
**THE ROLE OF EDUCATIONAL INSTITUTIONS IN THE FORMATION OF
CONTEMPORARY BULGARIAN CULTURE IN CIVIL SOCIETY FOR RAISING THE
SOCIAL ROLE OF SPECIAL SERVICES**

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Abstract: Educational institutions play a key role in shaping a modern civil culture in society around the world, because without adequate civil education it is inconceivable to implement quality civilian control over special services. Civil education is a necessary process of learning practical knowledge and skills and shaping competencies for personal development and improvement, for structuring a democratic society, for laws, rights and responsibilities that provide opportunities for real participation in public life. Training for human rights and civil liability and duty, the position of a pupil-citizen, by adopting the principles and values that serve as the foundation and organization of democracy and the republic, the knowledge of the institutions and the laws by developing the rules in the social and political life, exercise and ability to properly justify. So they would find meaning in the individual and the collective responsibilities in their active citizenship. Civil education contributes to the development of a critical spirit, but through the exercise of arguments for reasoning and more accurate decision-making, reasoning and judgment. Through educational institutions, young citizens are prepared to conduct dialogue, debate, resolve conflicts, and embrace forms of civil communication and interaction with special services. This is a basic approach to the basic concepts - man and citizen. Within even the small city, through the education of democratic citizenship, new moral values are being built and active participation in the civil processes of the small community is taking place. The duty of adolescents to become aware of citizens' rights and obligations, norms of conduct and values in a democratic society, as well as the promotion of the role of special services in the Republic of Bulgaria, will prepare them for training and stability as active citizens of the world. Civil education forms a citizen. Civil society, as a public way of life, can function properly only on the basis of an adequate knowledge of the laws of the Republic of Bulgaria and the moral-legal will applying this knowledge in real life. Civil society is the sphere of social activity that focuses on the degree of socio-economic development of society and directly determines the state. The typing of the state has its objective basis in the typography of civil society. Each civil society is a system of human needs and means to meet them, labor, socio-economic, legal and other subject-practical and conscious-volitional relations, as well as a system of human rights organizations and various social institutions. The duty of the national education system to civil society is to build the citizen - the bearer of national self-awareness, civil culture, moral and moral-legal will. Only such a citizen will, in the course of his life, reproduce civil society in accordance with the national idea.

Keywords: civil education, civil control, educational institutions, special services, security.

1. INTRODUCTION

Civic education is part of the education system of young people in one country. It is an integral part of general education and at the same time has its own specificity in terms of content, methods and organizational forms. Civil and general education are mainly linked. Many traits of character formed in the course of education are of civil importance. In fact, it is not possible to be a good citizen if you have no such qualities as honesty, courtesy, etc. This is a common subject of school, family, church, work groups, public organizations. The difference is that civic education focuses on the emergence of the knowledge and skills needed for competent and responsible citizenship under the conditions of constitutional democracy: providing for the possibility of independence and self-expression; respect for human dignity; following and advocating their ideas and tolerance towards the ideas of others; ability to negotiate and reach a compromise; altruism; collectivism; sensitivity to civil matters; patriotism; courtesy; respect for the law; honesty; courage; insistence; critical thinking; moderation; sympathy; moral persistence.

2. INTERNATIONALIZATION OF CIVIC EDUCATION

Since 1980, a revival of democracy has begun and people from many countries and cultures around the world have begun to embrace democratic principles and methods. Thus, they find that effective civic education is a necessary means of creating and operating democratic ideas and institutions. Ideas for freedom, democracy and constitutionalism have gained global importance since 1990, when the main forts of totalitarian communism have been demolished. In different parts of the world, newborn citizens are trying to build the democratic foundations of their countries. And in their difficult searches of "blessed freedom," they understand that new programs for their

schools are no less important than new constitutions for their countries. Along with other educational goals, they assume that the school should teach young citizens the theory and methods of constitutional democracy if we want to have a free and open society.⁵⁷⁰ Despite their differences in history, culture, and resources, more and more people are interested in studying constitutional democracy and the effective absorption of elements of civic knowledge, civic habits and civic virtues - these general and main categories of civic education. They may have different content in different countries, but there are certain topics within each general category that are both international and transcultural. These are the universality of human rights, the environment, migration, weakening of the national state as a result of the development of supranational structures, ideological pluralism, globalization, etc. The learning content is not localized but permeates all objects. In 1995 in Prague over 400 educational and political leaders from 52 countries met at a conference on civic education. The CIVITAS project and the US National Standards are the main discussion center. The conference is entitled "Strengthening Citizenship and Citizenship Education in East and West". The aim is to exchange information on civic education systems.⁵⁷¹

