Students Civic Activity: Information and Communication Approach

Actividad cívica de los estudiantes: enfoque de información y comunicación

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RESUMEN

El documento analiza la relevancia del problema y los actos normativos relacionados con el desarrollo de la actividad cívica de los estudiantes y define el papel del enfoque de información y comunicación en el proceso de desarrollo. El artículo examina los estudios dedicados a los temas de desarrollo cívico, conciencia cívica, actividad cívica y examina las nociones clave de la investigación (conciencia cívica, educación cívica, actividad cívica, socialización, comunicación, información, etc.). Se muestra que la interacción de la información promueve la socialización cívica del individuo. La participación social expresa el nivel de compromiso cívico del estudiante.

Palabras clave: Activismo cívico, comunicación, conciencia cívica, educación cívica, información.

ABSTRACT

The paper analyses the relevance of the problem and the normative acts connected with developing students civic activity and defines the role of the information and communication approach in the process of developing it. The article surveys the studies devoted to the issues of civic development, civic consciousness, civic activity and examines the key notions of the research (civic consciousness, civic education, civic activity, socialization, communication, information, etc.). It is shown that information interaction promotes civic socialization of the individual. Social involvement expresses the student's level of civic engagement.

Keywords: Civic Activism, civic consciousness, civic education, communication, information

INTRODUCTION

The formation of civil and rule-of-law society is unthinkable without the civic education of young people. The civil state acts as an open society in which socialization and self-realization of each person are carried out (Blevins et al. 2016; LeCompte et al.: 2020).

The position of the individual in a democracy is largely determined by the development of the civil society and by the perfection of the mechanisms supporting the interaction and balances between the society and the state. In this context, the state is the institution that allows individuals to exercise their rights and freedoms (Clabough: 2017). On the other hand, the country needs citizens who are not indifferent to the problems of their homeland and who are ready to solve them (Garca-Gutierrez et al.: 2017; Aramburuzabala et al.: 2019).

The relevance of the problem of developing students civic activity is directly connected with the need to develop competitive, competent, active, responsible citizens able to give a boost to the country. However, recent sociological surveys show that the number of inactive young people is constantly growing and their societal alienation is more and more manifested (Lo: 2017; Komalasari & Saripudin: 2018). The relevance of the problem is indicated in PF regulatory documents. The Federal Law "On education in the Russian Federation" (Kiskeret al.: 2016) specifies the need to form a person-citizen, integrated into the society and aimed at improving this society. The need to develop civic activism is also reflected in state programs, such as the National program "Civil and secular education of the population of the Russian Federation in the XXI century" (Torney-Purta: 2002), subprograms "Involving youth in social practice" (Kahne & Sporte: 2009); "Strategy of innovative development of the Russian Federation for the period up to 2020" (Komalasari: 2019).

The main responsibility for fostering civic engagement and consciousness falls on state educational organizations. Education of a citizen-patriot is a fundamental task of students' moral development in a society that is preoccupied with its own prosperity (Khovanskaya et al.: 2017).

In the context of international integration and globalization of democratic countries, the issue of civic education attracts the attention of an increasing number of researchers, educators and politicians, psychologists and sociologists.

However, the methodological approaches to the formation of individual civic activity rarely investigate the anthropological, information and communication, participatory, synergetic aspects of the issue. Insufficient attention is paid to developing ways and means of integrating the socio-cultural environment.

METHODS

In our study, the information and communication approach to the education of students ' civic activity acts as a principle. "It is a means of abstract-generalized description and study of the information aspect of the functioning and structure of complex systems, as well as of information connections and relations in the context of the information theory" (Rowan-Kenyon et al.: 2007). The information approach allows us to study those aspects of natural and social objects for which the process of information exchange is essential from a unified point of view. The communicative approach to developing students ' civic activity is based on the conceptual ideas and provisions of the theory of communication, which provides the values of pluralism, mutual understanding between teachers and students as interacting subjects.

RESULTS

Let is turn to the conceptual and categorical framework of the research. One of the leading moral qualities of the individual is civic consciousness as a result of civic education. Civic consciousness is understood as the level of moral culture; an integrative set of personal qualities and is interpreted by means of the concept of civil culture (Yakovlev & Yakovleva: 2010). There is an ambiguous interpretation of the essence of civic

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consciousness. In a number of works, an attempt is made to identify it through the manifestation of signs, for example, through the enumeration of personal qualities, such as patriotism, duty, activity, consciousness, etc.

Civic consciousness is a basic value critical for the development both of the society and the individual. "Civic consciousness determines the main vector of human activity" (Akin et al.: 2017). It is connected with the most important philosophical question — the question of the meaning and purpose of life, its value (Belentsov et al.: 2017).

We identify the following civic qualities: civic activism, civic responsibility, civic duty, patriotism, tolerance, respect for and acceptance of human rights and obligations, respect for the laws of the state, civic consciousness, and civic maturity. These qualities are civil because they are included in the civil activity and serve as its objectively necessary elements, forms of implementing the requirements of laws and civil society relations.

Today, the individual is becoming an increasingly significant social value. Civil activity manifests itself in creative civil work. Civic activism is the accumulation of experience in real socially significant cases through participation in civil associations and actions aimed at protecting civil rights, strengthening the rule of law, as well as the implementation of various types of projects (individual, group, collective), etc. (Belentsov et al.: 2019).

Gribanova (2016) identifies the following structural elements of civil activism: a) cognitive (a set of theoretical and civil ideas about the essence and content of the civil activity, awareness of socio-political issues, the ability to analyze socio-problematic aspects); b) motivational (the presence of interest and motivation for civil activity, the need for self-expression, self-realization in civil activity); 3) reflexive (acceptance of civil activity in the system of semantic connections of the living world, the ability to perform civil duties, compliance with social and legal norms (Agusditya et al.: 2017). We consider it necessary to add one more element. We call it a behavioural component which combines the algorithm of behaviour, methods of communication and interaction, the ability to defend a civil position and make decisions.

