



*Akademik Tarih ve Düşünce Dergisi*

*Academic Journal of History and Idea*

ISSN: 2148-2292

12 (1) 2025

*Araştırma Makalesi | Research Article*

*Geliş tarihi |Received:10.12.2024*

*Kabul tarihi |Accepted:10.02.2025*

*Yayın tarihi |Published:25.02.2025*

**Gulizamira D. Batubekova**

<https://orcid.org/0000-0002-9454-7191>

*Doctor of Pedagogical Sciences, Professor, Turan-Astana University, Astana, Kazakhstan, zamira\_baubekova@mail.ru*

**Nazilya M. İrgebayeva**

<https://orcid.org/0000-0002-6502-6856>

*Candidate of Pedagogical Sciences, Associate Professor, Turan-Astana University, Astana, Kazakhstan, n.irgebaeva@mail.ru*

**Serik K. Zhantikeev**

<https://orcid.org/0000-0002-3324-0401>

*Candidate of Psychological Sciences, Professor, Turan-Astana University, Astana, Kazakhstan, zhantikeev\_serik@mail.ru*

**Begaim Zhiyentayeva**

<https://orcid.org/0000-0001-8860-7285>

*Candidate of Pedagogical Sciences, Associate Professor, Turan-Astana University, Astana, Kazakhstan, b\_jientaeva@mail.ru*

**Atıf Künyesi | Citation Info**

Batubekova, G. D., İrgebayeva, N. M., Zhantikeev, S. K. & Zhiyentayeva, B. (2025). Methodological Substantiation of Civic and Patriotic Education of Students in the Period of Globalization. *Akademik Tarih ve Düşünce Dergisi*, 12 (1), 540-554. <https://doi.org/10.5281/zenodo.15627604>

## **Methodological Substantiation of Civic and Patriotic Education of Students in the Period of Globalization**

### **Abstract**

*In the modern world, national education policy has been able to maintain and give progressive movement to the educational space taking into account global trends. In the context of an unexpected pandemic, the problem of forming patriotism and civic values among young people has acquired particular relevance, new meaning and significance. The authors emphasize in the article that*



<https://dergipark.org.tr/tr/pub/atdd>

*synergetic, wave and other approaches to studying the development of society necessitate new approaches in scientific research related to the problem of civic-patriotic education of students. The work examines the specifics of the formation and development of the theory and practice of civic-patriotic education of student youth from the standpoint of systemic-activity, environmental and socio-cultural approaches. The emphasis is on the need for the pedagogical community to understand new technologies, forms and methods used in the implementation of civic-patriotic education.*

**Keywords:** Civic-Patriotic Education, Methodological Foundations of Civic-Patriotic Education, Methodology, Educational Environment

## **Küreselleşme Döneminde Öğrencilerin Yurttaşlık ve Vatanseverlik Eğitiminin Metodolojik Olarak Kanıtlanması**

### **Öz**

*Modern dünyada ulusal eğitim politikası, küresel eğilimleri dikkate alarak eğitim alanına ilerici bir hareket kazandırmış ve bunu sürdürebilmiştir. Beklenmedik bir pandemi bağlamında, gençler arasında vatanseverlik ve yurttaşlık değerleri oluşturma sorunu özel bir önem, yeni bir anlam ve önem kazanmıştır. Yazarlar makalede, toplumun gelişimini incelemeye yönelik sinerjik, dalga ve diğer yaklaşımların, öğrencilerin yurttaşlık-vatanseverlik eğitimi sorunuyla ilgili bilimsel araştırmalarda yeni yaklaşımlar gerektirdiğini vurgulamaktadır. Çalışma, sistemik-aktivite, çevresel ve sosyo-kültürel yaklaşımlar açısından öğrenci gençliğin yurttaşlık-vatanseverlik eğitiminin teori ve pratiğinin oluşumu ve gelişiminin özelliklerini incelemektedir. Pedagoji camiasının, yurttaşlık-vatanseverlik eğitiminin uygulanmasında kullanılan yeni teknolojileri, biçimleri ve yöntemleri anlama ihtiyacı üzerinde durulmaktadır.*

