

The State of Political Culture among Youth in the Formation of Russia

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Abstract - Political culture is viewed as a phenomenon of social reality. Attitudes toward it (its meaning or significance) are historically conditioned. This research studies enduring presuppositions about (dispositions toward) society and the state, and how these are reflected in conscious stereotypes and cognitive structures among young people within the socio cultural mechanisms that form and modify the basic characteristics of political culture. We are presents a methodological basis of the pedagogical process: the pedagogical purpose, the results achieved in practice and show the direction of the decision to extend. To attract work involved representatives of educational institutions, administrators, members of the Legislative Assembly of the Perm region and the Council of the Federation, the upper chamber of the Federal Assembly — the parliament of the Russian Federation. Educational activity in this area may be interested in the humanities teachers and organizers of educational work. The empirical basis of this research was conducted in 2012-2013 among upper secondary and college students in Perm. Sample size = 1800 persons.

Keywords - attitudes, education, political culture, preparedness for political participation, youth.

I. INTRODUCTION

Necessity of forming a civic political culture among youth arises, on the one hand, out of a need for a qualitatively new kind of education that will meet the contemporary development needs of society, and, on the other, out of an understanding that past approaches to political education lack promise in this regard, and out of an awareness that inadequately effective education has negative consequences: the danger that young people will become alienated and asocial; passivity and absenteeism; counterproductive political interests on the part of citizens; conflicts of values; the prospective development of asocial and antisocial groups; opportunities for the manifestation of intolerance and social radicalism among youth; the danger of alienation and gravitation to the bottom rungs of society; passivity; and counterproductive developments in the political interests of young people and their participation in civil politics.

II. THE NATURE OF POLITICAL CULTURE

The problems of public relations, interaction between the government and society, the political behavior of people - that currently define the term "political culture" - considered by many thinkers of the past: Plato, Aristotle, John Locke, T. Hobbes, N. Machiavelli, Sh. Montesquieu, A. Tocqueville, N. Berdyaev, M. Weber, but rather represent the intellectual roots of the concept.

The notions "culture" and "politics," which are partially constitutive of human experience, are not statically *a priori*, but rather are historically variable. The

term "political culture" acquired categorical status in the Western literature in 1956, in the works of American political scientists Gabriel Almond and Sidney Verba [1]. In their works, political culture is a particular type of orientation toward political activity that reflects the specifics of a political system. Broadly construed, political culture is a component of culture as a whole, an indicator of political experience, of level of political knowledge, of models of political behavior and of how political subjects operate; it is a characteristic of a state, of a social group, and of individuals. Political culture is not the same thing as political activity; instead, it is the basis on which preparedness for civic participation is formed, and the basis for activities of a sociopolitical nature.

III. POLITICAL CULTURE IN THE FORMATION OF RUSSIA

The situation in the Russian education is Specific. The political culture is rarely considered in research on pedagogy (I. A. Tyutkova [2], S. Y. Trofimov [3]), and in spite of the demand for the concept, fragmentary reflected in the regulations of the Russian Federation Ministry of Education, is not present either in the newly adopted standards and the law "On Education the Russian Federation".

"Formation of political culture" is a category in Russian academic research; nevertheless, it remains imprecisely conceptualized, its content and its corresponding principles are not, in fact, defined. A retrospective analysis of the theoretical literature permits us to assert that political culture should be formed in youth following a civic model; doing so integrates the Russian traditions and contemporary sociopolitical conditions.

As a result of the discovery that the origins of scholarly views on "political culture of students" expose differences in its meaning, we shall define its essence.

"Political culture of students" is the aggregate result of upbringing and instruction; it is that part of the individual's total character that is marked by the appropriation of institutional experience, by developed political awareness, and by conventional political behavior, with the following dominant features: interest in solving significant sociopolitical problems, preparedness to participate in the political life of society, and a capacity for interacting with social and governmental institutions.

According to the data from a Public Opinion Fund survey, 37% of young people are interested in politics, while almost two-thirds of our young fellow citizens (62%) show no interest in this area. However, despite their lack of interest in politics, a majority of those representing the younger generation are certain that their life depends on politics: 51% consider this dependency to be strong, 23% weak, and only 15% believe that their life does not depend on politics at all. Among those who consider their lives to depend heavily on politics, less than half (47%) are interested in politics. The essential factors that shape political culture are the condition of the country, the media, educational institutions, immediate surroundings, and the family [4].

