

**FORMATION OF THE STUDENT'S PERSONALITY AS A DIDACTIC PROBLEM:
CONCEPTS, PROJECTS, PRACTICE**

**FORMAÇÃO DA PERSONALIDADE DO ESTUDANTE COMO PROBLEMA
DIDÁTICO: CONCEITOS, PROJETOS, PRÁTICA**

**FORMACIÓN DE LA PERSONALIDAD DEL ESTUDIANTE COMO PROBLEMA
DIDÁCTICO: CONCEPTOS, PROYECTOS, PRÁCTICA**

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Abstract: This paper presents the long-term research of the phenomenon of pedagogical upbringing as a didactic problem, as well as the ways and means of using the upbringing potential of the educational process in the formation of the basic structures of the modern student's personality - his worldview, culture, and experience. The authors define upbringing as the process of formation of basic structures of personality, and pedagogical upbringing – as the formally organized and curated pedagogical process aimed at formation of the basic structures of personality. This process is carried out through education and other activities appropriate to the modern education system. The defining characteristics of the pedagogical upbringing are its systematic nature and purposefulness. Based on the methodology of humanistic education, the authors propose the original solutions to the personality-forming tasks in the system of civic development of students through the work on cultural, ideological component of educational material at the lesson. The authors show their significant practical pedagogical results in collaboration with foreign and Russian scientists in the educational system in Tula region. They are: the strengthening of children and adult communities in the classroom and outside, development of the democratic bases of the educational process, overcoming the negative consequences of authoritarian upbringing, improvement of professional pedagogical culture of educators. Theoretical studies and experiments allowed influencing the development of innovative processes in educational institutions, improving the system of education management in the Tula region, and expanding the interdepartment cooperation in education. The paper describes the course of scientific research, its stages and results in detail. The used techniques are correlated with the goals and objectives of the study. Scientific novelty of this research is that it identifies the learning opportunities as a factor of the formation of the school upbringing system. It defines the principles and ways of integrating the subsystems of the school in a unified educational system, offers a theoretical didactic model of civil education of school students, and the formation of the culture of schools based on the principles of democratization and humanization of all processes. The practical significance consists in the fact that the research results can be applied to activities of different types of schools and to become the basis for their development and improvement. They also may aid the strengthening of the teaching community through enhancing the professional culture of teachers and leaders of the education system.

Keywords: upbringing, upbringing system, civil culture, integration of the subsystems of the school upbringing system, learning process, training.

Introduction.

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The modern school is becoming increasingly significant for the social sphere. Today it reflects the characteristic features of social life, such as broad opportunities of individual choice, the realization of personal professional and individual needs, the increasing role of the subject in fulfilling its own needs, and a variety of activity models.

Often, the innovative model of education are an attempt to find additional ways of the education for the young generation without ideological violence against the personality, beyond the administrative and command paradigm of controlling the development process. This happens primarily because of refusing the activities that traditionally found expression in the school upbringing. The upbringing was understood by teachers as the focus of an ideological "order" for the end product of education. The resulting situation has clearly identified the contradiction between the real lives of children with inherent volume of the contents, goals, values, and relationships and the model of life, which could be created by a single educational process only.

A significant stage in the development of modern Russian science of education was the theory of upbringing systems. This theory unified the objective goals of education with the personal meanings of children lives through creating a single educational collective of teachers and students. It also means the implementation of managing the development of child's personality. This process is holistic, humanistic in its objectives and content [20, pp. 210–214].

Study of the role and place of extracurricular activities in the formation and development of the upbringing system has greatly enriched the theory of education in recent years. The experience of functioning of upbringing systems (extracurricular activity became their basis for development) justifies the broad opportunities of school in the development of humanistic relations within the collective and in the creation of a unified community of teachers and learners, strengthening the democratic principles of education [20, p. 240].

Against this background, the lack of scientific basis for the development of ways and conditions for the transformation of education into a factor of formation and development of the school upbringing system became clear. Training, objectively being one of the leading activities of teachers and school students, required a wide and diverse studies in terms of the theory of upbringing systems.

There is a contradiction between the real place and role of the learning process in school activities and the life of the child (learner), and the degree of elaboration of the didactic problems concerning the subsystems of the school upbringing system in modern pedagogy.

The ideology of training in the theory of upbringing systems incorporates many years of diverse and multi-scale the experience of advanced domestic and world pedagogical science and practice. The greatest interest in this context is drawn to the theories of developmental problem-based training (V. V. Davydov, I. Ya. Lerner, L. V. Zankov, et al.) [4, p. 123; 5, p. 312; 17, p. 34;]. They proposed the concept of education for the development of child's personality, which was opposite to the conservative school concept. The new theory was developed for the sake of child's intellectual, moral, emotional spheres; it enriched practical pedagogy with new technologies for implementing these ideas. All studies in this area somehow contribute to revealing the hidden opportunities of the learning process, enrich the actual practice of schools, and promote its connection with real life.

In this regard, finding the pedagogical bases, ways and conditions for training's becoming an integral part of the school upbringing system or acting as a core factor remains a relevant problem of pedagogy at the present stage of school development.

