Developing Pupils’ Civic Engagement in the Republic of Kazakhstan: New Approaches and Solutions

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Abstract

Objective: This study is aimed at searching and simultaneously developing favorable pedagogical conditions for the development of civilian competence among seniors in the educational space of modern secondary school. Methods: Research methods include theoretical – The analysis and study of investigated problem in the scientific literature, official documents; analysis of educational-methodical documentation; empirical – observation, interviews, surveys, modeling, interviewing, testing, oral and written survey, practical assignments, study of pedagogical experience at vocational schools; statistical – mathematical and statistical processing of the results obtained during the study. Findings: The experimental work implemented by a group of authors in the context of the study resulted in positive outcomes, which indicates enhancing the theoretical and methodological teachers’ training level: knowledge of the essence of students’ civic engagement, its constituent aspects, norms and principles of organizations; teachers’ training for the implementation of active civic engagement in the process of organization of students’ educational and non-school hours activities; the level of professional and pedagogical skills for engaging teenagers in a variety of activities, adequate to civil activity components. A comparative analysis of the experimental work content with the data on the positive dynamics of changes in the levels of senior pupils’ civic engagement development in the experimental groups allows for the conclusion about the effectiveness of the scientific and methodological recommendations draft developed by the authors and the validity of the underlying general hypothesis of the study. Application/Improvements: In general, the efficiency of developing senior pupils’ civic engagement in the educational environment of the secondary school will significantly increase if the model and the totality of pedagogical conditions developed during the pilot study will be implemented.

Keywords: Civic Engagement, Educational Work Model, Form Master, Patriotic Education, Teenage-Pupils

1. Introduction

In conditions of improving the modern system of education and training of children and youth in accordance with the concept of liberal education a strategic guideline is finding effective ways and means characterizing the humane background which must be created in all areas of a child’s life, addressed to solve the main program of the goal – the comprehensive development of the child's personality. Furthermore, it is particularly important to define the role of the child's intellectual and social activity, the development of his/her psyche and personality in relation to the spiritual and moral development and self-awareness and social self-determination.

1.1 Importance of the Problem

Currently, there is a need in rethinking the conceptual approaches to the education of the younger generation and in finding new ways, forms and methods of solving the actual problem, considering that the country’s image and feelings of one's inextricable link with the motherland are formed by the state and society through a variety of mechanisms and institutions, in particular by the education system, the basic element of which is a secondary school. In this regard, it is the school as the most important institution in upbringing and educating the younger generation in the existing circumstances that has a special role in the formation and development of Kazakhstan patriotism, legal awareness, active life...
position, proudness for their people, country, respect for their culture – this foundation on which young people’s civic engagement is based, without which the efficient society development is impossible.

1.2 Relevant Scholarship
A comprehensive analysis of the problem showed that the issues of active civic engagement development of in recent years again become relevant and attract the attention of many scientists and researchers both in Kazakhstan and CIS countries.

Since the study of the problem of civic engagement development, until recently, is largely consisted of military-patriotic education, a number of scientists revealed the issues of organizational and pedagogical conditions, ways, means and methods of carrying out separate forms of military-patriotic education in their works.

The interest of scientists in different directions – philosophers, educators, sociologists, psychologists – both internationally and in the CIS countries, Kazakhstan has increased to this subject recently. In their works they consider civic engagement in the context of education and moral education, the emergence of civil culture, the spiritual development of the individual.

Certain aspects of the development of students’ civic engagement in the learning process and at non-school hours was studied in works by. They consider the problem of shaping of patriotism in the historical development as exemplified by Kazakhstan.

1.3 Hypotheses and their Correspondence to Research Design
The leading idea of the study: Under current conditions, the effectiveness of the development of teenager pupils’ civic engagement is determined by the teacher’s professional orientation at creating an integrated educational system, the design of which should be based on age, socio-psychological and personality-activity-related factors in the personality development of.

The main objectives of the study are:

- To work out and experimentally verify the effectiveness of a technique of teenage pupils’ civic engagement development.

Theoretical and methodological basis of research are theoretical provisions revealing the essence of “engagement”, “civic consciousness” concepts in the philosophical, sociological, psychological and pedagogical aspects; the doctrine about the full and harmonious development of the individual, systemic, synergistic, environmental, person-centered, activity approaches to education of pupils; theory of integral pedagogical process.


