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## **Civic Literacy in the Space of Intercultural Communication**

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### **Summary**

*The report will consider the parity of concepts «civil literacy» and «intercultural communications».*

*Civil literacy will be shown as an ability of the person to assess political, economic, social and culturological situations, to make corresponding decisions, to show initiative, to assess and measure the received information, both in space of native culture, and in the conditions of intercultural communications.*

*Civil literacy will be shown from a teaching position in the higher schools on the materials of Russian and foreign higher schools. Results of the comparative analysis of training courses and methodical recommendations about formation of civil literacy in higher school system, and also the analysis of Internet resources and the mass-media, influencing formation of civil literacy of the person will be for this purpose presented. A base for the analysis is the material belonging to different cultures, in different languages. As a result of the analysis, adequacy and equivalence of the received information presented in different cultures and in different languages will be revealed.*

*In conclusion a complex of knowledge and abilities, forming person's civil competence providing its high-grade occurrence in a civil society will be presented.*

*Criteria of effective civil literacy both in native culture, and in the conditions of intercultural communications will be offered for discussion, and also the role of the university teacher in formation of person's civil literacy will be shown.*

Development of any state, formation of civil society and strengthening of a national consent demand of high civil literacy without which base values and principles of society life can't be fully realized.

So, for example, base values of the Russian society can be considered: ideology of the education content, main contents of the spiritual and moral development programs and education of young citizens of Russia, contents, forms and methods of pedagogical interaction of educational system establishments, public organizations, state institutes and socialization institutes.

The base values of any national society can be considered: patriotism, social solidarity, civilization, family, health, work and creativity, science, traditional religions, art and literature, nature, mankind [1].

The essence of the civil society is that it unites and expresses, first of all, interests of citizens, their expectations, freedom, inquiries, requirements, instead of will of ruling elite, the authorities, the states. The state acts only as an entrusted representative. It is possible to specify the most general ideas and the principles of any civic society, without any specification:

- 1) economic freedom, variety of ownership forms, market relations;
- 2) unconditional recognition and protection of human rights and citizen;
- 3) legitimacy and democratic character of the authority;
- 4) equality of all before the law and justice, reliable legal security of the personality;
- 5) the constitutional state founded on a principle of division and interaction of the authorities;
- 6) political and ideological pluralism, existence of legal opposition;
- 7) freedom of opinions, words and press, independence of mass media;
- 8) non-interference of the state to private life of citizens, their mutual duties and responsibility;
- 9) class world, partnership and national consent;
- 10) effective social policy providing a worthy standard of people living [1].

In new conditions of society development civic education of younger generation is of a special value. So, for example, in the concept of modernization of Russian education it is noted that educated, moral, enterprising people who are in a situation of a choice can independently make crucial decisions, they are necessary for developing society, predicting their possible consequences capable to effective cooperation, different mobility, constructability of the thinking, possessing the developed sense of responsibility for destiny of the country [5]. Civil literacy in essence acts as a kernel of social competence of the identity of any modern society.

For the analysis of a civil literacy phenomenon, it is necessary to specify terminological value of a phenomenon of civilization. In human sciences unilateral idea of civilization is connected in political measurement. It is an important aspect, but its realization is a stage of continuation of the process which initial link the ethical aspect. Adequate representation is generation of cultural factors, which is characterized by genetic concentration of specific subjective properties and public values. Civilization in an ethical context represents the unique relations generated by cultural system between citizens.

Civilization as set of the ethical principles forming the basis of civil society; need of realization of these principles, follows from internal essence of a phenomenon of civilization – unifications of human society as the purposes and conditions of its life, and designates thereby the law, an order, structure.

Civilization is the cultural code of the specific, symbolically mediated, backbone interhuman relations comprising a set of forms and types, contextually allocated with concrete value [6, 1].

