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DIAGNOSTICS OF THE LEVEL OF DEVELOPMENT OF CIVIC POSITION IN HIGH SCHOOL STUDENTS WITH DISABILITIES

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Abstract

Objective: Diagnostics of the level of development of civic position in high school students with disabilities. Methods: The research relies on general scientific methods of cognition, such as analysis, synthesis, comparison, generalization, as well as pedagogical experiment (ascertaining) and analysis of empirical data. Results: The conducted research allows the authors to obtain qualitative and quantitative data on the level of development of civic position in high school students with disabilities. Conclusions: The obtained data prove the assumption about the necessity of targeted civic education of high school students with disabilities aimed not only at their enrichment with knowledge and skills in the sphere of civic studies but also at the development of steadfast civic position as an integrative personal quality, which is manifested in conducting civic activity. The article can be of interest to specialists and teachers of educational organizations who are concerned with the development of civic position in high school students with disabilities.

Keywords

Diagnostics – Civic position – High school students with disabilities

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Introduction

The problem of development of civic position in school students represents a large interdisciplinary issue. The phenomenon under examination is of interest from the perspective of philosophy, pedagogy, psychology, axiology and other scientific spheres, including specialized pedagogy and psychology. This interest is due to the role civic position plays in human life as one of the main personality traits encouraging successful socialization of both healthy and disabled people.

Civic position represents a dynamically developing set of personal features possessed by a citizen, aimed at constructive development of society, state and the person themselves as their part and manifested in readiness for engaging in civic activity. When all students are provided with equal access to education with due regard for the diversity of special educational needs and individual abilities (inclusive education), the majority of students with disabilities show a lack of development of the set of personality traits that characterize them as citizens, which negatively affects their social adaptation and integration in general. This is caused by their physical and/or psychological developmental disorders¹.

In the framework of current educational practices, the activities aimed at the development of civic position have become large-scale as a result of the creative attitude and initiatives of teachers, as well as requirements set out in regulatory documents that reflect the social demand in the sphere of education. At the same time, the process of development of civic position in the younger generation is difficult and controversial. This process is especially relevant in the context of inclusive education in connection with the diversity of students.

Productive implementation of this activity is impossible without high quality organizational and methodological support². However, in professional literature, there are very few scientific and methodological recommendations regarding the development of civic position in students with disabilities. Besides, the technology behind the corresponding process in the context of work with the above-mentioned category of students has not been developed yet.

The relevance of the indicated problem has determined the aim of this work, which is to plan and implement diagnostics of the level of development of civic position in high school students with disabilities and interpret the obtained data.

Literature overview

The phenomenon of civic position has been studied at different times by Russian and foreign scholars: philosophers, educators, and psychologists, such as A. G. Asmolov, L. N. Bogolyubov, L. S. Vygotskii, S. I. Gessen, M. S. Kagan, V. A. Karakovskii, I. S. Kon, V. Krysyak, A. N. Leontev, I. T. Frolov, E. Fromm and others.

Analysis of theoretical sources and encyclopedic dictionaries testifies to the insufficient degree of exploration of the category “civic position”. Many encyclopedic

¹ The Federal Law 273 “On Education in the Russian Federation”. December 29, 2012 Available at: <http://zakon-ob-obrazovanii.ru/2.html>

² V. I. Dahl, The Online Explanatory Dictionary of the Living Great Russian Language. Available at: <https://www.slovardalja.net/letter.php>

dictionaries duplicate each other and are confined to the examination of such concepts as “civic education”, “civil unrest” and “civic spirit”³.

The Russian word “grazhdanin” [citizen] originates from the Latin word “civis”, which means “a citizen”, “a subject”. In the Explanatory Dictionary of the Living Great Russian Language by Vladimir Dahl there are a few definitions of the word “grazhdanin”: 1) “A city dweller, townsman, inhabitant of a suburb. A member of a community or group of people under common administration”; 2) “Every person comprising a certain people, territory or state. A merchant, bourgeois or factory worker registered with a certain city is called a citizen of the corresponding people”⁴.

In the modern context, this concept is associated with such qualities as proactivity, independence, the ability to consciously carry out specific forms of human activity oriented towards society, state and the person’s own self. The term “citizen” is usually viewed from the legal rather than pedagogical perspective.

We have developed our own definition of the word “citizen” based on the above-mentioned definition given by V.I. Dahl and the definition of the word “grazhdanstvo” [citizenship] provided by the Encyclopedic Dictionary “Constitutions of the Russian Federation”⁵ as “a stable legal connection between a person and state, person’s affiliation with the state expressed in the set of their mutual rights and duties, serving as a prerequisite and basis for a citizen’s legal status”. Thus, a citizen is a person who identifies themselves with society and state due to certain characteristics, maintains and develops strong cultural ties with these institutions, which are expressed in mutual rights and duties and encourage progressive development of individuals, on the one hand, and state and society in general, on the other hand⁶.

Speaking of a citizen as a personality, it is important to mention the characteristics attributed to such a person. From the perspective of etymology, the closest personal feature of a citizen is civic consciousness (“grazhdanstvennost”) (A. G. Asmolov, O. S. Gazman, V. N. Myasishchev, E. I. Isaev, V. A. Slastenin, V. I. Slobodchikov and others)⁷. For example, G. Ya. Grevtseva and T. A. Sukhareva define civic consciousness as a set of civic qualities (including civic responsibility, civic engagement, civic duty, patriotism, independence of views, tolerance, respecting and accepting one’s rights and duties, respect for the national law, civic awareness, and civic maturity), which underlies civic position of school students and their readiness for conducting civic activities⁸.

