

rights	middle	36%	40%
	low		
5. What are you doing for the development of citizenship?	high	64%	
	middle		48%
	low		

Taking into account the performance on all issues, we found the average rate of formation of citizenship. Thus, the level of formation of Russian students is 37,2%, it's average. The level of formation of foreign students, 26.1 percent, it is low.

In the result the survey revealed that students have some idea of civic duties, citizenship. But knowing how the civil position is formed is superficial. Basically, a means of forming of civic consciousness of students is called the mass media. The formation of citizenship as an integrative quality, encompassing the inner freedom and the respect for civil authority, love of country and desire for peace, self-esteem and discipline, a manifestation of patriotism and culture of international communication is poorly developed.

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THE FORMATION OF CIVIC IDENTITY IN THE PROCESS OF MULTICULTURAL EDUCATION OF CHILDREN OF PRIMARY SCHOOL AGE

Ilsiya Shamsutdinova

Kazan Federal University,

Institute of Social and Philosophical Sciences and Mass Communications

Abstract. The article is devoted to the study of the formation of civic identity fundamentals in the process of multicultural education of children of primary school age. The article contains the results of sociological survey. The methodology, used in this study, made it possible to identify the ability of the model of multicultural education to form a civic identity in the schoolchildren. The system of education is one of the main institutions of social reproduction and national security; one of the most effective instruments for the cultural and political integration of

Russian society. Education is a leading factor in the preservation and development of national culture and language. The results of the research reveal the attitude of children of primary school age to the problem of forming a civic identity. The main goal of the monitoring was to identify the ability of the model of multicultural education to form a civic identity in schoolchildren. The formation of the fundamentals of civic identity in the individual, at the stage of primary education, is determined by two basic psychological processes - the formation of a feeling of belonging and pride in the native country, people and history, the initial forms of awareness of the own responsibility for the well-being of society, and the awareness of own ethnic affiliation and cultural identity, on the basis of awareness of "social self" as a citizen of Russia. The diagnostics of information competence demonstrates sufficiently high awareness of children on various civil-law issues. The most important constituents of the emotional component are feelings of pride or shame, caused by civil society and belonging to it.

Keywords: multicultural education, multicultural upbringing, identity, civic identity, civic consciousness, self-identification.

Introduction. The problem of self-identification is one of the most topical issues within the framework of the task of forming a new type of personality. The basis of his inner self subjectively is the construction of a system of his identities, with which he relates himself. An important place among them belongs to civic identity.

Civic identity is the awareness of belonging to the community of citizens of a particular state, having for the individual a significant meaning or the phenomenon of a supra-individual consciousness, a sign of a civic community, characterizing it as a collective subject.

Civic identity is the most important constituent element of the civil community. It serves as the basis for group self-awareness, integrates the country's population and is the key to the stability of the state. The formation of civil identity is carried out by various institutions of socialization (schools, public organizations, institutions of additional education, culture and sport, mass media).

Civic consciousness, unlike citizenship, is a spiritual and moral concept, not a politico-legal affiliation. Civic consciousness expresses not ethnic or ethnocultural, but universal interests of humanity in a certain nationally specific form. The process of self-consciousness of civil community is regulated by two tendencies. The first is the differentiation and isolation of the civil community, as a homogeneous community, from the "other", not included in it; drawing of certain boundaries. The second is the integration, based on intragroup community by relevant grounds, such as the similarities in lifestyle, traditions, values and worldview, reinforced by a shared historical past, present and prospective future.

In the new conditions, this task becomes a serious problem, requiring the search for new scientific approaches and new practical solutions for the education system of the Russian Federation, due to the fact, that its population is ethnically heterogeneous (that is the result of historical specifics of the formation of the Russian state).

In this regard, the Republic of Tatarstan is one of the most complex subjects of the Russian Federation - a large number of peoples live here, the main of which are the Russians and the Tatars. Therefore, the real linguistic and cultural situation is characterized by multidirectional actions of various ethno-linguistic and ethno-cultural processes, which often hamper the formation of the civic identity of schoolchildren.

