

ПЕДАГОГИКА ЖӘНЕ ПӘНДІ ОҚЫТУ ӘДІСТЕМЕСІ

UDC 371; IRSTI 14.25.09

<https://doi.org/10.47526/habarshy.vi1.381>

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THE FORMATION OF THE CIVIL ENGAGEMENT OF ADOLESCENT STUDENTS

In the context of this paper, the formation of civil activity of adolescent students is understood as a purposeful process of organizing academic and non-academic forms of student activity aimed at the formation and development of adolescents' holistic and conscious ideas about the nature of citizenship, the development of positive motivation and awareness of the value of the rights and duties of citizens, the development of skills of active citizenship and its expression in the behavior and activities of students.

We have conducted a theoretical study which shows that the degree of readiness of teenagers to civil engagement in their practice directly and immediately determined by the level of development of its cognitive, motivational and procedural components, all of which work together and ensure the establishment and development of integrated personality of the student.

The results of the final measurement show the developed complex of actions that ensure the involvement of students in various activities, organization of children's interaction with the organization and parents in the formation of civil engagement allow students to achieve tangible growth of the studied quality in adolescents due to the existence of sufficient and high levels of action, together representing the procedural component of civil engagement of adolescent studies.

We conducted special work with the teachers of the school according to the method of formation of civil activity of students, interaction with children's organization and the parent community contributed to the change in the quality of relations between social institutions. During the formative experiment was discovered a direct correlation of the formation and development of civil activity from the level of formation of a group of children, her educational system. This has resulted in the formation of personal relationship, such as: expansion of subject desire of a group of socially useful and important activity; intolerance to manifestations of anti-social and civil engagement of studies; the desire to obtain new knowledge, to raise the general level of culture, to work for their country, etc.

Keywords: teenager, civil engagement, patriotism, homeland, education, teacher.

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* **Бізге дұрыс сілтеме жасаңыз:**

Mussabekova G.T., Myrzabek L. The Formation of the Civil Engagement of Adolescent Students // *Ясауи университетінің хабаршысы*. – 2021. – №1 (119). – Б. 102–113. <https://doi.org/10.47526/habarshy.vi1.381>

* **Cite us correctly:**

Mussabekova G.T., Myrzabek L. The Formation of the Civil Engagement of Adolescent Students // *Iasayı ünversitetiniñ habarshysy*. – 2021. – №1 (119). – Б. 102–113. <https://doi.org/10.47526/habarshy.vi1.381>

Жеткіншектердің азаматтық белсенділігін қалыптастыру

Мақаланың контексінде жеткіншек жастағы оқушылардың азаматтық белсенділігін қалыптастыру деп балалардың азаматтық қалыптасуы мен дамуына, азаматтардың құқықтары мен міндеттерінің оң уәждемесі мен құндылығын дамытуға, белсенді азаматтық дағдыларын дамытуға және оны оқушылардың мінез-құлқында және іс-әрекетінде көрсетуге бағытталған оқушылар іс-әрекетінің академиялық және академиялық емес формаларын ұйымдастырудың мақсатты үдерісі ұғынылады.

Біздің теориялық зерттеуіміз бойынша, жеткіншектердің азаматтық белсенділік деңгейі тікелей оның танымдық, мотивациялық және процедуралық құрамдастарының даму деңгейімен анықталады, олардың барлығы бірлесіп, оқушының біртұтас тұлғасының қалыптасуы мен дамуын қамтамасыз етеді.

Балаларды әр түрлі іс-шараларға тарту үшін түрлі әзірленген іс-әрекеттер кешенін жасау керек. Азаматтық белсенділікті қалыптастыру үшін балалар ұйымы және ата-аналармен өзара іс-әрекеттер ұйымдастыру қажет. Бұл жұмыс тұлға сапасының елеулі өсуіне қол жеткізуге мүмкіндік береді. Бұл жеткіншектердің азаматтық белсенділігін қалыптастырудың процедуралық компоненті болып табылады.

