The philosophical roots of civic education, the regulatory framework and the reality. New global thinking

E. V. Chashchin

Abstract – This article focuses on the regulatory framework of civic education in Russia, as well as to the spread of a new global mindset can foster civic principles in education. Civic education in Russia is undergoing significant changes. Its role and importance increases, so require different new techniques that would make the process of obtaining more efficient.

Keywords – global thinking, civic education, modern civil law.

I. INTRODUCTION

The main question facing all those who are trying to characterize the nature of civic education, is what results should lead its development? Who will be a graduate of secondary or higher vocational institution that implements the principles of citizenship in the educational process – a law-abiding patriot, keeping up with all, or not depending on the will of the majority of a person? Do not hide a contradiction here?

II. THE NATURE OF NORMS OF CIVIC EDUCATION

At a meeting of the Council of Europe workshop made a number of signs of civilization:

1) law-abiding;
2) the responsibility for their actions and their choices to the society and the state;
3) the ability to exercise their rights and freedoms, without violating the rights and freedoms of others;
4) patriotism;
5) the ability to dialogue with the authorities and interpersonal dialogue;
6) an understanding of the legal and moral obligations to society;
7) critical attitude toward reality [1].

Each of these items can be a starting point for the implementation of civic education. Thus, the scale of the problem we raised is that the only solution to reduce it to the introduction of one or more courses is not enough. That is such a volume that requires a special focus of the entire educational process at all levels of education. Additionally, you must refer to specific methods of training sessions, which contemplates the realization of key democratic ideals. For example, the introduction of a panel discussion of issues addressed in the classroom, allowing each student to express their opinion, attract the attention of students to the various problems associated with the activities of their institution, the use in the educational process of information resources of various media.

Civic education in Russia at the beginning of the XXI century finds some support from the public administration system. Thus, in accordance with the "concept of the federal target program of education on the years 2006 – 2010"(N 1340-r dated 09/03/05 was) [2] and "The Concept of Modernization of Russian Education for the period up to 2010" is the establishment of a democratic state, based on market principles in the economy should be a guide in the preparation of students of Russian citizens. The latter should not just learn to live in reality to create a civil society, but also take an active part in building it [3]. Extensive discussion was created with the support of all active participants in the implementation of civic education "National Plan of Action for Civic Education on the 2005 – 2006 years [4]." In 2004, a commission was formed on civic education and legal education, serving in the Council under the President of the Russian Federation for the Promotion of Civil Society Institutions and Human Rights. Its merit is the project of the state program "Civic Education in the Russian Federation on the years 2005 – 2010"[5], established with the support of the Commissioner for Human Rights in the Russian Federation. Regions are not far behind from the federal government in establishing a regulatory framework for implementing the principles of...
civic education. For example, according to the extraction of the "Program of development of the education system of the Perm region of 2006 – 2010" (item 13. "Citizens' character education") "system of education should be the basis and the subject of civil society. Interaction of school and civic institutions in the development of education, upbringing of citizens, modeling of basic public relations should be a major mechanism of educational policy [6]."

Based on these and other programs can be formulated as a general idea about the nature of civic education. Civic education, focused on the creation of the democratic foundations of civil society is a unified system of formation of legal and political culture of the young man, his spiritual and moral education[7]. This enables the development of a multilateral personality with a high level of social activism and civic awareness, recognize and protect the rights and freedoms of others. This person – a patriot, who has dignity and is not only responsible for the committed acts but also for the fate of the motherland. Brought thus man is capable of any civil act for the benefit of their country.

Fig. 1-3 Study of the Political Science Department of the St. Petersburg State Polytechnic University. Date: December 2010. Research topic: What is the "patriotism"? The number of respondents - 224. Age from 17 to 22 years. Author-Safonova Anna "Modern understanding of patriotism among youth" http://sibac.info/index.php/2009-07-01-10-21-16

III. FEDERAL STATE EDUCATIONAL STANDARD AND CIVIC EDUCATION

Impetus to the development of civic education in Russia was obtained as a result of the new Federal state educational standards. Federal state educational standard to keep civic values in the education system as an institution of socialization Russians. Importance of this condition due to the need to counter global threats from the world of extremism, anti-democratic influences a number of leading political forces, the complexities of building a multicultural world civilization system. Task of the Federal state educational standards can be called the preservation of national and cultural identity in line with Russia its interaction with the international community. So Federal State
Educational Standard primary education includes installation on:

- spiritual and moral development and education, the development of students' civic identity as the basis of development of civil society;
- acquisition of spiritual values and culture of the multinational people of the Russian Federation;
- democratization through the development of forms of public-public administration, expanding opportunities for the right choice of teaching staff training and education, methods of assessment of students' knowledge [8].

