



The Model of Self-realization Readiness Formation of Research Universities Students in the Process of Civic Education

Natalya B. Pugacheva^{1*}, Sergey G. Ezhov², Igor V. Kozhanov³, Marina B. Kozhanova⁴,
Svetlana V. Ogorodnikova⁵, Alexey G. Oshaev⁶, Andrey I. Timonin⁷, Galina S. Goloshumova^{8,9}

¹Kazan State University of Architecture and Engineering, Kazan, Russia, ²Ural Federal University Named after the First President of Russia B. N. Yeltsin, Yekaterinburg, Russia, ³Chuvash State Pedagogical University Named after I. Y. Yakovlev, Cheboksary, Russia, ⁴Chuvash State Pedagogical University Named after I. Y. Yakovlev, Cheboksary, Russia, ⁵Vyatka State University of Humanities, Kirov, Russia, ⁶Mari State University, Yoshkar-Ola, Russia, ⁷Kostroma State University Named after N. A. Nekrasov, Kostroma, Russia, ⁸Moscow State Institute of Tourism Industry Named after Y. A. Sienkiewicz, Moscow, Russia, ⁹Academy for Advanced Studies and Retraining of Educators, Moscow, Russia. *Email: natalya-pugacheva@yandex.ru

ABSTRACT

The relevance of the study is reasoned by the demand for professionals who are not only competitive in the labor market, but also possess civil position, ready for self-realization and construction of their own life in the flow of social transformation. The purpose of the article is to develop a knowledge-activities-model of readiness formation to self-realization of research universities students in the process of civic education. The leading method is the method of modeling, allowing consider the problem of research as a purposeful process of students' focus formation to choose the social role and civic position in the social and economic relations on the basis of understanding of their goals in life. The structure of the developed model includes a target (goal, objectives), methodological (the principles of integration, a participatory, continuity, multiculturalism), content (cognitive-oriented, project-case, civil-activities methods), organizational and procedural (including in educational content of educational material on the theory and practice of civil society; formation of information-event-learning environment; the development of teachers' methodological culture) and result (search activity, commitment and perseverance in achieving objectives, industriousness, readiness for independent decisions in a situation of choice, the responsibility for the choice of means to achieve the goal, awareness of their rights and obligations, duty and civic reliability) components. The model suggests the development of students' moral, legal and political focus based on personal-significant actions and it is also of practical value for teachers of research universities.

Keywords: Research Universities, Civic Education, Self-realization, Moral and Legal Focus, Personal and Significant Action

JEL Classifications: A22, I23, Z39

1. INTRODUCTION

1.1. The Research Relevance

In modern conditions society's demands to research universities to prepare professionals who are not only competitive in the labor market, but also possess civil position, ready for self-realization and construction of their own life in the flow of social transformations (Gukalenko and Danyluk, 2005; Pugacheva, 2008). The research universities graduate's Indicators of being educated is not only the knowledge, skills, competencies but value-semantic determination (Pugacheva, 2008). Education is seen as a socialization process management, including, on the

one hand, the assimilation of knowledge, skills, values, norms of behavior, and, on the other, self-realization (Pugacheva et al., 2014). The main characteristics of the process of education are to be focused, resolution, implementation here and now by concrete entities (Zimnaya, 2004). Therefore, the formation of readiness for self-realization in the process of civic education of research universities students' can be regarded as an indicator of the quality of the educational process (Pugacheva and Frolov, 2008b).

1.2. The Essence of the Process of Self-realization

It is revealed that under self-actualization is understood the choice of a persons' social role and social position in the system

of social relations based on understanding of their goals in life and implying the active inclusion of the person in the system of social relations (Lunev et al., 2014). It has been found that the process of self-realization is characterized by a dialectical unity of desire to integrate with the social community and the desire for individuality, allocation out of this community as an individual itself (Lunev et al., 2014). Formation of students' readiness to self-realization depends essentially on the set of conditions specific to a particular socio-economic situation.

