



Copyright © 2023 by Cherkas Global University
All rights reserved.
Published in the USA

European Journal of Contemporary Education
E-ISSN 2305-6746
2023. 12(4): 1438-1446
DOI: 10.13187/ejced.2023.4.1438
<https://ejce.cherkasgu.press>

IMPORTANT NOTICE! Any copying, reproduction, distribution, republication (in whole or in part), or otherwise commercial use of this work in violation of the author's rights will be prosecuted in accordance with international law. The use of hyperlinks to the work will not be considered copyright infringement.



**European Journal of
Contemporary Education**



ELECTRONIC JOURNAL

Influence of Historical Education on the Formation of Civic Identity of University Students in the Learning Process

Assel Temerbayeva ^{a,*}, Ainagul Kabbasova ^b, Mayra Zharkumbaeva ^b, Zhannat Raimbekova ^c

^a Pavlodar Pedagogical university, Pavlodar, Republic of Kazakhstan

^b Toraighyrov university, Pavlodar, Republic of Kazakhstan

^c L. Altynsarin National Academy of education, Astana, Republic of Kazakhstan

Abstract

The article describes the results of an empirical study of the effectiveness of historical education in the process of forming the civic identity of modern university students. According to the constructivist approach, civic identity is a cognitive values-based phenomenon that is formed in the process of personal development and expressed in the subjective significance of nationality. Within the framework of the study, such qualitative methods as a case study are used. The authors of the article develop tools for data collection. The method of content analysis was selected for data analysis. At the ascertaining stage, the research results reveal that university students have some knowledge about the history of their country but partial awareness of intangible objects of cultural heritage. The conducted experiment emphasizes the importance of using intangible resources of cultural heritage in the educational process and the need to create new educational programs. The study also reveals the main reasons to form the civic identity of university students. This is done through an analysis of the experience of predecessors in the field of forming the civic identity of university students and a comparison of various pedagogical approaches, as well as the definition and update of the role of individual elements in the education system that are of particular importance for this process and on whose basis a comprehensive conclusion can be drawn.

Keywords: civic identity, education, formation, active civil society, critical thinking.

1. Introduction

In today's globalized world, the development of civic identity becomes a necessary condition for the preservation and development of the state. The civic identity of adolescents is developed through the growing awareness of civic values and beliefs and the integration of civic knowledge and skills with personal experience.

* Corresponding author

E-mail addresses: asseltemerbaeva@gmail.com (A. Temerbayeva)

We determined that there are several reasons why it is important to form the civic identity of students:

1. It helps create civil society and strengthen democratic institutions;
2. It is an important component of education as it develops personal qualities necessary for life in modern society;
3. It helps preserve the cultural heritage and social traditions;
4. It is an important factor in the development and maintenance of a stable society;
5. It helps society deal with the challenges that arise in the process of development, such as conflicts, crises, etc.

The key tasks of education and upbringing are not only the acquisition of new knowledge and professional skills by students but also the formation of values, the development of ethical principles and moral attitudes, the improvement of general culture and tolerance for other cultures and worldviews, and the awareness of their belonging to civil society and responsibility for its well-being. All this is the basis for developing the spiritual and moral sphere of the individual, which is important for the formation of civic identity.

When forming the civic identity of students, it is important to pay attention to historical education since the knowledge of one's national history is among the important components of this process. Historical memory forms ideas about the ideals and values on which society is based.

One of the main problems associated with the formation of civic identity among students is the lack of a unified methodology and approaches that guarantee the achievement of this goal. In addition, the formation of civic identity can be influenced by various factors, such as the cultural and historical characteristics of students, their level of education, social status, etc.

To solve this problem, it is necessary to develop a unified methodology that considers various factors influencing the formation of civic identity among students. An important element of this methodology is the creation of conditions for the development of socio-cultural competencies among students, which allow them to better understand and adapt to different cultural environments and social contexts. The study results help identify the most effective methods and approaches to the formation of civic identity that can be used in pedagogical programs aimed at the development of civic identity among students. In addition, the results can become the basis for further research on this problem and the creation of new methods and approaches in the educational field.

