



How Teachers-to-Be Acquire Skills To Transfer Civic Values to Primary School Contexts

Cómo los futuros maestros adquirirán habilidades para transferir valores cívicos dentro del contexto de la escuela primaria

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ABSTRACT:

The paper aims at describing how to train teachers'-to-be to acquire skills necessary to transfer civic values to primary school contexts. It addresses the research questions: what groups of values civic values consist of; what activities might be used to train teachers-to-be to transfer these values to primary school contexts; how pedagogical students should be taught to teach civil values. Case study, pedagogical modeling and pedagogical experiment have been applied in the research. Data have been gathered through interviewing school administration, in-service teachers and teachers-to-be. Model of Teaching Skills Acquisition to Transfer Civic Values to primary school contexts (TSATCV-model) is described. The research results in enlisting activities to facilitate pedagogical training in civic values teaching on the basis of TSATCV-model; showing educators' opinions of the teachers'-to-be level of skills in transferring civic values to primary school contexts; describing teachers'-to-be attitudes to their training to transfer civic values in primary school contexts.

Keywords: Teachers'-to-be skills acquisition; civic values; primary school; values transfer; forming citizenship through a homogenous culture, through a heterogeneous culture

RESUMEN:

El documento tiene como objetivo describir cómo capacitar a los futuros docentes para adquirir las habilidades necesarias para transferir los valores cívicos a los contextos de la escuela primaria. Aborda las preguntas de investigación: en qué consisten los grupos de valores cívicos; qué actividades se podrían utilizar para capacitar al futuro docente a transferir estos valores a contextos de escuela primaria; cómo se debería enseñar a los estudiantes pedagógicos a enseñar valores civiles. El estudio de caso, el modelado pedagógico y el experimento pedagógico se han aplicado en la investigación. Los datos se han reunido a través de entrevistas con la administración de la escuela, los maestros en servicio y los futuros docentes. Se describe el modelo de adquisición de habilidades docentes para transferir valores cívicos a contextos escolares primarios (modelo TSATCV). Los resultados de la investigación incluyen actividades para facilitar la formación pedagógica en la enseñanza de valores cívicos sobre la base del modelo TSATCV; mostrando las opiniones de los educadores sobre el nivel de habilidades de los docentes para transferir valores cívicos a contextos de escuela primaria; describiendo las actitudes de los docentes hacia su formación para transferir valores cívicos en contextos de escuela primaria.

Palabras clave: adquisición de habilidades de los futuros docentes; valores cívicos; escuela primaria; transferencia de valores; formar ciudadanía a través de una cultura homogénea, a través de una cultura heterogénea

1. Introduction

Civic values make a core component of the personality's system of values and beliefs. This component is to be taught in primary school context. Consequently, primary school teachers-to-be are to acquire skills of integrating these values in their students. There have been several definitions of **civic values** and **transferring them**. Although civic values are obviously part of a social process (Dewey, 1980), in this paper

civic values are viewed as elements of personality structure, generalized concepts of behavioral patterns, principles, beliefs and feelings, determining attitudes to reality and other people; incorporating them in primary school contexts is acquiring techniques of pupils' interiorizing civic values by teachers-to-be (Plis, 2015).

In Russian Federation citizenship is viewed concerning the multiplicity of cultures of this country. Skills of developing civic values in primary school students can, therefore, be represented in different aspects. In Russian schools the following ways of transferring civic values to primary school contexts are found: a) teaching positive attitudes to people of the country which envisages tolerant attitude and respect to different nationalities inhabiting the country, interethnic communication (**Abdullina, Petrova, Berzina, 2016;** Deardorf, 2006; Dzhurinsky, 2007; Kusarbaev, 2009; Naumenko & Naumenko, 2016); b) sharing pride of the history of the country which enables students to learn about this country and participate in social activities (**Avtushkova, Svetikova, 2017;** Ivanova, Illarionova 2016; Belentsov, Fahrutdinova, Okulich-Kazarin, 2017; Suswandari, 2017; Tullock, 2012); c) teaching respect for the state symbols is planning activities to learn about them (Markelova, 2016; Nasirov, 2014). These values also imply and include moral component.