Research methods include theoretical – the analysis and study of investigated problem in the scientific literature, official documents; analysis of educational-methodical documentation; empirical – observation, interviews, surveys, modeling, interviewing, testing, oral and written survey, practical assignments, study of pedagogical experience at vocational schools; statistical – mathematical and statistical processing of the results obtained during the study.

The research base. Experimental work was carried out on the basis of the Shymkent city schools; 325 pupils took part in the experiment; 162 of these constituted a control group, 163 made up an experimental one.

The procedure and the stages of the study: A complex of research methods was used to achieve the assigned task, when selecting them which the objectives of each stage of scientific research were taken into account.

In an experiment, the authors concluded that such organizational system of educational work in school has the most beneficial effect on the development of pupils’ civic engagement in which:
• The purposeful work on pupils’ civic engagement development in the unity of educational and non-school hours work in school is carried out.
• The purposeful teenagers’ engagement in the overall structure of socially useful and important activities is organized in which parents and community educators are actively involved.
• Civic engagement development is based on the graded scheme of work planning process, which is implemented in three successive phases.
• Educational school system operates regarding the main pedagogical conditions of pupils’ civic engagement development in the unity of traditional and innovative forms and methods of organization of this process, and its distinguishing features are the action integrity and continuity.

2. Method

The structure and methodology of the study included the following steps:
• Analysis of school subjects content of humanitarian cycle, conditions of educational work and its compliance with modern society requirements.
• Identification of the precise and objective settings of the teaching staff in schools for the implementation of the task of teenager pupils’ civic engagement development.
• Analysis of ways of achieving the objective, taking into account the teacher’s preferences.
• Development of criteria for the analysis of results, allowing assessing the degree of development of the constituent components of teenager pupils’ civic engagement manifestations.
• Development of current control plan and adjustment based on selected criteria, focused on the development of trainees’ activity “for others”, civic engagement, the need for creativity, self-development.
• Processing of the results and their analysis using pedagogical research methods.
• Determination of the effectiveness of the pedagogical process of pupils’ civic engagement development.

Methodological guidelines in building a conceptual model of pedagogical activities of the school community on the development of pupils’ civic engagement are systemic, activity-oriented, problem-targeted, cultural, personal approaches used in our study in unity and co-relation.

We proceed from the fact that the leading role is played by a systematic approach that allows emphasizing integrative, invariable, systemically important connections and relations, determining what is stable, and what is variable in the system. The basis of our concept is the definition by31 who considered education as a purposeful control process of individual development.

Civic engagement development process management should be flexible and multidimensional, because its object, as has been already noted is a non-equilibrium, open and largely self-organizing system. In this context, “the central point of the system is the result, because any complex and any variety are becoming the system only by virtue of the result. At the same time, “the system cannot be stable if the result itself does not affect the system by reverse afferentation by its essential parameters”, considers32.

The pedagogical phenomenon of teenager pupils’ civic engagement development studied by us is characterized by not only the unity of the general and the particular, but also the individual, i.e., that particular, what is characteristic of a particular institution with a certain teaching staff, parents and pupils and their microenvironment. We specify that we mean by that universal that is present in its various forms, operating besides in different conditions, i.e., its original theoretical model.

The systemic approach as a methodological orientation allows considering the class as an integrated socio-educational system in the close relationship of its components: Goals of education, pupils, teachers, parents, education content, forms and methods of education, particularly the process of education of teenager pupils.

Each component of the system performs a certain role, but the main components are educates (teenagers) and the form master, teachers as social and organized individuals, who set themselves certain goals. The leading place among the components of the educational school system is taken by a form master, due to the fact that he/she was responsible for the success of the educational process design in school and in the class, he/she is the most interested party in the creation and operation of an effective educational system in his/her class.

The main structural component of the educational system in school is a class. It is here that activities of pupils are organized; social relationships between pupils are formed. Representational functions in school autonomous bodies are implemented also on behalf of the class. Hence it follows that the specifics of the form
master’s functions and positions are due to the peculiarity of class educational system.

