

IMPLEMENTATION OF MORAL AND CIVIC EDUCATION PROGRAMMES INTO RUSSIAN EDUCATIONAL INSTITUTIONS

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Abstract

Education is an indivisible unity of training and nurturing. The task of the education system today is not only the formation of the individual with a broad outlook, developed intellect, and a high level of knowledge but also the formation of a spiritual individual whose future will depend on its intellectual, political, and cultural level. First of all, the spiritual personality is the result of long, persistent and purposeful process of self-organization, family and community education and awareness. A spiritual person is a citizen and a patriot with strong national character, is responsible for the assigned work, able to work and adapt to changing social conditions. It is a person who is kind and sympathetic, respectful towards childhood, the old, family values, a healthy way of life, etc. This is a person with a sense of national pride and national consciousness. There is a tendency to strengthening the national identity, to the revival of cultural and historical traditions and to the sustainable development in modern Russia. Its future depends on the young generation readiness to the worthy answers to the historical challenges, readiness to defend the interests of the multinational state. Moral formation of children and youth, preparing them for independent life is the most important component of the society and state development. The Concept of modernization of Russian education points out that nurturing should become an essential component of pedagogical activity integrated into the overall process of learning and development. The most important task of education is the formation of students' civil responsibility and legal consciousness, spirituality and culture, initiative, independence, tolerance, ability to successful socialization in the society. In light of this, special attention in the article is paid to the task of consolidation of the society on the basis of democratic values and civic patriotism. For this reason the system of moral and civil education with a strong time-tested traditions, needs to be improved in accordance with the new realities. So the authors offer some programs of moral and civil education that Russian teachers use at schools as they are the fundamental ideological basis for the education and development of children.

Keywords: Moral education, Civil education, Values, Russian traditions, Behaviour shaping.

1. INTRODUCTION

Among the most urgent problems related to the further development of the education system in Russia today is the need to develop effective programs of educational activities aimed at creating conditions for the full development of the younger generation. The social situation of the last decades associated with the ideological, socio-economic and cultural restructuring of society, has generated a lot of negative effects, painful impact on the image of the young generation, namely: strengthening of consumer attitudes, a social passivity, the danger of falling into the network of drug and alcohol intoxication, the deterioration of

conditions of children detention in the family due to economic instability, the growing phenomena of social orphanhood, child neglect etc.

In recent years there have been positive tendencies that determine the prospects of development of moral education as the priority area of social life of the country. An approach to an objective understanding of the status and essence of the educational situation in the country is defined. A legislative framework aimed at creating an educational space is developed. A set of Federal programs aimed at moral upbringing of the younger generation is implemented. A social demand for an effective educational system, technology, means and tools is formed.

Besides, educational institutions are being equipped with modern technical means and tools. Therefore, real conditions for the display of creative abilities of the learners in the choice of the content and forms of education, self-determination initiatives of their own are created. Today's children and young people are better informed about the processes taking place in various fields of science, technology and social life; they rapidly acquire new communication products and technologies. In the youth social movement such issues like problems of tolerance, counterterrorism policy, education for peace and understanding between peoples, environmental protection, healthy lifestyle, leisure activity, protection of the rights take a special place. Moreover, learners' self-government bodies are developed in educational institutions. There have been positive shifts in the resource development of the system of moral education.

However, it should be noted that there are factors that reduce the effectiveness of work of educational institutions. The education of children and young people in modern society is implemented in terms of economic and political reforms that significantly changed the socio-cultural life of the younger generation, the functioning of educational institutions, media, youth and children's public associations and religious organizations. Social stratification of society, a sharp differentiation and income recession have taken place, therefore a significant part of families have been unable to adjust themselves to new conditions and form protective mechanisms. As a result further disruption of their lives is going on, the established moral and ethical norms and traditions of family life are being destroyed, conflict relations between spouses, parents and children are being enhanced, which is accompanied by a sharp decline of the family educational influence and its role in the children socialization. On the other hand, the extreme stirring life of the parents in many well-to-do families and the relegation of education to the level of material security also create unfavorable family relationships, alienation of children and parents that cause different forms of antisocial behavior of children.

2. METHODOLOGY AND RESULTS

Modern development of mass media, the introduction of the constitutional ban on censorship dramatically expanded and transformed the information field acting as a factor which influences the attitudes and outlook of the individual. In conditions of high availability of information disseminated through press, television, radio, social network, children and youth are bombarded by a flow of shabby goods promoting an idle life, violence, crime, prostitution, drug abuse which leads to the increase of negative social and educational consequences in children and youth environment.

