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Published in the Slovak Republic

European Journal of Contemporary Education

ISSN 2304-9650

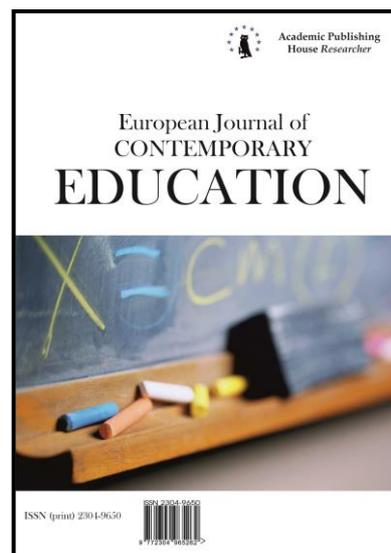
E-ISSN 2305-6746

2017, 6(1): 5-13

DOI: 10.13187/ejced.2017.1.5

www.ejournal1.com

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Education of Civic Consciousness in George Kershenshteyner's Creativity

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Abstract

Relevance of the publication is caused by need of judgment of realities and prospects of development of the Russian society. The education system is the main factor of updating of tenor of life of the state and further development of democratic institutes. Therefore questions of a humanization of Russian education become defining in historical and pedagogical process. The solution of an objective is impossible without knowledge of history of formation and development of the Russian school. The appeal to historical experience gains now special relevance as promotes updating of values and ideals, preservation of communications of the past with the present, between science and education. The appeal to the European history of a development of education of the second half of XIX – the beginning of the XX centuries, namely gives to Germany essential help. The German pedagogical thought is characterized by existence of rich humanistic traditions and experience. The purpose of article consists in the characteristic from modern positions of the humanistic system offered by the famous teacher of Germany of the second half of XIX – the beginning of the XX centuries George Kershenshteyner. The leading approaches to the characteristic of this problem are system, historical and culturological, the intrinsic characteristics which allowed to reveal, features of civil education in Germany of the considered period. Materials of article can be useful to pedagogical workers, organizers of educational work with the studying youth for acquaintance to life and activity of the famous German teacher and the public figure George Kershenshteyner.

Keywords: George Kershenshteyner, civil education, labor school, elementary national school, students.

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1. Introduction

The second half of the XIX century was characterized by industrial revolutions in the states of Western Europe and the USA which demanded scientific, modernization of production and improvement of social institutes. In these conditions there was more obvious a discrepancy of traditional school, practice of education and training in new economic and political realities which was already earlier felt in society. Contradictions between a condition of school business and new political, economic conditions caused emergence of the pedagogical movements demanding reforming of school at all its steps (Boguslavskii, 2008).

Comparison of a level of development of Russia with the countries of the West showed that the education system in the West dealt with qualitatively other society, material and legal support.

New western pedagogical ideas which were borrowed by teachers of Russia, were approved in essentially other welfare conditions.

The German pedagogical thought is characterized by existence of rich humanistic traditions and experience. The historiographic analysis shows undoubted interest of researchers in pedagogical experience of Germany of the second half of XIX – the beginning of the XX centuries.

The contradiction between a big contribution of the German teachers and thinkers to history and the theory of pedagogical thought and insufficient scientific judgment of humanistic aspects of this heritage comes to light.

The idea of civil education of G. Kershenshteyner enjoyed wide popularity in Germany. In his opinion, the school had to teach children to absolute obedience to the state. Growth of consciousness of the public disturbed G. Kershenshteyner. He wrote that against «internal enemies», against carriers of proletarian consciousness neither guns, nor battleships, even bayonets of the whole army do not help. It is necessary to use other weapon, thinner, but also more true and strongly acting – the political education inspiring to pupils «understanding of problems of the state, consciousness of the civic duty following from here and love to the fatherland».

2. Materials and methods

Principles:

the historicism considering the historical and pedagogical facts and the phenomena in concrete historical conditions and taking into account the level of social and economic, cultural and political development of society;

systematic, studying social and educational institutes, structures in their interaction and interference;

the interdisciplinarity demanding application of concepts of interdisciplinary sciences make theoretical base of research.

