



Chapter V. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

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ФОРМУВАННЯ ГРОМАДЯНСЬКОЇ КОМПЕТЕНТНОСТІ УЧНІВ: СУЧАСНІ ПІДХОДИ ТА ДОСВІД УПРОВАДЖЕННЯ В УМОВАХ НУШ

Анотація. У статті наголошується, що формування громадянської компетентності учнів є одним із ключових завдань Нової української школи. Підкреслено необхідність формування громадянина України, для якого демократичне громадянське суспільство є осередком для розкриття його здібностей і можливостей, задоволення особистих та суспільних інтересів. Здійснено аналіз сучасних підходів до формування громадянської компетентності учнів, зокрема через упровадження в освітній процес ЗЗСО освіти для демократичного громадянства (ОДГ) та освіти з прав людини (ОДЛ). Зазначено, що це новий напрям в освіті, що є предметом міжнародної уваги та освітніх стратегій. ОДГ/ОПЛ базується на компетентнісному, діяльнісному, особистісно орієнтованому підходах, які є пріоритетними у створенні освітнього середовища. Особливістю освіти для демократичного громадянства та освіти з прав людини є те, що зміст, форми і методи навчання побудовані у вимірі «навчання про / для / через демократію та права людини», що збагачує роль учителя і учнів процесі навчання. Провідною ідеєю зазначеного напрямку є заохочення дітей до їх становлення як активних громадян, які здатні брати участь у формуванні майбутнього суспільства через навчання демократії та прав людини. В Україні впровадження ОДГ/ОПЛ здійснюється завдяки швейцарсько-українському проєкту «Розвиток громадянських компетентностей в Україні» – DOCCU. Зазначено, що на сьогодні в країнах Європи та в Україні є досвід розроблення та запровадження навчальних курсів з ОДГ/ОПЛ, що потребує поширення і докладного вивчення педагогами-практиками, освітніми експертами та науковцями. Узагальнено досвід упровадження освіти для демократичного громадянства (ОДГ) та освіти з прав людини (ОДЛ) в освітній процес Нової української школи.

Ключові слова: громадянська компетентність, громадянська освіта, громадянин, освіта для демократичного громадянства, освіта з прав людини, Нова українська школа.

DEVELOPMENT OF CIVIC COMPETENCIES OF STUDENTS: NEW APPROACHES AND PRACTICES UNDER NUSH

Abstract. The article emphasizes that the formation of civic competence of students is one of the key tasks of the New Ukrainian School. The need to form a citizen of Ukraine, for whom a democratic civil society is a center for the disclosure of his abilities and capabilities, the satisfaction of personal and public interests, is emphasized. An analysis of



modern approaches to the formation of civic competence of students, in particular through the introduction of education for democratic citizenship (EDC) and human rights education (HRE) in the educational process of GSEI. It is noted that this is a new direction in education, which is the subject of international attention and educational strategies. EDC / HRE is based on competency, activity, personality-oriented approaches that are a priority in creating an educational environment. The peculiarity of education for democratic citizenship and human rights education is that the content, forms and methods of teaching are built in the dimension of «learning about / for / through democracy and human rights», which enriches the role of teacher and student in the learning process. The leading idea of this direction is to encourage children to become active citizens who are able to participate in shaping the future of society through the teaching of democracy and human rights. In Ukraine, the implementation of EDC / HRE is carried out thanks to the Swiss-Ukrainian project «Development of civic competencies in Ukraine» – DOCCU. It is noted that today in European countries and in our country there is experience in developing and implementing training courses on EDC / HRE, which requires dissemination and detailed study by teachers-practitioners, educational experts and scientists. The experience of introducing education for democratic citizenship (EDC) and human rights education (HRE) into the educational process of the New Ukrainian School is generalized.

Keywords: civic competence, civic education, citizen, education for democratic citizenship, human rights education, New Ukrainian School.

INTRODUCTION

Formulation of the problem. The rapid socio-economic changes taking place in our country raise the issue of educating a new generation of citizens based on the values of a democratic society – the rule of human rights, equality and mutual responsibility. Training of such citizens is possible only if a democratic environment is created in the educational institution, where the student learns from his own experience to take responsibility and make decisions, to respond to the processes taking place in the environment through the prism of democratic processes in society. All this determines the need to form a new type of citizen: not only educated but also active – able to contribute to society and the development of the country (Teaching democracy, 2016, p. 8).

