



## Paradigmatic Methodology of Civic Culture Formation Process in Young Generation

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**ABSTRACT** The importance of the problem addressed in the present study is the fact that typification and personification of socio-cultural processes can determine civic position of modern personality, wherein civic culture is conditioned by social facts and social phenomena. Thus, this study aims to substantiate paradigmatic approach as a conceptual and technologically-informative basis for civic culture formation in the youth. The main research method is scientific analysis of socio-cultural activities under a conceptually-terminological system. The most important findings are also attributed to applications of paradigmatic approach based on realization of socio-cultural competences necessary for personality implementation of significant civic activities predicated on various behavioral scenarios. The paradigmatic approach also allowed for substantiating the efficiency and the significance of socio-cultural practices through technological algorithms of organizing socio-cultural activities and social development of the participants in the context of socio-cultural control and correction of civic identification of personality.

### INTRODUCTION

Applications of paradigmatic approach in socio-cultural activities can be related to areas such as study of structure, function, technology, and effectiveness of socio-cultural activities; cancellation of theoretical and hypothetical conclusions devoid of any experimental evidence; tendency towards accurate, objective, and reliable data on application of socio-cultural activity technologies; as well as study and analysis of social processes. Harmonization of educational paradigms has been also proposed as the main strategy for education development (Chermit et al. 2015; Susimenko et al. 2018). Accordingly, paradigmatic approach is considered as an effective methodological tool of historical and pedagogical analysis, making it possible to comprehensively understand and systematize multiple approaches to personality education. Besides, paradigms serves as key categories in the context of this approach, which are recognized as initial steady combinations of ideological, epistemological, anthropological, and social grounds that determine theory character of practice of personality education at one point under the conditions of pedagogical process

(Gross and Stevick 2015; Kasatkin and Silantieva 2017).

The methodological significance of the paradigmatic approach is that paradigms serve as scientific methods of educational process analysis, instruments for comparative study of scientific and pedagogical theories, and also approaches to improve education. However, there is a need to harmonize various methodological approaches for full-space designing of personality formation that leads to recognition of paradigmatic synthesis, as one of the most important conditions for increasing efficiency and quality of modern educational processes (Vykrushch 2017).

The concept of paradigmatic approach on the ground of interaction of theoretical and methodological concepts of civic culture formation in young generation is associated with formation of basic civic qualities of civic culture of the youth from the perspective of personal formations, which do not contradict each other; as well as pedagogical activity organization, from the perspective of expanding openness of the socio-cultural system in the presence of certain systemic social zones aimed at the process of cultural and educational design of personality

(Belentsov 2017; Matuszak et al. 2018). Paradigms thus represent connections linked with innovations in society.

### **Objectives**

This study aims to substantiate paradigmatic approach as a conceptual and technological-informative basis for civic culture formation in the youth.

### **METHODOLOGY**

Scientific analysis, abstraction, systematization and generalization of facts and concepts, methods of empirical data collection, expert evaluation, and diagnostic techniques were the research methods used in the present study. The experiment was carried out in the Federal State Educational Institution of Higher Professional Education “Kazan Law Institute of the Ministry of Internal Affairs of the Russian Federation” in the city of Kazan, Federal State Educational Institution of Higher Professional Education “Kazan State Institute of Culture”: Department of Social and Cultural Activities and Pedagogy. The study was conducted in three stages:

In the first stage; theoretical analysis of pedagogical, socio-cultural, socio-pedagogical, and methodological literature on the research problem was performed. At this stage, a paradigmatic methodology for a civic culture formation process in young generation through socio-cultural activities was developed. In the second stage; micro theories were studied in terms of phenomenological, interactionist, and ethnomethodological features to understand the perceptions of socio-cultural phenomena. Finally; operationalization, structuring, and quantification of the socio-cultural phenomena were carried out and the methodology was selected which was appropriate and justified in the context of the subject matter.

