

Formation of Students' Citizenship as a Condition for Sustainable Development in the Process of Learning German

Farida H. Sakhapova^a, Olga G. Evgrafova^b and Milyausha N. Kemalova^c

Naberezhnye Chelny Institute, Kazan (Volga region) Federal University, Mira prospect, Naberezhnye Chelny, Russia

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Abstract: This research is devoted to the study of the problem of civic education of students; the definition of a pedagogical condition, the development of technology for the formation of civic qualities of a person by means of a foreign language. The aim of the scientific work is the theoretical substantiation and monitoring of the pedagogical conditions, providing effective civic education of students by means of a foreign language in modern conditions. The research is based on a hypothesis: the effectiveness of civic education as an integrative quality of the personality of students by means of a foreign language will largely depend on the actualization of the axiological core of the content of a foreign language course. The purpose of the study puts forward the following tasks: to clarify and supplement the concept of "citizenship"; revise, fill, update the value aspects of the content of a foreign language course; experimentally check the effectiveness of updating the axiological core of the content of a foreign language course.

1 INTRODUCTION

Currently, in conditions of economic instability, stratification of society, falling living standards of most of the population, there is a social and spiritual crisis in society, which negatively affects the psycho-emotional state of all segments of the population, especially young people. Young people, having received an education, often cannot find a job and understand that they are not in demand in the labor market as a young specialist, as a result, disappointment and loss of faith in the future comes, which reduces the will to search for the ideal of life. All this forms cynicism, mistrust, cruelty, selfishness, drunkenness, aggression, drug addiction, worship of the cult of violence in our youth. Civic patriotism of young people lacks civic constructiveness due to the fact that the youth perceive civic consciousness as a duty of a young citizen to society and the state, and it is devoid of social activity, responsibility and practical approach (Kolesnikova and Lubsky, 2018). The existing problems reflect the acuteness of pressing problems, the seriousness of the whole situation. And the future of our country directly

depends on how young people will be able to skillfully govern the country, form or change power through elections, control and influence the processes of making important decisions, develop all spheres of activity at an appropriate high level, and not be passive and incompetent in these issues. Therefore, it is relevant to involve young citizens in management and training to observe and apply the principles of democracy in everyday life. According to Khudik V.A. and Loginova N.V. "Preparing young people for an independent life is unthinkable without the formation of adequate feelings of citizenship and patriotism for their homeland." (Khudik and Loginova, 2010). This causes the need for the development and improvement of civic education and civic education of the younger generation in the spirit of the principles of democracy.

2 METHODOLOGY

The theoretical foundations of civic education of the younger generation were covered in the scientific works of psychologists, teachers, lawyers,

^a <https://orcid.org/0000-0002-4272-4977>

^b <https://orcid.org/0000-0001-9682-7747>

^c <https://orcid.org/0000-0002-3711-2511>

philosophers and sociologists of different eras. Important are works devoted to the development in domestic pedagogy of the theory of civic education in certain historical periods (L.V. Kuznetsova, N.P. Kuzin), the content of education of civic maturity (M.P. Chumakov), pedagogical conditions for the formation of civic consciousness and activity (G.V. Koroleva, T.N. Osmankina, Yu.A. Tanyukhin, D.S. Yakovleva), criteria of civic education (E.I. Kokorina, Yu.P. Marinkina, N.I. Monakhov).

The peculiarities of civic education of students in the course of the educational process are investigated: by means of social (G.Ya. Grevtseva) and humanitarian disciplines (A.M. Yuzlikaeva); in extracurricular activities (I.M. Duranov, A.V. Podgornov). The analysis of the results of these studies indicates that pedagogical science has obtained certain data that reveal the tasks, content and methods of civic education. However, the realities of today force us to reconsider these foundations.

The object of the research is the process of civic education of students.

Subject of research: the pedagogical condition of civic education of students by means of the academic discipline "foreign language".

Purpose of the research: to theoretically substantiate and experimentally test the pedagogical conditions that ensure effective civic education of students by means of a foreign language.

The research is based on the hypothesis: effective education of citizenship as an integrative quality of students' personality by means of a foreign language will be possible subject to the pedagogical condition: actualization of the axiological core of the content of a foreign language course. This will allow for personal choice and value assignment by students.

The goal and hypothesis determine the following tasks:

1. Clarify and supplement the concept of "citizenship".
2. To revise, fill, update the value aspects of the content of a foreign language course.
3. Experimentally check the effectiveness of updating the axiological core of the content of a foreign language course

Research methodology.

