



АЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ
ФИЛОСОФИЯ ЖӘНЕ СЯСАТТАНУ ФАКУЛЬТЕТІ

AL-FARABI KAZAKH NATIONAL UNIVERSITY
FACULTY OF PHILOSOPHY AND POLITICAL SCIENCE

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ
ФАКУЛЬТЕТ ФИЛОСОФИИ И ПОЛИТОЛОГИИ

«ФИЛОСОФИЯ - ТАҢДАУ ЖӘНЕ МАМАНДЫҚ» ХАЛЫҚАРАЛЫҚ
ҒЫЛЫМИ-ТЕОРИЯЛЫҚ КОНФЕРЕНЦИЯ МАТЕРИАЛДАРЫ
Алматы, 17 қараша 2016 ж.

MATERIALS
OF INTERNATIONAL SCIENTIFIC CONFERENCE
"PHILOSOPHY AS A VOCATION AND PROFESSION"
Almaty, November 17, 2016

МАТЕРИАЛЫ МЕЖДУНАРОДНОЙ НАУЧНО-ТЕОРЕТИЧЕСКОЙ
КОНФЕРЕНЦИИ
«ФИЛОСОФИЯ КАК ПРИЗВАНИЕ И ПРОФЕССИЯ»
Алматы, 17 ноября 2016 г.

Kamshat Kindikbayeva
PhD student of 2 course
"Philosophy" specialty
Al-Farabi Kazakh National University
Myamesheva G.H.
Ph.D., Associate Professor

The Formation of Civic Identity among Schoolchildren

In the context of the transformation of the current education system that affects all social institutions, civic education is one of the key provisions. Formation of civic identity is determined by socio-cultural, economic and educational situation in the country in terms of multiculturalism in modern society. According to the concept of spiritual and moral development and education of the citizen of Kazakhstan, education plays a key role in the consolidation of the Kazakhstan society. School is the main tool of identity formation in the younger generation and is responsible not only for the knowledge, but also for the education of patriotism, the formation of ideas about Motherland, about the native culture, as well as the behaviors required for successful functioning in the human societies, active citizenship, awareness of the moral sense, freedom inseparable from civil liability. Civic identity is the basis of group identity, integrating the country's population and is a guarantee of the stability of the state.

Referring to the concept of civic identity. There are several approaches to determining the identity of the concept in general, and in particular civil identity. According to A.G. Asmolov's concept, the basis of this takes the awareness of belonging to the common cultural basis, and the fact that the notion of civic identity are not equally with the notion of citizenship, and has a personal meaning that defines a holistic attitude towards the social and natural world. T. Vodolazhskaya considers this concept as part of the personality in its basic needs, of belonging to a particular group. On the basis of these approaches, it can be concluded that the civic identity understood as an awareness of belonging to a community of citizens of a state based on the awareness of the civil community, as a collective entity; or the identification of the civil identity of the person - the status of the citizen. A.N. Joffe identifies four structural component of civic identity: the first - the cognitive, which refers to civil awareness and literacy; the second - value - citizenship, emotional - patriotism, love to the Motherland to the edge; the activity - citizenship, action to solve problems and help others. By A.G. Asmolov becoming of civil identity formation requires four components of personality: cognitive - knowledge of belonging to a community of citizens, value - of having a positive attitude to the fact of belonging, emotional - the adoption of civic identity, behavioral - participation in public life [1]. To have the above components, based on the M. Bychkova's work can be added components such as cognitive, emotional and evaluative and axiological (value-oriented) [2].

Based on the above proposed concepts, the author developed an idea of the structural components and their occupancy:

- cognitive - knowledge possessed by a person to identify himself as a citizen, as well as the knowledge to enable it to actively express their civic position (knowledge about the historical past of the state, political culture, government agencies, and others);
- value-indicative - defined citizenship identity, its relation to concepts such as homeland, fatherland, Respect for each subject, as a citizen of his citizenship;
- emotional evaluative - the ability to reflexivity own civil behavior, clear and reasoned civil position, ability to assess and compare their actions with civil ideals and values of the state;
- the activity (practical) - is determined by the behavior of the person, as a citizen of a particular state, participation in public and political life of the country, its legal activities and civic engagement.