It is the school that is the micromodel of society, where students learn democratic norms and values, learn to behave like responsible citizens through everyday life experience. Today it is not enough to give a child knowledge, but it is important to teach him to use it. After all, only knowledge and skills, interconnected with the values of the student, are able to form the competencies needed for successful self-realization in life, study and work. The concept of «New Ukrainian school» among such competencies defines social and civic competencies that involve the formation of such forms of behavior that are necessary for effective and constructive participation in public life, family and work, the ability to respect the law, respect human rights, support socio-cultural diversity (Concept, 2016).

Analysis of recent research and publications. Among Ukrainian researchers, I. Bekh, A. Golovka, O. Demyanchuk, P. Ignatenko, O. Kyrychuk, C. Klepko, A. Kolodiy, N. Morozova, O. Orlova, O. Pometun, O. Sukhomlinskaya. The content and ways of formation of civic competence of the individual are studied by A. Bogush, V. Gorbatenko, M. Kogan, L. Krytska, A. Markova, E. Medinsky, O. Ovcharuk, V. Popluzhny, O. Sushinsky, M. Trinyak, V. Yablonsky. Foreign scientists A. Adler, R. Aron, W. Weidinger, K. Weinberg, R. Woods, R. Gollob, K. Zhang, P. Krapf, H. Munkler, O. Olafsdottir address the problems of citizen education in their research. K. Popper, C. Patterson, T. Huddleston.

AIM AND TASKS RESEARCH – to substantiate modern approaches to the formation of civic competence of students and to reveal the experience of their implementation in the educational process GSEI.

RESEARCH METHODS: analysis of modern approaches to the formation of civic competence of students and the content of educational activities of general secondary education in this area, generalization of experience in implementing education for democratic citizenship (EDC) and human rights education (HRE) in the educational process of the New Ukrainian School.

RESEARCH RESULTS

One of the important tasks of modern education is to create conditions for the formation of a human citizen, for whom a democratic civil society is a center for the disclosure of its abilities, the satisfaction of personal and public interests. The defining characteristic of such a person is the ability to exercise their rights and freedoms, respect the rights and freedoms of other citizens, understand their own responsibility to society and the state for their actions and choices. An important component of citizenship as a personality trait is first of all a person's awareness of the development of democracy in different countries and in Ukraine, his ability to be guided by relevant knowledge in modern social and political life, achieved by developing skills necessary for competent participation in society political life of the country (Competence approach in modern education, 2004, p. 66).

Therefore, let us pay attention to a new direction in education, which is the subject of international attention and educational strategies – education for democratic citizenship (EDC) and human rights education (HRE). EDC / HRE involves a revision of traditional views on the learning process, the use of active forms, methods and innovative technologies based on the life experiences of students and their active participation in society. It is based on competency, activity, personality-oriented approaches that are a priority in creating an educational environment. Education for democratic citizenship is not a simple absorption of factual knowledge, but is a practical understanding, acquisition of skills and abilities, values and positions (Growing in Democracy, 2016, p.11). The peculiarity of EDC / HRE is that the content, forms and methods of teaching are built in the dimension of «teaching about / for / through democracy and human rights», which enriches the role of teacher and student in the learning process. The leading



idea of this direction is to encourage students to become active citizens who are able to participate in shaping the future of society through the teaching of democracy and human rights (Ovcharuk O., 2015, p. 194).

Education for democratic citizenship and human rights education is an integrated area of education, guided by the following main approaches:

- Education «on democracy and human rights».

Learning about refers to the cognitive dimension in learning. The standards for EDC / HRE cognitive programs state that students can explain how democracy works as opposed to other forms of government, describe the traditions and history of the human rights institution, and demonstrate how some human rights can be integrated into their constitutions status of civil rights that are more protected. The curriculum may include education for democracy and human rights education and closely related subjects such as history, social sciences and economics.

- Education «through democracy and human rights».

Students must not only be aware of their rights, but also be able to exercise them. This requires practical experience and training opportunities to make decisions where possible and useful. For example, the teacher should give students the opportunity to defend their point of view both on the topics studied in the classroom and on issues related to the learning itself and the processes of school life. Understanding this way of implementing EDC / HRE in the curriculum makes it possible to use pedagogical tools to involve the whole school, not just specially trained teachers in this field.

- Training «for democracy and human rights».

This didactic perspective concerns the relationship between school experience and later life. Education, including school life, is a subsystem governed by specific needs and rules, and the experience of this subsystem cannot be directly transferred to other areas. However, school life is part of real life. Much of a student's experience in school will be reflected in their adult lives, such as gender equality, integration of community members of different ethnic and social backgrounds, responsibility-taking experiences, and so on. Education for Democracy views school as a place where students can learn through real-life experiences (We Live in Democracy, 2016, pp. 8-9).

