



Creative and Constructive Modus of Civic Activity of the Younger Generation

Sergei I. Belentsov¹, Irina V. Ilyina¹

¹Federal State Budgetary Educational Institution of Higher Education, Kursk State University, RUSSIAN FEDERATION

*Corresponding Authors (Tel: +7(919)130-19-19, Email: si_bel@mail.ru).

Paper ID: 14A1H

Volume 14 Issue 1

Received 06 September 2022

Received in revised form 06 December 2022

Accepted 13 December 2022

Available online 20 December 2022

Keywords:

Education; Social education; Younger generation; Socialization; Civic position.

Abstract

The purpose of this manuscript is to characterize the phenomenon of the creative and constructive modus of civic activity of the younger generation, the orientation and nature of their influence on the civic position, and the establishment of leading pedagogical conditions with their influence on the development of the modus of civic activity. This should be taken into account in order to optimize the education of modern youth, overcoming intolerance and social radicalism of students. The authors understand it as the conscious and responsible participation of adolescents in the political, organizational, managerial, labor, and other life of society. The creative and constructive modus of civic activity is based on respect and trust in the institutions of state power and other citizens, knowledge, and observance of legal norms, understanding and acceptance of duties to the Motherland and civil rights, initiative and self-activity in various spheres of socially useful work. The theoretical basis of the manuscript is based on the theory of interaction of personality, collective and social environment; the theory of social education in the process of socialization of personality; theoretical provisions on social values and their influence on the formation of the personality of a citizen and patriot. This article may be useful to pedagogical workers, specialists in youth work, and pedagogical administrators on issues of civil and patriotic education of youth, and their involvement in creative, cultural work for the benefit of the Motherland.

Discipline: Education

©2023 INT TRANS J ENG MANAG SCI TECH.

Cite This Article:

Belentsov, S.I., Ilyina I.V. (2023). Creative and Constructive Modus of Civic Activity of the Younger Generation. *International Transaction Journal of Engineering, Management, & Applied Sciences & Technologies*, 14(1), 14A1H, 1-11. <http://TUENGR.COM/V14/14A1H.pdf> DOI: 10.14456/ITJEMAST.2023.8

1 Introduction

The relevance and importance of this manuscript are due to the growing scale of illegal actions of the younger generation and their accumulation in society. This creates a global social

and socio-psychological and pedagogical problem (Belentsov, Fahrutdinova, Okulich-Kazarin, 2017).

The correct proactive life position of the younger generation (a socially-oriented desire to make life better, reveal their talents and constantly improve themselves) is necessary for a full-fledged restart of civil society. The States are constantly creating all the conditions for this. The most important requirement (to take the first step and try) is presented to a citizen. These ideas are especially intensively transmitted to more active and caring youth in this case.

Conscious civic activity is an essential condition for successful social education and civic formation of the younger generation. The active life position of a young person is positively formed through his active participation in various aspects of public life. He is involved in significant social actions, practically mastering the skills of conducting discussions and defending his point of view (Prutchenkov, 1998).

The creative and constructive mode of civic activity of the younger generation is understood by us as the conscious and responsible participation of adolescents in the political, organizational, managerial, and working life of society. It is based on respect and trust in the institutions of state power and other citizens, knowledge and observance of legal norms, understanding and acceptance of duties to the Motherland and civil rights, initiative and initiative in various spheres of socially useful work.

The significance and relevance of using the creative and constructive mode of civic activity of the younger generation lie in the study of a new modern scientific direction of the process of civic and patriotic education of the younger generation. It is aimed at improving the global problem of countering man-made, biogenic, socio-cultural threats, terrorism and ideological extremism, as well as cyber threats and other sources of danger to society, the economy and the state.

2 Literature Review

The problem of civic engagement of the younger generation is studied in two main layers in the pedagogical literature.

1. Manifestations of civic activity of schoolchildren were characterized in studies. The authors of these works studied the process of development of Russian education throughout the period under review or its individual stages (Bim-Bad, 2003; Boguslavsky, 2005).

The changes in various spheres of public life in Russia were comprehended by historians, philosophers, and public figures (Berdyaev, 2005; Bulgakov, 1990).

Pedagogical aspects of the civic activity of the younger generation were considered in the works of teachers (Kapterev, 1908; Levitin, 1899).