³ I. L. Kairov y F. P. Perov, *Pedagogicheskaya entsiklopediya* (Moscow, Sovetskaya entsiklopediya, 1965); B. M. Bim-Bad, *Pedagogicheskii entsiklopedicheskii slovar* (Moscow, Bolshaya Rossiiskaya entsiklopediya, 2003) y *Rossiiskaya pedagogicheskaya entsiklopediya on-lain*. Available at: https://www.gumer.info/bibliotek_Buks/Pedagog/russpenc/

⁴ V. I. Dahl, *The Online Explanatory Dictionary of the Living Great Russian Language*. Available at: <https://www.slovardalja.net/letter.php>

⁵ Encyclopedic Dictionary “Constitutions of the Russian Federation” Available at: <http://slovari.yandex.ru/dict/konst/article/const/19001/00050.htm>.

⁶ T. A. Mikheikina, *Formirovanie grazhdanskoi pozitsii shkolnikov internatnykh uchrezhdenii*. PhD thesis in Pedagogy (Saransk, Mordovia State Pedagogical Institute, 2019). Available at: <https://www.dissercat.com/content/formirovanie-grazhdanskoi-pozitsii-starsheklassnikov-internatnykh-uchrezhdenii>

⁷ T. A. Mikheikina, *Formirovanie grazhdanskoi pozitsii shkolnikov...*

⁸ G. Ya. Grevtseva, *Grazhdanskoe vospitanie kak faktor sotsializatsii shkolnikov*. Abstract of a PhD thesis in Pedagogy. 13.00.01. Grevtseva Gulsina Yakupovna, Chelyabinsk, (2006) y T. A.

Analysis of pedagogical literature shows that a few researchers (L. N. Bogolyubov, I. P. Podlasyi and others) identify such concepts as “civic position” and “civic consciousness”⁹. For example, in the book “Pedagogy” edited by I. P. Podlasyi, these concepts are considered to be equivalent. Both terms are defined by the author as “a social quality of personality manifested in personal involvement in everything taking place in society, in the country and in the world”¹⁰.

There are still different approaches to defining the concept “civic position” in modern Russian science and the process of clarification of the scientific termbase continues.

Analysis of scientific literature has allowed us to identify various approaches to understanding the essential foundations of civic position shared by a certain individual: from the perspective of personal characteristics, personal education, personal integrity, a set of civic or moral characteristics, civic qualities or behavior. Although these approaches are reasonable, in our opinion, the main essential feature of this category has not been identified. As a result, this concept lacks precision, which means that the process of the actual development of civic position can be fraught with difficulties¹¹.

On the basis of analysis of literature on the examined problem, we shall understand civic position as a dynamically developing set of personal features possessed by a citizen, aimed at constructive development of society, state and the person themselves as their part and manifested in readiness for engaging in civic activity¹².

After providing a definition of civic position from the perspective of constructive development of society, state and oneself as their part, let us consider its functions with regard to education¹³: the objective practical function of civic position ensures the orientation of the goals pursued by the educational process towards the development of civic position in school students in the context of cooperation and provides the teaching activity with objective nature; the cognitive prognostic function of civic position helps to avoid the situation of incomprehension of one’s own self, when “personal implications cannot be matched with objective meanings adequately reflecting them and so they start to exist as if in the ‘wrong clothes’”; the socio-cultural function results from the socially significant character of civic position.

The priority of a certain function depends, on the one hand, on the degree of development of knowledge, interests and needs in school students, due to which civic

Sukhareva, *Vospitanie grazhdanskoi pozitsii shkolnikov v deyatelnosti molodezhnykh obshchestvennykh obedinenii*. PhD thesis in Pedagogy (Chelyabinsk, 2008).

⁹ T. A. Mikheikina, *Formirovanie grazhdanskoi pozitsii shkolnikov internatnykh uchrezhdenii*. PhD thesis in Pedagogy (Saransk, Mordovia State Pedagogical Institute, 2019). Available at: <https://www.dissercat.com/content/formirovanie-grazhdanskoi-pozitsii-starsheklassnikov-internatnykh-uchrezhdenii-y-i-p-podlasyi-pedagogika>. A textbook for students of higher educational institutions (Moscow: Vldos, 200). Available at: <http://www.cross-kpk.ru/ims/ims%202014/3/files/Подласый%20И.П.%20Педагогика.pdf>

¹⁰ I. P. Podlasyi, *Pedagogika. A textbook for students...*

¹¹ T. A. Mikheikina, *Formirovanie grazhdanskoi pozitsii shkolnikov...*

¹² T. A. Mikheikina, *Formirovanie grazhdanskoi pozitsii shkolnikov...*

¹³ A. S. Igonin, “Formirovanie grazhdanskoi pozitsii budushchikh uchitelei k detyam s ogranichennymi vozmozhnostyami zdorovya”, *Russian scientific journal*, num 2 Vol: 33 (2013): 30-32 y T. A. Mikheikina, *Formirovanie grazhdanskoi pozitsii shkolnikov...*

position is formed, and, on the other hand, on the conditions that influence its development. The above-mentioned functions help us to identify the content and structure of personal civic position.

The following scholars have tried to structure civic position: G. Akhmetzhanova, Z. P. Krasnook, a Polish scholar V. Krysyak, I. V. Molodtsova, R. Salikhova, E. P. Strelnikova, I. L. Sudakova, and A. F. Shamich¹⁴.

D. M. Kirillov suggests considering the following categories as indicators of the level of development of civic position and specification of the tasks performed by educational institutions in the sphere of development of this quality: the exhaustiveness of knowledge about civic duty and responsibility; the consistency of knowledge about civic duty and responsibility as important values of civil society; the nature of students' attitude to civic duty and civic responsibility; searching for and realizing the personal significance of duty and responsibility; the forecast of socially acceptable actions¹⁵.

Relying on the research carried out by Z. S. Mazyr¹⁶, we believe that in the course of developing civic position in school students, it is important to keep in mind those spheres of social activity which determine participation of each individual in the life of society and state in general, namely the political, legal, social and personal spheres.

They can be observed through the following activities: participation in elections, taking part in the events conducted by nongovernmental organizations (in the sphere of regional history, sports, etc.), local government, including school governance, and one's personal law-abiding behavior.

