

THE SPECIFICS OF INNOVATIVE CONTENT AND ORGANIZATION OF EXPERIENTIAL-PEDAGOGICAL ACTIVITIES ON FORMATION OF CIVIC ENGAGEMENT OF KAZAKHSTAN SCHOOLCHILDREN

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Abstract: The study shows the role of civic engagement teenage schoolboys under which researchers understand the process of organizing a focused curricular and extracurricular forms of life of students, aiming at the establishment and development of adolescents holistic and informed ideas about the nature of citizenship, positive motivation and values to respect the rights and duties of citizens, the development of active citizenship and skills of its expression in the behavior and activities of students. The basic paradigm of the article is the key provision on the use of traditional and innovative forms and methods of formation of civic engagement of students: school themed mass holidays; collective creative works; socio-political game business for the organization of school authorities; student interest clubs; work of pupils in the school history museum; school-wide social-oriented action, as well as student participation in social activities and programs of a higher level, aimed at helping vulnerable people, the decision of the significant problems and others. ensure the active participation of students in various activities, facilitates and simplifies the perception of materials, encourages to participate in the discussions, contests, debates, games, etc., and thus to the appearance of active citizenship, which is an indispensable factor for all-round development of the individual and the ultimate goal of the formation of civic engagement of students.

Keywords: Activity, out-of-class activity, efficiency, experiment, pedagogical process, formation, conditions, teenage school students.

INTRODUCTION

In the context of improving the modern system of education and upbringing of children and youth, a strategic guideline in accordance with the concept of liberal education is to find effective ways and means characterizing the humane conditions that must be created in all areas of a child's life, aimed at addressing the main objective - the comprehensive development of a child's personality. At the same time, of particular importance is to define the role of a child's intellectual and social activity, the formation of his or her psyche and personality in relation to spiritual and

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moral development as well as the level of self-awareness, social self-determination (Ruvinskyi, 1981).

President of the Republic of Kazakhstan N.A. Nazarbayev highlighted a number of priority tasks of paramount importance in the developed strategy “Kazakhstan-2030”, and stressed that the most important condition for the country’s competitiveness is a strong spirit and knowledge helping to succeed in the global competitive environment, the most important components of which are a strong sense of the Kazakhs’ patriotism, love for their homeland and the earth, great respect for their history and culture, faith in their strength and unity of the entire society, a high sense of belonging to history and responsibility for the future of their country.

Therefore, the upbringing of young generation, the formation of Kazakhstani patriotism, strong citizenship, active life position as well as the legal culture of pupils is the priority of the state policy, as evidenced by the following legislative documents of the Republic of Kazakhstan: “The strategy for development of the Republic of Kazakhstan until the year 2030” (1997), the laws “On the rights of the child in the Republic of Kazakhstan” (2006), “On education” (2007), “On the prevention of juvenile delinquency and prevention of child neglect and homelessness” (2004), “On state youth policy in the Republic of Kazakhstan” (2004), “Comprehensive program of training in educational organizations in the Republic of Kazakhstan in 2006–2011”

Currently, it becomes more important because the diagnostic state picture of youth causes legitimate concern. Only 32% of young people born in 1984-1988 are interested in politics, while the majority are characterized by political apathy. 40% of the total number of young people consume alcohol in different forms, and the number of drug users has exceeded 30 thousand. In this situation, the negative phenomena of young people can be opposed to human values.

Today, there is a need to rethink the conceptual approaches to the education of young generation and to find new ways, forms and methods of solving the urgent problems, taking into account that the country’s image and a sense of one’s own inextricable link with the homeland is formed by the state and society through a variety of mechanisms and institutions, in particular the education system, a basic element of which is a secondary school.

In this regard, it is the school as the most important institution in the upbringing and education of young generation under the prevailing circumstances that has a special role in the formation and development of Kazakhstani patriotism, legal awareness, active life position, pride for the nation, respect for culture - which is the basis for civil activity of young people, and without which the efficient development of society is impossible.

RESEARCH METHODOLOGY

Methodological guidelines in building a conceptual model of pedagogical staff of the school on formation of civic engagement of schoolchildren are such approaches as systematic, active, problem-targeted, cultural, personal that used in our study in unity and in relationship.

We proceed from the fact that systematic approach is a leading role which allows us to emphasize integrative, invariant, system-formation connections and relationships; to determine what is stable and variable in the system. The definition given by V.S. Bezrukova (1996) is accepted as the basis for our concept that considers the education as a purposeful management of personality development process.