With these approaches in education, we designed a conceptual model of educational system of a class aimed at pupils’ civic consciousness education. Based on study by\textsuperscript{33}, we define a class educational system as “a way of organizing life-sustaining activity and education of the class community members, which is a coherent and ordered set of interacting components, and promoting the development of the individual and the collective”.

In this regard, we consider the class educational system as a complex poly-structural socio-pedagogical and psychological phenomenon, consisting of a large number of elements differing by ordering in its development.

The value-semantic core of this system consists of the development of teenager pupils’ civic engagement. Promotion of a pupil as the education goal is fundamentally significant in the modeling of the educational system of the class community.

The leading ideas of the concept are:

- Priority of class educational system is the education of patriotism, legal culture and culture of international dialogue as the core of the personality.
- Humanistic orientation of education is the basis of the development of teenagers’ civic engagement, where a person is “the measure of all things”.
- The development and establishment of pupil’s civic consciousness “covers” all form master’s activities.

Our experimental work allows determining the optimum composition of simulated components of class educational system: targeted, emotional and valuable, subject-subjective, substantive, procedural and communicative, diagnostic and productive, reflexive and managerial, which are presented in the following table.

A target component involves the definition of the objectives of educational system functioning. The form master is guided by the goal – the ideal for which the society, the school, the form master strive when designing the goals; the goal is the process aimed at the projected state of the educational process for raising pupils’ desired behavior forms; the goal is the result as a desired image of teenagers’ personality, which is expected to be achieved.

In this regard, we emphasize that the main objectives of class educational system are the creation of a unified educational direction in establishing and development of pupils’ individuality for the development of civic engagement; satisfaction of social needs and requirements through a system of civil attitudes, beliefs and behavior of pupils; education of the needs to civic engagement and socially useful behavior and self-expression.

In the process of form master’s goal-setting activity, each of these objectives is filled with specific content, warranting teacher’s pedagogical credo, goals and value orientations of society, educational institution and classroom community, peculiarities of the pupil team and the specifics of life-sustaining activity conditions\textsuperscript{34}.

In the development of an effective goal it is necessary to observe a number of requirements: They should be directed at the development of moral value and acquisition by pupils of value attitudes toward themselves and the surrounding social reality; paired with the interests and values of class members community; take into account the social order of the state and society, meet the characteristics of class collective and conditions of its life; they should be provided with the necessary resources for their implementation; to be specific, clearly articulated; flexible, i.e., to be capable of adjustment; difficult, but achievable; diagnosable\textsuperscript{35}.

Procedural goals are inextricably linked to effective ones, because they include changes in the educational process, ensuring the achievement of the pupil’s desired image. We formulate them as follows:

- Familiarizing of pupils with the universal values and the national culture values.
- Ensuring of enhancing the role of pupils’ self-government in the planning, organization and analysis of class community’s life-sustaining activity.
- The participation of parents in the preparation and implementation of key educational affairs in the class for the further civic consciousness development of pupils and class collective.

Prospects may be different in the length of their achievements and social value ("from the simplest primitive satisfaction to the deepest sense of duty"), but should contribute to the growth of the individual and the collective. Depending on the age characteristics of pupils’ development, pupils’ targets, the level of the class team development, the prospects may be close (visiting the theater, exhibitions, discussion of personally-meaningful, moral issue), medium (participation in competitions, carrying out actions, campaigns), far (to become a law-abiding and a responsible citizen, a well-mannered person, etc).
In this regard, there are tasks of class educational system oriented at the civic engagement development:

- Development of children based on the principles of humanism, person-centered education.
- Development of spiritual and moral values and their approval in teenagers' minds and behavior through a spiritual revival of folk traditions, family traditions.
- Creation of the conditions for the individual's civil self actualization.
- Development and dynamics of the development of the subject – object-subject relations between members of the class community.
- Pedagogical support of a person.
- Building relationships based on civics, duty, justice, humanity, law and order.

The emotionally-valuable component includes priority ideas of building the educational system focused on civil education and development of an active civic consciousness as an important goal – the values of teenagers’ personality development.

Based on the goals, simulated values are: patriotism, love for the native land, respect for the law, duty, responsibility and tolerance. Describing the emotionally-valuable component of the class educational system, we emphasize that the leading place in it is given to the form master. We agree with the point of view of scientists who emphasize the following leading roles of the form master: “the conductor on the World of Knowledge”, “controller”, “mentor”, “culture medium”, “senior fellow” and “facilitator”.

