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Improving Information Literacy on the Development of the Younger Generation's Civic Engagement

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Abstract

Currently, the public, educators and politicians should work more actively to prevent extremist and aggressive sentiments and deviant behavior among modern youth. This can be achieved, among other things, by improving information literacy on the formation and development of positive civic engagement among the younger generation. The purpose of this manuscript is to examine the phenomenon of civic engagement of the younger generation by improving information literacy on the phenomenon under consideration. Information literacy on the development of civic engagement is enhanced by historical and pedagogical understanding of the experience of civic and patriotic education of schoolchildren and the fundamental content of the program for the development of positive civic engagement. The program is presented fully and comprehensively and consists of the following sections: program passport, goals and objectives, results of activities, scientific and methodological justification of the program, roadmap for organizing the process of formation and development of a positive image of civic engagement of the younger generation. This article may be useful to specialists in the field of educational work, methodologists, educators and researchers in the educational field of pedagogical science in terms of social and civic education in the fragile and changing conditions of modern times.

Keywords: information literacy, development of younger generation's civic engagement, education, program.

1. Introduction

Currently, the United Nations pays great attention to the formation and development of the citizenship of the younger generation. A new definition has appeared in the scientific world – global citizenship ([Global Citizenship](#)). This term refers to the social, political, environmental and economic actions of individuals and communities in the global understanding of world and social problems. It is based on the statement about the participation of individuals in the activities of various associations. Promoting global citizenship for sustainable development presupposes that all citizens assume social responsibility for actions in the interests of the whole society ([Gálik et al., 2024](#); [Gáliková Tolnaiová, Gálik, 2020](#)).

The concept of global citizenship is included in the United Nations document *Sustainable Development Goals* in paragraph 4: “Providing education for all and building a civic position for young people”. Universities are responsible for promoting the idea of global citizenship, they prepare students to become members of a large community and use their knowledge, skills and craftsmen to contribute to its development ([Global Citizenship](#)).

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The development of a positive civic engagement program is the final stage in the authors' work to consider the modern phenomenon of "positive civic engagement" in accordance with its previously presented structure, functional model and pedagogical technology.

The essence of this scientific definition boils down to defining the diversity or focus of civic engagement of the younger generation. In this case, we are talking about the creative and constructive component of its manifestation. Positive civic engagement is extremely important in an ever-changing world, and is also relevant in connection with the need to reduce the risks of deviant delinquent behavior of young people and its accumulation in society.

Programming the development of creative civic engagement of the younger generation includes the consistent development of a set of goals, objectives, scientific and methodological foundations, and a roadmap for the systematic, consistent formation of socio-civic and patriotic qualities of students at the stage of growing up. We're celebrating. The importance of algorithmization and programming of activities in this area is considered by the authors as the most important component of this aspect of educational work with young people.

Currently, a number of works are being published on the study of civic and patriotic activity of modern youth. Thus, O. Teryaeva and O. Lomova in their work *A study of the positive value attitude of university students to patriotism* developed various components of the positive value attitude of university students to patriotism and identified the main levels and criteria for the formation of civic and patriotic values (Teryaeva, Lomova, 2024). They're confident. The research results allow us to better understand the evolution of patriotic values and their role in the upbringing of the younger generation in the modern world.

M. Rybakova and N. Ivanova in their work *Patriotism as a basis for identifying trends among young people* explore different approaches to defining the concept of "patriotism" and the components of a patriotic citizen. The authors draw attention to the strengthening of students' patriotic sentiments after the start of a special military operation (Rybakova, Ivanova, 2023).

V. Krainik and M. Prishchepa in their work *On the issue of patriotic education of students in a modern university* note the dominant role of the organization of higher education in the formation of civic and patriotic qualities of students. They talk about the need to create and develop special conditions at the university to maintain civic and patriotic feelings and qualities, creative citizenship, and the need to protect their native country (Krainik, Prishchepa, 2019). Currently, the role and importance of the university is changing towards the development of civic qualities of the individual and the development of his creative and constructive civic position.

The object of the research is the positive civic activity of the youth.

The purpose of the article is to consider the issues of developing civic engagement of the younger generation by improving information literacy of the phenomenon under consideration.

The authors presented the following objectives of the manuscript:

- To characterize the historical and pedagogical foundations of the civic and patriotic education of youth;
- To develop a program for the formation and development of positive civic engagement among young people;
- To identify the dynamics and factors of the development of positive civic engagement among students in countering the manifestations of radicalism among young people.