The theoretical and methodological basis of the study is the patterns of dialectics, based on a historical and logical systematic approach to the consideration of the problems of civic education; the transition from quantity to quality, cause and effect. The following methods were used for the study:

- theoretical: study and analysis of psychological, pedagogical and

methodological literature on the problem of research, comparison, analysis;

- empirical methods: observation, study of the results of activity, conversation, survey, pedagogical experiment in its various forms, followed by statistical processing and analysis of the results obtained.

3 RESEARCH RESULTS

3.1 Attention of the State to Issues of Civic Education

Taking into account the current needs of society and the state, while maintaining continuity, it is necessary to revise the rich experience of our society, and education in particular, in the field of civic education of young people and fill it with new content. A system of continuous social and pedagogical process of civic education is needed. The state has developed the necessary state programs, such as the "Concept of the socio-economic development of the Russian Federation for the period up to 2020", the Federal Law "On education in the Russian Federation", which focuses on the upbringing of not only a literate, but also a cultural member of society who cares heritage, natural wealth and community values (Federal Law "On Education in the Russian Federation" N 273-FZ, 2012) In the "Strategy for the development of education in the Russian Federation for the period up to 2025", the priority task of the Russian Federation in the field of raising children is the development of a highly moral person who shares Russian traditional spiritual values, has relevant knowledge and skills, is able to realize his potential in a modern society, ready for the peaceful creation and protection of the Motherland. The development of upbringing in the education system involves: updating the content of upbringing, the introduction of forms and methods based on the best pedagogical experience in the field of upbringing (Khudik and Loginova, 2010). According to the new approach, the focus is on civic education and upbringing.

3.2 Approaches to the Definition of "Citizenship"

The upbringing of a young citizen of a country is a complex pedagogical process designed to educate a citizen worthy of his country, who will actively participate in governing the state, revive it, working and living for the good of his state, selflessly fight and

defend its freedom, wealth, multiply the greatness of his country, be proud of your Fatherland. The result of civic education, we believe, is citizenship (Sakhapova, 2004). We have studied various approaches to the concept of "citizenship". Nikolina V.V., Vinokurova N.F., Zulkharnaeva believe that the problem of the formation of citizenship, the development of a sense of national identity and patriotism is even more significant today in connection with the demand for moral and spiritual improvement of Russian society as the basis for sustainable development of Russia, since the best the ideas of social and political reforms can remain fruitless if they do not have support on the corresponding civil-patriotic attitudes and values (Nicolina, Vinokurova and Zulkharnaeva, 2016). In particular, we share the opinion of L.V. Kuznetsova that citizenship at the present stage of society's development can be defined as the competence and interest in participating in the management of society, in specific socially valuable affairs, in the political, social, economic life of the state, the revival of production, the preservation and development of culture, maintaining the country's defense, readiness for independent proactive actions in the interests of the country, the ability to be both an organizer and organized, and a subject of management and its object, including a subject of management of oneself, one's own life and activities (Kuznetsova, 2007).

One of the most important means of civic education in foreign language lessons is the use of the technology of the dialogue of cultures, which creates the necessary conditions for improving and strengthening civic position, including participants in the learning process, for understanding the moral values of society and their acceptance, prepares students for the perception of systemic moral and legal knowledge (Sargsyan, 2017).

Having studied various approaches to this issue, we defined our vision of citizenship as "an integrative unity of personality qualities and properties that determine its social orientation, readiness to achieve private socially significant interests, goals in accordance with the existing conditions in society, the state, personal needs and opportunities, accepted in the society moral and moral norms" (Sakhapova, 2004). In modern conditions, taking into account the state's need for highly educated, responsible, civic educated young people, the educational potential of educational disciplines, in particular a foreign language, should be fully used in educational programs (Sakhapova, Koroleva and Valeeva, 2015). It is important to revise, fill, actualize the value aspects of the content of a foreign language course

and present significant knowledge that has a certain value, aimed at the formation of value consciousness, value attitude, value behavior of the student's personality (Sakhapova, Evgrafova and Salimzanova, 2020).

3.3 Formation of Value Consciousness by Means of a Foreign Language

Value consciousness is a form of reflection of objective reality, while the subject will be able to define the space of his life activity as moral and spiritual; the unity of mental processes actively participating in the understanding of the objective world by a person and his own being based on the reflection of reality as the world of spiritual values. In the process of teaching a foreign language, the student has the opportunity to study and compare the rights of a citizen of his country and the country of the studied language, make an analysis, express his opinion on solving problems and tasks, which creates conditions for developing an active civic position. At the beginning of the experiment, the students were asked the question: "What civil rights do you use in life?" 30% of the respondents answered that they actively use, 50% use it partially because they do not know them enough, 20% could not specifically answer, and maybe they use it, but unconsciously. To develop and form a value consciousness, we invited students to read and translate the text about human rights in Russia and then, using a diagram, tell a foreign friend about the rights of a citizen of Russia.

