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## STUDYING THE EXPERIENCE OF WORK ON THE FORMATION OF THE POLITICAL CULTURE OF SENIOR STUDENTS IN MODERN SCHOOLS

### ВИВЧЕННЯ ДОСВІДУ РОБОТИ З ФОРМУВАННЯ ПОЛІТИЧНОЇ КУЛЬТУРИ СТАРШОКЛАСНИКІВ У СУЧАСНИХ ШКОЛАХ

*The article examines the formation of the political culture of senior students in secondary school as the most important component of the political life of society. The content and essence of the concept, the history of the formation of this branch of culture, its research and development, including the importance of raising the level of political culture of senior students as a citizen for the progressive development of society, are considered in detail. The article covers the state of work on the formation of the political culture of senior students in modern secondary school, its features, problems and development prospects. Political culture, being an integral part of the culture of society, combines a system of human relations. Secondary school students are subjects and carriers of the political culture of society, which is formed through civic upbringing, political socialization, socio-political activity and other processes. The article used pedagogical observation, pedagogical interview, study of documents, mathematical and statistical methods, methods of pedagogical experiment. Political culture combines, first of all, humanistic components – an orientation towards universal human values, the affirmation of human kindness as a criterion for assessing social relations, the development of general cultural components, and discussion of geopolitical problems. The main applied aspect is the formation of personality as a comprehensively developed personality, unlocking the potential of each student. The essence, content, and components of the education of political culture are determined; on the basis of advanced school and pedagogical experience, and research results, the ways, forms and means of its implementation are determined. Creating a model of work to educate students' political culture in high school and implementing work according to this model can ensure further deepening of the content of upbringing in this direction.*

**Key words:** school, political culture, political experience of society, political values, norms of behavior, structure of political culture, political consciousness.

*У статті аналізується формування політичної культури старшокласників у середній школі як найважливіший компонент політичного життя суспільства. Докладно розглянуто зміст та сутність поняття, історія становлення, дослідження та розвитку даної сфери культури, у тому числі значення підвищення рівня політичної культури старшокласників як громадянина для прогресивного розвитку суспільства. У статті висвітлено стан роботи з формування політичної культури старшокласників у сучасній загальноосвітній школі, її особливості, проблеми та перспективи розвитку. Політична культура, будучи невід'ємною частиною культури суспільства, поєднує в собі систему людських відносин. Учні загальноосвітньої школи є суб'єктами та носіями політичної культури суспільства, яка формується через громадянське виховання, політичну соціалізацію, громадсько-політичну діяльність та інші процеси. У статті використано педагогічне спостереження, педагогічну бесіду, вивчення документів, математичні та статистичні методи, методи педагогічного експерименту. Політична культура поєднує в собі насамперед гуманістичні компоненти – орієнтацію на загальнолюдські цінності, утвердження людської доброти як критерію оцінки суспільних відносин, розвиток загальнокультурних компонентів, обговорення геополітичних проблем. Основним прикладним аспектом є формування особистості як всебічно розвинутої особистості, розкриття потенціалу кожного учня. Визначено сутність, зміст та компоненти виховання політичної культури; на основі передового шкільного і педагогічного досвіду, результатів досліджень визначено шляхи, форми і засоби її реалізації. Створення моделі роботи з виховання політичної культури учнів старшої школи та впровадження роботи за цією моделлю може забезпечити подальше поглиблення змісту виховання в цьому напрямі.*

**Ключові слова:** школа, політична культура, політичний досвід суспільства, політичні цінності, норми поведінки, структура політичної культури, політична свідомість.

**Formulation of the problem.** The comprehensive and harmonious development of the personality, its preparation for social activity

and life, the formation of positive moral qualities in it, as at all times, is one of the most topical issues of society today. In a democratic society, all

citizens must have a minimum political culture. Hence, from school age, there is a need to form a political culture among citizens. Speaking about the formation of their political culture in citizens, the well-known political scientist M. Efendiyeu writes: "The development of deep political processes, as well as the concrete manifestation of political life, depends on the political culture of society" [2, p. 307]. The author notes that "the mutual conditioning of the political system and political culture is completely natural and legitimate" [1, p. 412]. The concept of political culture has attracted the attention of both foreign and Azerbaijani researchers.

