



## The formation of civic activity of the individual as a social – political and psychological – pedagogical problems

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### ARTICLE INFO

**Article history:**

Received January 2021

Received in revised form

30 January 2022

Accepted 20 February 2022

Available online

15 March 2022

**Keywords:**

pedagogical,  
educational,  
psychological,  
civic,  
activity,  
social.

### ABSTRACT

The birth of a person is not only a natural biological phenomenon of birth, but also a rise to the level of development of one's time after birth, the acquisition of existing socio-historical experience, the determination of one's place in society, becoming an active participant in the historical process in which the older generation passes on their life, labor and labor experience, knowledge and skills to the younger generation. This is carried out through a social phenomenon that plays an important role in the formation and development of the individual, called education. In addition, the rearing of well-rounded, mature individuals will increase and change. It is known that any society strives for a humane attitude towards its members, and its goal is to express itself, assert itself, be recognized by society as a person, pave the way for the realization of the need. The political, social and social changes taking place all over the world today have led to many changes in the theory and practice of education. The existing pedagogical practice in the new social environment cannot be implemented without a deep understanding of methodological and practical problems from a theoretical point of view, because without solving these problems there will be no effectiveness of education and upbringing. Observations are carried out not only to observe simple events, to collect, record and identify individual facts, but also to improve and strengthen the educational process. As a rule, pedagogical observation reveals ways in which students master the sciences, takes into account changes in their behavior and attitudes, and has an appropriate educational and psychological impact.

2181-1415/© 2022 in Science LLC.

DOI: <https://doi.org/10.47689/2181-1415-vol3-iss2/S-pp381-394>

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## Шахснинг фуқаролик фаоллигини шакллантиришда ижтимоий-сиёсий ва психологик-педагогик муаммолар

### АННОТАЦИЯ

#### Калит сўзлар:

педагогик,  
таълимий,  
психологик,  
фуқаролик,  
фаоллик,  
ижтимоий.

Инсоннинг дунёга келиши нафақат туғилишдан иборат табиий-биологик ҳодиса, балки туғилгандан сўнг ўз даврининг тараққиёти даражасига кўтарилиши, мавжуд ижтимоий-тарихий тажрибага эга бўлиши, жамиятда ўз ўрнини белгилаб олиши, тарихий жараённинг фаол иштирокчисига айланиши, бу жараёнда кекса авлод ўзининг яшаш, кураш ва меҳнат тажрибаси, билим ва кўникмаларини ёш авлодга берувчи воқелик сифатида намоён бўлади. Бу эса тарбия деб аталувчи шахснинг шаклланиши, ривожланишида муҳим рол ўйнайдиган ижтимоий ҳодиса орқали амалга оширилади. Қолаверса, баркамол, етук шахсларни етиштириш ҳам кўпайиб, ўзгариб боради. Маълумки, ҳар қандай жамият ўз аъзолари билан инсонпарварлик муносабатида бўлишга интилади ва унинг мақсади-инсоннинг ўз-ўзини намоён қилиши, жамият томонидан шахс сифатида тан олиниши заруриятини амалга ошириш учун йўл очиб беришдир. Бугунги кунда бутун дунёда рўй бераётган сиёсий – ижтимоий ўзгаришлар таълим-тарбия назарияси ва амалиётида жуда кўп ўзгаришларни келтириб чиқарди. Янги ижтимоий шароитда мавжуд педагогик амалиётни методологик ва амалий муаммоларни назарий нуқтаи назардан чуқур англамасдан амалга ошириб бўлмайди, чунки бу муаммоларни ҳал қилмасдан таълим ва тарбиянинг таъсири бўлмайди. Кузатишлар фақат оддий ҳодисаларни кузатиш, айрим далилларни йиғиш, ҳисобга олиш, аниқлаш учунгина эмас, балки таълим – тарбия жараёнини яхшилаш ва мукаммаллаштириш мақсадида амалга оширилади. Одатда, педагогик кузатиш орқали ўқувчиларнинг фанларни ўзлаштиришлари, уларнинг хулқ-атвори ва муомалаларидаги ўзгаришларни ҳисобга олиш ва тегишли таълимий ҳамда педагогик – психологик таъсир кўрсатиш йўллари белгиланади.

## Формирование гражданской активности личности как социально – политическая и психолого-педагогическая проблемы

### АННОТАЦИЯ

#### Ключевые слова:

педагогическая,  
воспитательная,  
психологическая,  
гражданская,  
деятельностная,  
социальная.