Біз мектеп мұғалімдерімен оқушылардың азаматтық белсенділігін қалыптастыру бойынша арнайы әдістемемен жұмыс жүргіздік. Балалар ұйымы және ата-аналар қоғамдастығымен бірлесіп жұмыс істеу әлеуметтік мекемелер арасындағы қарым-қатынас сапасының өзгеруіне ықпал етті. Оқушыларды қоғамдық пайдалы жұмыстарға тарттық. Қоғамдық пайдалы және маңызды іс-әрекетпен айналысу теріс мінез-құлық көріністеріне төзбеушілік сезімінің пайда болуына, жаңа білім алуға, мәдениеттің жалпы деңгейін арттыруға, өз еліне жұмыс істеуге деген ынтасының артуына алып келді.

Кілт сөздер: жеткіншек, қалыптасу, азаматтық белсенділік, патриотизм, Отан, білім беру, мұғалім.

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Формирование гражданской активности подростков

В контексте настоящей статьи под формированием гражданской активности учащихся-подростков понимается целенаправленный процесс организации академических и неакадемических форм деятельности учеников, направленных на формирование и развитие у подростков целостных и осознанных представлений о природе гражданства, на развитие позитивной мотивации и осознание ценности прав и обязанностей граждан, развитие навыков активной гражданственности и ее выражения в поведении и деятельности учащихся.

Представлены результаты теоретического исследования, которые показывают, что степень готовности подростков к гражданской вовлеченности в свою практику напрямую и сразу определяется уровнем развития ее познавательной, мотивационной и процедурной составляющих, все из которых работают сообща и обеспечивают становление и развитие интегрированной личности учащихся.

Результаты окончательного исследования показывают выработанный комплекс действий, обеспечивающих вовлечение подростков в различные мероприятия. Организация взаимодействия детей с детской организацией и родителями в формировании гражданской активности позволяет учащимся добиться ощутимого роста изучаемого качества у подростков за счет наличия достаточного и высокого уровня деятельности. Все это вместе

представляет собой процедурный компонент гражданского участия подростков в исследованиях.

Представлены наблюдения по итогам специальной работы, проведенной с учителями школы по методике формирования гражданской активности учащихся. Взаимодействие с детской организацией и родительским сообществом способствовало изменению качества отношений между социальными учреждениями. В ходе констатирующего эксперимента была обнаружена прямая корреляция формирования и развития гражданской активности с уровнем формирования группы детей, ее образовательной системы. Это привело к таким результатам, как формирование личных отношений; расширение предметного желания детей заниматься общественно полезной и важной деятельностью; появление чувства нетерпимости к проявлениям антисоциального поведения; стремление получить новые знания, повысить общий уровень культуры, работать на благо своей страны и т.д.

Ключевые слова: школьник-подросток, гражданская активность, патриотизм, родина, образование, учитель.

Introduction

The first President of the Republic of Kazakhstan N.A. Nazarbayev stressed that the most important condition of competitiveness of a nation is a strong spirit and the expertise to succeed in global competition, major components of which are: the Kazakhstan patriotism, love to the Homeland and the land, great respect for its history and responsibility for their for their country's future [1].

Therefore, the education of the younger generation, formation of the Kazakhstan patriotism, good citizenship, active life position, legal culture of students is a priority direction of state policy.

Now this becomes important because the diagnostic picture of the youth is a source of grave concern. Only 32% of the youth born in the years from 1984–198, interested in politics, the majority indifferent, characterized by apathy, 40% of the total number of young people drink alcohol in various forms, the number of drug addicts has exceeded 30 thousand people. In this situation, the negative phenomena of youth can resist the human values [2].

Today, there is a need to rethink conceptual approaches to education of the younger generation and searching for the new ways, forms and methods of the solution of the problem, given that the image of the country and the feelings of its inextricable links with the Homeland are shaped by the state and society through various mechanisms and institutions, notably the education system, the basic element of which is the secondary school. In this regard, the particular school as a key institution of upbringing and education of the younger generation in the current environment, plays a special role in the formation and development of Kazakhstan patriotism, legal knowledge, active life position, pride for his people and country, respect their culture – the Foundation of which rests the civil activity of youth, which is indispensable to the effective development of the society [3].

