

## CIVIC EDUCATION AS A PHENOMENON OF REPRESENTATIVE CIVILIARCHY IN THE REPUBLIC OF ARMENIA

**Aleksanyan Ashot**  
*Yerevan State University,*  
*Armenia*

**Introduction.** The formation of civic education in modern Armenia is the most important and new civiliarchic factor for the democratic integration of the Armenian community into the global educational space, which is reinforced by the need of Armenian researchers for scientific understanding of the progressive experience of civic culture of the younger and older generations. The Constitution and laws of Armenia, public educational standards set strategic directions for state and local government bodies to humanize education, socialize schoolchildren and students, their self-identification through meaningful and democratic activities, the development of civil dialogue and partnership. Modernization, democratization and European integration presuppose the creation in schools, universities and other educational institutions of Armenia of conditions for the development of an individual with a high level of civic culture, the ability to independently make constructive decisions in a situation of choice, readiness for active participation in the life of civil society and government. In this context, there is a need for a theoretical substantiation of effective approaches of social science researchers to the formation of knowledge and skills of civic culture among schoolchildren, since it is at school age that the qualities of a conscious and responsible citizen develop. The promising areas for further research on this issue may be the following in modern Armenia: 1) new innovative technologies of cooperation between schools, universities, and civil society organizations (CSOs) in civic education; 2) anthropocentric models of civiliarchic partnership and dialogue of international organizations for the development of knowledge-based civic education; 3) the main directions of civic education in higher education, 4) civic education of young people in public institutions and political parties; 5) the development of new textbooks and teaching materials, the training of teachers to solve the problems of civic education.

**Problem statement.** The relevance of this article is determined by a number of political, economic, social and cultural factors of democratization and European integration of Armenia. The results of the analysis and critical understanding of the theoretical and applied aspects of the formation of the fundamentals of civic culture among Armenian schoolchildren can be useful in developing civic education strategies. The study of the political pedagogical theory and practice of the implementation of civic education in Armenia shows that there are many problems in the process of establishing democratic citizenship [3, 115-121]; [13]; [2, 25-44]. At this stage of the development of a knowledge society, the civiliarchic interaction of CSOs, government and business in the field of civic education, gradually improving the mechanisms of civic education of schoolchildren and teachers, has a civilized meaning.

Civic education is a publicly and socially oriented system of lifelong learning and education, aimed at building civic competence, democratic culture, meeting the needs for civiliarchic socialization in the interests of the individual, civil society, the country and international organizations. The main goal of civic education in modern Armenia is the formation of civic qualities based on new knowledge, skills and values that contribute to solving problems, adapting to changing social, economic and political conditions, as well as representing and protecting their rights and interests, respecting interests and rights of other members of the community. Progressive experience in the field of civic education has been accumulated by Armenian educators and activists of civil society, but civic education strategies are not yet defined in legislation. After the independence of Armenia, civic education at school is a kind of “experimental laboratory” for the community, where new approaches to the formation of social citizenship were tested. In the 21<sup>st</sup> century, the

Armenian community is actively seeking effective ways of civic education, raising the level of civic engagement of schoolchildren in order to successfully integrate into a transformational society.

**Analysis of current researches and publications related to the problem.** The theoretical significance of this article is that civic education in Armenia is considered as a multidimensional process of ascent of the theory and practice of preparing students for life and social activities from the elite to the democratic model of civic education [1, 41-59]; [4, 81-99]; [6]; [10, 29-43]; [15, 237-269]: a) the theoretical principles are revealed that relies on Armenian teachers to successfully solve the problems of civic education at school; b) based on the analysis of the concepts of political pedagogy, the following are justified: components of civic competence at the cognitive, behavioral, emotional and value levels; c) the need to harmonize traditional and innovative forms and methods of civic education in school and extracurricular activities; d) the importance of the interaction of public and political organizations in the implementation of civic education strategies.