Рождение человека – это не только естественно биологический феномен рождения. Но и подъем на уровень развития своего времени после рождения, приобретение имеющегося общественно-исторического опыта, определение своего места в обществе.

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Учитывается, как, становление участника нравственного процесса, в котором, старшее поколение передает свой жизненный, трудовой и трудовой опыт, знания и умения молодому поколению.

Это осуществляется через социальное явление, играющее важную роль в формировании и развитии личности, называемое воспитанием. Кроме того, выращивание всесторонне развитых, зрелых особей будет увеличиваться и изменяться. Известно, что любое общество стремится к гуманному отношению к своим членам, а его цель – выразить себя, утвердить себя, быть признанным обществом как личность, проложить путь к реализации потребности. Политические, социальные и общественные изменения, происходящие сегодня во всем мире, привели ко многим изменениям в теории и практике образования. Существующая педагогическая практика в новой социальной среде не может быть реализована без глубокого осмысления методических и практических проблем с теоретической точки зрения, ведь без решения этих проблем не будет результативности образования и воспитания. Наблюдения проводятся не только для наблюдения за простыми событиями, для сбора, фиксации и выявления отдельных фактов, но и для улучшения и усиления учебного процесса. Как правило, педагогическое наблюдение выявляет способы овладения учащимися науками, учитывает изменения в их поведении и установках и оказывает соответствующее воспитательное и психологическое воздействие.

The modern world is becoming more complex and contradictory. In the new socio-political conditions caused by the transformations the foundations of relations in Russian society, naturally increases the need for an active, responsible and civic-active young generation. As Yu.P. Vetrov, modern society imposes certain requirements on its citizens, and therefore interested in them having certain qualities [43. P. 20]. According to state programs, the priority direction state policy in the field of education today is education of a young man – a citizen of his country. The state and society largely assign this function to educational institutions [53], [185], which requires the search for new effective ways to form the civic engagement of young people in general and student youth in particular. Modern life poses a challenge for the education system – the formation of a personality with an active civic position, capable of exercise their inalienable rights and be ready to take on full responsibility for their actions [53], [185]. Therefore, on our look, today the need for optimization is extremely urgent educational process of higher education, contributing to the formation civic activity of student youth [65. P. 88]. N.M. Borytko notes that the period of study at the university is for students an important stage not only professional, but also personal formation, when issues of a civil nature acquire most relevant, since it is at this age that young people have significant potential for personal growth, active interaction with various aspects of the social world, its creative transformation, development and realization of one's own active (participatory) being [39. P. 14] and finding ways internal self-movement and self-development [40. P. 3].

A.V. Fakhrutdinova emphasizes that the training of democratically minded, active, loyal and highly moral citizens is today an important area of work for universities in many countries of the world and is actively supported by international organizations: the UN, UNESCO, the Council of Europe [261. P. 164]. We also agree with the point of view of S.I. Belentsov, who notes the important role of civic education “as an integral part of the integral process of formation and life self-determination of the individual, laying the foundations for conscious law-abiding, patriotic devotion in serving the Fatherland, free and honest adherence to moral norms and values in the areas of work, life, interpersonal and international relations” [27. P. 52].

In our opinion, the problem of forming the civic activity of student youth is important not only in terms of personal development and education. It is connected with the strategy of innovative development of Russia as leading world power of the XXI century, based in the course of transformation on human capital and social consolidation of civil society [65. P. 88].

An analysis of the scientific literature shows that researchers (M.S. Kruglov, F. Schmitter, A. Pshevorsky) determine the civil the activity of members of society as an important element of the socio-political devices. The impact of civic engagement on political change in society serve as an object of study in the works of political scientists who are designated as the leading factors in the transformation of political modes of civic activity, and civic self-elimination is called the main danger to the existence and development of democracy [143], [275], [205]. The American political scientist R. Putnam in his work “In order for democracy Worked: Civic Traditions in Modern Italy (1993) notes, that the factor of civic engagement has a great influence on the quality management and formation of political foundations and institutions of society [143].