RESULTS AND DISCUSSION

If we review the upbringing as management of personality development process through the creation of favorable conditions for it, then there's no doubt that the formation of civic engagement of pupils, implemented by teaching staff of educational schools is subjected to management. All the more, if to consider the complexity of the current stage of existing educational work of schools, which consists in the radical break stereotypes of education, the emergence of new forms of children's movement, children's organizations, in the radical change in the ideals of education. Complicating conditions of socio-economic life of society, the new challenges facing the education system cause the need to intensify the modern educational process, finding new forms and methods for this, consequently, also finding other means of governing this process.

The theory of pedagogical management is knowledge of management of education and training processes, carried out by the system of state and public organizations, groups and individuals, etc. In essence, the pedagogical management takes place in any training system as interaction of "man and man". In this case, the main pedagogical objectives are subordinated to main type of management that is performance management of pedagogical process's subjects. The transition to the scientific overview of formation process of students' civil activity requires mastering the theoretical foundations of management than the acquisition of professional pedagogical knowledge and skills by teachers.

Regarding the formation process of civil activity of adolescent schoolchildren, controlling them is a special manipulation, which must be flexible and multifaceted, because his/her object, as has been said before is an unbalanced system, open and largely self-organizing.

In this regard, “the central point for the system is the result; since any complex and any set become a system only due to the result. However, the system can not be stable if the result itself with its essential parameters does not affect the system of feedback inference” - says A.N. Orlov (1989).

For this pedagogical phenomenon as the formation of students’ civic engagement is significant the unity of not only the general and particular, but also the singular, i.e. the specific, which is characteristic of a specific institution with the composition of teachers, parents and pupils, its microenvironment. Let’s specify what we say as common that is present in its various forms, besides functioning in different conditions, i.e. its initial theoretical model.

Common to all social systems is the contradiction between chaos and order in development. On the one hand, the development of the system is the movement toward wholeness, totality, total ordering, and on the other, it is a stop in the development of a system. No system can exist without certain unification, standardization of human behavior, reproduction of repetitive situations, unity of action and objectives of its subjects. However, the development of the system in different forms (not necessarily conflicting) evolves dissatisfaction of individuals by the need to comply with the general course of life. Regardless the wishes of a person, in the system occurs rejection mechanism of that does not fit into the framework adopted. It should be said that the system is good as long as it does not exist, i.e. until it is unachieved, by perspective goal; and it also becomes not good enough when formed completely.

In the educational system that is under the formation process, usually, those people feel good who are creative, non-standard, because they feel themselves as the subject than elements of a system. But, as far as the ordering of the system there is less and less space for unexpected, unpredictable situations, for spontaneous display of a personality. This is the contradiction between chaos and order can be expressed more narrowly as a contradiction between tradition and innovation.

The systematic approach (Zagrekova et al., 2014; Kuzmina, 1985; Sadovskiy, 1974; Yudin, 2008) as a methodological orientation allows us to consider the class as a complete socio-educational system in close interrelation of its components: the goal of education, students, teachers, parents, the content of education, forms and methods of education, actually the process of education of adolescents-schoolchildren.

Each component of the system performs a specific role, but the main components are trainees (teenagers) and the class teacher; the teachers as the socio- organized persons who set a certain goal. A leading place among the components of school educational system holds the class teacher, due to the fact that he /she is responsible

for the successful designing of the educational process at school and in classroom, is the most interested person in the construction and operation of an effective educational system in the class (Educational work with students outside of school: at school district, 1981).

So, the main structural component of the educational system of the school is the class. Namely, in it the students' activities are organized, formed social relationships among other students Representative functions in school self-government organs are also implemented on behalf of the class. This implies that the specifics of functions and positions of the class teacher are caused due to the originality of educational system of a class.

Taking into account these approaches in upbringing, we have designed a conceptual model of class educational system aimed at students' civic education. Based on the research of Ye.N. Stepanov (1999), we'll define the educational system of a class as "a way of organizing life activity and education of the class community members, which is a complete and orderly set of interacting components and contributing to the development of a personality and community".

In this regard, we consider the educational system of a class as a complex semi structural socio-pedagogical and psychological phenomenon, consisting of a large number of elements that differ by order in its development.