Stages of research:

Stage 1 – definition of the essence of civic engagement of the younger generation; development of historical and pedagogical foundations of civic and patriotic education of youth as a necessary component of the process of improving information literacy on the issue under consideration.

Stage 2 – presentation of positive civic engagement's socio-pedagogical program of.

Stage 3 – presentation of the conditions for the positive development of adolescent civic engagement.

Therefore, the scientific task of this manuscript is to partially clarify the problem of improving information literacy on the formation and development of positive civic engagement among students of the position, programming socio-civic behavior of students.

Programming the development of civic activity of the younger generation in connection with its historical experience is the logical conclusion of the work of a group of authors to consider the present phenomenon of "civic activity" in accordance with its previously developed structural and functional model and pedagogical technology (Belentsov, 2023).

The essence of this scientific definition is reduced to determining the diversity or direction of civic activity of the younger generation. In this case, we are talking about the creative-constructive component of its manifestation. Positive civic engagement is extremely important in an ever-changing world, and it is also relevant in connection with the need to reduce the risks of deviant delinquent behavior of youth and its accumulation in society (Belentsov, 2019).

Programming the development of a positive civic engagement includes the consistent development of a set of goals, objectives, scientific and methodological foundations, a roadmap for the systematic, consistent formation of socio-civic and patriotic qualities of students at the stage of growing up, namely, in the process of studying at 1,2,3 courses of higher education. We are celebrating. The importance of algorithmization and programming of activities in this area is considered by the authors to be the most important component of this aspect of educational work with young people.

2. Materials and methods

The general basis of the manuscript is represented by the works of modern research scientists (Fakhrutdinova, 2012; Isenko, 2017) and public figures, teachers, researchers of the second half of the nineteenth and early twentieth centuries (Kershensteiner, 1910; Natorp, 1899; Dewey, 1923; Bourgeois, 1903).

The theory of socio-civic education and the formation of constructive civic engagement in the modern changing world formed the theoretical basis of the study.

The methods of carrying out research work were used in the work: a systematic analysis of historical, pedagogical, psychological and philosophical literature and sources; scientific forecasting of socio-civic education of students; generalization of modern pedagogical experience on the issues of civil and patriotic activities of students in educational organizations.

3. Discussion

R. Baird in his work *Youth and Social Media: Opportunities and Challenges of Online Graffiti* draws attention about the importance of social media for youth subcultures (for example, graphic editors). The author claims about various difficulties for the youthful consciousness. This leads to significant, including problematic, changes in the young man's personality. The author also characterizes the importance of the Internet and social networks of youth groups in terms of forming their civic position (Baird, 2022).

In their article *Democratizing media policymaking: a stakeholder-centric, systemic approach to copyright consultation* L. Edwards, G. Moss talk about the British joint project of civic participation of young people of the litter-a discussion of a systematic understanding of copyright consultations Based on the results obtained, the authors propose a system of goals and principles to ensure a critical assessment of copyright consultations, as well as guidelines for their reform. The authors conclude that it is necessary to use constructive ways of carrying out the activities of government agencies. Attention is also drawn to the need to promote debate as the main means of resolving problematic situations in intractable policy areas (Edwards et al., 2022).

This article *Activists' Communication Design on social media: an example of online solidarity against a forced Islamic lifestyle* explores the issue of shared and collective group identity using the example of You Won't Walk Alone, a solidarity social media platform for women suffering from the theft of the Islamic dress code in Turkey. This is an important component of the development of civic engagement of the younger generation, especially girls. The social media platform You Won't Walk Alone illustrates a woman's self-reflection. Thus, this article examines the issue of an active method of communication and its impact on the formation of an active civic position (Arda et al., 2021).

The authors Y.G. Ballo, M.A. Heglum, W. Nielsen, H. Bernst found that early work experience is an influential factor in civic development for young people. This work experience protects vulnerable young people from various kinds of youth socialization problems. Therefore, it is important to study the influence of early work experience in adolescence on the formation of creative civic engagement (Ballo et al., 2022).

C. Kelly, in his work *Fostering Compassion and Empathy: The Role of Humane Education in Early Childhood*, examines the problems of interaction between bullying and cyberbullying. They manifest themselves in the form of complex social, psychological and pedagogical problems. In this work, the main focus is on improving the skills of teachers in the development of creative civic engagement of the younger generation and countering such negative problems as bullying.

