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ГРОМАДЯНСЬКІ ЦІННОСТІ В СИСТЕМІ ОСВІТИ УКРАЇНИ: ВИКЛИКИ ТА ПЕРСПЕКТИВИ**Анотація**

У статті розглядається проблема реформування громадянської освіти в Україні, визначено роль педагогічної науки та практики в контексті формування громадянських цінностей молоді. Автор наголошує на необхідності вивчення динаміки змін у процесі формування громадянських цінностей молоді у період трансформації суспільства. Автор зазначає, що становлення громадянського суспільства в Україні, глобалізація, інтеграція України в світовий освітній простір посилюють потребу в науковому осмисленні досвіду громадянської освіти молоді на сучасному етапі. Виникає необхідність у формуванні нового типу громадянина, не тільки обізнаного в усіх політичних, економічних та суспільних змінах, але й активної особистості, здатної набувати необхідних навичок громадянської активності та соціальної взаємодії, брати участь у вирішенні суспільно значимих завдань своєї громади та країни. Автор розкриває категоричний апарат дослідження та досліджує основні стратегічні пріоритети: основна ціннісна орієнтація розвитку освіти, модернізація навчального контенту, впровадження адекватної структури української школи, залежність від інноваційного навчання, застосування нових методів та технологій викладання та оцінки результатів навчання, підхід до компетентності, покращення підготовки вчителів, здатність стати агентом змін.

Ключові слова: громадянське виховання, громадянські цінності, активне громадянство, культура громадянства, інноваційний розвиток суспільства

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CITIZENSHIP VALUES IN UKRAINIAN EDUCATION: CHALLENGES AND PERSPECTIVES**Annotation**

The article examines the problem of reforming citizenship education in Ukraine, defines the role of pedagogical science and practice in the context of the formation of youth' citizenship values. The article emphasizes on the necessity of studying the dynamics of changes in the process of citizenship values formation in the period of society transformation. It was emphasized on the creative citizenship activity of school's students as a subject of citizenship education and a factor for the citizenship values formation. The author notes that the formation of civil society in Ukraine, globalization, integration of Ukraine into the world educational space increase the need for a scientific understanding of the experience of youth' citizenship education at present. There is a deep need for the formation of a new type of citizen, who is not only aware of all political, economic and social changes, but also is an active person, capable of acquiring the necessary skills of citizenship activism and social interaction, participating in solving socially important tasks of his community and country. The author reveals the categorical apparatus of the study and investigates the relationship of citizenship competence with other key competencies, examines the aspects of citizenship education in the conditions of humanization of secondary and high education. The main strategic priorities: the basic value orientation of educational development, modernization of educational content, the implementation of an adequate structure of Ukrainian school, reliance on innovative learning, the application of new methods and technologies of teaching and assessing learning outcomes, competence approach, improvement of teacher training, capable of becoming agents of change.

Keywords: citizenship education, citizenship values, active citizenship, citizenship culture, innovative development of society

Introduction

Formal education in Ukraine plays an important role in preparing young people to be active members of Ukrainian democratic society. Quality citizenship education is vital for the success of Ukraine in the 21st century. Without an emphasis placed on a strong citizenship values and an understanding of the best pedagogical practices our democracy will continue to deteriorate and pave the way for the loss of Ukraine. In the conditions of global capitalism, the processes of depersonalization, unification, and total generalization of the main directions of human life become permanent. Nowadays, one of the main problems is the further productive existence of civil society as the basis for the full functioning of personal self-realization of individuals.

Analysis and discussion

The idea of citizenship society was directly and indirectly considered by a number of Ukrainian and foreign researchers. Despite a large number of studies that indirectly examine the phenomenon of civil society, the problem of the formation of citizenship values is not developed enough.

The main goal of the study is to understand the status and position of citizenship values in the formal education systems (secondary and high level) of Ukraine by learning more about the scientific literature related to citizenship education in Ukraine. Increasingly, scholars pay attention to knowledge, skills, and values related to democracy - the content of Ukrainian curriculum, the organization of a new Ukrainian school, teaching methods used in

classrooms, and the process of future teachers' training at universities, and training young people to exercise their rights and responsibilities in Ukrainian democratic society.

Among probably the worst enemies of democracy are the lack of education and the discontinuity of relationships between democracy and education [Kahne & Westheimer, 2008].

