

The Use of the Task Method in Civic Education of Students

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At the present stage of the development of the educational system, great emphasis is placed on transition from knowledge paradigm toward consolidation-oriented content of education. One of the most forward-looking methods, in this process, to simulate any situation and find an adequate solution, is knowledge method. The purpose of the article is to present work experience in the use of the task method in the educational system. The leading method in the study this problem was task method, which allows the most effectively, taking into account the trends in development of the education system, to address the problems of nature, namely development of civil position of the individual learning youth. The article submitted by the use of different types of tasks, in particular multicultural and civil, civil and axiological, participative and civil dealing with the challenges of education young students in educational organizations. The optimum system of tasks is developed, aimed at solving the problems of nature and their use of technology in the educational system. This article can be useful for teachers of general secondary and higher education, in the working out of the educational disciplines, as well as professionals working in the sphere of additional education.

Keywords: educational process, system of education, the task method, the civil task

INTRODUCTION

At the present stage of the development of the educational system, great emphasis is placed on transition from knowledge paradigm toward practice-oriented content of education. The official documents UNESCO recognizes the education system of Russia as unique for its practical psychology and scientific methods. Russian state scientific capacity remains high, despite the leak "brain drain". Russia is the most advanced positions in different scientific fields. Today Russia has another problem: in what way can we turn background knowledge into

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applied? (Yalalov, 2008).

Measures aimed at overcoming the crisis knowledge paradigm has led to the need for changes to the nature of management and updating content of education. Among the reasons that have caused the crisis traditional paradigm education, is also referred to and the fact that in the modern world aging information is much faster, than is a natural learning cycle in the middle and high school levels, resulting in a traditional setting to transfer from teachers to pupils the necessary stock knowledge becomes quite utopian. In these circumstances, it is important to teach students skills to acquire knowledge. At the same time the labor market demands not knowledge, but the ability to apply them in a professional practice, to perform certain professional and social functions (Andreev, 2005; Kholopova, 2010; Kazaeva & Vasyagina, 2015; Valeeva & Valeeva, 2013; Khuziakhmetov, Shafikova & Kapranova, 2015; Vlasova & Galimova, 2014).

Such a paradigm, of course, provides a practical psychology and scientific quality education (in official documents UNESCO higher education of Russia recognized as unique for its practical psychology and scientific quality), however, the World Bank study graduates of higher educational institutions post-soviet countries (Russia, Belarus, Ukraine) would hold paradoxical academic paradigm: if you have a very high results (9-10 points) on the criteria for "knowledge" and "understanding", students post-soviet countries have very low results (1-2 points) on the criteria for the application of the knowledge in practice", "analysis", "synthesis", "convergence" (Valeeva, Korolyouva & Sahapova 2014, Krasnova, 2005; Gromova & Alimbekov, 2015).

The results described above study revealed the main contradiction of general secondary and higher vocational education in Russia - open knowledge and skills to apply them in practice. In this way, on the agenda of the question arose as to how basic knowledge to make the application? How can the system of education be rebuilt without losing its fundamental nature, that it will acquire a new, practice-oriented content?

Nowadays there is an active search for content and technology of professional education that can contribute to the effective solution of educational problems. The analysis used in this training plans and programs, as well as the content and the amount of state educational standards last two generations show trend search flexible balance between theoretical and applied the content of education. seems to be the solution lies somewhere in between, there is a reserve improve training for students is the convergence between traditional academic values and practical attention paid content of education in order to achieve the unity of theoretical and practical readiness young students to address educational challenges (Yusupova, Podgorecki & Markova, 2015; Shuvanov, 2004).

In the search for solutions designated problems are offered different approaches to ensure a practical orientation general secondary and higher professional education.

LITERATURE REVIEW

One of the most important methods to simulate any situation and find an adequate solution, is task method.