A.V. Fakhrutdinova, considering the foreign experience of the organization civic education, notes that public citizenship is built around the idea of public welfare [262. P. 66]. A.V. Fakhrutdinova, analyzing civic education in the USA, Canada, Australia, draws attention to the orientation of civic education towards the creation democratic civil society. The purpose of this approach was to develop personal motivation in children to take part in civil regulation of social processes [262. P. 65]. A.V. Fakhrutdinova emphasizes that the priority civic education in the USA, Canada, Australia since the acquisition countries of full or partial independence were not just the formation of civil society, and the unification of citizens into a “nation”, which determines the further formation of the state [262. P. 64]. Most political scientists and sociologists who evaluate the strengths and weaknesses in the development of modern Russian society, emphasize the high level of its atomization and disunity. So, foreign researchers S. Lang, A. Hartel, M. Bürsch indicate that Russians see little opportunity to bring about change through civic engagement, and this, in turn, reduces the motivation civil participation [146. P. 1]. At the same time, informal activities are quite widespread, for example, in the form neighborly assistance [146. P. 1]. “In Russia they act as active citizens, as well as public organizations; At the same time, it should be noted that an organized civil society is not associated with an initiative, but on the contrary, they develop in isolation from each other” ... [146. P. 1].

Many authors (E.V. Sharygina, S. Lang, A. Härtel, M. Bürsch) connect the problems of modern Russian society that arise on ways of formation of a civil society, with the absence of unifying values (trust, solidarity, etc.); fragmentation social environment,

differences in worldview and sharp material stratification (poor and rich, center and regions, elites and people); from bureaucracy, low level of public confidence in politicians, distrust in the ability to influence government decision-making, etc.

A natural consequence of this situation is that the social actors in practice is reduced to a minimum, and the underdevelopment of forms civic participation is only increasing [273], [146].

Drawing conclusions about the presence of crisis phenomena in Russian society, scientists offer various ways out of this situation. So, for example, I. Khaliy points out that today attempts are being made consolidate Russian society by strengthening the role non-governmental organizations (NGOs), civil movements in local and regional communities [266]. I.G. Dezhina associates these attempts with development of scientific “civil societies” [82. PP. 25–39] and others. At the same time, A. Auzana notes that emphasis is being placed on increasing the level of solidarity and social capital, which naturally contribute to the development and strengthening civil society [20]. All this, in our opinion, emphasizes the importance of political and social aspects theoretical consideration of civic engagement, as well as the importance the practice of its formation among Russian youth as a pledge and tool progressive transformation of society on the basis of democracy and in direction of the “civil nation” [65. PP. 89–90].

The need to overcome a certain backwardness in the level formation of civic activity of Russian youth more realized in pedagogical science and practice. For many scientists the problem of civic education became central. Theoretical methodological foundations of civic education of youth traced in the studies of A.V. Belyaev [30], A.S. Gayazova [51], N.A. Savotina [226], etc. The history of the formation and development of civil education pay attention to O.V. Lebedev [147], T.I. Tyulyaev [259] and others.

In recent years, dissertations have been defended on the problems civic and patriotic education, in which various aspects: the formation of civil liability (I.V. Zubov, 2014 [107]), civil self-determination (O.T. Koveshnikova, 2013 [131]), social responsibility (A.P. Trubnikov, 2012 [258]), volunteer activities (L.E. Sikorskaya, 2011 [228]) and many others (M.V. Nam, M.E. Frolova, E.V. Levkina, V.V. Gladkikh, E.L. Raikhlina, etc.) [173], [150], [264], [54], [208].

The history of the development of the idea of civic education and its practical implementation was reflected in the study of E.V. Levkina. Author developed a periodization of civic education and presented it in the form following chronological stages: “laying the foundations” of civil education – the 1st quarter of the 20th century; “awakening” of civic education – the 2nd half of the 1930s – the end of the 1970s; “theoretical generalization of experience” – 1980s; “crisis” – the beginning of the 1990s; “transformation” of civil education (activation of the “search for the ideal”) – 2 half of the 1990s; “conceptualization” of education (growth of research and practical work, development of concepts, etc.) – end of XX – beginning of XXI century [150. PP. 16–42].

Today, Russian pedagogical science has developed conceptual foundations of educational and upbringing processes, presented in a variety of ways. It is a holistic approach to the study of the pedagogical process (V.S. Ilyin [231. P. 13]), personally oriented education (E.V. Bondarevskaya [36], V.V. Serikov [233], I.S. Yakimanskaya [284]), pedagogy of individuality (O.S. Grebenyuk [56]), humanitarian pedagogy (N.M. Borytko [40], I.A. Solovtsova [237], A.M. Baibakov [41]) and others. Fundamentals



of the personal-activity approach developed in the works of B.G. Ananyeva, L.S. Vygotsky, A.A. Verbitsky, I.A. Zimney, A.N. Leontiev, S.L. Rubinstein, A.M. Markova and others scientists [49], [105], [106], [148], [219]. It should be noted that these humanitarian paradigms are used to organize different directions educational work, including in solving problems of civil formation and development of personality [65. P. 90].

