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CIVIC EDUCATION AS A CONDITION FOR THE SOCIALIZATION OF SCHOOLCHILDREN IN ARMENIA: THE EXAMPLE OF THE INTEGRATION MODEL OF THE HIGH SCHOOL

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At the present stage of the knowledge society, citizenship is an important element of civic education and *civiliarchic democracy*. The main goal of civic education is the education of a modern civilized person, that is, the preparation of schoolchildren and all students for responsible and independent activity in a sovereign, democratic and social state, the main parameters of which are defined in the Constitution and the law of Armenia.

Citizenship is the *civiliarchic* quality of a person, formed as a result of civic education. The concept of “citizenship” is ambiguous and implies active, conscious inclusion in the social and political life of society. In social citizenship there is a psychological feeling of being a citizen, a full member of society, this is the ability and willingness to act as a citizen. Modern civic education considers citizenship as an integrative quality of the individual, which includes internal freedom and respect for state power, love of the motherland and the desire for peace, a sense of human dignity, human security and the rule of law, a harmonious manifestation of patriotic feelings and a culture of interethnic communication.

In pedagogical theory and practice, there are several terms for the definition of civic education. In the United States and Western Europe, the term “citizenship education” or “civic education” is used to denote this concept. The official documents of the Council of Europe, the European Union, UNESCO and other international organizations use the

term “citizenship education”. For example, according to UNESCO “Citizenship education has, therefore, three main objectives: educating people in citizenship and human rights through an understanding of the principles and institutions [which govern a state or nation]; learning to exercise one’s judgement and critical faculty; and acquiring a sense of individual and community responsibilities”(UNESCO 2010). For UNESCO, it is important that “the problem posed by citizenship education is how to blend together the particular and the universal, the national and the international, the individual and society. The difficulty can be solved by integrating human rights education in this new subject, civics education” (UNESCO 2010).

The terms “civic education” and “citizenship education” in Armenia have not yet been clearly defined. In Armenia, civic or citizenship education is understood as a new direction of educational policy, which assumes the creation of conditions for inclusion in the society of the younger generation.

Modern social and humanitarian science defines civic education as a specific area and the direction of educational policy and educational work. Civic education includes elements of political, legal, historical, economic, ethical, sociological, philosophical and psychological knowledge, which are also meaningful on the basis of national and international values, norms and cultures.

Civic education in modern Armenia is a set of *civiliarchic* knowledge, ideas, and values necessary for an Armenian citizen, including knowledge of the political and legal foundations of the life of Armenian society and state, moral attitudes and skills of active participation in the adoption, implementation and control of public decisions. The prerequisites for the formation of civic education allow us to divide this area into social science, participation in school affairs, civil society, social networks, the Internet and other factors of the social environment. This division is conditional from the viewpoint of a systematic approach to civic education as an integral complex occupying a special place in the structure of general education, in the process of socialization of schoolchildren and in the development of civil society. This shows that the essence of civic education is the provision of effective and adequate social development in the context of the existing society of values, knowledge and citizenship skills as a

civiliarchic quality of the individual. This provides a social construction of reality and includes the following elements:

1. Understanding of democratic rights and freedoms and the ability to use their social life;
2. Personal responsibility for one's behavior, understanding of universal values, awareness of legal, cultural and moral obligations;
3. Active attitude to solving problems of social and political reality based on the rule of law, democracy, human rights, the sovereignty of the people and the independence of the country;
4. Ability to cooperate and promote within the framework of civil society organizations, the state and local self-government;
5. Awareness of the relationship among international, national and civic identities.

In this context, the importance and relevance is the pedagogical formation of citizenship through civil education in Armenia, as it covers the main directions of civic education: 1) the formation of a national and intercultural civic identity; 2) the formation of civic competence of the individual.

The civic competence is a set of readiness and abilities that allow individuals to actively, responsibly and effectively implement a set of democratic rights, freedoms and duties, apply their *civiliarchic* knowledge and skills in all spheres of public life. At this stage of development of modern Armenian society applied is the study and release of European and international experience of civil competence (*EACEA 2012*). From the point of view of social and human sciences, it is necessary to conduct a comparative analysis and interdisciplinary study of civic education, which will allow measuring the level of civil competence in Armenia, and also use the Civic Competence Composite Indicator for our country. For this purpose, a good basis and example can be the European experience, because “measuring Civic Competence in Europe is part of a process to establish and monitor the learning outcomes needed to facilitate the development of active citizens in Europe” (*Hoskins et al. 2008, 9; Hoskins et al. 2012*).

