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Civic Identity: Theoretical Foundations of the Education at Primary School Age  
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**Keywords:** *citizenship, identity formation, nation, society, government, education, primary school age.*

**Annotation:** *The article deals with modern scientific approaches to the concept of civic identity and its place in today's multicultural and multi-ethnic Russian society, the need for the formation of civic identity in the educational process in primary school.*

**Statement of the problem in general terms and its interrelation with most important scientific and practical tasks.** The modern legislative and regulatory framework in our country determines a citizen as a person who lives in a democratic state and has constitutionally inalienable civil rights and liberties. This is the person who belongs to the resident population of the state, enjoys its rights, and does not evade fulfilling the duties, established by the laws of such state. The citizen is a law-abiding and responsible person, a patriot. He appreciates and keeps up the traditions of his nation, is aware of interests of the society and state. The modern school and the whole Russian society have to form such citizen. Nowadays it is understood by everyone: the state, its citizens and the school. Here emerges the importance of investigation into the concept of civic identity of a modern school student.

**Analysis of recent research and publications.** Problems of civic identity are the subject of research of many scientists in political science and law, pedagogy, psychology, in particular, such as V.O. Sukhomlynsky, N.A. Kornienko, V.A. Kirik, V.G. Bocharova., B.Z. Vulfov, F.R. Filippov, E.N. Dokukina, Z.Ya. Kapustina, D.A. Pokazanyeva and others. Increasing interest in research of the civic identity concept is associated with understanding of the place of this basic value in the modern multicultural society. Despite the availability of a sufficiently broad theoretical framework for studies, many aspects of civic identity education, in particular at the primary school age, are still not fully investigated, which determines the relevance of this paper.

**Goals of this article.** The goal of this paper is to study the concept of civic identity and theoretical foundations of education of this basic value at a primary school age.

**Main material.** Civic identity is a quality which unites Russians, Ukrainians, Dagestanis, Jews, Armenians, Tatars and other representatives of our multi-ethnic nation within Russia without prejudice to their national dignity. Moreover, the process of formation of such quality is a goal and tool for consolidation of the multi-ethnic society in Russia.

N. Kornienko believes that civic identity of a person is a quite complicated mentality which comprises three components: knowledge, experience and actions. An important part of civic identity is an emotional component that includes a set of higher personal feelings: patriotic, humanitarian, environmental, ritual etc. The leading role among them should be given to the patriotic feelings [1].

*Civic identity is a set of intellectual and normative positions and related patterns of behavior, core values and goals that form a basis of emotional and intellectual involvement of individuals [1].*

In a pedagogical aspect, civic identity is conceptualized by many scientists through the concept of *civic culture*, which is an integral part of the general culture of an individual, and as structural components includes political, economic, legal, moral and ecological culture. Scientists determine the criteria of its formedness as appropriate knowledge, level of maturity of emotional and volitional personality, results of practical activities. Such opinion is supported, in particular, by V. Bocharova [ii], B. Vulfov [iii], F. Filipov [iv].

As an intellectual phenomenon civic identity constitutes a person's recognition of its rights and duties of the citizen of Russia and all those concepts leading to understanding of *civic identity*: homeland, state, nation, national idea, duty and others.

As an emotional and sensual process civic identity is the individual's feelings of satisfaction or dissatisfaction from fulfillment of duties.

As a strong-willed process civic identity is conscious, purposeful abidance of society members by the laws of the state and their assigned functions. The above elements are closely interlinked, and provide for self-evaluation of civic identity of an individual and conscious search for ways to civic self-education. An individual's ability to qualify its behavior is called civic conscience. Qualities of civic identity are formed gradually, are age-specific and depend on social experience that a person gains at every stage of its socio-cultural development.

Within our study, a definition by O. Dokunina is relevant, which treats civic identity as an integrated unity, a set of personal qualities and traits of an individual, which provide a specific way of thinking and are ... *a driving force behind daily-life activities, actions and behavior in general, which directs efforts of an individual to development, enhancement and enrichment of the Homeland*. Exploring the problem of forming foundations of civic identity in children of primary school age, O. Dokukina determines its structure, highlighting such components as: national consciousness and self-awareness, knowledge and respect for the laws and regulations of the state, need for their abidance, knowledge of the state language, social activism, civic courage and responsibility, tolerance and respect for all members of all ethnic groups living in Russia, their languages and culture [v].

So, most national teachers, researchers of the problem of the younger generation's civic education, agree that civic identity is a fundamental, integrative, spiritual and moral quality, world-view and psychological characteristic of a personality, which manifests itself in the intellectual, emotional, value, activity-focused areas and is formed in the process of civic education.