A comprehensive analysis of the problem revealed that the issues of active citizenship in the recent years again become popular and attract the attention of many researchers. Thus, the application of the different forms, methods and means of formation of active life position were the object of attention and investigation in works of many foreign and domestic scientists.

Some aspects of the formation of civil activity of students in the learning process and in extracurricular time were studied in the works of A.K. Akhmetov [4], A.K. Duisenbayev [5], K.A. Ibrahim [6], D.S. Kusainyova [7], A.A. Beisembayeva [8].

L.S. Akhmetova [9], L.T. Saidakhmetova [10] consider the problem of forming patriotism in historical development on the example of Kazakhstan, Sh. Sh. Khairulin [11] – Russia.

Professor G.T. Mussabekova in her article shows very well how to give moral education to primary school students [12]. And civic education is part of moral education.

However, there is a need to address this problem taking into account modern specifics of social situation of development especially at the level of teenagers, particularly in grades 5–9. Because at this age stage intense is the formation of basic personality formations, adolescents actively seek methods, tools, ways of manifestations of independence, initiative, needs to prove importance, ways of expression of its own «I», which often leads to considerable contradictions in the formation of personality.

Currently, however, society requires such organization of educational work in educational institutions, which will allow each young person in school to take an active civil position.

The predominance of quantitative indicators over qualitative do many students unprepared for independent creative social activity, replacing it with a large number of educational activities, in which there is no active, lively interaction between teens, teachers, public educators and parents. Traditionally formed a very incomplete and unstable structure of the educational work of the school requires its transformation into a coherent educational system in which each component will contribute to the formation of active life position and formation of civil activity of each student.

Thus, the result of the theoretical analysis of educational research suggests that science has determined some approaches to solving the problem of formation of citizenship and patriotic, legal education for young students. However, an independent study of problems of formation of civil activity of adolescent students in a holistic educational process of school is missing. The purpose of the study is to identify the level of formation of civil activity of adolescent students in the process of extracurricular educational work of the school and to ensure the enjoyment of the author's technique.

The purpose of the study: theoretical justification, development and experimental verification of the methodology for the formation of civil activity of adolescent students in the process of extracurricular educational work of the school.

Object of research: educational process in secondary school.

Subject of the study: the process of formation of civic activity in adolescent schoolchildren.

Research method: observation of training process, questioning, analysis, experimental work, systematization of data and their statistical processing.

The research base: school 6 of Zhetysai city, school 38 of Shymkent city.

The results of the study: the analysis of psychological and pedagogical literature and practice of teachers, class teachers for students of civil engagement, the result of ascertaining experiment has shown that teachers have difficulty with the organization of educational work on formation of civil activity of students; purposefully engaged in the implementation of this task 59% of class teachers, many of them fail to account for age and individual features of teenagers.

Overall, civil engagement of adolescent students is characterized by the following and indicators (figure 1). Given the structural characteristics of manifestation of civil activity among adolescents students is indicative only. Based on the principle of individual approach, must be adapted to the study of its actual state.

The process of formation of civil engagement among adolescents is artificially constructed, and therefore, the patterns of its flow are largely dependent on its management. Artificial design process determines the presence of a large number of subjective factors, active influence on the quality of its formation.

The study showed that the formation of civil activity of activity of students must take into account all subjective and objective factors that influence this process as a pedagogical system.

In addition, our study showed that in the holistic process of formation of civil activity of students has its own logic – the original sequence of stages of its development and formation. During our research we established the following sequence of stages of formation of civil activity of schoolchildren of 5–9 classes: beginners, intermediate and final.

On the forming stage of experimental work we tested the program of the facultative course “I am a citizen of Kazakhstan”, which unites the initial, basic and final stages and involves the

formation of civil activity of schoolchildren of 5–9 classes by incorporating knowledge about the Constitution, the basic Law of the Republic of Kazakhstan, the history, the culture, state symbols of Kazakhstan, the rights and duties of citizens of Kazakhstan, culture of behavior and communication that corresponds to age features and interests of the students, creates and expands the educational environment, educational space.