Complex of the complementary methods adequate to essence of the studied phenomena:

- the comparative and comparative, theoretical and retrospective analysis of archival materials, philosophical, psychology and pedagogical, historical, sociological, legal literature on a research problem;

- systematization,

- classification,

- modeling of the studied phenomena and processes,

- problem and chronological method of group of research material;

it is applied at the solution of research tasks.

3. Discussion

The study of Kerchensteiner was developed in our work «The Problem of civic education in the Russian pedagogics and school of the late XIX – early XX centuries» (Belentsov, 2000).

Modern researchers B. Bim-Bud, M. Boguslavsky, Z. Vasilyeva, I. Goncharov, E. Dneprov, S. Egorov, V. Krayevsky, A. Mudrik, Z. Ravkin, V. Pryanikova repeatedly addressed to the most rich heritage of domestic pedagogical thought and practice in the context of revision of theoretical fundamentals of pedagogics of the second half of XIX – the beginning of the XX centuries.

B. Bim-Bud, A. Dzhurinsky, G. Kornetov, V. Klarin, V. Menshikov, O. Obraztsova, A. Piskunov considered influence of ideas of the European pedagogics on Russian education.

L. Nesterova, I. Tutikova, A. Ryzhov analyzed G. Kershenshteyner's creativity in the works.

4. Results

Main conditions of civil education

G. Kershenshteyner stated the vision of civil education in the works «Main Questions of the School Organization», «About Civic Consciousness Education», «Labour School» where acted as the ideologist of civil education (Kershenshteyner).

First of all, G. Kershenshteyner paid attention to concept of civil education of the work «About civic consciousness education» (Kershenshteyner).

He said about big delusion that civil education and civic education same. «If so to judge, then the best citizen the one who studied the greatest number of political sciences. It is also wrong qualification what is applied at our schools at exposure of the highest marks under the God's Law to those pupils who it is better than others learned by heart the Bible and the Catechism» (Kershenshteyner, 1917: 11). So far ways of teaching religious and ethical sciences which averted pupils from religion and moral, according to the author, existed at national schools. This danger always arose at the compulsoriness in training which is not stopping only on assimilation and multiplication of knowledge. It became inevitable when compulsoriness extended and on assimilation of ethical knowledge.



Fig. 1. Georg Kershenshteyner

The considerable part of civil sciences belongs to similar type of sciences. The jurisprudence, civil law, a constitutional right, political economy, the doctrine about problems of the state and public institutions and, the main thing, the doctrine about the rights and the citizen's duties – all these sciences can be useful and valuable only on condition that their assimilation is not calculated only on memory, not interfaced to compulsory periodic learning when «seeds of civic consciousness fall on the soil loosened with an iron plow of kind skills» (Kershenshteyner, 1917: 11).

George Kershenshteyner noted a big role of a family in formation of civil qualities. «Where the family assumes preliminary preparation of the soil, there, of course, the seed thrown into it by school training will bear fruits. In the same place, where the family of it does not do, – and in the huge majority of cases it does not do it, – there school training is a throwing of seeds in desert sand. Knowledge is extremely valuable property where they can be connected with will to action and with opportunity to apply them in practice» (Kershenshteyner, 1917: 12).

At the correct statement civic education cultivates qualities and virtues: integrity, honesty, endurance, discretion, diligence, thrift, pleasure of creativity and, therefore, pleasure of life, diligence in work without which not to do to the real citizen. "The person who is loving the work and learned

pleasure of creativity is incomparably more grateful object for education, than the slave to the car, sad and indifferent" – so considered G. Kershenshteyner ([Kershenshteyner, 1917: 12](#)).

As the researcher considers, at the same time, truly civil virtues are a respect for interests of the neighbor and devotion to a debt, do not develop by itself of the validity to work and love to it. Ability to work and love to work is necessary, but not the only thing of a condition for education of the citizen. Efficiency and pleasure of creativity can get on in the person near the most unscrupulous egoism, avidity and unrestrained ambition.

All statement of school matter in Germany is calculated only on pushing of individuals forward. «Our schools do not give public life in a germ, «an embryonic community life» as demanded that J. Dewey. Our school authorities pay not enough attention of opportunity to make public schools more similar to the state life of «la possibilite de rendre les Ecoles publiques plus analogs a la vie civile» – the task set by the baron von Zedlitz, the minister of education at Friedrich Weliki» ([Kershenshteyner, 1917: 12](#)).