The researches of G. A. Ball (1990), O. V. Bakhtina, I. A. Zimnyaya (2004), I. V. Kagan (1997), N. F. Talyzina (1984), A. V. Usova (1982) and others devoted to use the task teaching method. All the authors stress the importance of the use of task teaching method. So, for example:

- I. A. Zimnyaya (2004) defines the training task, as "the second by account, but mostly, in fact, a component of training activities";

- According to N. F. Talyzina (1984), the process of assimilation must go as a process of solving problems, requiring the implementation of an activity, and the component parts of its knowledge, which must be adopted (Usova, 1982);

- In the process of education in almost all of the training activities of students should be presented as a system of training tasks (Elkonin, 1989; Davydov, 1986; Ball, 1990). They are given in certain teaching situations and predetermine learning certain educational action students - subjective, control and subsidiary (schematization, underscore, filing, etc.);

- The tasks aimed at entity and involve a change in the "task structure", as well as engineering, its crucial, by learning certain ways of action (Isaev, 1997);

- The systematic use of problems in the educational activity "motivations for the use of specific methods of solutions, develop into a deeper need for rationalization of thinking, when students are not limited in using of ready-made techniques but they find new, more effective ways of mental activity ...during the study of a new teaching material "(Usov, 1982);

- The decision of professional tasks in the process of preparing the future specialist is re-creation and simulation of the processes of development and decision-making that the educator can really realize in his professional activity (Vygotsky, 1956).

In pedagogics one of the first who defined the essence of the category "task" was M.J. Basov (1991). Analyzing the activities of students, he pointed out that for a variety of educational and life situations is a common problem as it is currently associated with the need to open an unknown object in the implementation of certain actions. The author has proved the feasibility of using the notion of tasks simultaneously with the terms "action", "aim" and "job". A. N. Leontiev (1977) has the similar views on this direction in understanding the problems. He notes that the problem - this is the goal which is represented under certain conditions (Leontiev, 1977). For more detailed interpretation of the concept of the problem gained by reference to the concept of action and in the overall context of goal-setting in research of S. L. Rubinstein (1997). According to the author's view, "the correlation determines the purpose and conditions of the task that must be solved action. Action is more or less a conscious decision task. But for an action is not enough that the problem was understood by the subject; it must be accepted by him "(Rubenstein, 1997). The essence of a task teaching method, considered by M. J. Basov (1991), A. N. Leontiev (1977) and S. L. Rubinstein (1997), now supplemented. In the works of G. A. Balla (1990) training problem is considered as a system of education, which required two components: the subject of the problem in the initial state and the desired state model of the subject (Ball, 1990). The content of the problem includes forecasting of results and its representation as "given and desired", "conditions and requirements" (Berrnstein, 1991; Anokhin,1972).

The main components of the training task as a system object is the content (subject of the task, conditions and requirements) and the means of addressing (methods and solutions). The problem as a "standardized (schematized) the form of a description of the fragment (segment) has already carried out (reached the desired result) cognitive activity aimed at creating conditions for the reproduction of this activity in terms of learning" (Ball, 1990), determined by the organization of cognitive activity of students in the educative process when they have to carry out a series of actions such as those carried out in the course of its preparation. The idea of the systemic nature of the problem is realized with respect to its definition as a system of information processes that contain inconsistent or even contradictory relationship between the terms and conditions, which causes the need to transform the information needs to be addressed on the basis of certain knowledge, thoughts (Reitman, 1968; Sokolov, 1976; Mashbits, 1988; Esaulov, 1956). These authors

emphasize the actions of the students to transform information in the course of solving the problem.

We will have the similar point of view that the problem situation, perceived by educator as a problem, as a result of his activity is transformed into a system of specific tasks that are performed as a series of interrelated actions to achieve certain cognitive outcome. The task can be described as a system, components of which are binding on the subject, which is in a current state, and the requirement of the problem, i.e., a model of the desired state of the subject. The solution is transformation or finding ways to transfer items from the current state to the desired. This form of learning may be applied in practical classes in many subjects of humanitarian and socio-economic and special cycle.

Analysis Research G. V. Vlasova (2004), I. V. Kasyanova (2004), I. Y. Makurina (2005), E. Nikitina (2006), E. B. Plohotnyuk (2002), M. V. Smirnova (2004) etc. showed that separately taken tasks are not able to affect the efficiency of the development of the individual student: it is necessary a system of this kind of problems with different types of connections between them.

RESULTS

We will illustrate the use of the task method in addressing civil nature, namely the development of civic identity train youth. We have developed a typical situation civil education, within which it is possible to use multi-cultural, civic, civic and axiological, civic and participative tasks with a view to development of civil position of the individual learning youth. The civil task is defined as specified in the internalization of certain conditions, each student civil-political value orientations in the direction of developing personality.