Thus, the aim of this study was the identification and theoretical disclosure of personality-forming upbringing potential of modern educational process, as well as the ways and conditions under which it could be a factor of formation and development of the school upbringing system.

The authors assumed that learning may become a basis for the formation and development of the school upbringing system, if the training acts as

- lifestyle of students, integrating the play, work, creativity, personal meanings, and professional orientation;
- a way to master the culture of modernity and cultural tradition;
- a source of various real-life experience for students.

Under these conditions, the learning process becomes a fully realized didactic subsystem of the school upbringing system. [7, p. 10]

Following on from the basic provisions of the conducted research, the authors carried out the conceptualization and technological support of civil education, formation of the experience and culture of the civil activities and civil relations among students during the learning process and beyond it as an independent direction of scientific theoretical and practical developments in education.

Materials and methods.

The study involved the following research methods: pedagogical experiment; design and modeling of the educational space; socio-pedagogical forecasting; pedagogical observation; analysis of teaching experience; synthesis of scientific observations over the

progress of the educational process in schools of the Tula region of the RF; statistical methods of data processing.

The first stage of the study (1997–2003) defined the educational institutions of Tula and the Tula region were to be the basic testing sites for pedagogical approaches to the transformation of the learning process into a subsystem of the school upbringing system. The experiment involved the establishment of the pedagogical conditions presented in the hypothesis of the study, which involved the development of upbringing systems based on learning as a core factor.

The second stage (2003 – 2013) focused on the development of the ideology and technology of civil education of school students as an integrating factor in the process of the school upbringing system development. The Russian-Canadian project "Civil education and democratization of Russia" (University of Calgary, Toronto, Canada – the Gorbachev Foundation, Russia) launched theoretical and practical work on creating the system of formation of civil culture of the school student's personality with the account of modern social, political and economic circumstances. The pedagogical experiment involved 1500 students and 700 teachers of schools in the region. On the basis of the developed criteria base, the authors carried out the analysis of the development level of civil and legal educational space a particular educational institution, as well as the civil culture of school students. The implementation was also carried out.

A series of instructional and methodological meetings on explaining the ideas and principles of experimental activities based on the guidelines developed by scientific and pedagogical concepts and models of civil and legal educational space of educational institutions were carried out for the teachers' collectives. The authors made a representative sampling of classes and teacher, who participated in the experiment. The interviews were also been conducted with this group of teachers. The meetings of the pedagogical Councils, during which the teachers made the necessary organizational and pedagogical decisions on the participation of schools in the experiment, were held.

Results.

The authors elaborated and implemented the following models of the school upbringing system based on learning as a core factor: "The school of individual choice" (schools №31, №36 of the city of Tula), "Motherly school" (kindergarten-school for children with developmental acceleration in cognition, Tula), "Gifted children" (gymnasium No. 20 in the city of Donskoy, Tula region), "Pedagogical gymnasium" (school №54 of the city of Tula),

"Russian folk school" (school of Volovsky district of the Tula region), "School of culture" (Selivanovskaya secondary school of the Shchekinsky district of the Tula region), etc. The implementation of the experimental models was accompanied by the development of the examples of lessons, extra-curricular upbringing activities, the professional development of teachers in selecting the content, methods, ways and means of training, and the ideology and technologies of the educational process in general. Special attention was drawn to the development of interdisciplinary (philosophical, cultural) component of the content of education for revealing the hidden educational potential of the learning material, strengthening the connection of education with the personal meaning of students, enriching their experience, the development of their worldview as the core of individual culture [14, p. 29].

Theoretical and practical results of the first stage are described in the doctoral dissertation of O.V. Zaslavskaya "The learning process and its function in the formation and development of the school upbringing system". The dissertation was successfully defended in the dissertation Council of the Russian Academy of Education [6]. The candidate dissertation of O.E. Sal'nikova "Ways and conditions to select the educational content in culture-conformable didactic systems" also present some results of the first stage of research [21].

The authors developed and implemented programs to improve professional qualification of teachers and heads of educational institutions of the Tula region on the following topics: "The formation of civil and legal educational space of an educational institution: theoretical and methodological aspect", "School student's civil culture as a socio-pedagogical problem". The teachers and managers formed their knowledge on the new pedagogical categories and concepts (like "civil experience", "civil relations in the educational process", "civil and legal space of educational institution", etc.) during the training. The presentations of innovative pedagogical technologies of civil education for school students for various activities took place.

The authors developed and published the reference dictionary "Education in the categories of civil society"(2004, Moscow), "Legal portfolio for school students" (2004, Tula), papers and teaching materials on specific issues of implementing the concept and model of civil and legal upbringing space of an educational institution [3].

The analysis of the course and results of the experiment in school No. 14, 38 of Tula, school №1 of Novomoskovsk, Tula region, and others showed that the developed scientific base and technological approaches to the formation of civil and legal upbringing space of

educational institutions lead to positive practical results. The practical work of the project team for the implementation of selected pedagogical conditions in primary schools of the Tula and the Tula region involved the systemic restructuring of the learning process towards the development of child's subjective position in learning, optional pace and methods of educational activities. The authors also introduced the new forms of the learning process organization (externship, mixed-age groups, variable courses, etc.). The successful integration educational activities on the basis of school self-government, creation of child-adult communities of teachers, students and parents strengthened the cooperation between schools and cultural institutions in a single socio-cultural space of the region [11, 12].