The originality of the class educational system is largely due to the individual characteristics, the age of pupils, influencing the creation of individual educational class system. An important component in the creation of a class educational system is presented by parents. They perform important functions in creating educational system of value orientations, taking an active part in the construction of the class model, drawing up a plan of educational work of the form master; event-class activity, feeling a moral unity with their children and with the form master.

An important role in building a conceptual model of a class educational system is the personal qualities of the form master. In and others distinguish over 60 character traits of the modern ideal of a form master. The most important are the following personal qualities of the form master to educate pupils' firm civil position: Kindness, sensitivity, moral purity, justice, humanity, empathy, altruism, openness, tolerance, active life position.

Scientific studies show that if the basis of the form master's personality is human values, then such value orientation prevails in class collective; if the form master takes an active life and teaching position, then pupils of this class are distinguished by activity, independence. It is no coincidence when the educational system in this class undergoes significant changes while changing the form master.

It would be an incomplete consideration of this issue, if we did not include subject teachers, administrators and psychologists in the subject-subjective component modeling of class educational system. Here we share the view by who notes the correct approach in those educational institutions, which are trying to merge all teachers leading educational and extra-curricular activities in a particular class into a single team, to the maximize coordination and integration of educational impact on pupil team and its members.

The most productive type of interaction between the form master, subject teachers, pupils and parents for the development of civic engagement is a partnership that involves: Objective knowledge, mutual understanding, supporting the best aspects of each other; humane, friendly and trusting relationships; activity of communicating parties in establishing contacts and organizing activities; co-conscious and adopted objectives and rules of action; a positive influence on each other, stimulating creative and moral growth of children, parents and teachers themselves.

The substantial component of modeling class educational system has a poly-structural nature; it performs the role of a backbone and ensures the educational system orderliness and integrity, operation and development of its basic elements and relationships. The basis of the substantive component is the joint activity of the subjects of educational process focused on the development of pupils' civic consciousness.

Educational class system is based on the optional course of the program “I am a citizen of Kazakhstan”. The aims and objectives of the program are:

- Civil education of pupils based on their acquaintance with the content of the “civic consciousness” concept, the civil culture;
- Familiarization with the rights and duties of citizens of the Republic of Kazakhstan and socially useful behavior in different situations;
- Creation of educative environment in the class, personal development conditions and the development of civic engagement.

The worked out program of teenagers’ civic engagement development consists of five sections. While working on the program the form master complicates the goals and sets new challenges to pupils, leads to understanding of the presence of a human internal and external culture; generates ideas about the nature of conflicts and ways to resolve them, reveals the contradictions surrounding the person, develops ideas about the vital position of a person – a host of his/her own destiny, humanist forms of relationships, a manifestation of tolerance; shows the greatness of the man as a patriot, citizen thinking morally, an active builder of a new society. The work on the program reveals the meaningful essence of this model, focused on civic education and the teenager pupils’ civic engagement development.

An important role is played by a targeted systemic nature of the educational work of the form master. To do this, certain educational matters are combined in the larger “doses of education” – thematic programs, collective creative affairs.

It should also be taken into account that the foundation of class educational system is the relationship, as well as their varieties.

Diagnostic and resulting component of civic education and the development of civic engagement include forms, methods and techniques for the study of the levels of manifestation of teenager pupils’ civic engagement; criteria and indicators of the effectiveness of its development among middle school pupils.

The need to include diagnostic and resulting component in the list of the main elements of the model is needed for reliable information about the trajectory of civil education of pupils’ personality, the establishment and development of civic engagement of pupils and class collective.

In the modeled educational class system, a measure of the efficiency of the system is civil values learned by teenagers. The authors conform by the following criteria: The presence among teenagers a desire to participate in the activities which have a socially significant result, the presence of knowledge about civil culture, a civic engagement manifestation in teenagers’ activity and behavior. Diagnostic techniques allowing obtaining reliable enough information about the investigated phenomenon various aspects are identified in accordance with the selected criteria.