In Italy the focus of attention for the teaching of civic values in primary school contexts is different. What values constitute the concept of civic values and how they can be transferred to students is widely analyzed in the "National curriculum guidelines for preschool for the first cycle of education" (MIUR, 2012). In particular, rather than pursuing the only objective of "forming national citizens through a homogenous culture", it is necessary also to educate citizens who are able to feel at the same time National, European and World citizens, as *"the most important problems affecting our continent and the whole of humanity can not be addressed and resolved within traditional national borders but only through the understanding of being part of great common traditions, of a single community of European destiny as well as of a single community of planetary destiny. For students to acquire such an understanding, it is necessary for the school to help them to connect the many cultural experiences emerging in the different spaces and times of European history and the history of humanity"*.

In Italian school there is an awareness of the heterogeneity of education and information sources, of the multiplicity of cultures in which the child is living and, in the face of the risk of "fragmentation" (MIUR, 2012), the priority to be pursued to educate the "person" is to enable "integration" of all these sources by promoting the critical maturation of the subject.

In addition, beside the "vertical curriculum" – which sees the school and the subsequent training courses as necessary – the importance of the "horizontal curriculum" is emphasized – which sees the "extracurricular factors" involved in the education of the child, among which "the family is in the first place" (MIUR, 2012).

In Poland primary school is responsible for teaching elements of knowledge about society. Civic values are integrated in the subject "History and Society" and as education for living in society, represented by three modules (CIVICO, 2012): a) education for life in the family, b) regional education and regional cultural heritage, 3) patriotic and civic education.

Summing up these traditions of incorporating civic values in primary school contexts, the following aspects of civic values can be singled out: the skills of teaching positive attitudes to the multiplicity of cultures, respect for and pride of the history of the country, respect for the state symbols (national elements in the horizontal curriculum). They can be represented on the level of the state, region, family.

The paper aims at describing how to train teachers'-to-be to acquire skills necessary to transfer civic values to primary school contexts. It addresses three research questions: 1) what groups of values civic values consist of; 2) what activities might be used to train teachers-to-be to transfer these values to primary school contexts; 3) what drawbacks teachers-to-be, in-service teachers and school administrators see in teacher training concerning skills to transfer civic values to primary school contexts; 4) how pedagogical students should be taught to teach civil values (what instructional model can be suggested to train teachers'-to-be to transfer civic values to primary school contexts).

2. Sample

The research sample consisted of two sets of sources.

2.1. To assess the interview questions validity before the experimental research three groups of respondents have been engaged: school administration staff experts (n=7), primary and secondary school teaching staff experts (n=13), experts from graduate students (n=6) in the field of pedagogy.

2.2. To conduct the experimental research (evaluating the **TSATCV-model**) three groups of respondents have been engaged: in-service teachers (primary school teachers (n=30); school administration – representatives from two regions of Russia (n=5)) and teachers-to-be (pedagogical undergraduate students (n=101) from one region). Teachers-to-be have been enrolled in teacher-training programs "Primary school teacher and the English language teacher", "Teacher of physics and English", "Teacher of IT and English", "Elementary school teacher and the English language teacher". In phase one of the research (the analysis of values and suggesting activities) a total of 131 respondents took part. In phase two (suggesting activities to **acquire skills of transferring civic values to primary school contexts**) 101 students took part. The data in phase one was gathered through in-service teachers teaching the grades of 1-4 and 3d-, 4th- and 5th-year undergraduates. In-service teachers and administrators were chosen randomly. In teachers'-to-be research group random selection was impractical as "a compromise design" (Cohen et al., 2007) – the one-group time

3. Methods

Methods used included:

3.1. Case study

The methods of case study envisaged the random selection of school administration representatives – head teachers. They came from state schools, so that they might represent points of view typical to all Russian schools. They were head teachers responsible for the educational process as well extracurricular activities

3.2. Quasi-experiment

Experiment is viewed as facilitating education process by means of changing factors or adding innovations into the teaching environment and monitoring the outcomes by the researcher (Brzeziński, 2000; Krüger, 2007; Okoń, 1987). In the second phase of the research elements of quasi-experiment – the one-group time series – were introduced into the educational process for pedagogical students to implement modeling. This design “enables the participants to become their own controls, which reduces the effects of reactivity” (Cohen et al., 2007). The quasi-experiment lasted two academic years (2015-2016; 2016-2017). The one-group time series has been implemented as it is characterized to “have the potential to increase reliability” (Cohen et al., 2007).

3.3. Pedagogical modeling

To educate teachers-to be to acquire skills to transfer civic values to primary school contexts pedagogical modeling was implemented. The Model of Teaching Skills Acquisition to Transfer Civic Values to primary school contexts (TSATCV-model) was introduced into educating teachers-to-be within two academic years. Pedagogical modeling was implemented during the experiment in 2015-2017.