So, for example, E.L. Raikhlin in his dissertation research proves that the theoretical basis for the development of patriotic education of students should be based on essential features and characteristics of the civil society that is currently emerging time in Russia, as well as on current social needs and requirements states. In this regard, when developing a pedagogical concept development of patriotic self-awareness of students, she emphasizes the importance of taking into account the principles of the functioning of civil society – humanism, freedom of expression of a person, equality of opportunity, collectivism, functional conditioning, organization and cooperation. Accordingly, the design and implementation system of development of patriotic self-awareness of students is substantiated by the author based on the provisions of the systemic, cultural, historical, activity, personality-developing approaches [208. P. 7].

Formulating theoretical positions in the dissertation and substantiating structure and technologies of civil and patriotic education of youth, aimed at improving the efficiency of the educational process in multicultural environment of the university, V.V. Gladkikh relies on systemic activity approach. According to the author, this methodology, thanks to systemic unity of structural and procedural components, allows for a targeted pedagogical impact on personality [54. P. 12]. Assuming the right of researchers to choose their own position from a number of available theoretical and methodological foundations, we Nevertheless, we believe that in this approach there is some unidirectionality, which follows from the term “impact”. We agree with the opinion of N.M. Borytko that the source of development is in the pupil himself and is due to “internal regular reasons for self-movement; non-linear, crisis nature self-development” and implies the need to provide assistance (assistance) in the progressive development of man [40. P. 3].

The search for new ways to solve the problem of the formation of civil activity of students in the educational work of the university, in our opinion, should be associated with the choice of such scientific approaches that can provide creation of conditions that reveal and develop the abilities of young people people immanently inherent in them and contributing to a positive personal self-realization. That is why we are closer to the point of view L.V. Sikorskaya, who in her dissertation research “Pedagogical the potential of volunteering in the socialization of student youth”, constructs the process of socialization on the basis of pedagogical accompaniment of volunteer activities, where students act in as a subject and on the basis of specially organized training are included in long-term projects that ensure their productive socialization as a subject of voluntary activity [228. P. nine].

Being in the positions of humanitarian, personality-oriented concept, for the development and implementation of a model for the formation of civil activity of student youth in the educational work of the university, we chose a personal-activity approach, in which educational the activity of the university is “refracted” through the personality of the student, through his motives, value orientations, goals, interests, perspectives, etc.

Personal and activity approaches do not contradict each other, but enrich each other at the expense of the other. Their combination contributes to more deep understanding of educational issues, allows you to identify ways of forming the civic activity of students, as independent, active, active citizens with knowledge, developed need-motivational base and the ability to assess their internal resources and personal contribution to the development of civil society in modern Russia [65. P. 90]. As you know, S.L. Rubinstein first introduced the category of activity into Russian psychology and is considered one of the founders' activity approach in psychology. He argued that internal conditions act as the causes of self-development, self-movement, as driving forces for development. "The sources of development are in the very process development as its internal causes, and external causes act as conditions as circumstances" [218. P. 290]. The above quotation shows that self-organization cannot be imposed on the subject by force, from the outside.

However, internal resources require a certain external stimulation and activation. E.V. Bondarevskaya notes that "Landmarks acting in as non-violent conditions and means of demanding personal self-organization potential, perform the function of thin and soft regulators that externally initiate the activity of consciousness and the search for meaning, constructing one's own pedagogical picture and one's actions in it" [37. P. 262]. Thus, in our opinion, the activities of the university, organized in such a humanitarian way, is capable of becoming such landmark [65. P. 90]. The problem of identifying effective ways and means of forming civic engagement of student youth requires consideration and clarification of the basic scientific concepts that will help us define essential characteristics of the category "civil activity", to identify its structure, highlight the criteria and indicators of its formation. On the basis of the structure of civic engagement, we will be able to present thirty pedagogical model that helps to regulate the process of educational the work of the university on the formation of civic activity of students, and then its test and test its effectiveness. To do this, we analyze the concept of "activity" of the individual in the scientific literature. As noted by M.V. Gamezo and I.A. Domashenko, today psychology has a rich experience of theoretical and experimental the study of activity, which can become the basis for understanding problems of personality activity [50. P. 67].

