



Copyright © 2023 by Cherkas Global University
All rights reserved.
Published in the USA

European Journal of Contemporary Education
E-ISSN 2305-6746
2023. 12(2): 342-351
DOI: 10.13187/ejced.2023.2.342
<https://ejce.cherkasgu.press>

IMPORTANT NOTICE! Any copying, reproduction, distribution, republication (in whole or in part), or otherwise commercial use of this work in violation of the author's rights will be prosecuted in accordance with international law. The use of hyperlinks to the work will not be considered copyright infringement.



**European Journal of
Contemporary Education**



ELECTRONIC JOURNAL

Modeling of the Creative and Constructive Modus of Youth Civic Activity

Sergey I. Belentsov ^{a, *}

^a Kursk State University, Kursk, Russian Federation

Abstract

This manuscript is devoted to the development of a pedagogical model of the creative and constructive mode of civic activity of the younger generation at the conceptual level. It expresses the methodology of axiological, humanistic-oriented, integrated approaches. The authors presented the results of an ascertaining experiment to substantiate the effectiveness of the developed pedagogical model and the sufficiency of organizational and pedagogical conditions as well. They relied on a theoretical basis in determining the goals and objectives of experimental work, in developing its plan, content, criteria and levels of formation of the creative and constructive mode of civic activity of the younger generation. According to the authors, the pedagogical model of the creative and constructive modus of civic activity of the younger generation is structurally functional. The realization of the content of the creative and constructive component of the mode of civic activity of the younger generation involves the active development of critical thinking of students, the acquisition by students of social cultural experience of confronting social radicalism and intolerance, the formation of practical skills of constructive action skills in potentially unpredictable situations. The creative and constructive component of the mode of civic activity reflects the value (reflexive) and behavioral criteria of its formation. The materials of the article can be useful to teachers, social educators in carrying out educational work with the younger generation on the formation of patriotism, love for their homeland, prevention of radicalism and intolerance.

Keywords: creative and constructive modus of civic activity, education, youth, modeling, prevention of radicalism and intolerance.

1. Introduction

The topic of the manuscript is in line with the current scientific problem of reducing risks from uncontrolled spread and accumulation in the minds of the younger generation of ideas of

* Corresponding author

E-mail addresses: si_bel@mail.ru (S.I. Belentsov)

extremism, aggression and delinquent behavior and the fundamental rationale for the construction and application in education of modern methods and methods of their prevention.

The relevance and importance of the problem under consideration is due to the growing scale of the illegal actions of the younger generation and their accumulation in society. This creates a global social and socio-psychological and pedagogical problem.

The process of socialization of the younger generation is possible to consider using the concept of "mode". We understand this term as a way of existence or action of something, as well as a variety of types and directions of the considered scientific activity. In this case, we consider the creative and constructive mode of civic activity of the younger generation as a sequence of socio-pedagogical actions to activate civic and patriotic self-determination, awareness of personal meanings of socially useful activities, development of system relations and the need for self-realization in the patriotic and civic spheres of life of the younger generation.

The author's interpretation of the concept of "creative and constructive mode of civic activity of the younger generation" is the most valuable.

The pedagogical model of the creative and constructive modus of civic activity of the younger generation being developed by us at the conceptual level expresses the methodology of axiological, humanistic-oriented, integrated approaches. Their implementation means strengthening the use of the educational component of the educational process at the university, saturation of the value-semantic content of the relations between the participants of educational relations on the transfer of socio-cultural experience, accentuation of consciousness on the formation of creative and constructive experience.

The humanistic orientation of the content of pedagogical education provides for the inclusion of students in creative and constructive activity and reflection in situations of socio-moral choice, the creation of a positively saturated emotional space of interaction between participants in educational relations, orientation to the development of students' ability to creativity and co-creation (Belentsov et al., 2019).

The pedagogical model of the creative and constructive modus of civic activity of the younger generation is structurally functional. Firstly, it reflects the structure of the creative and constructive mode of civic activity in the educational process. Secondly, the model assumes the introduction into the process of professional training of the future bachelor of pedagogy and education of the leading pedagogical conditions for the formation and development of a creative and constructive mode of civic activity of students in order to optimize education, overcome intolerance and social radicalism.