2. At the same time, special works are available and are devoted to the problem of the manifestation and development of the creative and constructive mode of civic activity of schoolchildren. Russian historical and pedagogical studies of N. Vatnik "The movement of secondary school students during the First Russian Revolution (based on the materials of the Moscow School District)" (Moscow, 1985) (Vatnik, 1985), A. Vigdorov "The movement of secondary

school students during the first Russian Revolution” (Moscow, 1958) (Vigdorov, 1958) characterize the process under study. Theoretical works thoroughly cover various aspects of the development and manifestation of the civic activity of schoolchildren in the second half of the XIX – early XX centuries: G. Grevtseva “Civic education as a factor of socialization of schoolchildren” (Chelyabinsk, 2006) (Grevtseva, 2005), L. Semenyuk “Psychology of civic activity: features, conditions of development” (Sochi, 2007) (Semenyuk, 2006).

3 Method

The methodological and theoretical foundations of the study are determined by an integrated approach. It means the unity of goals and objectives, content, methods and forms of educational influence and interaction. The axiological approach is also fundamental. The humanistically oriented method plays an important role in the study of socio-pedagogical phenomena and the most important stages of the development of pedagogy and education. Ideas of socialization and social activity of the individual characterize the content of the creative and constructive mode of civic activity of the younger generation.

The theoretical basis of the manuscript is based on the theory of interaction of personality, collective and social environment; the theory of social education in the process of socialization of personality; theoretical provisions on social values and their influence on the formation of the personality of a citizen and patriot.

Complex modern pedagogical methods are used in solving research problems. Theoretical methods (generalization, systematization, classification, interpretation of the material) are presented in publications of the studied period and modern works.

Systematization, classification and modeling of the studied phenomena and processes, as well as the problem-chronological method of grouping research material, is used in the manuscript.

The structural method presupposes the allocation within the studied concept of the creative and constructive mode of civic activity of the younger generation of its structural and hierarchical components.

The observational method implies objective observation of the development of the creative and constructive mode of civic activity of the younger generation in the presence of a clear target setting.

4 Result and Discussion

Pedagogical comprehension of the problem of civic activity of the personality of the younger generation begins with the identification of its essential characteristics.

4.1 On the History of the Concept of “Civic Activity”

The beginning of the widespread use of the term “activity” refers to the 30s. XIX century. It was a time of economic development, the formation of markets and trade. The need to react quickly to social changes, the desire to get rich and accumulate capital, the manifestation of initiative, and energy filled it with concrete content. Activity acquired commercial meaning.

But the interpretation of this word is given with the meaning of “active”, and “alive” without any commercial specification already in Dahl (1863).

The word “activity” came from the Latin “activus” in the Russian language. It means “effective”, “active” (from ago, actum, agere) – “I set in motion”, “I act”. This also indicates its origin. The category of “activity” is really connected with the concept of activity in relation to a person. The concept of “asset” is interpreted as “the most active, advanced part of an association, or organization” in encyclopedic dictionaries. The intensity of the subject's activity above the average level acts as a kind of activity criterion.

A comprehensive study of the relevant scientific literature has been shown. Activity is a sociological category. It characterizes the combination of properties (qualities) of a social object (personality, group, society as a whole). At the same time, the subject develops himself toward the goal determined for him (The Sociological Encyclopedia, 2003).

In a differentiated form, social activity acts as a set of types of activity in various spheres of public life. The release of labor, political, as well as spiritual activity of social subjects society is generally recognized.

Five common signs of activity with a characteristic of the initial capabilities of living systems and an important methodological significance for understanding the sociological essence of social activity are highlighted:

1. Lack of indifference to essential, vital environmental influences.
2. The presence of a complex of properties with self-movement of living and social forms of matter. This is expressed in the “self-determination” of living and social systems (taking into account their specifics), in their ability to self-regulation, self-organization, self-preservation, self-development, etc.
3. The direction of the impact on the environment with the overcoming of external destructive forces.
4. Orientation of the system to the future.
5. The system's choice of the nature of behavior in changeable environmental conditions (The Sociological Encyclopedia, 2003).

The totality of these properties of living and social systems and the dynamics of the struggle with the environment for their existence characterize the mechanism of “independent reaction force” (F. Engels). This “force” is more correctly denoted by the term “activity” of the “motion of matter”. “Social activity” is the most general concept.