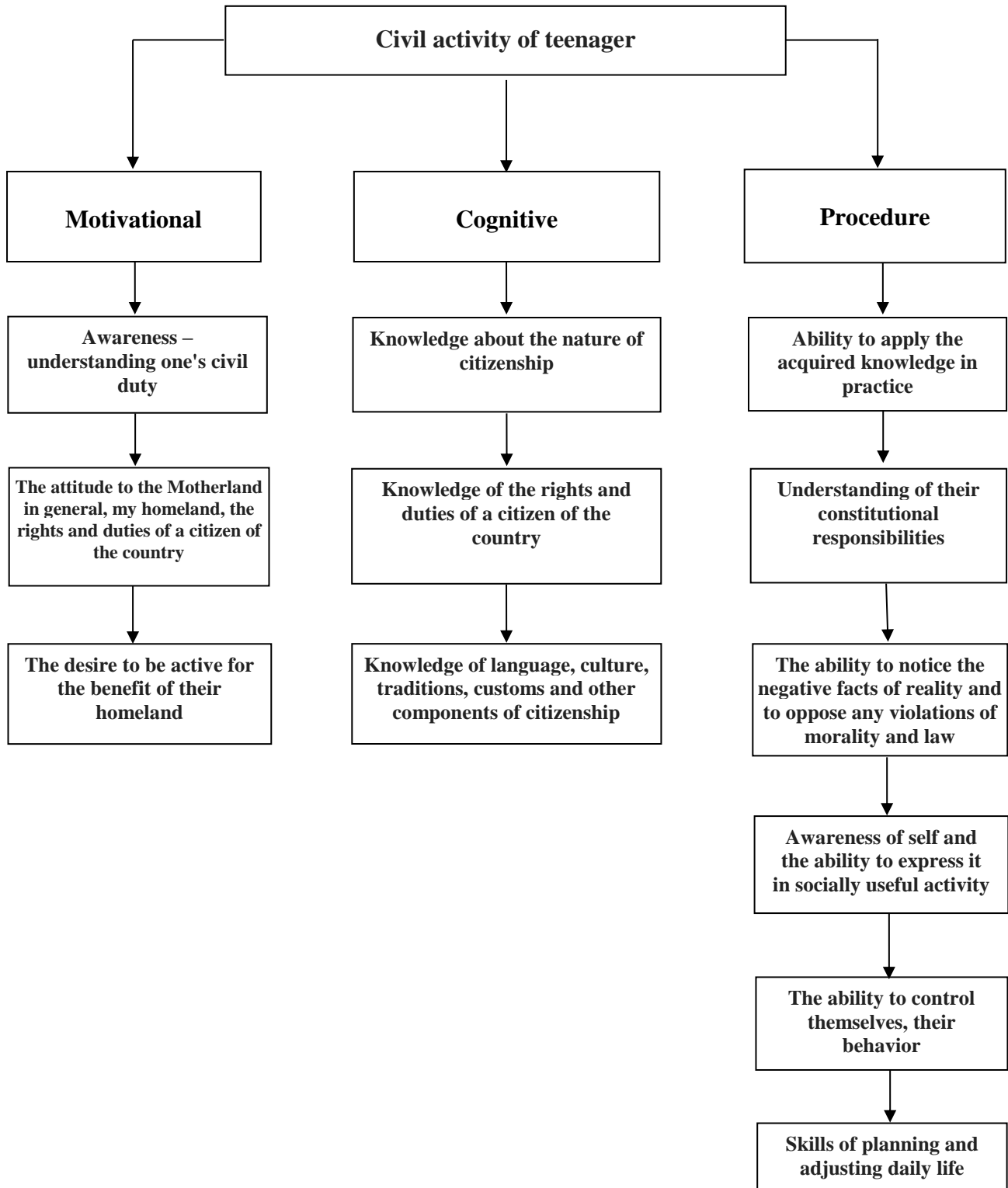


Figure 1 – Criteria and indicators of civil engagement among adolescents

In middle school the leading positions in the problem of formation of legal consciousness of students is students' understanding of objective and subjective necessity of legal knowledge; the adoption by students of the position of adults, validation, and positive position. The pedagogical process of comprehensive school is designed to solve problems of improvement of legal culture, the objective necessity and personal expediency of following the law. All this contributes to active citizenship, voluntary compliance with the law, to perform law enforcement functions in the society, education of the conflictual relations of the individual to anti-social manifestations of religious extremism, the manifestation of negative phenomena among adolescents.

In preparing the program "I am a citizen of Kazakhstan", we have included it, along with the legal knowledge, material on ethnic culture and patriotic education, thematic works of the Kazakh poets and writers, works of folklore, taking into account the age of pupils. All folklore works, works of Kazakh poets and writers meaningful, imbued with a special feelings to everything around him, written in bright distinctive language, characteristic of those people who have the feeling "big" country, replenished the feeling of "small" Motherland, initial. The implementation of the program of the facultative course "I am a citizen of Kazakhstan" was carried out in stages. To conduct classes, in addition to class teachers involved subject teachers of the Kazakh language and literature, history, civils, parents, activists, lawyers.

Objectives of the program "I am a citizen of Kazakhstan":

- Formation of respectful attitude of students to the state symbols of the Republic of Kazakhstan;
- Improving the children's legal identity, inter-ethnic culture and ethnic relations;
- Development of the Kazakhstan patriotism, love and pride for the Motherland; the need to live and work for the benefit of their homeland;
- Formation of respectful altitude to religious extremism and other negative phenomena among students.

The program is designed not so much to teach all students a certain amount of knowledge, but rather on the full assimilation of their constitutional rights and responsibilities, training requirements of law and the law of the Republic of Kazakhstan, as well as the critical skills of civil engagement, such as:

- The ability to comprehend their actions and to give self-assess themselves and others;