Thus, on the basis of the conducted search experiments we came to the conclusion that it is important to find out the pupils’ interests, motivations, needs and attitudes for effective staging of the work on the teenagers’ civic engagement development, the depth and stability of which in particular depends on a number of factors. The overall secondary school activity on pupil’s civic engagement development is organized in accordance with the plan, including an analysis of the work over the past year, taking into account the advances, shortcomings and defining current tasks.

The orientation of pupils’ activity and interests, which is the basis of our work, is studied at the first stage. For this purpose, at the beginning of the school year in school form masters conducted a questionnaire survey among pupils and their parents and the orientation activity and interests of each pupil and the class as a whole was revealed and recorded on the basis of their responses.

At the second stage, we recommended school leaders to make a plan of work for pupils’ civic engagement development on the basis of the analysis in the following way: A brief description of the class interests and orientation; tasks for pupils’ civic engagement development for the entire period with a specialization on a semi-annual basis, basic types, forms and methods of this work; collaboration with parents and the Bolashak organization for the development of pupils’ active civic consciousness and behavior; governing conversations with teenagers and their parents on issues about the rights and obligations of the RK citizen; modeling of educational situations, strategies and tactics of subjects of the class educational system; forms of involvement of parents and bodies of school and pupil self-government to work on pupils’ civic engagement development. In the preparation of the calendar and thematic plans on the basis of programs on relevant subjects subject teachers were also recommended to use this scheme in identifying features of each topic in the process of development of pupils’ civil culture and active civic consciousness.

With the orientation of teenager pupils’ civic engagement development we worked out the work content in relation to each aspect, the forms and methods of both separate events and a set of events aimed at
the education of the Kazakhstan patriotism and legal awareness, civic consciousness and culture of pupils’ interethnich communication were defined.

It should be noted that in the course of experimental work pedagogical staff of the school was able to give it a personal-oriented focus, adding specific features such as:

- Orientation of the action not only at the care of other people, but also at their personal development.
- Pupils’ voluntary participation in the common action.
- Accentuated attention to the authorship and authors of ideas, proposals.
- Awareness of the personal importance of collective actions.
- Possibility to choose “roles”, instructions, forms of alliances with other participants of the action, methods of action.
- Joint analysis not only of how the action passed, but what it meant for each team member, etc.

By creating a model of educational work the teaching staff of the school identified its mission as: Training of educated, physically developed, cultural young people who are able for further improvement and adaption to changes in the socio-economic conditions.

The strategic objective of the school educational work model implies the construction of a “socially active school” model by the development of “We are together” Project. The idea lying in basis of the model is: Collective creative activity of teachers and pupils, which pervades all didactic cycle parts where methodological aspects of education and training are considered through a substantive laboratory. During non-school hours activities these laboratories are joined in educational centers, in the basis of activity of which there is the organization and carrying out of cultural and working activity and implementation of complex training and educational programs.

Such an organization of educational work, when during school and non-school hours work, pupils, parents and teachers master practical skills, are involved in the design, research and creative activity, which facilitates the transition from education to the pupils’ collective education and self-education. All this is carried out not only through the educational centers’ activities, but also due to pupils’ co-management authority. The development of educational structure is carried out in areas focused on such human values as a person, family, fatherland, work, knowledge, culture, land, creativity.

The implementation of the educational process takes place on four levels, taking into account the individual needs and public social order by school.

The effectiveness of the implementation of the plan monitored by us in experimental work through expert evaluations method, self- and peer-assessment by experiment participants, observation, analysis of activity products for teachers and pupils. In all cases, the psychological climate in groups, both teachers and pupils, was improved, the emotional background of social life enhanced (92% of participants in the experiment noted this fact), the nature of relations between pupils and teachers, pupils with each other changed, the level of trust increased (the dynamics is from 15 up to 68%), mutual respect, co-operation of all members of the school community improved. There were new opportunities for self-manifestation and self-realization of every teen and teacher in various forms of the group life-sustaining activity (86% of the participants noted this positive fact).

In general, we can state that the prospect of the presented model development is a socially active school, which considerably expands the educational space framework and allows using favorable factors and partly neutralize negative socialization factors, which aims not only to provide educational services to pupils, but also to develop community, to involve parents and community residents to solve the social and other problems faced both by the school and the community. This is the school which aims to become not only educational, but also the civil, cultural and social center of the neighborhood.