Social activity has always been historically limited. Practical activity and only then theoretical activity are the basis of the historical process of self-generation and human development.

The practical creation of the objective world and the processing of inorganic nature is the self-affirmation of man as a creative generic being (K. Marx). The methodology of this approach

makes it possible to draw a definite conclusion about the three features of the interaction of a social subject from the standpoint of sociology.

Firstly, the activity of people in relation to the objective laws of the development of nature and society is expedient and purposeful. The social progress of a community of people is a consequence of this.

Secondly, theoretical knowledge and understanding of objective laws of development determine the activity of people in the case of reliance on their practice.

Thirdly, the nature of the social activity of the subject, and its transformative essence are revealed in the form of the sociology of the activities of specific classes, social groups and individuals in the conditions of a certain socio-economic formation (The Sociological Encyclopedia, 2003).

At the same time, social activity is closely intertwined with civic activity.

Civic engagement is one of the forms of social activism. The realization of socially significant interests is the main goal. It is inherent in the individual and various associations of citizens. Civic activity depends on spiritual and political values and orientations, the general culture of the subject of activity and behavior (The Sociological Encyclopedia, 2003).

The implementation of civic activism in social practice involves both constructive forms of manifestation for the consolidation and progress of society and destructive forms of manifestation with the aggravation of social instability and disunity, dehumanization of public relations, and the spread of socially dangerous ideological attitudes and behavioral standards.

Civic activity is aimed at attracting the maximum possible attention of the public, the media, and government structures to various kinds of public problems. Youth problems stand out in particular. They are connected with the development of education, culture, and the state of economic affairs.

The process of forming civic engagement can proceed spontaneously, through discussions, exchange of opinions, and comparison of different points of view, as well as through collective self-organization of civic associations into public commissions, and councils. The range of their actions is quite wide. Collecting signatures, filing petitions, street demonstrations and acts of civil disobedience are used. In many cases, such actions are associated with the manifestation of mass emotions. They find their expression in picketing, protest rallies, and distribution of printed materials, leaflets, newspapers, and other forms. This kind of civic activity presupposes pressure on the authorities in order to develop and adopt appropriate political decisions.

Civic engagement is based on the principles of full voluntariness and freedom of participation. Initiators and members of civil actions act, as a rule, without coercion, at their own will in the context of civil responsibility for the consequences of their initiatives before the law, and morals – before the people around them.

Civic activism has an impact on the development of political relations in society, can contribute to their preservation and strengthening, or influence the change in the status quo in relations between political actors.

The civic activity of the individual is manifested in all spheres of life in modern society.

Radical manifestations of civic activism are of particular concern. Analysis of the array of sources showed. The theory and practice of defending and applying decisive measures to implement fundamental social transformations are understood as radicalism. The origins of radicalism lie in the violation of sustainable social development, liberation from the historical past, from centuries-old cultural traditions. Radicalism manifests itself in value orientations, stable forms of behavior of subjects aimed at opposition to existing structures, institutions, and values as a socio-cultural phenomenon. As a psychological phenomenon, radicalism manifests itself in nihilism, and maximalism, ignoring the invariants of sociality.

The problem of civic activity of the younger generation is also being actualized on the following grounds at the present stage:

- exclusion of young people from socially significant activities in society;
- lack of a system for mastering political literacy in educational institutions;
- the need for the manifestation of social activity by students;
- the desire for practical participation in self-government (Svodnova, 2015).

The student's experience of the mental state of alienation from society, inferiority, immaturity, and lack of involvement in connection with the insufficient organization of labor and moral education creates a vacuum and prepares the ground in the minds of young people for the perception of antisocial influences.

In addition, the official, often formal, forced political education at school comes into sharp conflict with the spontaneously emerging everyday consciousness of young people. The everyday attitude of schoolchildren to personal and public life is formed in the family: in informal communication, under the influence of unorganized influences, the media.

In this manuscript, we understand the civic activity of the younger generation as one of the forms of realization of the totality of their socially significant properties and interests. They are determined by the level of formation and orientation of the spiritual, cultural and political interests of the students.