**Anahtar Kelimeler:** Yurttaşlık-vatanseverlik eğitimi, yurttaşlık-vatanseverlik eğitiminin metodolojik temelleri, metodoloji, eğitim ortamı

## Introduction

Nowadays, the concept of educational policy all over the world is aimed at social consolidation and civil unity of society. It takes into account the high dynamism of society development, the rapid pace of youth formation in educational and personal aspects. Today, the goals and objectives of student education at the university are determined by the objective needs of society, since the pandemic that has broken out has become a serious challenge for education systems around the world. Modern social reality is different and is characterized by significant changes in the system of values and ideals. The problem of this study is that civic-patriotic education of student youth in the period of globalization remains insufficiently studied, despite the enormous accumulated experience in the search for mechanisms for the formation and conditions for the development of the personality of a citizen, a patriot. During the coronavirus pandemic, universities around the world switched to distance learning technology by creating an electronic information educational environment, including a wide range of tools: lectures with feedback, webinars, video lectures, logical diagrams, adaptive test training, testing and certification programs, online consultations, synchronous and asynchronous interaction of participants in the educational process and the formation of an electronic portfolio of students.

The relevance of the study is dictated by the need to create pedagogical conditions in which the main ideas and approaches to the development of the personality of a citizen, a patriot are implemented, taking into account the characteristics of the living space of young people, their socialization in a modern highly mobile, multiethnic and multicultural society. It should be noted that the educational environment in universities is a special socio-cultural space that has an ideal external form of spiritual and moral culture, which is the basis for the formation of citizenship. The aim of the study is to provide a methodological justification for the civic-patriotic education of student youth in Kazakhstan during the period of globalization.

Studies were taken into account that present vast experience in the development of spiritual and moral aspects of the individual (Andreev, Nyzbayaur, Baubekova, 2009). Materials and methods of research. The article uses regulatory documents, scientific works of famous educational researchers and psychologists. Methods: analysis, comparison, empirical experience, observation, questionnaire, statistical method, summarizing. The civic-patriotic development of a student involves the formation and development of the student's personality, the construction of an individual development paradigm taking into account his individual psychological characteristics and a certain social experience. Kazakhstani patriotism is based on the traditions of a secular state and at the same time is based on respect for all traditional

religions professed by the peoples of the country, and is based on deep traditions of interreligious dialogue and tolerance. Kazakhstani patriotism has a civic character and, recognizing the existing differences in political views and beliefs, presupposes respect for the political institutions and traditions that have developed in Kazakhstan over the years of independence. Of great importance for the formation of national identity is the ability of Kazakh culture to reproduce its unique national content, remaining open to the perception of the cultural experience of other peoples. An important component is its cultural and civilizational uniqueness, the openness of Kazakhstani patriotism to the world, a unique synthesis of Eastern and European cultures, a special culture of dialogue. At present, in Kazakhstan, as in many countries of the world, very effective systems have been created for the formation of high patriotic consciousness in citizens, a sense of loyalty to their state, readiness to fulfill civic duty and constitutional obligations to protect national interests. A study of the European educational system shows that the values of liberal education are based on the ideas of Wilhelm von Humboldt (1767-1835), the founder of the theory of education of a free citizen.