The research resulted in proposing socio-pedagogical solutions for upbringing individual civil culture and worldview in children. These solutions consist in improving the lesson and in extracurricular educational and non-learning activities.

The scientific and practical results of this research are meant for a certain consumer. These consumers are in a large number - they prove the value of the pedagogical project. The main consumer is a teacher-practitioner, school principal, head of education at the district level, the municipality, or the Federation as a whole. The most important thing is a child, a student. The consumers received qualitative and quantitative increment in life experience, culture, philosophical ideas about the world, man and this relations with the world. The child-adult communities consolidated; the teachers and education managers in upbringing improved their qualifications; the connection between school and society developed and strengthened [8].

The results of experimental work in civil education of schoolchildren was approved by the Coordination Council on civil education and the scientific and methodological Council of the Department of education of the city of Tula.

The concept of transforming the learning into a factor of formation and development of the school upbringing system was further implemented in the upbringing model "Safe school" project (supported by the grant of the Governor of the Tula region) and introduced in 14 schools of the region [1].

The basic provisions of research and educational opportunities of the learning process formed the basis for project activities supported by grants from the Russian Foundation for Humanities in different years (2008-2010, 2010-2011, 2011-2013, 2016-2018).

Discussion

The respect for education as a necessary and natural part of everyone's life (which always exist on society) is gradually giving way to the awareness of the leading role of school in formation of the "models of destiny". Thus, the quality of a child's school life, integrated in the social life in the "axial lines" of its development, is more often perceived by the society as a condition of an individual's moving towards future success, professional and moral heights, social recognition, i.e. to happiness.

In this context, it seems that everything that happens in school today should rather be called the "upbringing" rather than "education". In other words, it is nurture, care, cultivation of personality, development of individual moral stability and ability to achieve success in life. Therefore, the "educational system" should respectively be called the "upbringing" one. The upbringing system is humanistic management system for the process of personal development [7]. The school should not rely not on the relics of the totalitarian consciousness: they are based on the control over the personality, and the object of its efforts is a process of development and quality increment of the personality.

This view of the school is the result of vast changes in the system of Russian education in recent years. In this sense, education is not just part of the social sphere, but its forefront: hardly any other subsystem of this sector to the same extent can confirm the fact of its progressive development with such an amount of innovations and experiments.

The works of classics of Russian pedagogical philosophy considered the opportunities of schools in shaping the moral, ethical, and philosophical foundations of the child's personality.

The works of K.D. Ushinsky, P.F. Kaptelev, A.P. Pinkevich, S.I. Gessen present a holistic educational process, covering the tasks of training, development and education of students. Advanced pedagogical thought essentially combined the tasks of education and upbringing together on the basis that the personality of the child-student is the whole.

The work of S.I. Gessen "Fundamentals of pedagogy" [2] has special scientific importance. The author defines pedagogy as "the awareness of upbringing, i.e. of this unconscious familiar process" [2, p. 22]. While formulating the objectives of education, the scientist faces the problems of connection between education and culture, the differences in this concept the shades of meaning contained in synonymous with him, according to the author, the words "civility," "civil consciousness", "education" [2, p. 27]. The book refers to "the close relationship between the concepts of culture and education" [2, p.27]. The author considers the "cultural values" of the personality as absolute and inexhaustible, "goal-tasks",

"opening the path of infinite development... for a person seeking them..." [2, p. 33]. Thus, culture "is the activity aimed at the implementation of ...goal-tasks" [2, p.34].

Thus, talking about the purposes of education, these goals-tasks correlate with the objectives of the society. Assuming that the modern society as a cultural society, educational objectives also consist in achieving the goals-tasks - public and private individual. "Education is nothing but the culture of the individual" [2, p. 35]. S.I. Gessen concluded that the goal of education is the "transformation of natural man into a man of culture" [2, p. 36].

The authors conclude that the diversity of education (moral, scientific, artistic, legal, religious) is determined by the variety of cultural values recognized by the society.

The essential connection of education and culture has allowed concluding that pedagogy serves as the applied part of the various branches of philosophy (logic, ethics, aesthetics) or as applied philosophy.

A separate issue in this context is a problem of the relationship of the individual with the surrounding culture. The author emphasizes the idea that personal culture is one of the most important conditions for the inner freedom of man. The level of inner freedom, in turn, according to Gessen, corresponds to the level of moral development of a person. Thus, the conclusion is that the formation of cultural identity is the process of moral upbringing. The mechanism of moral education is that "the external material (external cultural contents - O.Z.) offered to a child should be strictly proportionate with the child's ability to process this material, to make it "his own". The pressure of the external environment should correspond to the internal resistance of child's growing personality" [2, p. 86]. Gessen claims that the moral state of the individual is autonomous, i.e. "you can't to compel a man to be moral... you can't ...only being voluntarily subject to the duty can a man obey the dictates of morality" [2, p. 90]. It can be concluded that the upbringing sensu Gessen acts as a subject-object process, and its results are determined by the extent to which cultural, moral values become a positive personal meaning for a child.