Thus, civic identity has both external and internal aspects in the structure of personality. In addition, they are not just interrelated, but also a continuation of one another, since the inner essence of civic identity of an individual leads to manifestation of these qualities in the external form: deeds, actions, relationships. At the same time, the external form of display enhances the inner essence of civic identity, actualizes a civic position or strengthens it.

Civic identity can be interpreted as a kind of basic social attitude, the essence of which lies in readiness of the individual to consciously accept and responsibly and voluntarily comply with the laws of the state.

Civic identity brings patriotism, morality and legal culture together.

In practical terms, civic identity is an extremely effective tool that motivates and enhances public activities of the population.

Thuswise, civic identity is a set of intellectual and normative positions and related patterns of behavior, core values and goals that form a basis of emotional and intellectual involvement of individuals - members of a specific political (public) community in public affairs. In the history of political and legal thought, civic identity has been inextricably connected to the range and quality of civic virtues, i.e. permanent patterns of the citizen's behavior, ordered at the moral and political level, in the exercise by the citizen - both in private and in public life - of the principles and rules arising out of belonging to a certain social-democratic political community. A common precondition for formation of civic identity is the existence of civil society and democratic state.

As an integral personal formation civic identity manifests itself in the form of its components - personal qualities. The most important ones are: civic consciousness, sense of civic dignity, sense of civic duty, civic responsibility, civic conscience and civic courage.

Moreover, the researchers refer the following to the qualities, characterizing civic maturity of an individual: responsibility and sense of inner freedom, self-esteem; respect for others; honor and conscience, willingness to work; criticism and confidence; kindness and strictness; initiative and discipline; desire to understand other people and self-exactingness and exactingness to others; ability to reason, willingness to act, willingness to take some risks and caution, avoidance of unnecessary risks. These qualities are grouped in pairs on purpose, since no quality is *absolute*. A best quality should be balanced by the opposite [<sup>vi</sup>].

Formation of the above qualities should be started as early as possible to achieve intended results. Giving birth to a baby itself is the first period of formation of its civic qualities. None of the spiritual abilities of a person - world-view, logical thinking, creative imagination, endurance, cautiousness etc. - are given by nature, but acquired in the course of education. From an early age, with the help of its parents, a child learns historical experience accumulated by previous generations and masters the national culture. Under the influence of education, not only enrichment with knowledge and enhancement of skills, but also development of the child and formation of its personality take place.

Training civic qualities (civic identity) is, first of all, emotional and sensual exposure of children to different forms of knowledge, understanding, activities and behavior, designed to display civil identity. Civil qualities are an integral personal formation of civic identity - integrative indicators of person's belonging to a certain social and national public community.

These include: civic consciousness, civic virtue, civic duty, civic responsibility and civic courage.

Civic consciousness is a conscious understanding and internal acceptance by an individual of the fact that it belongs to a certain public society.

This is an attitude, learned and accepted by the individual, towards a particular society, the state, which is expressed in a bid to take active measures to protect, conserve and develop it. Civic consciousness of modern primary school students should be based both on a spiritual and moral basis and on a rational one that involves acquiring a wide range of knowledge - historical, legal, etc.

Primary-school students, if they have mastered their mother tongue, begin to identify themselves with a specific ethnic group as well as with the state. A child, learning the native language, finds in terms and forms of such language a complex work of thought of previous generations and takes them up unconsciously. Coming into the world, the child enters, as a member, historically established forms of social life, family and the state, using readily-made goods of material culture. If awareness of belonging to a particular national state is clearly expressed in the person (i.e. this belonging is meaningful and emotionally perceived), they say that this is a conscious citizen and patriot.

Civic consciousness is formed in various ways: native language, history, culture, art, folk traditions and customs.

A sense of civic virtue suggests the citizen's experiencing a positive attitude towards oneself and demanding the same attitude from others in terms of views on the state values.

It is this sense of civic virtue that forms the main source of moral purity of a person.

Sukhomlynsky wrote: *A sense of duty is the voice of conscience; it is a deeply personal attitude of a person towards its community, towards the people. He argued that the sense of duty is not fetters tying a person. This is a human freedom. Loyalty surely spiritualizes a person.* [<sup>vii</sup>].

A sense of civic duty is closely related to a sense of civic responsibility – a feeling that arises as a result of what a person feels in performance or failure to perform its civic duties; experience of compliance of consequences of its own civic activities with civic duty.

Civic courage is a person's ability to act decisively and purposefully, actively promote national, public and state purposes.

These and other civic qualities, as an integral, systematic psychic formation of civic identity in general, are developed by students during several age periods. Every child of different age, as noted by teachers, feels pressure of expectations and demands from the society. And if the range of such expectations and requirements comprises the need to exercise civic identity, he will not be able to ignore it. Ignoring causes appropriate sanctions on the part of adults, which, in turn, will lead to the child's emotional discomfort. With due regard to the said, importance of the public attention to formation of civic identity in children from a very early age is understood.

