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The civic education of young people in the education system: a review of the normative and legal acts of the Republic of Kazakhstan

The article gives an overview of the state policy in the sphere of civic education and education of the Republic of Kazakhstan. The normative-legal basis in the sphere of civic education of youth is analyzed, the main directions, forms and projects are defined. Civic education of youth plays a key role in the formation of active and responsible citizens capable of participating in the public and political life of the country. In the Republic of Kazakhstan, the issues of civic education occupy an important place in the educational system, which is reflected in several normative and legal acts aimed at the development and implementation of relevant programmes and activities. The article is devoted to a review of normative-legal acts of the Republic of Kazakhstan regulating the issues of civic education of young people. It analyses the main laws and regulations that define the goals, objectives and methods of civic education, as well as the mechanisms of their implementation in educational institutions. Special attention is paid to programmes and initiatives aimed at the formation of civic responsibility and legal culture of Kazakh youth. The purpose of the article is to identify the main directions and approaches to civic education in the educational system of the Republic of Kazakhstan, as well as to assess the effectiveness of existing normative and legal acts in this area.

Keywords: Civic education, education, history teaching, textbooks, history of Kazakhstan, state policy, youth policy, citizenship, normative and legal support.

Introduction

Education as one of the mechanisms of cultural transmission involves a person in the process of familiarization with norms, values of various types and levels. The role of school as one of the basic social institutions of modern society is extremely high. In modern realities, school is often the only cultural centre in the lives of many young people. The role of the school in this respect cannot be overestimated, as it is the school that participates in the process of not only secondary but also primary socialization, forming values and norms, social needs and interests, rules of behaviour and strategies of interaction in society. The effectiveness of the process of socialization in educational institutions is directly related to the success of strategic tasks of the state in the sphere of economy, social policy, formation of socio-cultural community and national identity. Socially significant values are formed in specially created conditions of an educational institution. These conditions are created by special practices of transmitting positive values and norms, on the basis of which the personality of the learner develops. Consciousness of values is formed in the school environment and is actually the social mechanism that regulates activity and interaction with other people. This fact makes it possible to organize and implement a whole complex of purposeful activities within the functioning of the educational organization. Such activities are based on the value approach to education. This approach is aimed, first of all, at the formation of universal, civil and national values related to respect for human rights and freedoms, life and health, patriotism, civic and social responsibility. All this contributes to increasing the educational potential of the educational process, to realizing not only the educational but also the pedagogical function of the school, which is also inconceivable without the simultaneous renewal of the methodology, content and structure of education.

In this context, civic education for young people is a fundamental component of the educational process. It is aimed at socializing young people into active and responsible citizens who are able to participate consciously in the social, political and economic life of their country. In the Republic of Kazakhstan, civic education of young people is the focus of attention of the State and society, which is reflected in various normative and legal acts regulating the activities of educational institutions.

The participation of educational institutions in programmes of international cooperation and exchange of experience is essential in the system of civic education. In this regard, Kazakhstan actively cooperates with various international organizations and foundations implementing projects in the field of civic and legal

education. The national legal and regulatory framework for civic education takes into account international experience. This makes it possible to adopt best practices and adapt them to national conditions, which helps to improve the quality of the educational process.

At the same time, work with parents and local communities is an important part of civic education. The legislation of the Republic of Kazakhstan provides for mechanisms of interaction between educational institutions and students' families, local authorities and community organizations. Such cooperation helps to create a favourable environment for the all-round development of young people and the formation of their civic responsibility and social activity.

The normative and legal acts of the Republic of Kazakhstan are designed to create a solid basis for effective civic education of young people in the education system. Legislative and programme documents define the goals, objectives and methods of educational work and ensure the implementation of measures aimed at developing civic competences. At the same time, in order to create active and responsible citizens, ready to contribute to the development and prosperity of their country, it is important to further improve the system of civic education, taking into account modern challenges and trends.

Research methods

Based on the principles of historical analysis, the study of the existing world and Kazakhstan practice of the content of civic education, the development of its normative and legal bases in the context of teaching in secondary schools is carried out.