#### **Structure and Content of Paradigmatic Methodology of Civic Culture Formation Process in Young Generation Using Socio-cultural Activity**

A paradigmatic approach is connected with implementation of intra-systemic spheres of socio-cultural activity and design of multiplicity of young generation development prospects typi-

fied by civic landmarks. In this regard, new ways of transforming reality with actualization of value-based paradigm are used in terms of strategy simulations for the process of socio-cultural activity modernization. From this perspective, socio-cultural activity is considered as an integration of social and cultural, multi-level, as well as value-purpose objective implementation of people’s activities focused on deepening content of creative direction of learning and developing of cultural values. In this respect, the values of the organization of socio-cultural activities of young generation promote not only civic culture skills formation, but also combination of diverse social and cultural mutual influences on their social adaptation in a civic society. The socio-cultural environment is also projected as a sphere of socio-cultural competency of personality, connected with involvement of young generation in socio-cultural, educational, and pragmatic forms of social and cultural practices on the basis of innovative technologies, techniques, methods, forms, and conditions. The system of scientific views on organization of socio-cultural activities is correspondingly based on detachment of methodological, theoretical, and technological problems of organization of civic culture formation in young generation, which considers the implementation sphere of the pedagogical process as well as its regularities, and results. It is also focused on identification of social needs of young people, identification of social problems, definition of ways of socio-cultural improvement of personality, as well as possibilities of realizing its potentials and value orientations. It is also associated with substantiation of worldview of personality as well as development of strategies for social and psychological development, values, and ideals.

Creation of the socio-cultural space is thus aimed at providing an environment for formation of civic awareness in young people and also meeting various individual interests, requests and preferences of participants and their readiness to act for public interests.

#### **Implementation Phases of Paradigmatic Methodology of Civic Culture Formation in Young Generation Using Socio-cultural Activity**

The implementation phases of paradigmatic methodology of young generation civic culture

formation by means of socio-cultural activity presupposed the realization of the following experimental work:

- Expansion of socio-cultural openness involving certain system-related social zones;
- Elaboration of principles and functions of paradigm realization of young people's civic culture formation under the conditions of socio-cultural activities; and
- Use of socio-cultural technologies in the context of paradigmatic approach of civic culture formation of young people under the conditions of socio-cultural activities.

## RESULTS AND DISCUSSION

The system of civic culture formation is connected with regularity of development of aggregate of values and standards as well as regulation of relations between personality and society in the conditions of multi-level modeling of civic position formation of individuals in society's development (Khovanskaya 2017). Involvement of young experimental groups in regional forms of patriotic and civic upbringing is also connected with individual-differentiated approach (Alieva et al. 2019), implemented in the experiment based on the following positions: 1. Formation of individual psychological features of participants; 2. Combination of social and personal development of the youth on the basis of deepening their socio-cultural worldview and socio-cultural experience. 3. Activity-oriented focus of socio-cultural practices on assimilation of system of civic concepts. 4. Formation of individual personality needs. 5. High motivation for self-realization, socialization, and enculturation. 6. Formation of cognitive interest of personality in free time. 7. Increase in amount and complexity of necessary civic knowledge. 8. Harmonization of intellectual, emotional, spiritual, and physical capabilities of personality (Table 1).

### Stage of Forming Experiment

At this stage of the experiment, the structure of the participant's personality modeling was developed on the basis of the elaborated paradigmatic approach:

**Table 1: Dynamics of participants' civic culture structural indicators**

<i>Indicators</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
Socio-political activity	1200 ppl	1200 ppl	1119 ppl	1100 ppl
Participation in development and realization of targeted programs at federal and regional levels	75 ppl	33 ppl	12 ppl	48ppl
Social work	22 ppl	35 ppl	43 ppl	58ppl
Debate	43 ppl	28 ppl	38 ppl	51ppl

1. Personality worldview and civic positions
2. Personality socio-cultural characteristics
3. Stereotypes of ideation
4. Individual and psychological characteristics
5. Focus on process of structured actions and operations, directed towards achieving specific goals

The forming experiment was oriented towards realizing the needs of the youth in multi-level and diverse communication, information acquisition, and ability to present one's point of view in various spheres of socio-cultural practices (Table 2).

**Table 2: Dynamics of structural indicators of civic culture of participants at forming experiment stage**

<i>Indicators</i>	<i>2016</i>	<i>2017</i>
Socio-political activity	1225ppl	1228ppl
Participation in development and realization of targeted programs at federal and regional levels	52ppl	63ppl
Social work	68ppl	71ppl
Debate	62ppl	81ppl

### Intermediate Diagnosis

Development of civic consciousness of the youth in the experiment was going within the process of creating new connections on a public scale; that is, participation of young people in actions, forums, multimedia presentations, quests, flash mobs, and conferences.