According to the authors (M.V. Gamezo and I.A. Domashenko), the activity of the individual, along with biological and social factors, has of great importance, since it is she who provides interaction with the surrounding world, adaptation to the environment and its change, stimulates the participation of the individual in life and activity [50. P. 67].

Activity is the most important quality of a person, as it the ability to change the surrounding reality in accordance with own views, goals and needs (M.G. Yaroshevsky, A.V. Petrovsky). ON THE. Kanaeva emphasizes that with the phenomenon of activity almost any psychological formation of a person can be connected, including including psychological, physiological and social manifestations person. Therefore, the study of the nature, mechanisms of origin, development and manifestations of human activity is so important in order to find effective means and ways to promote the formation of activity personality focused on improving not only their own well-being, but also the prosperity of society as a whole [124. PP. 102–104].

In various psychological schools, the views of scientists on nature human activity differ depending on the interpretation of the concept personality and the driving forces of its development. Thus, the founder of the theory and practice of psychoanalysis

Z. Freud saw the source of human activity in instinctive urges given to him from birth and transmitted through inheritance from generation to generation: “activity is the world of instincts, biological and physiological urges, unconscious impulses, drives, the nature of which is unknown” [50. P. 68].

L.S. Vygotsky opposed the theory of biological regulation of behavior and insisted that in the course of the study of complex human problems it is impossible to ignore the problem of consciousness. IN developed by him cultural and historical concept of social historical regulation of human activity is conscious. By L.S. Vygotsky, the specificity of personality development lies in the fact that it occurs through the appropriation of historically developed forms and methods activities. Moreover, the leading role is played by organized learning that creates a “zone of proximal development” and sets in motion internal forces that allow the student to (pupil) to rise, as it were, above himself [49]. Domestic psychologists among the sources of motivation for “activity” in addition to instinctive, there are also such concepts as “will”, action and motive. Psychologist A.V. Petrovsky noted that the activity personality is manifested in volitional acts, creativity, communication. Activity is the ability of a person to produce socially significant transformations in the world based on the appropriation of wealth material and spiritual culture [195. PP. 186–198]. A.F. Lazursky looked at the activity as a manifestation of the strength or weakness of desires and inclinations, the ability concentration of volitional effort [145. PP. 17–26]. S.L. Rubinstein emphasized the special role of the will in motivational processes: “In reality, every truly volitional action is electoral act, including a conscious choice and decision” [204. P. 253]. K.K. Platonov considered activity as intensity orientation of the individual to a particular activity, the most clearly manifested in character [197. PP. 34–45]. Psychologist A.N. Leontiev noted that there is no activity outside of activity and activity out of activity [148. PP. 176–187]. He associated activity with goal-directed behavior and also noted that conscious becomes as a result of “shift of the motive to the goal” [148. PP. 202–213]. K.A. Abulkhanova-Slavskaya correlates the concepts of “activity” and “motive”: “From the arsenal of internal personality characteristics, a special role in activity is played by its motives...” [3. PP. 103]. She also notes that activity is manifested in the components of activity – operations, actions [2. PP. 13–21]. She distinguishes several types of personalities in dependence on self-esteem, which further determines the level human activity: 1) type of infantile, psychologically immature personality (generates stagnant activity); 2) personality type prone to fixation on failures, inadequacy of self-assessments (complex inferiority practically suppresses the personality and its activity); 3) type personality, not capable of adequate self-esteem, prone to subjective (the activity of such a person tends to stagnate); 4) type of person who evaluates himself in terms of cause and effect in social processes (a person is able to find forms of his participation in social processes) [2. P. 16].

Based on the data of psychological science, we can conclude that it is impossible to interpret the activity of the individual outside of its consideration in correlation with socially significant activities [63].

In Russian, there is a convergence of the concepts of “activity” and “activity”. So, in the “Dictionary of the Russian language” S.I. Ozhegov gives two definition of “active”. In the first sense, “active” is active, energetic, (antonym – passive), in the second – active, developing [184]. In the explanatory dictionary edited by D.N. Ushakov added third value: active – effective, satisfying urgent requirements of modernity [257].



“Activity” S.I. Ozhegov associates with “occupation”, “labor” [184]. Perhaps this is the result of the fact that the Russian word “activity” is borrowed from the Latin language, in which it means “active”.

At the same time, it is wrong to equate the concepts of activity and activities. Today, researchers refer to “activity” more broadly than activity (V.I. Kremyansky, V.G. Mordkovich) [142], [168].