Analysis of the literature (Basov, 2012; Dmitriev, 2012; Selevko, 2006; Sperber, 2004; Wilson, 2004) identified the following didactic principles, applicable to civil tasks:

1) relevance system includes compliance with educational problems learning objectives.

2) accessibility - a principle associated with the concept and ease of assimilation studying the content of information to be included in the objectives and tasks.

3) the principle of completeness is realized in connection with the need to introduce new evidence in a civil problem of information uncertainty.

4) the content of the tasks must comply with the principle of procedural readiness of students to the development of citizenship.

5) an important principle, put forward to the compilation task is their civic and pedagogical orientation.

6) structuring of information - this is the principle, assuming a didactic processing of information to determine the precise structure of the problem as a condition of successful mastering of its learners and the implementation of self-checking in the course of its decision.

7) the differentiation of tasks in terms of complexity takes into account individually-typological characteristics of personality (abilities, interests, aptitudes, characteristics of intellectual activity), the current level of development of its citizenship.

These didactic principles to the information of the civil tasks assume their different functional significance in the learning process and a variety of types and kinds. Technique training with civil tasks can be built with the involvement of the collective efforts of each group or individually. The emphasis in problems lays on way of solutions, not on the content. In many ways, the paradigm of education is focused on the creation of training their own intellectual product and compares it with the existing cultural patterns. Good subject knowledge - a side effect of

involuntary memory as a result of hard work on the solution of problems of multiple disputes and discussions, defend their position. At the same time, the content is not imposed on each trainee as truth. Students may keep their subjective position on the substantive content behind them remains the right to choose the point of view. During collective thinking activity each is aware that without his the study would be incomplete. Teacher and students are in this case equal participants in the educational process: all are equally necessary information is available, and each complements the overall conclusion of the study with the results of their work. It is also important that students compared their solution of the problem with the way the same problem was solved before any decisions are generally accepted in the culture, entrenched as a cultural norm (cultural patterns). As the cultural models can use any objects of material and spiritual culture, which is the highest achievement of mankind, or accepted as cultural norms of society.

In order for learning activities in solution of civil tasks provide the target of assimilation of the contents of civic education; we have constructed an optimal system of such problems, which satisfies the requirements for this kind of tasks (Kuzovlev, 1976; Nikitina, 2006; Passov, 1991; Rogova, 1991):

- choice of the necessary tasks, appropriate to the nature of a particular skill or ability, age-appropriate students, their interests and professional needs;
- definition of the required sequence and communication tasks connected with each other, as the assimilation is not haphazard, it passes certain successive stages and flows based on certain methodological principles;
- the location of the material and the relation of increasing difficulty on each level;
 - systematic character / regularity of certain material and certain tasks;
 - correct relationship and interaction of different types of targets;
 - psychological comfort (account the existence of different temperaments, different ways of thinking, memory types).

Using the task, as an effective way of studying citizenship, is connected with the fact that:

- a) the task gives the opportunity to ensure person-centered nature of the content and technology training sessions, as well as the possibility to implement effective management of civic education training for youths;
- b) the task is as a way of defining learning objectives, and as didactic means of achieving it;
- c) the solution of problems by students, united in the system leads to the development of their ability to synthesize knowledge and to master the ways of getting them. We give a description of these types of problems.

Multicultural-civil tasks. In the studies (Buller, 1969; Kogan, 1992; Makurina, 2005; Mzrkaryan, 1983), and others) the development of civic identity is viewed through the education of the person culture, commitment to universal values, absorbed the rich cultural heritage of the past, based on the communication on the basis of dialogue, cooperation and the search for the meaning of its members in achieving the objectives of cultural interaction.

Active citizenship requires the assimilation of the individual values of universal culture and its ethnic national content, the ratio of the needs and values of civil society and person. During decision-multicultural civil objectives students are directly involved in the production of fundamentally new for them knowledge, values, material and spiritual culture. The peculiarity of the multicultural civil objective is that their condition can be set such problematic situations in which the selection of the correct way of behavior (i.e., the correct solution of the problem) requires support not only learned scientific knowledge and formed skills and abilities, but the general culture of personality.