In the modern world, it is very important to ensure civil peace and social stability, to create a favorable regime for the socialization of new generations. The future of the Russian state is largely determined by the effectiveness of political and civil institutions, the integrity of the territory, the social motivation of the population, the success of economic reforms, and the general rates of formation of the Russian political nation. Therefore, the modern Russian education should reflect the interests of Russian society and the state, associated with the formation of Russian civic identity. The holistic, innovative system of multicultural education, which takes into account the state interests, national and ethno-cultural characteristics of the population, the conditions of intercultural dialogue and the tasks of designing of inter-ethnic and inter-confessional harmony can ensure the satisfaction of such requirements.

Methods. Multicultural education is considered as the process of the formation of a person, capable of dynamic and effective life activity in a multinational and multicultural environment, possessing the developed feeling of understanding and respect for other cultures, the ability to live in peace and harmony with people of different nationalities, races, beliefs.

The process of multicultural education covers all spheres of the educational process and is aimed at the formation of a highly moral personality, capable of carrying out its own appraisal activity, independently developing a life position, based on strong moral beliefs, adequate civic identity.

Multicultural education is revealed in the definition of A. Thomas sufficiently complete. In his opinion, "Multicultural education takes place when in the process of communication with people of another culture, certain person strives to understand their specific system of perception, cognition, thinking, their system of values and actions, to integrate new experiences into their own cultural system and to change it according to another's culture. Along with the knowledge of foreign culture, multicultural education incites to the analysis of the system of own culture".⁵

¹Thomas, A. Temperament and Development. / A. Thomas, S. Chess. - N.Y., 1977. p.83

One of the goals, set by the Russian education, is the formation of a harmonious civic identity, corresponding to historical traditions, the modern structure and the prospects for strengthening the federal state. And it is the multicultural education, which can provide a reliable basis for this, corresponding to the conditions of modern Russia.

The study of the content of identity, the mechanisms of its formation and functioning have attracted and continue to attract psychologists, philosophers, sociologists, anthropologists, and political scientists. The term "identity" was introduced by E. Erikson and meant the identity of the person to himself, the accepted image of himself in the diversity of the person's relationship to the world around him. Civic identity is the complex of the most significant civil values, which determine the behavior of a person in society; the awareness of the national status by the individual, the ability and willingness to perform civic duties⁶.

The analysis of civic identity is contained in the works of T. Heidegger, J. Habermas, W. Hesse, F. Fukuyama. They turned to the specifics of identity formation in polyethnoconfessional communities, the transformation of individual identification systems, under the influence of socio-cultural factors. The researches of R.G. Abdulatipov, Yu.V. Arutyunyan, L.D. Gudkov, A.V. Kuznetsova, Yu.A. Levada, V.I. Pantin, V.A. Yadov, are devoted to the issues of the formation of civic identity, under the influence of globalization processes.⁷

Civic identity is considered among many categories (along with gender, age, ethnicity, religion and other identities) and is defined as the realization of the basic needs of the individual in belonging to a group. This is "the awareness of belonging to a community of citizens of the certain state, having a meaning for the individual; phenomenon of supra-individual consciousness, the indicator (feature) of civil community, characterizing it as a collective subject"⁸. Particularly relevant and meaningful is the formation of civil identity for a generation, only entering upon life, for which the process of identity formation (both civil, social and personal) coincides with the process of socialization as a whole. If for the older generation the desire to replace lost social ideals with new ones is connected with the desire to restore the disturbed picture of the world, then for teenagers - with the desire to create a picture of the own world, which is simultaneously similar and dissimilar to the adult world, which is considered by teenagers simultaneously as friend and foe. In this respect, the search for one's personal uniqueness, its content and structure is directly related to the reflection of life plans, goals and ways of self-determination. In this connection, there is an urgent need to study the process of appropriation by children of their individual and cultural historical past, and the ability to genuinely design their own future.

The features of the object of study - schoolchildren of the fourth grades, should be noted. It is necessary to pay attention to the features of junior schoolchild, which must be formed by the age of 10. First of all, this is the readiness for the transition to the middle level of school. The most important new formations arise in all spheres of mental development: the intellect, personality, social relations are transformed. This age is optimal for the development of sustainable cognitive interests and needs, the bringing of individual characteristics and abilities to light. The skills of self-control, self-organization and self-regulation are formed. The skills of communication with peers are developed; they help to establish lasting fellowship.