The National Federal Educational Standard for Secondary (Full) Public Education [5] requires that a graduate be “aware of and accepting of the values of Russian civic society”.

Is this how we look at this in real life, based on research? A content analyses is of the political culture of youth was conducted using seven questionnaires from the author’s methodological toolkit of instruments.

IV. THE POSSIBILITY OF CIVIC PARTICIPATION

In the course of the research, 949 10th-grade and 11th-grade students were surveyed. This revealed that the political sphere is not an object of interest to these upper-grade students. Students in the upper grades, as a reference group, were selected in order to determine the level of political culture of future college students. Only 11% of the upper-grade students always followed national politics; 39% of the upper-grade students follow politics from time to time; 35% do so sometimes; 10% just as often follow politics as not; and 5% of the upper-grade students do not follow national politics. How these students conceptualize sociopolitical life was monitored with a view toward establishing the personal traits of graduates.

We developed the test entitled “I’m Citizen” to study the self-definition and self-identification of upper-grade students. Respondents rated the significance of sociopolitical life on a scale of 1 to 5 according to the parameters in Table 1.

We grouped the respondents’ responses into three basic types of self-definition and self-identification: strong individualistic tendency; poorly definition tendency; and socially active civic stance.

Table I.
Monitoring the opinions of upper-grade students regarding their opportunities for participating in Russian sociopolitical life (in percent of individuals surveyed)

Response variants	1. I have identified a goal for my life, a vocation, or intentions for my life.	2. I fulfill a duty imposed on me (even if I am protesting inside).	3. I am interested in societal and Political life.	4. I can get my needs and interests met in societal and political life.	5. I can influence societal and political processes.	6. I am sure that I can exercise social and political choice independently.	7. I can take responsibility for my life and for those close to me.
never	1.4	0	8.3	8.3	27.8	24.1	0
seldom	13.8	1.4	25	19.4	30.6	15.6	0
sometimes	26.4	25	51.4	44.4	31.9	42.2	8.3
often	36.2	61.1	11.1	25	5.6	11.1	27.5
always	22.2	12.5	4.2	2.8	4.1	7	63.6

About 20% of those surveyed showed the highest results in a socially oriented context. What the present diagnostic tool does not explain is their principal motive — pragmatism and personal success, or the success and development of Russian society as a whole. The largest group (up to 70% of those surveyed) is made up of boys and girls whose sociopolitical orientation is not yet completely defined. Representatives of this group do not intend to participate in sociopolitical activities; when asked about their preparedness for civic participation chose the response “Difficult to say”; and lack a sense of sharing in their country’s fate. Unfortunately, only about 10% of those surveyed expressed love for their Homeland, humanism, patriotism, and a sense of responsibility for what happens in their country.

V. THE RATIO OF THE MOTHERLAND

Actual formation of civic patriotism based on civic values. Patriotism - the moral and political principle, social feeling, whose content is the love of the motherland and the willingness to subordinate its interests their private interests. Patriotism assumes pride in the achievements and culture of their homeland, the desire to preserve its character and cultural characteristics and identification with other members of the people, the desire to protect the interests of its people. Patriotism embodied existence, forming an attachment to their native land, language and traditions.

Asked to consider the destiny of their Homeland, young people’s thoughts were associated first with their own family, and secondly, with the place where they were born and grew up, their friends, and their immediate surroundings. “The State” was associated with thoughts about Homeland least of all.

Observations show that a conscious disinclination to participate in national political life is alarmingly widely distributed among youth, which testifies to a crisis of legitimacy for the political system, its norms and values. Absenteeism as a sociopolitical phenomenon is in evidence, part of a general crisis in popular consciousness, a sense of alienation on the part of the population from the authorities, and a lack of trust in structures of authority. For young people, the question whether politics is a “dirty business” or “high art” is not an idle one.

VI. ATTITUDE TO POLYTEC

In this situation, as it has developed, education should be oriented toward preparing young people for civic participation in sociopolitical life, and also toward the inferential principle that the interests of all layers of society should be represented in the political process and taken into account when making decisions. This means engaging citizens in discussing and developing political, socioeconomic, and cultural programs and projects; it means influencing decisions and monitoring their implementation; and it means self-government at the local level.