1.3. The Essence of Civic Education

It has been revealed that civic education has the following main functions: Cognitive, aimed at the formation of civic consciousness and the development of value orientations; ethical humanist reflecting the experience of the civil activities of mankind in the content of education from the standpoint of humanism; connotative focused on the perception and awareness of civil initiatives and civic activities importance, cultural and civic self-identity, the realization of civil rights, freedoms and responsibilities (Pugacheva and Frolov, 2008a).

It has been found that the essence of civic education is to form stable civil qualities which characterize their carriers as entities of legal, moral and political, social and economic relations in the social and public education. The collection of civil qualities (civic duty, civic responsibility, civic conscience, civic engagement, respect and acceptance of civil rights and obligations, civic consciousness) is a civic education with specific historical content and one of the main characteristics of the individual. It has been determined that civil education integrates individually and socially important qualities that characterize a person as an entity of public relations, and forms civic consciousness - a holistic integral quality, which reflects the awareness by the individual of rights and responsibilities, duty and reliability to society, manifested in activities directed on the implementation of beliefs.

1.4. The Essence of Research University Students' Readiness to Self-realization

It has been established that the willingness is seen as an active-activities state of the individual, focus for a certain behavior, ability to mobilize forces for the task's solving. Also it has been found that the students' willingness self-realization in the process of civic education - a quality characteristic of the person, including active-activities state, the focus on the choice of his or her social role and civic consciousness in the legal, moral and political, social and economic relations in the social and public education on the base of the life's goals. Structure-forming components of students' readiness to self-realization in the process of civic education are determined: (1) Motivational - focus on the choice of their social and civic role in the legal, moral and political, social and economic relations in the social and public education; (2) intellectual and logical - a set of legal, moral, political and socio-economic knowledge to ensure successful implementation of the constitutional rights and freedoms, performance of duty and civic responsibility towards society; (3) a strong-willed - active and effective state, understanding their goals in life, the ability to plan their own work, self-organization, self-control; (4) evaluation - self-assessment of their readiness for independent

activities, career, self-awareness, self-criticism, a sense of responsibility for their actions.

2. MATERIALS AND METHODS

2.1. Methods of Study

During research the following methods were used: Analysis of regulatory documents, compilation of teaching experience, content analysis, foresight, systematization and generalization of facts and concepts, modeling, method of expert evaluations, observation, questioning and pedagogical experiment.

2.2. Experimental Base of the Study

Experimental work was carried out on the basis of Kazan Federal University. The experimental work included 328 teachers, 410 students.

2.3. Research Stages

The study was conducted in three phases:

- At the first phase of the study the current state of the problem in the pedagogical theory and practice was analyzed; a program of research methodology was developed.
- At the second stage a knowledge-activities-model of research universities students' readiness formation to self-realization in the process of civic education was developed and implemented; experimental work was carried out to verify the effectiveness of this model.
- At the third stage, the systematization, interpretation and synthesis of the research results were carried out; theoretical conclusions were refined; processing and registration of the study results was performed.

3. RESULTS

The main results of this study are: (1) To identify and justify the pedagogical conditions of research universities students' readiness formation to self-realization in the process of civic education, and (2) to develop and implement model of research universities students' readiness formation to self-realization in the process of civic education.

3.1. The Content of Pedagogical Conditions of Research Universities Students' Readiness Formation to Self-realization in the Process of Civic Education

3.1.1. Inclusion of educational material on the theory and practice of civil society in the educational content

It has been found that the inclusion of educational material on the theory and practice of civil society in the educational content is reasoned by its structure-forming components - knowledge, ways of activities (mastered by students in the form skills), experience of creative activities and emotional and value attitude. Knowledge, as the main component of educational content, perform three functions - ontological, forming a general idea about the objects of reality; orienting, defining landmarks of activities and motivational, informing about the value and meaning of objects, causing emotional attitude towards them. Epistemological analysis of knowledge on the theory and practice of civil society shows