Value-meaning core of this system is the formation of civic activity of adolescent schoolchildren. Elevation of a student to the status of the goal of education is fundamentally significant in modeling of the educational system of the class community.

Leading ideas of the concept:

1. The priority for the educational system of a class is the education of patriotism, legal culture and a culture of international communication as the core of a personality;
2. Humanistic direction of education is the basis for the formation of a civic activity of adolescents where personality is "the measure of all things";
3. Development and formation of schoolchildren's citizenship "permeates" all the activities of the class teacher.

Our experiential work allowed us to determine the optimum composition of modeling components of the educational system of a class: targeted, emotional and evaluative, individual and subjective, substantive, procedural and communicative, diagnostic and effective, reflexive and managing, which is presented in the following table (Table 1).

TABLE 1: KEY ACTIVITIES OF A CLASS TEACHER ON FORMATION OF TEENAGERS' CIVIC ENGAGEMENT

<i>Direction of activity</i>	<i>Characteristics of activity</i>
Targeted	<ul style="list-style-type: none"> – development of children on the basis of humanism principles, personality-oriented education; – development of spiritual and moral values and their approval in the minds and behaviors of adolescents through the spiritual revival of folk customs, family traditions; – creating conditions for civil self-expression; – development and dynamics of the formation of the subject-object-subjective relations between the members of the class community; – pedagogical support for personality; – establishment of relationships on the bases of citizenship, duty, justice, humanity, legality and order.
Emotional and evaluative	<ul style="list-style-type: none"> – enriching the emotional world of school children and upbringing of Kazakhstan's patriotism, legal consciousness, a sense of pride and love for country, respect for its laws; – arming the students with knowledge about citizenship, disclosure of its nature, formation of patriotism, legal consciousness, a culture of interethnic communication, responsibility, discipline and organization of everyday life, skills and habits of socially useful behavior; – systemic accumulation of experience of schoolchildren's civil behavior by organizing their practical behavior; – organization of teenagers' self-education.
Individual and subjective	<ul style="list-style-type: none"> – individual work with students and parents of the class community; – organization of effective collective activity; – organization of upbringing environment and providing the educational support; – inter action with all subjects of the educational system of the class and school.
Substantive	<ul style="list-style-type: none"> – realization of the elective course "I am a citizen of Kazakhstan".
Procedural and communicative	<ul style="list-style-type: none"> – organization of integrated employment, psychological trainings, personal growth trainings, business, role playing and communicative games, creating situations of success, practical works, moral situations, development and communication hours, preparation of educational projects, etc.
Diagnostic and effective	<ul style="list-style-type: none"> – forms, methods and techniques of studying the levels of civic engagement display among adolescent students; criteria and indicators of its formation among students.
Reflexive and managing	<ul style="list-style-type: none"> – focused motivation to self-analysis on the basis of norms of citizenship, to a reflection on the awareness of responsibility for their actions and judgments; – introduction to the technology of reflection; assistance to self-determination of the position of citizenship.

Targeted component involves determining the functioning goals of the educational system. In constructing the purposes a teacher focuses on the goal i.e. the ideal, for which the society, the school, the class teacher works; the goal i.e. the process aimed at projecting status of the educational process in order to up-bring the desired behaviors of pupils; the goal as a result of the desired image of the personality that a teenager is going to achieve.

In this regard, we emphasize that the main objectives of the educational system are creating a unified educational orientation in the development of pupil's individuality on formation of civic engagement; satisfaction of public needs and demands through the system of civilian attitudes, beliefs and behaviors of students; education of needs to civic engagement and socially useful behavior and self-expression (Savchenko, 1998).

In the process of goal-setting activities of the class teacher each of these objectives is filled with exact content to warrant pedagogical credo of an educator, goal settings and value orientations of society, educational institutions and the community of the class, features of student's collective and specifics of living conditions. As wrote A.S. Makarenko (1971) "To educate a person, means to form his perspective ways".

In developing effective goals we must comply with certain requirements.: they must be directed to the development of moral potential of students, to mastering the valuable relation to himself and the surrounding social reality; correspond with the interests and values of the community members of the class; take into account the social order of the state and society, correspond to the class team and conditions of its life; should be provided with the necessary resources for their implementation; be specific and clearly formulated; flexible, i.e. capable to further adjustments; difficult but realistically achievable; diagnostically, etc.