- Understanding of their and responsibilities and the ability to apply knowledge in practice;
- The ability to notice the negative facts of reality and to oppose any violations of the norms of morality and law;
- Awareness of self and the ability to express it in socially useful activities;
- Ability and skills of planning and adjusting daily life, taking into account all components of civil activity;
- The ability to control themselves, their behavior.

Analyzing best practices on the formation of civil activity of students in the process of curricular and extracurricular activities, we came to the conclusion that the individual subject teachers sought in the process of learning to nurture patriotism, legal consciousness, culture of interethnic communication, develop civil position.

However, we conducted oral and written interviews concerning the realization of the educational potential of humanitarian subjects in schools found that in practice mass underutilized means of these school subjects for this purpose that, in general, determined the necessity of conducting the special seminar, which was aimed at developing teachers and class teachers with the necessary methods and techniques of work with students in shaping civil engagement among adolescents in a holistic educational process of school. Schedule our software has developed a special course given in following Table 1.

Table 1 – Schedule special seminar “Methodology of formation of civil activity of students of grades 5–9”

| The topic of the lesson | The amount of hours |
|--|----------------------------|
| 1. The formation of civil activity of a person as a relevant pedagogical task | 1 |
| 2. The nature and content of the concept “civil engagement student” at the present stage of development of society | 1 |
| 3. The way and conditions of formation of civil activity of students in educational process and extracurricular work of the school | 2 |
| 4. The content, forms and methods of work under the program of the optional course “I am a citizen of Kazakhstan” | 3 |
| 5. Diagnostics of development of civil activity of students of grades 5–9 | 1 |
| Total: | 8 hours |

To determine performance we conducted special work with teachers at this stage of the research and pedagogical work was provided by the systematic observations of the work of teachers, studying of the school documentation, classroom visits, classroom hours, the study and analysis of lesson plans and educational activities, surveys of teachers and schoolchildren, conversations, interviews and other methods of research activity of teachers and students.