Soviet pedagogy occupies a significant place among the scientific works on this problem. It is possible to talk about the major contribution of scientists-teachers in improving the school education system. One of the subjects of scientific research was opportunities of training in the formation of positive personal qualities in students, in the development of the moral potential of child's personality. Problems of upbringing education were in view of pedagogy and determined its priority status. The studies of Kh.Y. Liymets stresses that training must be associated with a real child's life and implement his personal motives, needs

and interests. The scientist described his concept as a didactic system, which combines philosophical, sociological and psychological knowledge [18].

A significant stage in the development of modern Russian science of upbringing was the basic provision of the theory of upbringing systems [20]. This theory unified the objective goals of education with the personal meanings of children lives through creating a single educational collective of teachers and students. It also means the implementation of managing the development of child's personality. This process is holistic, humanistic in its objectives and content. As equal factors in the development, the theory of upbringing systems considers the learning process and its spheres. The objectives of education consist in the organization of the "interaction, which had a maximum upbringing potential" [20, p.127]. Defining the philosophical basis of conversion of the personality formation, one can speak about two types of objectives - pragmatic (technological) and humanitarian. The first, according to the authors, is "provided by various knowledge and skills of the person, which are adequate ... to methods for solving practical problems". The second is intended "to provide a common intellectual training, cultivation of talents and abilities" [20, p. 215]. Both first and second tasks of education have their common goal - the development of personality together with individual orientations and civil roles, in the unity of social and personal meanings of life. In this work, the role of the humanitarian tasks of education are considered to be the leading ones. If view the humanitarian tasks as tasks of raising morality, then one can talk about the fact that the whole upbringing process in terms of methodology and technology is carried out for the sake of the formation of morality in its psychological and activity-based aspects. The concept of "morality" here has a neutral emotional connotation and is directly dependent on humanistic or non-humanistic orientation of the upbringing process. The authors reject the idea of any education having violence against the personality and being non-humanistic. Following this logic, it can be argued that any human interaction, in which deliberately or spontaneously imply the transfer of knowledge, experience, or development of personality structures, etc. is flawed.

Sovereign "borders" of personality can be overcome in various ways and from different angles: through training and the organization of personal entertainment engaging family relationships and contacts with peers. It happens to everybody entering a socially active time of life. The thing is, what are the purposes and ways of this overcoming. This is where the humanistic and non-humanistic impacts on the personality as a whole and its individual representatives manifest themselves. Examples of "efficient" activities of schools that exercise

non-humanistic upbringing, are broadly presented in Soviet educational practice. The opposite experience of the same years proves the inherence of school upbringing from a holistic process of formation and development of a complete and morally consistent personality of a child. As the fundamental difference between humanistic and non-humanistic education is that the first focuses on the interests of the personality, its self-determination and self-realization, and the second – on the interests of the state and the social order. Note that in this sense, education is generally a victim of the socio-political system, and as long as there is a conflict between the interests of the individual and the state, the opportunities to implement the non-humanistic education will be provided.

The theory of upbringing systems considers education of a child as an integral part of upbringing. Learning process as an educational process in the broadest sense with its components, goals, and technology is capable of implementing a humanistic function through the formation and development of the child's personality. Knowledge, acting as a measure of joint work of teachers and students and the result of their collaboration in the holistic process of understanding the reality, are not seen as a single goal, but as "bricks" in the foundation of personality - the basis of its worldview, attitudes, social and moral behavior [7, p. 60]. It should be noted that upbringing and personality-forming potential of the learning process is represented as implicit and latent, and requires the identification and compliance with the conditions under for becoming the realia of education [7, p. 73].

Sticking to the humanistic principle of organizing training based on natural conformity, the theory of upbringing systems pays special attention to support and conformity to culture, a child's connection with cultural and historical experience of the people and culture of our time through the educational process [20].

In recent years, the didactics more and more carefully consider the opportunities of the learning process in the development of child's creative potential, his socialization, preparation for selecting profession, etc. All works in this field somehow contribute to the identification of hidden opportunities of the learning process, enrich the real school practice, and promote its connection with life. The shift from the interests of the state to the interests of an individual significantly changes the paradigm of the learning process, which essentially entails a transformation of its content, style, methods, and goals. These education and training demanded reflection on methodological and technological levels.

However, theory and practice of the scientific school of L.I. Novikova in the field of upbringing have not revealed, any didactic and upbringing properties of learning, allowing it

to become a system-forming factor of the school educational system, and allowing a didactic sphere of school to be an equal subsystem. Against this background, the lack of scientific basis for the development of ways and conditions for the transformation of education into a factor of formation and development of the school upbringing system is clear. Training, objectively being one of the leading activities of schoolteachers and school students, has never been a subject for major research in terms of the theory of upbringing systems.

According to the purpose of this study, the authors have identified ways and means of transferring the humanistic values of upbringing described in the theory of upbringing systems to the learning process, organizing the main activities of both teachers and students. Among these values, which act as both principles and conditions for the implementation of humanistic upbringing model, are respect for the child, his individual choice and personal traits; the transformation of the student into the center; the purpose and the subject of the educational process; amplification of the emotional-personal-based component of training; activity-based, event-driven approach to its organization; the humanization of relations in education; culture-centered nature of learning; the creation of pedagogical conditions for the formation of a variety of personal, social and moral experience in students' cognitive activity. Acting as a subsystem of the school upbringing system the learning process allows acting as a factor of formation and development of the humanistic model of education from its own resources through the integration with its other subsystems.