that its object - semantic reality that unfolds in contact with a fragment of reality as a constructive assessment and reassessment of conjugating with it personal values and meanings. From the above mentioned it can be concluded that the object of knowledge on the theory and practice of civil society forms a space not empirically factual reality, but the space of human meanings, values, senses, appearing during assimilation and development of social norms. Methods of activities are a set of specific substantive and organizational learning abilities of students on the content mastering. The experience of creative activities is absorbed by solving problem tasks in this or that way. The experience of emotional and value attitude is reflected by the inclusion of special tasks to assess the facilities in order to identify their relevance and the ratio of the current study and formed personal value system. Structure-forming components' connection of the training material involves three levels of its assimilation: Conscious perception and memory expressed in the direct reproduction of knowledge; patterned application under similar conditions; its creative use in unfamiliar situations.

3.1.2. Forming of information-event-learning environment

It is found that the environment is a collection of many circumstances influencing any object included in it, firstly, it makes the existence of the object in continuity and procedure, and secondly, it creates a phenomenon of semantic background that in the whole "shades" semantic content of each its unit (Pugacheva, 2011). It is revealed that the information and event-driven learning environment - is multidimensional and multifunctional environment of students, affecting their willingness to self-realization and development of civic consciousness. Event-driven component of the environment determines the organization of a dynamic network of interrelated events, making regulating effect on the students and influencing the actualization of their socially significant values, readiness for self-realization and development of civic consciousness. Events that are in perception by students are evaluated, reflected and become the basis for the conclusions of life. Information component of the environment - its meaning, content aspect influencing the decision's making.

3.1.3. The development of methodological culture of teachers

The specifics of the professional activities of the university teacher are its scientific and pedagogical nature. On the one hand, university professors - leading scientists influencing the student's with their own personal qualities, academic achievements, organically combining implementation of educational process with research. On the other hand, the teacher - a leading figure of the educational process interacting with students on the basis of the principles of humanistic education. Methodological culture is the basis of educational activities and includes modern methodological knowledge of the principles, methods and means of education; the ability to project and construct the educational process, to recognize, articulate and creatively solve educational tasks; ability to define business and self-realization strategies.

The methodological culture of the teacher determines its motivational and creative activity, manifested in the satisfaction with profession and various kinds of professional activities; in effort to transfer knowledge and experience to students.

3.2. The Structure and Content of the Model of Research Universities Students' Readiness Formation to Self-realization in the Process of Civic Education

The developed knowledge-activities-model of research universities students' readiness formation to self-realization in the process of civic education has several components: A target (goal and objectives), methodological (the principles of integration, a participatory, continuity, multiculturalism), content (cognitive-oriented, project-case, civil-activities-related methods), organizational and procedural (pedagogical conditions) and result one. The developed model is aimed at students mastering a set of legal, moral, political and socio-economic knowledge to ensure successful implementation of the constitutional rights and freedoms, performance of duty and civic responsibility towards society; forming of a stable orientation to choose their social and civic role in the legal, moral and political, social and economic relations in the social and public education; the development of active and effective state; understanding of their goals in life; creating abilities to plan, organize, control their own activities; a sense of responsibility for their actions (Figure 1).