Based on the scope of activity of a certain citizen, the structure of civic position can be represented as a combination of three components (Figure 1): political, legal, social and personal.

The following elements can be viewed as indicators of development of these components: cognitive (knowledge in the sphere of civic education), emotional-evaluative (assessment and value attitude as an integral part of perception and living together with other people in the social context), motivational (the need to acquire knowledge in the sphere of civic issues) and reflective-activity (comprehension of the practical application of knowledge) elements.

The political and legal component of civic position has been quite closely examined by L. N. Bogolyubov, T. V. Bolotin, A. V. Mudrik, S. Shekhter and N. I. Eliasberg. Researchers think that it includes knowledge about democracy, rights and duties of a citizen, main legal documents and laws and the need to acquire such knowledge, the ability to compare information from different sources and the mass media and draw independent conclusions, analyze texts of regulatory documents from the perspective of implementation and protection of human rights, express one's point of view using legal regulations, as well as readiness for practical actions while performing two social roles – a law-abiding citizen and a consumer.

¹⁴ T. A. Mikheikina. Formirovanie grazhdanskoi pozitsii shkolnikov internatnykh...

¹⁵ A. S. Igonin, Formirovanie grazhdanskoi pozitsii...

¹⁶ Z. S. Mazyr, Formirovanie grazhdanskoi kompetentnosti uchashchikhsya v protsesse obucheniya v shkole. Abstract of a PhD thesis in Pedagogy (Samara, 2005).

This component of civic position encourages the development of positive legal consciousness in school students, as well as the experience of active and competent participation (behavior) of a citizen in a democratic society.

We determined the structure of the social component of civic position on the basis of the idea that participation in social life is a crucial element of civil society and state in general. We studied works by I. P. Ivanov, Z. S. Mazyr, S. Shekhter, M. A. Yakobson and N. Yu. Yashina and selected the following indicators of the social component necessary for implementation of the civic roles performed by members of non-governmental organizations: knowledge about civil society and its institutions, specific features of social policy and its development, as well as local governance, and the need to acquire and apply such knowledge; the ability to cooperate and work with other people within groups and organizations in order to achieve common goals, communicate ideas about tasks and problems faced by the group or organization clearly, be tolerant towards other opinions and work to support personal interests; readiness to develop a strategy suitable for a certain situation, identify and use the established procedures for conflict resolution in government agencies or organizations.

Considering the personal component of civic position, many researchers (L. N. Bogolyubov, G. Ya. Grevtseva, S. V. Mitrosenko, I. P. Podlasyi, V. A. Slastenin, V. V. Stolin, E. P. Strelnikova, I. L. Sudakova, A. F. Shamich) believe that it suggests possessing the knowledge about the hierarchy of universal human values, the specific features of their formation and manifestation and the identification of one's social value and the meaning of one's life, the ability to defend one's own viewpoint, assess one's actions and behavior in general against the accepted social norms, form and change one's ideas about one's own future, present and past through personal self-consciousness, the need to acquire knowledge and apply it in practice, as well as the readiness to express one's civic position, defend one's viewpoint and fulfill oneself as a citizen.