An important objective of the experimental work was also revealing the nature of the relationship of parents to their children’s civic engagement. Our research showed that parents have a significant impact on the pupils’ opinion and viewpoint (46%). Therefore, to determine and to form teenagers’ civic engagement correctly it is necessary to study the views of parents on this issue and to hold respective work with them. In view of the above mentioned, the most important directions of school teachers’ work to improve pedagogical culture of parents in the teenagers’ civic engagement development are as follows:

- Scientific-pedagogical education (lectures for parents, universities of parental knowledge, parent meetings for exchange of experience, study of the media materials).
- Pedagogical activity related to the implementation of
controlling, communicative, organizing, correcting, and other functions connected to the participation in a variety of actions on the development of communication culture, civic consciousness and patriotism of Kazakhstan children.

- Pedagogical self-education (reading of scientific and educational literature, television viewing, etc.).

It should be noted that the choice of forms and methods is determined by the following factors: The level of parents’ pedagogical culture, types of family relations, specifics of school, age peculiarities of children, etc. In the process of development of civic engagement one of the determining factors is the selection of such tools, methods and means of training and education that would most effectively stimulate pupils’ civic engagement. With this in mind, we selected or specially developed appropriate forms and methods using them in the future in a certain sequence.

Thus, for teachers one of the most effective forms of educating a patriot, a citizen became the authentic educational technology—“group discussions”, which gave pupils the opportunity to choose and experience to defend views, opinions, judgments, estimates. Implemented experimental work showed that this technology has several advantages:

- Creates a strong field of emotional infection, in which the pupil falls and in which he/she gains the experience of emotional distress.
- Centers the teenagers’ attention on the social significance of an event, helps comprehend social and cultural value of their own activities with a broader "public importance" perspective.
- Real interaction of a pupil during a group activity with a specific object of the world is reinforced by the high satisfaction due to the fact that a partnership, communication, friendship, a sense of “his/her” group, where he/she is able to feel the individual self among others and aware himself/herself as an individual are very important for teenagers. Teenagers’ skills to interact with people and objects and affect the surrounding reality are formed.

This technology was highly appreciated by not only teachers, but also by teenagers themselves because it provides a great opportunity to acquire a vital social experience in the process of discussing and taking part in situations covering a large number of life situations and provided the freedom to choose the method of social behavior. During discussions and debates on specific situations pupils form relation to fundamental issues of civic consciousness, politics, morals, rights and responsibilities of citizen and behavior.

The process of development of civic engagement as we have already pointed out, is in instant dependence on the content of subjects learned in school, using various tools, methods and techniques, acting as incentives of cognitive, search activity, system of relations between teachers and pupils, between the pupils themselves.

In this regard, one of the intensive methods of teenagers’ engagement in public life became a project method, using which the school and other education institutions solve two critical issues: To promote personal self-determination and development of civil behavior skills in everyday life.

This method attracted the educators’ attention in the 20s of the last century, who used its ability to shape the relationship between knowledge and skills and their application in practice. The analysis of modern psychological and educational literature allows revealing features of this method.

Firstly, the aim is possibly more complete, comprehensive systematic study of the problems and the development of a particular product: A scheme, a scenario, a model, a report, i.e., the practical effect. As a general rule, the project is the result of collective work, which at the last stage involves reflection – analysis and understanding of teamwork.

Secondly, the method is based on the activity-oriented approach, which involves practical activity and at the same time, it also involves engaging pupils in research activity aimed at the development of attention and imagination, the ability to design and goal setting. Thirdly, the project activity usually ends with the assessment and recording of results.

In general, the working process of the project is contributed to the education of pupils’ significant values: Social partnership, sense of responsibility, mutual aid, self-organization, participation in designing develops both research and personal and social skills of pupils. Therefore, this method is noteworthy in the process of education of a teenager’s harmoniously developed comprehensive personality and the development of his civic engagement in particular.
3. Results

Obtained results of the questionnaire survey allow stating that the general level of teenagers’ awareness of the social importance of Bolashak teenager organization is quite high (47.0% of respondents). The explanation for this fact should be found in age opportunities of teenagers to properly assess the importance of the initiative in dealing with socially useful and important actions, to understand their social value. At the same time, focused on the awareness of the public work importance in general, many young people do not see and do not participate in specific collective actions personally for themselves. In particular, such indicator of teenager-pupils’ civic engagement as the importance of personal involvement in the Bolashak activities is expressed very poorly among more than half of the respondent-pupils (720 pupils, grades 5-9) (56.0%). The data suggest about the fact that in many cases, two-thirds of teenagers either do not want to be involved, or would like to take up the position of the viewer, the listener. And only a third of teens would like to take on certain responsibilities for the preparation and holding of the planned actions.