Procedural goals are inextricably linked to effective ones, because they involve changes in the educational process that ensure the achievement of the desired image of a schoolboy. We formulate them as follows:

- familiarizing students with universal values and the values of national culture;
- to promote the improvement of the role of student self-government in planning, organizing and analyzing the life activity in the classroom community;
- parental involvement in preparation and implementation of key educational activities in the class for student's prospective development of citizenship and class collective.

The prospects, according to A.S. Makarenko (1971), may be different in the length of their achievements and social value ("from the primitive satisfaction to the most profound sense of duty"), but they should promote the growth of the

individuality and the collective. Depending on the age characteristics of pupils' development, goals of learners, the level of development of the class team, prospects may be: close (going to the theater, exhibitions, discussion of personally significant and moral problems); medium (participation in competitions, holding the actions, campaigns), far (to become law-abiding and responsible citizen, well-mannered person, etc.).

In connection with this derived the tasks of educational system of the class focused on the formation of civic engagement:

1. Development of children on the basis of the principles of humanism, personal-oriented education;
2. Development of spiritual and moral values and their approval in the minds and behaviors of adolescents through the spiritual revival of folk customs, family traditions;
3. Creating the conditions for civil self-expression of personality;
4. Development and dynamics of the formation of the subject - object-subjective relations between the members of the class community;
5. Pedagogical support for the personality;
6. Building of relationships on the basis of citizenship, duty, justice, humanity, law and order.

Emotional-evaluative component includes priority ideas of building the educational system focused on education of civics and formation of active civic position as a meaningful purpose i.e. values of personal development of adolescents.

Based on the goals, the simulated values become as: patriotism, love for homeland, respect for the law, duty, responsibility, tolerance.

Describing the emotional and valuable component of educational system of the class, we emphasize that the leading place in it is given to the class teacher. We agree with the point of view of scientists as E.N. Baryshnikov and I.A. Kolesnikova (1996), who underline the following leading roles of the class teacher: "a guide through the world of knowledge", "a controller", "a mentor", "a bearer of culture", "a senior fellow", "a facilitator".

Thus, the most important function of the activity of a classroom teacher is bringing up function, a classroom teacher acts on formation of civic engagement that involve the leading qualities of the students' personality. In this regard, in planning the educational work in the class the system of life activity in the class collective is constructed, focused on the formation of civic engagement of schoolchildren.

To the objectives of the formation of students' civic engagement in the activities of the classroom teacher we refer:

- Enriching the emotional world of schoolchildren and upbringing Kazakhstan's patriotism, legal consciousness, a sense of pride and love for the country, respect its laws;
- Arming the schoolchildren with knowledge about citizenship, disclosure of its nature, formation of patriotism, legal consciousness, culture of interethnic communication, responsibility, discipline and organization of everyday life, skills and habits of socially useful behavior;
- Systemic accumulation of experience of schoolchildren's civil behavior by organizing their practical activity;
- Organization of self-up-bringing of teenagers.

Subject-subjective component involves the interaction of the following subjects: a class teacher, students of the class, parents of the class, significant adults (administration, subject teachers, psychologists, social educator, leaders of student's self-government and children's organizations, etc.)

As we have noted above, in the educational system of the class a special place is assigned to the classroom teacher, as the main party and the person concerned in the successful functioning of the educational system of the class, who develops both near and distant goal of the educational system, predicts the result of his/her activities in the context of the formation of civic engagement of teenagers, has an individual approach to students.

Pedagogical diagnostics carried out by us has allowed us to state about obtaining the certain indicators of formation of the studied quality in personal characteristics of students, i.e. pedagogical diagnostic methods revealed the evidence of civic engagement of students (as its presence and its measure).

Note that the effective functioning of civil activity of adolescents as a whole system is determined by the structural relationship of its main components: motivational, cognitive and procedural.

Since one of the main components of civic engagement is its motivational component that characterizes the attitude of students to this phenomenon, their driving motives, goals, as a criterion that we have allocated as "the presence of desire to participate in activities that has a socially significant result", but as indicators :

- Awareness - understanding of his/her civic duty;
- Attitude towards the Motherland in whole, his/her native land, the rights and obligations of a citizen of Kazakhstan;
- The desire to vigorous activity for the benefit of his/her country.

