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A SYSTEMATIC

APPROACH TO THE FORMATION OF ACTIVE CITIZENSHIP IN HIGH SCHOOL STUDENTS

UN ENFOQUE SISTEMÁTICO PARA LA FORMACIÓN DE UNA CIUDADANÍA ACTIVA EN ESTUDIANTES DE SECUNDARIA

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ABSTRACT

Patriotic education plays a crucial role in shaping civic identity, defining the place, dignity, and value of each individual as a citizen. Patriotism not only inspires acts of heroism and sacrifice but also fosters a high level of civic engagement, promoting honest and dedicated work for the benefit of the nation. This concept encompasses love for one's country, homeland, people, traditions, and language, rooted in an attachment to native soil and community. This study examines the most effective methods for developing active citizenship among high school students, specifically in grades 9, 10, and 11. It analyzes the concept of citizenship and its main components, evaluating how the studied topics and methods influence students' worldviews and future aspirations. The research employs both theoretical and practical approaches, presenting relevant theses on the subject. This work can be valuable for future professionals in the field, young researchers, and undergraduate and graduate university students in related areas. It emphasizes the need for a systematic approach with varied methodologies to delve deeper into the topic, significantly contributing to the quality of research in this domain.

Keywords: Patriotic education, National values, Active citizenship, Educational research, Secondary education.

RESUMEN

La educación patriótica desempeña un papel crucial en la formación de la identidad cívica, definiendo el lugar, la dignidad y el valor de cada individuo como ciudadano. El patriotismo no sólo inspira actos de heroísmo y sacrificio, sino que también fomenta un alto nivel de compromiso cívico, promoviendo el trabajo honesto y dedicado en beneficio de la nación. Este concepto abarca el amor por el país, la patria, la gente, las tradiciones y el idioma, arraigado en un apego a la tierra natal y la comunidad. Este estudio examina los métodos más eficaces para desarrollar la ciudadanía activa entre los estudiantes de secundaria, específicamente en los grados 9, 10 y 11. Analiza el concepto de ciudadanía y sus principales componentes, evaluando cómo los temas y métodos estudiados influyen en las visiones del mundo y las aspiraciones futuras de los estudiantes. La investigación emplea enfoques tanto teóricos como prácticos, presentando tesis relevantes sobre el tema. Este trabajo puede ser valioso para futuros profesionales en el campo, jóvenes investigadores y estudiantes universitarios de pregrado y posgrado en áreas relacionadas. Enfatiza la necesidad de un enfoque sistemático con metodologías variadas para profundizar en el tema, contribuyendo significativamente a la calidad de la investigación en este dominio.

Palabras clave: Educación patriótica, Educación secundaria, Educación activa, Investigación educativa, Valores nacionales.

INTRODUCTION

Education is a many-faceted process through which people learn and grow beyond the limits of formal classrooms. It involves different experiences and approaches which collectively contribute to the intellectual, technical, and social development of individuals. Thus, education informs and moulds an individual intellectually, emotionally, and socially throughout the person's life in light of emerging needs and opportunities. Education is a very important undertaking that touches every aspect of human life and society since it serves as a catalyst in personal progress through which better career opportunities and improved income can be offered (Trucco, 2023). In addition, it plays an important role in developing social bonding, civic involvement, and an enlightened citizenry prepared to meaningfully engage in democratic processes. Equally impressive is how these opportunities foster an impact on health and well-being, allowing people to make all sorts of informed choices about lifestyle and healthcare (Agarwalla & Sahu, 2024). More importantly, perhaps, education provides fire into the engine of progress and innovation; it arms people with what they need to sort out very real global complexities and advance their societies. In other words, education is not only a means to improve oneself but an important component in laying down the foundation of a society for prosperity and well-being for communities and nations worldwide (Agasisti & Petrenko, 2024).