Currently, civic education in English-speaking countries (England, the USA, Canada and Australia) is based on liberal ideas formulated in the works of American scientists: philosopher J. Rawls, psychologists L. Kohlberg and M. Rokeach, sociologist and cultural scientist (Nurligenova, 2017). It is noteworthy that in the USA there is a whole system of education of American national patriotism. Formation and maintenance of the moral-psychological, ethical and intellectual level of the population of the country at the proper level is considered the most important aspect in achieving world leadership and strengthening the position of the leading power. For these purposes, a set of principles, values and ideas of a military, political, economic, moral-psychological and purely ethical nature is in effect, consistent with the national interests, goals and tasks of the state. This set is based on a number of national, socio-philosophical and political concepts. Here it is appropriate to note the concept of the "superiority of the American way of life", which is designed to promote the development of a sense of pride in one's country, for its achievements. The concept elevates the moral standards adopted in the USA, the established national character, traditions to the rank of "the most advanced", and promotes the formation of a real "religion of the American way of life" among Americans (Nurligenova, 2017). It should be noted that American patriotism is characterized by its focus on a system of ideas concerning public life, and not on the territory of residence or on the people themselves. Therefore, instead of the concepts of "homeland", "fatherland", the words "this country", "America", "American way of life" are more often used. This is largely explained by the fact that the United States, having gone through a relatively short path of development, is an alloy

of many nations that have found their homeland here. As a result of such education, a special sensitivity to national prestige, to everything American, loyalty to one's country is developed regardless of whether it is right or not.

The second concept, the “special mission of the United States in the world,” serves as a justification for the aspirations for world leadership and hegemony, and the belief in the superiority of everything American. It views Americans as a “chosen people,” who, under the guidance of “sinless leaders,” carry out the predestined destiny of the United States to rule the entire world “on its path to God.” This concept is used to justify the need to ensure the national interests of the United States by various means in any region of the world. In universities, colleges and schools, young people are instilled with a sense of pride in the brilliant achievements of Americans in science, technology, education, sports and other areas of social and scientific life. The scout movement plays a huge role in the military-patriotic education of the youth of the USA. All scout organizations are united in the Union of Scouts of the USA, headed by the national committee, which includes representatives of business circles, clergy and the highest military leadership of the country, charitable societies. In America, thanks to an effective system of patriotism formation, every citizen, regardless of nationality, is proud to be an American, a citizen of the United States.

An analysis of the educational process in Germany shows that patriotism in the country at the present stage is formed not by the state, but by society. Although it cannot be said that the state has left everything to chance and has given society the right to this kind of education. Some state and public institutions are tasked with working with young people to cultivate civic feelings in them and, as a consequence, love for the country and readiness to defend it. The family, the church community, the school, the Ministry of Defense, and many public organizations do everything to ensure that every German sees himself as a citizen and a patriot, ready to fulfill his duty to society and the country.

In America and European countries, the psychology of the nation, its values corresponding to the ideals of democracy, high moral standards and civic responsibility are formed through the education of patriotism and citizenship. The education system in these countries is focused on the preservation and development of traditional values for these countries. An attentive and touching attitude to their past, the desire to organically fit it into the present, and the careful thoughtfulness of the organization of the educational process testify to the great responsibility of the authorities to their people and country and to future generations (Aksenova, 2024). At the beginning of the 21st century, Western society is acutely experiencing

the negative experience of "democratic" reforms, as a result of which the basic spirit of citizenship was undermined. As a result, a significant part of the growing generation considers love for the homeland, patriotism and a sense of civic duty to be optional. This trend cannot but influence the new generation, therefore, changes are taking place in the field of education in Western Europe, designed to prevent moral decay and decline of the younger generation. Advanced educators see the main goal of youth policy in the field of education in the development of civic education and the formation of citizenship. In recent decades, there has been a high activity of states in the field of civic education of future generations. Thus, the problem of civic education has not lost its relevance in the process of historical development of human society. The historical and pedagogical analysis we have undertaken has shown that the current state of the problem of educating a citizen and a patriot has deep roots, is constantly developing, setting new tasks for Western society. The study and analysis of psychological and pedagogical literature made it possible to reveal the specifics of the formation and development of civic-patriotic education from the standpoint of systemic-activity, environmental and socio-cultural approaches. The system-activity approach is represented by motivational-value (development of motivation to serve the Motherland, to work for the good of one's country; loyalty to the system of national and national-confessional spiritual values, implemented by means of socio-cultural activities); target (focus on developing, in the context of socio-cultural activities, an individual who possesses the culture of civic dignity; effectively operating in a multinational multicultural environment); operational (comprehensive integrative implementation of cultural-creative, cultural-protective, design, social-protective, ethno-cultural, information-educational and communicative technologies of socio-cultural activities); resource (implementation of the regulatory framework, personnel and material and technical resources of socio-cultural activities) components. This approach is the creation of new socio-cultural and educational environments that would reflect the nature of the individual's relationship with the social, natural, cultural, informational, educational, adaptive-rehabilitative, creative environment and would ensure the inclusion of modern man in the process of civic-patriotic education.