3. CITIZEN BENEFICIARIES, DISPOSITIONS AND CHARACTERS OF CHARACTER

Civil virtues are features of the "basic personality" character required to preserve and improve constitutional democracy and civil society. Citizens can feel comfortable in the existing political system only if they have the appropriate personal qualities. The category is a major feature for many authors, including John Patrick.⁵⁷² He defines 8 essential virtues, namely self-discipline, kindness, compassion, tolerance, respect for the value and merits of all people, honesty, compassion, and patriotism.⁵⁷³ Balkanski and Zahariev use the term civic values in the sense of human and national personal virtues, but their list (in one place 20 and another about 50) is difficult to reason and even more for practical realization except that with very great effort can be referred to the category of "virtues". In CIVITAS (official document governing civil education in the USA) the ultimate goal is defined as providing the necessary civic knowledge and habits for civic participation (partisan habits) so that students can perceive as their own duty in the adult age the values of the American constitutional democracy. This goal is summed up in the notion of "civic virtues".⁵⁷⁴ CIVITAS describes civil virtues in terms of civil dispositions (relations and attitudes conducive to the proper functioning of the democratic system) and civic duties (considered to be a fundamental value and the principle of democracy). Both are mandatory. On the one hand, they allow the system to work well to increase the common good and, on the other, ensure the protection of individual rights of the individual. Civil virtues are of an ancient origin, the basis being republicanism - placing the common over the individual's good and interest. The other foundation of American civic virtues is liberalism - the protection of individual rights. These two ideas have historically matched and formed American civil values.⁵⁷⁵ CIVITAS describes the 7 fundamental values of US constitutional democracy: public good, individual rights and freedoms, legality, equality, diversity, truth and patriotism. Public good - of course, as readiness of citizens to subordinate their private interests to the public in the name of the common good. Individual rights and freedoms are two types: The first is the freedom of a person to act privately, including the right, ability and ability of a person to live a dignified and safe life, and to act as a person or as a member of a group of his choice without any limitation on the part of others. The second type is intellectual freedom, including the right, ability and ability of each person to speak, read, think, believe, feel, express themselves to receive information without any constraint or compulsion from others.⁵⁷⁶ These are the rights to life, freedom (personal, political and economic) and to happiness. Legality, where the basic idea is that the law is just. It defines the boundaries of due behavior and corrects the wrong one. It also defines the boundaries in which people and groups can develop their own pluralistic goals and desires. Equality, of course, is in the sense of equality of rights (political, legal, social and economic), ie. we must treat people as equal, taking into account their physical and mental disparities at birth. Diversity is social and cultural. Politically there are two options: "unsustainable pluralism," in which racial, ethnic, religious, etc. organize their own rights-based parties and "sustainable pluralism"

⁵⁷⁰ Patrick, J. Civic Education for Constitutional Democracy: An International Perspective. ERIC Digest. 1995.

⁵⁷¹ Иванов, И. „Въпроси на гражданското образование“, „Аксиос“, Шумен, 2000, с. 16-17.

⁵⁷² Branson, M. The education of citizens in a market economy and its relationship to a free society. International Conference on Western Democracy and Eastern Europe: Political, Economic and Social Changes, Berlin, October 14 -18, 1991.

⁵⁷³ Patrick, J. Global Trends in Civic Education for Democracy. ERIC Digest. 1996.

⁵⁷⁴ Балкански, П., З. Захариев. Въведение в гражданското образование. С., 1998.

⁵⁷⁵ Bahmueller, C. The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest. 1992.

⁵⁷⁶ Иванов, И. „Въпроси на гражданското образование“, „Аксиос“, Шумен, 2000, с. 20.

based on law and equality of rights. The truth is the reliability and credibility of information disseminated in society. It is an obligation between the ruling and the ruled. This is freedom of access to information, freedom of expression. Patriotism is love for the country, pride of it, readiness for self-sacrifice in the name of national interests.⁵⁷⁷

4. FACTORS AND PRINCIPLES OF CIVIC EDUCATION

The factors of civic education are of different nature. The main ones directly build the student's civic appearance. These are family (parents, relatives), school (teachers, curricula, opportunities for participation), peers (in and out of class), neighbors, youth organizations, workplace; the general public (political leaders, climate). Others influence indirectly. These are political, legal, economic and religious processes, institutions and values; socio-economic, ethnic, racial, gender stratification; proportion of social values (individualism and collectivism, power and obedience); allies and enemies (international positions of the country); characters, symbols and myths in national and local communities; mass-media (institutions and values). Situational approach addresses both internal processes (knowledge) and external circumstances affecting civic consciousness and behavior - a system of social practices and interactions with the individual that contribute to the construction of personal behavioral patterns. The principles (also referred to as criteria for achieving civic education and global guidelines) are the basic starting points on which the theory of civic education is based. When planning education, they should be involved in the preparation of the curriculum, the teaching strategies and the institutional organization of the school.⁵⁷⁸

