



## Management of Civil Position's Formation of the Student Youth

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### ABSTRACT

The relevance of the study is reasoned by the change in relations between the state and civil society in the context of consolidation of many countries' and communities' efforts in the fight against terrorism. Modern society demands the training of specialists taking active part in the life activities of civil society. The article aims to find out the specifics of management of civil position's formation of student youth. The leading approach to the study is a system approach, allowing considering of the management of civil position's formation as a purposeful process. The article reveals the essence of civil positions; clarifies the managerial features of the civil position's formation of student youth: The development of knowledge about civil society, rights, freedoms and responsibilities of citizens and the involvement of students on the rights of the entities in legal, moral and political, socio-economic relations for the development of civic actions' ways, experience's obtaining to form civil position and emotional-valuable attitude to it. The paper submissions can be useful for managers and teachers of educational institutions; employees of the centers for advanced training and retraining of personnel in the selection and structuring of the content for the training of scientific and pedagogical staff.

**Keywords:** Civil Position, Principle of Purpose, Awareness of the Rights and Duties, Man and Citizen

**JEL Classifications:** I21, I25, I28

### 1. INTRODUCTION

The relevance of the study is reasoned by the change in relations between the state and civil society in the context of efforts' consolidation of many countries and communities in the fight against terrorism (Yepaneshnikov et al., 2016). The 29<sup>th</sup> article of the universal Declaration of Human Rights says that everyone has duties to society, without which the free and full development of the personality is impossible (The Universal Declaration of Human Rights, 1998). Currently we are witnessing, how is modified the concept of the state and the nature of relations between the state and civil society: The state is perceived as an institution that provides conditions for the exercise of the rights of man and citizen (Gobozov, 2011). The civil society represents: First, a human community at a certain stage of development, which includes the voluntarily formed non-state structures in various spheres of life activities of society; secondly, the totality of non-state relations, relatively independent on the state; thirdly, the self-realization of

free individuals protected by the laws from arbitrary regulation of their activities by public authorities. It is established that the main features of civil society are: (1) The existence of a market economy, where the identity is not alienated from property, there is freedom of entrepreneurial activities and state intervention in economic relations is minimized; (2) recognition and real security of the natural rights of man, the possibility of their judicial protection; (3) self-management, self-organization; (4) publicity of carried out public political activities; freedom of expression and communication with international public organizations; (5) supremacy of legal law; equality of all people in front of law and court.

From the signs of a civil society, it follows that it is interrelated with the legal government. Outside the civil society, legal state is impossible. The legal state cannot be built without civil society. This relationship is explained by the fact that neither the power nor the right can be the real guarantors of the execution of the laws,

if the right is not legitimized by society (Minimansurovich, 2014; Kalimullin and Vasyagina, 2015). But society is able to achieve this only at a fairly high level of civic development. Thus, the legal state and civil society are formed together and the process of their creation takes a long time and requires targeted efforts and free access to information and the capacity of citizens for its processing and analysis. Education therefore is focused not so much to teach the students traditional schemes of thinking and practical actions, but skills to comprehend and select the appropriate information based on their needs; to make their own decisions. Modern society demands the training of specialists, not only who are competitive on the labor market, but also taking an active part in the life activities of civil society (Pugacheva et al., 2016; Yashkova and Kalimullin, 2015; Kamalova and Zakirova, 2014; Gromova and Zakirova, 2014; Cheverikina et al., 2014; Zakirova et al., 2015). In conditions of global problems' aggravation the civil position's formation of the student youth is an imperative for sustainable development of civil society, political and economic stability of the state (Ivanov et al., 2016). All this provides a new look at management of students' civil position's formation, as residents of many countries begin to engage in more complex social relations, to assume new social roles, feel themselves not as citizens of any particular state, but as citizens of the world. The paper aims to find out the specifics of management of students' civil position's development.

## 2. RESEARCH METHODOLOGY

The leading approach to the study is a system approach, allowing considering of the management of the civil position's formation as a purposeful process. Wide scope of application of a systematic approach affects different aspects of social life and many sciences. The basis for understanding of a systematic approach are the principles the basic formulation of which is quite fully represented in the works of Ackoff (1972), Garayedagy (2007), Forrester (1970), Kahneman (1979; 1992), Tversky (1974). One of the principles of the system approach is the sense of purpose that is the basis of system thinking (Chornaya, 2013; Lisitzina et al., 2014). The sense of purpose, expressed as a principle, was first considered by Kant. Kant first suggested the conjecture that in the purposeful nature of human activities was hiding something peculiar to the objective course of history beyond the control of the people (Kant, 2000). Today, the principle of determination (the sense of purpose) is based on the realization of the objectives by the entities of the system on the basis of information, knowledge and understanding. This information enables us to answer the question "what?" knowledge - "how?" and understanding - "why?" Management of students' civil position's formation on the basis of the principle of determination provides the system integrity of the processes of learning about civil society rights, freedoms and duties of citizen and students' involvement on the rights of entities in civil activities, as well as their continuity. The result obtained at each preceding stage provides the beginning of the next stage. From stage to stage tasks become more complex, students are connected to these tasks' solving with a gradual increase in the share of autonomy and activity, knowledge about civil society, rights, freedoms and duties of citizen and civic activities become a purposeful system.