Table 1. Indicators and dimensions of Civic Competence

Civic Competence dimension	Civic competence indicator
Citizenship values	Conventional citizenship
	Social movement related citizenship
Social justice	Democratic values
	Equal Rights for all ethnic/racial groups
	Equal rights for immigrants
	Gender Equality
	Value of participation at school
Participatory attitudes	Political and social issues
	Internal political efficacy
	Legal protest
	Electoral participation
	Political Participation
	Informal participation
	Self-efficacy
Cognitions about democratic institutions	Knowledge and skills

As shown in Table 1, that the analysis of this indicator will allow us to make a comparative analysis of existing normative documents, national standards of education and training programs for schools in Armenia. The results of the study will give us grounds to conclude that the development of civic competence of students is ensured both by forming their personal qualities, helping them become knowledgeable, active, capable of self-motivation, sociable, sympathetic, and by strengthening their learning, participation and acceptance skills responsible decisions. Based on these results, the main tasks will be identified, which will be solved through education and through extracurricular activities in accordance with the stages of school education, the content of disciplines and the age of schoolchildren and all students at each stage. A particular set of content components will determine the specific objectives of civic education: the level of civic integration, links to civic values, norms and traditions, the depth of knowledge, as well as active participation in public activities, in the affairs of the school and the local community. For example, it is

interesting to study pedagogical components of the formation of youth civil competence (*Jurs 2015, 69*).

Civic education is unique and to improve the civil competence in Armenia, it is necessary that the complementarity of civic education is formed and developed consistently with the primary school and in the basic school, and then extended in high school:

- Primary school should create conditions for students to obtain basic knowledge about the state, laws, rights and duties of the individual and citizen, the main moral values and norms of behavior. At this level of the communicative abilities of the child, the skills to communicate and regulate conflicts through dialogue will be developed, and the basic value orientations of the conscious citizen will be created;

- In the basic school, along with the deepening of knowledge, with the development of the moral and ethical aspects of civic competence, it is necessary to emphasize the social aspect that gives students the knowledge and skills necessary to participate in the life of the school and the community. At this stage of civic education, the following competencies are important: cooperation, interaction, communication, respect for others, tolerance, rights and responsibilities, pluralism, conflict resolution, meetings with civil society, information on the use of social networks and Internet resources;

- In high school, focus should be on the political, legal and economic aspects of civic competence that offer insight into the essence of democracy, the way citizens participate in society and the state, their rights and responsibilities, human rights and freedoms, the forms and functions of government, decision-making and Control over their implementation, the essence of market relations, economic factors that contribute to the development of a democratic society. A distinctive feature of the development of civil competence at this level of education is the ability of students to consciously apply the acquired knowledge and skills to solve problems in their own lives, the community, the state and society, taking into account the values of civil society.

The following forms of civic education are currently used in the Armenian general education school: a) training courses: Social Studies; The World History; History of the Armenian people; History of the Armenian Church, etc., 2) interdisciplinary or value, which develops civic values in the process of teaching any school subjects, regardless of

their content, 3) institutional, that is, modeling in the school elements of adult civic life, or bringing the main elements of school life (the style of learning, the nature of the evaluation of educational outcomes), and school policy in line with basic democratic values, 4) project, which includes the participation of the school in various social projects, both international and local, related to the topic of civic education.

Each of these forms has certain opportunities for the formation and development of civic education in Armenia. Comparing these possibilities, it is important to determine the conditions under which one or another form or a combination of them can ensure the transition of civic education to a qualitatively higher level.

The most developed and predominant in most Armenian high schools are training courses (study subjects). This form is presented in a variety of texts of curricula and manuals for high schools, which are still being improved. However, the relatively wide distribution of training courses does not yet indicate the transition of civic education to a qualitatively new level of development in the context of the integrated realization of its goals and content. The quality of civic education is not just provided by the presentation of new material or by its reproduction by schoolchildren.

These factors can also hamper the positive motivation of high school children to study the subjects of civic education and discount them as a school subject. It seems that one of the determining conditions for the formation of an effective course of civic education is the innovative and explorative nature of the methodology for its teaching.

In my opinion, in Armenian high schools teaching of subjects of civic education will be effective if the following conditions are realized: a) teaching of thinking will become a priority didactic goal; b) a significant goal of the course will be the mastery of the procedures of search activity; c) Individual preferences of schoolchildren in the social sphere will be taken into account; e) use of methods of dialogue and participation in teaching.