4.2 Creative and Constructive modUS of Civic Activity of the Younger Generation as a Psychological and Pedagogical Phenomenon

In our manuscript, we introduce the concept of "modus". It comes from the Latin word "modus". It's a philosophical term. "Modus" denotes an accidental, insignificant, impermanent property of an object, a way of being, acting, experiencing, and thinking.

We characterize the phenomenon of civic activity of the younger generation. We consider it appropriate to introduce the term creative and constructive modus of youth civic activity and consider it as a special property of the concept under consideration (Kurshev, 2015).

The creative and constructive modus of civic activity of the younger generation is understood by us as a set of values, meanings and norms of individual behavior in the process of social relationships. Its main elements include interpersonal trust and solidarity; social responsibility and justice; all-Russian identity.

Interpersonal trust and solidarity involve taking into account the interests of others and searching for ways and means to reach an agreement in conditions of increasing conflict, uncertainty, and interdependence. They determine the essence of these components of the mode of citizenship of the younger generation in pedagogical theory and practice. Its meaning lies in the justification of solidarity as a humanistic foundation of a culture of trust (Kozhemyakina, 2015).

Trust as a key concept is considered a social value. It presupposes an active possibility of relying on the will of another in the context of voluntary commitments.

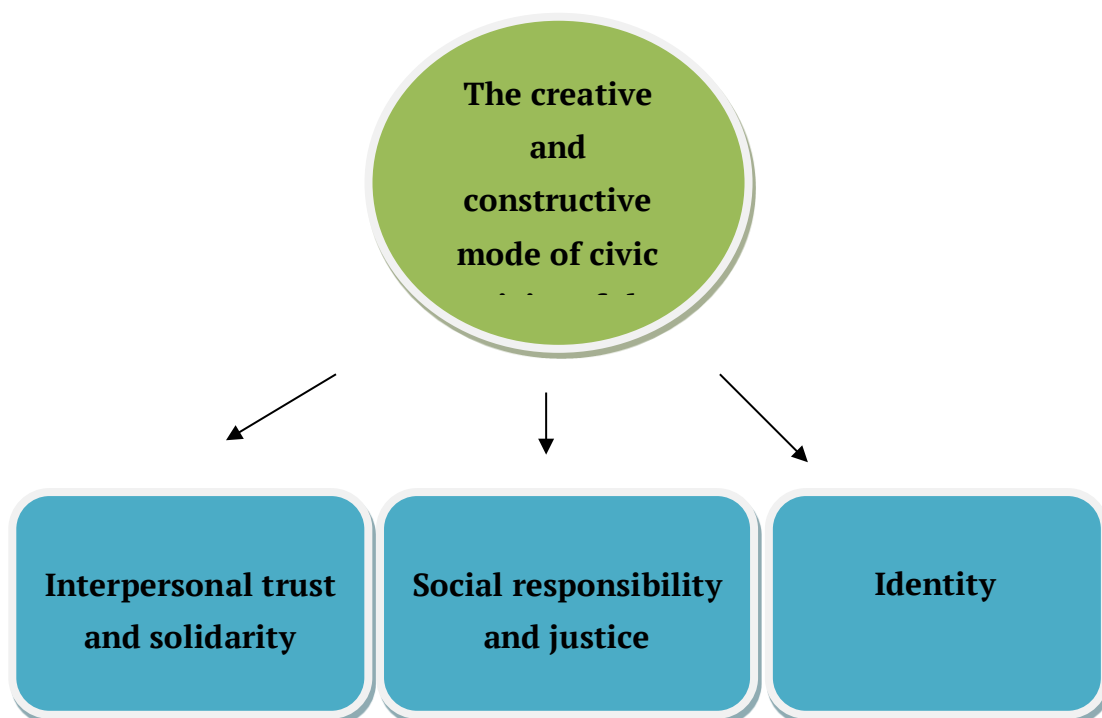


Table 1: The creative and constructive modus of civic activity of the younger generation (The table is compiled by authors).

Trust is based on the expectation of the correctness and effectiveness of the actions of the subjects of trust, and recognition of their activities corresponding to certain ethical requirements (honesty, responsibility, and decency). We agree with the opinion of F. We define trust as “the expectation that community members have that other members will behave more or less predictably, honestly and with attention to the needs of others, in accordance with certain general norms” (The concept of social responsibility).