Thus, this study aims at determining the effectiveness of using various methods and approaches to the formation of civic identity among students by introducing and applying an original program "Civic Identity and Cognition".

2. Literature review

The civic identity of young people is a relevant issue for all countries. For example, Schubert (Schubert, 2006: 623) defines civic identity as "an identity that connects an individual with the state and civil society based on common values, principles and institutions, respect for the rights and freedoms of people, responsibility and participation in public life".

Levine (2009) emphasizes that civic revitalization is essential for a healthy democracy, including improved civic education, the active participation of citizens in the political process, and the strengthening of civil society (Levine, 2009).

Holovii et al. (2022) define civic identity not only as love for one's history and country but also as the will to defend it and the conscientious work of each person (Holovii et al., 2022).

Considering the civic identity of young people as a socio-cultural process that is the basis for civic engagement and youth participation in the democratic process, Mitchell (2015) emphasizes the need to form it through participation in civic initiatives, education, social experience, and other factors, offering an integrative model for the formation of civic identity through five main components: cognitive, emotional, social, behavioral, and contextual (Mitchell, 2015).

According to Denney (2021), personal identity can contribute to the development of civic identity in adolescents and increase commitment to their community and awareness of social responsibility. The scholar also believes that the discussion of social problems among students can stimulate the development of critical thinking and enhance their motivation for civic engagement (Denney, 2021).

Ballard et al. (2021) claim that young people participating in high-quality development programs, such as citizenship training programs, social programs that strengthen their social ties,

or programs that encourage their participation in the community and public life, significantly increase their civic engagement skills (Ballard et al., 2021).

Fraga and Holbein (2018) argue that civic education has a positive effect on students' participation in civic activities and contributes to the development of their civic identities through voting, participation in social events, and community work (Fraga, Holbein, 2018).

Johnson (2017) emphasizes the importance of the education system which has the potential to influence the civic and social participation of students. However, this influence is ambiguous and depends on many factors, such as economic status, gender, race, cultural differences, the quality of education, etc. Education can help develop civic and social identities, teach citizenship skills, strengthen social bonds, and many other factors that can increase civic and social participation (Johnson, 2017).

According to a study by Bartlett and Schugurensky (2021), to achieve a sufficient level of civic identity by the moment of graduation, it is necessary to use the concept of the student voice to ensure the active participation of students in civic education. This means that students should be involved in decision-making that affects their life in both university and society. As a result, students become active citizens, which can contribute to the development of their civic identity (Bartlett, Schugurensky, 2021).

Mitchell (2015) mentions that civic education should be aimed at developing critical thinking, analyzing social and political problems, as well as finding ways to solve them with due regard to different views and interests. These skills need to be developed through participation in public discussions and actions, where citizens can express their opinions and make decisions concerning society as a whole (Mitchell, 2015).

Badaki et al. (2019) refer to a video from the Youth Voices project that promotes the development of critical thinking, digital literacy, and civic identity among young people. The scholars state that "the project participants had become aware of the problems of their communities and grew more confident in their ability to contribute to their solution" (Badaki et al., 2019).

Maratova (2019) describes some factors that can influence the formation of students' civic identity, including political beliefs, family upbringing, and educational experience. Thus, civic identity is closely connected with students' social activity (Maratova, 2019).

Shevchenko (2019) discusses the importance of forming the civic identity of students during the educational process and using the potential of history and cultural heritage to improve this process (Shevchenko, 2019).

McCullough (2017) highlights that the study of the history of one's country can play a key role in the formation of civic identity, considering such topics as freedom, equality, democracy, moral values, and religion and discussing the role of great personalities in the history of the United States, which inspires the people to new achievements (McCullough, 2017).