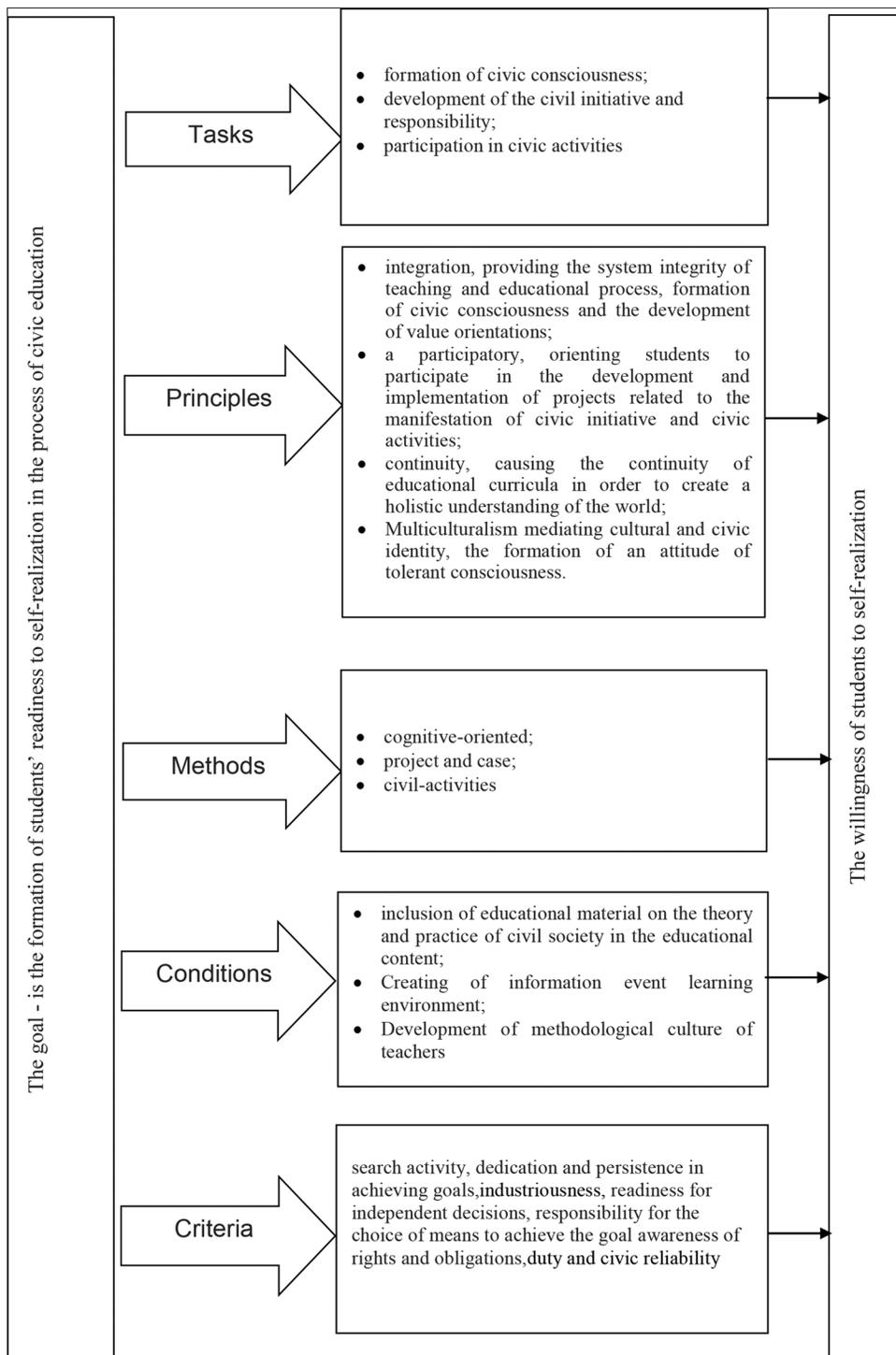
3.3. Stages of Implementation of the Model

The implementation of this model suggests the next stages of experimental work: Ascertain, forming and controlling ones.

3.3.1. Ascertain stage

As part of ascertain stage methods of civil education of students were studied, teachers' position in the formation of students' readiness for self-realization was clarified and methods of experimental work were defined. The survey of teachers revealed the following points of view: The most important thing - to arouse the student's desire to change themselves because in today's world, people are increasingly left alone with their personal problems, and they themselves have to be able to make the correct choice of their behavior (79%); education should help to streamline the possible influences on them, to develop their own attitude to these influences (84%); students should learn to independent activities on the basis of free choice (81%). According to the students, for optimal self-realization a positive attitude to make choice (82%) and lack of fear in the presence of alternatives (91%) are necessary. The survey revealed that 68.4% of students believe that they have formed civic attitude; 16% - had never thought about what it was; 12.8% said they did not have civic attitude and did not want to have it; 2.8% found a complete lack of understanding of the issue. This stage of experimental work shows that one of the effective methods of formation of students' readiness for self-realization in the process of civic education may be so-called social samples. Social sample is a set of sequential actions related to the implementation of specially organized social activities. Social sample involves students' self-estimation of their capabilities on the base of social behavior's choice in the course of development of various social roles. In the process of students' social samples a certain social position and social responsibility are formed.