Text: Ich bin Bürger von Russland.

Ich lebe in Russland. Ich wurde hier geboren und aufgewachsen. Ich fühle mich hier zu Hause. Das ist mein Land und ich bin stolz darauf, dass ich hier lebe.

Russland ist eine Föderation mit mehreren autonomen Republiken. Mein Land ist ein demokratischer Staat, der den Willen und die Interessen des ganzen Volkes ausdrückt. Alle Bürger unseres Landes haben gleiche Rechte und gleiche Pflichten. Sie haben gleiches Recht auf den Schutz von der Seite des Staates. Unsere Verfassung, das Grundgesetz des Landes, garantiert die Gleichberechtigung aller Bürger auf allen Gebieten des politischen, ökonomischen, sozialen und kulturellen Lebens. Die Völker unseres Staates haben Rechte auf den Schutz, auf das Verlassen des Territoriums des Landes und die Rückkehr in das Land, auf Eigentum, auf die Erholung und die Bildung, auf die Arbeit. Jeder Mensch hat Recht seine Nationalität zu bestimmen, seine Muttersprache zu benutzen. Die Bürger haben Recht zu wählen und in

Verwaltungsorgane gewählt zu sein. Jeder Bürger hat Recht auf Gesundheitschutz und auf medizinische Hilfe.

Alle Bürger sollen die Verfassung, die Rechte des Staates beachten. Sie sollen ihre Rechte und Pflichten gut kennen, um die Wirtschaft, die Landwirtschaft, das Lebensniveau zu erhöhen.

Ich bin noch Student. Ich studiere fleissig und tüchtig alle Fächer, um meine Kenntnisse nutzbar für die weitere Entwicklung meines Landes verwenden zu können. Die Zukunft unserer Heimat hängt von uns, der Jugentlichen ab. Wir sollen klug, kreativ, flexibel, verantwortungsvoll sein.

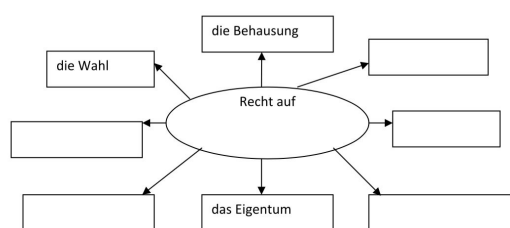


Figure 1: What civil rights do you have?

The results of the work showed that 65% of students enriched their knowledge of rights and are aware of how and where to apply them, 30% are partially aware, 5% are vaguely aware of their rights.

Value attitude - the internal position of a person, which reflects the relationship between personal and social values. A value attitude arises when objects are involved in one or another type of human activity, where striving, purpose, and activity should be manifested. The more active an individual is, the more his desire for activity is manifested, the more vividly his attitude is expressed. For example, in foreign language classes, it is formed in the process of involving a student in a variety of activities, such as business games, disputes, conferences, where he focuses on the values of other students, learns to take into account and respect the opinions of others, correlate his actions with the actions of others and do findings (Sakhapova, Koroleva and Valeeva, 2015).

Thus, a value attitude is formed under the influence of real life practice in the presence of a person's inner activity, which allows one to consider culture as a world of ideals, models and as a world of practical and spiritual interaction, the subject of which is he himself. To develop a value relationship, work with vocabulary on the topic was provided:

Translate and learn the following words: verantwortlich; geizig; gebildet; ehrlich; kompetent; organisiert; verschlossen; sicher; verlässlich; wissbegierig; gesetzbeachtend; willensstark; listig; lügnerrisch; selbstbeherrscht; konzentriert; energisch;

flexibel; tolerant, civic behavior, civic consciousness, civic position, tolerance into Russian and, accordingly, into German, and make sentences with these words. Then the students discussed the question: Which of these qualities do you possess? Confirm this with examples from your own life. Start like this: Ich bin sicher, das ich bin.

This work showed: 70% of students easily coped with the task, using the maximum of vocabulary, 27% were able to apply more than half of the vocabulary, when 3% used little vocabulary and could not connect with their examples from life. Value attitudes, civic qualities, awareness of purpose, motivation are internal regulators of human behavior, which lead to the value behavior of the student's personality, to the civil socialization of the student's personality. For this purpose, in foreign language classes, we pay special attention to topics such as "Acquaintance at an international conference", "Profession", "Rights, duties and benefits of a student", "Studying at a university", "My future job", "The civil qualities of the modern student ". Further, in order to identify students' ideas about value behavior, we offered students a test in German. The students were presented with a list of words that they had to write down in three columns. In the first, the most significant qualities of behavior for a student, in the second, those that may be inherent in him, in the third, which may be absent.