The training program used modern educational technologies. The training was interactive in nature, reflective practices and collaborative work on the development of socially oriented projects. The main focus was on the development of caring, kindness and respect in human relationships among adolescents. This activity highlights the effectiveness of teacher training in promoting the creation of a creative and constructive educational environment (Kelly, 2024).

This study *Critical thinking at the moment? The link between mindfulness and critical thinking among future teachers* highlights the need to form critical thinking among future teachers as an essential quality of citizenship for the younger generation. It is a combination of engagement, cognitive maturity, and innovation. Psychological and pedagogical analysis has shown a significant relationship between mindfulness and critical thinking. Conscious presence was positively associated with engagement in critical thinking. As an important conclusion, it should be brought to the attention of public figures, educators, and youth professionals about the importance of strengthening the awareness of future teachers so that they can be more inclined to take a critical approach to teaching when they enter the workforce (Chen et al., 2024).

We agree with Z. Moody's opinion that the study of human rights education has emerged in recent years. Some of the papers examined student learning processes in relation to children's human rights education. This work highlights the specifics of these processes in schools. The author identifies significant areas of analysis (the child himself, the interaction of participants in educational relations, the role of the educational environment) (Moody, 2024).

We agree with N.A. Ansari that the holistic and harmonious development of schoolchildren is gaining momentum at the present time. In developing countries, it is necessary to develop students' active citizenship skills in order to succeed in the modern world. Such studies are limited in Pakistan. Therefore, this work examines the features of the formation of social opportunities and life skills of the younger generation (Ansari, 2024).

Humanistic education develops empathy and ethical thinking in children, equips them with emotional intelligence and the moral foundations necessary to make compassionate decisions and make a positive impact on their community. The article by C. Kelly draws attention to the civic education of children and youth by means of developing humanism and tolerance as integral components of a future citizen and patriot of his homeland (Kelly, 2024).

B. Us draws attention to volunteer work as an integral part of the civic and patriotic education of students. The Youth Corps of the Pacific Asian Society of the Korea International Cooperation Agency (KOICA-PYC) is a global volunteer organization that has been sending college students to the Asia-Pacific region for more than two decades. The youth perceives a positive influence in promoting global citizenship and multiculturalism. This study discusses the relationship between global citizenship and cultural dominance, as well as the prospects for multicultural education in Korea (Us, 2023).

4. Results

The beginning of consideration of the issue of "programming civic engagement of the younger generation" took place in the second half of the XIX – early XX centuries. At that time, Russian pedagogical thought was actively enriched by the ideas of the so-called "new" foreign pedagogy. This period of time was characterized by rapid socio-economic development of European states, a "surge" in the development of the book business, and the prosperity of cultural and social activities.

Progressive-minded teachers understood the moods and changes of modernity. The traditional school refused to form practical skills and abilities, the willingness of students to participate in public life. She only focused the students on obtaining a limited list of knowledge. There was a contradiction between the state of the educational process and the new socio-economic and socio-cultural conditions. It created a socio-pedagogical movement to change and reform schools.

Fundamental importance was attached to the construction of the theoretical and practical foundations of a new social education at various congresses and meetings of teachers, public figures, and researchers that were actively held in the late nineteenth and early twentieth centuries.

In particular, the International Congress on Social Education was held in 1900 in Paris. The Society for Social Education initiated the holding of this large meeting. The speeches vividly announced the emergence of a systemically developed, scientifically based program of socio-civic education of young people.

We will present the main points of the speakers' speeches at the congress in the Table 1.

Table 1. Development of a program of social and civic education at the International Congress on Social Education in 1900

Theoretical foundations of social education of the younger generation.	We quote from E. Lozinsky	1. You must remember about membership in a single universal family and society. You have to be an active builder of social life. You shouldn't be lazy. 2. The most important goal is universal solidarity, the formation of social feeling. 3. Modern teachers should think about the application of new active methods of educational work. They should be extended to all schools. Teachers will become more responsible and socially oriented (Lozinsky, 1903).
The favorable social environment of L. Bourgeois	L. Bourgeois	Children's associations should become a widespread phenomenon in society. They should instill in children social skills and abilities about the importance of public duty, social order and responsibility, duty to the Motherland. The state saw its task in creating various social school communities: public order, alumni associations, self-educational circles (Bourgeois, 1903).
Socio-psychological and pedagogical support of the civic and patriotic education	L. Bourgeois	“Patronages” as a form of educational work appeared. School graduates, active parents, concerned public representatives, participants of various cultural organizations became its main participants. Various educational activities were carried out within the framework of the “patronages” (conversations between teachers and schoolchildren, musical drawing rooms, literary and aesthetic compositions) (Bourgeois, 1903).
Forms and methods of social education of youth	L. Bourgeois	School-wide children's associations have become increasingly important in instilling civic qualities and personality characteristics. Agricultural work, mutual assistance in education, and creativity are the most positive forms of civic and patriotic education and civic engagement of the younger generation (Bourgeois, 1903).