The individual preferences of college students were identified on a scale of 1 to 10.

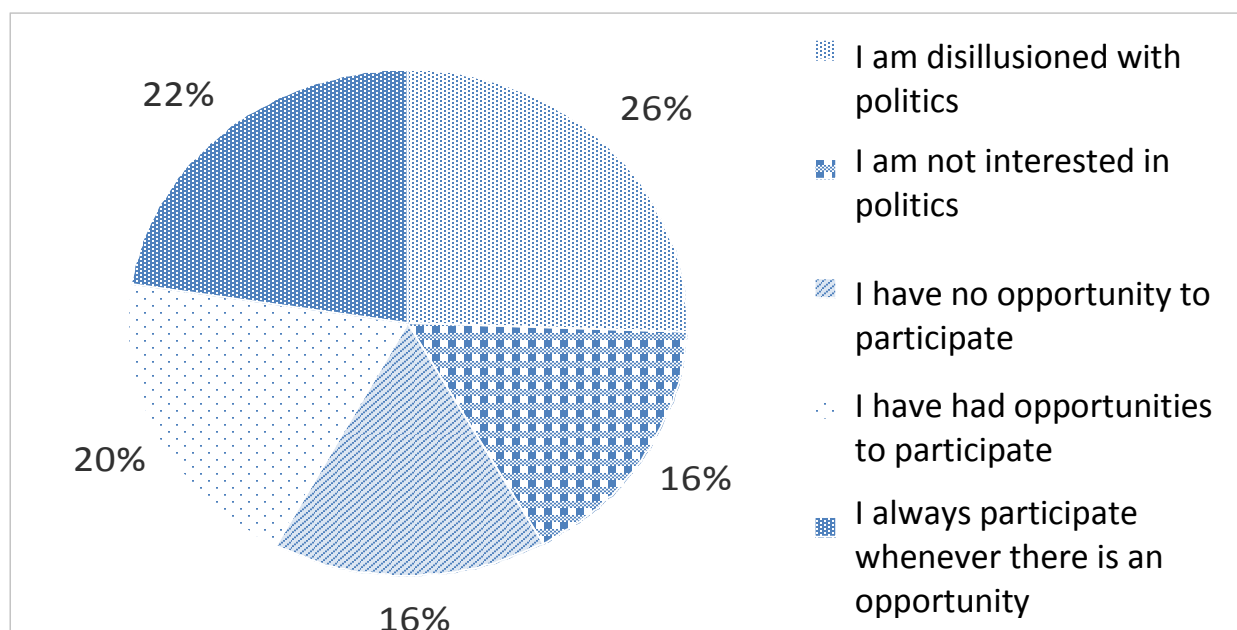


Fig. 1. Monitoring of college student attitudes towards politics and opportunities for civic participation (percentage of those surveyed).

To adjust the position of not being overlooked current policy, then what is happening in society. Enough to study the theory and tradition is shaping up as a political reality of the past and of the present: "It is equally important, and past, present, and future, and the old and the new, and only occurring" [6]. Watching political reality, purposeful perception of political events, phenomena and actions of politicians is one of the means of studying the content. The purpose of surveillance it is the accumulation of facts, the initial formation of the repose of political reality. Observation provides the ability to group the facts and phenomena, to notice their similarities and differences, to determine the dependence of the process from the progress of certain conditions. Observation provides not only perception, but also information processing, comparison with the facts of political history, analysis and review of part of the process synthesis and compound elements studied a single system, generalization and transition to new scientific concept of law, theories. It is, on the one hand, forming the basis of representations of life, on the other - students learn new knowledge, developing an interest in events and understanding their meaning.

VII. THE NATIONAL IDEA

Some years ago, the Russian public was talking about the problematic lack of a "national idea" and the need to acquire one as a means of overcoming the illegitimacy of ideology and as a means of consolidating society.

Seeking a positive version of how Russian could develop, and in so doing to acquire a definite symbolic, mobilizing idea of societal goal-setting, we gave students the opportunity to define themselves.