Thus, analysis of the definitions of civic identity by leading scientists allows to understand this concept as an integrative personal formation and as a complex quality of the person. Its structure includes three components: cognitive (the person is aware of oneself as a citizen), emotional (the person feels that he is a citizen and has an appropriate set of emotions

and feelings) and behavioral (the person is able to act in a certain way and demonstrates civic identity in his behavior).

The main goal of civic identity education among primary school students is free assimilation by them of philosophical, historical, and moral ideals and values of a civil society based on recognition of priority of human rights.

In modern school, ideas of civic education should be restrictively blended with the content and methodology of educational and extracurricular activities and life of primary school students.

The leading ideas that form the basis of civic identity in primary school are patriotism, national and universal values, sense of duty and responsibility, public initiative and activity; respect for the Constitution, laws of the state, rules of law adopted by it, formed need for their abidance, sense of justice; respect for parents, their ancestry; respect for the culture, customs and traditions of their nation, customs of national minorities living in the territory of Russia, awareness of belonging to the nation as its representative and heir; discipline, diligence, humanity, sense of a prudent owner of its land. Thus, civic identity is a result of civic education. It is a complex integrative quality of the person that should be considered in social and legal, moral and ethical aspects.

In the social and legal aspects, civic identity is regarded as a sufficient level of civic consciousness to make children of primary school age accept values, experience in relations, willingness to actively participate in management within a children group, team.

In the moral aspect, civic identity is understood as a level of children's moral culture and evaluates an extent of their understanding of virtues such as duty, responsibility, dignity, conscience, patriotism, humanity, compassion.

Scientists and teachers have identified the main landmarks of formation of the individual's civic identity. They aim to create children's cognitive, normative and behavioral norms, including:

- ability to reason;
- ask questions, seek own answers, look at a problem critically;
- ability to draw their own conclusions;
- respect interests and rights of others;
- protect their own interests, self-realization.

It is the age when experience, patterns of attitudes of the older generation, value judgments are formed; a certain attitude to others, to themselves is formed; friendship, comradeship, mutual help, love to parents, to the street, school, hometown, mother tongue, nature, etc. are developed. Based on its own experience, the child begins to display independence, consciousness towards the world and people, towards moral standards of the society. Due to age and psychological characteristics, life and civic experience of attitude to the state, homeland, people and own "me" is limited. So, at such age, basics of civic identity should be set, which will be a foundation for further civil identity formation.

By determining criteria of civic identity of a primary school student, with due regard to age peculiarities, we see them, first of all, as value attitude to the State, Homeland (Russia), people, oneself as a citizen. Based on specific criteria, Table 1 provides indicators of a primary school student's civic identity.



**Criteria and indicators of civic identity of a primary school student**

<b>Criteria</b>	<b>Indicators</b>
<b>Attitude towards the state</b>	value attitude towards the Constitution; value attitude towards laws of the state; value attitude towards symbols of the state; value attitude towards rights and duties of adults and children
<b>Attitude towards the Homeland</b>	awareness of belonging to the Russian nation; value attitude towards Russia, native land; towards customs and traditions; towards family and ancestry; value attitude towards the Russian language; value attitude towards native nature as a place of life activity of a person
<b>Attitude towards other people</b>	respect for people; humanism; tolerance; compassion, kindness; honesty and decency; readiness to help; conscience
<b>Attitude toward oneself as a citizen</b>	awareness of oneself as a citizen of the state; civic dignity; responsibility; civic duty; diligence; self-exactingness

Source: improved by the author on the basis of [viii]

Training civic qualities in a person assumes development of an individual's attitude towards oneself as a citizen of Russia. Evaluation and self-evaluation are integral components of such attitude, since successful education of the said personal qualities depends on its active work, mastering the positions of a co-participant in the educational process. Therefore, we attribute the corresponding virtues, which are manifested in relation to oneself, to the cognitive component. They include: awareness of oneself as a citizen of Russia, civic dignity, responsibility, civic duty, diligence and self-exactingness.

**Conclusions.** One of the key components of a primary school student's civic identity, which should be implanted in primary school, is identification of oneself with the Russian nation, recognition of oneself as a citizen of Russia, on whom its own fate and the fate of the state will depend in the future. In this respect, each student should cultivate in oneself a sense of citizenship and civic dignity.

Civic identity is manifested in public behavior of primary school students, which is understood as a system of civil actions and deeds. Experience of civil behavior of a person is acquired in everyday life through inclusion of the following activities: academic, educational, socially beneficial ones.

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