Among the different subfields of education, patriotic education emerges as an important one especially for an active citizenship. Patriotic education is related to the understanding and appreciation people get from the history, values, and cultural heritage passed through a nation (Murzina & Kazakova, 2019). This kind of education develops the spirit of national identity and pride, and awareness of civic duties. This approach of learning involves the acquisition of knowledge on the most important historical events, influential figures, and principles which form the base of the nation's democratic system. Active citizenship, on the other hand, is the practice of civic knowledge and values that one has acquired. It can be manifested in direct participation with political, social, and economic concerns within the community and the country. The visible ways by which citizens are able to express this include exercising one's rights through voting, giving service to the community, crusading for causes, and participating in political discourse (Jerome et al., 2024). Active citizens accept responsibility for their society, giving time, talents, and voice toward shaping its future. The interrelation of patriotic education and active citizenship is important. Well-implemented patriotic education might inspire citizens to

be more engaged in civic life by embedding context and motive in the practice of democratic life (Berezhnyi et al., 2024). On the other hand, active citizenship reinforces and deepens such learning of national values and principles provided by patriotic education. Taken all together, these elements raise a well-informed and responsible citizenry dedicated to democratic ideals and improving their country.

The education of the young generation growing up and forming in every society, the education provided, the inculcation of a sense of citizenship, and the sense of attachment to the state and the people are particularly important for the future of society. The fact that children already feel like active and necessary members of society during adolescence will give a serious impetus to the process of their further integration into society and their formation as active citizens (Li, 2024). That is why special attention should be paid to raising awareness among high school students in this area. In particular, the training and education provided by school teachers are of great importance in educating 9th, 10th, and 11th grade students in the spirit of patriotism, forming an active civil position, teaching them their rights and freedoms, and helping them become important individuals for their country and people.

Rapid globalization processes in the world today in political, social, economic, cultural, scientific, and other fields have a significant impact on the education and formation of the younger generation, especially high school students, as individuals with high moral qualities and active citizenship and an important position in society (Karadag & Aricioglu, 2018). This is one of the factors that is always in the spotlight of experts and is met with serious concern. Therefore, experts believe that teachers have a great responsibility to educate the younger generation, especially high school students, to increase their outlook, and to form them as active citizens. The role of teachers in the formation of high school students, especially 9th, 10th, and 11th grade students, as active citizens, how teachers should work with students of this age, and what they should focus on to develop them as active citizens is the essence of the topic. **Taking into account the above, the objective of this work is to analyze the influence of patriotic education in high school students for the process of formation of active citizens.**

MATERIALS AND METHODS

Systematic and functional approaches, analysis, synthesis, induction, deduction, content analysis, survey, and interview methods were used during the research work. In order to form an active citizenship position in high school students during the research, it is possible to analyze

and systematize the topic with special attention to the following issues:

- Where and when did the term “citizenship” originate?
- What is civil society? What are its principles?
- What terms are related to active citizenship?
- What criteria should be considered in active citizenship?
- What decisions and resolutions do international and regional organizations have regarding “citizenship”?
- What details should be considered in the implementation of citizenship?
- What should be the forms of citizen participation in the life of the state and society?

In modern times, a number of laws and resolutions have been adopted by international and regional organizations in the field of human rights protection. One of the most important bodies in the field of human rights protection is the UN. After World War II, the UN began to take some serious steps and make important decisions in the field of human rights protection. Special mention should be made of Article 15 of the Universal Declaration of Human Rights. This article states that the right to nationality, the right to change citizenship, and the right not to be deprived of citizenship are universally accepted and recognized at the international level. The article clearly states that there has been significant progress in the field of human rights and that a number of human rights have been granted. Several articles on the right to nationality are enshrined in international conventions, including the Council of Europe's European Convention on Nationality, adopted in 1997. The words “nationality” and “citizenship” are generally accepted and used as synonyms within international norms (Council of Europe, 1997).

In addition, a diagnostic research based on the concepts discussed in these regulations/resolutions was carried out in the secondary school system in Baku aiming at understanding the following issues through different survey questions, which can be used when working with students.