According to this criterion diagnostic result of preliminary and final measurements revealed that high-level representation in control classes has minimal values, but in the experimental classes it increased from 26.6% to 40%. Medium level in the experimental classes have the tendency to increasing (40% – 43.3%), and low level - to descending (33.3% – 16.6%), as shown in Table 2.

TABLE 2: THE RESULTS OF THE EXPERIMENTAL WORK ON FORMATION OF CIVIC ACTIVISM OF TEENAGERS ACCORDING TO THE MOTIVATIONAL COMPONENT (IN PERCENTAGE)

<i>Component</i>	<i>Levels</i>	<i>Control classes</i>			Δ	<i>Experimental classes</i>		
		<i>From</i>	<i>To</i>			<i>From</i>	<i>To</i>	Δ
Motivational	High	24%	28%	+4%	26,6%	40%	+13,4%	
	Medium	36%	40%	+4%	40%	43,3%	+3,3%	
	Low	40%	32%	-8%	33,3%	16,6%	-16,7%	

The next component of civic engagement of teenagers is the cognitive component, which allows us to make a program for an active life for the benefit of their homeland on the basis of knowledge, orientates the schoolchildren on active life style, and promotes to set to self-realization. We have allocated “knowledge of civic culture” as a criterion for this component, which is expressed in the following measures:

- Knowledge about the nature of citizenship;
- Knowledge of the rights and obligations of a citizen of Kazakhstan;
- Knowledge of the culture of interethnic communication.

The results showed that high-level representation of this criterion and its indicators in the experimental classes are consistently growing (23.3% – 40%).

Medium level is steadily increasing (43.3% – 46.6%), and low level is decreasing (33.4% – 13.4%). With regard to the representation of the values of medium and low levels in the control classes, then here we see some dynamics, but barely noticeable: in medium level from 36% to 40%, in low level is decreasing from 33.4% to 13.4 % (Table 3).

TABLE 3: THE RESULTS OF THE EXPERIMENTAL WORK ON FORMATION OF CIVIC ACTIVITY OF ADOLESCENTS ON COGNITIVE COMPONENT (IN PERCENTAGE)

<i>Component</i>	<i>Levels</i>	<i>Control classes</i>			Δ	<i>Experimental classes</i>		
		<i>From</i>	<i>To</i>			<i>From</i>	<i>To</i>	Δ
Cognitive	High	20%	24%	+4%	23,3%	40%	+16,7%	
	Medium	40%	42%	+2%	43,3%	46,6%	+3,3%	
	Low	40%	34%	-6%	33,4%	13,4%	-20%	

Procedural component of civic engagement of an individual had a number of individual skills in the use of knowledge in practice, complete involvement in the life activities of daily living activities and actions. Criterion for this component that is a manifestation of civic engagement in the activities and behavior of adolescents reflects the necessary skills and abilities:

- the ability to apply this knowledge in practice;
- understanding of their constitutional duties;
- the ability to notice the negative facts in the surrounding reality and to oppose any violations of law and norms of morality;
- awareness of his/her “personal ego” and the ability to express it in public beneficial activities;
- the ability and skills of planning and correction of daily living activities, with all the components of civic engagement;
- the ability to control himself/herself, his/her behavior.

Diagnostic results of preliminary and final measurements on this criterion and its indicators of the students of control classes has not changed practically, whereas in the experimental classes consistently grown from 23.3% to 40%; medium level in the experimental classes increased from 46.6% to 53.3%; Low level in control classes decreased from 32% to 24%, and the experimental classes had the tendency to significant descend from 30.1% to 6.7% (Table 4).

TABLE 4: THE RESULTS OF EXPERIMENTAL WORK ON FORMATION OF TEENAGERS’ CIVIC ENGAGEMENT ON A PROCEDURAL COMPONENT (IN PERCENTAGE)

Component	Levels	Control classes		Δ	Experimental classes		Δ
		From	To		From	To	
Cognitive	High	20%	24%	+4%	23,3%	40%	+16,7%
	Medium	48%	52%	+4%	46,6%	53,3%	+6,7%
	Low	32%	24%	-8%	30,1%	6,7%	-23,4%