Among multicultural-civil tasks can be distinguished:

- The learning of rules and regulations.
- The search for and mainstream values aspects of content of any works;
- Challenges to disclosure humanistic potential of the individual.
- Challenges for learning socio-cultural knowledge for the implementation of public activities.
 - Tasks, affording students to the role of entity dialog of cultures in situations intercultural communication;
 - Challenges of the learning elements of political culture.
 - Challenges to ownership of culture oral and written statements.
 - Challenges for understanding essence theory of culture.
 - Challenges for the assimilation of the dominant features of dialogue of the people, the norms of speech etiquette;
 - Objectives for the distinction of cultural assimilation, cultural aggression, cultural vandalism, etc.

Civil - axiological tasks will ensure the implementation of the value orientation in the future training and civil activities of trainees, as well as securing value orientation in the focus person, because for each it is important to understand, as well as ethnic, national and universal values of the society you can relate to the objectives and tasks for each specific rights. They provide the basis for setting goals and justification for learners throughout its activities. With the help of data tasks they learn orientation in the world values and to determine for themselves the value objects, with which he shall enter into the interaction.

The conflict in the civil - axiological tasks is set is not only a widening gap between the requirement for tasks and cash levels of knowledge and skills, but also and difference values, on which is based the identity. The peculiarity of these tasks is that, in their conditions can be configured such problematic situations in which choosing the correct method of conduct (i.e. , correct decision tasks) requires support not only the learned scientific knowledge and formed skills and abilities, but also on evaluating the ability to resist emotional effects of various factors. In the course of addressing civil - axiological tasks value orientation among students acquire the guide function when you select priorities professional and civic activities. Such tasks include conditions, enabling the emergence of specific areas of concern, which you can create in the class different ways:

(a) by a clear valuation of fact, phenomena, events, etc. from public life by the teacher;

b) by the presentation of facts, phenomena, events, etc., analyzing which student must understand himself and articulate the value contained in them;

c) by setting up a more or less well-defined problem of value orientation, whereby the student must independently identify new and additional problem (provided the design of the problem). So, in our understanding of civic and axiological objectives are objectives in the solutions which the system of civic and political values is formed which are necessary for the development of citizenship.

The civil - axiological tasks can be classified as the following:

- Challenges to development tolerance, and the willingness to continue the dialog.
 - Tasks for the development techniques of maintaining contact with the interlocutor, attention to trainees;
 - The personal awareness of value orientation;
 - The ability to characterize different behavioral types and to predict their actions in different situations.
 - The expression evaluations various facts, phenomena, deeds, etc. ;
 - Challenges to development vocational training relevant attributes, core for the future activities.

- Challenges of the learning characteristics of development of the society.
- Tasks on the search for and analysis of literary situation in manifested as aspect.
- The comparison of the various political and socio-cultural knowledge and skills.

Civil- participative tasks. This type of tasks (from imp. title management" - "the office, based on the participation") requires active participation students in choosing targets; in decision-making and in the analysis and consideration of issues related to the management of the position. This type of tasks develops creative activity students, autonomy, the ability to manage and self-government. Such tasks allow you to meet the challenges in the group discussion (the so-called "problematic seminar". The decision such tasks do not require virtually no additional efforts, the refinement rules proposals. To prepare integrated civil-participatory goals requires a set of specific civil-managerial situations, which will make it possible to formulate a hypothetical management decision.

The civil- participative tasks include:

- Tasks on the participation in the discussions and debates.
- The analysis of the members of the group/team members in terms of their values.
- Tasks on the drafting of recommendations participants of the group/team members on the development of their civil and legal values.
- Tasks for the organization collective debate, taking into account the interests of each of the parties.
- Challenges to the organization and the protection of their own civil-political activities (the school, the president express their opinions committee, etc).
- Tasks on an, review report, than those accessible, etc. the civil-political theme;
- The comparison of the level of development activity of different participants in the group/team members.
- Challenges to development skills focus in the new political situation.
- Tasks for the assessment decisions.
- Tasks for the development techniques of maintaining contact with the interlocutor, attention to trainees;
- Challenges to the conclusion already defined conditions of various political situations.
- Tasks associated with the creation of a non-standard political situation for a collective and/or group decisions.
- Challenges to development needs in the future thinker.
- Tasks related to the predictive results of political development.

After analysis the best option is chosen, it is carried out, and then estimated the result. This is the general pattern of civil-participatory tasks.