Thus, the International Congress on Social Education in 1900 was of great strategic importance in the education of the younger generation. Theoretical (concepts, methods, methodological approaches) and practical (forms, directions, methods) civic education have been identified.

Georg Kershensteiner is rightfully an apologist for civic education of the younger generation. The German educator, thinker, and public figure holds a special place in the minds of Russian researchers with his systematic and program-oriented approaches to its implementation ([Kershentsteiner, 1913](#)).

Table 2. G. Kershensteiner on programming civic education ([Kershentsteiner, 1917](#))

Goals and objectives of civic education	The purpose of civic education is to create a moral community. We must voluntarily participate in our community, respect all its members, we must be aware of our duty to the community, we must become morally better every day. The tasks of social and civic education were formulated in this way.
The main stages of the formation of a future citizen	1. We must be conscientious and careful on the way to becoming a future citizen. We shouldn't be lazy. Therefore, the state will prosper. Therefore, we must be conscious and active.
	2. We must understand the needs of our fatherland. We must also be aware of our responsibilities and duty towards him.
	3. We must form and develop the legal orientation of the personality of schoolchildren: a sense of legality and law and order, an accurate attitude to their rights and duties.

Goals and objectives of civic education	The purpose of civic education is to create a moral community. We must voluntarily participate in our community, respect all its members, we must be aware of our duty to the community, we must become morally better every day. The tasks of social and civic education were formulated in this way.
	The most important task for us is prevention, hygiene and prevention. In this regard, the fatherland creates favorable conditions for education, in every possible way increases the spiritual level of young people, encourages their self-organization, self-activity, creativity.

Thus, we are talking about deep and powerful theoretical foundations, goal-setting and methodology of civic education, as well as forms and methods of filling it with specific pedagogical content according to G. Kershensteiner.

The program-oriented approach is widely used in order to build a full-fledged model for the development of a creative-constructive modus of civic activity of the younger generation both at the Russian.

The program for the development of a creative-constructive modus of civic engagement is the basis of an integrated approach as a tool for the university faculty to carry out a purposeful educational policy, the formation and development of an active civic position of students.

The program for the development of civic engagement of the younger generation is a set of educational activities for the development of civic ideals, the formation of patriotic values and civic qualities of modern youth.

The leading principles of the youth positive civic engagement development (Figure 1):

Coverage of the areas of development of the organization of higher education

- Determining the results of activities for the implemented program

The participants of the program have sufficient rights to achieve the goals of the program

- Monitoring the effectiveness of the implementation of the program with the possibility of correcting it

Fig. 1. The leading principles of the program for the formation and development of positive civic engagement among young people

We proceeded from taking into account the specifics of socio-civic education, the development of a creative-constructive modus of civic engagement in the development of the program based on:

- Firstly, regulatory legal documents and their importance in the development of a creative-constructive modus of civic engagement of the younger generation;
- Secondly, the conceptual and scientific and methodological features of the problem under consideration;
- Thirdly, the program focuses on the development of a creative-constructive modus of civic activity of young people.

The program development procedure is also of genuine interest and is based on a proven and generally accepted scheme. It provides for the following sequence of actions (Figure 2):