2. Materials and methods

The theoretical basis of the project is based on the theory of interaction of the individual, the collective and the social environment, the theory of social education in the process of socialization of the individual, theoretical provisions on social values and their influence on the formation of the personality of a citizen.

A complex of modern pedagogical methods was used in solving research problems. Theoretical methods (generalization, systematization, classification, interpretation of the material) were used. Systematization, classification, modeling of the studied phenomena and processes and the problem-chronological method of grouping the research material were used.

Pedagogical experiment was used at the ascertaining stage of experimental work to determine the initial level of formation of citizenship of the younger generation.

In this paper, the t-test is used as a method of statistical verification of our hypothesis. The application of the t-test is associated with checking the equality of the mean values in two samples. The sample averages have a normal distribution. Experimental work is carried out in order to ensure the process of forming a creative and constructive mode of civic activity on the basis of Kursk State University. 50 students in the field of training 44.03.01, 44.03.05 Pedagogical education of the 1st, 2nd, 3rd courses of Kursk State University and educational organizations of Kursk take part in it. Students and students are divided into two groups: experimental and control groups in the following ratio (25 people (control) and 25 people (experimental)).

3. Discussion and results

The implementation of the model of the creative and constructive mode of civic activity of the younger generation of the future teacher requires an emphasis on the content-structural and functional parameters.

The structural parameter of the pedagogical model of the creative and constructive modus of civic activity of the younger generation. The pedagogical model in the structural and content sense correlates with the main components of the civic activity of the younger generation: creative-constructive and knowledge components.

The content of the creative and constructive component of the mode of civic activity of the younger generation presupposes the active development of critical thinking of students, the acquisition by students of social cultural experience of confronting social radicalism and intolerance, the formation of practical skills of constructive action skills in potentially unpredictable situations. The creative and constructive component of the mode of civic activity reflects the value (reflexive) and behavioral criteria of its formation.

The knowledge component of the creative and constructive mode of civil activity of the younger generation is decisive from the point of view of students receiving theoretical information of the following conceptual categories. "Civic engagement" as a basic universal category, "creative and constructive mode of civic engagement" and its determinants, "interpersonal trust and solidarity", "social responsibility and justice", "all-Russian identity" are fundamental in understanding the topic under consideration (Martynov, 2020: 78). The knowledge component of the creative and constructive mode of civic activity of the younger generation reflects the cognitive criterion of its formation.

Table 1. Pedagogical model of the creative and constructive mode of civic activity of the younger generation

Purpose: formation of a creative and constructive mode of civic activity		
Tasks: to use the educational potential of educational organizations of secondary general and higher education for the development of a creative and constructive mode of civic activity of students; to develop software and technological support for the formation of a creative and constructive mode of civic activity		
<p>Methodological basis:</p> <ul style="list-style-type: none"> - comprehensive, - axiological, - humanistically oriented approaches, - ideas of socialization and social activity of lich-news <p>The theoretical basis is based on the theory of interaction of the individual, the collective and the social environment; the theory of social education in the process of socialization of the individual; theoretical provisions on social values and their influence on the formation of the personality of a citizen.</p>	<p>Principles:</p> <ul style="list-style-type: none"> • integrity • reflections • continuity 	
Pedagogical conditions:		
<ul style="list-style-type: none"> - preservation of the humanistic foundations of the educational process and the community-collective way of life of educational organizations of secondary general and higher education, - subject-the subjective nature of the relations of participants in the educational process, - formation of a creative and constructive educational environment with a focus on the development by participants of value relations of opposition to destructive manifestations. 		
<p>Pedagogical technologies:</p> <ol style="list-style-type: none"> 1. Actualization of civil self-determination of students. 2. Formation of a system of personal meanings of 	<p>Organizational forms:</p> <ul style="list-style-type: none"> Classes with training elements Role-playing games Excursions Meetings 	<p>Tools, methods and techniques:</p> <ul style="list-style-type: none"> information methods, dialogue, discussion,

participation in public life 3. Formation of a system of civil relations with the family, educational organization, municipal association, state 4. Creating conditions for self-realization in the activity	Debates Scientific discussions	brainstorming, training exercises, social engineering
--	-----------------------------------	---