Analysis researches of G. V. Vlasova (2004), I. V. Kasyanova (2004), I. Y. Makurina (2005), E. Nikitina (2006), E.B. Plohотnyuk (2002), M.V. Smirnova (2004) etc. showed that the system of this kind of objectives with different types of connections between them, is essential. Relying on scientific research of I. V. Kasyanova (2004), we represent the characteristics of existing types of relations between civilian objectives.

1. Civil tasks roughly identical for the difficulties associated with each other or the basic intellectual operations, either on the basis of general skills or abilities (or the abilities of the individual components). These objectives can be "completely do without each other," but each of them helps to perform other, as they stimulate a similar thought processes (Ball, 1990). They can be interchanged. The relation between tasks is called the intersection.

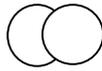


Figure 1. Intersection

2. Tasks can be approximately similar in complexity and the relatively independent from each other. They do not in themselves in any way contribute to the follow-up, therefore seem not bound. The only thing that their associates, is the fact that they are needed in equal measure to perform subsequent job. This type of communication is called constellation. The basic requirement to: is that such tasks and jobs must be combined.

3. *Connection* - type of relationship, in which the task more complex level uses the results of two or more jobs previous level of complexity.

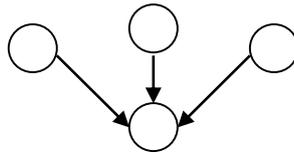


Figure 2. Constellation +Association

4. *Determination* (subordination) - type of relationship between the tasks, when the first of them is a prerequisite for the second, which withdraws a separate difficulty or a few difficulties. This way the formed skill or ability enters the more natural conditions of operation.



Figure 3. Determination

5. *The inclusion* - type of communication between the tasks, in which the subsequent job as would be fully encompasses the previous. The leading intelligent operation, as a rule, remains the same, but a job is different in volume material, the number of factors that must be taken into account. Therefore, these tasks cannot be swapped.

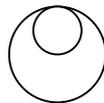


Figure 4. The inclusion

Based on the principles of accessibility and consistency, the main type connection between the tasks should be considered as determination, protruding in the structure of every training session in the role of a sort of "spine".

So, all the civilian tasks were different in nature and, therefore, is not always possible to provide not only all the correct decisions of one and the same task, but possible deviations from correct decisions and relevant ways to fix committed errors. It is for this reason that the processes of development of future teachers in meeting the challenges of the instructor must be in different conditions are different.

Based on the classification of pedagogical and administrative tasks put forward by E. Y. Nikitina (2006), in civic objectives of each of the presented types of tasks we

include differentiated on complexity level: logical, search, research and creative that take on new meaning with the subject of the study (Nikitina, 2006).

The description of these types of tasks is following:

(1) Logical tasks. The researches of F. N. Gonobolina (1973), I. P. Kaloshina (2003), N. F. Talyzina (1984) etc. describe the effect of knowledge of the logic operations in the assimilation of educational material. In the course of addressing logical civilian tasks students understand logic traditional schemes, analyze and evaluate the options, choose a combination of their own action. This type of task is characterized by simulated activities: selection and playback scheme proposed solution to the problem without the adjustment. Thus, under the logic of civil tasks we mean those that contribute to the bringing of both human and professional values, as for the individual, it is important to understand how ethnic, national and universal values of a society can be correlated with the objectives of education of each individual. With these tasks students learn to navigate the world's civil and political values and determine for themselves the value of the social, political, legal entities with which it interacts.

Sharing the view I. V. Kasyanova (2004), E. Nikitina (2006), M.V. Smirnova (2004) etc among the logical problems we mark the following:

- Tasks for dividing a text material on the meaning of the.
- The personal awareness of value orientation;
- The combination of the different fact-finding in the text meaning an integer.
- Challenges to development vocational training relevant attributes, core for the future activities.
- The search for and mainstream values aspects of content of any works;
- Tasks on the search for and analysis of civil situation manifested as aspect.
- Challenges to disclosure humanistic potential of the individual.
- Challenges to the confirmation/refutation utterances.

The conflict in such tasks is determined by not only a widening gap between the requirement for tasks, and cash levels of knowledge and skills, but also and difference values, which is based on the trainee.