1. Patriotic orientations of students:

- Social roles of students.
- Team organization.
- Level of disagreement in the student audience.
- Ranking of personality traits according to their importance.
- Condition of the pedagogical environment.

- Diagnosis of students' sense of patriotism.
 - The level of students' satisfaction with the organization of the pedagogical process and the educational process on the topic of patriotism, etc.
1. Is the student's attention focused on lessons about national topics?
 2. Does the student feel confident and free when asked about such topics and invited to the board?
 3. Can a student control his or her emotions in situations related to historically sad days?
 4. Do students' gestures change when speaking on national topics?

RESULTS AND DISCUSSION

In modern times, the rapid development of science and technology has also affected people's social lives, lifestyles, and ways of thinking. Therefore, one of the most important tasks facing society today is to minimize the negative effects of a rapidly globalizing world on future generations. The first important steps to be taken for this purpose are related to teaching in the upper grades. In this area, teachers prefer more theoretical and practical training. In other words, as a first step towards the formation of an active citizenship position and the feeling of true citizenship in the society in which they live, teachers need to inform senior students about the theoretical meaning of the term “citizenship,” when and where this term originated, and what rights students will have in the future.

For example, any student who wants to become a true citizen in the future and an active member of society, especially 9th, 10th, and 11th graders, should know that the word “citizen” first appeared in Greece and is of Greek origin. Unlike in modern times, the status of “citizenship” was different at that time. That is, at that time, only those who had the right to work in the state were considered citizens. At that time, slaves, peasants, women, and resident foreigners were considered subjects, not citizens. Not everyone could be a citizen. There are significant differences between ancient and modern times in the acquisition of “citizenship” status. This required special conditions. Aristotle, one of the most famous philosophers of the day, said that being a good citizen is not always the same. (“Citizenship and Participation”)

There are 5 main principles for the formation of active citizenship in high school students in the future (“Citizenship and Participation”) (Saripek, 2006):

1. Civil citizenship.
2. Political citizenship.

3. Social citizenship.
4. Cultural citizenship.
5. Economic citizenship.

In the eighteenth century, with the emergence of the bourgeoisie in Europe, the principles of civil citizenship began to take shape. Some rights, including human rights, freedom of speech and property, the right to contract, and the right to justice, which are the main criteria of civil citizenship, began to take shape at that time. While political rights only began to take shape since the 1930s, civil rights had become almost as developed as they are today. That is why, even towards the end of the 19th century, the activities of trade unions and organizations united in various fields in the form of unions were liberalized, and freedom of suffrage and the right to vote were expanded to include employees (Foweraker & Landman, 2000).

Political citizenship is a concept related to political rights and obligations connected to the political system. The development of political citizenship must be based on knowledge of the political system and the promotion of democratic relations as well as participation skills. The most successful example here is the work of local governments and parliaments. Other accepted criteria for political citizenship are voting and political participation. In the 19th century, the basic principles of political citizenship began to take shape with the guarantee of men's voting rights. Beginning in the twentieth century, the situation began to change: political citizenship rights were separated from civil rights, and the concept of political citizenship began to take shape as an independent concept (McDonagh, 2002).

The concept of social citizenship should be defined in accordance with the existing criteria of behavior in society, as well as the principle of loyalty and solidarity. Another factor that determines the concept of social citizenship is the formation of social skills and knowledge of social relations in society. It is considered important in terms of ensuring social equality based on social justice among citizens. Although the concept of social citizenship emerged in the late nineteenth century due to some features, it is possible to see that in the second half of the twentieth century in Europe this trend became even stronger. It would also be correct to note that in a society dominated by liberal views and capitalist relations, social citizenship is not as influential.

The concept of cultural citizenship is generally understood as the perception of cultural heritage. Here, the main criteria are cultural heritage, history, and knowledge of reading, writing, and language skills. Although the term cultural citizenship has been around for a long time,

no significant progress has been made in its study. This concept has only been used as a term in some scientific writings.