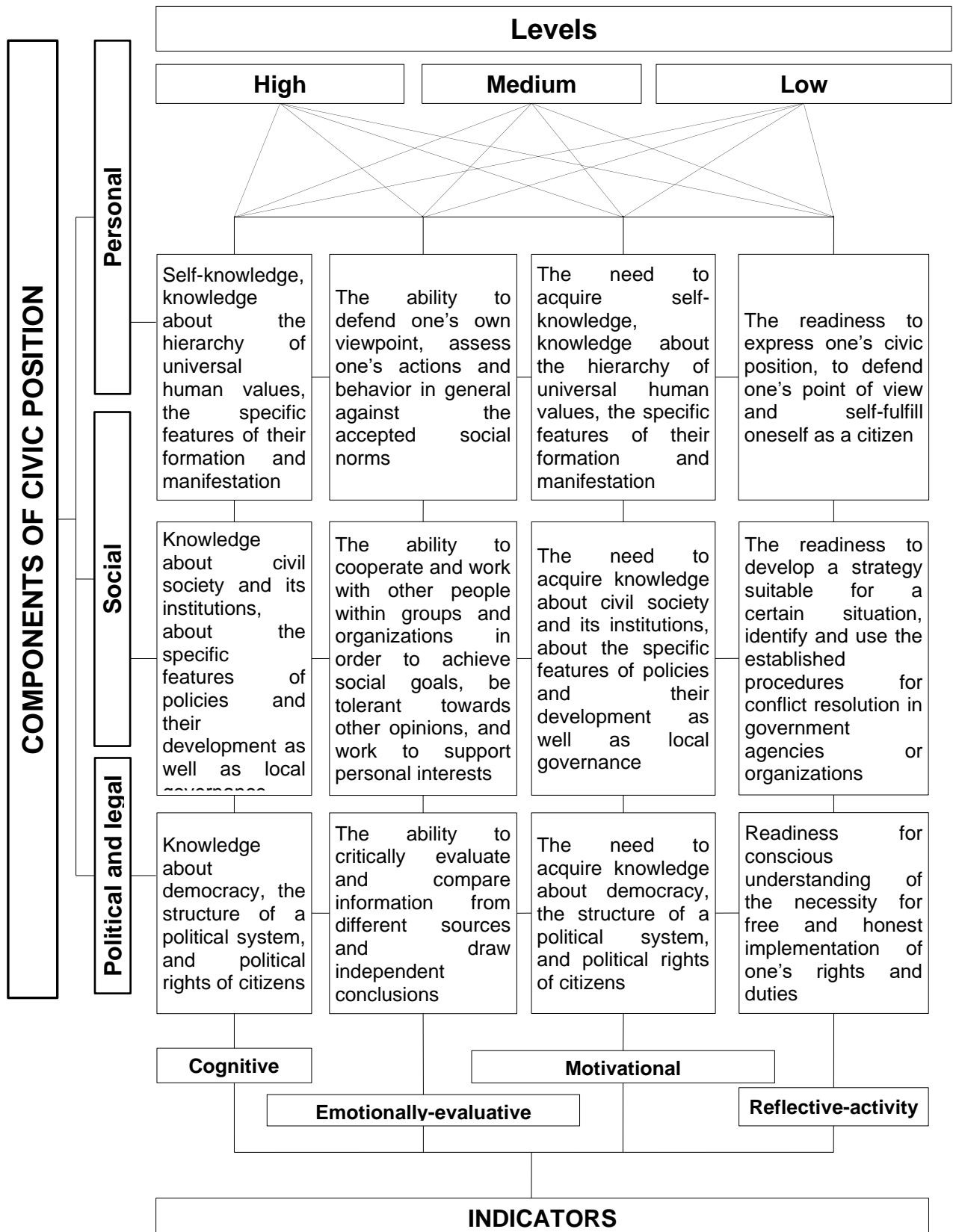


Figure 1
The structural components of civic position

Therefore, the content characteristics of the components comprising civic position allowed us to identify a set of their constituents, which, in their turn, serve as indicators of the degree of development of civic position in school students. Using these indicators, we identified three degrees of development of this quality in school students.

The low (reproductive) degree is characterized by an unsatisfactory level of theoretical civic knowledge (school students hardly know the structure of the political system or political rights of citizens; they possess only scarce information about civil society and its institutions, about the specific features of policies and their development, as well as local governance; they have no idea about the hierarchy of universal human values, the specific features of their formation and manifestation), students lack the need to express their civic position, the ability and readiness to carry out civic activities.

The medium (algorithmic) degree is characterized by a sufficient level of theoretical civic knowledge (school students can practically navigate through the structure of the political system and the political rights of citizens; they possess knowledge about civil society and its institutions, about the specific features of policies and their development as well as local governance; they have an incomplete idea about the hierarchy of universal human values, the specific features of their formation and manifestation), students have the need to express their civic position, but lack the ability and readiness to carry out civic activities.

The high (creative) degree is characterized by a high level of theoretical civic knowledge (school students freely navigate through the structure of the political system and the political rights of citizens; they possess knowledge about civil society and its institutions, about the specific features of policies and their development as well as local governance and the hierarchy of universal human values, the specific features of their formation and manifestation), students have a strong need to express their civic position, the ability and readiness to carry out civic activities.

In the context of this research, the problem of developing civic position in the younger generation is of special importance, in particular as far as high school students with disabilities are concerned. Resolution of this important socio-pedagogical problem touches upon some urgent issues existing in society and education since in the current conditions encouraging the development of the rule of law and civil society, the country needs people who are capable of independent behavior in the political, legal and social spheres, who treat civic engagement as a prerequisite for personal and social welfare and a standard of conduct.

T. M. Abramyan addressed the issue of formation of civic position as “an essential structure of personality” within pedagogical science and associated the position shared by a person with their activity in all spheres of social life: studies, communication and work. T. I. Kobeleva believes that gaining the experience of personal participation in positive transformations taking place in society by the younger generation encourages development and reflection on one’s own attitude to the outside world, other people, one’s own self and development of a citizen’s individual stand¹⁷.

In the course of examination of the issue of developing civic position in school students, we generally relied on the modern understanding of this phenomenon. The

¹⁷ T. A. Mikheikina, Formirovanie grazhdanskoi pozitsii shkolnikov internatnykh...

current paradigm of education focuses on the readiness of young people who graduate from school to make independent decisions in different life situations, predict possible consequences of such decisions and take personal responsibility for both one's own welfare and the welfare of the whole society and state, which actually determines individual civic position.

The process of development of civic position in students takes place in different age periods. At primary school, children get the basic ideas about the norms of human behavior that are by their nature close to the personal quality of patriotism and are manifested in the attitude to one's small motherland. At middle school, students acquire the necessary knowledge and skills in the sphere of universal human values. At high school, they master civic activities, in the course of which they find socially significant personal goals and start searching for adequate socially appropriate forms and types of activities, developing their individual civic position.

It is at high school that adolescents' personalities develop intensively, their intellectual and moral abilities and opportunities grow and their character is formed. Novelties that emerged over the teenage years become entrenched as stable characteristics. School students' longing for respect and recognition by their peers makes them sensitive to their opinions, remarks and offenses and arise their desire to become better. They want to influence their peers and train each other in terms of ethics and morals to the full extent by setting forth a system of requirements that must be strictly followed. Prevailing orientation towards peers and an increased need in communication give an opportunity to develop such personal traits as a conscious combination of personal, collective and social interests, taking responsibility for one's actions, mutual help and tolerance.

Development of civic position in children with disabilities is fraught with difficulties due to their individual and typological developmental disorders.

The category of children with disabilities is extremely nonhomogeneous. First and foremost, it is caused by the fact that this category includes children with different developmental disorders:

- disabled children with significant dysfunctions leading to a social handicap and maladaptation as a result of growth disorders, neuropsychic and physical abnormalities, chronic diseases, congenital malformations and traumas;

- children with developmental disorders who experience deviations from normal development of psychic functions as a result of congenital deficiencies or acquired damage to sense organs, the locomotive system or central nervous system;

- children with minimal or partial disorders: with hearing, eyesight or speech disorders, light forms of mental retardation, pedagogically neglected children, those with negative mental states, with psychopathy-like behavior forms, hyperactive children, those suffering from attention deficit disorder, showing initial presentation of mental disorders, with light manifestations of motor impairments, or with minimal brain dysfunctions.