One should say that today there is neither a completed single system approach to educational activities at the federal level, nor the approved concept of education, which actually hinders the creation of a single educational space throughout the country, as there are no benchmarks which determine the long-term goals and objectives of education and evaluate the results of management according to the federal goals and objectives.

The reduction of the ideological component of education inevitably leads to the loss of moral guidelines. Today the relevance of this trend due to the fact that the extremist groups and nationalist movements, where a young generation is imposed by an alien ideology under the veil of social justice and national identity, are trying to integrate into the youth environment.

In these difficult conditions the educational institution has been and remains a fundamental ideological basis for the education and development of children that is the main social institution that provides the educational process and real integration of different subjects of education, especially in rural areas.

Thus, educationalists (Barabanov, 2010; Galtsova, 2014; Golovushkina, 2012; Mefodeva, 2016, Pavlov, 2011; Sapozhnikova, 2014; Saratovtseva, 2010) have defined a number of issues the solution of which is of today priority for Russia and Tatarstan in particular, namely:

1. Development of state ideology for the protection of childhood and family as the foundation of sustainability of social processes and its further prosperity. This requires constant public support of a

- variety of educational projects from the authorities in the region, the creation of a unified national regional educational space, propaganda of the ideas that the whole community is involved into the education of the younger generation;
2. Implementation of a complex of effective preventive measures against the proliferation of social negative phenomena among young adults;
 3. Strengthening of the educational role of the family as the primary place of moral principles development. The phenomenon of neglect and social orphanhood, the increase of single-parent families is one of the main reasons of moral disruption of the society;
 4. Upbringing of a tolerant personality that provides a peaceful and progressive sustainable development of multiethnic, multicultural Republic of Tatarstan;
 5. Strengthening the educational orientation of academic disciplines. Each class should carry the powerful educational potential. The main value of the class should be a creative and liberating interaction, spiritual communication between a teacher and a learner, introduction of cultural patterns of high morality into the educational process;
 6. System approach to the process of education that involves the integration of Russian and foreign experience, the reliance on folk traditions and pedagogy and centuries-old culture of the people;
 7. Teacher training;
 8. Working out teacher manuals and recommendations which would reflect specific realities and opportunities of spiritual and moral potential of the cultural environment of the region.

When drawing up programs of moral education most schools rely on such legal documents as the Law of the Russian Federation "On education" and "the Concept of spiritual and moral development and education of the citizen of Russia". So we consider their programs to be similar. Therefore, we summarized the experience of these schools. Thus, the objective of moral education is defined as following – a high-minded, creative, competent citizen of Russia accepting destiny of Motherland as a personal one, who is conscious of responsibility for the present and the future of the country, and adhere to the spiritual and cultural traditions of the multinational people of the Russian Federation (The program "Development spiritual and moral education of children and learners of the republic of Tatarstan"; The program of spiritual and moral education "My home, my family, my region, my Motherland"; The program "Development of spiritual and moral education of learners for 2014-2018"; The program of spiritual and moral education in the framework of educational institution; The program "Development of spiritual and moral education of learners of Biruli secondary school").

Comprehension of current conditions and peculiarities of the organization of education and socialization of the learners allows us to specify the content of general tasks for each of the main areas of educational activities, namely:

- *Civic education, patriotism, respect for the rights, freedoms and duties of man* (Tasks – obtaining the initial conception of the Constitution of Russia; studying state symbols; getting acquainted with the heroic and most important events of Russian history, the lives of remarkable people; learning about the history and culture of the native land, folk art, ethnic and cultural traditions, peculiarities of people's life in Russia; studying the content and meaning of national holidays. *Activities* – talks; tours to historical and memorable places; role-play games of civil, historical and patriotic content; organization events dedicated to national holidays and festivals; participation in social projects and events conducted by youth organizations, e.g. "Children on the war", "Generals of Tatarstan during the World War II", "There is such a profession – to defend the Motherland", "The young patriots of Russia" etc.)
- *Nurturing of moral senses and ethical consciousness* (Tasks - studying basic values of Russian culture, traditional moral standards of the Russians; getting basic ideas about the historical and cultural foundations of traditional Russian religions, getting acquainted with the basic rules of conduct at school, public places; getting to know between good and bad deeds; taking an active part in the charity; helping people who are in need; caring for animals, living beings, nature; studying moral relationships in the family. *Activities* – talks; tours; participation in creative activities such as theatre performances, art exhibitions which reflect cultural and spiritual traditions of the people of Russia; participation in panel talks about family, parents and grandparents; running family celebrations; having creative projects together with parents, e.g. "If you are kind", "Magic words", "

Values of three generations”, “My family and I” etc.).