In this connection, civic education is considered as a process of formation of key socially significant personality qualities, conditioned by social demand. The presence of these qualities allows being a conscious and active participant in social relations on the basis of formed values of civic responsibility and national identity. This seems to be particularly important in the Kazakh context due to the need for further development of socio-cultural community and national identity. The nature of such values, cultural orientations, their dynamics, as well as norms, ideas, opinions, perceptions that dominate at the level of civic identity, reflect the trends of social development.

The preliminary analysis of the research problem allowed us to assume that the systematic nature of the main content of civic education in the Republic of Kazakhstan at the normative-legal level requires further specification in terms of the practice of civic education within the framework of the youth policy of the country. Accordingly, the research tools are based on the use of methods of complex historical analysis.

The study of the legislative documents of the Republic of Kazakhstan in the sphere of the content of the state educational policy of the Kazakhstan youth with regard to the formation of citizenship and patriotism was carried out. For this purpose, the methods of historical science, interdisciplinary approaches, including the use of qualitative analysis of documents were used. The main methods of historical research were applied, including logical analysis and synthesis of information based on general scientific methods. During the analysis of the normative-legal bases of civic education in the Republic of Kazakhstan, its system analysis was carried out, including structural and functional aspects. The general character of normative-legal elaboration at the legislative level of the concept and foundations of civic education is given; the study of its changes in the chronological context is carried out. Accordingly, the implementation of the research problems in terms of theoretical study is based on the totality of historical-genetic, historical-comparative, historical-typological, historical-dynamic, historical-systemic approaches.

Discussion

According to the Law of the Republic of Kazakhstan "On Education" of 2007, the concept of "education" is defined as "a continuous process of upbringing and training carried out for the purpose of moral, intellectual, cultural, physical development and formation of professional competence" [1]. Accordingly, the tasks of the educational system are defined, which are aimed at the formation of the personality on the basis of national and universal values, and educational programmes in educational organizations are "an integral part of the educational process and are aimed at the formation of patriotism, citizenship, internationalism, high morals and ethics, as well as at the development of various interests and abilities of pupils and students" [1].

The Concept of development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023–2029 (hereinafter the Concept) [2] contains provisions according to which the education of the young generation of Kazakhstanis is one of the priorities. Thus, according to the authors of the document, the process of education, socialization is determined by the combination of formal and non-

formal education. Formal education, represented mainly by school education, should promote the development of universal values and emotional intelligence of students. This document defines the transition from the approach of “carrying out activities” to the approach of “educational work at each level through educational goals and project approach”. The value-oriented approach is considered through the actualization of national values (territorial integrity of Kazakhstan, state language and unity of the people). Special attention is paid to traditional universal values such as honesty, kindness, justice, self-development. Such values as a rational approach to life, focused on education and development, healthy lifestyle and professional success, love for the Fatherland, small motherland, language and culture are not insignificant [2].

According to this document, the development of universal values and emotional intelligence will be based on the teachings of Abay “Tolyk adam”, Shakarim “Ar-uzhdan”, the pedagogical heritage of Akhmet Baitursynov, Mirzhakip Dulatov, Zhusipbek Aimaulytov, Magzhan Zhumabaev, the cultural heritage of Yermukhan Bekmakhanov, Manash Kozybaev, the ideas of Akseleu Seidimbekov about honouring the traditions of the Kazakh people and serving their country.

Accordingly, the educational process should be organized with an emphasis on the cultivation of strong family values and the importance of the family institution not only in the primary but also in the secondary socialization of the younger generation. This strategic document defines the preservation of the family, national traditions, values and continuity of generations as the basis for the sustainability of the Republic of Kazakhstan as a state. As part of the educational work in the country's schools, explanatory work should be carried out in the school environment and the value of the family should be popularized. According to the authors, schoolchildren should be more involved in the work of clubs in various fields. It is planned to create and develop various youth leagues, such as sports, debating and others. These leagues should promote the development of environmental culture and healthy lifestyle among the youth of Kazakhstan. To this end, it is proposed to develop environmental volunteering within the projects “Ashyk zhurek”, “Salamatty zhastar”, national and regional competitions “Zhas tourist” and “Guldeneber, Kazakhstan”.