Education for democratic citizenship and human rights education is one of the main directions in the development of educational policy in most European countries. In Ukraine, the implementation of EDC / HRE is carried out thanks to the project «Development of civic competencies in Ukraine» – DOCCU, which is implemented under the Swiss Cooperation Strategy for Ukraine. Today in Europe and in our country there is experience in developing and implementing EDC / HRE training courses, which needs to be disseminated and studied in detail by teachers-practitioners, educational experts and scientists.

The need for the formation of civic competence of students in educational institutions is beyond doubt. Therefore, we conducted a study to identify the levels of civic competence of students. The experimental study was conducted on the basis of Verkhovyna Lyceum № 1 Verkhovyna village council of Ivano-Frankivsk region. At the initial stage of the experiment, a high level of civic competence was demonstrated by 18.2% of EG respondents and 19% of CGs, an average level of 54.5% of EG students and 52.4% of CGs, a low level of 27.3% of EG applicants and 28.6 % KG.

During the pedagogical experiment we used materials developed within the Swiss-Ukrainian project «Development of civic competencies in Ukraine – DOCCU» (<https://doccu.in.ua>), as well as exercises and educational games, placed in the manual R. Gollob and P. Krapf «Teaching Democracy: A Collection of Practical Classes on Education for Democratic Citizenship and Human Rights Education» (Teaching Democracy, 2016). Here are some examples of them.

- Exercise «Bouquet of flowers».

Students are asked to write one or two positive words on each paper flower petal: «What the teacher can say about him», «What a family member can say about him», «What he can say about himself», «What he can say about his friend», «What can anyone say about him in the classroom, school or society». After that, students placed each flower on a sheet of paper on the board, painted the stems and leaves, forming a bouquet.

- Exercise «Chinese chopsticks».

The class was divided into groups that lined up at a distance of 1-1.5 meters from each other. Students took the Chinese chopsticks and held them together with the tips of their index fingers so that the chopsticks connected the members of the line in a chain. The children went to a predetermined goal. If the participants dropped their sticks on the ground, the whole team returned to the start and started moving again. Teams could come up with the best way and strategy to move safely to the goal without letting the sticks.

- Exercise «Human Rights Tree».

Students are divided into small groups of three to five people. Then it was suggested to draw a tree and call it the «tree of human rights». At the bottom of the tree trunk, students wrote «human rights». Then several basic branches with key concepts were added to the tree, which, according to students, are or should be part of human rights. Around these main branches, students drew a number of smaller branches associated with the main branches. After the preparation time, the groups posted their drawings on the wall and explained to others what was written on them.

- Exercise «Balloon Racing».

Students are divided into groups of five to six people. Each group received a poster and markers on which the children drew a balloon and sandbags symbolizing the ten human rights. The students imagined that they were traveling on a «human rights bullet» and when the bullet began to fall, the ballast had to be dropped. The task was to



prioritize human rights, which are represented in the game by ballast bags. After five bags were dropped, the bullet reached the ground safely. After that, each group presented its list to the whole class and explained the priorities.

- Exercise «True and False».

Students were told a list of true and false statements about women, men, different nationalities, and so on. In response to each statement, the children moved to one corner of the classroom or another, depending on what they thought was true or false. After each such statement, the students explained their choice, and the teacher gave the correct answer.

- Exercise «First impressions».

Students sat in a circle with a sheet of paper, looked at photos of people who differed in age, culture, ethnic group, and so on. Then write down your first impression at the bottom of the page and wrap the bottom of the page so as to hide the text, and pass the sheet to a friend on the left. Impression sheets were passed until they all passed in a circle. The students then compared their first impressions: How did the first impressions differ or coincide? What impressed at first sight? What aspects are not noticed and why?

After the end of the experimental work, a re-study of the levels of civic competence of students was conducted, which showed that 31.8% of EG respondents and 23.8% of CGs reached a high level, 54.5% of EG applicants and 57.1% of CGs have an average level of education. specified competence, 13.7% of EG students and 19.1% of CG – low level. The obtained results confirm the effectiveness of the application of the proposed exercises and tasks for the formation of civic competence of students and determine the feasibility of their introduction into the educational process of educational institutions.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Transformation of the content of education in accordance with the competence approach is determined by fundamentally different principles of its selection and structuring, aimed at the end result of the educational process – the acquisition of competencies by the student. One of the key competencies is civic competence, which determines the child's ability to actively, responsibly and effectively exercise civil rights and responsibilities in order to develop a democratic civil society. The formation of civic competence of students can be effective only if the study of new forms of knowledge, the development of innovative methods and teaching aids, the creation of new forms of relations with the teaching staff and students.

Prospects for further research are associated with the study and implementation in the educational process GSEI effective mechanisms for the formation of civic competence of students.

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