Souto-Otero et al. (2019) believe that the formation of students' civic identity is a complex and dynamic process that depends on many factors. The knowledge of national history has been recognized as one of the main factors in the formation of students' identities (Souto-Otero et al., 2019).

In our opinion, historical heritage is an important element in the formation of students' civic identity as a source of history, culture, traditions, customs, beliefs, and values that are passed from one generation to another, linking with the past and pointing to the future. The preservation and transfer of historical heritage to students is a public responsibility and requires efforts on the part of the state, educational institutions, and the public.

The views and opinions of the aforementioned authors on the formation of the civic identity of students are different. However, we can mention the following similarities formed in the course of educational activities:

- The formation of civic identity includes the development of individual independence, voluntary compliance with generally accepted standards and behavioral patterns, responsibility for one's actions, and the fulfillment of moral and legal obligations to society;

- A person assumes personal, political, and economic obligations, including care for their family and children, their education, social awareness, voting, paying taxes, and fulfilling duties to the authorities in accordance with their capabilities;

- Respect for human dignity and other opinions, civic behavior, considering the interests of fellow citizens and adherence to the majority principle, recognition of the right of minorities to dissent;

- Guidance by universal human principles in the collision of different views on moral standards and life values;

- Participation in civic affairs, such as public debates or elections, as well as the priority of the public good over personal interests;
- Support for a healthy democracy which includes awareness and attention to common causes, control over the actions of political leaders and public organizations, as well as adherence to certain political views;
- Respect for the law and the development of initiative and responsibility, as well as the ability to use personal freedoms in accordance with the law;
- Critical thinking, the ability to resist manipulation by the authorities and the media, independence in their judgments, as well as the ability to rationally justify an opinion.

3. Materials and methods

This study is part of a dissertation and is based on the application of both theoretical and practical methods. One hundred and eighty-one students of pedagogical specialties of the Toraighyrov University and the Pavlodar State University participated in the survey.

To form the experimental and control group, we applied the method of random assignment (Dawson-Shepherd, Morris, 2017). Random assignment involves randomly assigning participants to different groups to minimize bias and ensure that the groups are comparable. The experimental group included 91 respondents, and the control group consisted of 90 respondents. Both groups were of mixed gender. Due to the ethical need to maintain the confidentiality of the respondents, their statements were coded.

We used the method of case study for easier sampling, the reasons of speed and practicability (George, Bennett, 2005).

In the course of the research, we analyzed scientific literature and studied Kazakh and foreign experiences in the formation of the civic identity of students.

Empirical methods were used to obtain knowledge and draw conclusions.

The data obtained were processed using content analysis, which can be used to analyze the interviews of experts (Zimnyaya, 2015).

The research also utilized the constructivist approach of K. Charmaz (2014) for collecting and analyzing qualitative data to create a theory based on these data.

A survey was conducted among lecturers to assess the conformity of content and closed-ended/open-ended questions in our questionnaires, which were presented for research purposes and finalized based on an expert assessment. Later these questionnaires were used to collect research data and assess the formation of students' civic identities. The results of surveying students were carefully analyzed and assessed.

For the statistical verification of the results obtained the χ^2 criterion were used.

The content-functional component plays a key role in the formation of all structural elements of civic identity, including cognitive (CC) (the knowledge of belonging to a given community), values-based and semantic (VBSC) (positive, negative, or ambivalent attitude to belonging), emotional-evaluative (EEC) (acceptance or rejection of one's belonging), and activity-based (ABC) (a civic position in communication and activity). Each of these components interacts with the others, forming a complex system for the formation of students' civic identity. When assessing the formation of the civic identity of students, we identified three levels: high, medium, and low.

The formative stage was devoted to the formation of students' civic identities. The students were given control tasks on civil topics and participated in thematic conversations and discussions.

At the formative stage, we used custom surveys. To determine the subjective hierarchical structure of identities, the respondents were asked the question "Who am I?". It was necessary to give a free-form answer that first came to mind.