Criteria of formation: cognitive, evaluative-reflexive, behavioral

Levels of formation: high, medium, satisfactory, unacceptable

Result: bachelor of Pedagogy with a creative and constructive civic position

Source: the table is compiled by the author

The functional parameter of the pedagogical model of the formation of the creative and constructive modus of civic activity of the younger generation reflects the consistent and purposeful introduction of pedagogical conditions into the educational process of the university to optimize the process of formation of the creative and constructive mode of civic activity. They allow teachers to design the educational space of the university in accordance with the dominant target setting – the formation of creative and constructive civic activity among future teachers.

In particular, the following pedagogical conditions are being introduced into the educational process of Kursk State University:

- preservation of the humanistic foundations of the educational process and the community-collective way of life of educational organizations of secondary general and higher education,
- subject-the subjective nature of the relations of participants in the educational process,
- formation of a creative and constructive educational environment with a focus on the development by participants of value relations of opposition to destructive manifestations.

We concretize each of these pedagogical conditions.

Preservation of the humanistic foundations of the educational process and the community-collective structure of educational organizations of secondary general and higher education. The humanistic foundations of the educational process imply the subjective position of the student. He is the subject of free and responsible self-creation, the bearer of individual experiences and the author of his own formation.

Such an attitude to the student suggests that teachers abandon simplifications in understanding youth, recognize and take into account the ontological states, emotions and moods of youth (Nikovskaya, 2015: 142). Respect for the world of youth requires teachers not only to realize the importance of caring for students, but also the practical ability to tactfully enter this world, listen to them and hear them (Bederkhanova i dr., 2012: 17).

Subject-the subjective nature of the relations of participants in the educational process. Subject-subject interaction is a special relationship of perception of the teacher and the student as equal partners of professional communication. Thanks to this, the participants of the interaction get the opportunity to reveal and broadcast their individual “I” to a partner in professional communication. The teacher always communicates with a peculiar personality, an active participant in the joint educational process.

Students' awareness of their own subjectivity lies in the position of “I am myself”. This strengthens and develops his desire for positive self-awareness, independence, self-determination, self-organization (Yartseva, 2014: 80).

The social purpose of the teaching staff is to help the student in self-development through the assimilation and reproduction of existing cultural norms.

Ensuring the implementation of this pedagogical condition is carried out through the system of advanced training of the university teaching staff with a pedagogical understanding of the definition of “creative and constructive mode of civic activity of the younger generation” and mastering modern and innovative educational technologies. An additional educational program of advanced training “Formation of creative and constructive civic activity: pedagogical areas of activity” will be developed by us to implement this pedagogical condition. The teaching staff of

Kursk State University and the class leaders of the organizations of secondary general education in Kursk will become listeners of this program.

Structurally, the professional development program will be presented in three modules. The I module is aimed at updating theoretical knowledge about subject-subject interaction, the II module will be presented with the content and forms of socio-civic education of the younger generation, the III module will reveal the essence of civic education as a priority form of educational work, will outline the range of innovative educational technologies in civic education.

Formation of a creative and constructive educational environment with a focus on the development by participants of value relations of opposition to destructive manifestations.

Within the framework of this condition, the educational process of the university appears in the context of the interaction of participants in educational relations on their acquisition of general cultural, professional experience and experience of creative and constructive relations. The fundamental idea of the value content of pedagogical education is at the heart of the construction of a creative and constructive educational environment.

