# OPPORTUNITIES AND FOCUS ON EDUCATION IN CIVIL BEHAVIOR (PRIMARY SCHOOL AGE)[1]

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*Abstract: The report describes an attempt to implement a variety of options for civic education of children in out-of-school time. Emphasis is placed on moral potency and attitude towards part of the life-style lifestyle as one of the components of civic consciousness and behavior. Variants are provided for discreet familiarization with educational content that allows the diagnosis of the effect.*

*Keywords: healthy lifestyle, morality, civic behavior*

> *"We should be more interested in what the child is,*
> *as what person he grows up, than what is known to him"*
> ***Henry Pluckrose***

**INTRODUCTION**

The time has passed since we linked the capabilities of the children from pre-school childhood, with its ability to master the basic knowledge, providing seamless adaptation to school conditions ... Nowadays, the psychological characteristic of the 6-7-year-olds is different - socialized adolescents with an active position and unspecified value system influenced by stereotypes and prejudices that exist in everyday life, both in kindergarten and family, where the main efforts are directed mainly towards mastering elementary habits and improving language communication. Complicated social environments require thinking in the context of day-to-day coping with children with a variety of challenges.

A new type of approach and interaction is needed during education and training, defining a more appropriate future life in the social macrostructure.

Given the existing experience in the world, there are grounds for expectation that Citizenship Education can largely satisfy these needs (4, 350-356). The chosen integrative approach, implemented through interdisciplinary links, in the existing system of work in kindergartens, allows to escape from the established traditional form of education and training of children from the preparatory group. Without neglecting its benefits, it can be enriched to allow children to participate actively in pedagogical interaction and to assume responsibilities related to their personal life status of citizens in the future.

These considerations motivate efforts to use organized forms of work in an open environment and create expectations for an effect in which there will be democratically thinking citizens open to the world on the basis of high awareness and their own culture.

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[1] The report was presented at the Student Scientific Session on 22.04.2019. in Pedagogy section with an original title in Bulgarian: OPPORTUNITIES AND FOCUS ON EDUCATION IN CIVIL BEHAVIOR

No less advantage of this type of training is that through it it is possible to learn not only the knowledge but a variety of skills applicable in the real social environment, which becomes more dynamic and unpredictable.

**EXPOSITION**

There is an attempt to interact between three groups of eighteen children (in each of the groups the number of girls and boys is equalized - ten girls and eight boys) at six-seven years old. Work took place in two modules for six days and a three-day module with adults included (parents). These are participants who have little experience in pedagogical interactions, which is marked with both positive and negative emotions. Children, on a purely practical basis, have felt that they lack sufficient competencies to deal with different life situations, and in this sense the motivation for inclusion in the work process is relieved. The program is filled with personal development exercises united in various information, theoretical and practical blocks ("Who am I", "What can I interact with with others," How to negotiate and agree). Her apprenticeship took place in a summer school.

The main organizational forms are teamwork and a group conducted in adolescents' free time in an open day care room, which allows the observance of the basic rule - "to know the child" (4, 7) in order to achieve success.

*The aim* of the study included improving the understanding of the basics of civic education and education on a practical basis, with emphasis on moral relationships and healthy lifestyles.

*Tasks* included:

- Making didactic materials and selecting natural materials that are used as such during practical assignments.
- Building a triblock program, each with a specific purpose and tasks to be inspected and analyzed. Between the blocks there is a logical connection and practical tasks corresponding to the purpose of each block individually.
- Approve the program in a pre-tested and secure environment.
- Gathering information - a basis for creating new curriculum materials for Civil Education components that are deficient in children's behavior.
- Reporting the effect of the program.

The leading *hypothesis* is that: if enrichment of the curriculum in the civic education and putting the children in real conditions will improve the understanding of its nature and meaning in relation to the personal realization inside and outside the space in the kindergarten, there will be new competences for coping in the world of others and a new type of consciousness associated with the roles of the personality.

In terms of content, blocks implemented in group (1, 96-108) include:

### I "Who am I"[1]

- Understanding the different aspects of the personality that make up her physical and emotional side.
- Search for relationships and relationships between personal opportunities, environment conditions and motivations.
- Creating options for solutions related to needs.

### II "For what can I interact with others"[2]

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[1] **See** Appendix 2
[2] **See** Appendix 3

- Reflection of the terms "other", "identical", "I".
- Work on stereotypes and prejudices.
- Solving Tolerance Cases.