Mainly there are children who experience deviations from normal development of psychic functions as a result of congenital deficiencies or acquired damage to sense organs, the locomotive system or central nervous system. In some cases, developmental

disorders may be caused by micro social-environmental reasons not connected with analyzer or central nervous system pathologies. Scholars qualify unfavorable forms of family upbringing, social and emotional deprivation, etc. as such factors¹⁸.

The problem of developing civic position in people with disabilities has been addressed in individual research and corresponding works: development of future teachers' civic position in respect of children with disabilities¹⁹, development of socio-civic qualities in children with disabilities by means of an interactive correctional and encouraging environment²⁰, development of moral orientations in school students in an inclusive educational environment, etc. The absence of thorough research into the topic adds to its relevance. Due to the diverse character of disorders faced by people with disabilities, the whole process of personality formation is significantly different: the psychophysiological features of development make it difficult to satisfy teenagers' needs for comprehensive personality development, creating certain barriers for entering the modern world and getting acquainted with values through extending the ideas about one's native land.

In our opinion, the most important and, at the same time, a challenging problem is the formation of motives for making the decision to take part in social life, including worldview as the strongest motive for children with disabilities due to individual features of their psychophysiological development. This process is based on the development of modern views on cultural and historical roots of the political culture in general and social phenomena in particular. Besides, it includes the formation of one's own principles and views. The problem of motivation for choice and behavior is one of the most challenging issues even for normally developing children. Motivation is a key part of any activity. A motive represents a bridge between self-awareness and activity. Therefore, in the context of inclusive education, the educational process should be based on the goals and motives that stimulate school students to take part in civic activity and lead to acquiring and mastering the skills and knowledge in this sphere. Judging by changes of motives, it is possible to make conclusions about changes in personal characteristics, such as individual views, one's standpoint in general and the civic position in particular. In terms of developing civic position, the level of awareness of one's motives is important, since by raising it, it is possible to influence the transformation of the motivational sphere. These changes are reflected in a person's behavior and activities. School students' motives for taking part in the social life of their school form their self-perception as social activists, their attitude to other members of society and state in general. Lack of motivation for any activity leads to losing interest in it and later to total refusal to do it. It reduces personal responsibility for oneself and the performed task, resulting in a formalist approach to things.

Therefore, nowadays, society faces a serious challenge concerning not only providing accessible inclusive education to such a diverse category of children but also their preparation for entering society with an adequate stable civic position.

¹⁸ L. M. Shipitsyna, Psikhologo-mediko-pedagogicheskaya konsultatsiya. Methodological recommendations (Petersburg: Piter, 1999).

¹⁹ A. S. Igonin, Formirovanie grazhdanskoi pozitsii...

²⁰ A. V. Kulagin, Formirovanie sotsialno-grazhdanskikh kachestv u detei s OVZ posredstvom interaktivnoi korrektsionno-razvivayushchei sredy. The social environment as a factor of civic education: materials of the All-Russian research and practice conference with international participation. (Arzamas: Arzamas Branch of Nizhny Novgorod State University (2017): 172–179. Available at: <https://elibrary.ru/item.asp?id=35347091>

It seems reasonable to assume that it is impossible to establish the high-quality organization and implementation of the process of developing civic position in high school students with disabilities without identification of the initial current degree of development of civic position in this category of students. Thus, the present research was carried out to this end.

Methods

Diagnostic research was based on the analytical data received in the course of psycho-pedagogical research on the examined problem, empirical methods (pedagogical experiment (ascertaining)) and data processing methods (quantitative and qualitative analysis).

Diagnostics of the level of development of civic position in high school students with disabilities was conducted at municipal educational institutions in Saransk, Russia: Secondary School no. 3, Secondary School no. 5, Secondary School no. 8, Secondary School no. 22, Secondary School no. 23, Secondary School no. 25, Secondary School no. 33, and also Secondary School no. 9 in Ruzaevka. In total, 50 students of 9–11th grades with disabilities took part in the experiment.

The main tasks of the ascertaining stage of the experiment were the following: analysis of educational courses containing information about civil society, examination of students' ideas about civic position as a set of personal traits of a citizen; identification of the initial levels of development of the cognitive, motivational, emotional-evaluative, and reflective-activity indicators of the political, legal, social and personal components of school students' civic position²¹.

In order to accomplish these tasks, we used a set of diagnostic procedures that included a few groups of methods.

The first group of methods focused on the identification of the cognitive indicator of civic position and involved using questionnaires.

The second group of diagnostic procedures focused on the identification of the motivational indicator. In order to accomplish this task, we used the following methods: "Characteristics of personal civic position" — filling out an evaluation form with the above-mentioned personal characteristics taking into account the evaluation criteria²²; the method developed by O. Reshetnikov, which we adapted to identify correspondence between school students' decision to take part in the social life of their school and the motivation for such a decision²³.

The third group of diagnostic procedures focused on the identification of the emotional-evaluative indicator. In order to identify to which extent school students are able to correlate the acquired knowledge about civic issues with their emotions and evaluations, we used a reflective writing task based on the description of one's reflections on the

²¹ I. A. Neyasova; R. R. Nasibullov y V. Kh. Adilova, "Diagnostics of Elementary School Children Social Representations, Concepts, Knowledge Development Level", *International Journal of Environmental and Science Education*, Vol: 11 num 3 (2016): 299–308.

²² T. A. Mikheikina, *Formirovanie grazhdanskoi pozitsii shkolnikov internatnykh...*

²³ T. A. Mikheikina, *Formirovanie grazhdanskoi pozitsii shkolnikov internatnykh...*

suggested topic, namely their values-based attitude to state, society and one's own self as a citizen. However, the results of such type of survey largely depend on the adequacy of respondents' self-esteem, which is why the data obtained by means of this method were supported by the results provided by other methods ("Unfinished sentences", "Research into the motives for making the decision of taking part in the social life of school" and "Characteristics of one's individual civic position").