The civil consciousness and behavior are formed in the course of socialization. Moreover, they are derivative of education which, in turn, depend on a set of factors: a state and society level of development and the dominating economic and political relations, from specifics of functioning social society and institutes, from extent of leading groups influence, interrelation with the world community etc. [6, 1].

This article analyzes a phenomenon of civil literacy in the conditions of interrelation with the world community, in the conditions of intercultural communication. The era of globalization and expansion of intercultural communications demands to society not simply civic competent citizen, but modern civic competent person should own knowledge in the field of the intercultural interaction actually in different spheres of social life. Competent possession and operating by knowledge and skills of civic literacy, methods and ways of communication assumes effective dialogue of cultures, possibility of the independent analysis of the intercultural conflicts and a way of their permission at various levels, and application of such knowledge in the field of interpersonal and intergroup contacts in another culture.

Inclusion of the various countries in universal processes of internationalization and globalization caused a basic change of educational strategy and led to emergence of the new didactic, educational and methodical concepts focused on training of specialists, civic competent and capable effectively to join the international and intercultural interaction.

Complexity, multiaspects and interdependence of civic literacy problems in intercultural oriented education, defining the practical innovations in pedagogical process, demands new ideas and the approaches, new algorithm of procedures of training and the education realized in the dialogue of cultures and new pedagogical technologies. By means of development and introduction of skills and abilities of formation of civic literacy it is possible to provide optimum frictionless interpenetration of national and global, world cultural environments - (cultural integration) - at level of traditions, foundations, language, cultural and behavioural imperatives.

Above-mentioned factors promote the cardinal changes, occurring in social and economic and public life of the countries. New realities of life make high all-round demands to the personality, and that is why is the need of statement of new criteria, appropriate to the nowadays life.

Unfortunately, it should be noted an insufficient level of development of the civic literacy, responsible civic behavior at younger generation that is shown in lack of an active living position, lack of skills and background knowledge for ensuring effective communication in intercultural space.

In this situation there is a need of preparation of civic competent young generation capable to formation of the opinion, to the analysis of occurring events in the world (cultural, political), reasonable judgments not only within the native culture, but also at level of the intercultural communication which orientation in the modern world gains character of a creative directions. Lack of civic literacy of the youth finds the increased value as it can lead to loss of accurate social reference points, a personal initiative and responsibility [3].

Experience of the last decades convincingly proves that those states which pay special attention to formation of civil literacy of the youth achieve political and economic successes. Respectively, to achieve such educational effect is possible only in the frame of its purposeful formation. On this background the interest to civic literacy increases as a social pedagogical phenomenon.

In these conditions it is necessary to organize updating of the contents, forms and methods of formation of the civil literacy, adequate to modern social and pedagogical realities.

For formation of positive understanding of civic literacy, it is allowed to put one of the pedagogical purposes. Thus, for increase of civil literacy level of the youth here must be the implementation of the following purpose – formation of such qualities as ability to respect another's opinion, to form the opinion on other culture, to perceive another's culture, to protect own views, ability to create frictionless situations, not to be mistaken in a moral choice, ability to be guided and operate with complete understanding of responsibility for the decisions and actions.

On the basis of the analysis of psychology-pedagogical literature, methodical literature and modern requirements to formation of civic literacy of younger generation it is possible to allocate the following faults:

- insufficient attention to this problem from the theory and practice of civic education (though the requirements shown by society to formation of civic literacy of the youth in new social economic and political conditions increased)
- complexity of creation of pedagogical conditions for the real process of its formation
- a small amount, both courses, and hours on the intercultural communication, allowing to receive a certain knowledge of different cultures
- absence of integration of actions, the courses directed on formation of civic literacy in the general educational process [6].

The listed reasons, certainly, point a problem of formation of civic literacy. The solution of these faults will allow to consider civic literacy as a part of social competence of the personality and to act as the integrative quality defining full value of occurrence of the person in various relations both in native, and in another culture.