This work determined the ways of integrating learning with other upbringing activities in schools.

The proposed provision on the integration of educational (didactic) subsystem of school with other subsystems (educational extracurricular, extracurricular), and thus, training with other student activities (recreational, employment, artistic, social, civil, etc.) involves identifying the features of their interaction in direct and reverse lines and its results [23, p. 11].

Experience and observation show that in modern school practice it is possible to allocate three levels of relations between these subsystems. Let us call them as zero, partial integration and full integration [7]. The authors consider each from the point of view of its role in the functioning of the school upbringing system.

Zero relation assumes that each subsystem relies on independent pedagogical foundations that define the essence of all components of the educational process (its content, forms and methods, style, organization) arising from the relationship. Conceptually, these

subsystems are not consistent with each other and act in independent areas of educational space.

At zero relation, the upbringing system is not viable (if the conceptual framework of subsystems, are antagonistic) or weakened (because it essentially is a conglomerate of components, where the matching vectors of all subsystems are spontaneous, rare and random). Under incomplete integration of the subsystems, the school upbringing system usually refers to the relation between the academic (didactic) and extracurricular educational subsystems. The incomplete integration may manifested in the school practice in the connection between extracurricular and non-learning subsystems. The practice shows that the third option - academic and extracurricular subsystems - is practically nonexistent.

Practically, this integration occurs when transferring the relations from one subsystem to another. Such transfer may be spontaneous, when teachers and students strive to preserve the humanistic relations in extracurricular activities or in training. The other way is when the corresponding style and attitude are born in extracurricular activities, and then spread to the two other subsystems. This transfer may be intentional, conceptual. Practice and observation show that extracurricular educational activity may be an obstacle between educational and other subsystems, i.e. as a "bridge", "conductor" for the ties between the academic and extracurricular subsystems in both directions. Incomplete integration may be considered as the mesophase of the upbringing system development as the source of self-improvement.

Full integration essentially requires that all three subsystems should share common properties while retaining their specificity. What are they?

So, extracurricular and non-learning activities may act as lifestyle if it is built on the basis of the universal values of humanism, voluntariness of choice, etc. Under the same conditions, extracurricular educational and non-learning activities for students can become a way to obtain the unified modern culture and cultural tradition.

Extracurricular educational and non-learning activities appropriately organized can provide creative self-determination, self-realization, the acquisition of diverse experience for students.

The problem is the extent to which are these properties organic for didactic subsystem.

The authors identified that these characteristics of the upbringing opportunities of extracurricular educational and non-learning activities are correlated with both the structure of the educational process and its components, which realize the learning function.

Thus, the theoretical analysis and practical experience show that training becomes one of the forms of organization of students' life provided that the objective purpose is transformed into the subjective personal meanings, learning motivation.

Teaching as a way of mastering a holistic culture becomes concretized, specified in the content of education, while the completeness of real-life experience - in the forms and methods of training, type and types of cognitive activity of a student.

Full integration of the subsystems in the school upbringing system acts as a necessary condition for its normal functioning and sustainability. The interaction of the subsystems in case of their full integration determines the general focus of the upbringing influence of the educational process, its completeness and integrity.

Thus, the authors have proved that didactic subsystem in the structure of a holistic upbringing system is in interaction with other subsystems that affect its contents, forms, methods, goals, and values. Full and sustainable functioning of the upbringing system is only possible in case where there is an integration of didactic subsystem with other subsystems of the school upbringing system. Such integration is possible if the learning process acts as a lifestyle of students, as a way of mastering the culture of modernity and cultural tradition, as a source of student experience. Under these conditions, the learning process acts as a factor in the formation and development of the school upbringing system.

Over 10 years, the educational institutions of the Tula region held a large-scale experiment to transform the learning process into the subsystem of the school upbringing system, and learning in turn –into the core factor of formation and development of the school upbringing system. Through the use of methods of modeling the core properties of learning as correlated activity of teachers and students in the development of training programs, monitoring over the development of educational systems, analysis and synthesis of the results obtained, conceptualizing practical approaches to transforming the learning process in the selected direction, the authors came to reasonable conclusions about under what pedagogical conditions the educational process becomes a full-fledged subsystem, and training - a core factor in the school upbringing system.

Implementation of the developed conditions for the transformation of the training into core factor in the school upbringing system in practice allowed to create such educational system as "School of individual choice", "Health school", "School of pragmatism," "Peasant school", "School of Russian province", "Motherly school" for gifted children, and to rebuild

the work of a number of gymnasiums and lyceums. All these premises were organized in the Tula region on the basis of municipal educational institutions.

Permanent monitoring of these educational systems showed an increase in the level and quality of knowledge of students, their social stability and mobility, the development of civil consciousness through the increased activity of children and adolescents in training, their motivation for cognitive activities, and the growing influence of child-adult community (the upbringing collective) in the formation of the basic personal qualities of students (the worldview, culture, experience in making choice, communication in child and adult environment, skills of self-development and self-improvement).