The fourth group of diagnostic procedures focused on the identification of the reflective-activity indicator. In order to accomplish this goal, we used specially designed tasks oriented towards identification of the level of development of study skills, such as the ability to determine the value of civic position in three spheres of citizen activity, the ability to analyze the identified values of civic position, the ability to defend one's attitude to a problem in question and the ability to help others.

One of the problems faced by educational institutions that incorporate inclusive practices is represented by different educational backgrounds of students. Therefore, in one class students might: not be classmates from their first school year; belong to different categories of people with disabilities; have studied at primary schools in different kinds of areas (cities, towns, villages, etc.)²⁴.

Thus, the respondents had different educational platforms. We provided a solution to the identified problem by means of integration (creation of a unified close-knit team due to incorporation of elements of self-government, etc.) and individualization (creating a situation of full reflection, providing support to students when they are fulfilling assignments, etc.) of education. To achieve that, over the whole period of education, we used a single syllabus, a single set of training materials, methods and forms, the only difference being the level of complexity with a view of equalization of tasks and increasing the degree of their complexity²⁵.

Based on the combination of characteristics of civic position and the identified levels of it (Figure 1), we elaborated on the content of each level of development of the political, legal, social and personal components. The above-mentioned criteria also exist in three levels: high, medium and low. The high degree is characterized by students' ability to identify significant connections between concepts and make certain conclusions on the basis of such findings. The medium level suggests that students can see significant relations between concepts, but their identification is based not on the main criterion, which makes it more difficult to prove the validity of this criterion. The low level is characterized by possessing elementary skills in this sphere. The research included two stages. At the first stage, we carried out analysis of regulatory documents, training courses, textbooks and training materials containing information about civic issues. At the second stage we conducted diagnostics of the level of development of the cognitive, motivational, emotional-evaluative and reflective-activity indicators of the political, legal, social and personal components of civic position in school children with disabilities.

²⁴ E. V. Ezhovkina y N. V. Ryabova, "Psychological and pedagogic support of children with health limitations", *International Education Studies*, Vol: 8 num 4 (2015): 60-67 y N. V. Ryabova y T. A. Parfyonova, "Study of Personal and Social Adjustment Ability of the Disabled Pupils", *International Education Studies*, Vol: 8 num 5 (2015): 213-221.

²⁵ S. V. Arkhipova; O. S. Grishina; N. G. Minaeva y T. A. Mikheikina, "Formation of the connected speech of the young schoolchildren with mental fences with means of multiplication therapy", *Revista Inclusiones*, Vol: 6 Special (2019): 47-62.

Results and discussion

In order to accomplish the designated mission, we conducted analysis of regulatory documents, training courses, textbooks and training materials for the purpose of identification of the following parameters: the significance attached to the process of development of civic position; the principles of selection of training materials that help to reveal the essence of values important in civil society and develop a value-based attitude to them in school children; the degree to which training materials encourage students' activity in socially meaningful issues.

In this research, we mainly focused on such school subjects as Universal History (9th grade), Social Studies (9–11th grades), which look at the regulatory and legal sides of civic position, and History of Russia (9th grade), which covers the moral aspect of civic position.

Analysis of textbooks and training materials used within these courses showed that their content is oriented towards development of basic ideas about civic values and the role of a citizen in civil society, but they mainly focus on reproducing the acquired information by students. Diagnostic evaluations prevail over tasks that allow teachers to involve students into intense activity during the class.

Behind the abundance of information, such training materials often have fragmentary nature, since they do not provide a detailed description of many basic concepts. The materials do not suppose frequent practical examination of real-life socially significant situations either. Textbooks (“History of Russia” and “Social Studies”) and training materials (“The Person and Society”, “Civic Studies”, “The ABC of a Citizen”, “Politics and the Law”, etc.) lack the focus on developing a value-based attitude to civil society in school students or improving the skills of using the acquired knowledge in their everyday life when they encounter socially significant situations. As a rule, such materials contain texts that hardly meet the needs of students.

Analysis of textbooks and training materials has shown that do not always contain enough documentary and illustrative materials that would encourage detailed analytical examination of individual provisions and stimulate school students' activity. For instance, in the course of studying the Constitution of the Russian Federation, only 10–15% of the tasks help to solve this problem. The textbooks do not provide enough problem-based situations or examples from real life, practical solution of which during classes would encourage the development of a value-based attitude to civil society in high school students.

A characteristic feature of these textbooks is their focus either on criminal law or economics. What is not taken into account is that the development of civic position is founded on a value-based attitude to civil society and has a practical focus. In the context of the examined issue, special emphasis is placed on the relations between social, ethnic, confessional and political communities over the Russian history and the relations within the system “power — the person — society”. It should be noted that each book covers some of the above-mentioned aspects to a varying degree. Sets of questions and tasks are oriented towards the development of “superficial” evaluations in students. It is due to the principle of historicism in teaching the theory of state and law and the correspondence of a number of topics covered by the course in history, for example, the ones devoted to formation and development of the Russian state, with the purpose of studying the essential

legislative acts. The former provide students guidelines regarding the people of Russia, their role and place in integral global development. On the whole, the content of textual components, selection of documents and extracts from literary works, the system of questions and tasks in Russian history textbooks are only partially oriented towards the development of civic position in school students.

Identification of orientation towards the development of the examined personal feature in school students proclaimed by Federal State Education Standards of primary general education in respect of students with disabilities, programs, textbooks and training materials in social sciences and humanities enabled us to draw the following conclusions. Regulatory documents make provisions for the development of civic position in school students by means of social sciences and humanities. However, corresponding tasks aimed at implementation of this direction within particular courses have not been clearly outlined. Textbooks and training materials contain information that allows students to identify the essence of civil society, but the insufficient orientation of these materials towards development of civic position should also be noted. The sets of tasks suggested by textbooks and training materials mainly focus on stimulation of students' cognitive activity, while development of a value-based attitude to civil society in high school students is neglected²⁶.