L.P. Stankevich, A.G. Kovalev interpret activity as characteristics of activity [130], A.N. Leontiev, E.S. Markaryan, M.V. Demin, V.A. Petrovsky – as expanded reproduction activities [148]. However, note that the activity can be either active and passive [63. P. 16]. And activity cannot be passive.

This is the main difference between these two concepts. V.A. Petrovsky writes: “Goal-setting activity must be understood as an internal characteristic of activity, as an activity that acts in a special its aspect – from the side of its own formation, development, modifications” [195. P. 224].

As biologists emphasize, activity is the whole content life, is a universal characteristic of all living organisms (Bernstein N.A.) [281]. At the same time, as L.S. Vygotsky, for everyone the highest functions are the real social relations of people: “The mental nature of man is a set of social relations transferred inward and becoming personality functions and forms its structures [48. P. 144]. Such scientists-philosophers as E.A. Anufriev, S.M. Kosolapov, N.S. Mansurov also interpret the activity of the individual as a social quality that provides the greatest initiative, purposefulness, independence of the subject in various areas of his activities [15]. S.S. Batenin, L.P. Bueva, L.N. Mitrokhin, A.G. Khripkova activity is understood as a special state of any activity, characterized by a positively expressed side of the interaction of the subject with the environment [268]. Philosopher P.S. Gurevich believes that activity is “the ability break out of the walls of your isolated self, be interested in, strive for something, to grow, to be renewed” ... “this is an opportunity to show your talents, wealth of human talents” [76. PP. 34–45].

M.S. Kagan represents the phenomenon of human activity in two aspects: in the first case, the “activity of the subject”, focused on an object, either modifies it or preserves its integrity; in the second “activity subject” returns to him in the form of information (about the object itself, its role and significance) [121. PP. 67–87]. According to M.S. Kaganu, from the species structure of human activity follows the structure of personality, which characterized by five potentials: cognitive, value, creative (constructive, productive), communicative and artistic (aesthetic). Therefore, personality is not defined by their character, temperament, physical qualities, etc., but by 1) what and how she knows, 2) what and how she appreciates, 3) what and how she creates, 4) with whom and how she communicates, 5) what are her artistic needs and how does she satisfies [120. PP. 260–262].

In the pedagogical encyclopedic dictionary, personality activity considered as “the orientation of the individual to a certain activity that is most clearly manifested in the character” [192].

K.K. Platonov points out that “human activity in relation to the world, the ability to transform material and spiritual environments through the development socio-historical experience of mankind” [197. PP. 105–114]. In Russian Pedagogical Encyclopedia “activity” is manifested in creative activity, volitional acts, communication” [216]. Consequently, we can conclude that “need”, “motive”, “will” are regulator of human activity and play an important role in shaping civic activity of student youth [63].

If we talk about pedagogical literature, then it contains a large number of characteristics of the concept of “activity”. Note some of them: L.P. Aristova considers activity as a manifestation transformative actions of the subject in relation to others objects and phenomena [17. PP. 112–122]; N.A. Polovnikova interprets activity as a readiness for energetic acquisition of knowledge [199. PP. 72–75]; R.A. Nizamov sees activity as a volitional state that characterizes enhanced work of the individual [176. PP. 24–32]; I.V. Orlov in the basis of activity puts the attitude shown by the student to the activity, which characterized by the desire to achieve the goal within given time [272. PP. 478–87]. V.T. Lisovskaya in manifestation “activity” sees the importance of voluntariness, consciousness and initiative in this process [151. PP. 213–218]. Pedagogical aspects of the formation of activity are considered in works of such scientists as S.I. Arkhangelsky, M.Yu. Babansky, T.K. Klimenko, A.V. Mudrik, A.I. Mishchenko, N.N. Nikitina, N.K. Shabanov, E.N. Shiyonov, L.N. Farafonova and others [19], [170], [179]. In their pedagogical research, the authors emphasize that “activity” is a state associated with the performance of any act of communication or actions, as well as the property of the personality, the formation of which is included in the goals educational process [19], [170], [179]. They point out that the problem formation of social activity of the individual is complex and multifaceted and requires a lot of research work.

Thus, the analysis of scientific literature allows us to judge whether that activity, being a property (instinctive drive) of data a person from birth and accompanying a person throughout his life, continues to form, develop and change in the process interaction with the outside world. Activity is capable of both directing personality to find its place in the world around, and to change surrounding reality in accordance with their own views, goals and needs. Human behavior is understood as active, but it is man who chooses its forms. It confirms the importance of taking into account these parameters in the course of organizing educational work, especially when it comes to student age [63].