Broader and more diverse services for full development are provided through non-formal or additional education. This will be done by strengthening the state educational order for additional education, which covers almost all educational institutions in Kazakhstan, both urban and rural. In this regard, local executive authorities should act to improve the material and technical base. Special attention will be paid to the development of a barrier-free environment for children with special educational needs, so that they do not experience infrastructural limitations. Libraries in secondary schools will be transformed into additional educational platforms. Such platforms will include databases of electronic information resources. To this end, it is planned to create and develop repositories of digitized documents, websites, web portals and other modern digital and electronic infrastructure.

On 28 March 2023, the Concept of the State Youth Policy of the Republic of Kazakhstan for 2023–2029 was adopted by resolution of the Government of the Republic of Kazakhstan [3]. Its main goal is to create favourable socio-economic conditions for the self-realization of young people — citizens of the Republic of Kazakhstan. The main measures of the state youth policy are outlined in the National Project “Ulyk Rukhani Zhangiru” and the Comprehensive Plan for Youth Development for 2021–2025. This comprehensive plan provides for the implementation of 55 activities in 10 strategic areas. These activities are planned as part of the implementation of the objectives of education and employment, healthy lifestyle, spiritual and moral education, housing, legal and environmental awareness. All these tasks are of a practical nature and have target indicators for their implementation. The following areas have been identified as target indicators for the implementation of the National Project (Table 1):

Table 1

Target indicators for 2023–2029 [3]

	Target indicators	2023	2029
1	Increasing the proportion of young people involved in decision-making in management at various levels	23 %	30 %
2	Increasing the quota for young people in the Public Council, both at central and local levels	10 %	20 %
3	Reducing the proportion of young people in the NEET category	6,7 %	3,5 %
4	Increase in the share of employed young people out of those who applied to employment centres	55 %	61 %
5	Increasing the number of youth among civil servants	18 %	25 %
6	Increase in the number of young people enrolled in higher education	63 %	75 %

7	Increase in the number of talented young people	500,000 people	1.1 million people
8	Increasing the number of young people participating in volunteer, charitable and environmental initiatives	20 %	32 %
9	Increase in the number of young people participating in military-patriotic education, also through military sporting events	700,000 people	880,000 people
10	Level of attendance of Eljastary.kz infonavigator	700,000 people.	2 million people
11	Increased coverage of youth mental and reproductive health services by youth health centres	17 %	43 %
12	Increased percentage of regional youth trained to improve digital literacy	800,000 people	1.5 million people

Much attention is therefore paid to involving young people in the decision-making process and in the management of organizations at various levels. Participation in the activities of voluntary, charitable, environmental and other public organizations is also important. Improving the level of literacy, including functional literacy, of the younger generation is recognized as one of the strategically important directions. Special attention is also paid to the formation and development of personality through the implementation of pedagogical educational practices. In order to strengthen family values among young people, a series of measures are being developed to increase the effectiveness of family support centres and to provide support for families with children in difficult circumstances. Raising the status of military service also requires certain actions: the organization of military-patriotic games “Aibyn” and “Naiza”, various exhibitions and events, including those of a military-historical nature.

On 19 September 2023, by order of the Minister of Education, the “Unified Education Programme” was approved in educational institutions, with the exception of higher education institutions [4]. The content of the programme defines the purpose and goals of education, values, educational content depending on the age of the child, implementation mechanisms, target indicators and expected results.

The comprehensive plan for the implementation of the programme contains the national values and the expected results of their implementation (Table 2).

Table 2

National values and expected results [4]

National value	Activity	Expected results (qualities)
Ultyk mudde	1) participation in strengthening the statehood of Kazakhstan; 2) readiness to serve the national interests of Kazakhstan; 3) service for the benefit of society; 4) actively contribute to the formation of Kazakhstan's image; 5) be ready to ensure the security of Kazakhstan; 6) to cherish the national heritage; 7) to glorify the national culture; 8) expand the spheres of application of the Kazakh language.	1) patriot, a sense of pride for his/her Motherland; 2) respects the state symbols; 3) appreciates the history of the country; 4) is proud of the national heritage and culture; 5) understands legal and ecological cultures.
Ar-uyat	1) uphold the principle of academic integrity; 2) observe moral standards; 3) respect honest labour; 4) be able to make decisions and develop a sense of responsibility; 6) be true to one's words and deeds; 7) show kindness and respect towards friends, classmates, and family members; 8) to care for the honour of the family; 9) to feel responsible to family, class, school, society, country.	1) values honesty, fairness and decency; 2) he is hardworking, remains true to his word, responsible for his actions and deeds; 3) he loves and accepts the care of his parents; 4) he respects his friends and classmates and is able to empathize with them; 5) supports the younger and honours the older.