(2) Exploratory tasks. In a modern education all greater emphasis is being placed on the work with the information. It is important that the students will able to obtain the additional material, mission-critical capability to understand this information, to draw conclusions, justify them, without the necessary facts to solve problems. The decision tasks of search nature have become increasingly relevant. Exploratory tasks include finding new knowledge, how to search for in the process of the work of the training material. Tasks of this kind are associated with activities that can interpret students, as well as specially designed studies have shown that we have in this area of study. Under *exploratory-civil tasks* we understand such, solutions as a result of which the student produces new knowledge for him or ways to solve it on the basis of the known knowledge and solutions. Search tasks are aimed at awareness and personal adoption value orientation the trainees. They conclude in their moral reasoning problem situations or situations moral choice. The conflict in them is not only a widening gap between the requirement for tasks, and levels of knowledge and skills, but also and difference values, which is based on the trainee. These tasks are associated with the personal knowledge of the positions and the development of technical and vocational meaningful qualities, core for future activities.

The exploratory –civil tasks include:

- Tasks to work with directories and dictionaries.
- The drafting of the legal knowledge, knowledge of the culture and traditions;

- The thematic framework for understanding the text.
- Tasks for semantic guess (to form and the context);
- Challenges for self-understanding of the previously unexplored social-legal or civil and political material;
- The annotating, informational messages on the theme and more.

(3) Research objectives. This type of tasks is the most important in the civil education schoolchildren, as it develops their creative activity, autonomy, has taught us to systematize the knowledge. Such tasks are a small study, as a result of which the students acquire new knowledge or learn a new way to action. So, *research civil tasks* are the tasks, in the course of which pupils, using technology known to him, is of the self-conclusions.

As is well known, the study begins with the issue. The question is difficult, the result is the objective, outlines the plan, which may provide for some options for a solution. After analysis the best option is selected, it is carried out, and then concludes. This is the general pattern of research tasks (Esaulov, 1956).

The research civilian tasks can be classified as the following:

- problems for an equivalent replacement, a summary of the main economical way of thinking;
- Objectives to determine the valuable intentions of the author, and the main features of media content;
- Tasks for the establishment of meaningful connections between isolated facts;
- Problem of finding the similarities / differences in the statements / media content;
- Tasks for the analysis of the actions of the communicants in terms of their value orientation and communication situation, the correct type of communication, and others.

(4) Creative tasks. Tasks of this type allow displaying students' knowledge to a qualitatively new level, where it is already their direct involvement in the production of new and innovative for knowledge, values material and spiritual culture. Such tasks include conditions, enabling the emergence of specific areas of concern, which you can create in the class different ways:

- a) by a clear statement of the problem by the teacher;
- b) by the presentation of such conditions by analyzing which student himself has to understand and articulate the problems contained therein;
- c) by setting up a more or less clearly defined problems in logic to find solutions which the trainee must independently identify new and additional problem (provided the design of the problem).

Creative civil tasks will ensure the implementation of the civilian positions in the trainees, as well as the value orientation in the direction of students. The peculiarity of these tasks is that in their conditions can be configured such problematic situations in which choosing the correct method of conduct (i.e. , correct decision tasks) requires support not only the learned scientific knowledge and formed skills and abilities, but also on evaluating the ability to resist emotional effects of various factors. Among the creative- civil tasks the following should be distinguished:

- Tasks for creating statements / texts in accordance with the scope and social situation, taking into account the status of the partner and its objectives;
- Tasks for the preparation of dialogue / monologue statements on the basis of the proposed program of communication;
- Tasks for the reduction / expansion sayings / text with meaning.

In the following Table 1-3 the types of civilian tasks and a list of them in the ratio to the applicable types of training activities of students are represented.

Table 1. The Multicultural-civilian tasks

Task Types	The contents of the tasks	Types of training activities
Reproductive	<ol style="list-style-type: none"> 1. Tasks to embrace political knowledge. 2. Challenges for learning socio-cultural knowledge for the implementation of public activities. 3. Tasks related to the study methods and techniques of thought. 	A message. A description. Comments.
Analytical and synthetic	<ol style="list-style-type: none"> 1. The comparison of the various political and sociocultural knowledge and skills. 2. Challenges of the learning characteristics of development of the society. 3. Challenges for the completion of the specified conditions have different political situations. 	Analysis and reasoning. Comments. Listing. Monologue. The dialog and exchange of views. The discussion.
Creative	<ul style="list-style-type: none"> • Tasks for self-formulation conditions of the various political situations. • Tasks, preparing students for the role of the subject of dialogue between cultures in situations of intercultural communication. • Tasks on the setting of briefing notes, instructions, etc. on the effects in the elections, political gatherings, etc.. 	Reasoning. Hypotheses. Protecting versions. Message. Reminders. Instructions.