Junior school age is a period of positive changes and transformations. Therefore, the level of every child's achievements at this stage is so important. If the child at this age does not feel the joy of development of knowledge, does not gain the ability to study, to have friends, does not gain the confidence in own skills and capabilities, it will be much more difficult to do this later (beyond the sensitive period), that will require immeasurably higher mental and physical efforts. The formation of the fundamentals of civic identity in the individual, at the stage of primary education, is determined by two basic psychological processes - the formation of a feeling of belonging and pride in the native country, people and history, the initial forms of awareness of the own responsibility for the well-being of society, and the awareness of own ethnic affiliation and cultural identity, on the basis of awareness of "social self" as a citizen of Russia.

These features should be taken into account when drawing up the toolkit (questionnaire). The main goal of the monitoring is to identify the ability of the model of multicultural education to form a civic identity in the schoolchildren. Accompanying the main goal, the objective of this monitoring is to determine the effectiveness of multicultural education in the process of formation of civic identity of schoolchildren in Russia. Monitoring covers the whole pedagogical process, integrating the educational, extracurricular and upbringing activities of the educational institution.

The selective totality of sociological survey with the purpose of revealing the content and stability of basic ideologemes and conceptions in the state-civic identity in the perception of children of primary school age - is 957 questionnaires (according to the terms of reference).

Results. The results of the research reveal the attitude of children of primary school age to the problem of forming a civic identity. The main goal of the monitoring was to identify the ability of the model of multicultural education to form a civic identity in schoolchildren.

The Republic of Tatarstan is a bicultural area, and bilingual practices are widely used on its territory. It is important to create a comfortable space in educational institutions for children of primary school age. According to

²Ericson, E. Identity: youth and crisis / E. Erickson. - M., 2006. P.28

³Galaktionova N.A. Civic Identity as a Component of Personal Identity // Sociology. Economy. Policy. News of higher educational institutions. - 2010. - № 1. - Pp. 10-12.

⁴Vodolazhskaya T. Civil Identity // Educational Policy. - 2010. - № 5-6.- P. 140.

the results of the research, 40% of the surveyed children speak Russian at home, a small part - 20% speak Tatar and more than a third of respondents - 39% speak both Russian and Tatar. Children of various nationalities took part in the experimental program. According to the data of 2010, 48.5% of Tatars and 43.3% of Russians live in the Republic of Tatarstan. The children defined their nationalities as follows: 68% of Tatars, 29% of Russians, 2% do not know their nationality. It should be noted, that this survey shows a quite high level of the formation of ethnic identity.

According to the table of contingencies on the issues - participation in the program and spoken language - a uniform distribution of respondents was obtained. About a half of the children from both monolingual and bilingual families were the participants of the program, and there were no significant differences between the experimental and control groups. Also, the most of children note that they like the stories about their country's history. This shows the interest in learning and the interest in traditions of native land.

The development of national values, traditions, culture, knowledge about the nations and ethnic groups of Russia begins from the preschool age. Parents implant the national and religious values to children, since their birth. Despite the fact, that the majority of respondents do not visit the church or mosque with their parents, however, the difference is not significant. Almost a half of the schoolchildren (46%) answered, that they visited the proposed types of religious organizations together with their parents. The prevailing half of the sample (54%) admitted that they did not visit such places.

It is important to note, that children have a rather high feeling of patriotism. And regardless of whether they study, using the experimental program, or not. 92% of children would like to defend their Motherland in times of danger. Also, 90% of respondents would like to live in Russia and not in any other country. Depending on the participation in the experimental program, 59% of surveyed children, participating in the program, know the name of the state where they live, 41% of children, not participating in the program, also point the name of the state correctly. The difference is not so great, taking into account 5% sampling error, but it is present.

As has been said, children in the fourth grade are ready to defend the Motherland, they want to be presidents, they are happy to collect waste paper, they are friends. Most of them have heavenly thoughts and fair strives. Education must not only create something new in them, but it is also important to keep this purity in them. For the children, the Motherland is their country, as 46% of children have noted. This is their land (23%), their home (13%), and the place where they were born - 9%.

Modern fourth-grade schoolchildren could identify the colors of the Russian flag without any problems. The majority of respondents (95% of pupils) note, that the Russian flag has a three-color structure: white, blue, red. It should be noted, that most of schoolchildren also defined these colors in the correct sequence. This indicates a high level of knowledge of the state symbols in schoolchildren.