Talap	1) learns to think critically and creatively; 2) Has a desire to socialize, to work and to self-develop; 3) promote technological and digital skills; 4) be able to develop individually and as part of a team; 5) be able to establish the right relationships; 6) be physically active; 7) plan time and own resources effectively.	1) maintains harmony of soul and purity of body; 2) reveals his aspirations for learning, labour and self-development; 3) keeps the environment clean; 4) has achievements in information, media and financial literacy; 5) personal qualities such as curiosity, purposefulness and cognitive activity are formed.
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In addition, a detailed plan for the academic year and mechanisms for implementing national values through the content of academic subjects, teaching hours, extra-curricular activities, cooperation with the family, interaction with non-governmental organizations and recommendations were identified. Recommendations were made to educational institutions on the use of active learning, interactive methods, project and research activities, and the development of critical and creative thinking among students.

The issues of education for citizenship and its development in schools are highly relevant at the international level, in particular in the UN Sustainable Development Goals. International experts note the need to continue work on improving people's literacy in order to improve socio-economic living conditions and provide a way out of poverty, as well as in the religious sphere and the formation of a general rejection of the destructive ideology of religious fanaticism [5]. In addition, it is necessary for parents to take an interest in their children's daily lives and to instill in them early social skills, responsibility and civic engagement in order to achieve the goals of sustainable development throughout the world.

In 1994, our country acceded to the UN Convention on the Rights of the Child [6]. Thus, Kazakhstan undertook to protect and fully ensure the interests of children in accordance with the principles of international law. This should be facilitated by the state policy in the field of education, upbringing, health care, physical and mental development of children, social security and protection of the family and the child. The expansion of opportunities for legal and civic education is embedded in the provisions of Kazakhstan's education policy. These provisions are defined by the Constitution of the Republic of Kazakhstan [7], the Laws "On Education" [1], "On the Rights of the Child" [1], "On the Rights of the Child in the Republic of Kazakhstan" [8], "On the Prevention of Juvenile Delinquency and the Prevention of Child Neglect" [9].

Since 2012, there has been a rethinking of the principles of citizenship education. In the article "Islands of Our Thinking: A New Concept of Global Citizenship Education", E. David Mendez Pagan calls on educators around the world to revise curricula and create an environment in classrooms conducive to the formation of "global citizens" who are able to overcome the biases and limitations of human thinking and identify themselves as responsible and big-picture thinkers [10]. In 2015, the UN developed and adopted 17 Sustainable Development Goals (hereafter — SDGs). These SDGs were defined as a plan to achieve a better and more sustainable future for all. Their formulation and implementation are designed to ensure the organic interaction of the main components of sustainable development (economic, social and environmental aspects) [11]. The realization of the direction to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all is represented by SDG 4. Table 3 shows the goals and targets corresponding to the upbringing and education of the younger generation, in line with this priority.

Table 3

Goals, targets and indicators from the Agenda [11; 11]

Purpose	Task	Indicators
4. Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all	4.7 By 2030, ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of the value of cultural diversity and the contribution of culture to sustainable development	4.7.1 The extent to which (i) Education for global citizenship and (ii) Education for sustainable development, including gender equality and human rights, are fully integrated at all levels in (a) National education policies (b) Curricula; (c) Teacher training programmes; and (d) the student assessment system

Thus, according to the UN recommendations, the state should pay attention to the participation of young people in important political decisions, participation in local self-government, active civic activities, as well as funding programmes and projects to support young people, freedom to form youth organizations, their development, communication, international relations with other organizations that benefit society and the environment. One of the important recommendations of the UN is the development of digitalization in the country, online and distance education, which also contributes to the inclusion of young people and persons with special educational needs in social interaction.