The results of our study demonstrate the increasing level of theoretical and methodological preparedness of teachers: knowledge of the essence of civil activity of students, aspects of its components, norms and principles of the organizations; training of teachers for implementation of active citizenship in the process of organizing academic and extra-curricular activities of the students; level of professional-pedagogical abilities enable adolescents in a variety of activities, adequate components of civil engagement, which is reflected in the following Table 3, 4.

As for the analysis of materials of the research, encouraging teenagers to active citizenship, assimilation of norms, values, principles of its expression in daily life, teachers are achieved through various forms of integrations of academic and extracurricular activities. So, as an example, teachers of the school used such forms of practice, lesson-lecture, conference, class-court, lessons of creativity, travel, etc. Some teachers practiced conducting non-traditional lessons are inter-generational, multi-disciplinary, learning the arts, extension of knowledge, knowledge sharing, communication, held outdoors, in the museum, the library.

A special place in the system of our study is extracurricular educational work. Here in the experimental work is widely practiced application of the new educational technologies that have proven to be the most productive in the formation of the civil engagement of adolescent students. In this case, we clearly traced individual work of work of each participant of the experimental group, have provided adolescents with greater autonomy, with the aim of enhancing individual abilities, the acquired qualities that motivated them to self-development, independent search for solutions.

For teens the most attractive and interesting form of work, in terms of psychological preparation of students to protect their country are military-sports games, hiking, paramilitary relay race, competitions on military-applied kinds of sport, the implementation of sports regulations, corporate work units.

Production of military-applied quality of students we have planned together with the teachers of physical culture and initial military preparation. To this end, we conducted a study of the number of students who attend sports clubs, go to the pool, gyms, sports clubs. The percentage of regular sport adolescents was low, 35% another 10% went in for sports from time to time. Before us was the problem – as much as possible the number of adolescents to engage in physical culture and sports.

The physical education teachers recommended that we include in the plan for whole-school sporting events mandatory “health days” throughout the seasons (spring, fall, winter, summer),

which should have been conducted not formally, but on a clearly developed plan, with the involvement of the largest number of students and their parents. To holidays (Nauryz, Maslenitsa, Day of the Republic, defenders of the Motherland Day, etc.) we proposed to organize special sporting events, with the use of traditional sports of the peoples of Kazakhstan. An interesting form was such collective educational affairs, as a lesson of courage, conversations and meeting with prominent and respected people and veterans, organization of a concert for the veterans of the second world war, using popular songs and poems of wartime.

In the process of preparation and implementation, students are acquainted with a special patriotic spirit of the war years, when all citizens of the country stood up as one to defend their homeland, were willing to give their lives for her. A great impression on teenagers also had activities such as trips to historical, natural history museums, Military Glory, stories about the exploits of ordinary people during the war, stories about the National Army.

Both teachers and students, organizing and participating in various trips to places of Military and Labor Glory, tours of surrounding attractions and the Republican, got acquainted with the people's heroism, with the feats of labor of its people during the war and post-war time, learned a lot about the formation and development of the economy of their region, met directly with participants of war and labour veterans, prominent people of their Republic, which served as a living illustration of national heroism, the example of service to his country.

With the pupils of 6–7 classes class teachers in close cooperation with parents organized and conducted the review of the system and songs, military-sports competitions, where students demonstrated their skills, abilities and skills of the topography, orientation, overcome obstacles, speed, skill, accuracy, strength, endurance, observation, ingenuity – qualities necessary in an emergency, including combat conditions.

In addition, in preparation for the parade and the competitions were interviewed about the role of physical training and hardening for the future warrior, what the student were convinced and later, during the meeting with soldiers-internationalists, with athletes and Olympians etc.

Note that among the various activities special attention was paid to establishment of friendly relations of class groups with individual military units. Students during the experimental work together with the activists of youth organizations, the parent community has established contact with commanders of military units, thereby has shown independence, the ability to enter into a business relationship, have acquired important communication and organization skills necessary for life in its various spheres.

