

## Issues of Future Teachers' Civil Responsibility Development

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### ABSTRACT

The urgency of the paper considering issues of future teachers' civil responsibility development is substantiated by transformations occurring nowadays in the spiritual sphere of Russian society that demand intellectual, active citizens as strengthening of state foundations and public life depends in many respects on higher school students' participation in political life, on political and legal culture of future voters. The paper aims to reflect the problem of future teachers' civil responsibility development as today the objective of higher school students' education has to be the formation of a citizen of a free democratic state who is provided with all rights and conferred all commitments allowing them to develop freely within civil society space. The leading research methods to this problem are theoretical (comparative and logical analysis, synthesis, generalization, modeling) and empirical (study of archival and normative documents on the problem, study and synthesis of innovative experiment of higher education institutions aimed to form a civil responsibility in students, conversations, questioning, polls and purposeful observation over student's youth activity, methods of mathematical statistics, pedagogical experiment on future teachers' civil responsibility development). In general, results of experimental work suggest confirmation of the hypotheses about future teachers' civil responsibility development. Materials from the paper can be useful to higher school teachers, school teachers and students trained in the pedagogical direction.

### KEYWORDS

Civil responsibility; civil education; patriotism; pedagogical conditions

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## Introduction

### *The topicality of the problem*

Changes occurring in Russia specify the necessity to form civil responsibility as a personal and professional quality of the teacher, responsibility for establishing and development of legal civil society. Future

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teachers' civil responsibility development is a culturological and social function of pedagogical education.

Significance of civil responsibility in students trained in the pedagogical direction increases to a greater degree since transformations that take place in education reveal deep contradictions and conflicts. A certain blurring of moral guidelines, interest in low-standard examples of mass culture, aggression in upholding group interests are indicative of a considerable part of learners; the situation is caused by miscalculations in civil education conducted by teachers of general educational institutions. Today the fact that senior school students do not know the structure of the Russian legislation, division of authorities, functions of the parliament and government of the Russian Federation is common occurrence. Determinants of learners' civil illiteracy phenomena should be looked for in miscalculations of both organizational and methodical character since curricula of comprehensive schools do not provide school students' sufficient civil training; available disciplines raising these matters and extra curriculars do not have adequate methodological support.

The similar situation is observed in higher professional pedagogical education where issues of students' civil training are provided with insufficient time.

Therefore, professional development of the teacher in the course of education has to suggest mastering of legal norms of behavior as a subject of society and as a specialist-teacher, formation of political outlook, awareness of prospects of democratic society development, fostering patriotism, humanistic ways of communication, development of valuable-meaning orientation in implementation of social functions of pedagogical activity. Special attention should be paid to training future teachers to realize civil education of children of various ages as education of the citizen of the constitutional state is in many respects associated with the teacher's personality, their general culture and professionalism. It is pedagogical education as professional education that forms social objectives of future experts that promote further development of a school student's social position and social activity.

Improvement of all these directions aimed to form civil responsibility of students in the pedagogical direction today is one of the central problems of teachers' vocational training; its solution is connected with the content of education, organization of educational process in a higher education institution and application of active training methods focused on intellectual, social and moral development of the personality.

### ***Explore Importance of the Problem***

Problem of future teachers' civil responsibility development, being the most urgent problem of today, is considered by many Russian teachers and scientists.

Classics of Russian pedagogics N.K. Krupskaya (1989), A.S. Makarenko (2012) paid attention to the formation of an integral personality, a citizen. In works of O.I. Volzhina's (1991) and G.T. Sukolenova (1997) the process of historical formation of civil education system is studied. Ideas of human's civil mission, training of the person-citizen as an active public figure were stated in many articles written by V. G. Belinsky (2013). Philosophical and social aspects of civil education are revealed in works of C.I. Arkhangelsky (2010), S.I. Ikonnikova (2003). Ways of civil consciousness education in the context of social

activation and humanization are considered by V. M. Obukhov (2006), T.V. Beskova (2014) regards social and pedagogical conditions of civil consciousness education as an integrative quality of the personality. S. V. Shiro (2000) investigates features of younger generation's civil education in the course of education and on materials of humanitarian disciplines. Problems of students' civil consciousness formation are studied in works of A.N. Karasyova (1983), V. L. Popko (1992). At the end of XX - the beginning of the XXI centuries interest in issues of civil education increased, a large number of works devoted to formation of these or those learners' civil qualities appeared. Education of civic consciousness was researched in R.N. Butler, M.I. Lewis & T. Sunderland's works (2008). Issues of civil activity formation were considered (Cassidy, 2004). A number of researchers studied experience of civic consciousness education in the history of Soviet school (Khuziakhmetov, Aminov & Yesnazarova, 2016; Gabdrakhmanova, Khuziakhmetov & Yesnazarova, 2015).