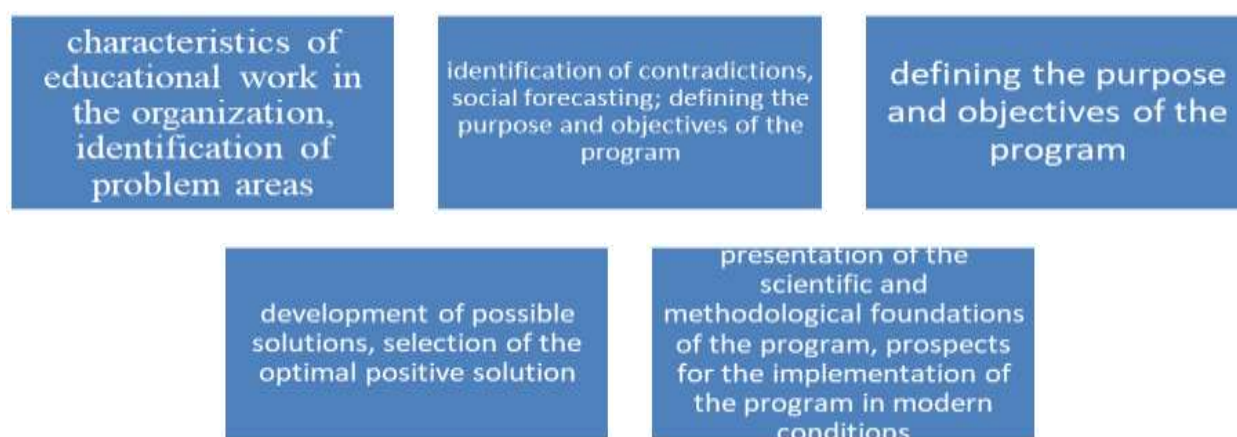


Fig. 2. Scheme of designing a program for the development of a creative-constructive modus of civic engagement

We highlight the main stages of creating a program (Lipatnikova, 2013).

1. Creation of the program concept.

The Strategy for the Development of Education in the Russian Federation draws the most significant attention to the process of raising children as an integral part of the entire field of education. The strategy actualizes the issues of uniting the forces of participants in educational relations for the civic and patriotic education of future citizens (Strategiya..., 2015).

A systematic analysis of the state of educational work in Russia and the university, in particular, the manifestations of aggressive and deviant delinquent attitudes of young people, the active dissemination of positive social and educational practices allow us to develop and formulate a concept (forecast) of socio-civic education, taking into account trends in the development of modern society and modern educational challenges.

2. Important parts of the program.

1. Passport (detailed information about the program: the timing of implementation, who manages the program, the progress of implementation).
2. Goals and objectives of the program.
3. The planned results of the program.
4. Methodological presentation of the program.
5. A strategic plan.

The program has the following tasks:

- Analysis of the problems of the history of social and civic education and the development of civic activity of youth in Russia and abroad;
- Methodological assistance to educational organizations of general, professional and higher education in Kursk and the Kursk region on the implementation of social-civic education of the younger generation;
- Carrying out activities of civil and patriotic issues for the development of civic activity, the formation of love for one's Fatherland and small Homeland;
- The unification of educational organizations and movements in Kursk into a single cluster of subjects with an active civic-patriotic position.

The program's target indicators determine its main results:

- The positive dynamics of the development civic activity of the younger generation;
- Further interdepartmental cooperation (authorities, educational, cultural, social assistance, non-profit public organizations) on issues of social and civic education of students;
- Development of scientific and methodological foundations for the development of civic activity.

The scientific foundations of the program for the development of civic activity of the younger generation include consideration of the main scientific definitions and diagnostic tools under consideration. The definition of the central term “civic activity of the younger generation” is given, the essential and meaningful characteristic of the conditions. Information is also provided on the methodological approaches taken as a basis.

The strategic plan of the program contains the main measures for the formation and development of citizenship of the younger generation:

- Cooperation with various educational, cultural and social organizations;
- Active development of volunteerism;
- Civic-oriented actions (*I love my Fatherland, Help a veteran, Timurites are nearby*)
- Student scientific and practical events (All-Russian student Christmas teleconference, scientific and practical conference *Social service in the modern world*);
- Events for people with disabilities.

5. Conclusion

Improving information literacy on the development of civic engagement of the younger generation involves solving the tasks of educating and developing young people. Using historical experience in the construction and design of events allows us to take into account the “lessons of history” for the restoration of historical and pedagogical knowledge and their application in modern theory and practice of educational activities. We pay tribute to him for the consistency of the knowledge presented, the definition of goals, objectives, mechanisms and content of the process of developing a creative and constructive mode of youth civic engagement and its significance and prospects for use in modern conditions.

A program for the formation and development of civic engagement of the younger generation:

- Designed according to current regulatory documents in the context of improving educational activities;
- Involves the following elements: justification of the program, goals, objectives, strategic plan; volunteer (volunteer) activities; pedagogical studios; student teleconferences; educational activities for people with disabilities);
- It is aimed at fulfilling the social order of Russian society - the education of Russian patriots, creatively and constructively thinking citizens of the state. The prospects for further research are related to a deeper study of the processes of socio-civic education of the younger generation in terms of aggression and deviant delinquent behavior of young people, the formation of social control, as well as optimal and competent psychological and pedagogical support for the younger generation. the civil formation of personality in modern conditions.

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