Developing civic activism contributes to the socialization of the individual, his/her entry into the system of civil relations. Socialization is interpreted as the process of assimilation of civil knowledge, values, social norms, skills and mastering social roles that allow a person to carry out creative civic activities and function as a freeman (Savrasova-V'un: 2017).

We define civil activity as an activity that has a personal and socially significant goal; a form of manifestation of an individual's civil activism aimed at educating a citizen in himself [ibid.]. Participation in creative civic activities contributes to the development of personal qualities, communicative creativity, as well as to the enriching of personal life experience.

Let is consider the essence of information and communication. Abdeev (1994, p.7) relates the concepts of "information", "organization", "management", "communication" to the process of reflection. In his opinion, they are needed to systematize the communication links, to accumulate information and to organize it. The effectiveness of the process of developing students' civic activity depends on the production and reproduction of information, the use of various means of communication.

The information society in Russia is rapidly developing. Cybernetics becomes the most important factor of the scientific and technological revolution at the highest stages of its development. Therefore, we need specialists who are active, mobile, competitive, and who possess communicative creativity and innovative technologies. This requires not only high-quality assimilation of a large amount of information but also the formation of competencies that contribute to solving socially significant information problems.

The implementation of the cybernetic approach, according to Taratuta (2018), will increase the level of students ' knowledge of information technologies, develop their critical, analytical, reflexive thinking, and optimize evaluative skills.

The ideas of cybernetics developed by Wiener (2019) required a new approach to information and communication, their philosophical re-integration in their correlation with the world and the person in this world.

Therefore, the information and communication approach is necessary for the context of developing students ' civic activism.

Kremensky (1977) notes that information acts not only as a property of matter but also as a property of systems. Information as an attribute of the system is manifested in the form of reflection, structure, relationship, activity, consistency, discontinuity.

The system of developing civic activism carries relevant information in the form of ideas, norms, rules, concepts, and facts. This information has a target and reflects the content of this system, the functional interaction of its components. The development of communication links leads to an increase in the flow of information, which contributes to the students' social awareness and, consequently, to the formation of their civic maturity. The demand for information, the nature of its flows in the media indicate the intensity of the pedagogical process, including developing civic activism of students. But in modern conditions, the effectiveness of the pedagogical process of character development depends not only on the content but also on information and communication technologies.

The technology of civic education includes some body of knowledge, techniques and tools, as well as information, rules, principles. Regular flows of information and its systematic analysis create conditions for effective organizing the educational process. Information interaction is connected with the exchange of information between subjects, which creates conditions for effective management of the pedagogical process.

The information included in the process of developing students ' civic activism comes in the form of ideas, concepts, categories, laws, and representations. Therefore, it is important for us to determine the state of the information field, the main parameters of information flow that have a civil orientation in accordance with the age and personal capabilities of students.

The information field of education as it includes information links of the family, the socio-cultural environment created by the educational institution, the system of mass media, the socio-educational environment. For the development of civic activism, it is important for this information field to be data-intensive, systematic and aimed at social values. Let is focus on the characteristic features of the information field, highlighted by Durmanov (2003).

In communication, it is important who transmits information and how he/she does it. The fact is that in communication, various factors interact, both linguistic and non-linguistic. They are open systems and, therefore, their integrity is relative and has its own communicative sphere.

To understand the essence of the information and communication approach in the context of developing students ' civic activity, it is necessary to have a clear comprehension of the relationship between the information space and the communication sphere. The character formation acts as an information and communication process. The developing process as it acts as a process of transmitting and exchanging information, based on communication. Communication itself, as we know, is carried out on the verbal and non-verbal levels.

DISCUSSION

Developing students' civic activity as an information and communication process is based on the interests and creative potential of the individual. The formation of this mindset depends on the understanding of the educational goals and specific conditions (situations). This mindset serves as the basis for activating the development of students' civic activity. At the same time, education as an information and communication process is associated with the development of the individual, motivational sphere, which is closely connected with social values. It is important that these values should become personal ones. The transformation of these values into personal ones is associated with the expansion of the information field, the inclusion of the individual in the socio-educational space, as well as in the system of social values and socially significant, creative activities.

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In the process of developing students' civic activity/ activism, a major role is played by the information and communication competence of the individuals, which acts as the ability of students to establish contacts with people, to transmit and perceive information. Important attributes of information and communication competence of a person are his/her adaptability to changing conditions and possession of verbal and non-verbal means of communication. On the basis of interpersonal communication, personal development is carried out, experience and principles of social relations are formed. Communication is an important condition for learning, personal development, and civic engagement.

CONCLUSION

The problem of developing students civic activity requires the rethinking of the forms, methods and tools used in working with young people. Despite the fact that there are many works in this field new approaches are needed to solve the problem on the basis of systematizing the existing theoretical and methodological ideas in order to exclude destructive civic activism, which is negative and devastating in nature.

The information and communication approach to the study of this problem allows us to analyze the characteristic features of the process, to assess the degree of data intensity, to "characterize the mechanisms of obtaining, transmitting, recognizing, converting and storing information which is important for obtaining the planned results".

It is impossible to cover all the ways of improving the system of developing civic activity within the framework of one article. To sum up, we may note that it is necessary to create conditions for this work. One of the conditions is the implementation of the information and communication approach to the development of students ' civic activity. When students are included in creative civic activities, they gain valuable experience and development. Creative civil activity is based on civil competence, which is developed within the framework of socialization.

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