As for the concept of economic citizenship, it can be said that the basic norms and principles of this concept are based on the interaction of people, labor, and the consumer market. It is possible to add a number of features, including the ability to measure, the right to work, and the minimum standard of living. Skills in the economic field and the level of professional and specialized education in the profession are considered to play an important role in the implementation of these economic measures (Parsons, 1954). The formation of economic relations by people is considered in society as one of the main factors that increase a person's economic citizenship.

These five basic principles of citizenship are achieved through socialization processes in schools, universities, families, civil society, political party organizations, as well as other associations, the media, and mass media. That is, there are no absolute rules, and criteria are set only on the basis of human behavior. In view of the above, each person has the opportunity to test their knowledge and skills in a balanced, equal, and accurate manner on these five criteria. If the audit is not conducted according to these criteria, it will be practically impossible to determine the balance of full citizenship.

In modern times, taking into account the above concepts and human psychology, experts are discussing two main types of citizenship:

1. Active citizenship.
2. Democratic citizenship.

The first thing that comes to mind when talking about active citizenship is the general content of actions of citizens who are always active in the life of the state and society and have a special place in the management of the state and society. An active citizen is also a type of person who, unlike other citizens, is more active in political, economic, social, and cultural processes than other individuals in society and has the opportunity to demonstrate his or her potential. That is, the portrait of active citizenship refers to the type of person who effectively uses all the opportunities that will be beneficial to the state and society, as well as to himself/herself at the highest level. The concept of active citizenship and the formation of its criteria make it easier to classify people in society into different groups.

As for democratic citizenship, it is based on democratic principles and values such as pluralism, respect for the rule of law, and human dignity. Unlike active citizenship, there are strict criteria for democratic citizenship, and

democratic citizenship does not go beyond these principles. Because democratic citizenship is based solely on democratic thought, freedom of speech, the rule of law, and other principles, its ability to function covers a small circle.

Article 27 of the Universal Declaration of Human Rights states that "Everyone has the right to participate in the cultural life of society, to enjoy the arts, to participate in scientific progress and to enjoy its benefits." This article of the Declaration clearly states the provisions related to human and civil rights. That is, in theory, the right of people to participate in all spheres of life is fully recognized at the level of international law. However, in practice, the implementation of these provisions is not so easy. The right to citizenship is considered extremely important in every country because it affects the daily lives of individuals. If a citizen is officially recognized as a citizen by a country, that state gives him/her a number of legal advantages. Of course, these rights vary from state to state. These rights include the right to vote, to hold public office, public security, health care, public education, the right to permanent residence, the right to own private land and to engage in employment, and so on.

If we look at the rights that states give to their citizens and the rights enshrined in international conventions, we can see that there are some contradictions between these two entities. This is due to the fact that each country determines who its nation and citizens are and what their rights and responsibilities are. Conventions and decisions on human rights adopted at the international level are based on the consensus of several countries, not just one. That is why these conventions create restrictions on some issues related to the sovereignty of the state in the regulation of civil rights. The principle of universal human rights and the principle of avoidance of statelessness in the articles adopted in these conventions on non-discrimination against people create conditions for the state to limit its control over citizens to a certain extent (United Nations, 1949).

Article 20 of the Universal Declaration of Human Rights states that "Everyone has the right to peaceful assembly and association." Although in theory these ideas are aimed at the protection of human rights, in practice we see that although this declaration is generally accepted by states, not every state is equally active in its implementation. That is, the existing administrations in the states call into question the implementation of this article of the adopted declaration. It should also be noted that abuses in this regard are more common in some countries. Although there are universally accepted conventions and laws, they are sometimes perceived by states as a threat

to sovereignty and security, and their implementation is almost universally restricted.