- *Nurturing creative attitude to learning, work and life* (*Tasks* – having ideas about the role of knowledge, work and the importance of creativity in human life and society; talking about parents’ and grandparents’ jobs; getting skills of cooperation and interaction with peers and adults; taking part in various types of community service at school and other social institutions. *Activities* - organizing presentations “the Work of our family”, labour holidays, fairs, competitions, city of masters, the organization of children’s companies, e.g. “The work of our family”, “All jobs are good”, “Family dynasty”, “Our moms – handymen, out dads – handymen” etc.).
- *Formation of value attitude to health and healthy lifestyle* (*Tasks* – getting knowledge about health, healthy lifestyle, the ways of improving your health; taking part in conversations about the importance of exercise, active lifestyle, sport; getting skills of keeping your body and clothes clean and tidy; gaining knowledge about the possible negative impact of computer games, television, advertising on human health. *Activities* - meeting athletes, coaches, representatives of the professions who place high demands on health; organization of outdoor games, hiking, sport events; conversations with teachers, school psychologists, medical workers, parents, e.g. “Dad , mom, I – sporty family”, “Bad habits”, “Character education through the eradication of bad habits”, “You are what you eat”, “A sound mind in a sound body” etc.).
- *Nurturing value attitude to the beautiful, the formation of ideas about the aesthetic ideals and values* (*Tasks* – getting knowledge about the aesthetic ideals and artistic values of Russian culture and cultures of the people of Russia; drawing contests; acquaintance with the aesthetic ideals and traditions of culture of the native land, folk art and crafts; learning how to see the beauty in the world, the nature of the native land; learning to see the beauty in the behavior and work of people; getting acquainted with local craftsmen, observing their work; getting experience of self-realization in different types of creative activities. *Activities* - participation in panel talks about books, movies, television programs, computer games; learning to distinguish between good and evil, the constructive or destructive; working with parents on the exhibitions of family art; organizing musical evenings, excursions and cultural activities, e.g. “Beautiful and ugly deeds”, “Beautiful people around us”, “Is it possible to eradicate the evil in oneself?”, “Man in search of faith” etc.).
- *Education of the value attitude to nature, the environment* (*Tasks* – getting to know the eco-cultural values, traditions of ethical attitude to nature in the culture of the peoples of Russia, other countries; learning norms of environmental ethics, environmentally correct human interaction with nature; participation in environmental activities. *Activities* – excursions; walks; hiking; planting trees; creating flower beds; cleaning areas of litter; feeding birds; participation in the creation and implementation of environmental projects; participating in environmental activities with parents, e.g. “Flowers in the epics and myths”, Know and love the native nature”, “Make the city cleaner”, “Rare and endangered animals of the region”, “Expedition into the world of the solved and unsolved mysteries of nature”, etc).

In everyday life the mind of a child, the process of spiritual, moral, physical and emotional development, social maturation is greatly influenced by the content of television programs, movies, computer games, the Internet. So the interaction of school and family is crucial for the organization of the moral life style of school children. Here institutions of additional education, culture and sports take an active part as well. As for the process of moral development, education and socialization of learners on the basis of national values and spiritual priorities, the work of traditional Russian religious organizations is very important.

The effectiveness of the interaction of different social subjects depends on systematic school work on improving the pedagogical culture of parents, on defining the content, forms and methods of pedagogical work with the traditional religious organizations and institutions of additional education. Each of the main areas of education and socialization of learners is responsible for inculcating of values, knowledge and ideas, experience of emotionally-valuable comprehension of reality in the context of identity formation of a Russian citizen. For each of these areas of education and socialization educational outcomes, which are distributed on three levels, can be achieved.

The first level of outcomes – attainment of social knowledge (about social norms, the structure of society, about socially approved and unapproved forms of behavior in the society, etc.), understanding of social reality and everyday life. To achieve this level of results the interaction of the learner with teachers is of particular importance.

The second level of outcomes – getting a positive attitude to the basic values of society (man, family,

homeland, nature, peace, knowledge, labour, culture), to social reality in general. To achieve this level of results the interaction of learners among themselves is of particular importance, i.e. in a secure, friendly environment.

The third level of outcomes – getting an experience of independent public action. To achieve this level of results the interaction of learners with social subjects outside the school, in an open public environment is of particular importance.

