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CHALLENGES OF DIGITALIZATION OF CIVIC EDUCATION OF STUDENTS IN A SOCIO-CULTURAL SAFE EDUCATIONAL ENVIRONMENT

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ABSTRACT

The objective of the article is to study the challenges of digitalization of civic education of students in a socio-cultural safe educational environment and to describe the ways to address them, based on the implementation of digital technologies presented in the form of Allan Carrington's Pedagogical Wheel. The methodological basis of the article is the theory of human security and humanization of education; informative-environmental, cybernetic, culturological approaches to civic education in the socio-cultural educational environment. The research methods included analysis, synthesis, and synthesis of the scientific literature, thesis research, and publications on the topic. Empirical methods: questionnaires, discussion, and survey (offline). The theoretical positions presented in the paper complement the main points of education digitalization, enriching the theory and methodology of pedagogical science.

Keywords: *civic education, digital educational environment, socio-cultural security, methodological approaches to civic education in socio-cultural safe educational environment.*

INTRODUCTION

Modern Russia should be considered in the context of a digital society, and the domestic education system - in the context of the emerging digital educational environment. In our view, the digital education environment is a special pedagogically grounded socio-cultural environment that shapes not only future specialists in various professional fields but also patriotic citizens.

The development of digital education is lacking sufficient scientific research in the organization and content of educational processes in the new context. The methods and means of using the possibilities of digital technology have not been worked out and, most important of all, there are no tools and mechanisms for civic education of students in a socio-cultural safe digital educational environment. The security of education digitalization is a high priority for the state. Unfortunately, today negative trends related to the spread of extremist tendencies are progressing in the vast expanse of the Internet. It is due to the specific socio-demographic situation of young students, as they belong to the part of society that reacts most quickly and acutely to the political situation in the country, to their economic instability and social disunity. The prevailing social tensions in Russia and around the world is also a significant factor.

The state is trying to halt the emergence of these negative processes among young people, acting in the interests of security. What we find interesting are the mechanisms applied in the context of the educational process, which includes training and education.

It should be noted that the modern system of Russian education is aimed at educating "patriots of Russia, citizens of a legal, democratic, social state, respectful of individual rights and freedom and possessing high morality, i.e. civic education of youth" [1]. Civic education of young people is one of the leading tools for their social development, but in order to improve the effectiveness of this process, timely adjustments must be made to meet the demands of contemporary social development.

Foreign scholars present modern views on the process of civic education for young people and are actively

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studying information technology to organize and conduct this process.

G. Dishon developed a framework for civic education in an educational environment based on the pragmatic concept of habits as 'carriers of learning' - people's responses to problems they encounter or anticipate in the environment. He identified three basic conditions: the development of meaningful interactions in which students develop as civic actors; democratic ways of behaving in different contexts, characterized by a gradual increase in complexity rather than simple repetition; the necessity to consider the transformation of behaviour in the school and civic environment [2].

Rui Kang, Y. Mehranian and C. Hyatt say about global citizenship and the inclusion of multimodal pedagogics in its education [3].

Guevara S. describes the mechanisms for digital security and civic education, and the use of the Internet, more specifically Google's Be Internet Awesome program, for this purpose. Be Internet Awesome was developed in collaboration with Internet safety experts. This program provides tools such as free web-based game and a classroom-based curriculum for children, parents, and teachers to help teach lessons on safety and citizenship in practice [4].

Santos H., Batista J., Marques R.P. consider the active participation of students in the development of patriotic websites and other digital resources as an effective factor for raising their level of civic-patriotic consciousness, also of the younger generation [5].

A number of Russian scholars study in detail the specifics of digital civic education. Thus, M.V. Nikolaev defines the specifics of digital identity in the process of civic education; he describes new qualities and properties emerged on the basis of relationships and interactions in the digital environment during the civic education [6].

Speaking of the importance of digital resources in civic education, he emphasizes their potential in overcoming the problems of time, budget, and security in education; he highlights the most effective digital technologies for civic education: virtual museum, video podcasts, search engines and others [7].