Based on the content of civic identity, it becomes possible to identify the factors that determine its formation. It is necessary to highlight the objective and subjective factors. The objective factors are those that do not depend on human activity and volitional decisions. These factors include: a common historical past (usually expressed in legends, symbols and other historical sources); self community (other various ethnicities); a common language, which is spoken by the majority of citizens in the state; common culture (political, legal, economic); emotional states, living community, related to the situation developing in the country.

In this case, Kazakhstan civil identity - awareness of the individual belonging to the Kazakh state, a citizen of Kazakhstan; willingness and ability to perform civic duties, exercising their rights to participate actively in public life and society. Kazakhstan - a multiethnic state that recognizes the foundations of secular society, but in which, and education plays an important role in the process of education and self-identification. Despite the versatility sought by modern society, it is necessary to consider the role of national traditions in education. Therefore, the task of the school is to build a multicultural environment for possible civil identity of personality development.

Subjective factors determining identity formation related to a particular situation, subjects, content. In this situation, the school will be considered as means of formation of civic identity in pupils and depending on it, highlighted the following factors:

- Schoolchildren's objectives of education and training, established at the state level, for example, the formation of civic identity is defined by state standards, as a personal result in the development of the main program of a comprehensive school;
- observation education obtained at school as part of a comprehensive school program, determined by the specific requirements of modern society to education. In this case, the content is considered as the main subjects studied by students, as

well as in extra-curricular activities in the subjects as well as in educational activities in educational institutions.

- the effectiveness of the formation of civic identity is determined by the methods, forms, techniques used by teachers in their teaching practice, mechanisms, ways of organizing activities (individual, collective, independent, interactive, etc.), all of which is the third factor.

- the opportunity to exercise their civic position (possibility of application of knowledge in the educational environment, the development of associations, non-governmental organizations, local governments, for the implementation of the activity component of civic identity, expression of civic engagement).

Forming a process identity in the first place, having determinants age and the individual belonging to specific communities depends on the priority of a community in the age group. Inclusion of the individual comes from the micro - social to macro - social, passes through three stages: ethno-national, public-civil and regional, forming a general idea about the subject of his identity. The development of civic identity component also has an age division, for example, the younger student still will not be able to master the activity component of the full and the level of cognitive and value-semantic level will differ from the older student. [3]

The next group of subjective factors determined in accordance with the influence of the teacher on the formation of civil identity of schoolchild:

- competence of teaching staff in the formation of civil identity of the student,
- readiness and willingness to spend time and efforts for the development of the personal results at school, the amount of time given to educational activities;
- creating and maintaining the motivation of students to this process, (regular and systematic implementation of the required action).

To summarize, it should be noted that highlighting the factors determining the formation of civic identity, there is an opportunity to build towards achieving this goal, in this case, for the effective formation of civil identity among Schoolchildren. Knowledge of the basic factors of components of the notion of the formation of civic identity, helping the teacher to see and simulate it holistically, consciously set goals pedagogical activity, to determine its content, to explore the possibilities of their students, to choose effective forms and methods of work, to objectively assess the results, that is, research identity among Schoolchildren.

References:

1. Asmolov A.G. Educational materials for teachers of the different stages of the general education system on the formation of civil identity of the person of students in the framework of social partnership between home and school. [Electronic resource] <http://www.firo.ru/>; p. 7245

2. Bychkova V. Methodical aspects of formation of legal consciousness of students as one of the key components of civic identity // The teaching of history in schools. - 2015. - №2. - P. 14-21.

3. Shakurova V.M. Formation of the Russian civil identity: the problem of teacher // Pedagogy - 2014. - №3 - P. 8