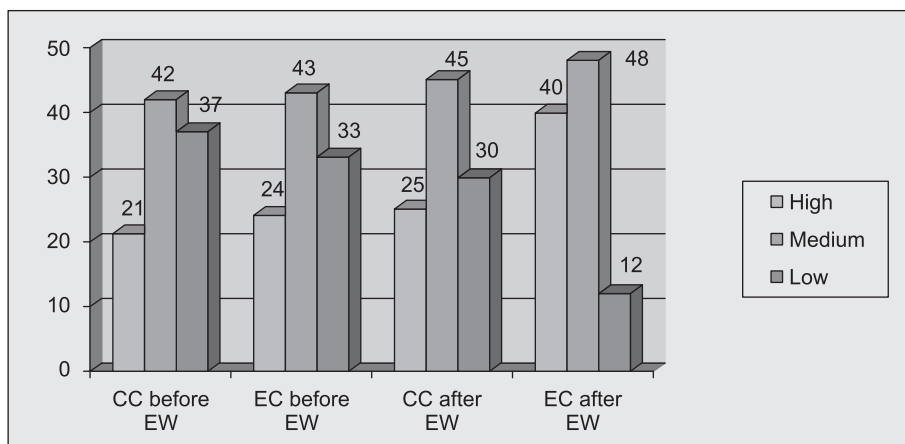


Figure 1: Development levels of learners' civic engagement on three components before and after the experimental work

The influence of experimental work on purposeful formation of civic engagement of pupils of 5th-9th grades allowed a comparative analysis of ascertaining and the formative experiment data. It allowed us to follow the stable dynamics in civic engagement formation levels of students in the experimental classes.

The results of the final measurements show that a worked out set of measures, ensuring the incorporation of schoolchildren in a variety of activities, organization of interrelations with parents and children's organization on formation of civic engagement of students make it possible to achieve an appreciable growth in adolescents' quality due to the manifestation of sufficient and high levels of activity, together representing the procedural component of civic engagement of teenagers-schoolboys.

Special work that was carried out by us with the teaching staff of the school on the method of formation of students' civic engagement, as well as on the organization of interaction with the child and parent community organizations helped to change the quality of relations between the social institutions of education. During the formative experiment a direct relation of formation and development of civic engagement was formed from the formation level of children's collective, its educational system. This resulted in the formation of personal education, such as expanding the scope of subject knowledge, the desire to communicate with the peers, which is expressed in a stable group and a collective desire to socially useful and meaningful activities; intolerance of antisocial behaviors and civic engagement of students; the desire for new knowledge, to raise the overall level of culture, act for the benefit of the country, etc.

The third important component in creating educational system of the class is parents. They perform important functions in establishing the educational system of value orientations, taking an active part in the construction of the model of a class, in planning the educational work of the classroom teacher; eventful activities of the class, feeling the moral unity with their children and with the classroom teacher.

A significant role in building a conceptual model of the educational system of the class becomes the personal qualities of the classroom teacher. I.P. Podlasiy (1996), B.T. Likhachyev (2001) deduce more than 60 character traits of the modern ideal classroom teacher. For education of clear citizenship positions of pupils the most significant are the following personal qualities of the classroom teacher: benevolence, sensitiveness, moral purity, fairness, humanity, empathy, altruism, openness, tolerance, active life position.

Scientific studies show that if the basis for the personality of the classroom teacher becomes humanistic values, then what kind of value orientations prevail in the class collective; if the classroom teacher takes an active vital and pedagogical position, then the class students are distinguished by activity, independence. This is not accidentally when changing the classroom teacher the significant changes in the educational system of this class is undergoing.

It would be incomplete consideration of this matter, if we did not include other significant adults (subject teachers, administrators, psychologists, etc.) in the subject –subjective component of modeling the educational system of the class.

Here we share the view of Ye.N. Stepanov (2000), who notes that the right resolution of this problem is implemented in those educational institutions where they try to join all teachers in a single command, who are leading the academic and extra-curricular activities in a given class in order to deeply harmonize and integrate the pedagogical impact on the student’s collective and its members.

Substantive component of modeling the educational system of the class involves polystructural nature; it performs the system-formation role and provides the order and integrity of the educational system, the operation and development of its basic elements and relationships.

The basis of the substantial component is a joint activity of subjects of the educational process that focused on the development of learner’s citizenship.

The education system of the class is based on the program of elective course “I am a citizen of Kazakhstan”.

Goals and Objectives of the program:

- Civic education of students on the basis of their acquaintance with the content of the concept of “citizenship”, civic culture;
- acquaintance with the rights and responsibilities of citizens of Kazakhstan and socially useful behavior in different vital situations;
- creation of educative medium in the class, terms of personal development and formation of civic engagement.