The socio-cultural approach involves the formation of a value-based and responsible attitude of a person to the surrounding world; the creation of an environment and the organization of the process of civic-patriotic education in the context of universal human culture, specific cultural conditions of human life; the organization of interaction between the student and the world of culture at all levels (micro-, meso-, macro-) and within the framework of all age subcultures (peers, elders, youngers) (Titova, 2000). In the process of patriotic

education, activities allow expanding and deepening patriotic knowledge, forming patriotic views and beliefs, showing patriotic feelings, realizing the needs and interests of the individual. Positive emotional experiences associated with patriotic activities encourage a person to further activity, to overcome obstacles on the way to the set goal, which, in turn, contributes to the formation of skills and abilities necessary for practical activities, the development of feelings and motivation of a higher level. It is necessary to pay attention to the main problems of patriotic education:

- \*Lack of spiritual and moral values among young people.
- \*Poor knowledge of culture and history.
- \*Insufficient work of the teaching staff on civic-patriotic topics.

Having conducted a theoretical analysis of philosophical, psychological, pedagogical, and normative-legal sources, we came to the conclusion that “students’ citizenship” should be considered as an integrative quality of personality, represented by moral, legal, and socio-political blocks, including worldview (knowledge, beliefs, ideals, value orientations, etc.), behavior (norms, actions, attitudes, etc.) and assessment (qualitative state of moral, political, and legal self-awareness; style of thinking; cognitive assessments, etc.).

Higher education is a universal means and a necessary condition for civic education in modern conditions. It is one of the most important stages reflecting the level of civic self-awareness and public initiative based on the demonstrated readiness for socially significant actions. It is a space of experience and practical implementation of knowledge, skills and abilities obtained in the process of personal growth. It is a socially saturated initiative environment that forms developing structures of relations - the basis of human, group and social development. The complexity of the process of civic education is that its results are not as clearly tangible and do not reveal themselves as quickly as, for example, the results of the learning process.

In the study by E. N. Titova (2000), the following socio-pedagogical problems were identified that hinder the development of students’ citizenship in a modern university:

- \*deterioration of social well-being and social behavior of student youth, pessimism, withdrawal, reorientation of moral consciousness to phenomena condemned in the recent past (sexual promiscuity, drug addiction, theft, prostitution, etc.);
- \*a decrease in the educational potential of the university, a low level of psychological and pedagogical training of university teachers, the aging process of the teaching staff, the absence of officials in universities responsible for the education of students;

\*lack of methodology for educational work at the university;

\*in higher education, the process of education has been almost completely displaced in recent times, the gap between teaching and education is widening, and the moral, psychological and value-forming focus of the educational process has significantly decreased;

\*In the consciousness and behavior of some young people, pragmatism, the desire for material wealth “at any cost,” and a disdainful attitude toward compliance with laws and other civic qualities are becoming stronger.

In this regard, it is advisable to develop forms and methods of educating students, new psychological and pedagogical guidelines that meet the new socio-economic and spiritual conditions of society's development. The practice of higher education requires a revision of the goals, principles, guidelines, and ideas that underlie moral and civic education. Social and cultural activities play a special role in solving priority areas of youth education at the university.