As a result of actualization of knowledge about civic issues in the process of school students studying social sciences and humanities, we came to the conclusion that methods and forms of teaching classes do not always give an opportunity to stimulate students' activity in the sphere of attaching value to civic position.

Analysis of the results produced by the research into the level of development of civic position shows that in terms of completeness and consistency of knowledge school students demonstrate only a low level of the cognitive indicator. They understand the concept of state better, which, in our opinion, is explained by the fact that this concept is given priority throughout the learning process. The low index of consistency of knowledge (7.1%) proves the lack of skills to find correlations between concepts in high school students with disabilities.

When the questionnaire survey was conducted, we observed closer attention to the examined concepts on the part of students. They asked questions regarding these concepts, their purpose being not clarification in order to answer the questions of the questionnaire, but further conversation about the topic of interest. Comprehensive processing of the survey results showed that school students generally demonstrated a low level of knowledge in all three components of civic position — political, legal, social and personal: 65.1%, 72.3% and 82.5% respectively. These figures signify an unsatisfactory level of theoretical civic knowledge, which means that school students hardly understand the structure of the political system or political rights of citizens. They possess only scarce information about civil society and its institutions the specific features of policies and their development, as well as local governance. They have no idea about the hierarchy of universal human values and specific features of their formation and manifestation) and lack the need to express their civic position, the ability and readiness to carry out civic activities.

²⁶ N. N. Malofeev; E. L. Goncharova; O. S. Nikolskaya y O. I. Kukushkina, "Spetsialnyi federalnyi gosudarstvennyi standart obshchego obrazovaniya detei s ogranichennymi vozmozhnostyami zdorovya: osnovnye polozeniya kontseptsii", Defektologiya, num 1 (2009): 3–1.

Such qualities as civic responsibility, civic engagement, civic duty, patriotism, independence of views, tolerance, respecting and accepting one's rights and duties, respect for the national law, civic awareness and civic maturity were identified in the respondents in the course of diagnostics of the motivational indicator of civic position²⁷. For this purpose, we modified the method of diagnostics of personal characteristics typical of citizens. All the above-mentioned features were classified into four groups: the 1st group includes qualities reflecting universal human values of civic orientation (respect for human rights and freedoms; patriotism, honesty; respect for civil society institutions; tolerance, respect for national traditions); the 2nd group includes qualities related to personal characteristics of a citizen connected with mental processes (civic maturity; awareness; proactivity; will power); the 3rd group includes personal characteristics possessed by citizens (determination; responsibility; civic duty; independence of views); the 4th group includes specific skills manifested in the person's relations with other citizens (the ability to choose and defend civic position; respect for the national law; the ability to see the motivation behind an action; inventiveness while looking for a solution to everyday tasks).

The respondents were asked to complete evaluation forms with a list of the above-mentioned personal characteristics by ticking the correct statement: "I definitely possess this quality", "I may possess this quality", "I'm not sure", "I may not possess this quality", "I definitely do not possess this quality".

The resulting data were analyzed. First of all, it should be noted that in the first places of the overall rating there were personal characteristics from the first and second groups. Respect for human rights and freedoms, proactivity, patriotism, honesty and awareness were the qualities that students chose as the foundation for their future civic activity. This trend was also observed in the group rating, which we understand as a sign that these concepts have the most comprehensible definitions from the perspective of students with disabilities. Such characteristics as respect for the national law, independence of views, the ability to choose and defend civic position were the least popular among high school students. We assume that such distribution of ratings can be explained by the fact that the first two groups include personal qualities — both universal human values with a civic orientation and personal characteristics of a citizen connected with mental processes, while the above-mentioned qualities belong to the fourth group and require specific skills, which are manifested in the person's relation with other citizens.

Incorporation of self-diagnostics of personal characteristics necessary for conducting civic activities allows us not only to make conclusions about the degree of manifestation of characteristics from each group among the respondents but also helps us to follow the general dynamics of self-evaluation of one's civic position as a system of attitudes to state, society and oneself in terms of the suggested evaluation criteria.

The next stage of our experimental work involved the usage of the method developed by O. Reshetnikov for identification of the correspondence between school students' decision to take part in the social life of their school and the motivation for such a decision²⁸.

²⁷ G. Ya. Grevtseva, *Grazhdanskoe vospitanie kak faktor sotsializatsii shkolnikov*. Abstract of a PhD thesis in Pedagogy (Chelyabinsk, 2006): 17.

²⁸ T. A. Mikheikina, *Formirovanie grazhdanskoi pozitsii shkolnikov internatnykh...*

Judging by the results of the conducted work, the dominant motive for the decision made by school students to take part in their school's social life was vocational guidance (100%). This figure confirms one of the patterns of adolescence: the main (leading) type of activity during this period is defining one's professional identity. Such motives as self-expression, self-identification and organizing one's free time were ranked second (96%) by the school students. The third place in the hierarchy of motives belonged to the realization of personal potential (92%). Such motives as acquiring useful social and practical skills and fulfilling the social duty shared the next place in the ranking (80%). The motives with the lowest percentage included the following ones (in descending order): public recognition, sense of social significance; obtaining the experience of responsible leadership and social interaction; the ability to express one's civic position (the last one being of the highest interest for our experimental work). These characteristics scored 68%, 64% and 60% respectively. As we see it, these types of motives are the leading ones in the course of conducting civil activities. The low percentage of votes testifies to the immaturity of this motivational sphere in students with disabilities.

Analysis of the answers submitted by the respondents allows us to draw the following conclusion. Defining one's professional identity remains the main motive for making the decision to take part in the social life of their school due to students' orientation towards successful socialization. Along with that, organizing one's free time showed quite a high ranking. Thus, school students associate participation in social life with rest and carefree life, which testifies either to low students' awareness about this sphere or their unwillingness to take part in social life.