4. Data collecting and processing

The quantitative data were obtained from the interview method (conversational interviewing), which was carried out to study the in-service teachers’ and school administration (head-teachers’) opinions about the actual level of teachers’ acquisition of civic values transferring skills, their awareness of civic values teaching methods. The interviews were carried out in the first phase of the research in the academic year 2014-2015, and in September 2017. To analyze the validity of interview questions data source triangulation has been implemented. Data sets complementing one another have been obtained from three sources: school administration staff experts (n=7), primary and secondary school teaching staff experts (n=13), experts from graduate students (n=6) in the field of pedagogy. The interview questions validity has been confirmed.

Statistical data processing was performed in the MS Excel 2010 environment. A comparison of the distribution of nominative variables was made using the χ^2 Pearson Fitting Criterion with a sample size ($n \geq 100$).

5. The study narratives and discussions

5.1. Phase One: Analysis of civic values to be taught by teachers-to-be and TSATCV-model constructing

The research questions addressed to in this part of the study were: 1) what groups of values can be distinguished in civic values; 2) what activities might be used to train teachers-to-be to develop these values in pupils.

To answer them at the first phase of the research three aspects of developing civic values in primary school students were analyzed. Activities to develop them in students were suggested (Table1). Skills and activities were studied and discussed by teachers-to-be and their potential effectiveness was evaluated by in-service teachers and school administration.

Table 1
Aspects of civic values to be transferred to primary school contexts and teachers-to-be skills to develop values in school students

No	Aspects of civic values	Activities to incorporate the aspects into primary school contexts
1	positive attitudes to the multiplicity of cultures	Organizing excursions to museums of different nationalities of the region, showing and analyzing films about the people, classes of ethics,

		conducting classes about different nationalities of this country and their traditions using IT-technologies and electronic pedagogy to learn about other cultures
2	respect for and pride of the history of the country	Organizing celebrations of national holidays at school, discussing historical films, visiting museums of history, competitions of photos
3	respect for the state symbols	Conducting classes about the National Anthem, the National Flag, the National Emblem, organizing readings about the emblems of regional towns, making exhibitions of children's drawings about the National Symbols and their role in the country's life

The fourth research question says "what instructional model might be suggested to train teachers'-to-be to acquire skills necessary to transfer civic values to primary school contexts in Russia". At this phase we began working out the TSATCV-model. It consisted of three Units.

Unit one of the **TSATCV-model** has the purpose of instructing pedagogical students in legal information. This information is about:

- civic and ethical norms of the society to be taught at school;
- requirements to pedagogical activities issued by the state, expected by the society and appreciated by consumers (parents and pupils). The requirements exist in the form of the educational institution legal framework; they are described in qualification categories of pedagogues and proclaimed in the Federal Law "On Education in the Russian Federation" that directly affects the process training teachers-to-be (**Federal Law "On Education in the Russian Federation", 2012**);
- strategies and techniques to teach primary school students.

Unit one enables teachers-to-be to gain knowledge about civic values and pedagogue's duties in teaching them. To acquire knowledge teachers-to-be might be informed of the requirements, shown documents, they might be engaged in the analysis of pedagogical situations, discussions, they might make reports and presentations on legal issues in education. School administrators expressed their opinions on these methods pointing out that Unit one of the **TSATCV-model** could also be helpful in instructing in-service teachers about new legal documents concerning teachers' profession during teachers' conferences thus for their qualification improvement.

Unit two of the **TSATCV-model** describes skills teachers-to-be are to train. As seen from **Table 1 pedagogical students learn strategies of:**

- organizing excursions to museums of different nationalities of the region; celebrations of national holidays at school; competitions of photos (e.g. "My country"); readings about the emblems of regional towns; school exhibitions of children's drawings about the National Symbols and their role in the country's life;
- analyzing films about the history of the people;
- conducting classes about different nationalities of this country, their traditions; interethnic ethics, about the National Anthem, the National Flag, the National Emblem;
- **implementing in their work** IT-technologies and electronic pedagogy to learn about other cultures;
- discussing historical films; books;
- visiting museums; exhibitions.

Unit three shows how one can evaluate if teachers'-to-be have acquired skills necessary to transfer civic values to primary school contexts.