Further improvement of the process of formation of civil activity of students at this stage was carried out through the organization of club work with the teenagers. For example, in school №17 of Turkistan, school №47 of Shymkent clubs were organized by “Atameken” and “Elim-Ai”. Clubs were organized and conducted excursions and thematic events with teams from the groups consisting of parents with children in order to attract a wide public to the spiritual and cultural heritage of their region; improvement of the cultural level of children and their parents; education of pupils by means of folk pedagogy; morality education, active citizenship in the best traditions of Kazakh and other people living in the Republic of Kazakhstan, promoting interethnic harmony.

During the work of the clubs members visited the regional Museum in Shymkent, the exhibition of painting of artists of Kazakhstan, arranged a bus tour of the cities of Shymkent, Turkistan, Kentau and walking tour “the History of the Great silk road”, “History of ancient settlement Sairam”, etc.

Attendance at such activities by adolescents with their parents, family members, brothers and sisters promotes psychological wellness and facilitates the perception of their homeland, its nature, people, develops a sense of pride and commitment.

Forces of the teaching staff of school №47, members of school and class (grades 7–9) parent-teacher Association, and chefs was organized by the club “Patriot”, aimed at pupils of 7–9 grades and their parents for inclusion in the joint activities to promote inclusion in social life of the school

and its neighborhood. Note that the frequent guests of the club were famous athletes, writers, representatives of public organization of the regional center of healthy lifestyle, doctors, university professors, representatives of creative intelligence, library staff, etc.

Meeting with interesting people, communication with them, together with the involvement of parents in club activities encouraged students to be creative, expand cognitive horizons, which of course in turn intensified the process of cognitive activity of schoolchildren and contributed to the formation of their active citizenship and legal consciousness and civil engagement in all their actions and behavior.

In the end, all these activities contributed to the improvement of family education, and promote best practices of family education on the formation of civil activity of students, development of skills of citizenship, and strengthening the relationship between parents and their children, close cooperation between parents and teachers.

We have conducted pedagogical diagnostics has allowed us to ascertain the achievement of certain indicators of the formation of the studied quality in the personal characteristics of students, i.e., teaching diagnostic techniques have revealed the intensity of civil activity of students (both his cash and his moderation).

Note that the effective functioning of civil engagement among adolescents as a whole system is determined by the structural interrelationship of its main components: motivational, cognitive and procedural.

As a core component of civil engagement is its motivational component, which characterizes the altitude of students towards this phenomenon, the motives driving them, target setting, as a criterion, which we identified “young people desire to participate in activities that have public significant result”, and as indicators:

- Awareness-understanding one’s civil duty;
- The attitude to the Motherland in general, my homeland, the rights and duties of a citizen of the Republic of Kazakhstan;
- The desire to be active for the benefit of their homeland.

The result of diagnosis of the preliminary and final measurement according to this criterion revealed that the representation high-level control classes have the minimum value, and in the experimental classes increased from 26.6% to 40%. The average level in the experimental classes has a tendency to increase (40–43,3%) and low – decrease (33,3–16,6%), as shown in Table 2.

Table 2 – Results of experimental work on formation of civil engagement among adolescents in motivation (%)

| Component | Levels | Control classes | | Δ | Experimental classes | | Δ |
|--------------|---------|-----------------|-----|-----|----------------------|-------|--------|
| | | Beginning | End | | Beginning | End | |
| Motivational | High | 24% | 28% | +4% | 26,6% | 40% | +13,4% |
| | Average | 36% | 40% | +4% | 40% | 43,3% | +3,3% |
| | Low | 40% | 32% | -8% | 33,3% | 16,6% | -16,7% |

The other component of civil engagement among adolescents supports the cognitive component, which allows you to make the program the active life for the benefit of their country on the basis of knowledge, orienting students to an active lifestyle promotes overall, the installation for self-realization. As a criterion for this component we selected the “knowledge of civil culture”, which is expressed in the following indicators:

- knowledge about the essence of citizenship;
- knowledge of the rights and duties of a citizen of the Republic of Kazakhstan;
- knowledge of the culture of interethnic communication.