While information technology is not new, there are many technologies that are developing at a rapid pace and are new to civic education. Ways of organizing educational activities in the digital society differ from the traditional way of education and require appropriate modifications over time.

In this regard, it is necessary to underline the difficulties of digitalization of civic education for students in the context of socio-cultural security in the educational environment and to show the ways to resolve difficulties, that is the objective of this study.

METHODOLOGICAL APPROACHES TO CIVIC EDUCATION OF STUDENTS

IN A SOCIO-CULTURAL SAFE EDUCATIONAL ENVIRONMENT

A socio-cultural safe educational environment, within the framework of civic education for students, that we are interested in, is the environment that "guides the young person to acquire and use personal experience of civic relations, to design and create a similar environment in future professional activities" [8]. The environment is formed by information, communication, socio-cultural technologies and means of influencing the mind and behaviour of the individual; consideration of personal features of young people in the realization of their educational and leisure needs; free character of interpersonal interaction; subjective perception of the environment for free development and self-expression" [9]; socio-cultural activity.

The organization of civic education of students in a socio-cultural safe educational environment is based on an **information and environmental approach** (E.V. Bondarevskaya, N.M. Borytko, N.O. Gafaurova, V.V. Gura, E.V. Demina, S.S. Kashlev, I.Ya. Lerner, Y.S. Manuilov, L.I. Novikova, L.L. Redko, N.L. Selivanova, V.I. Slobodchikov, E.N. Stepanov, I.D. Frumin, Yu.A. Schrader, I.S. Yakimanskaya, etc.). This approach presents education (training, communication, education) in the digital space as "a set of relationships among subjects of education, as a way of organizing the digital educational environment itself and optimizing its impact on the student" [10]. The approach defines the object, functional and subject orientation of the digital educational environment and relies on a purposeful, multifaceted, constantly evolving digital environment, using the information resources and computer tools.

In modern pedagogics, the content of the education system is viewed from the perspective of modern IT technologies, and not coincidentally, this has led to the emergence of cyber-pedagogics. Cyberpedagogics is the pedagogics of cyberspace. Scientists working in this area include: V.P. Bespalko, O.I. Voinova, V.D. Lavrenev, V.A. Pleshakov, I.V. Robert, T.V. Timokhina and many others.

Let us focus on the studies closest to our topic: the pedagogical potential of information and communication, computer technology in education (V.P. Bespalko); theoretical foundations of the development and implementation of innovative digital technology in education (I.V. Robert), as well as the digital educational environment (A. Bruns, D. Gard-Hansen, S.V. Panyukova, E. Hoskins); training and professional retraining of pedagogical staff to work in a digital education environment (M.E. Weindorf-Sysoeva, M.L. Subocheva).

V.A. Pleshakov states that "the cybernetic approach contributes to the actualization of personal and professional development of a student, forms and develops key (soft skills), specific subject (educational) and metasubject, general professional and professional

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(special) types of cyber competences necessary for productive cybersocialization of a student" [11].

Thus, the phenomenon of civic education in a socio-cultural safe digital educational environment should be considered through a **cybernetic approach**.

Many scholars studied the scientific problem of the formation of personal socio-cultural safety and safe behaviour skills, as well as the philosophical and methodological foundations of safety education and socialisation in general: A.V. Blinnikova, V.G. Bocharova, G.V. Broi, I.A. Volgin, N.S. Danakin, M.Yu. Zakharov, V.N. Ivanov, D.N. Karpukhin, C.S. Kirvel, V.N. Kovalev, V.D. Mogilevsky, A.V. Mudrik, N.M. Pozhitnoy, A.N. Sukhov, etc.

The socio-cultural perspective on civic education security in the context of digital education allows us to define the place of socio-cultural security in the general system of socio-cultural foundations for ensuring Russia's national security. In this regard, it is necessary to study the socio-cultural security of the digital educational environment from the perspective of the **cultural approach** - safety from physical, social and personal threats; safety culture (targeted training through a system of educational activities); integration of values, take account of social and individual needs in the field of educational security.

Thus, we distinguish information and environmental, cybernetic, culturological approaches to civic education in a socio-cultural safe digital educational environment. It should be noted that these approaches are not singular and fundamental, but adherence to them will enhance the effectiveness of the civic education process in digital education and make it safe.