The main goal of socio-cultural activities is to create conditions for introducing people to culture and adapting to scientific and technological changes. Socio-cultural activities in the education of student youth involve the implementation of various forms of work: development of leisure activities; organization of exhibitions of students' creativity, meetings with interesting people; holding various creative competitions, festivals, participation in competitions of the republican and international levels (Andreeva, 2009). Experimental studies were conducted with students of 1-4 courses of the University of Turan-Astana. Master's students Murzataeva A., Maksyutova S.K. took part in the development of questionnaires and monitoring of the research results. About 100 students participated in various stages of the experiment. The experiment was based on a sociological survey, the instrument of which was a questionnaire we developed. The objectives of the sociological survey included:

\*Determining the interests and value orientations of students in the field of national history and local history;

\*To determine the level of students' awareness of the historical features and specifics of the development of intercultural contacts and interactions in Kazakhstan;

\*Summarizing data on young people's knowledge of family traditions, relics and genealogy;

\*Specification of civic-patriotic and spiritual-moral ideals and ideas of students;

\*Definition of degrees of inclusion of young people in V  
leisure  
proactive creative activity;



\*To identify the attitude of respondents towards the development of socio-cultural technologies based on the ethnocultural traditions and characteristics of the peoples inhabiting Kazakhstan.

In accordance with the objectives of the study, respondents were offered a developed questionnaire, which included questions grouped into appropriate blocks. The first block of questions was aimed at identifying the interests and value orientations of young people in the field of history of Kazakhstan and local history. The first question of this block was aimed at identifying the interest of the survey participants in the history of their native land. Almost a quarter of the survey participants noted that they read information about it with interest. Another 7% of respondents admitted that they themselves are interested in local history and conduct their own research on the problems of history and cultural traditions of their native land. At the same time, 29% of respondents do not consider information about the history of their native land interesting enough for themselves, another 11% of respondents admitted that they are not interested in this issue at all. Thus, no more than a third of the total number of students were really interested in the history and culture of their native land. It can be concluded that the implementation of cultural and leisure programs of local history orientation in the organization of social and educational work is relevant. Perhaps, the form of training - online - had an effect. However, among the shortcomings, the researchers identified many positive aspects in the educational process during online training, which turned out to be practically ineffective.

The respondents consider travel (42.7%) and excursions (41.3%) to be the most acceptable sources of local history information. Students also consider the Internet to be a fairly useful source of information (28.6%). Only every seventh student turns to books and periodicals for local history information. The empirical data obtained allow us to recognize the development of tourist centers and relevant tourist cultural and educational programs, as well as the Assembly of the Peoples of Kazakhstan, in the structure of organizing students' leisure time as promising.

The survey participants were also asked to self-assess their knowledge of the history and culture of their native region. Based on the survey results, it can be concluded that students have a positive assessment of their knowledge of local history. Almost two-thirds of respondents rated their knowledge as very good or fairly good. Every sixth respondent admitted that they are quite familiar with the history and culture of the region. High school students (71%) are fairly confident in their good knowledge, 34% of middle school students are convinced of their good knowledge. Thus, students positively assess their knowledge of the history and culture of

their native region. The survey results indicate the relevance of implementing leisure programs focused on local history, interethnic harmony and patriotic education. The majority of survey participants (49%) noted that information on the history and culture of Kazakhstan arouses their interest. Every fourth respondent answered that he often turns to information sources and videos on history. Similar judgments were expressed by 82% and 91%, respectively.