Therefore the best and capable pupils quite often left school with ardent desire to win vital fight, to eclipse all the companions, to take a palm, to achieve glory, the power, large earnings, but the serious doubts in need which are not confused to reckon with interests of the neighbor.

G. Kershenshteyner's conclusion is rather negative. In the modern industrial and official state there is a lot of population, with the ruthless economic struggle giving the fruitful soil for magnificent blossoming of egoism and ambition purely professional or at least scientific educations without appropriate education of youth in the spirit of civic consciousness are represented by rather a danger, than the benefit ([Kershenshteyner, 1917: 13](#)).

One of important conclusions of G. Kershenshteyner is distinctions of civic and political education.

Politically educated person is a person who developed steady views of the purposes and problems of the state and means of their achievement. It is that person who in case of need, will have enough will to subordinate the actions to the state idea. G. Kershenshteyner emphasizes that uncommon intelligence is necessary for this purpose. The few compatriots developed own views of problems of the state and ways of their implementation. The majority was provided to other people politically to think for them. The direction of their civil activity, as well as political views, will be always defined by more or less strong influence on them of leaders and their promises.

Therefore, systematic training is necessary since youth for transformation of our thinking into the correct acts. As the researcher considers, it is a psychological axiom. It is not enough in modern school education.

The educational system to the Fatherland has identical problems. Studying of history at best wakes up representations and feelings, respect for the power in school students. As doctor Ryulman fairly notices, whose views were analyzed by G. Kershenshteyner: «The principle of the power can appear insufficiently steady support for the state consciousness eventually. Our future depends on, whether the citizen will manage to us to impart instead of blind obedience of the citizen call of duty». And most important is a realization of call of duty in action.

G. Kershenshteyner is convinced, call of duty in a people at large takes root consciousness of provided material and spiritual existence which gives to the conscientious worker the ordered political system ([Kershenshteyner, 1917: 15](#)).

The standard education of patriotism can replace political education a little, and political education cannot replace the civil. All three serve the same ideals, but patriotism without political education is a balloon, but not the airship. Political education without civil is an airship without skilled helmsman ([Kershenshteyner, 1917: 15](#)).

G. Kershenshteyner said that quite often mix political education with party and political education. It is the direct opposite to civil education.

The party person does not recognize other state ideal, except own, other purpose of existence of the state, except that what he considers important, different ways of its achievement, except what he offers. He seeks to provide domination to the views and the exclusive power of the party.

The true citizen knows that in the modern constitutional state its power is based on freedom of thought and a freedom of worship. Thus the honest opponent has the right for existence. All life in the state is based on mutual understanding and the agreement. Interests of the separate are provided with the equation of interests of all.

Therefore, the ideal of civil education is in essence other than an ideal of political education of what it is thought by leaders of parties. Political education is an important component of civil education only so far as it moves in the direction of scientific reality. But just because scientific objectivity is the main sign of the put political education, its application in civil education is available only to what mentality allows the scientific accuracy of supervision and scientific thinking. Schooling since the childhood to civil virtues means much more, than neutral political training (Kershenshteyner, 1917: 15).

G. Kershenshteyner also spoke about difference of civil education from the public. «Public education, education for service to society, only then is important part of civil education when this concept included known prerequisites. Main from them is that direct service is not service to society» (Kershenshteyner, 1917: 15).

There are people who render huge service to society already that they try to increase cultural value of own personality. Great people of art and science treat this category. These people feel internal uncontrollable requirement to work only at a field of moral service to the ideal of the personality. We can demand from them only that their creative force found to itself expression in conscious service to society by multiplication of its cultural riches.

But as social education sets to all members of a community identical moral tasks and imposes on them identical duties, it has nothing in common with social education any more. In this aspect G. Kershenshteyner agreed with G. Schwartz who contrary to Kant, declared that moral tasks follow from nature of this personality and are defined by her tendencies (Schwartz, 1907: 34).

Our moral education cannot and should not aspire to exempting the personality from the power of her any individual tendencies and to force it to see execution of a debt in compulsion of to service to the purpose imposed to it.

Our educational task can consist only in providing to the pupil possibly more various cases to devote itself to service to the individual moral aspirations, whatever they were. Otherwise, the meaningless requirement of social education could do the same harm, as well as the senseless requirement to preserve only persons (Kershenshteyner, 1917: 16).