5.2. Phase Two: Implementing the TSATCV-model in educating teachers-to-be

This phase of the research was meant to answer the question "if the suggested instructional model could be implemented to train teachers'-to-be to acquire skills necessary to transfer civic values to primary school contexts". In the experimental research conducted in Russia the training of skills envisaged four stages.

At the propaedeutical stage teachers-to-be are taught: 1) awareness of the essence of civic values and role in educating primary school students; 2) knowledge of ways **to transfer civic values to** primary school contexts. At this stage students get acquainted with the typical questions and notions to be taught to primary school pupils about civic values, e.g. "What does it mean *to be a citizen of this country?*", "What rules, patterns of behaviour are considered to be acceptable?", "What should a good citizen not do?"

The *planning stage*, includes the following tasks: 1) planning a briefing, a report, a lesson, speaking at the pedagogical council; 2) formulating problems for discussions; 3) attending classes of peers. Teachers-to-be learn to conduct classes and extra-curricular activities.

The third stage – *incorporating stage* – envisages teaching pedagogical students **to transfer civic values to** the primary school context. The teachers'-to-be instruction is based on learning to organize with pupils the following activities: 1) giving information on civic values; 2) mastering the ways of civic behavior; 3) motivating pupils to take part in activities in which they will act according to these values. At this stage students look for content (texts, situations from mass media, from everyday life) to transfer to primary school contexts.

The fourth stage is the *implementation phase*. Within the framework of this stage teachers-to-be are engaged in activities during their practice at schools: 1) preparing and conducting thematic classes on civic values instruction; 2) discussing with pupils situations on civic values; 3) organizing different socially important activities for pupils.

The fifth stage - *the stage of independent activity*, envisages: 1) implementing the acquired skills; 2) learning to reflect on the results of their activities in teaching civic values to pupils. At this stage, the independent activity of the teachers-to-be is integrated into the educational process at schools where they have their second practice. Each teacher-to-be is given the opportunity to select assignments, conduct thematic lesson, reflect on the results.

5.3. Phase Three: Evaluating the effectiveness of preparing teachers-to-be to transferring civic values to primary school contexts

This phase of the research was aimed at working out Unit 3 of the **TSATCV-model** and answering the question '**how can the model's impact on training teachers-to-be to acquire skills necessary to transfer civic values to primary school contexts be evaluated**'. Evaluating the effectiveness of preparing teachers-to-be to transferring civic values **to primary school contexts** envisages implementing criteria, indicators and levels for assessing the level of teacher training. We evaluated the effectiveness of the process on the basis of the following *criteria*: how teachers-to-be know the content of civil values; if they have acquired the skills of choosing relevant activities for pupils; if they are aware how to assess the results of their activities and the pupils' response. To measure the activities we took into account the following *indicators*: teachers'-to-be independence in preparing for activities, regularity of including activities into primary school contexts.

The levels of teacher training for teaching primary school students civic values are: low level, medium level and high level. The criteria, indicators and description of levels were sent to the experts (n=5) to obtain their opinions to determine their validity. The criteria, indicators and levels descriptions were discussed by the administrators of a primary school (Kaliningrad region), in the 2014-2015 academic year. Throughout the Academic year the school used elements of **TSATCV-model in working with in-service teachers**.

The indicator "independence in preparing for activities to **acquire skills necessary to transfer civic values to primary school contexts**" can be manifested in:

- a) a high degree – independent planning of lessons, extracurricular activities, manifestation of creative initiative, the independent setting of goals and the choice of ways to achieve them;
- b) a medium degree – partly independent planning;
- c) a low degree – inability to plan, tendency to execute what has been planned by peers or administration.

The indicator "regularity of including activities into primary school context" also has three levels of manifestation: high regularity, implementing the content from time to time, rare incorporating civic values into primary school content.

Each criterion can be manifested with high/average/low degree of regularity and independence. On this basis the levels teachers'-to-be skills are determined.

Quantitatively the indicators have the following values:

- high level of the indicator of each level – 3 points;
- average level – 2 points;
- low level – 1 point.

A distribution series was built to attribute each teacher-to-be to a certain level skills.

The distribution series was constructed with equal intervals. The total score, which evaluates the generalized result, varies from 6 to 18 points.

Thus the following values for the skill levels have been established (Table 2).