**The purpose of the work** is the analysis of the formation of political culture in secondary students, to show formation of the political culture of senior students as the most important component of the political life of society.

**Methodology.** Pedagogical observation, pedagogical interview, study of documents, mathematical-statistical methods, pedagogical experiment methods were used in the research.

**The scientific novelty.** The work carried out in the process of teaching ethical standards, rules of conduct, cultural customs and positive moral qualities of high school students in various lessons, in particular, in the education of political culture, can have effective and complete results in the system outlined in our study.

**Presentation of the main material.** The study of the formation of political culture issues in Azerbaijan was also reflected in the content of the subject of political science taught in the 1990s. And abroad, the study of political culture dates back to the XVIII century. In the XX century, the followers of this work were G. Almond and S. Verba. G. Almond and S. Verba in their book "Civic culture" considered 3 types of political culture based on the analysis of the main components and forms of activity of political systems of different countries (GFR, Italy, USA and Mexico)" [7, p. 376]. On the problem, professor M. Amirov's dissertation "The system of work on the formation of political culture in students in the teaching of history", consisting of 4 chapters, reflects the purpose, subject, forms and methods, pedagogical, psychological and philosophical foundations of the formation of political culture in students in the learning process. The situation of the formation of political culture at school was investigated, examples of the formation of political culture in history lessons and extracurricular activities were given [3, p. 12]. One of those who touched upon the topic of political culture is Kh. Ibrahimli. As a result of the study, the author concluded that "political culture contributes to the correct

perception of the essence of political processes and the realization of their rights and freedoms in a specific political system" [4, p. 175].

A. Rajabova touched upon the topic of political culture in her monograph "The factor of political culture in the democratization of society". In this monograph the concept of political culture, its essence structure and functions were reflected, the problems of the influence of democratization of society on political culture, and the influence of political culture on democratic society, the culture of political activity, the problems of protection of human rights as an important condition of political culture have been clarified. In this regard, the author notes that "In the process of democratization, new political values become the main factor in the development of political culture. With the help of political culture, values are passed on to the new generation. As a result of the development of political culture and democratic values, the people, realizing themselves, create a new state and strengthen it" [5, p. 3].

So, the general development of mankind, the process of the emergence of various nations, states, the formation of a man as a personality is closely related to the factor of political culture. In our opinion, political culture is also considered one of the important conditions in protecting human rights in a democratic society. Because it is citizens with a high political culture who are more aware of their rights and obligations to both the state and other persons.

Professor H. Shiraliyev is one of those who conducted research on political culture in Azerbaijan and gave information about its essence, content, structure, functions and types. According to him, "Political culture plays an important role in the political life of society. It has a certain impact on political processes and institutions. Thanks to him, traditional organizational forms of political life are preserved. The protective function of political culture protects society from political upheavals and cataclysms" [6, p. 268]. In prof. K. Mammadov's research this topic has been studied both historically, theoretically and methodologically, and starting from secondary school, the importance of a broad study of the methodological foundations of instilling culture and upbringing to students has been emphasized. Based on the opinion of foreign and Azerbaijani researchers on political culture in general, we can conclude that political culture manifests itself in all spheres of human activity. Thanks to it, a person acquires the ability to defend his rights and interests, is able to become a social factor of society. As an adaptation to a changing environment, he demonstrates personal position.

At the expense of political culture, various political systems, parties are created and operate within a certain political framework. Mutual relations arise between the state and citizens. Conditions are created for the preservation of the integrity of the state and democratic values in it. Citizens with a high political culture are more aware of their rights and freedoms.