Thus, awareness of civil responsibility by students of pedagogical higher education institutions as the most important pedagogical problem of today makes the matter of great importance. Despite a wide representation of various aspects of future teachers' training for professional activity and sufficient development of the issue of civic consciousness in psychology and pedagogical literature, at present there are no pedagogical researches devoted to formation of civil responsibility in students of pedagogical higher education institutions and its influence on the efficiency of the follow-up professional activity (Dyneson, Gross & Berson, 2003). At the same time modern requirements to the process of teachers' vocational training assume the search of conditions aimed to effectively form civil responsibility in students trained at higher pedagogical institutions and adequate to changes occurring in the country (Gabdulchakov, Kusainov & Kalimullin, 2016).

### ***Features of formation of values of education***

Basic theoretical provisions and conclusions of the research can be used in the system of retraining and advanced professional training on problems of younger generation's civil education of employees of preschool educational organizations, comprehensive schools and colleges, and pedagogical higher professional educational institutions.

### ***Status of a problem***

Pedagogical researches devoted to study of Russian students enable to designate the existence of contradictions characterizing civil responsibility formation in students of pedagogical education:

- between a high demand of general education practice of a civil orientation and lack of an integral learners' training system for further civil activity;
- between a significant role of civil responsibility in the course of future citizen's formation and insufficient level of practical readiness of university graduates of a pedagogical profile for activities to form it;
- between the need to study and generalize best practices, developments of active forms, methods and means of civil responsibility formation on the basis of new information technologies and prevalence of traditional (reproductive, verbal) methods of education and training in higher professional pedagogical education institutions.

These contradictions are a consequence of the main **contradiction** between a requirement of renewed Russian society for an active moral and intellectual personality of a future expert of a pedagogical profile capable to implement civil education and insufficient readiness of pedagogical conditions to form a civil responsibility in students of the pedagogical direction.

This contradiction revealed **the research problem**: what are pedagogical conditions aimed to form civil responsibility of students studying in the pedagogical direction?

## **Materials and Methods**

### **Objectives of the study**

The following problems were solved in the course of the research:

- to determine the essence of the definition "a civil responsibility of students of the pedagogical direction" on the basis of the analysis of philosophical and psychology-pedagogical literature;
- to specify, prove and experimentally verify pedagogical conditions aimed to form civil responsibility of students of pedagogical direction.

### **Theoretical and empirical methods**

The solution of objectives was realized in compliance with the following methods:

- theoretical (comparative and logical analysis, synthesis, generalization, modeling);
- empirical (studying of archival and normative documents on the problem, studying and synthesis of innovative experience of higher education institutions on formation of civil responsibility in students; conversations, questioning, polls and purposeful observation over student youth's activity, methods of mathematical statistics, pedagogical experiment on formation of civil responsibility within a specific pedagogical higher education institutions).

### **Base of research**

The Institute of Psychology and Education and The Institute of Mechanics and Mathematics named after N.I. Lobachevsky of Kazan (Volga region) Federal University made the base of the research.

### **Stages of the study**

Research was carried out in three main consecutive stages:

During the first investigation phase, the purpose and research objectives were formulated, theory and practice of civil responsibility formation in students of pedagogical direction both in the history of pedagogy and at the present stage of development of Russian society were studied, theoretical analysis of philosophical, psychology-pedagogical and scientific-methodical literature on the research problem was carried out.

During the second investigation phase, experimental work on the basis of which a working hypothesis (pedagogical conditions) was specified was carried out, approbation of pedagogical conditions which are realized in the process was performed, primary processing of experimental data took place.

During the third investigation phase, obtained materials and results of the experiment were finally systematized and processed, their discussion and introduction continued.