The questionnaire "Ideas rule the world ... what ideas does Russia need?" offered students a list of ideologies from which they selected those that they considered most promising and definitive of the direction of Russia's development: wealth, prosperity, stability, freedom, a decent standard of living, a strong state, entering the modern world, equality and justice, law and order, strong family, orthodoxy, communism, and preserving patrimony. The students placed priority on the values of justice and equality, morality, and national health. Patriotism (required by the FGOS as a personality trait resulting from education) was not highly valued by the young people themselves.

Perhaps because they did not understand the idea and its meaning, a small number of students in technical specializations reported "social security",

We have provided a choice in finding positive variants of Russia, to find some symbolic meaning and mobilizing social development by choosing from the following list of answers priorities: wealth, stability, freedom and a decent life, strong power, the entry into the modern world, equality, justice, the revival of Russia, rule of law, a strong family, social security, Orthodoxy, national salvation. Students believe that the national idea is necessary for cohesion. "All these ideas are necessary

for the prosperity of Russia", "I think most people dream to live in a perfect country", "The national idea should be the goal". Expressed that Russia needs a kind of "ideology updates" that must respond installations freedom and justice, law, political consensus and confidence in themselves and Motherland.

VIII. THE ATTITUDE TO THE BASICS CONSTITUTIONALISM

Constitutional law - fundamental branches of law it is much faster and more noticeable than others branches of law in contact with the principles of democracy and the organization of power. Understand constitutionalism is to understand where the country is and how to protect the rights and freedoms of citizens. Deep study of the constitution would "enter in to politics" and to feel the breath of history. It is necessary to study at close connection with political realities of our time, without which constitutional right looks like a dogma.

The legitimacy of the Russian Federation Constitution adopted in 1993 is with some frequency challenged in the media by citing the fact of low participation in elections and the resultant positive outcome of the voting.

We performed a sort of reduction of the basic principles of the Russian Federation Constitution that are also Western democratic values: "Each nation has the government it deserves" and each nation has the right to promote its ideal political system and to consider it most acceptable to itself. Experience shows that adopting the best models in the world is ineffective if it does not take into account the national peculiarities of its political culture. To what extent are the words of Samuel Huntington apt: "Western ideas of individualism, liberalism, constitutionalism, human rights, equality, liberty, and the rule of law, democracy, free markets, and the separation of church and state, often have little resonance in Islamic, Confucian, Japanese, Hindu, Buddhist or Orthodox cultures."?

Given the question "Do you agree that the principles of western democracy are incompatible with Russian traditions?", respondents answered as follows: fully agree: 31%; somewhat agree: 60%; somewhat disagree: 11%; completely disagree: 3%; hard to say": 5%. Thus we see a significant rejection of western ideas in these answers, and consequently also of the basic ideas and principles of the Constitution.

Clearly there is a contradiction here, born of disenchantment with the mechanisms by which constitutional foundations are implemented. Obviously, we must agree with Pyotr Chaadayev: "We are still discovering truths that are commonplace among other peoples".

Developing the concept of a civic political culture, we came to the conclusion about the need to teach the course of constitutional law recognizing the important Russian factor. In connection with the fundamental change in the character and nature of constitutional law in the first place it come regulation of the rights and freedoms of the individual, and therefore, the study of these rights and freedoms must not be

in general terms, and specifically and in detail. This approach, in addition to its direct pragmatic values, designed to help students in understanding the mechanism of the state in all its importance is still secondary, because intended primarily to protect and ensure the rights and freedoms of citizens.

IX. THE IMPORTANCE OF HUMAN RIGHTS

Having regard to “The World Conference on Human Rights meeting in Vienna in 1993 called on states to include human rights, democracy and the rule of law as subjects in the curricula of all learning” [7] attaches great importance to this vital part of education.

The rights and liberties of citizens defined in the Constitution of the Russian Federation elicit from young

people a skeptical response by virtue of the fact that they do not see them honored in real life. “It’s not who right that’s right is, it’s who has more rights”.

Students expressed their impressions of the importance of human rights in contemporary Russia, and the extent to which they are honored, as follows. Students considered the right to life and safety, the right to property, and the right to free education and medical care, to be the most significant. In their opinion, however, it is precisely the right to life and safety that is least honored, which indicates a high degree of social anxiety on the part of young people. The right to travel to a foreign country is more significant to them than the right to elect public officials, which demonstrates their attitude toward elected authorities.