From the early 1960s to 1990, the school was the last link in the political upbringing of students. At that time, it was the “Social Sciences” course in force in the country’s schools. From the moment the course was introduced into mass practice, it was supposed to contribute to the ideological and political upbringing of students, their understanding of the foundations of Marxist-Leninist theory and party policy, the desire to actively implement it. Since the theoretical basis of social science was Marxism-Leninism, for more than thirty years the main spectrum of problems considered in the course remained unchanged. These included: dialectical and historical materialism – the philosophical basis of the scientific worldview; the economic structure of capitalism and the revolutionary nature of the transition from capitalism to socialism; socialism and communism are two stages of the Communist formation; the Communist Party of the Soviet Union as the leading and guiding force of Soviet society [7].

Regarding this period, K.Mammadov writes: “the economic, socio-political changes in society in recent years require the formation of a new attitude to the upbringing of political culture. And this is not accidental. Because during the Soviet Union (1917–1992), political education was not aimed at studying universal political knowledge, but only at promoting communist ideology. As we mentioned above, it was valued as a new component of upbringing. The communist authorities pursued an authoritarian policy, trying to instill their ideology in the younger generation. Educational institutions, upbringing and educational centers have also become a place of ideological struggles. For this reason, a negative attitude towards this problem has been formed in modern times, and it went unnoticed during the period of independence.

The upbringing of political culture in scientific research, textbooks and teaching aids has remained in the shadows. However, life shows that this problem remains topical to this day. Political knowledge reflecting universal human values can play an invaluable role in the upbringing of future political scientists if we instill them in the younger generation” [6, p. 38]. The scientist rightly says that “the upbringing of political culture, showing that it remains an

urgent problem even today, needs its broad interpretation in the pedagogical literature” [7, p. 39].

It is one of the main requirements of our time to pay special attention to the improvement of its content, forms, methods and means, using the opportunities created by scientific and technological progress. The main goal of the current political culture upbringing is to educate the young generation with ideas that serve the interests of the motherland and the people, armed with universal political knowledge and patriotic and committed to the ideas of multiculturalism.

The following issues are included in its content:

– to instill in each student political knowledge based on universal and progressive, national values; – to respect the types of labor aimed at the needs of society and to be ready for any labor activity; – to be ready to protect the happiness and freedom of the native land, the people, the sovereignty and territorial integrity of; – to educate children in the spirit of being a supporter of the system of just ideas, as well as adhering to these ideas; – to increase awareness, civic feelings and social activity in children; – to be uncompromising against negative facts and events; – to preserve and develop combat and labor traditions; – to use effective forms and methods to increase the social activity of students, etc. [6, p. 39–40].

Taking into account the accumulation of pedagogical experience, the enrichment of scientific theory, the “social order”, the school embodied the goals of social science and the educational tasks of its political component, in the content of educational material. The political system of society has changed the essence of promoting political culture at school. This is reflected, first of all, in the curricula of the course “social science” or in thematic plans that perform a curricular function, in textbooks, partly in methodological letters explaining the adaptation of tasks and new content components.

New tasks and principles for choosing the content of educational material on the political system in modern conditions social transformations designed to ensure the freedom and dignity of the individual in Azerbaijan create the prerequisites for self-realization in all spheres of life, including in the political sphere. Active adaptation to the increasingly complex political life and political self-awareness of a citizen implies not only the presence of favorable social conditions, but also the self-improvement of a person. The development of certain properties and abilities of the personality in order to independently analyze and evaluate

the surrounding reality, realize their interests and political preferences, creatively implement them allows a person to self-determine, become an independent and responsible subject of politics and will contribute to the democratization of public relations.

Today, the pedagogical model of the formation of the political culture of students in schools is built on the basis of the following approaches:

- Based on a system-oriented approach that considers political upbringing as a system and subsystem in a higher-level structure – high school;

- According to a constructive and formative approach, which assumes a comprehensive impact on the personality and high quality of the final result;

- Adequacy of knowledge, skills and values.

In the curriculum approach, which represents a functional-structural paradigm, the following components have become the main elements: goal setting, content, pedagogical technologies, technologies for evaluating and implementing opinion. Based on these approaches, a number of the most important subsystems of the pedagogical process of political upbringing of high school students can be distinguished.