The inter-level integration of the structures of the creative and constructive educational environment at the university will be carried out by means of active inclusion of students in various educational social practices, in particular:

at the academic level:

- organization of practical training in the International Children's Center "Artek", the All-Russian Children's Center "Orlyonok";

- participation in the work of student psychological assistance services to provide free psychological assistance to socially vulnerable segments of the population;

- "Substitute teacher" - a regional action to replace teachers of educational organizations with absence for a good reason;

- "Pedagogical volunteering" - a project to provide professional assistance by senior students in academic subjects to students of the border territories of the Kursk region in preparation for the unified state exam (11th grade), the main state exam (9th grade);

- "Volunteer Tutor" is a project to provide feasible professional assistance to senior students in academic subjects to children under guardianship.

at the scientific level:

- potential participation of students in scientific and practical conferences, round tables, seminars to discuss promising areas for the development of civic engagement of the younger generation:

- International scientific and Practical conference "Socialization of the younger generation in the real and digital environment";

- All-Russian teleconference dedicated to the 200th anniversary of the birth of K.D. Ushinsky, with the participation of educational organizations in Russia;

- Round table "Pedagogical Science for young researchers" dedicated to the start of the Year of Teacher and Mentor in Russia;

- University Championship "Scientific discussions".

at the social level:

- creation and work of student social structures at the university to form the socio-moral foundations of a constructive and constructive positive climate in the educational environment;

- cooperation of the university with non-profit organizations on the implementation of measures for the development of civic engagement;

- volunteer activities to increase the level of civic culture and social responsibility (assistance to children in special correctional institutions, sick and elderly people).

The technological component of the pedagogical model includes a set of educational technologies for the formation of a creative and constructive mode of civic activity of the younger generation.

The analysis of the scientific literature on the problem of the formation of the creative and constructive mode of civic activity of the younger generation revealed its insufficient development and predetermined the need to organize an experimental study to substantiate the effectiveness of the developed pedagogical model and the sufficiency of organizational and pedagogical conditions. We relied on a theoretical basis in determining the goals and objectives of experimental work, in developing its plan, content, criteria and levels of formation of the creative and constructive mode of civic activity of the younger generation.

The purpose of the experimental work is to verify the reliability of the theoretical propositions put forward, the effectiveness of the developed system of the creative and constructive mode of civic activity and the pedagogical conditions of its functioning.

The limited sample size does not allow us to extend the research data to all students of Kursk State University. In this case, they characterize only students in the field of training 44.03.01, 44.03.05 Pedagogical education of 1, 2, 3 courses.

The level of formation of the creative and constructive mode of civic activity is the main indicator of the effectiveness of experimental conditions. The following criteria for assessing the level of formation of the creative and constructive mode of civic activity were determined.

1. The cognitive criterion is determined by the level of formation of students' theoretical ideas about the following phenomena: "civic activity" as a basic universal category, "creative and constructive modus of civic activity" and its determinants, "interpersonal trust and solidarity", "social responsibility and justice", "all-Russian identity".

2. The reflexive criterion is determined by the ability of the future teacher to assess creative and constructive civic behavior, to evaluate his own actions in professional activity on issues of civic participation, its creative and constructive component, to correct his own behavior in order to prevent aggressiveness, social radicalism and intolerance.

3. The behavioral criterion represents the student's civil resistance to manifestations of aggression, radicalism, destructive behavior and to reproduce creative and constructive patterns of behavior in his professional activity.

The combination of criteria determines the level of formation of the creative and constructive mode of civic activity. It can be high, medium, satisfactory, unacceptable.

The high level is characterized by a significant level of development of civic literacy, civic feelings, civic values and civic engagement (Filonov, 2022: 11). The student has a solid and deep knowledge of the history of the Motherland, critical thinking, the inability to destroy statehood and harm the Motherland with a high level of constructive civic activity. Such a student takes an active part in socially useful activities, strives to benefit his state and society with his work (Solovyov, 1998: 65).

The average level of formation of creative and constructive civic activity allows the student to positively relate to civic duties, his civic duty due to an adequate image of the Motherland, the image of a citizen of his country (Nikitin, 1995: 24) and a meaningful understanding of his rights and his responsibility to its people. This level provides resistance to negative influences from the outside, to the effects of the media. The intermediate level provides an opportunity to develop and realize their potential in civic activities, actively participate in building a civil society.