Article 21 of the Universal Declaration of Human Rights states that "Everyone has the right to take part in the government of his country, directly or through freely elected representatives." This article directly creates ample opportunities for citizens to actively use their positions in the life of the country and society. According to this article, everyone has the opportunity to express their citizenship more freely and comfortably. This trend is enshrined in both international conventions and the legislation of most countries. Although this trend has been established theoretically, its practical feasibility remains in question.

Experts known for their rigorous research in this field have unique approaches to citizenship that help them better understand the importance of active citizenship. One of the existing principles in the formation of civic position is participation. That is, the principle of participation in one form or another allows the citizen to support the realization of his inner potential. Of course, participation in the life of the state and society is divided into different stages, and these stages are analyzed separately. When defining the principles of participation, it would be more appropriate to pay special attention to the eight-step participation ladder adopted by Sherry Arnstein in 1969. Arnstein (1969) believes that the participation ladder should be designed according to the following rules:

Step 8: Joint decision-making.

Step 7: Entrepreneurial and leading youth.

Step 6: Decisions shared with enterprising adults and young people.

Step 5: Advice and information for youth.

Step 4: Appointed but informed youth.

Step 3: Tokenism.

Step 2: Decoration.

Step 1: Manipulation.

Young people who are actively involved in the adoption of projects or ideas are invited to participate as adult partners in the decision-making process. This is called the Joint Decision-Making Process and can have different formats (Arnstein, 1969):

- Projects or ideas are initiated and led by young entrepreneurs and leaders, and if support is needed, adults can be invited to make that decision, but adults do not interfere in any way, and young people can implement the projects themselves.

- Projects or ideas are put forward by adults, but young people are invited to share responsibilities and strengths in the decision-making process about projects or ideas as equal partners. These are called decisions shared with enterprising adults and young people.
- Projects are initiated and managed by adults, but young people provide advice and suggestions, as well as information on how these suggestions can help with final decisions and outcomes. This is called young people giving advice and information.
- Projects are initiated and managed by adults but at the same time, young people are invited to play some special roles or take on responsibilities in the project, but young people are aware of the potential impact. This is called appointed but informed youth.
- Young people are given some special roles in the project, but they do not have the opportunity to make any real impact or decisions about the project. This form creates a deliberate or unintentional false image of youth participation, but in reality, young people do not have any alternative options. This is called Tokenism.
- The project needs young people to represent it as a group with few privileges. Therefore, young people have no meaningful role other than just representation, and they are simply in a visible position within the project or organization, such as decoration, and thus easily attract the attention of outsiders. This is called decoration.
- Young people are invited to participate in the project, but their real impact on decisions and outcomes is not possible. In fact, their presence is used to achieve various other purposes, such as winning local elections, creating a better image of the organization, or obtaining some additional funding from organizations that support youth participation. This is called manipulation.

As can be seen from the above, the principles of participation are neither good nor bad in terms of meaning. It's just that there are specific goals, and each side tries to use the opportunity as much as possible to achieve its goals. The concept of participation is, in principle, organized at a level that satisfies the parties.

CONCLUSIONS

The involvement of high school students in science and theoretical and practical training not only strengthens the process of self-awareness but also has a significant impact on the formation and development of civic consciousness. High school students, especially 9th, 10th, and 11th graders, are in an age range in which they are always active and try to use every opportunity to prove themselves. Therefore, the main responsibility of teachers here is to train and educate these high school students as worthy

and active citizens of the country and society, and to support them in the formation of active citizenship in the future within their capabilities. That is, to educate the younger generation, especially high school students, in a patriotic spirit, and to create conditions for them to better learn the civil rights granted to them by the state and society.

If high school students know their rights better and understand their responsibilities to society and the state, it is unlikely that there will be serious problems in their formation as worthy citizens and as useful members of society. This can also help to strengthen the sense of citizenship in high school students. Students in the upper grades need to better understand the basic principles of the concept of "citizenship" and what these principles are in order to be more responsible to the state and society in the future and to determine their future direction in life. This understanding allows not only the state but also the international community to take full advantage of the decisions made on human rights and citizenship in order to develop itself.

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