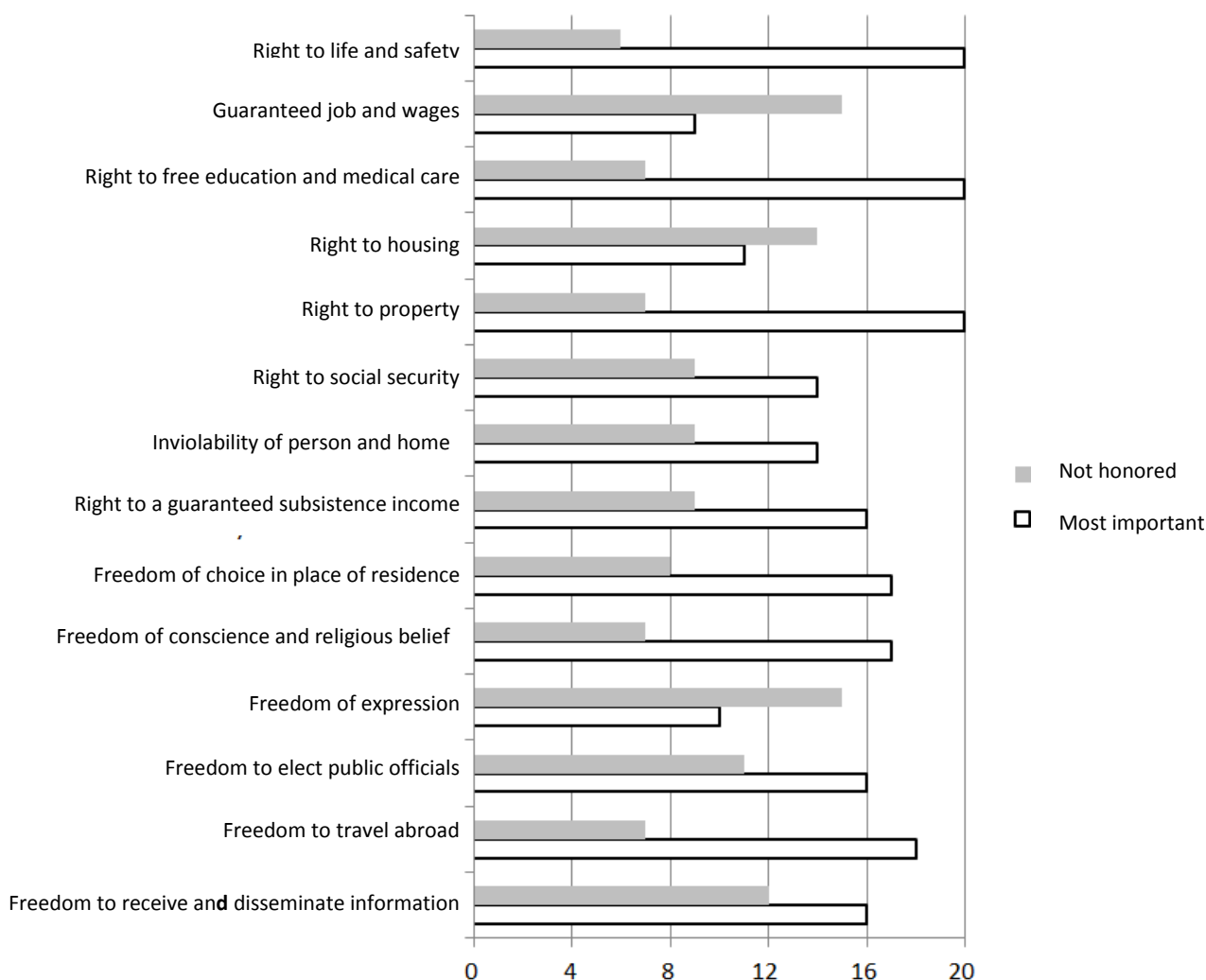


Fig. 2. Comparative analysis of opinions of college students regarding the importance and implementation of human rights in Russia (*in percentage of those surveyed*)

This part of the study shows, that students do not have sufficient knowledge about human rights and their opinions on the warping sensory experience. “Human rights education” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their

attitudes and behaviors, to empower learners to contribute to the building and defense of universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms [7].