Figure 1: Knowledge-activities-model of formation of research universities students’ readiness to self-realization in the process of civic education



3.3.2. Forming stage

In the forming stage the effectiveness of the model of students’ readiness formation to self-realization in the process of civic education was tested. Scientific and methodological activities with teachers were held: Methodological seminars; socio-psychological trainings; business games; training and protection of projects aimed at the development of models of students’ readiness formation to self-realization in the process of civic education; round tables, which discussed problems of students’ readiness forming to self-realization and civic consciousness. As a result of

these measures, in most cases there was an increase of personal-professional capacity of teachers, of interest in the problem of students’ readiness formation to self-realization in the process of civic education.

For students’ knowledge forming of the theory and practice of civil society an elective course “civic engagement,” which included the following modules: “Civic consciousness and initiative,” “civic activities,” “social movements” was developed. Students’ participation in the Olympiads, the

Students' Scientific Conference "Self-realization of youth: Problems and prospects," competition and protection of social projects on the development of civil society, socially significant actions, activities of urban social organizations, student government was organized. As part of the academic disciplines students prepared essays that revealed the problems of self-realization, essays on the topic "What is for me the phrase" To possess civic consciousness? Within the framework of the social project "Through social activities - to the profession mastering" the students' participation in the charitable action "Help children with disabilities!" was organized to raise funds for the acquisition of the vitamins and fruits.

3.3.3. Control stage

In the control phase quality indicators of students' value orientations were identified. Students were given lists of terminal (values - goals) and instrumental (values - means) value orientations of the 18 points. Tested persons gave to each value rank numbers (to the most significant values - 1, to the least significant ones - 18). Dynamics of students' terminal valuable orientations is presented in Table 1. The ascertaining stage of the experiment shows that in the top of five values students in both groups included the following target values: Health; love; financially ensured life; interesting job; legal guarantees of the constitutional rights' and freedoms' realization. Control stage shows that the students' five core values in the experimental group included self-realization, and in the control group of students the target values were not changed.

The dynamics of the instrumental value orientations of students is presented in Table 2. Table 2 shows that in the ascertaining stage students of both groups in the top five values included: Efficiency in business, rationality, responsibility, strong will and education. Control stage shows that instrumental values of the control group were not change, and the students of the experimental group included in the top five values the cheerfulness, ability to act

independently, resolutely, efficiency in business, the courage in defending their views, rationalism. In the course of interviewing of the students it was found that participants in the experimental group were focused on social goals, such as "to be useful to society." Students in the control group were focused on the material and personal goals, such as "to achieve well-being," "make a career" and so forth.

4. DISCUSSION

An important theoretical and practical significance for the study belong to works of Gukalenko and Danyluk (2005), Zimnaya (2004), Kerschensteiner (1915), Ualke (1996), devoted to the development of socio-pedagogical foundations of civic education. The essential characteristic of self-realization is given in works of Covrov (2006).

However, analysis of scientific papers shows that the problem of research universities students' readiness formation to self-realization in the process of civic education is debatable by nature. The special literature does solve the task of the essence and content defining of research universities students' readiness to self-realization and the model of research universities students' readiness formation to self-realization in the process of civic education is not developed.

5. CONCLUSION

It is found that the knowledge-activities model of research universities students' readiness formation to self-realization in the process of civic education ensures the aggregate's forming of value and sense, civic, professional-significant qualities of the persons causing the ability to project their own development and influencing their civil, moral, communicative creative direction, social self-determination, self-improvement and lifestyle. Article submissions may be useful for research universities' teachers; for centers of