In addition to the concepts of activity discussed above, for the purposes of our research, it is necessary to turn to scientific interpretations of the concepts “citizen” and “citizenship”. S.I. Ozhegov in the “Dictionary of the Russian language” characterizes “citizen as – a person belonging to the permanent population of a given state, enjoying its protection and endowed with a combination of political and other rights and obligations” [184]. A similar point of view was held also A.S. Fornby, a citizen is “a person who has complete rights in the state either by birth or acquired” [177. PP. 19–23]. L.V. Lazarev interpreted the concept of “citizenship” from a legal point of view. sides. He viewed the citizen as a participant in the political and legal life of a society with rights, freedoms and obligations stipulated by the Constitution [177. PP. 19–23].

We see that this definition emphasizes the legal status citizen, while many teachers complement the semantic field the words “citizen”, connecting to the legal characteristics also personal qualities.

So, for example, V.M. Shepel emphasizes the idea of personal responsibility, the duty of a citizen to society. In his opinion, “...to be a citizen means not only to be a member of society (country), but also deeply aware of personal involvement with their people, be responsible for everything that happens in society (country)...” [274. PP. 60–70]. A.S. Gayazov argues that the concept of “citizen” implies based on the creation of a set of mutual obligations, a certain system of interrelationships between the state and the citizen, society and

personality [51. PP. 56–68]. V.V. Fortunov traces the concept of “citizen” as an important characteristic of the individual, which should be distinguished by humanism, social activity, professionalism, conscious use the legal status granted to that person state on behalf of society. A good citizen, according to V.V. Fortunov, only the one who performs the duties, determined by the Constitution [265. PP. 101–119]. The above definition similar in meaning to the concept of “citizenship”. Citizen is a person having a political, legal and moral culture. Citizenship – a political and legal phenomenon based on the foundations of morality. But the most important qualities, in our opinion, endow citizen V.A. Sukhomlinsky: “A citizen should strive to preserve and increase the wealth of your family and homeland, know the laws and love your Motherland, its way of life and culture” [248]. In the very concepts of “citizenship” and “patriotism” V.A. Sukhomlinsky invested a very definite moral meaning, showing that a citizen begins in a person when the scope of his personal interests is expanding, including the interests of many of people. One of the facets of civil, political consciousness of a person is his responsibility to his own conscience – this is, according to V.A. Sukhomlinsky, the leading criterion of upbringing. purpose feature and content of educational work in humanistic pedagogy V.A. Sukhomlinsky, which should be paid attention in connection with the topic of this study lies in the fact that they are addressed to the multifaceted meeting the needs of pupils in creative activity, which is experienced as a moral dignity, so that, working for society, a person already in the years of adolescence and early youth felt his civil activity [253. PP. 207–218].

Analyzing scientific sources, we observe the similarity of concepts “citizen” and “citizenship”. And here also important the position of V.A. Sukhomlinsky, which means “citizenship” both as a quality of personality and as conscious, moral attitude of the individual to everything that surrounds him, in including society [250. P. 323–237]. The teacher thinks that “citizenship” is the root of beliefs, thoughts, feelings, actions human being is a complex socio-psychological phenomenon in which intellectual, emotional, strong-willed and practical aspects of the life of the individual [252. PP. 61–68].

The formation of citizenship, according to V.A. Sukhomlinsky, is the main goal in educating the individual: “... the universal human alphabet morality, we strive to spiritualize civic activity and independence. It is necessary not only to know what is good and what is bad, but to act well in the name of the greatness and power of the Motherland” [249].

In the pedagogical dictionary, “citizenship” is interpreted as moral quality of the individual, which determines the conscious and active fulfillment of civic obligations and debt to the state, society, people; exact observance and respect for the laws of the country, reasonable use of their civil rights [191]. A.A. Kozlov expands the concept of citizenship: in addition to the formal belonging to the state, he interprets it as “moral and legal relationship associated with vector development trends humanity” [55. PP. 45-49]. Russian philosopher I.A. Ilyin in concept “citizenship” introduced characteristics such as respect for attitude towards other citizens and state power, internal freedom and the ability to turn it into voluntary loyalty, a feeling self-esteem and duty [111. PP. 53–64]. A.V. Belyaev gives definition of the concept of citizenship, based on the degree of culture personality (civil culture), as well as from the social orientation personality and sense of unity of a person with his country [30. PP. 127–138].