### **Evaluation criteria**

The following criteria of their assessment were specified in the work:

- ability to work with original sources and scientific literature;
- ability to use obtained theoretical knowledge for the solution of specific pedagogical objectives;
- ability to analyze influence of historic facts and phenomena on cultural and social-economic development of society;
- ability to express own opinion on this or that pedagogical problem;
- mastering of specific historical method to analyze pedagogical facts and ideas;
- ability to consider pedagogical facts in interrelation and interdependence, to select most essential of them whenever possible close to future professional activity;
- mastering skills of critical approach to the analysis of pedagogical ideas and concepts.

### **Results**

In the course of experimental work, we sought to raise the level of civil responsibility development in students of pedagogical direction by introduction conditions aimed to form civil values and qualities in students.

On the basis of the purpose of experimental work the following tasks were formulated:

to determine the initial level of civil responsibility development in students to form control and experimental groups;

to monitor the level of civil responsibility development in students in the course of experimental work;

to determine the efficiency of revealed pedagogical conditions aimed to form civil responsibility in students of the pedagogical direction on the basis of data obtained during monitoring.

Experimental work within which pedagogical conditions of efficiency of civil responsibility formation in students were tested was carried out in three steps.

The first stage – **stating**: the degree of civil responsibility development in students of pedagogical direction was determined.

The second stage – **forming**: pursued the goal to reveal efficiency of proposed pedagogical conditions. At this stage conditions revealed during analysis and aimed to form civil responsibility in students were introduced into training and education process.

The third stage – **final**. At this stage the achieved level of civil responsibility development in students of pedagogical direction was defined in the course of the experiment; comparative analysis of data obtained at various stages of diagnostics was performed.

**At the stating stage**, control and experimental groups were determined. 7 groups of first- and second-year students of the Institute of Psychology and Education and Institute of Mathematics and Mechanics named after N. I. Lobachevsky took part in the experiment. The total number of testees made 127 people (experimental – 61 students, control – 66 students). During the stating stage of work primary information was gathered; the set of diagnostic techniques including questionnaire, test and map of civil responsibility formation was worked out.

Questionnaire was used to study primary data of civil responsibility in students of pedagogical direction. Research showed: both in experimental and control groups young people have approximately identical low civil responsibility. Statistics of respondents' answers confirms it. Students expressed indifference to political life of the country (88,5% and 90,9%). More than a half of respondents do not read newspapers (64% and 56,1%) at all, the number of those who do not watch news on television is slightly less (47,6% and 42,4%). Analysis of questionnaire data testifies to a low social activity of young citizens, their political immaturity. Therefore it is necessary to pay attention to political information (one of perspective directions to form civil responsibility) promoting education of a competitive personality of the citizen by means of time, space and subject expansion of frames of training and educational process.

"The map of introspection" by A.I. Kochetov was modified to research civil responsibility formation. The obtained "Map of developed civil responsibility" was supposed to specify readiness for various types of political, legal and public work, for social interaction, for realization of individual and public rights and duties, for cooperation and work in public organizations. This indicator was investigated through students' selection of a social role in the general system of social relations. Thereof circumstances there are such sections on the map as: **legal component**: law-abiding citizen, consumer; **political component**: voter; **public component**: participant of public organizations, volunteer.

The following options of answers were formulated for each part: "absolutely sure", "doubt", "not sure at all".

The following results were received after students filled the map of civil responsibility formation (see table 1).

Data obtained during research confirm the identical level of civil responsibility development both in the control and experimental groups. Data in the tables suggest that most students realize their civil rights and duties quite well. So, about 100% (100% and 90,9%) of students in the experimental and control groups consider that they can fully participate in various election actions; many respondents (47,6% and 59,1%) are ready to take the responsibility; many respondents (60,7% and 78,8%) are ready to consider another opinion; nearly a half of respondents are ready to protect consumer's rights by means of legal ways (47,6% and 59,1%).

At the same time a negative fact was singled out – most students do not wish to participate in volunteer work; that can be connected with insufficient development of civil responsibility in investigated groups and requires additional educational work.