We took the following table as the criteria for the correct answers.

Table 1: Behavioral quality indicators.

Most significant qualities	Qualities that can be inherent	Qualities that can be absent
Patriotism / der Patriotismus	Composure / die Selbstbeherrschung	Sloth / die Unordentlichkeit
Tolerance / die Toleranz	Hard work / der Fleiss	Coarseness / die Grobheit
Compassion / das Mitleid	Patience / die Geduld	Arrogance / der Hochmut
Honour / die Ehre	Sincerity / die Aufrichtigkeit	Laziness / die Faulheit
Justice / die Gerechtigkeit	Responsiveness / die Anteilnahme	Greed / die Habsucht
Citizenship / das Staatsbewusstsein	Determination / die Entschiedenheit	Duplicity / die Heuchelei
Conscience / das Gewissen	Persistence / die Hartnackigkeit	Deceit / die Verlogenheit
Courage // der Mut	Passion / die Begeisterung	Irresponsibility / die Sanftmut
Political literacy / die politische Schulung	Moderation / die Ausdauer	Flattering / das Schmeicheln
Principledness / die Prinzipienfestigkeit	Hospitality / die Freundlichkeit	Imbalance / die Unausgeglichenheit

We rated each quality from the first column at 5 points, from the second - 4 points, from the third - 3 points. Then the scores and rank of each quality were calculated.

The test results showed that 60% of students placed the qualities correctly in the table, 35% made minor mistakes, and 5% of students ranked the qualities incorrectly or found it difficult to answer. The study confirmed our hypothesis and proved that, subject to the pedagogical condition: actualization of the axiological core of the content of a foreign language course, the education of students' civic qualities is more effective and that a foreign language has a huge educational potential for the formation of citizenship among young people.

4 DISCUSSION

At the beginning of the 21st century, Western society is experiencing an acute negative experience of "democratic" transformations, as a result of which the elementary spirit of citizenship was undermined. As a result, a significant part of the growing generation considers love for the homeland, patriotism and a sense of civic duty optional. This trend cannot but influence the new generation, therefore, in the field of education, the European urban decay and the fall of the younger generation. The leading teachers see the main goal of youth policy in the field of education in the development of civic education and the formation of citizenship. In recent decades, there has been a high activity of states in the field of education of generations.

In most European countries, members of the European Union and the Council of Europe, civic education programs have been developed, which are introduced into the content of school education either in the form of a compulsory school subject, or an elective course and elective. For example, in English schools it is "leadership course", in German gymnasiums - "politics", in French lycées - "civics", in Japanese schools - "special activity" and "civics". The basis of these programs includes knowledge about society and a person, which is necessary to prepare for the future life of a student in modern society and the formation of citizenship (Shehovskaya and Kosenkova, 2016).

5 CONCLUSIONS

The study of the problem of the formation of citizenship among students is due to its relevance in connection with the increasing need of society in the preparation of active, independent and initiative people who are able to navigate in modern life conditions. The new level of development of personal and social relations of the individual with the state revealed the need to improve the process of forming and educating a new citizen who knows his rights and obligations, respects the laws of the state; a citizen who is characterized by the ability to various and productive activities for the benefit of society, the state, and himself as an individual.

The achieved result can be attributed: an increase in students' awareness of their civil rights from 30% to 65%. When determining the value attitude, 70% of students easily completed the task and only 5% partially coped. The results of the value behavior test showed that 60% of students placed the qualities correctly in the table, 35% made minor mistakes, and only 5% of students incorrectly ranked the qualities and found it difficult to answer.

The work performed confirmed the hypothesis put forward and made it possible to draw the following conclusions:

1. The necessity of improving the process of forming students' citizenship by means of a foreign language has been determined.
2. Revealed and experimentally tested a pedagogical condition that contributes to the effective formation of students' citizenship by means of a foreign language: actualization of the axiological core of the content of a foreign language course.
3. Based on the study of scientific literature, we supplemented the concept of "citizenship" as an integrative unity of the qualities and properties of a person that determine its social orientation, readiness to achieve private socially significant interests, goals in accordance with the conditions existing in society, the state, personal needs and opportunities, accepted in society by moral and moral standards.

4. In the course of the experimental work, the forms of civic education were tested - work with a text, with a dictionary, with a diagram, with a table, testing, discussion to check the pedagogical condition that ensure effective civic education of students by means of a foreign language.

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