The mass survey contained the following question: "What does it mean for you to be a citizen?". It was necessary to choose one answer from several options presented in the list.

When creating a comprehensive system for the formation of the civic identity of students, we considered the requirements of psychological and pedagogical sciences for the educational process and the real-life experience of students.

4. Results

In the course of the study, we revealed that the presentation of materials on the history of the country led to a change in the worldview, internal motivation, and interest of students in civic topics (civic position, patriotic consciousness, belonging to society, familiarization with the

historical values of their country, deepening knowledge about the political system, legal norms, social institutions, awareness of one's role in society and showing interest in solving social problems, expressing one's views and opinions, etc.).

The rating of received answers to the question "Who am I?" is as follows:

68.1 % of the respondents answered "I am a citizen of my country";

17.2 % of the respondents answered "I am a person", which indicates their distance from their social status;

14.70 % of the respondents answered "I am a son".

The data obtained from the survey "What does it mean for you to be a citizen?" indicate the presence of citizenship, for example:

30.1 % – respect for the laws and regulations of the country;

51.4 % – pride in the country;

18.5 % – devotion and love for the motherland.

The results obtained guarantee certain rights and obligations for young people.

We received the following answers to the question "**Which grounds can contribute to a change in the worldview of your fellow citizens?**":

- Education and promotion of positive examples of history and culture;

- Spirituality and morality (24.9 %);

- Social responsibility (22.1 %);

- State justice (23.1 %);

- Participation of citizens in decision-making at the local and national level (29.9 %), etc.

The question "**How do you see your role in strengthening civil society in the state?**" was answered in the following manner:

- Participation in various actions and events aimed at supporting public and social initiatives (17.4%);

- Being an active citizen, following laws and regulations, respecting the rights and freedoms of other people, and fighting for one's rights (39.1 %);

- Taking an active part in elections and referendums, as well as in public organizations that protect the rights of citizens and establish a dialogue between citizens and authorities (35.2 %);

- I do not see my role in strengthening civil society, it is enough for me to attend to my personal affairs (5.3 %);

- I do not think that one person can make a significant contribution to the strengthening of civil society (1.4 %);

- Strengthening civil society is the task of the state, not individual citizens (1.6 %).

The desire to move to another country and the lack of a stable connection with the homeland are indicators of low civic identity and one's plan to seek better living conditions abroad. The desire to travel abroad does not automatically indicate low civic identity as it might be related to the desire to experience other cultures and broaden one's horizons. Therefore, the respondents were asked the following question: "**Do you dream of moving to another country?**".

- No, I don't want to move to another country. I love my country and want to live and work here (47.6 %);

- I would be interested in living in another country, but this does not mean that I do not love my motherland (42.9 %);

- Yes, I would like to move to another country because I do not think that my motherland can offer me enough opportunities to develop and achieve my goals (6.3 %);

- I do not care where to live. I do not feel a strong attachment to my country and I am ready to move to another place if it works best for me (3.2 %).

At the ascertaining stage, there were slight differences in the levels of the civic identity of students.

The graphs below show the generalized results of studying the control group and the experimental group at the beginning and the end of the experiment.