**Table 1.** Results of students' primary diagnostics according to the map of civil responsibility formation

Questions	Answers		
	Absolutely sure	Doubt	Not sure at all
	exp. contr.	exp. contr.	exp. contr.
I am ready not to violate rights and freedoms of other people	72,1% 56,1%	27,9% 39,4%	0% 4,5%
I am ready to realize my actions according to norms of law accepted in society	58,7% 59,2%	33,3% 28,8%	8% 12%
I am ready to observe laws	9,8% 13,6%	3,3% 12,2%	86,9% 74,2%
I am ready for consumer's rights realization	8,2% 10,6%	4,9% 19,7%	86,9% 69,7%
I am ready for consumer's rights protection in legal ways	47,6% 59,1%	24,5% 16,7%	27,9% 24,2%
I am ready for participation in elections	100% 90,9%	0% 4,55%	0% 4,55%
I am ready to consider another opinion	60,7% 78,8%	19,65% 21,2%	19,65% 0%
I am ready to listen and estimate another person's position	42,6% 39,4%	9,9% 16,7%	47,5% 43,9%
I am ready to evaluate events that take place in the country	13,1% 16,7%	4,9% 16,7%	82% 66,6%
I am ready to realize a passive electoral right	34,4% 71,2%	60,7% 25,8%	4,9% 3%
I am ready to participate in public organizations	3,2% 6,1%	9,9% 13,6%	86,9% 80,3%
I am ready to carry out a public assignment in educational institution	9,9% 4,5%	19,65% 19,7%	70,45% 75,8%
I am ready to volunteer	6,5% 6,1%	68,9% 50%	24,6% 43,9%
I am ready to take responsibility	47,6% 59,1%	44,3% 34,8%	8,1% 6,1%
I am ready to be patient to other opinions	22,8% 18,2%	23% 24,2%	54,2% 57,6%

Very few students are ready to evaluate events occurring in the country (13,1% and 16,7%). It suggests that young people are not interested in life of the country. Young people do not read mass media, do not watch news on television, and do not listen to the radio.

Students have a passive life. A low percent of students' readiness to participate in public organizations (3,2% and 6,1%), and readiness of trainees to perform public assignments in an educational institution (9,9% and 4,5% proves this.

Slightly less than a quarter of questioned students (22,8% and 18,2%) are ready to be patient in relation to other opinions. This fact specifies the need to develop students' pride for achievements of the country and its compatriots.



Thus, analysis of the map of students' civil responsibility formation reveals the necessity of additional educational work at lessons and in after-school time.

Besides the map of students' civil responsibility formation, we developed and used the test to study the level of civil responsibility development in students of pedagogical direction; then obtained data were generalized.

The testing technique assumed identification of high, average and low levels of civil responsibility development. The level of civil responsibility development is understood as the degree of its main components development: they are presented by qualities, values, abilities, etc.

*A high level* of civil responsibility is displayed in steady positive experience of civil behavior, self-organization and self-control along with an active civil position. Unity of consciousness and behavior, aspiration to knowledge is characteristic of it. Such student knows well their rights and duties, standards of behavior in public places; they display an initiative and independence in performance of charged activity. They honestly and diligently study; they are willingly engaged in public work for the benefit of people around; they display activity and creativity, humanity to people and animals, defend those who need it.

The *average level* of civil responsibility as a personality moral quality is characterized by steady positive behavior and ability to self-control. Active civil position in relation to actions and acts of companions is not always shown. Young people in this group know their rights and duties, rules of conduct and observe them, they are truthful, faithful to the word (are capable to admit offenses) but do not demand honesty and truthfulness from others. They study well, participate in voluntary (volunteer) activity organized by others, in youth actions when encouraged by seniors or fellow students, but do not display their own initiative. Their active public position is not quite established.

*A low level* of civil responsibility is characterized by weak manifestation of positive experience; civil behavior is unstable. Students with such level experience failures, their behavior is regulated by requirements and other external incentives and activators. Self-control and self-organization are situational. Such students poorly know norms of morals and rights, do not study to the best of their ability, they are unaffected by work, do not show an initiative. They work only because of requirement and control from outside. They participate in group and higher education institution activity reluctantly and incidentally.

Following testing results in the experimental group, it was revealed that 20 students had a low level of civil responsibility development, 29 – average, 12 – high. In the control group there are approximately identical results. So, 19 students have a low level of civil responsibility development, 27 – average, 20 – high. These results are quite comparable to the results obtained during filling of the map of civil responsibility formation that allows considering both techniques valid and reliable.

Thus, at the stating stage of experimental work we found out that the level of civil responsibility development in students of pedagogical higher education institutions is approximately at the identical level both in experimental and control groups.