Special attention was paid to civil education of schoolchildren through the educational process. From 2003 to present time, the group of the Tula teachers, scholars and practitioners together with foreign experts carried out the extensive research on finding ways of forming civil culture of the child's personality in the learning process of the school. Completed and ongoing projects (Russian-Canadian project "Civil education and democratization of Russia" 2003-2004; the regional project "Safe school" 2005-2018; projects supported by grants of the Russian Foundation for Humanities Research (now the Russian Foundation for Fundamental Research-2005,2006, 2007, 2015, 2017, 2018) were aimed at developing systemic approaches to creating an upbringing environment (both in educational process, extracurricular educational, and non-learning spheres) affecting the formation of the child's experience and culture, civil activity and civil relations.

The aim of the study was to identify pedagogical approaches to the formation real civil experience in students while mastering the academic disciplines of the school curriculum: collective interaction, leadership, social choice, creativity, and self-organization. This requires the development of a new paradigm of organizing and managing school life.

The concept of the project activities was guided by the following pedagogical ideologies:

the essence of modern approaches to upbringing in school life is that the training should be perceived by the child as a way to himself through science and education. It follows that the most important task of the school today is the formation of personal worldview – a broad system of views of the world of people and phenomena as the basis of individual internal and external culture. This view concretizes and specifies the problem of humanization ("hominization", "animation") of school.

The most important task of the learning process is the formation of a citizen, the embodiment of civil culture. It is obvious that the formation of such a culture should be seen as an integral part of the overall strategy for the upbringing of the personality by means of education.

This will happen if the emphasis in the education system are shifted from the utilitarian and pragmatic to cultural and civilization ones. In other words, from the values of education to the values of upbringing the personality.

Theoretical and technological approach to this problem lies in the fact that the educational process in all subsystems of curricular and extracurricular areas should be built for the child to acquire experience in civil activities and emerging civil relations. In other words, a child should acquire the culture of life in civil society. "The current model" of this society can and should become school.

Civil activities are such activities where a real civil experience of a child is formed (leadership experience, experience of choice, experience in teamwork, the experience of overcoming difficulties, etc.). This experience, on the one hand, acts as a meaningful component of the culture of personality, and on another – as the basis of life of future citizens [12].

A citizen is impossible to be raised using the "point" impact on his personality, only through the use of the so-called individual approach. In this case, it is necessary to ensure the functioning of the unified civil-legal upbringing space of educational institutions, which the authors understand as the space of civil activities and civil relations of all its subjects.

The formation of civil-legal space in school is a complicated issue. It has its content, its technology, values, and characteristics. Practical results are only achieved against the conditions for children becoming the subject of civil activities. The civil activities are able to create civil relations, enriching familiar relations typical for the learning process (teacher-student, student-student) with qualitatively different ones (person-to-person, personality-personality, citizen-citizen) [12]. This will ensure normal functioning of all pedagogical mechanisms and will result adequate to the efforts made.

The authors had to identify and test under which pedagogical conditions it was possible to transform the educational space in the civil-legal upbringing educational space. The above mentioned transformation of training into a factor of formation and development of the school upbringing system formed the basis.

It is wrong to assume that teachers don't do similar actions. However, in real life it looks like spontaneous efforts of the best teachers, their individual, often intuitive decisions. That is why the field of civil education in schools is not provided a qualitatively new pedagogical result.

Analysis of the results of the project activity showed that in the process of forming personal culture in general and civil culture in particular, teachers couldn't overcome some of the misconceptions and illusions over many years.

First, it is the fact that the participation in public work forms a child's worldview and citizenship. Secondly, it is that in educational process, the social sciences lessons can become a decisive factor in the civil education of pupils.

Concerning the first provision, let us note that volunteering, participation in community organizations, other social activity can become a source of creation of citizenship as a component of the teenager's personality only against the conditions for its subjective positioning in social activities. In addition, these activities should be meaningful, structurally and organizationally formed in such a way to provide conditions for the formation of a variety of real life (civil) experience of the child. In other words, child's social activities are effective in terms of civic education only if it gives allowing forming all components of the individual's culture, acting as understood, experienced and accepted knowledge. Otherwise, this formal "public work" remains the thing A.S. Makarenko called "purely external form of discipline... because it does not possess ...even the very basic culture" of civil culture in the context of the reasoning of this work [19, p. 33].

The second misconception is based on a known position that the content of the teaching material carries a very high educational "charge". Of course, it does. Though, one should keep in mind that the substantive content of any educational material in the educational sense is neutral. Powerful personality-forming potential lies in the worldview component, worldview or cultural content of education [21]. This component is in any subject or topic; it requires the same understanding and acceptance from the child as the traditional subject content of the discipline. Assuming that the subject matter is something that make people different (linguists or mathematicians) , this very ideological, cultural content of the subject is what brings people all together in the same space of human culture. Therefore, the educational material in physics or in physical education is not less significant factor of civil education of students than history, social studies, or ethics and world culture.