Our results showed that the representation of high level of this criterion and its indicators in the experimental classes consistently growing (23,3–40%). The average level is steadily increasing (43,3–46,6%), and low for descending (33,4% and 13.4%). Regarding the values for the representation of the middle and low levels in the control classes, there is visible some dynamics, but hardly noticeable: on average from 36% to 40%, low – in the direction of decrease from the 33.4% to 13.4% (Table 3).

Table 3 – Results of experimental work on formation of the civil engagement of adolescents in cognitive component (%)

| Component | Levels | Control classes | | Δ | Experimental classes | | Δ |
|-----------|---------|-----------------|-----|-----|----------------------|-------|--------|
| | | Beginning | End | | Beginning | End | |
| Cognitive | High | 20% | 24% | +4% | 23,3% | 40% | +16,7% |
| | Average | 40% | 42% | +2% | 43,3% | 46,6% | +3,3% |
| | low | 40% | 34% | -6% | 33,4% | 13,4% | -20% |

The procedural component of civil activity of a person included a number of skills in the application of the acquired knowledge, complete involvement in the daily livelihoods of action, actions. The criterion of this component a manifestation of civil engagement in the activities and behavior of adolescents reflects the necessary skills:

- ability to apply the acquired knowledge in practice;
- understanding of their constitutional duties;
- the ability to notice the negative facts of reality and to oppose any violations of the norms of morality and law;
- awareness of self and the ability to Express it in socially useful activities;
- ability and skills of planning and adjusting daily life, taking into account all components of civil activity;
- the ability to control themselves, their behavior.

The result of diagnosis of the preliminary and final measurements on this criterion and its indicators students in the control classes has not changed, whereas in the experimental classes had progressively increased from 23,3% to 40%; the average level in the experimental classes increased from 46,6% to 53.3%; low level in the control classes decreased from 32% to 24%, and experimental tended to significantly decrease from 30.1 per cent to 6.7 per cent (Table 4).

Table 4 – Results of experimental work on formation of civil activity of teenagers on a procedural component (%)

| Component | Levels | Control classes | | Δ | Experimental classes | | Δ |
|-----------|---------|-----------------|-----|-----|----------------------|-------|--------|
| | | Beginning | End | | Beginning | End | |
| Procedure | High | 20% | 24% | +4% | 23,3% | 40% | +16,7% |
| | Average | 48% | 52% | +4% | 46,6% | 53,3% | +6,7% |
| | Low | 32% | 24% | -8% | 30,1% | 6,7% | -23,4% |

The effect of the experimental work focused on the formation of civil activity of students of grades 5–9 are allowed to conduct comparative analysis of data ascertaining and formative experiment. He allowed to trace the steady trend in the levels of development of civil activity of students in the experimental classes.

Organization of socially useful activity of students at different stages of the experimental work showed how gradually accumulated experience in conducting collective Affairs, providing the algorithm of civil engagement: collective planning, selection of Board Affairs, the search for optimal ways of distributing instructions, areas of work, collective discussion of the successes and failures.

Conclusion

1. An important means of formation of civil activity of students, which is to focus on the implementation of needs, needs and demands of the children is a children's Amateur.

2. The most beneficial effect on the process of formation of civil activity of students has this type of organization of educational work of the school in which:

– is carried out purposeful work on formation of civil activity of students in the unity of educational and extracurricular educational work of the school;

– organized purposeful inclusion of adolescents in the complete structure of socially useful and important activity, which actively involved parents and community educators;

– the encouragement of active citizenship is based on the stepped construction of the work planning process, which is implemented in three stages, moving from one to the other;

– educational system the school operates taking into account the main pedagogical conditions of formation of civil activity of students in the coexistence of traditional and innovative forms and methods of organization of this process, and distinctive features are its integrity and continued impact from 5 to 9 classes;

3. Positive effect on the formation of civil activity of adolescents elective “I am a citizen of Kazakhstan”.

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