Federal state educational standard of general education is focused on:

- formation of the Russian civil identity of students;
- the preservation and promotion of cultural diversity and linguistic heritage of the multinational people of the Russian Federation, the realization of the right to study their native language, learning the culture and spiritual values of the multinational people of the Russian Federation;
- spiritual and moral development, education of students and the preservation of their health;
- development of the state and public administration in education;
- ensuring the creation of the social situation of development of pupils, ensuring their social identity through personally meaningful activities [9].

Principles of construction of civic education, are realized according to federal state educational standards require a radical change not only approaches to the educational process as part of the teacher, and from the student, but also a change of the student's relationship to the world around him. We believe that the basis for the formation of citizenship traits and parties in education can become a new global thinking.

IV. CIVIC EDUCATION AND NEW GLOBAL THINKING

Changing the methods and conditions for the transfer of knowledge and skills should include new benefits of modern information exchange, as well as smooth objective shortcomings, reflecting specific manifestations of socio-historical practices in the field of mental activity[10]. Guided by these principles, we can say that thinking in education reinforces the need to develop their analytical skills.

 Paramount importance for the direction in accordance with the objective tendencies in the changing nature of social relations becomes not assimilation of large amounts of information in the form of finished memorizing empirical data included in a specific theory, but an independent manipulation of the known facts, including complex reflexive understanding. Such analytical activities will be accompanied by students finding answers to questions such as why, how, why this or that phenomenon is known intermediate result in each particular branch of knowledge, as well as accompanied by emotional value judgments subject reflection earned material.

The need to disseminate the principles of analysis and reflective thinking may be due to the current requirement to optimize the learning process.

Memory unit level reaches the level of the particular and the general, the individual consciousness (subject to the inclusion of the latter in the information and communication connection) can benefit from the knowledge of other members of the group or the whole of society as a whole.

Due to the cooperation efforts social group memory replaces the single set of knowledge of the individual, allowing the latter to engage more deeply analyzing the profile for it sets the facts and turning them into the structure of the represented knowledge. Opportunity for knowledge translation in a universal form, and not only on the intra-group level as determined by the degree of development of the global style of thinking in complex society in a specific historical period.

Different parts of the educational process, are associated with the social relevance of a particular historical situation can reveal the mechanisms of complex understanding necessary for adequate development of the individual requirements of the society, not only due these historical conditions, but also coming from itself, it past filter "common sense" and because less dependent on political party ideology. In practical terms, this means opening unique worldview accentuation by posing unsolved problems in various branches of educational activities. On the one hand, enables the subject of education (especially true for those who are still in the process of socialization) more convincingly choose industry specific activity of its potential. On the other, the most excluded from this choice, as well as the subsequent implementation of this activity, potentially distorting the results.
influence political party ideology in favor of individual socio-ideological interpreted it. Educational process in the implementation of this kind of modernization will contain fewer predefined empirical data, supporting facts that will be replaced with basic facts and key methods that require creative thinking and suggests an increasing number of independent logical conclusions. Based on analysis of the contemporary historical situation, it is possible to identify many examples of search and research sectors of society teaching universal ways of education and training of its members. Adaptable to modern realities principles of dialectical materialism of the education system, the test method, the concept of Montessori – all this explains the desire of society to move from local systems thinking organization that requires memorizing large amounts of information to global, based on the theoretical reflective intelligence. The task of the education system of the future to meet these social and psychological needs.

Transformation of education carried out in this vein, as its results will have in shaping the thinking of future generations and universal set of necessary mental skills, which, in particular, will enable more effective than the current historical situation occurs intercultural directed for construction of civil society in various parts of the world. Distribution of a new model of education will also help overcome the effects of global problems. Whereas, the modernization of education, carried out on such a model will facilitate the formation of socio-psychological basis postnonclassical science able to offer effective solutions for various polyvariant problems facing the society.

V. CONCLUSION
Society – a self-regulating system in which the public authorities and the education sector, are interacting and interdependent subsystems. Imperfections that appear in one, will inevitably lead to problems in another.

To address the emerging needs of contradictions systems approach as a program of action for the development of civic education in our state.

REFERENCES:


Elisey Vladimirovich Chashchin is assistant professor of Department of philosophy and low Perm national research polytechnic university. In his PhD thesis (2008-2011) studies and conceptual model of modern global thinking. [e-mail: chashin86@mail.ru]

Résumé: Global thinking may be a good basis for the implementation of the principles of civil thinking in Russia, increasing the level of civic consciousness. Mastery of the principles of the organization of the educational process with the included element of civic education and global thinking one of the main tasks of the modern teacher.

Mots-clés: global thinking, civic education, modern civil law.