Awareness of the need to focus on human rights, social values, social expectations and preferences, which can be a

unifying idea that allows people to concentrate, society and the state to achieve them. But still not found an acceptable definition of the concept of "human rights", which can be understood and as a code of moral standards and as a branch of law, and as a philosophical doctrine, and as a special "humanistic religion" or political doctrine.

For all its diversity and complex determinism of modern doctrine of freedom needs to be studied in the following basic principles:

1) All people are free from birth and no one has the right to exclusion give their natural rights. Security and protection of these rights -the main purpose of the state;

2) Freedom is the ability to do anything that does not bring harm to another. Human freedom, therefore, can not be absolute; it is limited in the same state of others. Equality of opportunity for all - the foundation of freedom;

3) The boundaries of freedom can only be determined by law, which is a measure of freedom. Freedom and the rule of law are not antagonists, if democratic law. Therefore, everything that is not prohibited is permitted;

4) Part of what is permitted is defined by human rights. Securing the rights necessary to help their possibilities, but neither set of rights does not exhaust the content of freedom;

5) The restriction of rights is possible only for the purpose of promoting the general welfare in a democratic society.

The results obtained spawned new questions. Toward what educational results must we be oriented, and according to what criteria do we determine the quality of education?

X. CIVIC PARTICIPATION SKILL STUDENTS

Of great importance is the acquisition of the institutional experience of political participation, the assimilation of certain ways of solving problems. Participating democracy "based on the idea of a self-governing community of citizens who are united not so much apparent homogeneous interests as civic education and are able to act together, realizing the common goal is not so much due to their altruism or good soul, as against civilian and special institutions that promote citizen participation" [8].

Institutional student experience - a set of practical knowledge and skills acquired during a specially organized training activities to prepare students for civic participation in society [9]. Institutional experience gained in the designated context, has several advantages: students have the opportunity to realize their needs and interests, the experience and skills are transferred to the behavior of social practices in other contexts, there is daily interaction with each other, teachers, parents, etc. Buy institutional experience to prepare for civic participation, students can under public organizations.

In modern Russia there are no authoritative youth organization that "can be interpreted as the coercive nature of the alienation of the young generation of institutional funding

political participation, which results in low levels of indicators of subjective as "relevant to the regional authorities", "estimate figure completely political institutions", "trust the state and society" [10].

The study was implemented educational potential of public organizations. Local youth organizations - social-pedagogical phenomenon with special specificity: the norms enshrined in the Charter, the socialization of participants by incorporating social practices to success positive adaptation, development and satisfaction, needs, rights, dignity and interests. In the context of public organizations is developing competence: cognitive, social, political, cognitive, intercultural, communicative, creative, habitués, continuing education [11].

Existing associations are: regional branch of the Association "For Civic Education", "Scientific and Methodological Center of development of political culture", Discussion Club "Century XXI: Russian citizen".

At the expert roundtable "Youth and Politics: the choice generation" within the "Open Forum Youth Perm Krai" participants expressed a variety of opinions and points of view. Value discussions that guys criticize political reality and seek solutions to problems and express their position.

"We are tolerant? Tolerance limits" public discussion problem solved involvement in civic culture and appropriation by each member of the default values - tolerance. Tolerable ideas are not new in themselves, and spiritual experience of humanity attests to this.

Discussed aspects of tolerance:

- Regulatory (in the context of human rights).
- Ethics (in the context of human values).
- Social (in the context of an egalitarian and welfare state).
- Religious (in the context of freedom of conscience).
- Political (in the context of political and ideological diversity).

Every year from November 15 to December 15 at time for adoption of the Universal Declaration of Human Rights were devoted to the campaign: the exhibitions of works of students "Human rights: not repeat the mistakes of predecessors...", "We are all born by free and equal", Discussions "These are my rights and yours...", "These rights belong to all of us...", Essay Competition "Human Rights: create freedom, peace and respect", Public discussion "Human Rights: implementation mechanisms".

To achieve the goals of the organization in accordance with the current legislation of the Russian Federation: participate in the development and implementation of social projects that can change the situation in the region in a better way, interact with public authorities, local governments, various associations, organize and conduct lectures, seminars, conferences and other events.