5. EFFICIENCY OF CIVIC EDUCATION REASONS FOR DIFFICULTIES IN CIVIL EDUCATION

In a number of countries, civic education encounters difficulties that are the same. Civil education does not really give enough attention, but dominates rhetoric and official statements. Civic education does not start early enough in age (before 14 years), or it is introduced later, or is of a formal nature. Studies in 24 leading countries show that age 8-13 is particularly appropriate for this purpose. Civil education has a lower status in the curriculum of "scientific" subjects. In purely pedagogical terms, learning is inferior to classical subjects. Learning content is not taken with sufficient interest from students. Individualist attitudes, criticism, and volunteerism dominate. Participation in voluntary social activities is poor.⁵⁷⁹

6. CIVIL SOCIETY AND NON-GOVERNMENTAL ORGANIZATIONS (NGOs)

Civil society covers public relations outside government (voting, paying taxes, court participation as jury, etc.) and the market (work, purchases, etc.). These are areas of religious life, voluntary social activities, civic unions, charities, etc. They differ from government activities (in which people participate voluntarily and are guided by their interests) and from⁵⁸⁰ private activities (they have no commercial goals, the consequences are public useful, pursuing the common good). This area is often described as a "third sector" (area, between the public and private sectors). In democratic societies, it provides the link between citizens and the state.⁵⁸¹ Civil society offering opportunities for activity that is both voluntary and public. It combines the fundamental values of the private sector - freedom and the public - the care of the common good. For these reasons, civil society is a criterion for true democracy. Through voluntary participation in freely formed civic associations (sometimes referred to as non-governmental organizations or NGOs), citizens realize their individual interests. Through them they acquire knowledge, habits, attitudes and habits that are the essence of democracy.⁵⁸² Many of the freely formed civil society associations are opposed to abuse of power by the government. Civil society includes voluntary associations of all kinds: churches, land organizations, cooperatives, neighborhood organizations, charities, alliances, parties, social movements, interest groups, etc. The majority of them are caused by inequality in power or are ethnocentric in their direction. It's about the family, but it's up to the limits of the definitions that are very ambiguous. Usually, conservative authors emphasize family, local and other voluntary associations, and liberals - political, such movements (female, environmental, etc.), seeking more pluralistic interpretations. Civil society is believed to exist in the most developed form in the United States.⁵⁸³ This is why there are historical reasons. Already in the

⁵⁷⁷ Butts, R. F. CIVITAS. 10th Annual Convocation of the Meiklejohn Education, October 5-8, 1995.

⁵⁷⁸ Тедеско, Ж. ЮНЕСКО: гражданско образование. - Компас, № 5-6, 1996.

⁵⁷⁹ Branson, M. Making the Case for Civic Education: Where We Stand at the End of the 20th Century. National Conference of State and District Coordinators Washington, D.C. June 1999.

⁵⁸⁰ Barber, B. Legislating Civil Society: An Introduction. ERIC Digest. 1994.

⁵⁸¹ Sirianni, C., Lewis Friedland. Deliberative Democracy. ERIC Digest. 1997.

⁵⁸² Patrick, J. Education for Engagement in Civil Society and Government. ERIC Digest. 1999.

⁵⁸³ Sirianni, C., Lewis Friedland. Deliberative Democracy. ERIC Digest. 1997.

nineteenth century, Alexis de Tocquillos notes the American propensity for associations of all kinds and explains it to the equality of living conditions in the United States as opposed to Europe. On this basis is the American democracy, which is realized in many more non-political forms of cooperation. Through associations, the civic life of people is filled with the spirit of the "public spoil" - mutual help, charity, voluntary participation with time and property in public affairs. Over the last decades, the US has been talking about a crisis in civil society, which is mainly explained by state intervention in the social sphere and the general increase in welfare, mainly through access to services. They also talked about the revival of civil society, related to a new understanding of citizenship and new forms of civic associations that, from one-sided (with close interests beyond which they cannot mobilize people) have to become multifaceted. Government and market activities need to be matched by civil society (a network of civil associations) that complement the work of government and companies, and carry out some of their procurement related to social activities.

CONCLUSION

Successful programs for civic education are mostly characterized by clarity about the core values associated with the curriculum. The emphasis is on mutuality, cooperation and peaceful resolution of conflicts, namely that the role of special services in the country is being promoted there. Educational institutions enable students to develop self-esteem, a moral argumentation on good and bad, right and wrong, freedom and equality, freedom and authority, individual rights and interests, and common good. It is also important to develop a critical approach to reality, including to oneself. There is an active participation in the life of the school, the city, the country. It enables the school to work with civic institutions to enable students to work in real-life communities and to develop as leaders in order to adequately solve real problems in real life situations.

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