A satisfactory level of formation of constructive civic activity provides prospects for further civic education. A young man with a satisfactory level of formation of the creative and constructive modus of civic activity actively participates in the affairs of an educational organization, municipality, region. Thus, he himself creates the conditions for his further progressive development. In this case, students become vulnerable to negative influences from the outside. Insufficient responsibility, stereotypical thinking, low self-criticism, inadequate self-assessment of oneself as a subject of socially useful activity, unstable attitude to civil rights and duties serve as the basis for the development of a destructive orientation of the civic position.

The unacceptable level of formation of creative and constructive civic activity reflects the presence or emergence of destructive tendencies among students. Under the condition of excessive activity (Savotina, 2002: 40), such a level of citizenship may indicate developing negative activity.

We conduct a qualitative assessment of the formation of the creative and constructive mode of civic activity of the younger generation on the basis of the identified criteria and levels. We will describe a number of selected diagnostic techniques in more detail.

The test questionnaire of L.V. Bayborodova "Diagnostics of the level of education" is used to determine the level of education of young people. The methodology is designed to assess the level of development of patriotism, curiosity, diligence, kindness, responsiveness and self-discipline in the student (Rozhkov, Bayborodova, 2018: 124-125).

I.E. Kuzmina's test questionnaire "Assessment of value orientations in patriotic consciousness" is used to measure the value orientations of the civil-patriotic consciousness of students. This diagnostic tool is designed to identify the emotional and value attitude of students to the processes of cognition, communication and activity in relation to their state (Kuzmina, 1998).

Express diagnostics of tolerance level (Soldatova i dr., 2019). It is designed to identify the respondent's attitude to the general surrounding world and to certain groups of people: representatives of national minorities, people of low social status, and the elderly. The level of general, ethnic and social tolerance is determined using a questionnaire.

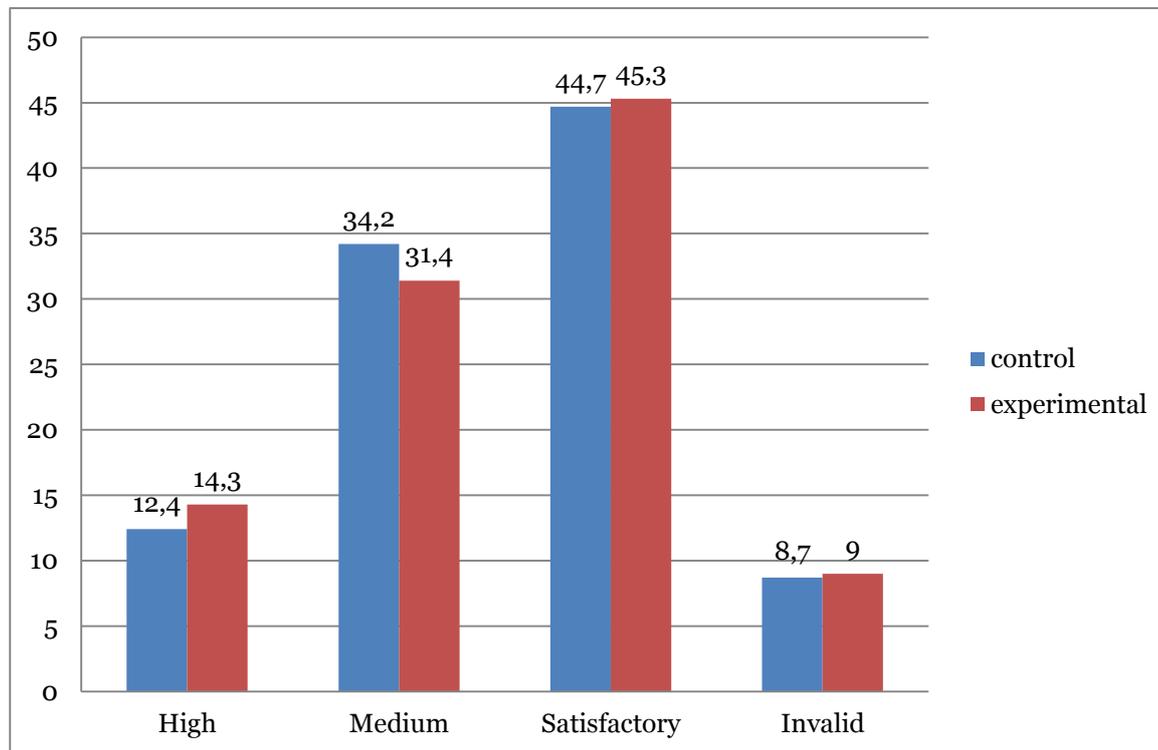


Fig. 1. The results of the distribution of students according to the level of development of the creative and constructive mode of civic activity
Source: the table is compiled by the author