Table 2. The Civil-axiological tasks

Task Types	The contents of the tasks	Types of speech activity
Reproductive	<ol style="list-style-type: none"> 1. Objectives of the absorption of a variety of means, forms and methods of perception, processing, analyzing information from different sources. 2. Challenges for the development of observation and intuition. 3. Tasks for the development techniques of maintaining contact with the interlocutor, attention to students. 	A message. A description. Comments. Public awareness. The dialog.
Analytical and synthetic	<ol style="list-style-type: none"> 1. The objectives for the development of the ability to analyze the statement of the interlocutor. 2. Challenges for the development of means of speech influence on a partner in a variety of communicative situations. 3. Challenges for the ability to convincingly present its point of view, to defend it in discussion. 	Analysis and reasoning. Comments. Listing. Monologue. The dialog and exchange of views. The discussion.
Creative	<ol style="list-style-type: none"> 1. The ability to characterize different behavioral types and predict their actions in different communicative situations. 2. Tasks, developing tolerance, willingness to continue the dialog in different communicative situations. 	Reasoning. Extend hypotheses. Protection version. A message. Cheat Sheet. For instructions.

Here are a few examples tasks, which are combined into one thematic line, to the nature of the activities of learners (analytical and synthetic tasks).

Examples multicultural-civilian tasks

The elementary level of development civil position learner

The task. List the types of media, known to you, expressing the official view:

The intermediate level of development of learning

The task. **Implies the transfer of official communications in any state the use of the mass media communications?**

As well. Yes (which?) _____

b. There is no (why?) _____

Advanced level of development civil position learner

The task. Give a detailed answer to the question: What are the prospects for the creation of a civil society in Russia and what are the criteria for its further development?

Table 3. The Civil - participative tasks

Task Types	The contents of the tasks	Types of speech activity
Reproductive	<ol style="list-style-type: none"> Objectives for the assimilation of norms and rules of communication, including through ongoing media carriers. Problems related to the study of methods and techniques of ignoring the semantic difficulties. Challenges to development skills focus in the political environment. 	A message. A description. Comments. Rephrasing
Analytical and synthetic	<ol style="list-style-type: none"> The objectives for the development of observation, intuition, analytical thinking. Tasks related to initially incomplete social situation and forecasting its development. Problems associated with the development of the ability to restore the course of events in the absence of the information. Problems related to the assessment of decisions taken. 	Analysis and reasoning. Comments. Listing. The forecast. Monologue. Reasoning.
Creative	<ol style="list-style-type: none"> Tasks associated with the creation of a non-standard political situation for a collective and/or group decisions. Challenges for the development of the need for further self-education. Tasks related to the predictive results of political development. 	Reasoning. Extend hypotheses.

Examples of civil-axiological tasks

The elementary level of development civil position learner

The task. List the key values of a modern civil society, the rule of law state.

The intermediate level of development of learning

The task. Give a detailed answer to the question: is censorship a serious problem for media? Explain why, and is there any outputs from this situation?

Advanced level of development civil position learner

The task. Which of the following statements corresponds to social democratic ideology? Comment your choice:

1) "I would like to make repairs as close as possible to the style building, which cannot be repaired".

2) "Solidarity is the interaction of all the people for the sake of freedom and justice."

3) "Man is by nature not able to live in peace, he is possessed by a thirst for power, sinful, greedy."

4) "Equality - it is one of the essential elements of the society, while the freedom - that means, in a sense and purpose in itself."

Examples of civil-participative tasks

The elementary level of development civil position learner

Offer an option of radio broadcasting companies belong to the students. Formulate general recommendations for its preparation and conduct.

The intermediate level of development of learning

The task: select from the options in the table are most suitable for your situation. Reproduce the situation in a pair (group) with your groupmates. In the communication use political and legal terms (table. (4)).