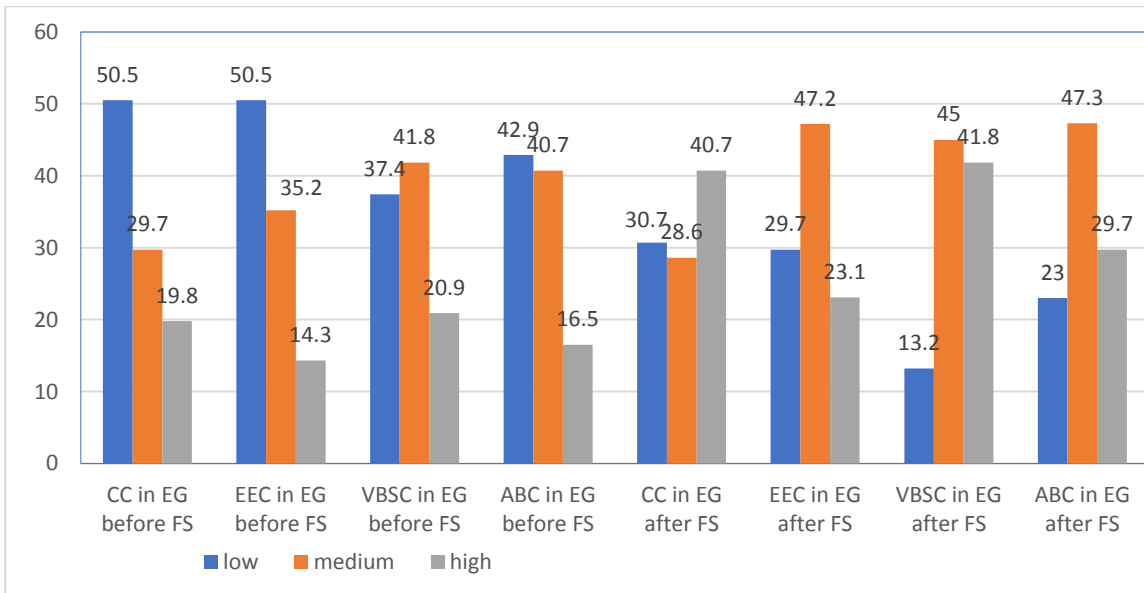


Fig. 1. Comparative analysis of the levels of formation of civic identity at the ascertaining and formative stage (FS) in the experimental group (EG) (%)

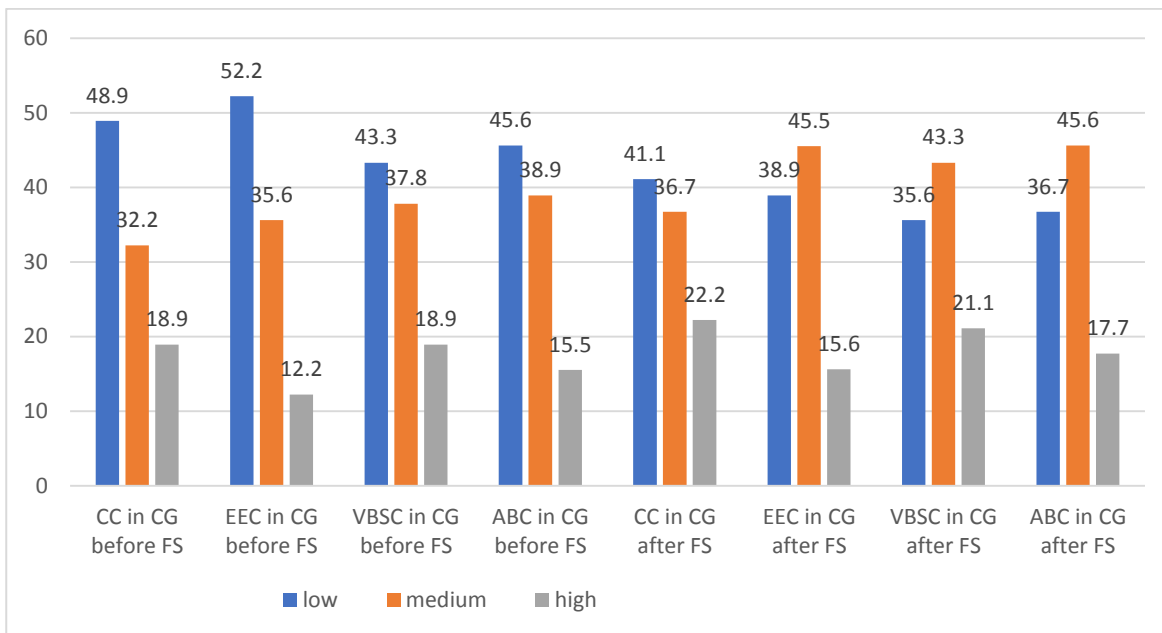


Fig. 2. Comparative analysis of the levels of formation of civil identity at the ascertaining and formative stage (FS) in the control group (CG) (%)