Discussion. To date, a large number of studies have been carried out around the world, where the age limits of the stages of development of ethnic identity are specified. The first "gleams" of diffuse identification with the ethnic group were found by the most of authors in children 3-4 years old. There are even the evidences of a primary perception of striking differences in appearance - skin color, hair - by children under three years old. But almost all psychologists agree with Piaget⁹, that the child achieves "realized" ethnic identity in the younger adolescence, when the self-reflection is of primary importance to a person.

Summary. The diagnostics of information competence demonstrates sufficiently high awareness of children on various civil-law issues. The most important constituents of the emotional component are feelings of pride or shame, caused by civil society and belonging to it. Children's consciousness reflects the entire inconsistency of the current situation in Russian society - on the one hand, the low standard of living and the polarization of society (including low salaries and pensions, social stratification), and the feeling of pride is largely based on sporting achievements, accomplishments in science and culture.

Conclusions. Thus, the relevance of the study of the process of forming a civic identity is highest in childhood, as it coincides with the process of children's awareness of themselves and their place in the world. Education of young people in the spirit of recognition of cultural values and ideals helps to maintain the existing social order. At the same time it contributes to social changes, which occur in connection with the reevaluation of existing knowledge, and the introduction of new methods and technologies. In the Federal State Educational Standard of General primary education the question is the forming of fundamentals of the Russian civic identity, which includes the feelings of pride for the Motherland and nation, for the history of Russia, as well as the awareness of ethnic and national identity. This identity forms the values of a citizen of multinational Russian society, ensures the formation and consolidation of humanistic and democratic value orientations.

The system of education is one of the main institutions of social reproduction and national security; one of the most effective instruments for the cultural and political integration of Russian society. Education is a leading factor in the preservation and development of national culture and language. In general, children, participating in the survey, have a sufficient civic identity - they are aware of their nationality, are involved in the process of studying historical aspects, they have information about the traditions of their native land.

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⁹Nalachadzhyan A.A. Ethnopsychology. The 2nd ed. - St. Petersburg: Piter, 2004. P.124.

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THE SOCIAL AND PEDAGOGICAL QUALITIES OF MODERN VOCATIONAL TRAINING TEACHERS

Inna Sokolova, inna.academ@yandex.ru

Marina Ilina, steelmar@yandex.ru

Elmira Vildanova, carinail@rambler.ru

Alsou Aydarova, aidalmir@yandex.ru

Irina Strakhova, istrakhova@yandex.ru

Kazan Federal University.

Abstract. The relevance of the research problem is determined by its practical and theoretical components. The practical relevance of the problem is determined, on the one hand, by new demands of society and industry on the pedagogical component of the vocational training teachers' activity, and by need to realize the potential of Humanities in development of the pedagogical competence of future vocational training teachers and the insufficient development of pedagogical conditions promoting the effective implementation of this process, on the other hand.

The purpose of the article is to analyze and distinguish professionally important qualities comprising pedagogical competence of future vocational training teachers in accordance with demands of Federal State Educational Standards, and to prove that these qualities can be formed successfully during studying the Humanities.

The leading method of the research on this problem is an ascertaining experiment comprising questionnaire survey and statistical analysis of the research results.

The result proved the hypothesis that Humanities influence positively on forming professionally significant qualities of future vocational training teachers. Article proceedings are valuable for organizers of vocational training of teachers, vocational training teachers themselves, and competence formation researchers.

Keywords: Pedagogical competence, Vocational training teacher, Humanities, Social and pedagogical qualities of vocational teachers, professional education.

Introduction. Vocational training teachers play a leading role in solving the urgent problem of preparation of graduates to the adequate professional multifunctional activity. The level of training of a vocational training teacher depends largely on the quality of industrial (practical) training, the level of professional development of young specialists (Bosch, Charest; 2012). Nowadays, a modern vocational training teacher's mission is to prepare a specialist who would integrate a knowledge not only revealing the patterns of development and realization of the personality in the modern world, but also necessary for the successful performance of professional functions [1].

The aim of our research is to reveal the professionally important qualities of modern vocational training teachers involved in teaching across a range of disciplines within the context of professional colleges in Tatarstan and Russia and to prove the positive impact of Humanities on forming professionally significant qualities. This problem