### III "How to negotiate and agree"[1]

- Examining materials related to the moral behavior of the individual in the micro and macro structure, defining different viewpoints and referencing them to the environment (family and social), using specific work materials2. For this purpose, discussions were held.
- Participation in the theater drama, with emphasis on the situational method and the personal example (2, 142-148) for understanding the possibilities for reaching agreement.
- Playing games for group reunification and getting consent.

The final stage of the program is implemented jointly with the parents. The main methods were: discussion, chat, role-playing, focusing on giving a personal example. The aim was to help the two groups of actors - children and adults - get on a strange point of view and agree to change interpersonal interactions, even though they are dyed by intergenerational differences.

When structuring the individual tasks in the module, the approach of both Rumen Stamatov and William James (1892), whose classical understanding of self-assessment is seen as a relation of the real achievements and the requirements of the personality, have been taken into account. Opportunities for the perspective of the self-creation, according to his own self-determination, as well as improved compatibility between the ideal and the real self, are sought. This is in sync with Horney's (1950) opinion on the impact of reality on self-esteem - on ideals in the context of subjective experience in terms of their feasibility.

The results obtained by qualitative and quantitative analysis of the collected data, through observation, Pib Wilson's self-assessment test[3], locator questionnaire (modified for the age group being worked) of the control. They showed that:

- There is a change in the way the person reacts in different situations - in joint activities, in seeking consensus, in discussing. There is a changed self-concept that reveals how the self sees itself in the world of others and identifies themselves with them, proves how structured modular content influences the building of the personality (Stamatov, 2000).

Depending on the interaction of personality with others and the group as a whole there is a self-assessment dynamics, which shows a close connection with the localization of the control. This directed to:

- Observation focuses on:
  - ✓ The level of understanding of content related to civic education.
  - ✓ Percentage orientation of pedagogical interactions to the formation of competencies stemming from the objectives and tasks of civic education.
  - ✓ Demonstrate interest in additional activities and information.
- In the diagnosis, the Locus was looking for:
  - ✓ Changes in the focus on success and / or failure factors.

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[1] **See** Appendix 4
[2] **See** Appendix 5
[3] **See** Appendix 5

✓ Satisfaction with the group's own and others' activities.
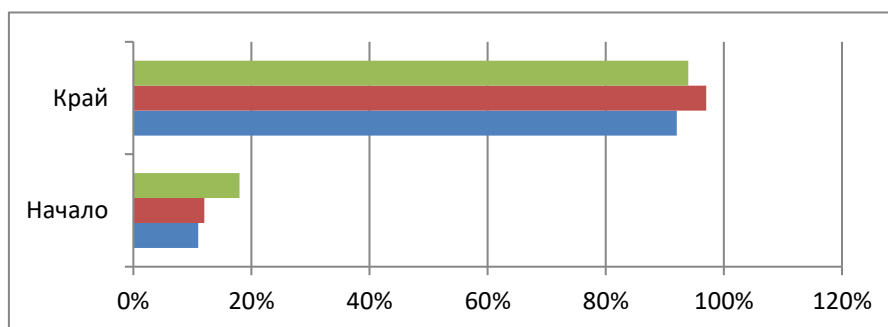✓ Demand for voluntary engagement in new activities.

The data were collected at the beginning of the study, i. prior to the program's approbation and completion. They are statistically processed and show a visible increase in self-assessment, change of locus from external to internal and competence to agree. The crucial tasks in the course of the study are assessed in advance, given the evaluation criteria. They include:

- Conformity with respect to the essential weaknesses.
- Compliance with the applicability of open work tasks.
- Compliance with the competences of children and parents for participation in the debate and drama-theater.
- Compliance in terms of job opportunities in a group.

The analysis allows to identify the value and difficulty of the tasks in terms of the capabilities of the surveyed persons. As an essential part of the empirical point of view, it allowed the definition of a correlation "easy - difficult" and "complicated - simple". The conclusion is that discriminatory power varies in the permissible proportion.The analysis of the distractors is based on Berg's criteria. They provide data on the participants, according to the tasks. In the study of the results the mean values of samples of normally distributed aggregates were compared. The analysis of the reasons for differences at the end of the study relates to the content of the program and the organization of the work. The graph shows the aggregate results of the three modules at the beginning and end of the study for all participants.