Now we turn to the implementation of civic education programs.

Civic education (The state program "Patriotic education of citizens of the Russian Federation for 2016-2020"; The program of patriotic education in secondary school №54; The program "Civic-patriotic education of schoolchildren in secondary school №169"; The program of patriotic education in Aviastraitelny and Novo-Savinovsky regions of Kazan) is one of the most important and complex areas of education because there not only the ideals, principles and outlook are formed, but formation of personal qualities of a young person takes place, including civil courage, honesty, moral character. Civic education in modern Russia is recognized by the state as the key one providing political, socio-economic development and national security of the Russian Federation. Civic education of citizens in the Russian legislation is considered as a systematic and purposeful activity of state authorities and organizations which is aimed to form high patriotic consciousness, feelings of loyalty, readiness to perform civic and constitutional duties to protect the interests of the Motherland. The system of civic education is to provide purposeful formation of the citizens active stand, to promote full inclusion in the solution of national problems, to create conditions for the development of the state way of thinking, habits of acting in accordance with the national interests of Russia.

The issue of patriotism is also relevant when building a unified, socially-oriented and developing multicultural state through the introduction of innovative technologies. The multi-ethnicity of the majority constituent entities of the Russian Federation urges to create in the public mind the idea of patriotic unity, aimed at preserving the socio-cultural unity of the people. In the absence of such understanding the natural expression of love for homeland can lead to statements about the superiority of their nation over all the others and, as a consequence, to create ethnic tensions. It sometimes happens that the meaning of the word "patriotism" and the necessity of formation of patriotic feelings do not find understanding in the public consciousness of the Russians. This problem is especially relevant among young people.

So the educationalists (Budaeva, 2012; Changalidi, 2010; Konstantinov, 2010; Konstantinov, 2009; Morozova, 2010; Silkova, 2013) point out the following objective of civic education, namely improving the system of civic education of children and youth, ensuring the formation of high patriotic education, loyalty to the Motherland, readiness to carry out constitutional duties.

The achievement of the objective will be implemented through the following main tasks:

- improvement of regulatory and methodological basis of civic education;
- involvement of the military Commissariat, additional education institutions, youth organizations, private citizens to civic education;
- improvement of the quality of civic education in educational institutions through the introduction of modern technologies;
- arranging of outreach activities with the aim of further developing of patriotism as a pivotal spiritual component of Russia.

Our system of education has developed its own structure of civic education that is in the course of teaching disciplines, research and practical activities as well as social and personal ones. Through the curriculum and educational programs the study of the history of Russia, Tatarstan, the native land, national historical heritage and national symbols take place. For example, within the Republican civic action "We are proud of you, defenders of the Motherland!" meetings with veterans of the World War II, soldiers of the Russian Army, and excursions related to the history of the native district are organized. It became a tradition to hold military-patriotic actions, contests of creative works on patriotic themes. Among them: the Republican contest "My homeland", "The Island-town of Sviyazhsk and ancient Bulgar", historical and cultural information projects "Serve the Motherland!" actions "We give you a smile and warmth", "I am a citizen of Russia". Other educational institutions are collecting material dedicated to the veterans of the Afghan and Chechen wars.

3. CONCLUSION

Speaking about the current state of education in Russia, we cannot fail to see the positive changes in this

area. In this regard, we can say that in recent times there have been positive trends that determine the prospects of development of education as a priority sphere of the country's social life. In this way a legislative framework aimed at creating a unified educational space is developed. A set of Federal programs focused on the education of the younger generation is implemented. An important condition for improvement of moral and civic education of children should be the development of programs of formation of spiritually rich and moral individual which are determined by capabilities and socio-cultural features of a particular region, its traditions and prospects for further development.

For quite a long time Tatarstan has created its own regional system of education due to its traditions, cultural set of mind, a high degree of multi-ethnicity. Today the republic possesses considerable original resources for updating and further development of the system of education of children which were developed in previous years:

- high public attention to problems of education;
- state support of teachers;
- sphere of additional education of children is developed: there are 234 institutions of additional education where 251011 children study;
- children's public organizations are rather active and have a significant contribution to the formation of moral-aesthetic and civic-patriotic education of children;
- national, interagency educational programs are developed and implemented;
- organization of summer holiday and employment of children is developed.

With all the positive trends mentioned above, it is necessary to specify that the system of moral and civic education in Russia and Tatarstan, in particular, needs qualitative transformation and higher efficiency of educational influences on moral and civic development of the young generation.

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