The absolute majority of survey participants (71%) noted that they have a generally positive attitude towards works of art that reflect the peculiarities of Kazakh history and culture. This interest is especially characteristic of senior students, which indicates a correlation between the growth of professional self-awareness and increased interest in the history of Kazakhstan and their native land. The second block of questions was devoted to the analysis of data on the awareness of young people regarding the historical features and specifics of the development of intercultural contacts and interactions in Kazakhstan. The survey showed a fairly wide range of opinions on this issue. A detailed classification and grouping of respondents' answers allowed us to conditionally form a kind of rating of methods and forms of intercultural interaction among respondents. The most common forms of intercultural contacts in the school environment were contacts with representatives of other ethnic cultures living and studying in a given school and region (from 72 to 87% of survey participants). The second most popular form of intercultural interaction is schoolchildren's contacts on the Internet (76%). Internet users reported that they had interacted many times with representatives of various peoples inhabiting Kazakhstan (81%), with citizens of the CIS countries (69%), and even with representatives of distant foreign countries (18%). The fourth form of intercultural contacts in the ranking was participation in university events dedicated to the issues of intercultural dialogue; the absolute majority of respondents (84%) indicated that they took part in such events. Based on the answers to this block of questions, it was concluded that students have sufficient information about the features and specifics of the development of intercultural contacts and interactions in Kazakhstan, which makes it relevant to develop socio-cultural events of civic-patriotic and ethnocultural orientation. The third block of questions was aimed at studying the factors of family influence on the processes of civic-patriotic education. Data on the knowledge of family traditions, relics and genealogy by young people were analyzed. During the study, an assumption was made that love for the Motherland is based on respect for the past of one's own family, its spiritual values. The criteria here were the students' knowledge of their genealogy, positive emotional attitude to the history of the family, its traditions, family relics, rituals and customs associated with the celebration of significant dates. The vast majority of respondents (57%) have very little information about their family history, know their own

genealogy only in general terms (26%) or have reliable information only about their great-grandmothers and great-grandfathers (31%). It is alarming that 15% of respondents have no information at all about their family history. Almost a quarter (23.7%) of survey participants indicated that they are not interested in their genealogy. Family history, in general, turns out to be more interesting for girls (37%), while young men express such an assessment in only 26% of their answers. High school students also give many positive answers (34.4%). More than half of the respondents (53%) indicated that their families carefully preserve old photographs that are passed down from generation to generation. Various types of family heirlooms are owned by 34% of respondents. Girls are more knowledgeable in this matter (69%), which can apparently be explained by the high rating of family traditions in the structure of their value orientations. In general, knowledge of and respect for family heirlooms is more typical for respondents over 16 years old. Family heirlooms are of the greatest interest and importance to high school students (68%).

The survey revealed a significant interest among young people in family traditions and holidays. Only 3% indicated that their families do not celebrate such holidays. 27% of survey participants indicated that their families traditionally celebrate many memorable dates. 71% of survey participants stated that traditional joint holidays are very typical for their family. Unfortunately, this attitude is not supported by specific actions to study and master this information, in addition, family heirlooms often turn out to be uninteresting and lost. Along with the indicated negative factors, a conclusion was made about the desire to learn more about the history of their own family among a significant part of respondents. The fourth block of questions was devoted to specifying the civic-patriotic and spiritual-moral ideals and ideas of students. The respondents' opinions were revealed about the most valuable and significant moral-patriotic and civic qualities that they value in themselves and those around them. The most prestigious qualities for a modern student were responsiveness, kindness, activity, a sense of personal freedom, the ability to withstand difficulties, respect for the rights of others, moral culture and a developed sense of duty. From 86 to 91% of survey participants noted them as the most significant. The preference for these qualities indicates a sufficient spread of democratic processes in society and the desire of modern youth to take an active life position. Students are generally focused on overcoming difficulties and achieving their goals. At the same time, complete personal freedom, based on a high moral culture, dominated by respect for the rights of others, kindness, responsiveness and a developed sense of duty, turns out to be significant. The second in the preference rating is the group of moral and patriotic qualities, characterizing