Table 2
Values for the levels of teachers-to-be skills to develop values in school students

Level	Low	Average	High

Values (points)	6 – 10	11 – 14	15 – 18
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Using the abovementioned method of assessment, the measurement of the initial levels of teachers-to-be skills to develop values in school students was carried out. The scores of each teacher-to-be are listed Table 3.

Table 3
Technique for assessing the level of teachers-to-be skills to develop values in school students by criteria (in points)

	C1	C2	C3	C4	C5	C6	Σ	Level
Teacher-to-be 1	1	3	1	1	2	3	11	average
Teacher-to-be 2	1	2	2	1	2	1	9	low
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C1 – C6 represent the criteria measured. They are:

C1 – how teachers-to-be know the content of civil values;

C2 – if they have acquired the skills of choosing relevant activities for pupils;

C3 – if they have acquired the skills of teaching positive attitudes to the multiplicity of cultures;

C4 – if they can teach respect for and pride of the history of the country;

C5 – if they have acquired the skills to teach respect for the state symbols (national elements in the horizontal curriculum)

C6 – if they are aware how to assess the results of their activities and the pupils' response.

The criteria have been measured three times. The first measurement was made before the experiment, the second measurement –after the first stage which did not envisage purposeful training of **skills to transfer civic values to primary school contexts. The third measurement took place after** Phase Two of the research – *Implementing the TSATCV-model in educating teachers-to-be. The results are listed in Table 4.*

Table 4
Levels of students' acquisition of skills to transfer civic values to primary school contexts

Stages	Amount of students	Levels					
		Low		Average		High	
		n	%	n	%	n	%
Stage-1	101	8	8	69	69	24	23
Stage-2	101	10	10	68	68	23	22
Stage-3	101	26	26	68	68	7	6

Evaluating the impact of implementing the **TSATCV-model in educating teachers-to-be** was made using the χ^2 Pearson Fitting Criterion (Table 5).

Table 5
Empirical values of χ^2 when comparing the distribution frequency of experimental data at different stages of the experiment

χ^2	Comparing stages 1, 2	Comparing stages 2, 3	Comparing stages 1, 3
$\chi^2_{\text{empirical}}$	0,251	15,644	18, 860
$\chi^2_{\text{критич.}}(0,05)$	5,992		

Comparison of empirical distributions of nominative (frequency) data of the level of training **teachers'-to-be to acquire skills necessary to transfer civic values to primary school contexts was made** at different stages of the research.

The comparison of the first and the second measurement (difference between Stage 1 and Stage 2) show no

statistical significance ($\chi^2 = 0,251$; $p > 0,01$). The comparison of the second and the third measurement (difference between Stage 2 and Stage 3) shows considerable differences at the level of high statistical significance ($\chi^2 = 15,644$; $p < 0,01$). The comparison of the first and the third measurement (difference between Stage 1 and Stage 3) shows considerable differences at the level of high statistical significance ($\chi^2 = 18,860$; $p < 0,01$).

6. Findings

The research questions addressed included 1) what groups of values civic values consist of; 2) what activities might be used to train teachers-to-be to transfer civic values to primary school contexts; 3) what drawbacks teachers-to-be, in-service teachers and school administrators see in teacher training concerning skills to transfer civic values to primary school contexts; 4) how pedagogical students should be taught to teach civic values (what instructional model can be suggested to train teachers'-to-be to transfer civic values to primary school contexts).

In accordance with the first research question the civic values have been analyzed (Avtushkova, Svetikova, 2017; Belentsov, Fahrutdinova, Okulich-Kazarin, 2017; Nasirov, 2014; Plis, 2015). They have been split into positive attitudes to the multiplicity of cultures, respect for and pride of the history of the country, respect for the state symbols.

In accordance with the second research question school administrators, in-service teachers, teachers-to-be were asked to suggest activities, most effective in training teachers-to-be **to transfer civic values to primary school contexts. Teachers' activities include** organizing excursions, competitions, readings; analyzing films, etc; conducting classes and extracurricular activities; **implementing** IT-technologies and electronic pedagogy; discussing articles, films; books; visiting museums; exhibitions. The following activities to train teachers have been suggested:

- 1) finding information about civic values and role in educating primary school students; obtaining knowledge of ways **to transfer civic values to** primary school contents;
- 2) planning a briefing, a report, a lesson, speaking at the pedagogical council;
- 3) formulating problems for discussions;
- 4) attending classes of peers;
- 5) preparing and conducting thematic classes on civic values instruction;
- 6) preparing to discuss with pupils situations on civic values manifestation;
- 7) organizing different socially important activities for pupils;
- 8) learning to reflect on the results of their activities.