With such an approach, citizenship and its formation cannot not affect the emotional-evaluative sphere of the personality, and its activation in the process of education is able to ensure the accumulation of creative potential, the embodiment in life practice of the essential forces and realization of oneself as a person.

Analyzing the scientific literature, it can be concluded that scientists, interpreting “citizenship”, in human activity a special place is given to social orientation. I.V. Known for defining the concept “citizenship” emphasizes the importance of fulfilling social functions: patriotic devotion, protection of the interests of the Fatherland, law-abiding [109]. A.S. Gayazov believes that citizenship is human activity aimed at the interests of the state and society [51]. Citizenship implies independence, desire a person to participate in the life and government of the country [177]. According to A.P. Zhigadlo, citizenship is a quality of personality, expressed in awareness and assessment by the individual of his civil rights and obligations; in totality of civic values, feelings and personality traits, with the help of which a person consolidates his position as a citizen; in active socially significant activity expressing awareness personality of his social role as a citizen [94. PP. 113–118].

D.A. Arkhangelsky believes that “citizenship” is “the highest level of human moral consciousness” [19]. “Citizenship” he sees as a complex of subjective qualities of the personality of a person performing the main social and role functions are law-abiding, patriotic devotion in a free and honest commitment to orientation to generally accepted norms and moral values [19]. P.I. Babochkin considers “citizenship” as “civil consciousness and self-awareness aimed at the formation of progressive forms the life of society and the individual, the psychological attitude to active action in the interests of the whole society, citizenship and socially useful activity” [22. PP. 48–56]. Summarizing the essence of the concept of “citizenship”, we can distinguish in it as the most striking characteristics: patriotic devotion, independence, orientation to civil and moral values, desire of a person to participate in the life and government of the country, awareness and assessment by the individual of his civil rights and obligations, installation on active socially significant activity. In modern social conditions for the formation of civil society in Russia, in our opinion, a young person needs to have the features of a human citizen, aware of himself as a free and equal member of society, endowed with a set of rights, a person who understands the responsibility for their involvement in all public and state problems actively participating in the socio-political life of the country, loving his country [64. PP. 112].

The indicated characteristics will be used by us in the future. when developing the levels of formation of civic engagement and will serve as criteria for evaluating the results of experimental experimental work. The logic of our study requires a meaningful analysis of the concept “civic activity”, which has developed in modern scientific knowledge. The explanatory dictionary of social science terms defines civic activity as “the activity of individuals and social groups, aimed at changing and developing civil society” [283].

From the point of view of the socio-philosophical study of civil activity of the individual is a form of multifaceted activity, focused on satisfaction of diverse non-biological human needs (social, cultural, spiritual). In scientific literature (K.A. Abulkhanova-Slavskaya, I.A. Zimnyaya, L.M. Semenyuk) especially emphasizes the need to understand civic engagement as social property, indicating the social maturity of



a person, including spiritual, psychological, mental, legal, labor, ideological maturity of the individual [2], [106], [227]. L.M. Semenyuk assesses civic activity as the basis, determining the value and integrity of the individual. From civic activism (implemented in a civilly active life position) depends attitude both to oneself and to other people, society and the state [227].

Civic activity, according to L.V. Semenyuk, is a special personal quality, which in its integrity includes all indicators citizenship, civic position, due to the peculiarities the social nature of a person formed in prosocial activity [227].

In modern studies, S.I. Belentsov “civic activity” is understood as one of the forms of social activity inherent in the individual and various associations of citizens, the main purpose of which is the realization of socially significant interests. It depends on spiritual and political values and orientations, general culture of the subject and behavior [28. PP. 15–21].

In the works of T.N. Malkovskaya on the problems of the social personality, the manifestation of civic activity can be traced in relation to other people and the state in which the citizen lives; in activities to change oneself, as well as in the readiness and ability to influence social events [161. PP. 35–39]. “Being a dynamic entity”, writes T.N. Malkovskaya, “social activity can have a different degree of manifestation, depending on the ratio of the individual’s attitudes to activity and communication and the social space in which he can realize these attitudes” [161. PP. 36]. Further, the author emphasizes that the natural and social environment that provides life person and the maximum realization of his creative potential – hardly not the most global problem of our time [161. PP. 136]. Exactly this the last statement emphasizes the importance of pedagogical work on creating an educational space that can stimulate civic way of thinking, values and actions of the individual.

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