To run a statistical test for differences between the experimental and control groups in four components of the civic identity of future teachers, we applied the χ^2 criterion with a significance level of $\alpha = 0.05$.

$$\chi^2 = \frac{1}{M_1 N_2} \sum \frac{(m_1 N_{2i} - n_2 M_{1i})^2}{M_{1i} + N_{2i}} \quad (1)$$

where N is the number of students in the experimental group;

M is the number of students in the control group;

n is the score vector for the experimental group (high, medium, low)

m is the score vector for the control group (high, medium, low).

$$\chi^2 = 1/91 \times 90 [(91 \times 15 - 90 \times 16)^2 / 31 + (91 \times 32 - 90 \times 33)^2 / 65 + (91 \times 43 - 90 \times 42)^2 / 85] = 0.11$$

Under the conditions for applying the χ^2 criterion test according to one degree of freedom ($v = 4 - 1 = 3$) and significance level = 0.05, $T_{\text{critical}} = 7.8$. Hence, the inequality $T_{\text{observed}} < T_{\text{critical}}$ ($0.11 < 7.815$) is verified. Thus, we do not reject the hypothesis that the formation of civic identity of students in the experimental group does not exceed that in the control group.

At the formative stage, there are the following indicators of civic identity among students: the share of high-level students increased by 17.32 % (experimental group) and 3.20 % (control group), respectively; the proportion of medium-level students increased by 5.17 % (experimental group) and 6.60 % (control group), respectively; the number of low-level students decreased by 19.48 % (experimental group) and 9.40 % (control group), respectively. A comparative analysis of the indicators showing the formation of civic identity of students in the experimental and control groups confirms the accuracy of the study.

For the statistical verification of the results obtained, we also used the χ^2 criterion.

$$\chi_n^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i} \quad (2)$$

where E_i is the expected frequency of results before the formative stage of the experiment;

O_i is the observed frequency of results after the experiment;

n is the total number of groups taken part in the experiment.

The experimental group:

$$\chi^2 = (33.7 - 17.8)^2 : 17.8 + (42.02 - 36.8)^2 : 36.8 + (25.8 - 45)^2 : 45 = 14.2 + 0.7 + 8.2 = 23.1$$

The control group:

$$\chi^2 = (19.15 - 16.3)^2 : 16.3 + (42.7 - 36.1)^2 : 36.1 + (38.1 - 47.5)^2 : 47.5 = 3.5$$

Under the conditions for applying the χ^2 criterion test according to three degrees of freedom ($v = 4 - 1 = 3$) and significance level = 0.05, $T_{\text{critical}} = 7.81$. Hence, the inequality $T_{\text{observed}} < T_{\text{critical}}$ ($23.1 > 7.81$) is verified. According to the decision rule for the χ^2 criterion, the result obtained gives sufficient grounds for rejecting the null hypothesis, i.e. the study of history contributes to the formation of students' civic identity.

This can be explained by the fact that in the process of forming the civic identity of students through the study of history, the lessons were memorable and entertaining, which contributed to the better memorization of materials.

At the ascertaining stage, it was revealed that the CC of the formation of students' civic identity seemed to be the most problematic since in most cases the students did not have sufficient knowledge and understanding of their role in society, their rights and obligations as citizens, knowledge of the national history, etc.

5. Discussion

To understand the process of forming students' civic identity, we used the theory of self-determination by Deci and Ryan (2012) and the theory of self-determination by Magolda (2001) (Deci, Ryan, 2012; Magolda, 2021). The current research demonstrates that students evolve from simple levels of civic identity to more complex ones through understanding their values and beliefs formed in the process of life experience, as well as the ability to integrate them into everyday life and in interaction with other people. According to the results of the second stage, students reached a higher level of cognition, which allowed them to better understand and analyze social phenomena and problems and the opinions of other people and consider them, which is crucial for self-awareness and personal development. This phenomenon is consistent with the model of several dimensions of identity developed by Chalon (2015). This reveals the relationship between different dimensions of identity and considers their influence on the behavior and attitudes of people in various social contexts (Chalon, 2015).