The last selected index of teenagers’ civic engagement makes itself conspicuous – the importance of possessing skills in the organization and holding collective actions. The data of the survey point to the fact of having a sticking of both the existence of skills and a desire to master them. Thus, the majority of respondents (73%) possesses these skills either at a very low level or do not have them at all. Almost two-thirds of teens (63%) barely expressed a desire to acquire the skills to act in collective and socially beneficial activities.

Thus, we have identified the main pedagogical conditions of implementation of civic engagement development in the process of interaction of school teachers and the Bolashak teenager organization, which were realized during the forming experiment. Analyzing the best practices on the development of pupils’ civic engagement in school and non-school hours activity, we came to the conclusion that the certain subject teachers strived at bringing up patriotism, legal awareness, culture of international dialogue in the learning process, developing active civic consciousness.

In addition to this, in order to obtain objective results of an experimental study, orientation of the personality, which is the dominant motivation determining life goals chosen by a person, values and ways of self-affirmation were determined by us based on technique. According to the type of personality orientation stimulates the development of certain personality traits and limits the development of others. She recommends using her technique for determining the basic techniques of diagnosis of leading human needs that lie at the foundation of its orientation.

Major personality traits, expressing his/her public nature, the psychological structure, individual characteristics the most, and, according to scientists, are the basis of the harmonious development of the individual in the future, the key to strengthening his/her civil qualities were chosen as parameters. There are five selected basic properties:

- Collectivism, assuming an effective account of reasonable needs, rights and interests of other people, an ability to see their needs, cooperative attitude, desire to bring them joy and all possible benefits.
- Hard work – attraction to active creative activity, which is manifested in the search for possibly useful application of own forces, in satisfaction due to work results achieved on one’s own.
- Curiosity – the desire as wide and deep as possible to become acquainted with different aspects of the world.
- The ability to see beauty in the surroundings, to enjoy it and to base own activities on the laws of beauty (aesthetic development).
- Orderliness – suitable planning, self-control, the ability to manage own physical and mental abilities, to bring what was started to finish.

We evaluated levels and features of these properties (and their opposites) development by the appearance in pupils’ activities of pairs of polar indicators.

The data received during the survey showed that pupils of an experimental group, with which the entire complex of works was carried out in accordance to the method developed by the research group shows a significant growth of civil-oriented aspect in teaching of almost all school subjects, especially the cycle of humanities, while pupils of a control group are characterized by a slight increase in corresponding indicators, that are virtually identical to the original data.
A special place in the system of our research takes the non-school educational activity. Here in the experimental work the application of new educational technologies is widely practiced, which were the most productive in the teenager-pupils’ civic engagement development process. At the same time, we clearly observed the individual work of each member of the experimental group, gave the necessary advice to pupils, helped deal with emerging challenges, but in general terms, provided teenagers greater independence, in order to enhance individual abilities, acquired qualities, aimed to their self-development, independent search for solutions.

Pedagogical diagnostics conducted by us identified specific indicators of formedness of studied quality in pupils’ personal characteristics, i.e., pedagogical diagnostic techniques revealed the manifestation of pupils’ civic engagement. We note that the effective functioning of teenagers’ civic engagement as a whole system is determined by the structural interrelation of its main components: motivational, cognitive and procedural.

Since one of the main components of civic engagement is its motivational component, which characterizes pupils’ attitude to this phenomenon, its driving motives, goals, as a criterion, which we highlighted as “the presence of teenagers’ desire to participate in the activity which has a socially significant result”, and as indicators:

- Awareness-understanding of their civil duty.
- Attitude to the fatherland as a whole, to their native land, rights and duties of the RK citizen.
- Aspiration to the vigorous activity for the good of their country.