A sub-regional seminar on “Education for Global Citizenship in Central Asia” was held in Almaty on 14–16 October 2015. The main issues discussed at the workshop were to increase understanding and awareness of Global Citizenship Education (GCED), disseminate resource materials, expand networking and strengthen cooperation in Central Asia [12]. Also in 2018, the UNESCO Regional Office in Tashkent organized a workshop on “Global Citizenship Education and the relevance of teacher training to strengthen students’ social inclusion and resilience” [13]. In the report by Lina Benete, Head of the Education Department of the Almaty Cluster Office, the key competences for sustainable development were identified: systemic thinking, normative thinking, forecasting, strategic thinking, collaboration, critical thinking, self-awareness, integrated problem solving. In addition, transversal competences such as critical and innovative thinking, interpersonal communication skills, intrapersonal skills, global citizenship, media and information literacy and other skills were identified.

Since the school year 2022-2023, the curriculum of basic secondary education has introduced a new course “Global Competences”, which consists of 6 sections (units): “Environmental culture”, “Media and financial literacy”, “Ethics and etiquette”, “Citizenship and patriotism”, “Safety of vital activity”, “Secularism and basics of religious studies” [14]. The aim of the course is to create a competitive personality that meets the standards of the culture of behaviour and has global competences. The programme of the course is focused on the formation of students with a number of socially significant qualities. These include the development of active citizenship, social responsibility, a culture of behaviour, sensitivity and respect for others. Great attention is paid to the formation of habits of healthy living and safe behaviour, critical, creative and imaginative thinking. It also aims to apply the knowledge and skills acquired in the field of research, project and volunteer work, which corresponds to the modern concept of a socially responsible person with developed values of citizenship.

Nevertheless, problems persist in Kazakhstan due to a lack of legal literacy and civic initiative among children and young people. This statement is confirmed by a number of facts and sources. The Concept of Educational Development 2023–2029 presents a number of problems in the implementation of educational work in schools [2]. One of the main negative factors is the high unemployment rate among young people, as well as a significant number of NEET youth (as of 1 January 2022, about 247 thousand). According to 2022 statistics, about 4,000 minors were registered with the law enforcement agencies. This number has not decreased in the last five years. It should be noted that although schools provide civic education for students, there is no comprehensive approach to education. The Concept highlights a number of problems in the educational work of secondary education institutions. These include:

- Lack of a unified, integrated approach to educational work;
- Insufficient implementation of scientific, methodological and pedagogical support of the educational process;
- Insufficient interaction of subject teachers and class leaders in the educational process of secondary school;
- The formalization and inefficiency of the work of class teachers;
- Duplication of functions and not always clear regulation of the activities of teachers, psychologists, social workers in the field of educational work;

Insufficient or total absence of out-of-school organizations within walking distance of the children's homes and of free school clubs;

Insufficient coverage of children with special educational needs on an inclusive basis and of pupils living in remote rural areas with supplementary education;

Low levels of parental involvement in their children's education;

- Lack of comprehensive and consistent monitoring and clearly regulated mechanisms and criteria for assessing the quality of educational work [2].

Greater involvement of young people in family, school and society, their civic engagement and legal literacy will not only benefit the social and economic development of society, but will also enable young

people to develop their own skills and personal qualities. Youth participation should be seen as both a means and an end. Civic education should be promoted in schools so that young people are aware of their rights and responsibilities. Recently, separate national studies have been devoted to examining the implementation of global citizenship education in Kazakhstan [15, 16].

Foreign research has shown that most young people have a strong desire to interact actively with their communities, but have little knowledge about decision-making [17]. The importance of civic education in schools lies in laying the foundations for a sustainable civil society capable of addressing contemporary challenges and problems and contributing to the development of the country as a whole. International experience shows that civic and citizenship education is provided at all levels through the compulsory subject of civics. In addition, active citizenship is taught through public humanitarian subjects. In this context, the project aims to study the national values defined in public policy, the values of the subjects of the educational process and their attitude to the practice of forming civic participation in the process of learning history. Within the framework of civic education, attention is also paid to the development of critical thinking in order to promote meaningful human behaviour in the modern information space. The need for moral, legal and political education of children is regulated. The prohibition of the imposition of religion on children, like any other values, through coercion and oppression is defined. The development of scientific and technical skills is encouraged, as they provide the most reliable and rational means of understanding and comprehending the world. Through the formation and development of scientific and innovative thinking, young people's horizons are broadened and their independence and reasoning are encouraged. The ability to express and create is recognized as an important civic competence that objectively contributes to the development of active citizenship, successful socialization on democratic principles.