The most important is that it is impossible to be engaged in civil education, as something collateral, but not superfluous for completion of education of the person. It which is correctly understood is also the education in general including all other purposes and problems of human education. The simplest ethical reasonings convince us that the prime target of human activity is implementation of the cultural and constitutional state in sense of a moral community (Kershenshteyner, 1917: 47).

From this point of view, the real citizen the one who selflessly and disinterestedly serves achievement and implementation of such moral purpose. Of course, each citizen of such state first of all has to have calling, the certain place in lives, the firm soil under feet, that in process of the forces and abilities to serve common cause.

Concept «civil education»

Any education has to reckon with natural tendencies of the brought up. The success of business depends on in what measure the teacher will manage to combine the objects set by it to themselves with natural inquiries of the pupil.

G. Kershenshteyner considered as the purpose of civil education creation of the moral hostel which approached the state to its far ideals.

Reflecting on this problem, O.Y. Obratsova noted that a problem of civil education is schooling of youth to serve a community at the correct statement of school business, the school organizations, working workshops and labor methods, suggestion of sense of duty by it and aspiration to promote moral improvement of the community by voluntary participation in it, submission by it, mutual respect (Obratsova, 1996: 76).

So, N.A. Ryzhov considered that «what there was a constitution of this state at present and what there were conditions of civil activity of youth within this state, – all the same the citizen will consider himself obliged to serve honestly existing system, and it will be service to an ideal» (Ryzhov, 1916: 54).

Thus, conscientious execution of a debt is a first step in service on advantage of the state and on the way of formation of the citizen.

From this point of view there is no calling which at the same time would not be serious service to the state. For it are necessary after all not only politicians, officials, doctors, lawyers, but also workers. And if the worker carelessly fulfills the duties, he harms to the state, causes damage to public hygiene, increases number of diseases, lowers force of resilience of the state to adverse external and internal conditions. No state at the most ideal political system will prosper, will not find a way out, dependent in relation to other states, if his inhabitants differ in laziness, not working capacity, unfair execution of the duties, the negligent relation to the calling, as if it seemed insignificant and important (Kershenshteyner, 1917: 17).

The following step is the correct understanding of needs and needs of the fatherland and the duties in relation to whole. The one who respects himself, protects the rights, does not give itself (himself) in offense, that will be respectful and to the rights of others, it is correct to understand the social duties in relation to the whole.

From here one more problem of civil education follows is a development of feeling of legality, ability to value the and to respect foreign rights, understanding of the state as the carrier of the principles of legality and an order.

At the first stages of the development all states understand the functions externally: protection of borders against external enemies and maintenance of an internal order. From here the army, police, court are the first functions of public administration. But with progress of the state everything becomes clearer that the police and prison serve in itself as bad guards and keepers of legality, an order. The state starts understanding that as for fight against diseases the most important prevention, measures of hygiene and prevention, and in the state most important is a creating favorable conditions for joint life, improvement of material culture, – on the one hand; with another – increase of level of spiritual development of certain citizens, all people, awakening of its amateur performance, a creative power.

Thus, developing G. Kershenshteyner's views, domestic researchers considered essence of civil education as education of solidarity and mutual responsibility, legality and respect for an order, ability to endow the interests in favor of whole, to devote it the life, work, to serve its ideals.

Research of qualities of civic consciousness of students

Ideas of civil education of George Kershenshteyner are actual and now. Integrity, honesty, diligence, pleasure of creativity, diligence in work which are cultivated by civic education, undoubtedly, are important for the modern young man.

Research on problems of student's youth of Southwest state university (Kursk) was conducted by us in 2016. 64 respondents, among them took part in research: 7 men and 57 women, the direction of preparation are a psychology and sociology.

Questionnaire on the problems of the Russian youth Council of the statisticians of the Central office of Rosstat acted as tools (Questionnaire, 2011).

The main unit of the questionnaire are orientations of students to education and development.

The following results are received.

Most of the interrogated students seek for successful labor and educational activity. Absolute majority (98 %) among the interrogated respondents consider that young specialists need additional training, advanced training courses received a leading place (75 %), a language course was received by 50 % and courses of business communication (34 %) (Table 1).