In accordance with the third research question (what gaps teachers-to-be, in-service teachers and school administrators see in teacher training concerning skills to transfer civic values to primary school contexts) teachers-to-be answers have been summarized in Table 6.

Table 6
Teachers'-to-be responses about their difficulties and drawbacks in skills to transfer civic values to primary school contexts

Skills	Teachers-to-be are prepared to do it %	Teachers-to-be have some difficulties %	Teachers-to-be find it difficult %
1. Finding information about civic values and their role in educating primary school pupils	56%	40%	4%
2. Planning a briefing, a report, a lesson etc.	44%	48%	8%
3. Formulating problems for discussions	48%	40%	12%
4. Attending classes of peers	80%	16%	4%
5. Preparing and conducting thematic classes	37%	60%	3%
6. Discussing situations on civic values with pupils	23%	73%	4%
7. Organizing different socially important activities	32%	56%	12%

8. Learning to reflect on the results of their activities	39%	57%	4%
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The findings about the fourth research question (**how pedagogical students should be taught to teach civil values**) relating to the sample include: 1) the opinions of in-service teachers and administrators concerning their readiness and readiness of new pedagogical graduates to teach primary school students civic values; 2) the evaluation of the effectiveness of teachers'-to-be acquiring skills of teaching civic values to their pupils in the opinions of: a) in-service teachers and administrators; b) teachers-to-be.

Opinions of administrators (n=5) concerning their in-service teachers' readiness to transfer civic values to primary school contexts show that 87% of in-service teachers are on the medium level, 13% of teachers are characterized by high level. In-service teachers (n=30) show the following self-assessment: 50% high level, 50% – medium level.

Opinions of in-service teachers and administrators concerning pedagogical graduates' readiness to teach primary school students civic values show that 70% of teachers-to-be are on the medium level, 30% do not feel the importance of the task and, consequently, show low level to do it.

The self-evaluation of readiness to teach primary school students civic values, i.e. the effectiveness of the **TSATCV-model by teachers-to-be** (n=101) before the experiment shows that 8% think they are on a high level, 69% are on medium level, 23% are low level. After the experiment self-evaluation **shows that 26% teachers-to-be assess their ability as high level, the rest 68% as medium level, 6% as low level. Teachers-to-be reported that the most difficult part of civic values to be transferred to primary school contexts is aspect two and three (teaching respect and pride of the history of the country, respect for the state symbols). They feel sure they can do well teaching positive attitudes to people of different nationalities and cultures in primary school contexts.**

The responses of teachers-to-be (n=101) are listed below (Table 7).

Table 7
Teachers'-to-be responses about their levels of skills to incorporate civic values in primary school contexts

Skills	High level of skills %	Medium level of skills %	Low level of skills
1. Skills to teach positive attitudes to people of different nationalities	42%	52%	6%
2. Skills to teach respect for and pride of the history of the country	34%	50%	16%
3. Skills to teach respect for the state symbols	36%	48%	16%

In Italy even in surveys, conducted through interviews and focus groups with in-training-teachers and with in-service-teachers, it has emerged the centrality of caring the person's growth in an enlarged relational context – recalling Dewey's idea, still highly regarded today in Italy (Spadafora, 2017) of democracy as "continuous practice" (Dewey, 1980). The knowledge of the nation's history and of its "symbols" is important, but it does not exhaust civic values education. In Italian school, there is a perceived risk that the efforts to cope with numerous stresses that children undergo approaching "integration", encouraging their maturation, may not be enough to overcome "fragmentation". In connection with this it should also be emphasized that the uncertainty of European integration sees the emergence of nationalist political factions that emphasize the culture and the symbols of one country. These elements of uncertainty emerged during interviews and focus groups with professional teachers and in training teachers.

The experiment conducted with Russian focus groups has shown that the implementation of the TSATCV-model states to reason. Before implementing the model $\chi^2 = 0,251$; $p > 0,1$. The result signifies that without purposeful training teachers'-to-be to acquire skills necessary to transfer civic values to primary school contexts they do not pass to the higher level of these skills. After implementing the TSATCV-model $\chi^2 = 15,644$; $p < 0,01$. The result signifies that purposeful training teachers'-to-be to acquire skills necessary to transfer civic values to primary school contexts allows students to pass to the higher level of these skills.