The practical significance of the results of this article is that the positive resource of the theory and practice of civic education in the modern Armenian school identified in it can be used when updating public policy strategies, as well as developing national and regional concepts of preparing young people for activities in civil society. Characterized ways of solving the problems of civic education in the 21<sup>st</sup> century Armenian school can be used by heads of educational institutions and teachers in developing educational programs and textbooks, in organizing school and extracurricular activities, and in formal and informal ways of teaching.

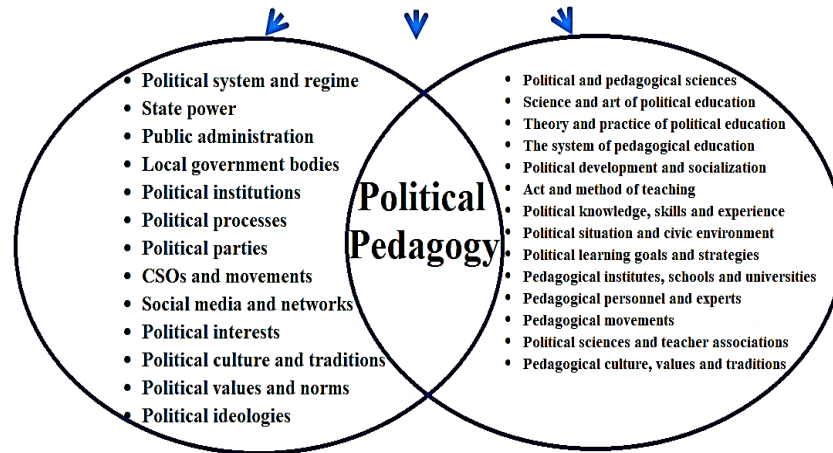
**Keywords:** *political pedagogy, politicizing pedagogy, civic education, civic culture, civilarchic factor, democratic integration, Armenia.*

---

**Political pedagogy in the dimensions of civic culture:** Democratic transformations in the economic, social, political and cultural spheres of the life of the Armenian community inevitably affect all aspects of human life, largely defining the scope of innovation processes that encompass civic education. A characteristic feature of modern civic education in Armenia is new requirements for the training of future teachers, focused on mastering political knowledge and skills, social and political values and norms, allowing them to comparatively analyze national, regional and global reality. Along with the main groups of civic education can distinguish students, public and municipal employees, military personnel and staff of other agencies, members of political parties, NGOs and trade unions, activists of the media, social movement and networks, as well as retirees; prisoners and other social groups. In this context, the components of civic education are: 1) *Typology of the political system and regime, political processes and decision-making stages*; 2) *Mechanisms of political leadership and participation*; 3) *Training in human political rights and freedoms*; 4) *Teaching a culture of peace and tolerance*; 5) *Development of civilarchic dialogue and partnership*; 6) *Education of democratic citizenship and humanism.*

Political pedagogy is an interdisciplinary branch of political science and pedagogical knowledge. According to modern concepts, political pedagogy is a branch of pedagogy that considers the political and civic education of all age and social groups in publicly recognized organizations specially created for this purpose, as well as in CSOs [3]; [9]; [15]. In this context, political pedagogy considers the process of civic upbringing, the political socialization of the individual in theoretical and applied aspects. It considers deviations or correspondences of a person's political behavior under the influence of the environment [11]; [14]. As can be seen from Figure 1, *political pedagogy* combines modern political and pedagogical sciences, thereby conducting interdisciplinary and applied research in the field of civic education.

**Figure 1. The general sphere between political and pedagogical sciences**



From the point of view of modern political pedagogy, the following areas of research are important for the Armenian transit society:

- a comparative analysis of the genesis of the process of civic education in Armenia, during which various models of the formation of civic personality traits were formed: citizen-leader, good citizen, citizen-humanist, active citizen, citizen-fighter for their political and social rights, citizen-reformer, citizen democratic country;
- interdisciplinary research the tools of civic education in schools and civil society, ensuring the integrity of civic education through comprehensive educational programs at the conceptual, targeted, informative and technological levels;
- identified mechanisms of interrelation of educational and extracurricular activities in the formation of schoolchildren and students of civic competence: the definition of a common goal in all areas of civic education; coordination of tasks within the moral, legal, patriotic, multicultural, socially significant components, the creation of a common educational, valuable and cultural space for the development of students' qualities of democratic citizenship;
- generalized progressive experience of teachers and experts, which is relevant to the conditions of the Armenian school, formal and non-formal educational spheres in such aspects as: 1) providing a legal basis for the formation of students' readiness for life and active work in a democratic citizenship; 2) the relationship of educational and extracurricular activities in the formation of students' civic competence as part of a comprehensive educational program, in which teachers, politicians, scientists, public and religious figures take part; 3) the use of interactive forms and methods of civic education in the educational process for students to construct their own knowledge and enrich personal experience; 4) active participation of political parties, CSOs, the Armenian Apostolic Church, parents and other interested social actors in determining the priorities of civic education;
- Identify the shortcomings that make it difficult to solve the problems of civic education in the Armenian school, which implies the following: 1) the prevalence in the content of educational programs and textbooks of the ideas of liberal democracy, which leads to a reassessment of personal and decent social and cultural experience in shaping the civic competence of students; 2) the underestimation of the role of systematic knowledge and the leading function of the teacher in the training, education and development of the personality of students; 3) poor provision of the educational process in schools with actual textbooks and methodological materials on civic education, as well as incompatibility of the level of qualifications of some teachers with the requirements of educational standards.

Political and civic education is a multidimensional, civilizational and cultural phenomenon. The methods of political pedagogy are aimed at building a citizen, influencing his formation through civil self-improvement, self-education, self-organization, and self-affirmation in the social environment [13]; [7]; [8]. It is the concern of the government and CSOs about the generation of the future citizen of the country, the support of a member of the community and the future actor of the political elite, the teaching staff, another person, helping people to assimilate and accept the moral relations that have developed both family and community, making legal, economic, civil and domestic relations [2]. The desire to become a leader or an active member of a social group helps the future citizen to learn how to find a new path in their life, to be able to dynamically adapt in a new life situation. Political pedagogy as a science has passed a difficult path of development from the awareness of scientists of the need to study the political aspects of the education and upbringing of children, adults and other members of social groups to the pedagogy of social work as the theoretical foundation of pedagogically specialized areas of political practice.

The fact that in Armenian society there is no opportunity to rely on the historical traditions of civic education that have developed in our country, in this case other factors of civic education are certain. First, it is a family in which children receive the first lessons of political knowledge and stereotypes of behavior, gain a feeling of love for their homeland. However, in modern conditions, it is possible to state the phenomenon of intergenerational cultural gap, when parents and children in the same family are included in completely different cultural and value strata, which leads them to misunderstand each other. Secondly, an important factor in the civil socialization of a child is the peer groups, children's, school councils and youth public organizations, which were formed during the period of independence of our country. Under these conditions, the school may turn out to be the most sustainable institution of civic socialization and civic education, blocking negative tendencies in the minds and behavior of students, using its inherent means to establish civic culture in a transit society [5]; [6]; [12].

Who are the main actors in the development of Armenian civic education? *First* of all, these are, of course, the teachers of secondary and higher schools themselves, as well as pedagogical universities and institutions for improving the qualifications of teachers who make civilizational socialization effective, thereby ensuring civic education of schoolchildren and teachers. The *second* actor of this process is the leaders and members of political parties, civil society activists, the media, social networks and movements that develop interactive, innovative civic education methods that work with most of the above-mentioned focus groups. The *third*, significantly less active participant is the education authorities at both the republican and regional levels, which still provide some support to the process of civic education, but again, focused almost exclusively on schoolchildren. The *fourth* actor, who is ever more actively involved in the development of civic education, focused on most of his focus groups, is the Human Rights Defender of the RA. The *fifth* actor is the academic community, academics, and university professors, including teachers in public service academies and other advanced training systems. The focus groups in this case are university students and specialists in social and humanitarian sciences, as well as certain profiles. The *sixth* actor of the process in a number of districts of cities and regions may be election commissions interested in increasing the legal culture of voters and having certain financial resources for this.