The reliability and validity of the empirical results obtained is ensured by the use of a set of diagnostic techniques, pedagogical supervision, expertise of research and project activities of students.

The study of the level of formation of the creative and constructive modus of citizenship among students of the control and experimental groups became the goal of the ascertaining stage of pedagogical experiment.

Characteristics of the sample population. The majority of respondents are students aged 16 to 21. This is 50 people (100 %) in absolute terms. The form of study is full-time. 28 people (56 %) women and 22 people (44 %) men. The majority of respondents – 41 people (82 %) are students of 1,2,3 senior courses of the university.

The results of the survey. The results of the survey and analysis of the data obtained allowed us to make some significant generalizations. The answers to the first set of questions helped to identify the actual knowledge of students about citizenship, civic engagement and their attitude to these concepts. In particular, to the question “What is the creative and constructive mode of civic activity?” a significant part of the students – 21 people (43 %) identify it with active social activity for the benefit of the motherland. Another 10 respondents (20 %) are convinced that “the creative and constructive mode of civic engagement is closely related to social responsibility and justice”, 5 people (10 %) associate the creative and constructive mode of civic engagement with interpersonal trust and solidarity and other categories.

The study also consisted in a comparative analysis of the indicators of the level of formation in two groups of the creative and constructive mode of civic activity. We have identified. A higher degree of expression of the creative and constructive mode of civic activity is represented in more adult students of the 2nd, 3rd courses. At the same time, analytical data indicate minimal differences between groups according to certain criteria of the level of formation of the creative and constructive mode of civic activity.