The results of empirical research in the field of forming students' civic identity are vital for understanding the effectiveness of various approaches and methods. For example, a study conducted at the University of California confirmed that the use of discussion groups in the classroom can significantly increase the civic identity of students (Parker, Rapa, 2014).

History is an effective method of forming a civic identity. First of all, studying the history of the country helps people understand their roots and traditions, which contributes to the formation of belonging to their nation and country. Secondly, the study of history allows one to better

comprehend the present and develop critical thinking, as well as to form a respectful attitude towards the cultural heritage of the country.

However, the use of history as a means of forming a civic identity can cause conflicts and tensions between different social groups, especially if its interpretation varies in different contexts. Therefore, it is important to use history in the formation of civic identity with due regard to multiple interpretations and diverse views. In addition, the formation of students' civic identity is not a quick process and requires a combination of different approaches and actions.

It is important to note that while the discussion section provides valuable insights into the research findings and their implications, there are limitations to the experiment. One significant limitation is that the study relies solely on the survey method to collect data. Surveys may not capture all aspects of civic identity formation, and the results may be influenced by participants' self-reporting bias. Therefore, future research could benefit from incorporating additional research methods, such as interviews or observations, to provide a more comprehensive understanding of the topic.

6. Conclusion

This study provides an overview of the process of civic identity formation and serves as a basis for educators to think about how this process develops in students.

Modern education challenges teachers to form the civic identity of students and encourage their participation in the democratic life of society by applying various approaches. One of these approaches is to study the history of one's country, which allows students to gain knowledge about the past and see its cultural and spiritual heritage. Another method is to hold discussions, which develops students' communication, dialogue, and argumentation skills, as well as helps to develop their positions on important social issues. It is worth mentioning the use of modern technologies, such as online platforms and social networks, to create virtual communities where students can communicate, share their experiences and ideas, and jointly solve social problems. Each of these approaches has its advantages and can be effective in forming the civic identity of students.

References

- Badaki et al., 2019 – Badaki, O.O., Kostogriz, A., Walker, R., Grobler, A. (2019). Fostering critical digital citizenship through participatory video: A case study of youth in rural Australia. *Journal of Adolescent Research*. 34(1): 29-54.
- Ballard et al., 2021 – Ballard, J., Borden, L., Perkins, D.F. (2021). Program quality components related to youth civic engagement. *Children and Youth Services Review*. 126: 106022. DOI: 10.1016/j.chilyouth.2021.106022
- Bartlett, Schugurensky, 2021 – Bartlett, T., Schugurensky, D. (2021). Reinventing Freire in the 21st century: Citizenship education, student voice and school participatory budgeting. *Current Issues in Comparative Education*. 23(2): 55-79. DOI: 10.52214/cice.v23i2.8571
- Chalon, 2015 – Chalon, L. (2015). Identichnost kak mnogomernoe yavlenie: Modeli neskolkikh izmerenii [Identity as a multidimensional phenomenon: Models of multiple dimensions]. *Vestnik Moskovskogo universiteta*. 14(1): 18-27. [in Russian]
- Charmaz, 2014 – Charmaz, K. (2014). Constructing grounded theory: A practical guide through qualitative analysis. London; Thousand Oaks: Sage Publications Inc.
- Dawson-Shepherd, Morris, 2017 – Dawson-Shepherd, A., Morris, J. (2017). Randomized controlled trials: A guide for the novice researcher. *The Canadian Journal of Occupational Therapy*. 84(2): 97-107.
- Deci, Ryan, 2012 – Deci, E.L., Ryan, R.M. (2012). Motivation, personality, and development within embedded social contexts: An overview of self-determination theory. In R.M. Ryan (ed.). *The Oxford handbook of human motivation* (pp. 85-108). New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780195399820.013.0006
- Denney, 2021 – Denney, S.M. (2019). Adolescent identity exploration and civic identity development in a U.S. Government classroom: A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, University of South Florida, Tampa, FL, 273 p.
- Fraga, Holbein, 2018 – Fraga, J.R., Holbein III, J.B. (2018). The role of civic education in promoting civic engagement: Evidence from a randomized experiment. *American Journal of Political Science*. 62(3): 686-701. DOI: 10.1111/ajps.12331