The comparison of the first and the third measurement (before and after implementing the **TSATCV-model**) shows considerable differences at the level of high statistical significance ($\chi^2 = 18,860$; $p < 0,01$). The result signifies that implementing the **TSATCV-model in educating teachers-to-be** allows them **to acquire skills necessary to transfer civic values to primary school contexts** and pass to the higher level of these skills.

7. Discussion

The assessment and self-assessment of teachers-to-be readiness to transfer civic values to primary school contexts shows a certain discrepancy in the points of view of administrators, in-service teachers and teachers-to-be. Teachers-to-be feel positive about their responsibility to incorporate civic values in primary school contexts. They feel prepared to do it at school. The majority of them feel confident about teaching positive attitudes to the multiplicity of cultures. Most students report that they know how to **teach respect for and** pride of the history of the country. Some teachers-to-be admit difficulties in teaching primary school students respect for the state symbols. The difficulties are connected with the way to explain this aspect of civic values, adapt information to the age group.

In-service teachers and administrators judge teachers'-to-be readiness from a different perspective. For them not the ability, but confident implementation to transfer civic values is important. In-service teachers who work with teachers-to-be during their school practice report lack of initiative on the part of pedagogical students to teach civic values, though teachers admit that when given this task, students do it well.

Each teacher-to-be was asked to give examples of university activities helpful in preparing pedagogical students to transferring civic values to primary school contexts. The following activities have been mentioned: The Week of Tolerance, Holiday of Cuisines of the World, People's Unity Day, "Give your University a Hug" Day, To the Memory of Beslan etc.

The list of university extra-curricula activities has been characterized as sufficient in assisting teachers-to-be in their future professional responsibilities. Finding information about civic values and their role in educating primary school pupils has been reported to be easy for more than half of teachers-to-be. Planning a briefing, a report, a lesson etc., being taught in the university, does not present special difficulties for more than forty per cent teachers-to-be. Formulating problems for discussions requires a better understanding of primary school pupils' perception, hence, it has been reported to be difficult for twelve per cent teachers-to-be. Teachers-to-be are prepared to visit classes of peers. They report conducting thematic classes to demand more training. Discussing situations on civic values with pupils is perceived as a very important component of transferring civic values to primary school contexts, 73% students report being able to do it on the medium level. The same part has been given to organizing different socially important activities at school. These skills require more training. Learning to reflect on the results of teachers'-to-be activities is reported as a well-mastered skill.

Skills necessary to transfer civic values to primary school contexts have been mastered, but still can be improved.

Some dependence of teachers-to-be grades and answers to the questions of the interview has been noted. Students with higher grades showed tendency to assess their abilities stricter than students with higher grades. It should be noted that the list of university activities helpful in preparing pedagogical students to transferring civic values to primary school contexts was longer and completer

8. Conclusion

The research has been aimed at studying how to teach pedagogical students skills to transfer civic values to primary school contexts. It addressed the research questions: what groups of values civic values consist of; what activities might be used to train teachers-to-be to transfer these values to primary school contexts; how pedagogical students should be taught to teach civil values.

It has shown that school administrators and in-service teachers consider implementing cooperative learning-oriented teaching methods to show the process of democratic sharing urgent. In-service teachers have the responsibility to organize activities and transfer civic values to primary school context.

The TSATCV-model proves to be effective for teachers-to-be to acquire skills necessary to transfer civic values to primary school contexts. On the basis of the model teachers-to-be are purposefully instructed to transfer civic values to primary school context. They learn to plan classes and extra-curricular activities. They take part in different civic activities while studying at the university. They are also encouraged to teach civic values to primary school students at teaching practice. Yet they report the existence of some drawbacks in their preparation to teach civic values and transfer them to school context.

Training teachers-to-be it might be reasonable to pay attention to planning classes and extracurricular activities transferring civic values in their context. It would be useful to assist pedagogical students in suggesting different socially important activities to be organized at schools during practical teaching at school.

Teachers-to-be feel positive about the task of transferring civic values to primary school contexts. They consider the issue to be important in their professional activity, suggest ways to obtain better skills of teaching civic values to their future pupils.

The research results in enlisting activities to facilitate pedagogical training in civic values teaching on the basis of TSATCV-model; showing educators' opinions of the teachers'-to-be level of skills in transferring civic values to primary school contexts; describing teachers'-to-be attitudes to their training to transfer civic values in primary school contexts.

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