THE CONTENT AND RESULTS OF THE STUDY OF DIGITALIZATION OF CIVIC EDUCATION OF STUDENTS IN A SOCIO-CULTURAL SAFE EDUCATIONAL ENVIRONMENT

So, the objective of our research was to identify the difficulties of digitalization of civic education and challenges of ensuring socio-cultural security in the educational environment and to find ways to resolve difficulties. The experimental work focused on the following tasks:

- identify the students' level of civic education. We consider this step is necessary for the objective of our study because the definition of the level will give a more complete characterization of the process of civic education digitalization for students and its effectiveness. A high percentage of low and middle level of education (or no/low percentage of high level) would indicate that there are shortcomings in the organization and implementation of the process.

- conduct tests on group supervisors to identify the challenges of civic education digitalization and to create conditions for a socio-culturally safe education environment.

- develop an adapted technology of the Pedagogical Wheel of civic education of students in a socio-cultural safe educational environment. This technology contains a set of digital methods, tools, and techniques that can most effectively address the challenges of digital civic education.

A total of 230 students - students of the Faculty of Pedagogical Education, Art, Service, and Culture of FSBEI HE "Astrakhan State University" participated in the experimental work. (17-23 year olds). We used such empirical methods as a questionnaire survey of students, in which they were asked to answer questions that revealed their general idea of citizenship, patriotism, social activity, civic education in general; a discussion with students on the need for civic education for today's youth. These methods were carried out offline.

We obtained the following results: 53.5% of respondents (123 people) are at a low level, 33.5% (77 people) - at an average level, and 13% (30 people) - at a high level.

The results showed that the students have partial civic knowledge and perceptions, civic beliefs are manifested at the level of fear motivation and are not supported by personal attitudes.

Among the answers to the question "What do you understand by 'civic position'? "The most popular answers were: "...to be a citizen of your country...", "to be interested in what is happening in the country and not be alienated from society", "to have your point of view and stand up for it, to be proud of your country and do your best for its prosperity", "to fight for the preservation of the identity of your state...", "to be active, to use your head, not to be a "sheep", who is beckoned by false values", "...to respect your country, history, ancestors...", etc.

97% (223 people) considered that for the future of the country it is important to develop active citizenship among young people, but only 41% (94 people) could describe themselves as socially active, and 5% (12 people) had difficulty answering this question.

The majority of respondents (95%) gave a positive answer to the question "Do you think it is important that young people feel a sense of pride for their homeland?".

To study the role of digital technologies in the process of civic education of young people was important for us. So, a discussion dedicated to it was held. During the discussion, the majority of respondents (89.3%) noted that young people most often use digital technologies in their life through social networks, where they post and receive information, establish social contacts.

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According to all respondents' opinion, popular bloggers are of particular importance in the upbringing of young people. 56% say that the influence of Internet platforms on young people is harmful in the way that bloggers do not think about the ethics of their speech, the essence of the information they provide, behaviour, methods of promotion and advertising in social networks.

A competently built safe educational environment can become an effective means of countering cruelty and violence that have flooded the Internet space.

Also, "demotivators" and "vines" were very often mentioned during the discussion. They take such visual-verbal forms as Internet cartoons, Internet comics and memes (advice).

According to 83% of respondents, these forms are the most effective interactive means as they require immediate assessment and reaction.

Thus, young people use the Internet and social networks much more actively, which can be false and destructive, unlike state-controlled TV channels. And they have a significant impact on the civic education of young people.

Ten group monitors of 1st and 2nd year students of the Faculty of Education, Arts, Services and Culture were surveyed within the framework of the conducted research.

All respondents note the huge impact on the formation of important personality qualities through IT technologies.

So, they emphasize the importance of holding online conferences, quests, and computer games dedicated to civil topics.

Despite this, the fact of spontaneous and fragmental inclusion of the digital technologies use in the educational work of the university was noted by all group monitors. There are online conferences in ZOOM focused on the civic education of students set in the educational work plans. The peak of the use of these tools was in 2020, when the distance learning format of education was widely used. Based on the fact that the majority of respondents are under the age of 30 (and we consider this to be one of the reasons), their positive attitude towards innovation and digital technologies, in particular, is observed.