Based on the students' responses, the combination of characteristics of the motivational indicator of civic position and the identified levels of its development, we elaborated on the content of each level of development of the political, legal, social and personal components. The criterion for identification of the level of development of this indicator is the general need for obtaining and skillful application of knowledge about civic issues in the three spheres of citizen activity: at the level of government relations, social relations and at the personal level. The low level of development is characterized by the absence of the need for obtaining and application of knowledge about civic issues in all the three spheres of citizen activity. The medium level is characterized by a partial need for obtaining and application of knowledge about civic issues at the first two levels of citizen activity. The high level is characterized by a developed need for obtaining and skillful application of knowledge about civic issues in all the spheres of citizen activity.

Comprehensive processing of the survey results accounting for the motivational indicator of development of civic position showed that school students generally demonstrated a low level of knowledge in all three components of civic position: 73.8%, 78.6% and 76.2% respectively, which points to existence of a certain pattern in the degree of development of the cognitive indicator of civic position.

At the next stage of the experiment, the respondents were asked to write a reflective essay entitled "The values I share as a citizen". In this task, the students were asked to express their own selves taking into account the universal human values they shared, as well as their attitude to state and society with regard to their future activities as citizens.

As a result of poor mental activity, many of the respondents had difficulty doing this task. Thus, as far as this indicator is concerned, we received the following results. The

school students generally demonstrated a low level of knowledge in all three components of civic position: 54.0%, 76.2% and 64.3% respectively. In our opinion, students' statement suggests their internal psychological discomfort ("I want to be happy", "I want to be loved", the unwillingness "to be disillusioned", etc.). Analysis of the submitted works shows that students often mistake their wishes for reality: the wish to be successful is encouraged, but not many people can achieve it. On the one hand, it suggests that they want to be independent in the choice of their future life path. On the other hand, it implies that they want to fill an empty space ("to have a good family", "to have my own money", etc.).

Based on the combination of characteristics of the emotional-evaluative indicator of civic position and the identified levels of its development, we elaborated on the content of each level of development of the political, legal, social, and personal components. The criteria for identification of the level of development of this indicator are the general differentiated attitude to civic position and the character of emotional response to information about the value of civic position for the three spheres of citizen activity. The low level of development is characterized by an undifferentiated attitude to civic position and a negative attitude to all the three spheres of citizen activity. The medium level suggests a differentiated, unstable but positive emotional attitude to several spheres of citizen activity. The high level is characterized by a differentiated stable positive emotional attitude to all areas of citizen activity.

According to the results of the conducted research, the majority of school students (40 students, comprising 80% of the respondents) showed a low level of development of the motivational and emotional-evaluative indicators of the political, legal, social, and personal components, which can be explained by the specific features of development of the cognitive indicator of civic position.

Based on the analysis of students' responses, the combination of characteristics of the activity indicator of civic position and the identified levels of its development, we elaborated on the content of each level of development of the political, legal, social and personal components. The low level of the activity indicator of the political, legal, social and personal components is characterized by the inability to determine and analyze the value of civic position in all three spheres of citizen activity, the inability to defend one's own attitude to a certain issue and the ability to provide help to others, which we actually found — 73.0%, 76.2%, and 69.8% respectively. The medium level is characterized by a partial ability to determine the value of civic position in one or two spheres of civic activity, elementary analysis of the identified values of civic position, an inability to defend one's own attitude to a certain issue and the ability to provide help to others — 16.7%, 15.1% and 18.3% respectively. The high level of development of the activity indicator of civic position is characterized by skilled performance of all of the above-mentioned criteria — 10.3%, 8.7% and 11.9% respectively.

According to the results of the conducted research, the majority of school students showed a low level of development of the reflective-activity indicator of the political, legal, social and personal components, which can be explained by the specific features of development of the cognitive, motivational and emotional-evaluative indicators of the above-mentioned components of civic position. Upon completion of the research, all diagnostic results were summarized and the average values of all indicators of the three components were calculated. As a result, 71.7% of the school students showed a low degree of development of civic position, 18.0% — a medium level and 10.3% — a high level.

Conclusion

The conducted research aimed at diagnostics of the level of development of civic position in high school students with disabilities has shown that being an interdisciplinary concept, civic position is studied in modern science from the perspective of philosophy, sociology, pedagogy and psychology. Analysis of Russian scientific literature and real pedagogical experience of educational institutions suggests that up to now, development of civic position in high school students with disabilities has been neglected.

Development of the political, legal, social and personal components of civic position is reflected by the cognitive, motivational, emotional-evaluative and reflective-activity indicators.

Using the designed set of tools aimed at the identification of the above-mentioned indicators, we conducted research into the initial level of development of civic position in high school students with disabilities. It has been found that the cognitive, motivational, emotional-evaluative and reflective-activity indicators are at the following levels:

low – 66.1% (the political and legal component), 75.8% (the social component) and 73.2% (the personal component);

medium – 20.4% (the political and legal component), 16.9% (the social component) and 16.7% (the personal component);

high – 13.5% (the political and legal component), 7.3% (the social component) and 10.1% (the personal component).

Diagnostics of the initial level of development of civic position in high school students with disabilities has allowed us to ascertain that the majority of them possess a low level of development of the cognitive, motivational, emotional-evaluative and reflective-activity indicators of the political, legal, social and personal components comprising civic position. This fact testifies that civic position is not developed in the majority of high school students in the context of inclusive education. Therefore, they are not ready to take part in civic activities. As a result of conducting generalized analysis, we have found that the majority of school students possess a low level of development of civic position in terms of all indicators of each component – 13.5%, 7.3% and 10.1%, the indicators being inversely proportional to the selected levels. In our opinion, it is mainly due to the low level of development of the cognitive indicator of the political, legal, social and personal components of civic position. The obtained data prove our assumption about the necessity of targeted civic education of high school students with disabilities aimed not only at their enrichment with knowledge and skills in the sphere of civic studies but also at the development of steadfast civic position as an integrative personal quality, which is manifested in conducting civic activity.

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