## 3. RESULTS

The main results of this study are: (1) The essence of civil position and managerial features of students' civil position's formation; (2) experimental verification of managerial features of students' civil position's formation.

### 3.1. The Essence of Civil Position and Managerial Features Students' Civil Position's Formation

It is found that civil position is an integral quality of personality, which reflects the awareness of civil rights, freedoms and responsibilities; an understanding of civic responsibility to society; a sustainable focus on civil activities in the framework of legal regulations. The management of students' civil position's formation is understood as a purposeful process of students' inclusion in legal, moral and political, socio-economic relations to realize their civil rights, freedoms and responsibilities, understanding of civic responsibility, education for sustainable focus on civil activities in the framework of legal regulations. Commitment characterizes the management of students' civil position's formation as a complex process, capable of self-preservation, self-organization and self-regulation on the basis of information processing. These characteristics suggest the presence in the process of a human possessing freedom of choice when making decisions. It is found that, with the system approach, the person belongs to the class of purposeful self-regulating systems functioning on the basis of information's correlation of two types: About the environment (situation) and about their own system's state. It is found that the managerial features of formation of students' civil position consist in the development of knowledge about civil society, rights, freedoms and responsibilities of citizens; in the students' involvement on the rights of the entities in the existing legal, moral - Political and socio-economic relations for the development of methods of civic activities, for the obtaining of experience to form civil position and emotional-valuable attitude to it.

### 3.2. Experimental Verification of Managerial Features of Students' Civil Position's Formation

Experimental verification of the results of the present study was conducted on the basis of Kazan state University of architecture and construction from 2015 to 2016. In the experiment took part 87 teachers and 305 students. Experimental testing took place in three stages: Ascertain, forming and control.

On ascertain stage of the survey the attitude of teachers and students to the process of civil position's formation was revealed (Table 1).

Table 1 show that the majority of teachers are convinced in the existence of a developed civil society and the need to manage the process of civil position's formation. The opinion of students on most of the issues is different and there is no consensus among them. The exception is the last question: The majority of students (77%) believe that the process of civil position's formation must be managed.

At the forming stage to develop the student's knowledge about civil society the course "Civil society in modern Russia" was

**Table 1: The results of teachers' and students' survey about the formation process of civil positions, conducted in March 2015 (in percent)**

Question	Students' opinion		Teachers' opinion	
	Ascertaining stage	Control stage	Ascertaining stage	Control stage
Are your civil rights and freedoms really provided?	31	87	98	98
Do you have the opportunity of judicial protection of these rights and freedoms?	37	91	99	99
Do you have free access to all information sources, except for state and commercial secrets?	33	94	94	99
Do you agree that publicity is provided of ongoing socio-political events, including legislative acts?	42	97	97	99
Do you have freedom to communicate with international and foreign public organizations?	41	86	100	100
Do you agree that the state ensures the equality for all people before the law and the courts?	39	71	76	87
Do you agree that we have a developed civil society?	35	84	78	92
Do you feel responsibility for what is happening in the city or district?	40	97	91	98
Do you feel responsibility for what is happening in the university?	15	91	92	97
Do you feel responsibility for what is happening in the country?	27	96	94	99
Do you feel that you are able to influence on what is happening in the city or district?	34	94	97	98
Do you feel that you are able to influence on what is happening in the university?	13	91	86	96
Do you feel that you are able to influence on what is happening in the country?	21	97	98	99
What is civil society				
The realization of private goals and interests of the individual. There is no genuine freedom in civil society not because there is an ever-present contradiction between the private interests and authority, bearing universal nature (Gegel)	10	20	12	8
The Union of individuals, the collective, in which all its members attain the highest human quality. The state predominates over civil society (Hobbes)	26	70	76	84
Society of people feud with each other, which for its termination is converted into the state (Montesquieu)	13	8	10	8
I do not understand what a civil society is	51	2	2	0
Do you agree that civil position is the realization of civil rights, freedoms and responsibilities and active citizenship activities?	34	98	100	100
Do you agree that the process of formation of civil position needs to be managed?	77	100	100	100