The first subsystem is represented by a paradigm of external, primarily pedagogical influences on the personality of the student in order to determine the guiding conditions for the natural and purposefully organized process of educating political culture. The second subsystem refers to the paradigm of perception by school students of impulses of pedagogical influence on their consciousness, emotional structure and rational abilities. Here we are talking about the mechanisms and factors of development or rejection of the proposed political information and the ways of its explanation. The third subsystem is connected with the paradigm of analysis of the opposite characteristics of the personality. Obviously, the reflexive abilities of senior students largely depend on the psychotype of the personality and, as a result, on the ways of its inclusion in the system of social connections and social orientation. The fourth subsystem is determined by the paradigm of individual transformation of pedagogical actions, transformation of knowledge, skills, value relations in accordance with the level of development or other personal characteristics of the cognitive forces of a senior student. The fifth subsystem is a teleologically grounded paradigm of the totality of pedagogical influences on the process of forming the political culture of senior students, which makes it possible to realize the potential

of the personality in an active or passive mode. The material foundations of the presented subsystems predetermine the system of principles on which the model of the formation of the political culture of senior students is built:

- The principle of personality-oriented education, i.e. recognition of the student as an object and subject of the educational process;

- The principle of the realization of individual freedoms and rights to receive appropriate political education;

- The principle of cooperation and participation of students in planning the goals of political education and ways to achieve them;

- The principle of consciousness and recognition of universal political values;

- The principle of individualization and differentiation of the educational process;

- The principle of synchronization and integration of knowledge, skills and value relations in the context of political education;

- The principle of the complexity of pedagogical influence on the formation of political culture of high school students.

In pedagogy, three levels of goals are usually determined: the ideal of education, goals and objectives. In the context of the problem under study, we offer the following classification of the goals of forming the political culture of senior students: general goals; main goals; operational goals;

The development of a model for the formation of the political culture of senior students based on goal setting has a number of advantages:

- Goals become the main conditions for assessing the results of education and the implementation of feedback;

- Goals become the main provisions of the analysis of individual and group achievements;

- Goals predetermine the strategy and tactics of forming the political culture of students;

- Goals act as regulators of the dosage of the content of education of the political culture of students;

- The principle of developing goals for the education of political culture of senior students:

- The principle of compliance with the dynamics and needs of personality and society;

- The principle of compliance with the predicted final results;

- The principle of compliance with progressive traditions and national education;

- The principle of compliance with world trends in the formation of the political culture of students;

- The principle of taxation of educational goals in accordance with a certain taxonomy [6, p. 5].

A number of mistakes were made in the development of the concept of political culture during the period of independence. The wrong approaches and shortcomings of national pedagogy, mental upbringing, situational, priyom and so on were reflected in monographs and dissertations. While moral upbringing is one of the significant components of spirituality, in a number of teaching aids it was renamed as "spiritual upbringing". The methodology of systematicity was not followed in the published textbooks and manuals. In such studies, the conditions for studying problems in a logical sequence are not created. This also hinders the perception of the science of pedagogy in the form of a system. The internal links of the studied issues are broken, which negatively affects the acquisition and memorization of systemic knowledge.

**Conclusion.** The formation of students' political culture is a purposeful educational process, including the assimilation by students of political experience formed as a result of the historical experience of mankind, the development of political consciousness corresponding to

the standards of a modern democratic society, the process of transformation of the student's personality as a subject and object of political relations in accordance with traditional behavior adequate to political reality. In this regard, we have identified diagnostic criteria that allow us to judge the effectiveness of the educational process. Observation of political reality, perception of political events, actions of politicians is one of the means of studying the content. The purpose of the observation is to collect initial ideas about political reality. It provides for the ability to group events and phenomena, notice their similarities and differences, and determine the dependence of the political process on certain conditions. At this time, not only perception takes place, but also information processing. The facts of political history are compared, the components of the processes are analyzed and considered, the studied elements are combined into a single system, new scientific concepts are generalized. This, on the one hand, serves to form vital political ideas, and on the other hand, contributes to the assimilation of new knowledge.

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