Table 4. Political and legal terms

<i>The nature of the relations between communicators (who? With whom?)</i>	Head of the election campaign for choice of the President of the school and the nominees for this role
<i>Communication (where?)</i>	Office manager of the electoral campaign
<i>For communication (what?)</i>	Conducting the election campaign for the president of the school
<i>The objective communication (why?)</i>	Draw up a plan of action of all participants of the campaign
<i>The form of communication (how?)</i>	Personal interview, workshop, an oral or written order

Advanced level of development civil position learner

Task: prepare a project site dedicated to future elections chairman of the committee of school government. When the design of the project site, enter the name of computer programs necessary for its full operation. Consider the name, color and illuminating the site;

- 1) Think about the name, color and content design of the website;
- 2) Prepare the text of the announcement of the forthcoming elections;
- 3) Come up with 1-2 and complete the pre-election programs of the candidates; you also place on the site;
- 4) Think about how will be carried out on the site in touch with all the stakeholders.

Fragments of classes using civilian tasks are carefully planned, taking into account the teacher theme, goals and objectives of the training session. The question of the allocation of time to prepare the responses of students solved individually. As a rule, a plan of fragments of lessons with civilian tasks is following:

1. Introduction to the topic of concern situation socio-political orientation.
2. The training group and instruction. Distribution of students in pairs, groups, explanation for jobs, extradition required illustrative material, etc.
3. The start of work and its development. Monitoring of the work of the students.
4. The end of the work. The conclusion of the debate or of the work of students.
5. Feedback. Discussion of the results of work, offset work.

Developing the civil position of students, we propose to use civilian tasks and jobs in all phases of civil education: when examining the new material, synthesis and securing data, control knowledge, skills future teachers.

For the development of the system civilian tasks we have observed the following conditions: the sum tasks must be submitted in the form of a system, which possesses all the major properties, as described in the theory of systems; to combine tasks, aimed at the beginner, intermediate and advanced levels of civil positions of future teachers; the complexity of the tasks should be increased gradually, that, in turn, creates the conditions transition students from elementary-level to advanced; the tasks should complement, to deepen and refine theoretical knowledge students, to build practical skills.

DISCUSSIONS

Theoretical study and practical use of the method of a task in the education system, many scientists were engaged. So, the theory of developmental education presented in the works of L. S. Vygotsky (1956), V. V. Davydov (1986), A.V. Usova (1982), the theory of developing differentiated training (Alekseev, 1995), the theory of learning

tasks (Credit, 1990; Kapitza, 1972; Usov, 1982; Tulkibaeva, 2000; Friedman, 1977; Chentsov, 1972), the theory of teaching problem solving (Balash, 1983; Belikov, 1986; Kamenetskii, 1971; Kulyutkin, 1970; Menchinskaya, 1998; Sosnovsky, 1987; Usova, 1982; Tulkibaeva, 2000; Friedman, 1977; Esaulov, 1956), the theory of stage formation of mental operations in the process of solving educational problems (Tulkibaeva, 2000), the theory of the formation of generalized training skills (Galperin, 1968; Usova, 1982; Friedman, 1977).

However, analysis of scientific works, devoting to the problem of using of task method in dealing with issues of content, in particular, of development of a civic stand of the trained youth, isn't enough and they have only debatable character.

CONCLUSION

The article presents the experience of the use of the method of a task in the educational system. Displaying a task use the method to solve problems of civil nature, namely the development of civic identity train youth. Presented the use of multicultural-civic, civil - axiological and participative - civil allowing to solve problems of civic education of students in educational institutions. The optimal system of tasks is developed which aimed at addressing the civilian nature of the technology and its use in the educational system.

As a result, the selected system civilian tasks (a) ensures the continuity and efficiency of the process development of civil positions students through its gradual complexity; (b) requires the students integrated application of politico-legal knowledge and skills; b) implies increased civic education; g) contributes to the development skills to political discussions, to defend their own views, to find a compromise with the interlocutor, etc. ; d) has a high diagnostic qualities, allowing to track the development of legal knowledge and skills learners and their personal characteristics.

Applying the task method as a technological component of civic education, there has been an increase in students' interest in training, as well as the desire to move from abstract-general perception of problem situations to them specifically and cell analysis.

RECOMMENDATIONS

Materials article can be useful for teachers of general secondary and higher vocational education, in designing the content of educational disciplines, as well as professionals working in the field additional education.

Taking into account of the results of that study can be allocated to a number of scientific problems and forward-looking direction, requiring further consideration: the deepening and widening some of the provisions, as set out in the article, associated with using of the task method in the other direction education; scientific and methodical of the using of the task method in the educational process students.

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