Table 1: Dynamics of terminal value orientations of students

Terminal values	Ascertains stage		Control stage	
	The experimental group	Control group	The experimental group	Control group
Self-realization	10	8	1	9
Life wisdom	16	13	17	17
Health	1	1	2	1
Active, activities life	17	17	18	18
The beauty of nature and art	18	16	13	12
Love	2	5	3	2
Financially ensured life	5	4	4	3
Having good and faithful friends	9	10	8	6
Public recognition	12	12	7	15
Cognition	11	9	11	10
Interesting job	4	3	10	4
Physical and spiritual perfection	7	6	12	8
Compassion	15	18	16	14
Legal guarantees of the constitutional rights and freedoms	3	2	5	5
Happy family life	8	11	9	16
Happiness of others	14	15	15	13
Creativity	13	14	14	11
Self-confidence	6	7	6	7

Table 2: Dynamics of instrumental value orientations of students

Instrumental values	Ascertaining stage		Control stage	
	The experimental group	Control group	The experimental group	Control group
Parenting	15	15	18	15
High requirements for life and high aspirations	17	16	16	18
Cheerfulness	13	14	1	13
Diligence	10	13	6	12
Being educated	5	5	12	5
Intolerance of shortcomings in themselves and others	12	7	13	7
Ability to act independently, strongly	16	18	2	16
A responsibility	3	2	8	3
Rationalism	2	1	5	4
Perseverance in making important decisions	8	8	15	10
Strong will	4	3	10	2
The courage in defending their opinions	18	17	4	17
Diligence, efficiency in work	1	4	9	1
Tolerance	9	10	11	9
Self-control	11	11	14	6
Liberality	6	6	17	11
Honesty	7	9	7	8
Efficiency in the affairs	14	12	3	14

training and retraining in the selection and structuring of the content of professional development of the research universities teaching staff.

Taking into account the results of this study one can identify a number of scientific problems and promising areas for further consideration: Establishing the relationship between the willingness to self-realization and civic self-determination of the individual; scientific and methodological support for the selection and structuring of the contents of elective courses on the theory and practice of civil society.

6. RECOMMENDATIONS

It is found that the efficiency of the developed model will be enhanced with the implementation of collectively provided following methods: Cognitive-oriented (conversations, lectures, debates, issue of the almanac), providing for the transfer and storage of information, accumulation, compilation and reproduction of knowledge; project-case (development of projects, the forming of cases) involving the comprehension and problem solving; civil and activities (conferences, business games, trainings, excursions, promotions, social samples) to ensure the students' involvement in civic activities.

REFERENCES

- Covrov, V.V. (2006), Psycho-pedagogical analysis of the essence of the phenomenon of self-realization. *Bulletin of the Vyatka State Humanitarian University*, 14, 127-135.
- Gukalenko, O.V., Danyluk, A.J. (2005), Parenting in today's Russia. *Psychology*, 10, 3-17.
- Kerschensteiner, G. (1915), *Selected Works: Civic Education. The Character and Upbringing*. Moscow: Labor School.
- Lunev, A.N., Pugacheva, N.B., Stukolova, L.Z. (2014), Strategies and trends of the municipal education system development. *Scientific-Methodical Electronic Journal Concept*, 3, 14060.
- Pugacheva, N.B., Frolov, I.V. (2008a), Civic education. *Almanac of Modern Science and Education*, 10(1), 135-136.
- Pugacheva, N.B., Frolov, I.V. (2008b), The principles of civic education. *Almanac of Modern Science and Education*, 10-2, 142-143.
- Pugacheva, N.B. (2008), Professionally-cultural competence of graduates - An indicator of the quality of education in a vocational school. *News of Southern Federal University. Pedagogical Science*, 11, 183-188.
- Pugacheva, N.B. (2011), Priorities of higher education in the modern theory and practice. *SocioSphere*, 1, 42-46.
- Pugacheva, N.B., Lunev, A.N., Stukolova, L.Z. (2014), Promising research areas of vocational education as a public good and meaningful heritage of the individual. *Modern Problems of Science and Education*, 1, 91.
- Ualke, D. (1996), Humanitarian education and specialization in political science in the United States. *Polis*, 4, 141-155.
- Zimnaya, I.A. (2004), *The strategy for education in the educational system in Russia*. Moscow: Publishing House of the "Service."