The result of diagnosis of preliminary and final measurement according to this criterion revealed that the representation of a high level and its constituent indicators has consistently increased from 7.0% to 14.0% in the experimental classes. The average level has a steady tendency to ascend (13.0-20.0%) and the low level – to descend (11.0-2.0%). As for the values representing average and low levels in the control classes, then there is a dynamic: As for the average value from 14% to 15%, the low value descending from 15% to 12% (Table 2).

### Table 1. Results of experimental work on teenagers’ civic engagement development by the motivational component (in %)

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<th>Component Levels</th>
<th>Control classes</th>
<th>Experimental classes</th>
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<td></td>
<td>Beginning</td>
<td>End</td>
</tr>
<tr>
<td>Motivational</td>
<td>High</td>
<td>8w</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>17</td>
</tr>
</tbody>
</table>

The obtained results showed that the representation of a high level and its constituent indicators has consistently increased from 7.0% to 14.0% in the experimental classes. The average level has a steady tendency to ascend (13.0-20.0%) and the low level – to descend (11.0-2.0%). As for the values representing average and low levels in the control classes, then there is a dynamic: As for the average value from 14% to 15%, the low value descending from 15% to 12% (Table 2).

### Table 2. Results of experimental work on teenagers’ civic engagement development by the cognitive component (in %)

<table>
<thead>
<tr>
<th>Component Levels</th>
<th>Control classes</th>
<th>Experimental classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning</td>
<td>End</td>
</tr>
<tr>
<td>Cognitive</td>
<td>High</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>15</td>
</tr>
</tbody>
</table>

- Knowledge on the essence of civic consciousness.
- Knowledge on the rights and duties of an RK citizen.
- Knowledge on the culture of international communication.

### 4. Statistics and Data Analysis

![Figure 1. Results of experimental work on teenagers’ civic engagement development by the motivational component.](image-url)
The diagnosis result of preliminary and final measurements by this criterion and its constituent indicators among pupils in the control classes remained almost unchanged, while in the experimental classes it sequentially increased from 7% to 10%; there is a positive dynamics of the average level in the experimental classes from 13% to 16%; a low level of control classes decreased from 7% to 5%, and the in experimental classes had a tendency to descending significantly from 12% to 2% (Table 3).

Table 3. Results of experimental work on teenagers’ civic engagement development by the procedural component (in %)

<table>
<thead>
<tr>
<th>Component Levels</th>
<th>Control classes</th>
<th>Experimental classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning</td>
<td>End</td>
</tr>
<tr>
<td>Processual High</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Average</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Low</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

Influence of experimental work on the focused development of civic engagement of 5-9 grade pupils allowed carrying out a comparative analysis of ascertaining and formative experiment data. In turn, the experimental technique allowed following a stable trend in the levels of pupils’ civic engagement development in experimental classes.

5. Conclusion

The results of the final measurements show that the developed set of measures that guarantees participation of pupils in a variety of activities, the organization of interaction with the teenagers’ organization and parents to develop pupils’ civic engagement allows achieving a tangible growth of the tested quality of teenagers due to manifestations of actions on the sufficient and high levels, together representing a procedural component of teenager-pupils’ civic engagement. During the formative experiment the direct dependence of establishment and development of civic engagement on the formedness level of teenagers’ group, its educational system was found. This resulted in the development of personal structures, such as: Expanding the scope of subject knowledge, aspiration to communicate with peers, which is expressed in a stable desire of group and collective and socially useful and meaningful activity; intolerance to anti-social manifestations and civic engagement of pupils; aspiration to receive new knowledge, to enhance the general level of culture, to work for their country, etc.

In general, in the course of pedagogical experiment the improvement process of teenagers’ civic engagement development was implemented. The most beneficial effect on pupil’s civic engagement development has such educational work organization of the school system, in which:

- Purposeful work on pupils’ civic engagement development in the unity of educational and non-school educational work in school is carried out.
- Purposeful engagement of teenagers in the overall structure of public beneficial and social activities is organized, in which parents and community educators are actively involved.
- The development of civic engagement is based on the graded building of work planning process, which is implemented in three successive phases.
The educational school system operates regarding the main pedagogical conditions of pupils’ civic engagement development in the unity of traditional and innovative forms and methods of this process organization, and its distinguishing features are the integrity and continuity of impact, from 5 to 9 classes.

6. Acknowledgments

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