No less important from a practical point of view is that the authors identifies the causes of the difficulties in implementing the concept and model of civil-legal upbringing space of an educational institution. This problem faces everyone who starts this task. These reasons primarily consist in

- the teachers failure to use pedagogical technologies, aimed at stimulating the subjective role of the child in various activities;
- the inability of the teacher to overcome the authoritarian style he got used to in interaction with students;
- the lack of personal civil culture of a teacher himself;
- missing management experience of developing civil-legal upbringing space of educational institutions in school administration;
- absence of a tradition of democratic relations in collaboration of school administration and municipal bodies of education management;
- insufficient readiness of students to act in the new social role of the subject of the learning process [10, 22].

Study of the didactic and educational opportunities and ways of forming civil culture in school student's personality and justification of these theoretical and methodological conclusions and generalizations also relied on international pedagogical practices. The works of Canadian scholars Karen Mundy, Kathy Bikmor, Christina Giz, John Mayerm (Ontario Institute for Studies in Education at the University of Toronto, Canada) described the methods of solution of tasks of development of civic learning means the educational process; researchers Andolina, Molly W., Krista Jenkins, Scott Keeter revealed the shortcomings of the educational process as a process of formation of a civil experience of students, identified external and internal factors influencing the development of civil foundations of education in developed democracies [26, 27, 28, 29]

The completion of the project "Civil education and democratization of Russia" wasn't the end of development activities for the system of civil education in educational institutions of the Tula region.

A logical continuation was the development and implementation of the program "Safe school" in some of the Tula schools, which is actively implemented at present [1].

The main pedagogical idea of the program is that the task of forming civil society and legal state may be interpreted as the task of creating a safe society and a safe state.

This task and its solution would be incomplete without considering a pedagogical component, which "works" in educational institutions with same efficiency.

The state that protects the citizens, and in which the citizen is able to defend themselves can be called civil society and legal state. Civil personal traits are a quality that ensures sustainable human life in society, evaluating the real capabilities of man in moving towards his success in life. A successful person is a person with the most sustainable and secure system of life. Thus, the problem of state and public security in ideological terms coexists with pedagogical problems and problems of upbringing the personality.

A sign of the civil society and the safe state is a safe school. In this regard, the problem of child safety at school is the issue of humanistic orientation and civil culture of its activities.

The level of culture, level of security of a child is determined by the degree of formed experience of self-upbringing, self-education, experience of interaction with other people or, in other words, the experience of civil activities and civil relations.

Aggressive school environment, same as poorly organized fire safety system, disrupts the inner harmony of the individual and creates a sense of discomfort, which has an impact on training of a child and his behavior, as well as on many important indicators of the personal culture. Overcoming this situation is due to the degree how teachers and education system administrators realize that they shape a citizen, who should be the master of his own destiny.

The program "Safe school" is directed on the formation of civil-legal upbringing space of an educational institution, which is to be present in all subsystems of the school upbringing in the educational process, extracurricular educational and non-learning spheres of students' lives. The idea of civic education as the formation of a culture of civil activities and civil relations acts as the integrating factor that brings all spheres of life of the student in an educational institution meaning-wise and technologically.

If consider education from the viewpoint of problems of civil development of an individual, and if make the entire teaching process subject to this, the school will have to master much more complex types of training than just modern teaching methods. The problem of formation of culture (here, the professional culture of teachers) is the most significant problem. Professional culture nurtures pedagogical creativity, provides the inner freedom of the teacher's personality, consolidates the professional community, and makes possible the transformation, which the society awaits from school. Cultural (professional) teacher creates a culture of personality of his student, and think of himself not an "employee" of education, but a worker of culture.

Teachers optimize the system of school education by successfully carrying out civil education; they give meaning to professional efforts, combine the components of the modern child's school life into a purposeful whole. The models of upbringing systems developed and tested in practice allow solving the important problem of upbringing the students' personality, formation of their worldview, strengthening their moral resilience in overcoming difficulties on their way to personal happiness, social success, and their own destiny.

The modern development stage of Russia justifies that the state and society have not got rid of the remnants of authoritarian consciousness and aspirations to go "the other way". It is more important to aim the modern school at the younger generation, which should see themselves first as a generation of citizens. The idea is to make internal ideological space of every young person formed on the basis common to the whole civilized world of democratic values.

Recommendations.

The results and conclusions of the study of didactic possibilities of the learning process in modern school, its role in the formation and development of its upbringing system can be used in the modeling and design for the teaching staff, aimed at developing personality of the modern student (his culture, worldview, civil and other real-life experience). The authors' approaches to the development of core properties of learning provide the basis for the each teaching collective developing the program of the mobilization of the upbringing potential of learning.

Generalization of the research on the learning process as a source of self-development and improvement of the upbringing systems can be useful for the administration of educational institutions in the design of training subsystem of the school and managing the activities of teachers in implementing its system properties.