At any step of education such elements which would promote development and realization of effective formation of civic literacy should be included, and also

would define and carried out the complete package of measures, the pedagogical technologies of formation of civic literacy directed on introduction in the conditions of intercultural communication.

First of all, they can be:

- creation of organizational and pedagogical conditions of development of civic literacy;
- inclusion of cultural relevant information and ways of its processing in a mode of intercultural comparison in studies on practice foreign languages and not language disciplines;
- acquaintance with ways of practical application of civic literacy skills in intercultural communication;
- carrying out actions, the special courses stimulating formation of civic literacy [4].

From this point of view it is may be considered to define criteria and levels of a readiness of civic literacy, and also to develop model of formation of civic literacy of students in the conditions of intercultural communication.

So, for example, it is possible to carry to methods and forms of formation of civic literacy: dialogues, discussions, imitating exercises, training situations, business games, promotion actions, on-lines lectures in any foreign language, video-lessons containing cultural information of other country, the basis of which are the features of construction, initial condition and logic of formation of civic literacy.

The main criteria of the civic competent personality are: a personal dynamic position, multidimensional tolerance, an orientation on dialogue, empathy, a reflection, recognition of plurality and equality of cultures, political literacy (not only within the country), but also others including, high political culture, ability to estimate the public phenomena from universal and class positions, possession of the universal valuable relation to global problems, individuals, to the phenomena of public life and consciousness.

Proceeding from the aforesaid, we make an attempt to create a model of the civic competent student: a civic competent student is moral, active, hardworking, socially and creatively active, owns high political culture, political literacy, has ability of experience of the highest civic feelings, has profound knowledge about other cultures and ability of an adequate tolerant assessment of occurring events in the world, ability to understanding of other cultures, the positive relation to it, judgments of its realities, morals, values, political foundations, and also is able to function effectively in the conditions of other linguacultural environment.

The purposes of formation of civil literacy are realized in complete pedagogical process taking into account age and features of the students. In the modern world all atmosphere of public and private life of people is saturated a large quantity of various information, inconsistent installations, estimates, valuable orientations. In these conditions the teacher must possess special knowledge of features of student's perception of information, consciousness and judgment of the facts and events.

All subjects of educational process have civic educational character. Natural and mathematical disciplines have today the problems of global policy; subjects of political and humanitarian cycles open a picture of naturally developing human society passing from one civilization to another; subjects of an art and esthetic cycle connect art with policy, such art generalization of political life forms the spiritual valuable and political relation to the reality phenomena.

Studying the literature, being trained the students learn the esthetic phenomena of life, artistic images of heroes which become ideal for them. In this context, it must be not only in the context of the native country, but also in foreign culture (foreign history, foreign literature). I.e. the task of the teacher is to find such mechanisms of training which would be directed on formation of civic competent person ready to intercultural dialogue. Teachers should give special attention both to the formed relations and the opinions, occurring in a family of the student. Quite often, some students, receiving in educational institution the knowledge of civic literacy, an assessment of political events, an assessment about



occurring situations in the world, face in a family the indifferent relation to tragic events in the country, with petty-bourgeois views, apolitical statements, with selfish way of family life.

Thus, it is obviously possible to draw a conclusion that the role of the teacher of any step of education in the course of formation of civic literacy is of great value. Practically all disciplines should include such elements of training which will promote formation of civic literacy for the modern person capable to communication in global society.

As civic society isn't a simply set of certain citizens, so a civic literacy can't be especially of individual quality. To be civic competent and active, it is necessary, that the educational system should give the chance to behave in this way: «Skills of effective participation in public life can't develop, if there is no opportunity for participation» [2].

Thus, the analysis of research results, allows to note that formation of civic literacy is inseparable from all educational process. Competent and successful application of pedagogical technologies positively influences formation of civic literacy of the students ready to the introduction in dialogue of cultures and possessing sufficient knowledge, abilities, competences and personal characteristics for productive intercultural communication.

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