the value attitude of young people to the problems of the social orientation of the individual. From 73 to 81% of respondents chose this category. In the foreground in this group of qualities are respect for society and the state, as well as compliance with state laws. All this allows us to conclude that the process of forming a civil society in Kazakhstan is progressive. Such qualities as conscientious work, courage, bravery, determination, and the ability to make decisions were also quite valuable for the respondents. The respondents' choice of the listed values allows us to conclude that young people are focused on achieving success and career growth solely through their own efforts and an honest attitude to work. Respondents also take such qualities as politeness and patriotism quite seriously. For almost all informants (99%), the feeling of patriotism is manifested in love and protection of their homeland, the majority of respondents (64.4%) associate the concept of "homeland" with their place of birth. Less significant in the preference rating (55-63%) were such universal human values as loyalty, humanity, and dignity. Apparently, young people consider it possible to neglect them in everyday social practice. Political culture combined with intolerance to negative social phenomena are also not so popular. It can be assumed that such a low assessment of the above qualities is partly formed under the influence of the dominance of mass culture values, as well as the so-called "yellow" press. The last place in the preference rating was taken by the values of self-development and self-improvement. Less than half of the survey participants identified them as priorities. Self-criticism, conscientiousness, and self-improvement are not very popular among modern youth. Studying conscientiously, honor, and loyalty also fell into the category of low-prestige values. A dangerous socio-pedagogical tendency is that civic conscience and legal culture turned out to be among the "low-value" ones. All this speaks to the need for targeted work on the formation of civic-patriotic consciousness in modern youth, and the importance of axiological approaches to socio-cultural education. When asked about the meaning of the concept of "citizen-patriot", the majority of respondents (48%) answered that this is a quality that should be inherent to every citizen. 24% of respondents believe that there are very few people with such a quality in modern society, that is, they actually state the devaluation of patriotic feelings among modern Kazakhstanis. 28% believe that patriotism is more characteristic of the older generation and less typical of young people.

Nevertheless, 84% of respondents stated that the concepts of "homeland", "native land", "parental home" are very important for a modern person. Concepts related to the small homeland are more dear to high school students (up to 87%). At the same time, the youngest survey participants associate these concepts with excessive sentimentality. In the general logic of the study, it was appropriate to find out the understanding and ideas of young people about

the Motherland and patriotism. According to the data obtained, for the majority of respondents (64.4%), the Motherland is associated with the place where a person was born, a third of respondents (32.3%) draw a parallel between the Motherland and Kazakhstan; the country as a whole. The remaining survey participants identify the homeland with the place where their relatives live (14.4%). For all informants (99%), the feeling of patriotism is manifested in love and protection of their homeland, the Motherland. Only a few people (1%) believe that patriotism is expressed in "a good attitude towards the people you live with", "in the right attitude towards nature", etc. An integral part of the civil-patriotic component is the concept of "citizenship", the feeling of being a full member of society. For 38.8% of respondents, citizenship is a certain localization, living in a certain country. 22.6% of respondents associate citizenship with belonging to a certain nation, and 16.6% with the rights and obligations of a person to the state. 22% of respondents ignored the answer to this question. As the results of the study show, 25% of young people do nothing to strengthen their civic position. Of the entire array of respondents, only 16.6% are engaged in self-education, 5.5% are studying, and 5.5% demonstrate their civic position by expressing their own opinion. The remaining respondents found it difficult to answer.

Personal example plays an important role in the formation of civic-patriotic qualities of the modern generation. But only 33.3% of respondents believe their teachers when they talk about their love for the Motherland. Half of those surveyed have mixed feelings ("not always" believe). A categorical "no" was expressed by 16.7%. Moreover, only 38.8% of the surveyed youth consider the feeling of patriotism and civic consciousness important (for the rest of the respondents they are either not very important - 33.5%, or not important at all - 27.7%). At the same time, as part of the study, respondents were offered an improvised situation - the opportunity to choose their place of birth. It is encouraging that the majority of respondents preferred to remain citizens of Kazakhstan (66.6%). Along with the dominance of civic commitment, the option "just not in Kazakhstan" was supported by 11.1%, the rest of the survey participants found it difficult to answer this question. Thus, analyzing the data obtained as a result of the sociological survey on identifying civic-patriotic qualities, we can conclude that many representatives of the younger generation have insufficient knowledge about patriotism and citizenship. It can be stated that, in general, social optimism is characteristic of modern school youth. 56% of them are convinced that a person alone, relying only on his own strength, can really contribute to the prosperity and well-being of the homeland. At the same time, 13% are resolutely convinced of this position. 30% of survey participants doubt the likelihood of