The developed program of the formation of teenagers’ civic engagement consists of five sections. During the work on the program a class teacher complicates the objectives and poses new challenges to students, leads to an understanding of a person’s external and internal culture; generates ideas about the nature of conflicts and ways to resolving them, deconstructs the oppositions surrounding human and develops ideas about life position of a human, humanistic forms of relationships, the display of tolerance; shows the greatness of the man as a patriot of his homeland, a citizen of moral thinking, active builder of a new society.

Procedural and communicative component includes: forms and methods of educational influence; attitudes of adults and children in the classroom community; internal and external communication links, influencing the development of civic engagement of students. This component connects all elements of the system together and provides a communicative relationship with the environment. Along with traditional forms and methods of work, class teachers used new forms and methods of educational influence (Karakovskiy, 1993; Ivanov, 1989; Prutchenkov et al., 2005; Schurkova, 2007). In the educational arsenal of a classroom teacher on formation of civic engagement the psychological trainings, trainings of personal

growth, business, role plays and communicative games, creating the situations of success, practical works, moral situations, hours of development and communication, preparation of educational projects and others are effective.

An important role is given to targeted systemic nature of the educational work of the classroom teacher. For this purpose, we should combine separate educational activities in the larger "dose of education" (Polyakov, 2007) - thematic programs, creative collective case.

Diagnostic and effective component of education of citizenship and formation of civic engagement includes forms, methods and techniques of studying levels of manifestation of civic engagement among adolescent students; criteria and performance indicators of its formation of middle tier students.

In the modeling educational system of the class a measure for the effectiveness of the system are the acquired civic values of teenagers. We are guided by the following criteria: the presence of the desire of adolescents to participate in activities that have socially significant results, presence of knowledge about civic culture, a manifestation of civic engagement in the activities and behavior of adolescents. In accordance with the chosen criteria, diagnostic techniques are selected that allow getting enough reliable information about various aspects of the phenomenon which is under study.

Reflexive and management component includes criteria and effective management indicators of educational system of the class on education of citizenship on the basis of reflexive management. Based on the study of V.V. Nikolina (2002) we include the system of "targeting development on student' stability to reflection. In reflexive governance the necessary is students' understanding of the significance and purpose of the activity for themselves (what for, in the name of what I'm doing it?); knowledge of the methods of action of completed assignments, reflective stop (am I doing it properly?); self-esteem (have I done it right? Could I express myself?).

Management of the educational system of the class on formation of civic engagement is based on the self-government, because of the "involvement" of teachers, students, parents is increasing in the management of the vital functions of the school community (Bayborodova et al., 2002). Self-government is implemented on the basis of the development model of self-government in the school community (Bayborodova, 1992).

During the study, we assumed that the study of the emerging personality, its activity and citizenship should be carried out throughout the period of training the student at school; that objective criterion for the development of personality is the result of the activity (in this case is civil activity) of student in natural conditions, i.e. in everyday life, in communication with their close persons and other people; that the precondition for effective formation of positive characteristics of the personality is the account of the age and individual characteristics of children.

CONCLUSION

The process of formation of civic engagement of Kazakhstani schoolchildren is established concerning the principles based on the system of moral values and civic culture, and can be implemented effectively if it is considered as one of the most important components of the educational process at school, carried out in close collaboration with the children's public associations and student's self-government, family and parent community.

The study found that an important means of shaping of students' civic engagement is a children's amateurishness, which is aimed at implementing the requirements, needs and demands of children.

Pedagogical conditions that are developed by the authors on formation of civic engagement of schoolchildren promoted a high level of theoretical and methodological training of teachers: knowledge about the essence of students' civic engagement, aspects of its components, norms, principles organizations; qualification of teachers to the formation of active citizenship position in the organization of educational and extracurricular activities of pupils; level of professional pedagogical skills to involve adolescents in a variety of activities, adequate to civic engagement components.

So, based on the literary sources and conducted scientific experiments, we concluded that for effective staging of work on formation of teenagers' civic engagement is important to reveal interests, motives, needs, and students' installations, depth and stability of which is determined depending on several factors. All the activities of the modern Kazakhstani secondary school on formation of students' civic engagement are organized in accordance with the plan, including the analysis of this work over the past year, that take into account the successes, shortcomings and of determining the current tasks.

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