- [George, Bennett, 2005](#) – *George, A.L., Bennett, A.* (2005). Case studies and theory development in the social sciences. London; Cambridge, MA: MIT Press, 343 p.
- [Holovii et al., 2022](#) – *Holovii, L., Repetiy, S., Ryk, S., Lysenko, S. Ryk, M., Nemyrivska, O.* (2022). Formación de una perspectiva de identidad y conciencia como base cívica de la nación. *Cuestiones Políticas*. 40(74): 686-703. DOI: 10.46398/cuestpol.4074.38
- [Johnson, 2017](#) – *Johnson, M.R.* (2017). Understanding college students' civic identity development: A grounded theory. *Journal of Higher Education Outreach and Engagement*. 21(3): 31-59.
- [Levine, 2009](#) – *Levine, P.* (2009). We are the ones we have been waiting for: The promise of civic renewal in America. New York, NY: Oxford University Press.
- [Magolda, 2021](#) – *Magolda, B.M.* (2021). Making their own way: Narratives for transforming higher education to promote self-development. Sterling, VA: Stylus.
- [Maratova, 2019](#) – *Maratova, A.N.* (2019). Grazhdanskaya identichnost kak faktor formirovaniya obshchestvennoi aktivnosti studentov v Kazakhstane [Civic identity as a factor in the formation of social activity of Kazakhstani students]. *Elektronnyi nauchnyi zhurnal "Kazakhskii meditsinskii zhurnal"*. 60(4): 45-48. [in Russian]
- [McCullough, 2017](#) – *McCullough, D.* (2017). The American spirit: Who we are and what we stand for. New York, NY: Simon & Schuster, 192 p.
- [Mitchell, 2015](#) – *Mitchell, T.D.* (2015). Using a critical service-learning approach to facilitate civic identity development. *Theory into Practice*. 54(1): 20-28.
- [Parker, Rapa, 2014](#) - *Parker, L., Rapa, L.J.* (2014). Promoting social and emotional learning through dialogue and discussion. *Journal of Adolescent Health*. 55(2): 16-21.
- [Schubert, 2006](#) – *Schubert, W.H.* (2006). Globalization and the identity crisis of democratic education. *Teachers College Record*. 108(4): 623-649. DOI: 10.1111/j.1467-9620.2006.00651.x
- [Shevchenko, 2019](#) – *Shevchenko, O.A.* (2019). Formirovanie grazhdanskoi identichnosti studentov v protsesse obucheniya v vysshem uchebnom zavedenii [Forming students' civic identity in the process of studying at a higher educational institution]. *Vestnik Uralskogo federalnogo universiteta*. 25(4): 146-155. [in Russian]
- [Souto-Otero et al., 2019](#) – *Souto-Otero, M., Huisman, J., Beerkens, M., de Wit, H.* (2019). Factors influencing the formation of student identities and the consequences for learning and academic achievement: A systematic review. *Educational Research Review*. 27: 219-238. DOI: 10.1016/j.edurev.2019.03.003
- [Zimnyaya, 2015](#) – *Zimnyaya, I.A.* (2015). Kontent-analiz v sotsiologicheskikh issledovaniyakh [Content analysis in sociological research]. *Sotsiologicheskii zhurnal*. 21(4): 50-70. [in Russian]