One of the difficulties in digitalizing civic education is insufficient training of the teaching staff, as well as students being technologically incompetent and having not mastered digital resources.

Thus, the following problems of digitalization of civic education were identified:

- 83% of the respondents stressed the lack of high-quality educational resources, referring to the fact that most of them do not take into account the methodology of didactics, developments in the field of education and upbringing.

- 98% of the respondents say that there is no professional training of group monitors for the use of electronic educational resources and for creation of such;

- 74% of the group monitors note the students' low motivation to participate in educational activities, because the events are voluntary, and may attract participants only by their content, emotionality, or teacher's authority.

According to the results of the survey devoted to the problems of organizing a socio-cultural safe digital educational environment of the university, the following results were obtained:

- 84% of the group monitors noted the accessibility of the Internet and the impossibility of preventing a negative impact on the students' personal development;

- 78% of the respondents stressed the spread quantitative criteria for assessing the quality of content, thereby replacing the existing system of civic education with the "wisdom of the crowd", the destruction of traditional values, norms and rules of civil society is observed.

Many ongoing studies confirm the results of our survey. For example, E.G. Tsurkan in his article, "characterizing specific and problematic cultural forms of digital space, emphasizes the destruction of the established cultural hierarchy and the constant acceleration of information exchange" [12].

A.A. Argamakova and O.V. Uppit mention manipulation of consciousness and suppression of personality when speaking about the "gamified digital dictatorship" in their article [13].

I.A. Isakova and A.L. Yanak present modern children and youth as a digital generation, and as vulnerable socio-demographic groups, paying attention to those who harm them: an endless flow of information, clip thinking, "substitution of real social connections and identity with virtual ones" [14].

A.V. Shchekoturov says that "social media form the ability of the younger generation to find network resources and ways to resolve difficulties, but on the other hand, limit the creative outlook of a person who largely copies what is found on the web" [15].

Unfortunately, all this underlines the need to create a socio-cultural safe digital educational environment within the framework of civic education of students, expanding the possibilities of digitalization for the formation of personal identity, citizenship, active inclusion in civil society, the formation of new socio-political and scientific practices.

WAYS TO RESOLVE DIFFICULTIES IN ORGANIZING AND CONDUCTING DIGITALIZATION OF CIVIC EDUCATION OF STUDENTS IN A SOCIO-CULTURAL SAFE EDUCATIONAL ENVIRONMENT

As recommendations and possible ways to resolve difficulties in organizing and conducting digitalization of civic education of students in a socio-cultural safe educational environment, we will present the "Pedagogical Wheel of Civic Education of Students in a Socio-cultural Safe Educational Environment", which defines the didactic place and purpose of a variety of digital technologies, tools and techniques using applications, linking them to the broader educational needs of students (Fig.).
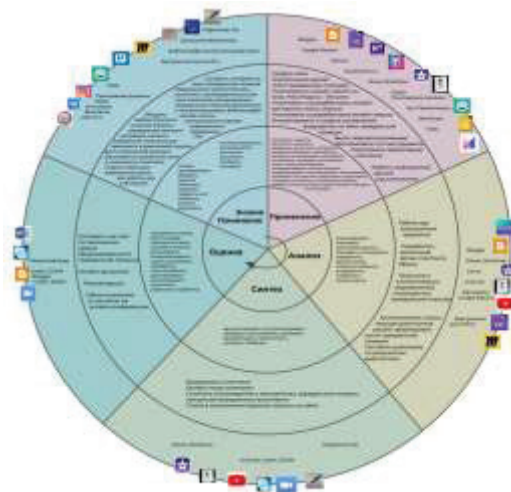
Figure. The Pedagogical Wheel of the process of civic education of students in the conditions of socio-cultural safe educational environment.