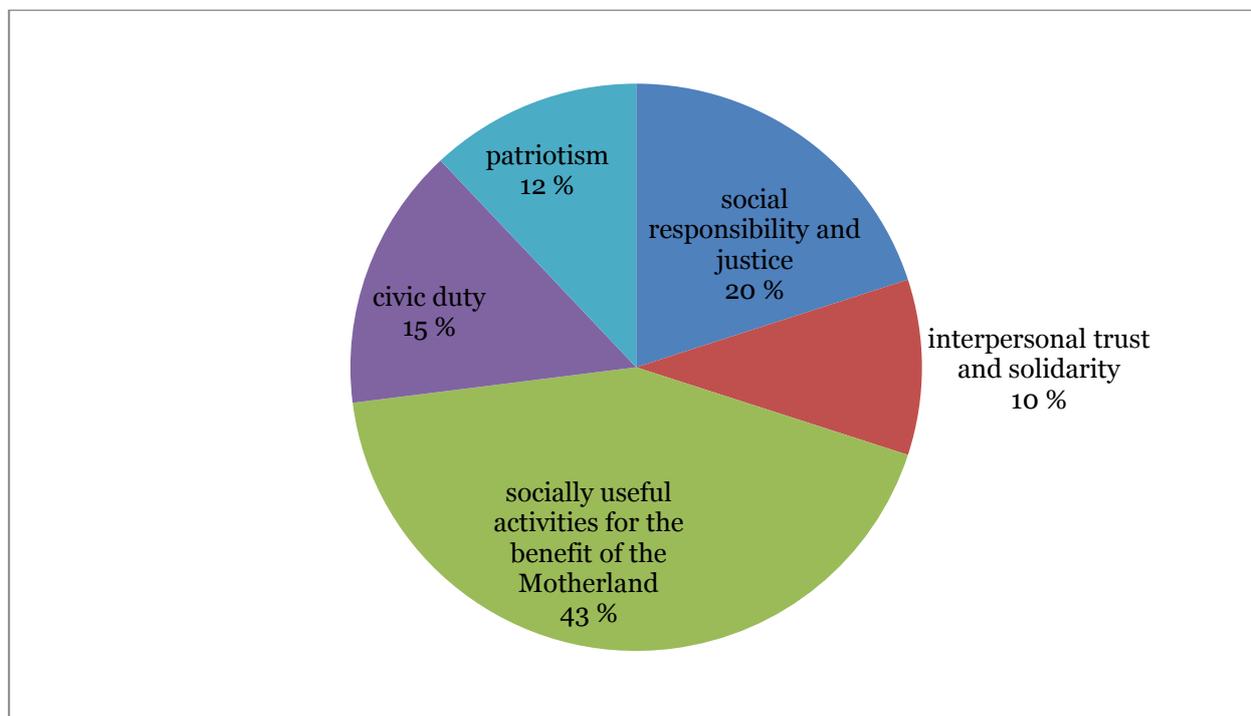


Fig. 2. Associations with the concept of creative-constructive modus of civic activity
Source: the table is compiled by the author

Thus, among the participants of the experimental group, only 24 % are characterized by a high level of formation of the creative and constructive mode of civic activity.

Such students are distinguished by adequate knowledge of the peculiarities of the history of Russia. Positive civic identity, identification with Russian citizens, deep knowledge of the fate of the Motherland, its multinational composition (Shtukarev, 2021: 94), its modern politics, interest in the socio-economic and political life of the country, developed civic values determine their desire to actively participate in public affairs, the ability to subordinate personal interests to public ones.

Table 2. Results of a comparative analysis of indicators of the level of formation of students of the creative and constructive mode of civic activity

Criteria	Students of the experimental group (M ± m), score Students of the control group (M ± m), score	Students of the experimental group (M ± m), score Students of the control group (M ± m), score	t	p
Cognitive	33,23±1,800	32,44±1,900	1,23	> 0,05
Reflexive	31,45±2,000	33,72±1,700	1,96	<0,05
Behavioral	35,32±2,300	33,84±2,000	0,76	> 0,05
Note-hereafter M – arithmetic mean; m – representative error; t – Student's criterion; p – significance level; bold – statistically significant differences.				

Source: the table is compiled by the author

A satisfactory level of knowledge about civil society, about the history of Russia, about democratic values, human rights is characteristic of many students. The study showed. Some modern young people are not interested in the events of their country. They have a superficial knowledge of its political, economic, social, and spiritual life.

The unacceptable level of development of the creative and constructive modus of civic activity presupposes its destructive nature. It was detected in 8.57 % of participants in the control group and 10.00 % of students in the experimental group.

We focus on the practical absence of significantly significant differences in the percentage distributions of students of the two experimental groups in terms of the level of formation of their creative and constructive mode of civic activity was not revealed ($\chi^2 = 13.723$, $p > 0.04$).

However, a comparative analysis of the indicators for each criterion revealed the absence of significant differences between the two groups according to the reflexive criterion.

4. Conclusion

1. The results of the study allow us to draw an important conclusion about the need to update and search for new forms, means and methods of developing the creative and constructive mode of civic activity of youth.

2. The results of the expert assessment of the level of formation of the constructive civic position of the youth of two research groups (control and experimental) also indicate a satisfactory level of formation of the creative and constructive mode of civic activity and the need to fill it with modern content. According to teachers, the majority of students highly value interpersonal trust, solidarity, social responsibility and justice.

3. Organizational and technological support and methods of pedagogical monitoring of the creative and constructive modus of civic activity of the younger generation, the development of a module of polysubject pedagogical management of the process of formation and development of creative and constructive civic activity of the younger generation are awaiting further solutions and development.

5. Acknowledgements

This paper has been supported by the Russian Science Foundation (grant No. 23-28-00228).