The research materials can be used in the development of regional education programs, programs of higher and postgraduate vocational teacher training.¹

FORMAÇÃO DA PERSONALIDADE DO ESTUDANTE COMO PROBLEMA DIDÁTICO: CONCEITOS, PROJETOS, PRÁTICA

Resumo: Este artigo apresenta a pesquisa de longo prazo do fenômeno da educação pedagógica como um problema didático, bem como as formas e os meios de utilizar o potencial educativo do processo educacional na formação das estruturas básicas da personalidade do aluno moderno - sua visão de mundo, cultura e experiência. Os autores definem a educação como o processo de formação das estruturas básicas da personalidade e a educação pedagógica - como o processo pedagógico formalmente organizado e curado, destinado à formação das estruturas básicas da personalidade. Esse

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processo é realizado por meio da educação e outras atividades apropriadas ao sistema educacional moderno. As características definidoras da educação pedagógica são sua natureza sistemática e propósito. Com base na metodologia da educação humanística, os autores propõem as soluções originais para as tarefas de formação de personalidade no sistema de desenvolvimento cívico dos alunos através do trabalho sobre o componente cultural e ideológico do material educacional da lição. Os autores mostram seus resultados pedagógicos práticos significativos em colaboração com cientistas estrangeiros e russos no sistema educacional da região de Tula. São eles: o fortalecimento das comunidades de crianças e adultos na sala de aula e fora dela, desenvolvimento das bases democráticas do processo educacional, superando as conseqüências negativas da educação autoritária, melhoria da cultura pedagógica profissional dos educadores. Estudos e experimentos teóricos permitiram influenciar o desenvolvimento de processos inovadores nas instituições de ensino, melhorando o sistema de gestão educacional na região de Tula e expandindo a cooperação interdepartamental na educação. O artigo descreve o curso da pesquisa científica, suas etapas e resultados em detalhes. As técnicas utilizadas estão correlacionadas com as metas e objetivos do estudo. A novidade científica desta pesquisa é que ela identifica as oportunidades de aprendizagem como um fator da formação do sistema de educação escolar. Define os princípios e as formas de integrar os subsistemas da escola em um sistema educacional unificado, oferece um modelo didático teórico de educação civil dos alunos e a formação da cultura das escolas com base nos princípios de democratização e humanização de todos os processos. O significado prático consiste no fato de que os resultados da pesquisa podem ser aplicados a atividades de diferentes tipos de escolas e tornar-se a base para seu desenvolvimento e aprimoramento. Eles também podem ajudar no fortalecimento da comunidade de professores, aprimorando a cultura profissional de professores e líderes do sistema educacional.

Palavras-chave: educação, sistema educacional, cultura civil, integração dos subsistemas do sistema escolar, processo de aprendizagem, treinamento.

FORMACIÓN DE LA PERSONALIDAD DEL ESTUDIANTE COMO PROBLEMA DIDÁCTICO: CONCEPTOS, PROYECTOS, PRÁCTICA

Resumen: Este artículo presenta la investigación a largo plazo del fenómeno de la educación pedagógica como un problema didáctico, así como las formas y medios de utilizar el potencial educativo del proceso educativo en la formación de las estructuras básicas de la personalidad del estudiante moderno. su cosmovisión, cultura y experiencia. Los autores definen la educación como el proceso de formación de estructuras básicas de la personalidad, y la educación pedagógica, como el proceso pedagógico formalmente organizado y comisariado dirigido a la formación de las estructuras básicas de la personalidad. Este proceso se lleva a cabo a través de la educación y otras actividades apropiadas para el sistema educativo moderno. Las características definitorias de la educación pedagógica son su naturaleza sistemática y su propósito. Sobre la base de la metodología de la educación humanista, los autores proponen las soluciones originales para las tareas de formación de la personalidad en el sistema de desarrollo cívico de los estudiantes a través del trabajo sobre el componente cultural e ideológico del material educativo en la lección. Los autores muestran sus importantes resultados pedagógicos práticos en colaboración con científicos extranjeros y rusos en el sistema educativo en la región de Tula. Ellos son: el fortalecimiento de las comunidades de niños y adultos en el aula y fuera, el desarrollo de las bases democráticas del proceso educativo, la superación de las consecuencias negativas de la educación autoritaria, la mejora de la cultura pedagógica profesional de los educadores. Los estudios y experimentos teóricos permitieron influir en el desarrollo de procesos innovadores en las instituciones educativas, mejorar el sistema de gestión educativa en la región de Tula y expandir la cooperación interdepartamental en educación. El documento describe el curso de la investigación científica, sus etapas y resultados en detalle. Las técnicas utilizadas están correlacionadas con las metas y objetivos del estudio. La novedad científica de esta investigación es que identifica las oportunidades de aprendizaje como un factor de la formación del sistema de educación escolar. Define los principios y formas de integrar los subsistemas de la escuela en un sistema educativo unificado, ofrece un modelo didáctico teórico de educación civil de los estudiantes escolares y la formación de la cultura de las escuelas basada en los principios de

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democratización y humanización de todos los procesos. La importancia práctica consiste en el hecho de que los resultados de la investigación pueden aplicarse a actividades de diferentes tipos de escuelas y convertirse en la base de su desarrollo y mejora. También pueden ayudar al fortalecimiento de la comunidad docente a través de la mejora de la cultura profesional de los docentes y líderes del sistema educativo.

Palabras clave: educación, sistema de educación, cultura civil, integración de los subsistemas del sistema de educación escolar, proceso de aprendizaje, capacitación.

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