Table 1. Whether young specialists, in your opinion, need additional training?

		Answers		Percent of supervision
		N	Percent	
Whether young specialists, in your opinion, need additional training?	no, do not need	2	2%	3%
	at advanced training courses	48	39%	75%
	on a language course	32	26%	50%
	on computer courses	18	14%	28%
	on courses of business communication	22	17%	34%
	I find it difficult to answer	2	2%	3%
In total		124	100,0%	193%

According to respondents, lacks young people to start independent labor life: first of all, vocational training by a concrete profession or specialty (47%), and also independence and responsibility (22 %) (Table 2).

Table 2. That, in your opinion, lacks young people to start independent labor life?

		Frequency	Percent	Valid percent	Cumulative percent
The valid	savoir vivre	10	16%	16%	16%
	vocational training by a concrete profession or specialty	30	47%	47%	62,5%
	independence and responsibility	14	22%	22%	84.5%
	working capacity	2	3%	3%	88%
	psychological stability	2	3%	3%	91%
	personal contact	2	3%	3%	94%
	another	4	6%	6%	100%
In total		64	100%	100%	

Most of respondents (88 %) consider that the state has to take part in employment of graduates of educational institutions, mainly this support has to consist in support by job search at the request of the graduate (56 %), however 32 % of students consider that the state has to provide the first workplace.

Slightly more fifth part of respondents are participants of creative, social, scientific projects.

The educational institution appeared the main source of informing on carrying out projects for a half of students, in turn a quarter of students learned about these actions from acquaintances, friends, relatives (25 %) and from mass media (25 %). These projects, most often, were financed by educational and scientifically educational institutions (62,5 %).

Slightly less than a third of the interrogated students wanted to take part in any creative, social, scientific projects (Table 3). The main motives of participation in these projects is: desire to open the creative potential (77 %), to expand the horizons, to gain new knowledge (54 %), to get acquainted with new interesting people (54 %) (Table 4).

Table 3. Would you like to take part in any creative, social, scientific projects?

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Yes	20	31%	31%	31%
	No	36	56%	56%	87%
	I find it difficult to answer	8	13%	13%	100,0
In total		64	100,0	100,0	

Table 4. What opportunities do attract your attention in similar projects?

		Answers		Percent of supervision
		N	%	
What opportunities do attract your attention in similar projects?	to get acquainted with new interesting people	14	22%	54%
	to open the creative potential	20	31%	77%
	to expand the horizons, to gain new knowledge	14	22 %	54%
	will provide the professional, career growth	12	19%	46%
	opportunity to declare itself, to become famous	2	3%	8%
	participation in cultural, pleasure programs which offer for participants of projects	2	3%	8%
In total		64	100%	247%

Thus, we come to a conclusion that the most part of students of Southwest state university is interested in educational process, and also future professional activity. The students support acquisition of additional professional skills and are ready to take part in design and innovative activity.

5. Conclusion

At the end of XIX – the beginning of the XX centuries the Russian pedagogical thought and practice are intensively enriched with the ideas of «new» foreign pedagogics turned to the purpose, the principles and means of civil education of younger generation.

G. Kershenshteyner's works approved idea of the purpose of civil education as about formation in children of solidarity and mutual responsibility, feeling of legality and respect for a public order, ability to endow the interests in favor of whole, readiness to serve public ideals, love to the Fatherland, becoming property of the pedagogical public of Russia.

As the researcher considers, truly civil virtues are a respect for interests of the neighbor and devotion to a debt, do not develop by itself of the validity to work and love to it. Ability to work and love to work is necessary, but not the only thing of a condition for education of the citizen.

Conscientious execution of a debt is a first step in service on advantage of the state and on the way of formation of the citizen.

The following step is the correct understanding of needs and needs of the fatherland and the duties in relation to whole. The one who respects himself, protects the rights, does not give itself(himself) in offense, that will be respectful and to the rights of others, it is correct to understand the social duties in relation to the whole.

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Ideas of civil education of George Kershenshteyner are actual and now. Integrity, honesty, diligence, pleasure of creativity, diligence in work which are cultivated by civic education, undoubtedly, are important for the modern young man.

6. Acknowledgements

This work is performed with assistance of the Russian fund of basic researches (grant No. 17-06-00013).

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