definition of psychology and pedagogical conditions of development of creative civil activity of student's youth.

## 6. Acknowledgements

This work is performed with assistance of the Russian fund of basic researches (grant No. 18-013-00136).

## References

- Bondarevskaya, 2003 – Bondarevskaya E. (2003). Personality-oriented approach as a technology to modernize education. *Methodist*. 2: 2-6.
- Borytko, 2007 – Borytko N. (2007). Pedagogy: teaching / N. Borytko, I. Solovtsova, A. Baibakov. M. Publishing Center «Academy».
- Kruglov, 2015 – Kruglov M. (2015). Modern forms of civic activity in the political process of the Russian Federation. Electronic resource [http://www2.rsuh.ru/binary/2633107\\_66.1424274217.98292.pdf](http://www2.rsuh.ru/binary/2633107_66.1424274217.98292.pdf). (Date of access 5.04.2015).
- Lang et al., 2010 – Lang S., Xertel A., Bursh M. (2010). Civil society and civil activity in Russia. Electronic resource <http://library.fes.de/pdf-files/bueros/moskau/08191.pdf>. (Date of access 5.04.2015).

[Mudrik, 2000](#) – *Mudrik A.* (2000). *Social Pedagogy* / Ed. V. Slastenin. M. Publishing Center «Academy».

[Przeworski, 2000](#) – *Przeworski A.* (2000). *Democracy and the market. Political and economic reforms in Eastern Europe and Latin America.* M.

[Razbegaeva, 2009](#) – *Razbegaeva L.* (2009). *Humanitarian education as a medium for the formation of the value-communicative culture of the individual: a monograph.* Volgograd. Izd-VGPU «Change».

[Schmitter, 1994](#) – *Schmitter F.* (1994). *Threats and dilemmas of democracy. XX Century and peace.*

[Serikov, 1998](#) – *Serikov V.* (1998). *Personality-oriented education - the search for a new paradigm.* M.

[Yarullin, 2011](#) – *Yarullin I.* (2011). *Formation of a civil liability of students of pedagogical higher education institutions.* Kazan.

[Zimnyaya, 2007](#) – *Zimnyaya I.* (2007). *Key competences - a new paradigm of the result of modern education. Competencies in Education: Design Experience.* Moscow. INEC: 33-45.

[Vygotsky, 1991](#) – *Vygotsky L.* (1991). *Pedagogical psychology.* M. Enlightenment. 1991.

[Strategy, 2012](#) – *Strategy of the state national policy of the Russian Federation for the period till 2025.* Decree of the Russian President of December 19. 2012. N 1666.

[The federal](#) – The federal law of 29. 12. 2012 N 273-FZ «About education in the Russian Federation».

[The concept](#) – The concept of long-term social and economic development of the Russian Federation for the period till 2020. 2008. N 1662-p.