The smallest distribution in high school has so far received an interdisciplinary or value form. Although interest in it, especially in recent times, has grown a little, the introduction of this model in the educational process faces serious difficulties. The reasons for these difficulties lie in the fact that the traditional domestic education system is not adapted to the dynamic process of identifying civil values, which

is an important condition for the quality of civic education. Assessing the prospects of this form, one must take into account a number of factors: 1) the absence in the Armenian high school of strong traditions of “freedom of speech and conscience”, “expressing one’s point of view”, “discussing” moral and ethical concepts, without which subsequent identification, rationalization and deepening of the initial ideas about The importance of citizens' rights and obligations, values of debt, equity, etc.; 2) the lack of traditions of studying knowledge and values related to human rights, the ethics of social responsibility, attitudes of tolerance and pluralism of opinions. This is due to the fact that traditionally in Armenia the consideration of these ethical and civil problems was determined by the teacher, the director or the head of school staff, their competence and worldview; 3) weak control over the senior school by civil society organizations, the mass media, the state and local self-government on the formation of *civiliarchic* qualities of schoolchildren in accordance with the Constitution of the RA, the strategy, programs, and fulfill the basic international and European standards in the field of education.

Within the framework of this form, all the above factors can lead to undesirable results. This means that instead of a sense of individual responsibility for one’s dignity, for one’s destiny and happiness, instead of understanding the interrelation between the individual and the state, there can arise group-centric and egocentric attitudes of “fighters for human rights”, “fighters for the rights of the people”, “defenders” own rights, etc. Under these conditions, the unprepared methodological and methodical implementation of the interdisciplinary form can lead to processes and results that are contrary to the goals of civic education. Uneducated teachers can focus high school students on their own moral values, including political and ethical attitudes, unfulfilled interests and unrealized expectations.

The institutional form is important and indispensable from the point of view of motivating the conscious attitude of pedagogical staff and schoolchildren towards civic education that, understands their role and responsibility in the destiny of the country and in the development of the local community. This clarifies the important institutional role of the high school in the formation of the primary experience of socially responsible and legal behavior in a real environment. Taking into account the results of the introduction of this form, another condition for

the quality of school civic education can be singled out: the creation of democratic self-government mechanisms in the school. However, there arises the problem of assessing the quality of this mechanism itself, which requires the development of a system of additional criteria for building a democratic school model. This form assumes: 1) the transformation of the climate of the high school, the mechanism of its organization and management in the means of solving educational problems; 2) participation of the school in solving local and social problems; 3) the development of not only the subject, but also the methodological, as well as the socio-psychological competence of the pedagogical staff.

Analysis of various forms of civic education allows us to conclude that in the process of implementing pedagogy they face the problem of qualitative assimilation of knowledge, skills and values of citizenship. The quality of civic education as a whole depends on the effectiveness of the educational process, the effectiveness of the school, the teaching staff, and also from the whole society. Therefore, assessing the effectiveness and quality of civic education is a complex pedagogical, managerial and interdisciplinary problem.

ГРАЖДАНСКОЕ ОБРАЗОВАНИЕ КАК УСЛОВИЕ СОЦИАЛИЗАЦИИ ШКОЛЬНИКОВ В АРМЕНИИ: ПРИМЕР ИНТЕГРАЦИОННОЙ МОДЕЛИ СТАРШЕЙ ШКОЛЫ

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Резюме

В статье рассматриваются проблемы гражданского образования и социализации школьников в Армении. Автор обосновывается тот факт, что на современном этапе общества знаний, наиболее важными элементами *цивилизархической демократии* являются гражданское образование, гражданская компетентность, этика гражданственности, политическая культура педагога и гражданственности. Гражданское образование это *цивилизархическая система* знаний, навыков, взглядов и ценностей, необходимых для гражданской компетентности, социальной ответственности, активного участия в гражданском обществе, а также повышения эффективности государственного управления и местного самоуправления. В статье предложено авторское определение формирования гражданской компетентности.

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IMPACT OF CODE OF ETHICS ON ACADEMIC INTEGRITY: THE CASE OF ARMENIA

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Introduction

Academic integrity is a relatively new tenant to the higher education culture of Armenia. To put it more accurately, academic integrity as such and the accompanying implications have not been properly addressed and even considered to be of high significance in our system since the collapse of the Soviet Union. To take the argument further, the term 'Integrity' has no precise equivalent in Armenian and the existing translations give room for various interpretations and disapproval of the content the term is supposed to imply.

The quest for looking into academic integrity within the higher education of Armenia was fostered by the anti-corruption strategy of the country, which among 4 policy areas targeted by the strategy