Conclusions

It is worth emphasizing the importance of civic education for young people as one of the key areas of Kazakhstan's national education policy. A review of legal and regulatory instruments shows that the State has made considerable efforts to instill in students a legal culture, respect for the law and civic responsibility. It is important to further improve the legal framework and to introduce innovative educational methods that promote the development of civic competences. Emphasis on the integration of civic education into school curricula and extracurricular activities will help the younger generation to participate consciously and actively in public life. The implementation of these measures will contribute to the sustainable development of our country.

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Білім беру жүйесіндегі жастарды азаматтық тәрбиелеу: Қазақстан Республикасының нормативтік құқықтық актілеріне шолу

Мақалада Қазақстан Республикасының азаматтық тәрбие мен білім беру саласындағы мемлекеттік саясатқа шолу жасалған. Жастарды азаматтық тәрбиелеу саласындағы нормативтік құқықтық базаға талдау жүргізілді, негізгі бағыттар, нысандар, жобалар айқындалды. Жастардың азаматтық тәрбиесі елдің қоғамдық-саяси өміріне қатыса алатын белсенді және жауапты азаматтарды қалыптастыруда басты рөл атқарады. Қазақстан Республикасында білім беру жүйесінде азаматтық білім беру мәселелері маңызды орын алады, бұл тиісті бағдарламалар мен іс-шараларды әзірлеуге және іске асыруға бағытталған бірқатар нормативтік құқықтық актілерде көрінеді. Авторлар мақалада жастарды азаматтық тәрбиелеу мәселелерін реттейтін Қазақстан Республикасының нормативтік құқықтық актілеріне шолу жасаған. Азаматтық тәрбиенің мақсаттарын, міндеттері мен әдістерін, сондай-ақ оларды білім беру мекемелерінде іске асыру тетіктерін айқындайтын негізгі заңнамалық және заңға тәуелді актілер талданған. Қазақстандық жастардың азаматтық жауапкершілігі мен құқықтық мәдениетін қалыптастыруға бағытталған бағдарламалар мен бастамаларға ерекше назар аударылады. Мақаланың мақсаты Қазақстан Республикасының білім беру жүйесінде азаматтық білім берудің негізгі бағыттары мен тәсілдерін айқындау, сондай-ақ осы саладағы қолданыстағы нормативтік құқықтық актілердің тиімділігін бағалау.

Кілт сөздер: азаматтық білім беру, тәрбие, тарихты оқыту, оқулықтар, Қазақстан тарихы, мемлекеттік саясат, жастар саясаты, азаматтылық, нормативтік-құқықтық қамтамасыз ету.

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Гражданское воспитание молодежи в системе образования: обзор нормативно-правовых актов Республики Казахстан

Настоящая статья посвящена обзору нормативно-правовых актов Республики Казахстан, регулирующих вопросы гражданского воспитания молодежи. Осуществлен анализ нормативно-правовой базы в сфере гражданского воспитания молодежи, определены основные направления, формы, проекты.

Гражданское воспитание молодежи играет ключевую роль в формировании активных и ответственных граждан, способных участвовать в общественной и политической жизни страны. В Республике Казахстан вопросы гражданского воспитания занимают важное место в системе образования, что находит отражение в ряде нормативно-правовых актов, направленных на развитие и внедрение соответствующих программ и мероприятий. Особое внимание уделено программам и инициативам, направленным на формирование гражданской ответственности и правовой культуры казахстанской молодежи. Цель данной статьи заключается в выявлении ключевых направлений и подходов к гражданскому воспитанию в системе образования Республики Казахстан, а также в оценке эффективности существующих нормативно-правовых актов в данной области.

Ключевые слова: гражданское образование, воспитание, обучение истории, учебники, история Казахстана, государственная политика, молодежная политика, гражданственность, нормативно-правовое обеспечение.

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