

## **Future depends upon active citizens**

This article addresses the issues of preparing of students in the language classroom to be effective citizens. It discusses the knowledge, skills, and values required for civil education. The connection between learning and citizenship includes language education, and English as a Foreign Language practitioners are involved in the discovery of how to best contribute to the development of knowledgeable and responsible citizens.

The Civil Education volume has been created to provide language teachers with content resources that might otherwise be difficult to obtain. Each chapter of the volume will provide teachers with resources that they can use to create content-based lessons related to civic education, a topic which has great potential for the language classroom because of its relevance to the daily lives of students around the world. Each chapter will highlight one theme related to civic education and will equip teachers with relevant background information, interactive and communicative classroom activities, and a list of related resources that will allow them to extend and expand the lesson further, if so desired.

Civil education – today has got extraordinary popularity. Education of the citizen – subject important. Really, « the ruin begins in a head », changes in consciousness, accordingly, - a unique way to its overcoming. Civil education is an optimum means which can help to cope to us with the troubles which have comprehended our country last decades. Civil education is thought as the system covering all society, paying special attention to work with children and youth.

In sphere of civil education the huge quantity of various techniques which learn teachers as better to give the necessary knowledge today is developed, the considerable quantity of textbooks ... is written But till now there is no full clearness in its maintenance. At anybody does not raise the doubts, that the ideal Russian citizen to be legally competent, the nobility the rights and to be able to use them. Such citizen should borrow an active position in sphere of political attitudes. Importance of observance of elementary moral norms does not raise the doubts also. – differently, certain behavioural "mechanics" to which should train in educational institutions and the centers of civil education is clear. But, when we mention the internal, intrinsic party of civil development of the person, here here and there is a considerable quantity of questions on which ready answers have not appeared yet.

What is civil education?

### ***In philosophical sense civil education is:***

- Organic occurrence of the person in the world public, political – legal relations;
- Mastering civil competency;
- Development of values, senses, mechanisms of functioning civil Societies, political and legal systems;
- Finding of own image of the citizen;
- Becoming of spiritually-moral qualities of the person making The maintenance of civilization.

In the practical plan civil education – ***is one of the major parts of an education system, it is object of steadfast attention of teachers, philosophers, politicians during many years.***

***Problems of construction of a democratic society, definition of a position and ways of interaction of the person with world around, arrangement of accents on « the rights and duties of***

***citizens », on need of "participation" of active citizens for" a civil society » costs in the center of attention of the European community concerned by a condition of democratic culture in the Europe.***

***In 1997 the Council of Europe has accepted the program « the Formation directed on education of democratic civilization » in which the following main tasks are certain:***

- Maintenance of citizens with knowledge, the skills necessary for active participation in a life of a democratic society;
- Creation of opportunities of dialogue and the resolution of conflicts between people, achievement of a consensus, dialogue and interaction;
- Comprehension of the rights and duties of the person, norms of behaviour and values inside of community.

Now practically in all European countries programs by civil education are developed. Civil education is entered into the maintenance of school education as a separate subject or optional courses. It acts under various names: « Civil attitudes », « the Person and a society », « Political education ».

For example, **in Austria** since 1978 there is a Law « Civil education at schools » where it is told: « ... Civil education is the precondition as developments of the person, and the further development of a society as a whole. A substantive provision of civil education – education ... democratic consciousness, the all-European thinking and an openness to the world which depends on understanding of global problems of mankind ». The big attention is given preparation of teachers on the given speciality. Since 1983, in rates of preparation and improvement of professional skill of teachers of all types of schools there is a direction « Civil education ».

**In the Netherlands** civil education is aimed on « equipment of pupils by historical and политико-administrative knowledge, representations and skills owing to which they can take part in public structures ».

**In Bulgaria** there is a set of programs by the civil education, approved by the Ministry of Education, for the basic school, for pedagogical schools and colleges, for average and technical schools, for grammar schools. The name of subjects variously: « Civil education », « Political economy and civil education », « Social science and civil education », "Social ethics", « Moral and civil education ».

**In England and Ireland** existed optional courses by civil education, they represented various modules for initial and basic school, but since 2000 civil education in England became obligatory.

**In Russia** now civil education is in the center of attention of the pedagogical public. It is connected with the changes occurring in a society. Formation of a civil society and a lawful state, transition to market economy, a recognition of the person, its rights and freedom the maximum value - define new requirements to a domestic education system. It experiences the intrinsic changes shown in organizational-administrative, legal, economic transformations, development of the new maintenance of the formation adequate to changes, occurring in a modern human society.

Overall objective of these changes - achievement of new quality of the educational results corresponding a postindustrial, information society, capable to provide development of the country in new conditions.

***Civil education in a broad sense:*** education directed on formation of the person-citizen, the person in which civil qualities are inherent. The maintenance of civil education bases of social studies define not, and problems of a public life. They are a subject of the maintenance of subject matters. Rates in which basis the given idea is incorporated, have precisely expressed educational character.

***Civil education in narrow sense*** – is identified with a political – legal rate. According to this concept civil education is an integration of three disciplines: the rights, ethics and political science.

**The concept of civilization includes:**

- Understanding of the rights and freedom and skill to use them in practice within the limits of respect of the rights and freedom of other citizens;
- The personal responsibility for the choice and the behaviour, comprehension of necessary legal and moral obligations to a society and the state;

- The effective and critical attitude to a social reality on the basis of a free personal choice, moral belief and promptings, ideals of equality of citizens and the sovereignty of people in relation to authority,
- Ability to carry on positive dialogue with authority, other citizens and Civil associations;
- Comprehension of the identity – accessories to the country, a society and the state, their legal, cultural and language space.

**Overall objective of civil education is education of the modern civilized person – the citizen and the patriot of the Native land, preparation of pupils for the responsible, intelligent life and activity in a democratic lawful state.**

**Overall objective of civil education – education of the citizen for a life in the democratic state, a civil society. Such citizen should possess the certain sum of knowledge and skills, to have the generated system of democratic values, and also readiness to participate in a political life of school, local communities.**

Civil education is directed on formation of civil competence of the person. Civil competence of the person – set of readiness and the abilities allowing it actively, crucially and effectively to realize all complex of the civil rights and duties in a democratic society, to apply the knowledge and skills in practice.

At the end of this article I want to conclude as follows: preparing students to be effective citizens by applying the principles of civil education is a broad educational endeavor, of which language education is an indispensable part. EFL instructors can apply these principles to all aspects of the language classroom by carefully considering the content they select, the activities they engage in, and the type of interactions that occur in their classrooms. The goal is to increase students' active participation in the classroom as they develop communication strategies and skills and a sense of responsibility for the learning process. Acting as a facilitator, while adhering to citizenship and human rights education and actively motivating students, a teacher can create an EFL environment in which students become collaborative citizens who practice tolerance and mutual respect.

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