**Conclusions.** Based on the trends and methodological provisions of modern civic education, I can formulate the following essential elements of constructing the content of training courses and textbooks on civic education:

- The basic curriculum, starting from kindergarten and elementary school, included various civil and legal training courses adequate to the age characteristics of students. A vertical of civil and legal knowledge has been built, aimed at ensuring the formation of a stable legal conscience and civic position in students. The effectiveness of these courses largely depends on the modern methodology of the educational process, due to the new social and political pedagogy, based on the civilized traditions of modern citizenship and civic nation.

- Civiliarchic importance is the creation of the necessary conditions for the activities of any person and citizen, that is, the content of civic education should include knowledge, ways of doing things, value orientations, without which it is impossible to fulfill typical social roles in global, regional and national communities.

- Political pedagogical approach to the construction of courses on civic education, involving the consideration of each actor and the process of social reality at the same time from the point of view of various sciences, but in the context of pedagogical complexity. The education system should provide students with scientific knowledge in the interrelatedness of the social and human sciences on the basis of pedagogical expediency.

- It is advisable to focus on *anthropocentrism (humanism)* and *civilicentrism (civilism)* when studying issues of civic education. In the conditions of the growing environmental crisis, the tasks related to human survival come to the fore, which require that the individual be aware of himself as part of society, part of nature, and understand the responsibility for their development. Therefore, in the process of learning, it is necessary to form an understanding of *humanism* and *civilism* in students.

- The personal experience of pupils is an effective means of civic education, which involves turning to real political, economic, social reality, its tendencies and contradictions. Individual experience of students, including common sense, delusions, myths, requires scientific reflection, since only scientific knowledge allows us to understand the underlying mechanisms of development, the true meaning of the events taking place in the world. Proceeding from this, it is necessary to carry out a synthesis of personal experience and scientific information, which will contribute to the formation not only of knowledge demanded by the citizen, but also of relationships, value orientations, taken by the individual of specific images of citizenship.

- The activity component of the educational process, focused on systematic modeling and analysis of life situations that require students to use knowledge and skills, as well as playing techniques, plays a leading role in the design of civic education courses. Citizen education involves the development of skills and relationships necessary for direct participation in political affairs, but no less important is the system of civic values that lie behind political institutions and processes, as well as the desire of teachers to intensify cognitive activity of students and develop their civiliarchic values.

- Civic education is effective if based on dialogue and partnership, as well as on value-semantic equality between the teacher and the student. In order to achieve the goals of civic education, educational activities should be complemented with a transformation of the social and pedagogical environment of the educational institution. It is about students gaining a specific experience of tolerance, partnership, solidarity, and consensus.

## **ГРАЖДАНСКОЕ ОБРАЗОВАНИЕ КАК ФЕНОМЕН РЕПРЕЗЕНТАТИВНОЙ ЦИВИЛИАРХИИ В РЕСПУБЛИКЕ АРМЕНИЯ**

**Алексян Ашот**

*Ереванский государственный университет,  
Армения*

### **Аннотация**

В данной статье рассматривается проблема гражданского образования в Республике Армения. Гражданское образование в Армении подразумевает осмысление понятий политической педагогики: «демократическая гражданственность», «гражданская культура», «гражданское общество»,

«гражданская идентичность», «гражданская нация», «гражданоцентричность», «антропоцентричность», «гражданский патриотизм», «гражданский долг», «гражданское мужество» и т.д. Гражданское образование как педагогическое условие устойчивого развития выполняет важную цивилиархическую миссию для демократизации армянского общества, а также для культурного и ценностного понимания, оценки и осмысления политического процесса, урегулирования конфликтных ситуаций и принятия антропоцентрических решений.

Современные методы политической педагогики позволяют выявить, каким образом качество учебников гражданского образования и профессиональных знаний преподавателей влияет на уровень гражданской компетентности и цивилиархического участия учащихся, а также их отношение к политической жизни. Данное исследование показывает, что формальное и неформальное гражданское образование может значительно повысить политические знания учащихся и тем самым стать факторами формирования демократического гражданства в Армении. Европейская интеграция армянской образовательной системы требует модернизации гражданского образования для развития многогранной гражданской компетентности, включающей гражданские знания и навыки, гражданскую культуру, традиции, язык, религию и т.д. Данное исследование направлено на рассмотрение применения методики политической педагогики в гражданском образовании, включающей механизм применения цивилиархической взаимосвязи индивидуального опыта, диалога, партнерства и саморегуляции, на гражданскую компетентность формального и неформального уровня. Гражданские образовательные программы организаций гражданского общества формируют активное политическое поведение и стимулируют демократическое участие во всех видах индивидуальной или групповой деятельности.