The introduction of the definition of the “modus of civic activity” of the category of solidarity is appropriate in this context. It implies factors that encourage a person to cooperate with each other. They usually have a moral nature and are based on shared responsibility and recognition of personal value. Solidarity provides for the existence of an attitude of the absence of contradictions between people. Solidarity also means caring for another, his recognition and interest in him, and the ability to act together and help each other.

The existence of social responsibility is predetermined by the social nature of human behavior and reflects the relationship between society and the individual. A person must conform his actions to the norms and values existing in society, with the interests of other people in any life situation. He acts in accordance with them, he acts responsibly. In turn, society (the state, the collective, and the surrounding persons) constantly control the activities of the subject. It responds adequately to various behaviors (it encourages, approves responsible behavior and punishes the violator). Therefore, responsibility (in broad, social terms) is characterized as a social relationship between the subject and the authority controlling his behavior (the state, society). Organization and order in society are ensured thanks to it (IDENTITY).

The All-Russian identity captures the socio-cultural identity of the Russian civilization, the maximum broad level of cultural self-identification of individuals. It seems to be one of the most important criteria for determining the original Russian civilization (IDENTITY).

The identity of citizens is considered a condition for maintaining harmony in society and the integrity of the state. In Russia, a positive consolidating civic identity is especially important in connection with the loss of Soviet-era identity experienced, but not forgotten by people, and increased foreign policy tension.

4.3 The Leading Pedagogical Conditions for the Formation of a Creative and Constructive Mode of Civic Activity of Students

The effectiveness of pedagogical conditions (democratic style of school management, humane style of relationships, poly-subject nature of the relations of participants in the educational process, a developed network of student organizations, a rich educational environment), features, dynamics and factors of the development of the creative and constructive mode of civic activity of the younger generation are determined by us as fundamental (Shikova, 2009).

The productive development of the creative and constructive mode of civic activity, the prevention and minimization of radicalization of consciousness and behavior of the younger generation provides for the strengthening of philosophical and ideological, value-semantic and ideally sublime components of education and training.

We pay attention to the preservation of the features of national education – the unity and statehood of the school, the fundamentality and systematization of education, the priority of

education, primarily spiritual and moral, in the education system, and the communal and collective way of school life.

It is important to preserve the traditional humanistic basis of the educational process. The living communicative principles of education and training, the teacher's emotional contact with children, understanding, sympathy and support services as her support (Shipovskaya, 2010).

We pay attention to the creation of real conditions for the success of the youth's teaching, the expression of their opinions and points of view, the manifestation of initiative, self-activity, self-government, and solidarity, and the implementation of personal resources.

An important role is played by increasing the role of the family in the system of public educational relations.

Awareness by the authorities and the public of the danger of exploitation of protest and aggressive moods of young people by the modern entertainment industry is recognized by the pedagogical community as the main condition for the development of the creative and constructive mode of the younger generation.

5 Conclusion

The conscious and responsible participation of adolescents in the political, organizational, managerial, labor and other life of society based on respect and trust in the institutions of state power and other citizens, knowledge, and observance of legal norms, understanding and acceptance of duties to the Motherland and civil rights, initiative and amateur activity in various spheres of socially useful work is understood by the civic activity of the younger generation. The creative and constructive mode of civic activity manifests itself in a complex of feelings, knowledge, value orientations, attitudes, and actions. It is determined by the orientation and level of formation of spiritual, moral, cultural, and political interests and needs, and the experience of their implementation (Pogosyan, 2015).

The conscious and responsible participation of adolescents in the political, organizational, managerial, labor and other life of society based on respect and trust in the institutions of state power and other citizens, knowledge, and observance of legal norms, understanding and acceptance of duties to the Motherland and civil rights, initiative and amateur activity in various spheres of socially useful work is understood by the civic activity of the younger generation.

The creative and constructive mode of civic activity manifests itself in a complex of feelings, knowledge, value orientations, attitudes, and actions. It is determined by the orientation and level of formation of spiritual, moral, cultural, and political interests and needs, and the experience of their implementation.

In Russian pedagogy, the components of the phenomenon of civil activity of schoolchildren have been actively developed. The civic activity was understood by most teachers as the formation of citizenship – an integrative personal quality. Its main elements included a sense of social solidarity, patriotism, adherence to legal norms and moral values, and readiness to work for the good of the Motherland (Savotina, 2002).