developed and included in the curriculum. The aim of the course is to acquaint students with the history of civil society, its institutions and mechanisms of functioning. To achieve this goal there were three objectives: To teach students independently to work with the recommended literature, to debate competently and clearly express their thoughts in written form. The course consists of three units. The first unit is devoted to the consideration of the ideological roots of civil society. The second unit is focused on the study of civil society's institutions and their interaction with the state. The third unit includes the history of the emergence of civil society's institutions in Russia, their modern features and prospects of development. As a result of the course's studying students must: (1) Know the theoretical basis, historical context and research approaches to the definition of "civil society" and its interaction with government; (2) to be able to formulate their own definition of civil society and describe its functionality to describe the current situation and for analysis; apply selected theoretical construction to the analysis of specific periods of civil society's and specific institutions' formation of civil society; (3) to have an idea about existing in Russia and foreign countries, the forms of interaction between civil society's structures and government; (4) to possess skills of critical thinking; preparation of political texts; analysis of efficiency of interactive forms of civil society's structures with the state. In the course of the experiment, the algorithm of the discussions' evaluation in the

classroom was developed: (1) Organization of classes: The presence of the handouts, presenter's ability to summarize and move on to new questions; (2) presentation of discussion material: Presenter's speech, their communication skills; (3) Training of presenters: Competence, respect for different opinions; (4) The order of the material's discussion: Integration of the read texts in the course of discussion, references to the views of other authors, the explanation of difficult terms, knowledge of educational material; (5) contact of the presenters with the audience: Promotes participation in discussion, contributes to the dialogue of the participants with each other, stimulates to think and give constructive responses to questions, acceptance of different approaches/opinions. In addition to discussions the students' great interest belonged to the micro-essay - A written work of no less than 500 words and no more than 1000 words. In the preparation of micro-essays they were recommended to combine the theoretical material of the course with the analysis of the selected case (case-study). Very popular with students were the themes: "In civil society is the main center of human freedom" (Chicherin), "Silent people are the perfect entities for an authoritarian ruler and a disaster for democracy" (Dahl), "the Greatest problem of the human generation which is forced to be resolved by his nature, - to achieve the universal legal civil society" (Kant, 2000).

## 4. DISCUSSIONS

To test the conclusion about the necessity of students' engaging on the rights of the entities in legal, moral - Political and socio-economic relations to develop methods of civic activities, to obtain experience in forming of civil position and emotionally-valuable attitude to it at this stage a "Youth Parliament" was organized. The purpose of its creation consisted in the organization of interaction between students and state and municipal authorities to protect the rights and legitimate interests of young people. In this project, students actively participated in the preparation, adoption and implementation of management decisions affecting their vital functions, protection of rights and interests. In our opinion, "Youth Parliament" is a real component of civil society that allows it to engage students on the rights of the entities in legal, moral - Political and socio-economic relations for the development of methods of civic activities. The number of members in the "Youth Parliament" is 19 people and their term of activities is 6 months. The organization of formation process of "Youth Parliament" is provided by "Youth Electoral Commission." Election of members of the "Youth Parliament" is held by direct secret ballot under the proportional system. In the voting process, voters are encouraged to focus on the following personal characteristics of the candidates: (a) Work experience, other employment; (b) educational level; (c) experience of social activities; (d) the achievements in social, political, economic and social spheres. Thus, a candidate member of "Youth Parliament" should have civil position. The experiment shows that the effectiveness of the activities of the "Youth Parliament" is increased if students master knowledge about civil society, rights, freedoms and duties of a citizen.

At the control stage the dynamics of teachers' and students' attitude to the process of civil position's formation was identified (Table 1) and a qualitative analysis of the experimental results was made. It is clarified that the managerial features students' civil position's formation are conditioned by their age characteristics as well as methodological and civil culture of the teachers. It is well known that students' age is a period of mental human development, with changing of the structure of the personality in connection with the entry into new, wider and diverse social communities and a search for the meaning of life. The desire for self - realization is characteristic of students. And leading activities are educational - professional ones. Thinking becomes personal emotional by nature. There is an aspiration to theoretical and ideological issues. Emotion is manifested in the feelings' peculiarities about their own capabilities, personal qualities. Intellectual development is expressed in the thirst for generalizations, finding of patterns and principles which are behind private facts. The concentration of attention and the volume of memory are increased. The ability independently to tackle complex issues appears. The independence, determination, criticism and self-criticism, rejection of hypocrisy, bigotry and rudeness are manifested. All this determines the system integrity of the developmental processes of knowledge about civil society, rights, freedoms and duties of citizen and students' involvement on the rights of entities in legal, moral - Political and socio-economic relations to develop methods of civic activities, to obtain experience of civil position's and emotional-valuable attitude's formation to it.

The problem of civil position's formation was already considered in contemporary literature. It was found that in the works of Asmolov (2008), Woolf (1990), Gayazov (1995), Karakovsky (1993) the formation of citizenship was interpreted as a value-activities process that facilitated activation of social functioning of the person. The main task of the civil position's formation is education of the individuals' readiness to full realization of their potential in society. Undoubtedly, individual's self-realization is one of the components of the process of civil position's formation. But to reduce the whole process to self-realization only is unlawful. That is why we believe that the development of knowledge about civil society, rights, freedoms and duties of a citizen is the most important feature of management of civil position's formation.