Within **the forming stage**, conditions aimed to form civil responsibility were introduced into higher school training and education process of the experimental groups: pedagogical support of civil qualities developed in students during training and educational work; realization of social project technology at training sessions to form civil responsibility in students of the pedagogical direction; conducting a cycle of scientific and methodical seminars for teachers of pedagogical departments on problems of students' civil responsibilities formation.

Pedagogical support of forming civil qualities in students of pedagogical direction was carried out in three stages. During the first stage of pedagogical support teachers entered a zone of students' vitagenic experience therefore, special emphasis was laid on creation of a valuable and meaning atmosphere at training sessions focusing training and education process on civil qualities of the personality, understanding of civil values. For this purpose teachers, considering a differentiated approach in training, helped students: they addressed young people (that is very important) as partners of joint activity, arranged pedagogical communication in the form of literary dialogue.

At the second stage of pedagogical support teachers modeled situations significant for students and promoting strengthening of their experience of civil behavior. At the stage of joint search for solutions (that's the way this stage can be designated) teachers created situations of civil choice: freedom of opinion, individual freedom of choice, modeling of verbal (from literary heroes' and historical persons' lives) and real situations.

Discussion of free choice situations created basis for teachers' and students' civil qualities and values manifestation, general orientation of each personality interests was formed. Game technologies of pedagogical support were employed; they aimed to form civil qualities in students of pedagogical higher education institutions; variable games (business games, play-training, national games or their elements, game of a pedagogical situation, dramatization).

The third stage of pedagogical support assumed gradual transfer to students the responsibility for civil behavior in reality. The teacher transferred responsibility having full confidence of trainees and reinforcing positive emotions of young people from civil acts performed by them. Within this stage teachers developed in students of the pedagogical direction an ability to conduct conversation by means of a literary dialogue, and abilities to build harmonious interpersonal relations based on mutual respect and recognition of society citizens.

Thus, pedagogical support of students' civil qualities, being a unique mechanism of delicate help to students, is realized through interested observation, consultation, stimulation of students' maximum independence.

Social projecting is the most effective pedagogical technology to form civil responsibility; it was implemented both at training sessions and in extracurricular activities. The work confirmed the proposed assumption: in the course of project sessions students got the complex of knowledge on constitution, democracy, elections, the right and human rights, laws; development of paramount abilities (analysis of situations, search and selection of necessary information, modeling of own behavior, consideration of strategy and options of behavior in conflict, adoption of crucial and conscious decision, communicative skills, etc.) takes place.

A special course for teachers "Foundations of civil responsibility formation in students of the pedagogical direction" determined the productivity of teachers' activity: adaptive (acquisitions of new knowledge and abilities to form civil responsibility in students of the pedagogical direction); educational and compensatory (professional development within psychology- pedagogical preparation); educational-developing (awareness of theoretical bases of educational work); innovative (formation of need for creative development of pedagogical innovations). Experience on realization of a special course for teachers showed: productivity and efficiency of teachers' professional development in higher education institutions in connection with training and educational work on formation students' civil responsibility depends in many respects apart from its optimum contents and organization on their personal activity.