Полученные результаты свидетельствуют о том, что гражданское образование и другие процессы политической мобилизации групп являются весьма взаимодополняющими в армянском обществе.

**Ключевые слова:** политическая педагогика, политизирующая педагогика, гражданское воспитание, гражданская культура, гражданский фактор, демократическая интеграция, Армения.

## References

1. Boland, J. A., *Strategies for Enhancing Sustainability of Civic Engagement: Opportunities, Risks, and Untapped Potential*. In L. McIlrath, A. Lyons, R. Munck (Ed.). Higher education and civic engagement: comparative perspectives Responsibility. New York: Palgrave Macmillan, 2012: 41-59.
2. Colby, A., Beaumont, E., Ehrlich, T., Corngold, J., *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement*. San Francisco: Jossey-Bass; Stanford, CA: The Carnegie Foundation for the Advancement of Teaching, 2007.
3. Cooper, S., *Creating Citizens*. New York: Routledge, 2018.
4. Cuthill, M., *A "Civic Mission" for the University: Engaged Scholarship and Community-Based Participatory Research*. In L. McIlrath, A. Lyons, R. Munck (Ed.). Higher education and civic engagement: comparative perspectives Responsibility. New York: Palgrave Macmillan, 2012: 81-99.
5. Dadds, M., *The Politics of Pedagogy. Teachers and Teaching, 2001, 7 (1), 43-58*, DOI: 10.1080/713698759.
6. Earl, C., *Spaces of Political Pedagogy: Occupy! and other radical experiments in adult learning*. New York: "Routledge", 2018.
7. Hanson, J., Howe, K., *The potential for deliberative democratic civic education. Democracy and Education, 2011, 19 (2), 1-9*.
8. Kolluri, S., *Politicizing pedagogy: Teaching for liberty and justice at urban schools, Phi Delta Kappan, 2017, 99 (4), 39-44*.
9. Martin, C., *Should Deliberative Democratic Inclusion Extend to Children? Democracy and Education, 2018, 26 (2), 1-11*.
10. McClennen, S. A., *The Public Sphere Can Be Fun: Political Pedagogy in Neoliberal Times*. In J. R. Di Leo, P. Hitchcock (Ed.). *The New Public Intellectual*. New York: Palgrave Macmillan, 2016: 29-43.

11. Samuelsson, M., Bøyum, S., Education for deliberative democracy: Mapping the field. *Utbildning & Demokrati*, 2015, 24 (1), 75-94.
12. Suarez, J., *Promoting Civic Engagement in a Required General Education Course*. In E. C. Matto, A. R. M. McCartney, E. A. Bennion, D. Simpson (Ed.). *Teaching Civic Engagement Across the Discipline*. Washington, DC: American Political Science Association, 2017: 169-182.
13. Sullivan, W. M., *Institutional Identity and Social Responsibility in Higher Education*. In T. Ehrlich (Ed.). *Civic Responsibility and Higher Education*. Washington, DC: American Council on Education and the Oryx Press, 2000: 19-37.
14. Uhr, J., *Performing Political Theory: Pedagogy in Modern Political Theory*. New York: Palgrave Macmillan, 2018.
15. Westheimer, J., Kahne J., What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 2004, 41 (2), 237-269.

*Материал был представлен и отправлен на рецензию: 11.02.2019*

*Принято к публикации: 25.03.2019*

*Рецензент: канд. филолог. наук, доцент Роберт Хачатрян*

*The material was submitted and sent to review: 11.02.2019*

*Was accepted for publication: 25.03.2019*

*Reviewer: Assoc. Prof., Ph.D. Robert Khachatryan*