Psychological aspects of civil position's formation of the individual were highlighted in the works of Bozhovich (1995), Kovalev (1965), Ikonnikova (1974). For example, Kovalev (1965) correlated the position with the relation of man to reality. Bozhovich (1995) and Ikonnikova (1974) determined civil position's boundaries through the system of attitudes towards life, events, people, person himself. In their research, civil position was studied as a complex psychological formation of self-sufficient person in development. Undoubtedly, civil position is associated with the personal properties, so we consider it as integral quality of the personality. But it is not enough, since the implementation, the manifestation of this quality is carried out only in the process of civic activities. So one of the managerial features of the civil position's formation is the students' involvement on the rights of the entities in legal, moral - Political and socio-economic relations to develop methods of civic activities and to obtain experience in forming of civil position and emotional-valuable attitude to it.

We believe that the ambiguous interpretations of the essence of the civil position's formation are caused by diversity of opinions about the nature of civil society. Hegel wrote that civil society was the sphere of the implementation of special private goals and interests of the individual: There everyone was a purpose for himself and all the others were significant only as a means to achieve this goal (Hegel, 1990). According to Woolf (1990), civil society is a distinct sphere of society, is an area of private life activities, non-public set of social relations and institutions that express the diverse values, interests and needs, relatively independent from each other members of society. According to Gayazov (1995), civil society is connected with the phenomenon of modern Western civilization as a form of existence of a democratic society based on market relations. According to Gazman (1990), civil society is a system of life activities support of social, socio-cultural and spiritual spheres, their reproduction and transmission from generation to generation. We believe that civil society is a system of separate and independent from the state, public institutions and relations, which are designed to provide conditions for self-realization of individuals and teams, realization of private interests and needs. Therefore, the management of civil position's formation is considered as a purposeful process. However, analysis of scientific literature showed that management civil position's formation has not yet been the subject of scientific research. In

this regard, the aim of the paper is the clarification of managerial peculiarities of students' civil position's formation. To achieve this goal we revealed the essence of civil society and active civil position; gave the characteristics of management of civil position's formation; substantiated the necessity to develop knowledge about civil society, rights, freedoms and duties of citizen and students' involvement on the rights of entities in civil activities, as managerial features of students' civil position's formation.

## 5. CONCLUSION AND RECOMMENDATIONS

It is established that civil position, as one of the main characteristics of the personality, has a concrete historical content, as each stage of the development of civil society puts forward new demands to citizens' life activities. The essence of the civic position is in understanding of civil rights, freedoms and duties, social responsibility before the society and sustainable focus on civil activities in the framework of legal regulations. The students' civil position's formation is a purposeful process of developing of the student's knowledge about civil society, rights, freedoms and duties of a citizen and being included in civil activities in the framework of legal regulations. Managerial features of students' civil position's formation are: Development of knowledge about civil society, rights, freedoms and responsibilities of citizens and the students' involvement on the rights of the entities in legal, moral - Political and socio-economic relations to develop methods of civic activities, to obtain experience in forming of civil position and emotional-valuable attitude to it.

It is established that the set of knowledge on civil society, rights, freedoms and duties of a citizen allows students to design their own line of civic behavior, to build adequate relations with civil society and government, to build a culture of civic thinking, to defend their civil position in a civilized manner, without violating of the rights and interests of others. Epistemological analysis of knowledge on civil society, rights, freedoms and duties of a citizen shows that the knowledge in this area appeals not to natural essence of things but its meaning. The three stages of knowledge's acquiring about civil society, rights, freedoms and duties of citizen are clarified: (1) Conscious perception and storing, expressed in swthe direct reproduction of knowledge; (2) modeled application in similar conditions; (3) creative use in unfamiliar situations.

It is revealed that the managerial efficiency of students' civil position's formation is increased in the condition of processes' determination of knowledge's development on civil society, rights, freedoms and duties of citizen and students' involvement on the rights of entities in legal, moral - Political and socio-economic relations. Stages of students' involvement on the rights of the entities in the existing legal, moral-political and socio-economic relations are identified: (1) The formation of stable orientation on the development of various civilian roles; (2) the comprehension of the content of civil roles and development of skills to plan their own civic activities, to self-organize, to self-control; (3) the development of civic responsibility; (4) the development of abilities to self-analysis, self-criticism.

Taking into account the obtained results it is possible to allocate a number of scientific managerial problems in formation of civil position of students, requiring further consideration: Managerial tools of civil position's formation; the selection and structuring of knowledge about civil society, rights, freedoms and duties of a citizen; methods of students' involving in civic activities.

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