### Final Diagnosis

The dynamics of variability in the civic culture of the participants in the experimental groups

**Table 3: Structural indicators of participants' civic culture**

<i>Structural indicators of personality</i>	<i>Experimental group No.1</i>	<i>Control group No. 1</i>	<i>Experimental group No. 2</i>	<i>Control group No. 2</i>
Worldview and civic positions of personality	68%	33%	69%	32%
Socio-cultural characteristics of personality	12%	5%	17%	8%
Stereotypes of ideation	33%	35%	38%	37%
Individual and psychological characteristics	42%	22%	48%	21%
Focus on process of structured actions and operations, oriented towards achieving specific goals	22%	8%	25%	11%

was associated with the changes in values and value orientations of the youth, formation of their civic positions on many issues, manifestations of civic initiatives, as well as understanding of civic concepts and terms; facilitated by the involvement of the young people in social events, youth forums, roundtables, science club meetings, participation in socio-cultural programs, as well as active and interactive forms (Table 3).

According to the results of the final diagnosis, the following conclusions were made:

- The formation of the civic culture in these young people is related to building elaborated models and their translation into socio-cultural practices on the basis of planning and realization of the detected paradigmatic patterns in socio-cultural activities;
- The proposed paradigms are considered as integral structural units in interdependence of all components of the developed system of the youth civic culture formation;
- The paradigmatic matrix of the experimental work is based on the system of technological process building of socio-cultural activities;
- The study is built on a strictly defined theory, determining socio-cultural practices through realization of traditions, which include valid civic code of conduct for the young generation, realization of civic values, as well as basic positions of socio-cultural science through "prism" of paradigmatic categories;
- The course of the paradigmatic principle of the young generation's civic culture formation develops towards their self-awareness of the content of civic activity and its meaning, and also towards their acceptance of modern socio-cultural tendencies in the contemporary development of the civic society;
- The adaptation of personality to social environment occurs through the key procedural aspects of socio-cultural activity.

The concept of paradigmatic approach is widely discussed in the works of Bondarevskaya (1999), Egorova (2006), Kukuev (2007), Ermolaeva (2008), Dombrovskaya (2013), Petrenko (2015), Dmitrenko et al. (2015); using various advanced paradigms of the social phenomenon, its structuring, as well as reduction to empirically verifiable concepts in the form of a system-forming principle.

However, the analysis of the scholarly works, devoted to the problem of paradigmatic approach, is debatable and leads to the conclusion that the paradigm is always based on some values, determining the amount of binary oppositions.

The socio-cultural activities of the participants were organized with the motivation of personality and social development. The main purpose was to realize the system of objective meanings and value orientations of the youth, as an important factor for formation of civic position of young people (Safina et al. 2015).

The effective technologies of civic culture formation in the youth were those based on the latest achievements in the sphere of communications, psychology, and personality activities (Fakhrutdinova and Kondrateva 2016). The socio-cultural activity of the participants in this study was also organized through reorientation of educational and creative processes; so that certain areas of knowledge could get new courses in the development, and also the sphere of youth activity could change and expand.

## CONCLUSION

The methodology of modern paradigmatic approach formulated in this study was based on realization of various focus areas and ideas of innovative development of the youth, related to historic and cultural education, socio-cultural development, information and educational de-

velopment, technogenesis, informational and awareness-raising componential content of personality development, multidisciplinary upbringing, as well as criteria-based approach to youth development.

Cognitive and technological rational of socio-cultural activity was also realized based on the integration of individual, social, and civil structures of personality connected with mediated individual forms of personality development in civil society in the conditions of projecting the multiplicity of social development zones with micro purposes and macro tasks.

The paradigmatic approach also allowed for substantiating the efficiency and the significance of socio-cultural practices through technological algorithms of organizing socio-cultural activities and social development of the participants in the context of socio-cultural control and correction of civil identification of personality.

### RECOMMENDATIONS

This study aims to substantiate paradigmatic approach as a conceptual and technologically-informative basis for civic culture formation in the youth. Future works can investigate different approaches on different cultures, also since the analysis of the scholarly works, devoted to the problem of paradigmatic approach, can be debated in further studies.

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