The Pedagogical Wheel is a series of hints or interconnected five gears that illustrate the concept of teaching (educating) a teacher (group monitor) from planning stage to the stage of implementation: the wheel of properties ("What level of formation of civic education will students have after experimental work?"); the wheel of motivation ("How is the process of civic education built? What am I building and what am I forming? Do I develop civic education elements in students and does this correspond to their goals"?); the Bloom wheel ("What are the goals of formation that ensure the achievement of a higher level of civic education?)); the technological wheel ("How can the technology of the Pedagogical Wheel, developed by us, serve?", which applications to use); the wheel of the SAMR model ("How am I going to use technology, IT tools"?).

Table 1. The content of the technology "Pedagogical Wheel of Civic Education of Students in a Socio-cultural Safe Educational Environment"

Level	Types of activities	IT tools
Knowledge	Make a cinquain on the topic "The civil position of a modern resident of Russia", recall the works of Russian writers who reveal the civil position of a Russian and systematize the bibliographic list, reproduce the portrait of a modern citizen of the Russian Federation	Rifmoplet lite (Rhymer lite), Home Library, Zoter, bibliographic manager, Miro Virtual Board
Understanding	Discuss the choice of the performance within the framework of the issue of the civic position of youth, evaluate the chosen performance for the audience and the student troupe, keep a creative diary, share about the significance of the performance on social networks; create a separate virtual board for working on the performance	Trello Daylio Diary app, Instagram, Вконтакте (Vkontakte), on the ASU website. Trello

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Application	Create your own electronic magazine "My civil position";	Blogger.
	participate in an online quest "My Homeland is Russia!";	Google Forms
	participate and develop online quizzes, tests, surveys;	Kahoot
	participate and develop online quests;	Surprizeme.ru
	stage and create a social video on a topic connected with citizenship;	iMovie, StickDraw
	keep a creative diary;	Daylio Diary app
	use google tools;	Google Presentations, Mentimetr
	prepare a presentation of the performance;	Trello
	work with a virtual whiteboard on a performance.	
Analysis	Work on an electronic magazine;	Blogger
	develop a commercial or a poster for the performance;	iMovie, StickDraw
	watch and systematize videos dedicated to citizenship.	Canva
	Questionnaire, survey, current monitoring of the level of civil position.	YouTube MasterTest, Google Forms
	Make a diagram based on the results	Miro
Synthesis	Record the performance;	iMovie, StickDraw
	show the performance online;	YouTube, Skype, ZOOM
	compose a poem about the elements of civic position, the civic position itself, the concept of civic education.	Рифмоплет lite (Rhymer lite)
	Write an article in an electronic magazine or on a website	
Assessment	Make a checklist for self-assessment of the level of formation of the civil position;	Microsoft Word
	online discussion.	Skype, ZOOM
	Recommendations.	Blogger
	Exchange of views on the performance at an online conference	Skype, ZOOM

The Wheel is considered as a reference scheme offering a series of tasks and questions, structured by a sequence of prompts, from planning stage to the stage of implementation. It should be noted that the stages of the process of civic education highlighted by us are enclosed in Bloom's taxonomy. Thus, the stage of formation of civic consciousness is represented in the form of knowledge / understanding; the stage of formation of beliefs - application; the stage of formation of behaviour - analysis, synthesis, evaluation.

The content of the technology: level, type of activity and tools is presented in Table.

THE MAIN ARGUMENTS AND CONCLUSIONS

Let's summarize the above. To the modern scientific approaches to the phenomenon of digitalization of civic education of students in a socio-cultural safe educational environment we have attributed the following: information and environmental, cybernetic, culturological approaches. Digitalization of civic education of students, despite certain difficulties, makes the educational process more motivated, personal-developing, emotional, and, consequently, qualitative.

AUTHORS' CONTRIBUTIONS

The article was written by a team of authors, all authors took equal part in the theoretical analysis of the problem and in conducting the research. N.K. Anokhina analysed and summarized the ideas of Russian and foreign authors on the research problem, a model of the Pedagogical Wheel was developed. O.M. Korobkova conducted a survey among the curators of the groups of the Faculty of Pedagogical Education, Art, Service and Culture, as well as an analysis of its results and contributed to the revision and revision of the article. R.A. Putilov was responsible for the experimental project. R.V. Smirnova summarized the data and wrote the original manuscript.

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