such a situation, and only 11% believe that such a situation is impossible. The number of optimistic and maximalist answers decreases with the age of respondents. The analysis of the results of the answers to this block of questions allows us to conclude that the situation in the sphere of civic-patriotic education of youth is quite complicated. Serious developments are needed in the field of the model and technology of socio-cultural activities aimed at optimizing the axiological priorities of student youth, including by means of extracurricular work.

### **Conclusion**

The analysis of the results of the sociological survey of students allowed to identify interests, needs, orientations and motivations in the field of civic-patriotic and multicultural education. The survey demonstrated sufficient interest of young residents in the historical and cultural heritage of Kazakhstan. Interest in the history and culture of the country as a whole and the native land stimulates a value attitude to the history of the family, genealogy, family heirlooms and traditions. As a consequence of this, a value attitude to the surrounding reality, to the small homeland is formed. During the survey, the respondents' opinions on the moral and psychological characteristics of young people, the most typical personal civic-patriotic qualities and properties were identified and summarized. The experimental work showed that most students are focused on the preservation and revival of domestic traditions of civic-patriotic education. It is noteworthy that students identify prospects for the implementation of creative professional plans, strive for a decent life within Kazakhstan, but do not yet have real mechanisms for achieving these goals. Based on the survey results, it can be concluded that many representatives of the younger generation have insufficient knowledge of patriotism and citizenship; the majority of respondents have not developed sufficiently civic-patriotic qualities that meet the challenges of the time. For the effective development of civic-patriotic qualities in student youth, we recommend the following conditions:

- \*ensuring the availability of extracurricular programs of civic-patriotic education for every student;

- \*specialized training and retraining of qualified specialists in socio-cultural activities who possess high competencies in implementing civic-patriotic education programs in a multicultural environment;

- \*active use of interactive forms of socio-cultural activities that develop intercultural dialogue and broad interaction;

- \*the use of the principles of mass cultural creativity, pluralism, democracy and public co-management of socio-cultural activities, which promote the manifestation of individual abilities of the individual, his initiative and creativity, as well as organizational qualities;

\*development of appropriate information and methodological support for socio-cultural activities, including multicultural projects that involve a wide range of communications between representatives of different cultures.

This will make it possible to fulfill the organizational and pedagogical conditions associated with the inclusion of young people in multifaceted civic-patriotic activities using innovative technologies of socio-cultural activities aimed at developing communication skills in a multicultural environment, ensuring the inseparable unity of the processes of education and self-education of students, opportunities for self-actualization and self-realization of the individual in the process of socio-cultural activities.

### Literature

Aksenova, E. A. (2024). Pedagogical innovations in the civil education of schoolchildren abroad, [http:// www.eidos.ru/iournal/2007/0Q3 -11.htm](http://www.eidos.ru/iournal/2007/0Q3-11.htm) (accessed 2.06.2016).

Andreeva, A. Y. (2009). The possibilities of socio-cultural animation technologies in the formation of patriotic qualities of young people (the results of experimental work). *Bulletin of the Tambov University. The series "Humanities".-Tambov: TSU named after GR Derzhavin*, (3), 71.

Nurligenova, Z. N. (2017). Patriotic education of Kazakh youth: history and prospects. *Young scientist*, (45), 179.

Titova, E. N. (2000). *Formation of civic consciousness of students of higher educational institutions in the educational process of a technical university* [author's abstract. dis., candidate of ped. Sciences]. Tula.