The growth of civic activity of students is caused not only by political, social, and socio-psychological but also by pedagogical factors. They have both a positive impact on the direction of manifestations of civic activism and encourage radical youth performances.

6 Availability of Data and Material

Data can be made available by contacting the corresponding author.

7 Acknowledgement

This paper has been supported by the Russian Science Foundation (grant No. 23-28-00228).

8 References

- Belentsov S.I., Fahrutdinova A.V., Okulich-Kazarin V. (2017) Education of civic consciousness in George Kershenshteyner's creativity / European Journal of Contemporary Education. 2017. T. 6. № 1. C. 4-13.
- Berdyaev N. (1990) The origins and meaning of Russian communism. M. Nauka. 1990. 224 p.
- Bim-Bad B. (2003) Essays on the history and theory of pedagogy. Moskva. Izd-vo URAO, 2003. 269 s.
- Boguslavsky M. (2005) History of Russian pedagogy (the first third of the twentieth century). Tomsk. Izd-vo NTL, 2005. 310 [1] s.
- Bulgakov S. (1990) Heroism and asceticism. Milestones. M. 1990. 211 p.
- Grevtseva G. Civic education as a factor of socialization of schoolchildren. Chelyabinsk. 2005. 44 p.
- IDENTITY [Electronic resource]. Russian civilization in space, time and world context. Access mode: <http://xn-ptblgjed.xn-p1ai/node/1138> (Accessed 27.04.2021)
- Kapterev P. (1908) About the social and moral development and upbringing of children. M. 1908. 38 p.
- Kozhemyakina O. (2015) The principle of solidarity in the culture of trust: a socio-philosophical context. Studia Humanitatis. 2015. No.4. URL: <https://cyberleninka.ru/article/n/printsip-solidarnosti-v-kulture-doveriya-sotsialno-filosofskiy-kontekst> (Accessed: 24.11. 2022).
- Kurshev A. (2015) The structure of citizenship of the individual. Education and society. 2015. P. 108-104.
- Levitin S. (1899) The newest socio-pedagogical trends in the West. Russian school. 1899. No.10. pp. 54-69.
- The concept of social responsibility [Electronic resource]. Media technologies. - Access mode: <https://leksi.com/1-178083.html> (Accessed 30.11.2022)
- Pogosyan L. (2015) Formation of citizenship of teenagers in the conditions of secondary school. Bulletin of the Maikop State Technological University. 2015. No. 3. pp. 127-133.
- Svodnova E. (2015) The history of civic education in Russia. Bulletin of the Moscow University. Pedagogical education. 2015. № 4. p. 59-69.
- Prutchenkov A. (1998) Technology of education of an active citizen. Public education. 1998. No. 9-10. pp. 24-30.
- Savotina N. (2002) Civic education. Traditions and modern requirements. 2002. No. 4. p. 39-44.

Semenyuk L. (2006) Psychology of civic activity: features, conditions of development M. 2006. 352 p.

The Sociological Encyclopedia: In 2 vols. Vol. 2. M.: Thought. 2003. 863 p.

Shikova R. (2009) Civil all-Russian identity (sociological aspect) [Electronic resource]. Bulletin of the Adygea State University. 2009. No. 1. Access mode:<http://cyberleninka.ru/article/n/grazhdanskayaobscherossiyskaya-identichnostsotsiologicheskii-aspekt> (Accessed 30.11.2022)

Shipovskaya L. (2010) Education of citizenship and patriotism of student youth in the conditions of a renewed Russia. Astrakhan. 2010. 156 p.

Vatnik N. The movement of secondary school students during the first Russian Revolution (based on the materials of the Moscow School District). M., 1985. 24 p.

Vigdorov A. (1958) The movement of secondary school students during the First Russian Revolution. M. 1958.



Dr. Sergei I. Belentsov is a Professor and Deputy Director of the Institute of Continuing Education, Kursk State University, RUSSIAN FEDERATION. He holds a Doctor of Pedagogical Sciences degree. His research interests are related to the Interdisciplinary study of problems of Pedagogy and History.



Dr. Irina V. Ilyina is a Professor and Director of the Institute of Continuing Education, Kursk State University, Russia. She holds a Doctor of Pedagogical Sciences degree. Her research interests are related to the Interdisciplinary Study of Problems of Pedagogy.