XI. CRITERIA FOR PREPEADNESS FOR CIVIC PARTICITATION

We are developed criteria for the evaluation of the effectiveness of programmers on education. Feedback from learners should form an integral part of all such evaluations. The criteria for the preparedness of college students for civic participation are as follows: an attitude of interest in political realities and processes; an ability to participate in regular events permitted by the political system; and an ability and desire to interact with society and with the state. Correlating

with these criteria are indicators of individual development: knowledge of political science, well-developed awareness, a certain level of dogmatism, general human values and civic values, and toleration [12].

Data collected on these criteria and indicators allow us to assess the degree of preparedness of college students for civic participation in the life of society.

The data collected show that the students rate themselves predominately positively; however, these same students express a negative attitude toward authority and the people who wield it.

Table II.

Results of the study of the preparedness of college students for civic and political participation in the life of society and the state
(in percent of those surveyed)

Criteria and indicators of preparedness for civic and political participation	No	More no, than yes	Hard to say	More yes, than no	Yes
I. I take an interest in political events (municipal, national, international relations) - I have knowledge of my political rights and about the political system and political events; - I have my own opinion, based on the knowledge I have about political leaders, parties and their platforms, and the political institutions of the state and society; - I discuss politics with my friends, at home, etc.	0	22	22	43	13
	0	13	28	31	28
	21	10	7	38	24
II. I am prepared to participate in political life. - I understand that it is important to be able to replace public officials, and I consider myself prepared to participate in elections; - I am able to evaluate the activities of officials.	4	11	18	37	30
	8	8	19	50	15
III. I know how to interact with society and with the state. - I have a basic knowledge of laws and of the mechanisms by which authorities operate; - I know how to negotiate in a difficult situation and I am prepared to strike a mutual compromise; - I respect the opinions of others.	3	27	23	30	17
	4	15	19	50	12
	0	0	12	28	60

XII. CONCLUSION

In our opinion, the latent problem expressing itself here has to do with the results of education, their incomplete awareness, and the need for further modernization.

The problem consists, not in a lack of, or the quality of, our institutions of democracy or their legal basis, but the non-assimilation of democratic attitudes and of general human and democratic values and ideas.

This research could help educational institutions, school leaders, teachers, learners, non-governmental organizations and youth organizations with their effectiveness and improve their practices.

The facts adduced in these materials state the problem of preparedness on the part of young people for civic participation. Within the Russian educational system, the problem must be addressed both at the level of standards and

methodology, as well as through the humanities curriculum and extracurricular work.

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2011). Both her research and her applied work, the prime interest involves the dynamics of behavioral change within social systems, the training of the civilian political participation.

Public and professional recognition

2014 - Awards Medal. John Locke (Medal of John Locke) by the European scientific and industrial consortium (www.euscience.info) recognized by the international community for the contribution to the teaching of science and education. (Protocol 463 / 10.06.2014).

2012 - Monograph "Formation of political culture: the experience design methodology" by the All-Russian competition for the best scientific book in 2011, the winner of the Development Fund of the national education and the Education Committee of the State Duma of the Russian Federation.

2013 - Monograph "Formation of civic competence" (co-author V. Alexeev) at the All-Russian competition for the best scientific book in 2012 Winner of the Fund for the Development of national education and the Education Committee of the State Duma of the Russian Federation.

All-Russian Diploma "The best scientific book in the humanitarian sphere - 2013."

2014 1/ "Constitutional Law of the Russian Federation. Teaching manual (electronic educational resource) "in the" Jurisprudence "by the All-Russian competition for the best scientific book in 2013 Winner of the Fund Development of National Education and the Education Committee of the State Duma of the Russian Federation.

2/ Teaching Materials discipline "Intellectual property protection" in the "Humanities" by the All-Russian competition for the best scientific book of 2014. Winner of the Development Fund of the national education and the Education Committee of the State Duma of the Russian Federation.

3/ Winner of the Golden World Science Foundation for the best scientific and methodological publication at the industry.

Professor I. Dolinina leading expert work in the social scientific and political institutions:

1 Council of Federation of the Russian Federation.

2 The Public Chamber of the Perm region.

3 Public Council for Civic Education Perm edge developer of the concept of the target program of civic education Perm region.