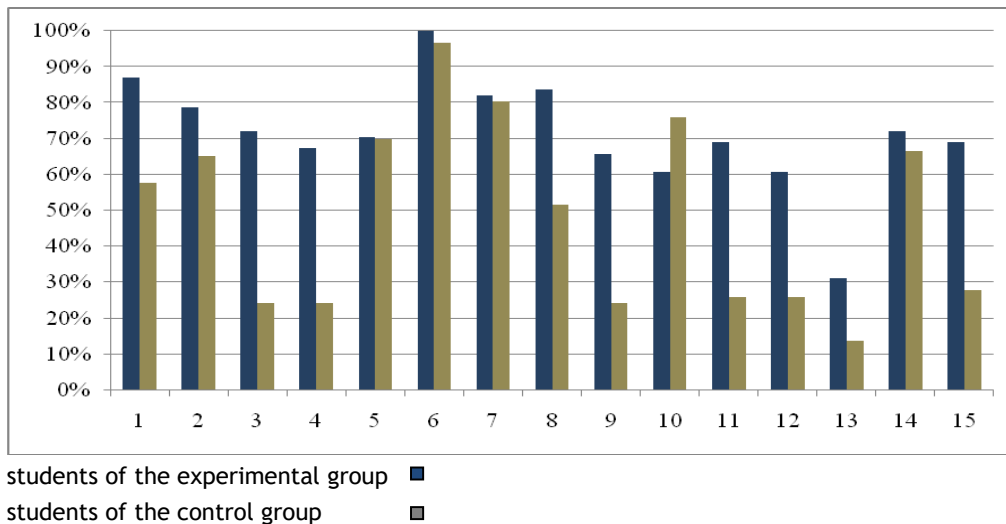
During **the control stage** final work to compare obtained primary data, test and the map was carried out. Analysis of pedagogical experiment results showed high productivity of the program of effective civil responsibility formation in students of the pedagogical direction by means of optimum introduction of pedagogical conditions that include: implementation of pedagogical support to form civil qualities in students during training and education work; realization of technology of social projecting aimed to form civil responsibility in students of the pedagogical direction; conducting a cycle of scientific and methodical seminars for teachers on problems of students' civil responsibility formation. The table shows (Table 2) indicators of the level of students' civil responsibility development in the control group were almost without changes (high – 20/23, average – 27/22, low – 19/21), in the experimental group the effect of increased studied quality is available (high – 12/34, average – 29/21, low – 20/6).

**Table 2.** Test results of studying the level of civil responsibility development in students of the pedagogical direction.

Levels of civil responsibility development	Stating stage		Forming stage		Control stage	
	Experimen tal group	Control group	Experimen tal group	Control group	Experimen tal group	Control group
High	12	20	19	21	34	23
Average	29	27	26	23	21	22
Low	20	19	16	22	6	21

Analysis of the map of students' civil responsibility development gave the chance to single out obstacles which slowed down the process of trainees' awareness of vital problems (insufficient possession of skills for constructive communication; conformism as a way to avoid situations of search if the result and situation of choice are unpredictable; youthful maximalism; motivation of fear to fail). Due to introduction of pedagogical support aimed to form higher school pedagogical students' civil responsibility into humanitarian training and educational process (through interested supervision, consultation, stimulation of maximum independence in young people) the increased level of civil responsibility formation in students of pedagogical education was revealed.

Students' civil responsibility including knowledge, valuable and personal components represents a complex system. The map of formation level consisting of fifteen questions visually proves it. Let's analyze some of raised questions (see Fig. 1).



**Figure 1.** Cumulative diagram of data on civil responsibility formation in students of pedagogical education (total diagnostics)

The citizen's personality possesses certain rights that serve as foundation for their freedom. Absolute confidence not to violate the rights and freedom of other people at the initial stage of the experiment was expressed by approximately equal number of respondents (72,1% and 56,1% respectively) in the experimental and control groups, at the control stage obvious prevalence of the experimental group over the control one was found (86,9% and 57,6%). Such distinctions are explained by realized in the course of humanitarian disciplines freedom of word in the form of various opinions, ideas and views forming a pluralistic picture of society in students.

The most important condition of public freedom is the law; lack of legality turns freedom into anarchy and arbitrariness. Pedagogical support of civil responsibility formation in students of pedagogical education in form of conversations, creation literary dialogues promotes respect of law and order in young people' consciousness. At the stating stage, readiness to correlate actions according to norms accepted in society was expressed by 58,7% of respondents in the experimental group, by 59,2% in the control group; at the control stage it made 78,7% in the experimental group, and 65,2% in the control group.

Respondents' answers about readiness to observe laws once again validated selected reference points of the research: at the stating stage 9,8% of respondents expressed confidence in the experimental group, in control – 13,6%; at the control stage – 72,1% and 24,2% respectively.

At the beginning of the experiment 8,2% of respondents from the experimental group and 10,6% from the control group expressed absolute confidence in readiness to realize consumers' rights. Such results are explained by low awareness of students of consumer's rights. After trainees were informed

on this matter substantial increase of percentage in the experimental group (67,2%) and insignificant increase in the control group is available (24,2%).

Introduction of political information as forms of young citizens' social activity education into training and education process positively influenced their political maturity. So, at the initial stage of the experiment 13,1% of respondents in the experimental group and 16,7% in the control expressed absolute confidence in readiness evaluate events taking place in the country. At the control stage a noticeable increase (65,6% ) is observed in the experimental group, in the control group there is a slight increase – 24,2%.