**Graph 1[1]**
/values from the results of the 3 modules /



The results have led to the following conclusions:
*Opportunities* are related to:

- Expanding teenagers' concepts - Improving the understanding of concepts that are considered "difficult" and "complex" 2 such as: identity, difference, stereotype, etc.
- Improving interpersonal relationships between child-child and adult-child.
- Change in behavioral manifestations related to identity and self-knowledge.
- Enhance the desire to participate in interactive top interactions on the issues of civic education and education.
- Change in parents' value system in terms of teacher competence and role in the personal development of children.

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[1] **Obs**. the values are marked as follows - blue color - module 1, red 2 and green - module 3
[2] **See** in detail Minchev, B., Situations and Skills, S., 1991, Sofia University "Kl. Ohridski ", 165 p.

- Demonstrate willingness to assist in organizing other trainings.

*The highlights,* around which should be worked in the future are:
- To unite the general efforts of educators to realize effective interdisciplinary links in an interactive learning environment that combines traditional organizational forms and unconventional (open classroom).
- Creating online platforms to help teachers exchange experiences and didactic materials;
- Expand extracurricular and out-of-school forms in content terms.
- Strengthening the interaction between the school and other educational-educational factors.

**CONCLUSION**

The work showed sustained results over time for the three groups of subjects surveyed. The change in understanding of the meaning of learning competences related to civic behavior and self-esteem has become the basis for changing the control point and increasing the person's claims to self. There are real changes in behavior - a result of new values that generally reflect in the group.

Due to the rich variety of approaches in Civic Education programs, there is not enough clarity about priorities for age-oriented components when working with children in the middle childhood. There are no didactic materials - although these have been developed during project work, in the development of doctoral programs, there are no common school initiatives to work on creating some global values such as: empathy, volunteering, mutual assistance and others. The experience gained in the world and in the Bulgarian school is rich, but it does not work on its popularization, which leads to energy expenditure, waste of time and lost benefits in the civic consciousness - respectively the behavior of adolescents.

Citizenship education programs must be flexible and permanent and follow social realities.

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http://priobshti.se/article/priobshtavashta-klasna-staya/uchilishteto-myastoto-kudeto-se-uchim-da-upravlyavame-emociite

*Appendix 1*

**Me - the concept - structure**

(by William James)

**Global**

**Me - the concept**

**Aspects -** consciously Me, as an object, Me as a process - a continuous interaction

**Positioning components -** self-assessment, behavioral tendencies, Self-concept as a set of elements for oneself

**Modalities - the** real self, the self I am, the mirror I

**Aspects** physical, social, mental, emotional

*Appendix 2[1]*
*/work directed at self-motivation /*



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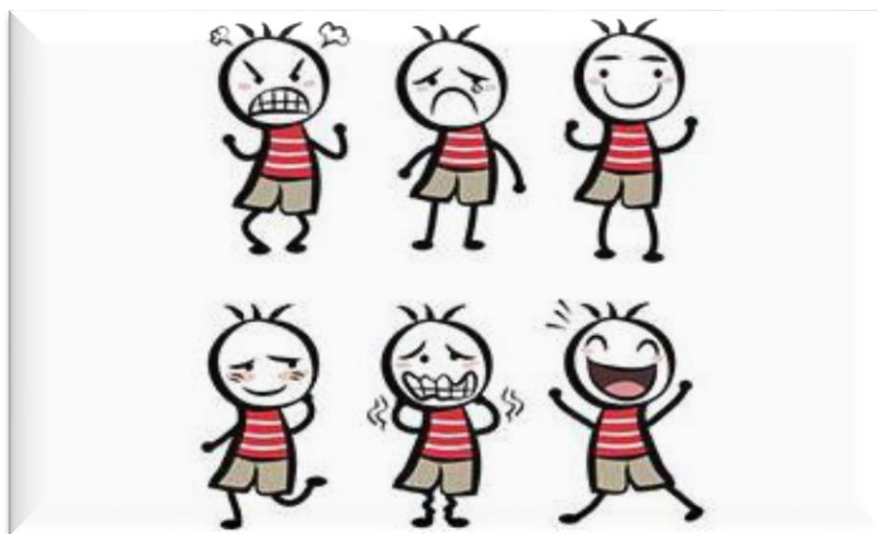[1] **Obs.** For publication of photos parental consent has been obtained

*Appendix 3*
*/cooperative activities that have been observed /*

*Appendix 5[1]*
(material for comparability of situational emotion)





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[1] **Obs.** The materials are from http://priobshti.se/article/priobshtavashta-klasna-staya/uchilishteto-myastoto-kudeto-se-uchim-da-upravlyavame-emociite but have been modified for study purposes