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**СПЕЦИФИКА И СУЩНОСТЬ ПЕДАГОГИЧЕСКОГО МОНИТОРИНГА
ГРАЖДАНСКОЙ ИДЕНТИЧНОСТИ ОБУЧАЮЩИХСЯ В
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Аннотация

В данной статье особое внимание уделяется рассмотрению особенностей педагогического мониторинга, направленного на развитие гражданской идентичности у школьников. Автор проводит анализ различных определений термина «идентичность», а также конкретизирует понятие гражданской идентичности. Также в статье рассматриваются ключевые структурные элементы, составляющие гражданскую идентичность; подчёркивается значимость мониторинга в образовательной среде для достижения тех результатов, которые предусмотрены ФГОС.

Ключевые слова: идентичность, гражданская идентичность, педагогический мониторинг, образование, школьники, ФГОС.

**THE SPECIFICS AND ESSENCE OF PEDAGOGICAL MONITORING OF
STUDENTS' CIVIC IDENTITY IN MODERN SCHOOL****Margarita S. Samartseva,**

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ABSTRACT

This article pays special attention to the consideration of the features of pedagogical monitoring aimed at developing civic identity among schoolchildren. The author analyzes various definitions of the term «identity» and also specifies the concept of civic identity. The article also examines the key structural elements that make up civic identity; the importance of monitoring in the educational environment is emphasized to achieve the results provided for by the Federal State Educational Standards of the new generation.

Keywords: identity, civic identity, pedagogical monitoring, education, schoolchildren, Federal State Educational Standard.

To examine the specifics of pedagogical monitoring in the context of forming civic identity, it is important to initially define the concepts of “identity” and “civic identity.”

As noted by M.V. Shakurova, a person's identity should be understood as “an element of one’s self-awareness,” “a dynamic, contradictory formation made up of the most essential (basic) elements of the one’s Self-concept and the constantly introduced new experiences and perspectives of the one’s Self” [6]. The educator emphasizes that the effectiveness of the identity formation process depends on the teacher's knowledge of the age-related characteristics of this formation in students.

In the political science dictionary authored by V.I. Danilenko, civic identity is defined as “a part of an individual’s social identity that reflects the person’s perceptions of belonging to a state entity, structures of civil society, as well as to the perceptions of these entities and structures, their evaluation by the individual, and their right to choose to remain within them or to leave” [3, c. 418].

In her work, E.A. Grishina thoroughly examines the structure of civic identity, highlighting several key components that form its foundation. Firstly, the cognitive aspect includes knowledge about a specific social group to which the individual belongs. This means that a person must not only be aware of their own identity but also understand the history, culture, and characteristics of that group. Secondly, the value-emotional aspect is related to the positive perception of one's belonging to this social group. This implies that a person has positive emotions and values associated with their identity, which helps strengthen the sense of common unity and solidarity. Finally, the behavioral aspect involves the active participation of the individual in the socio-political life of society. This can manifest in various forms, such as volunteering, participating in elections, public actions, and other events that promote civic engagement. Thus, Grishina emphasizes that civic identity is formed not only at the level of knowledge and emotional perception but also through practical activity in one’s community. This comprehensive approach allows for a deeper understanding of how civic identity is formed and the role it plays in the life of each individual [2].

The importance of forming civic identity among students is highlighted by the Federal State Educational Standards for Primary General Education (FGOS NOO), Secondary General Education (FGOS SOO), and Basic General Education (FGOS OOO). The federal state standards note that personal outcomes should reflect the development of commonly accepted spiritual and moral values, patriotism, and a value-oriented attitude towards cultural and historical heritage [5].

In modern conditions, pedagogical monitoring serves as a tool for managing the formation of civic identity among students. According to J.O. Albanbaeva, pedagogical monitoring can be viewed as a system for diagnosing and analyzing the state of the educational process. This includes observing its dynamics, achievements, and trends for future development [1].

In the work of V.E. Musina on the topic of pedagogical monitoring of students' civic identity, a definition is presented. According to the author, pedagogical monitoring is an integrated set of processes aimed at collecting, analyzing, processing, and interpreting data regarding the compliance of the outcomes of educational activities with established Federal State Educational Standards (FGOS). For the successful formation of civic identity in this context, it is crucial that students have the opportunity to develop by mastering emotional-value and practical components. The author claims that pedagogical monitoring plays a key role in adjusting and predicting the future educational development of pupils [4].

In addition to this, V.E. Musina identifies a number of key characteristics of pedagogical monitoring of students' civic identity: the unity of the entire monitoring system; the regularity and duration of tracking the dynamics of civic identity formation; as well as a continuous and cyclical approach to studying the civic identity of pupils [4].

Thus, pedagogical monitoring of students' civic identity represents an important tool that facilitates the effective formation of key components of identity within the modern school environment. It encompasses a set of processes aimed at diagnosing, evaluating, and predicting the state of the educational process. As a result, pedagogical monitoring becomes a significant mechanism for the development of civic identity, fostering in students a conscious attitude toward their belonging to society and the state.

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