Both in the experimental group (6,5%), and in the control group (6,1%) a low percentage of respondents expressed absolute confidence in readiness for volunteering. At the control stage of the experiment we observe obvious prevalence in percentage ratio in the experimental group (31,2%), and insignificant increase in the control group (13,6%). Volunteering (an absolutely new aspect of activity in Russia) was not familiar to students so much before the research therefore after introduction of pedagogical conditions of effective civil responsibility formation in students of pedagogical education we saw increase of number of respondents.

Within studying humanitarian disciplines principles of collaboration, cooperation and peaceful co-existence were applied; this fact positively affected the research data: at the stating stage the absolute confidence in readiness to be patient in relation to other opinions was expressed by 22,8% in experimental group and 18,2% – in control; at the control stage – 68,9% and 27,9% respectively.

Recognition of tolerance by students as a civil value positively affected results of the experiment: at the stating stage absolute confidence in readiness to listen and evaluate others position was expressed by 42,6% in experimental group, in control group – 39,4%; at the control stage – 83,6% in experimental group, 51,5% – in control.

Thus, the conclusion follows from the generalized data of research: proposed pedagogical terms of effective formation of a civil responsibility in students of pedagogical education confirmed the hypothesis made at the beginning of work.

## Discussions

The problem of educating true, honest, strong, clever, capable to run the country citizens has always been urgent. Though each country observes its own features connected with historical, economic, political, ethnic, cultural and other conditions. Civil qualities of the personality were defined by those values which were accepted during specific historical period of society and state development. Each large era had its "set" of basic values the content of which depended on the dominating outlook and influenced ways of young people's civil education. So, for example, antiquity was characterized by the system of values which were based on the principle of cosmocentrism; the Middle Ages followed principle of theocentrism, modern times adhere to anthropocentrism and related cult of reason, science and philosophy.

Having tracked the development of ideas of civil responsibility formation in the history of pedagogy and at the present stage, it is possible to draw a conclusion that at each historical stage the problem of civil responsibility formation was actual; the system had its goals, means, methods and forms

which were suggested by political, economic, social and cultural conditions in society.

In modern conditions when cultural and material values have been displaced, the system of civil education undergoes changes; in this regard it makes sense to consider, first of all, the essence of civil responsibility of students – future teachers (Kuzmin et al., 2015).

### **Conclusion**

The idea of pedagogical support is rather innovative for higher professional education. Help given to the student at training sessions when dangerous situations arise and can lead to negative pedagogical result is necessary for effective formation of young people's personality. Training sessions of a humanitarian cycle have wide potential in this respect. The essence of stage-by-stage pedagogical support is revealed (in our research there have been singled out: entry of the teacher into a training and educational zone of students; modeling of situations significant for the trainees; gradual transfer of responsibility to young people).

Methodical and specific techniques of students' pedagogical support in the solution of problems are used: creation of forward and backward links, organization of groups for free communication. Obstacles which slow down the process of vital problems awareness by students are revealed.

When special training of teachers for formation of civil responsibility in students of pedagogical education is described, the adequacy of a special course for modern training in higher education institutions as way to organize accounting of directions of civil responsibility formation is reasoned. Prerequisites impeding the process of civil responsibility formation are revealed. We defined a basic component of the content of teachers' course training; its content, a complex of principles of compound components and approaches are developed; 3 blocks of teachers' training, the structure of teachers' abilities to form efficiency and separate stages of teachers' work are brought out.

Thus, the analysis of data obtained during the experiment presented in tables and schedules allows to draw a conclusion on the significance of the revealed pedagogical conditions of effective civil responsibility formation in students of pedagogical education.

This research was conducted with the purpose of theoretical justification and experimental verification of efficiency of pedagogical conditions aimed to form civil responsibility in students trained in the direction 44.03.05 Pedagogical education (with two profiles of training). However the conducted research does not settle all aspects of the considered subject. It is necessary to continue the development of pedagogical technologies to implement the formation of civil responsibility in students of pedagogical education most effectively. Also there is need to realize standardization of indicators of civil responsibility formation in students of pedagogical education as it definitely makes a basis for psychology-pedagogical researches.

### **Recommendations**

This article is addressed to higher school students and teachers to develop specialized courses for studies, and institutes of advanced training and retraining of educators.

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