References

[Rozhkov, Bayborodova, 2018](#) – *Rozhkov, M.I., Bayborodova, L.V.* (2018) Teoriya i metodika vospitaniya [Theory and methodology of education]. M. Yurayt, 331 p. [in Russian]

[Bederkhanova i dr., 2012](#) – *Bederkhanova M.R., Demakova I.D., Krylova N.B.* (2012) Gumanisticheskie smysly obrazovaniya [Humanistic meanings of education]. *Problemy sovremennogo obrazovaniya*. 1: 16-27. [in Russian]

[Belentsov et al., 2019](#) – *Belentsov, S.I., Fahrutdinova, A.V., Grevtseva, G.Y., Batrachenko, E.A.* (2019). Free Education: Fundamentals of Humanistic Pedagogics (on the example of Activity of the German Public Figures of the second half of XIX – the beginning of the XX centuries of F. Gansberg, L. Gurlitt, G. Sharrelman). *European Journal of Contemporary Education*. 8(1): 201-207. [in Russian]

[Filonov, 2022](#) – *Filonov, G.N.* (2022). Fenomen grazhdanstvennosti v strukture lichnostnogo razvitiya [The phenomenon of citizenship in the structure of personal development]. *Pedagogika*. 10: 24-29. [in Russian]

[Kuzmina, 1998](#) – *Kuzmina, I.E.* (1998). Nauchno-prakticheskie osnovaniya issledovaniya gumanitarnogo kachestva professional'noj deyatel'nosti uchitelya: diss. ... kand. ped. nauk [Scientific and practical grounds for the study of the humanitarian quality of a teacher's professional activity: diss. ... cand. of ped. s.]. St. Petersburg, 166 p. [in Russian]

[Martynov, 2020](#) – *Martynov, M.L.* (2020). Rol' i mesto yunarmejskogo dvizheniya v realizacii gosudarstvennoj programmy po patrioticheskomu vospitaniyu [The role and place of the unarmist movement in the implementation of the state program for patriotic education]. *Vestnik Adygejskogo gosudarstvennogo universiteta*. 4: 74-81. [in Russian]

[Nikitin, 1995](#) – *Nikitin, A.F.* (1995). O grazhdanskom obrazovanii [About civic education]. *Prepodavanie istorii v shkole*. 1: 23-26. [in Russian]

[Nikovskaya, 2015](#) – *Nikovskaya, L.I.* (2015). Grazhdanskoe obschestvo i grazhdanskoe soznanie (cennostno-motivacionnyj aspekt) [Civil society and civic consciousness (value-motivational aspect)]. *Vestnik instituta sociologii*. 1(12): 139-155. [in Russian]

[Savotina, 2002](#) – *Savotina, N.A.* (2002). Grazhdanskoe vospitanie: tradicii i sovremennye trebovaniya [Civic education: traditions and modern requirements]. *Pedagogika*. 4: 39-44. [in Russian]

[Shtukarev, 2021](#) – *Shtukarev, N.S.* (2021). Opyt rossijskih vuzov v formirovanii antikorrupcionnoj kul'tury bakalavra yurisprudencii: problemy i perspektivy razvitiya [The experience of Russian universities in the formation of the anti-corruption culture of the bachelor of jurisprudence:

problems and prospects of development]. *Pedagogika i psihologiya obrazovaniya*. 2: 92-98. [in Russian]

[Soldatova et al., 2019](#) – *Soldatova, G.U, Rasskazova, E.I.* (2019). Tolerance, Empathy, and Aggression as Factors in Compliance with Rules of Online Communication by Russian Adolescents, Young Adults, and Parents. *Psihologiya v Rossii: sovremennoe sostoyanie*. 12(2): 79-93. DOI: 10.11621/pir.2019.0207

[Solovyov, 1998](#) – *Solovyov, A.I.* (1998). Kul'tura grazhdanstvennosti. K novej paradigme [Culture of citizenship. Towards a new paradigm]. *Svobodnaya mysl'*. 7: 61-71. [in Russian]

[Yartseva, 2014](#) – *Yartseva, I.K.* (2012). Sub"ekt-sub"ektnye otnosheniya kak osnova formirovaniya obshchekul'turnyh kompetencij studentov [Subject-subject relations as the basis for the formation of general cultural competencies of students]. *Vestnik Voronezhskogo gosudarstvennogo tekhnicheskogo universiteta*. 3-2: 77-81. [in Russian]