There is a great need to create a new approach to preparing citizens to live in a democracy while teaching math, history, language, literature and science at school, focusing on the knowledge, skills, and citizenship values, participating in a democratic society together with families, different social institutions, the media and youth organizations [Gutmann, 2004].

Although there is an interest in citizenship education in Ukraine, but very little is known about the practice of citizenship education in the classroom and the degree to which social diversity affects the curriculum at schools.

While some Ukrainian investigations examined the curricular materials, textbooks, only a very limited number of studies investigated the tasks and outcomes of educating for citizenship values in the classrooms at school (in secondary and high level) in Ukraine. Citizenship education is responsive to social and cultural diversity, deals with the mutuality between unity and diversity, it should help students of secondary schools and educational institutions to develop, clarify and critically examine their cultural and national identifications and citizenship values.

Analyzing citizenship education' investigations, we note that as an educational phenomenon, citizenship education appeared in Ukraine at the beginning of the 21st century. The official documents define the goal of education in Ukraine - to form system of values, to provide a respect for the cultural and historical past of Ukraine, the Constitution of Ukraine, state symbols, to form the readiness for participation at processes of state formation, willingness to take responsibility, the ability to solve conflicts in accordance with democratic principles, tolerant attitude to peoples, cultures and traditions, etc. [Law of Ukraine, 1992; the Concept "New School", 2016].

Ukraine, like other European countries, is becoming more religiously and culturally diverse. This diversity challenges the nation's capacity to provide a cohesive education that reflects and respects the nation's cultural make-up at the same time that it develops in students of secondary schools the citizenship values needed for becoming civically-minded and engaged citizens of Ukrainian society.

Nowadays most European democratic societies face the daunting challenge of providing citizenship education that accommodates difference while still promoting the bonds, virtues and practices needed to develop a strong democratic nation, and Ukraine is no exception.

However, to analyze multicultural citizenship education it is necessary to have an understanding of what it is meant by the term citizenship, and its various conceptions. Citizenship, in a broad sense, refers to the status practices, meanings, identities and "entire mode of incorporation of individuals and groups into the society".

The Concept of Citizenship Education clarifies the need to create a supportive environment at schools for the establishment of citizenship society in Ukraine. Meanwhile, the field of citizenship education has focused on research aimed at making the experience of schooling more effective and inclusive for socially and culturally diverse student populations.

Citizenship education involves the formation of citizenship as an integrated quality of personality, which gives person the opportunity to feel morally, socially, politically, legally capable and protected. Social responsibility in all spheres of public life is one of the criteria of civil society, social orientation involves satisfying the social needs and interests of members of society.

Citizenship education helps to overcome political apathy, civil anemia, to teach peaceful methods of political and social behavior, methods of solving social problems and conflicts, etc. [Klepko, 2003; Motrechko, 2014; Pometun, 2005].

The concept of citizenship denotes four meanings: status, identity, civic virtues and participation. Citizenship as a status refers to an individual's legal membership in a nation-state where one is invested with rights and privileges and where one has obligations to the state.

There is consensus among scholars, policy makers, and practitioners that citizenship education is fundamental to both the development of an effective citizenry and a strong democracy.

In our opinion, citizenship education can be considered as the value orientation of the individual, which provides as the formation of his moral and personal qualities, citizenship values, the conscious activity in the favor of society and his country, so skills of critical thinking, tolerant attitude and orientation towards the democratic principles priorities in the Ukrainian society.

Citizenship education is an ongoing purposeful process that covers all spheres of human life (personal, family, professional and social) and involves the integration of the youth into educational environment.

Ukrainian youth is a socially differentiated community with specific physiological, socio-psychological, cultural and educational characteristics [Aslamova, 2008]. We used the traditional (sociological) approach to define youth as a socio-demographic group with common age parameters (from 14 to 35 years old), psychological and social indicators (goals, beliefs, roles and statuses) and participates in the process of socialization in the context secondary and high education [Motrechko, 2014].

Students are heterogeneous in their age and structure of the community (secondary schools, colleges, lyceums, technical and vocational schools). The scientists distinguish periods of citizenship values formation: the period of search, when the young person independently determines and makes decisions regarding the education and his professional activity; the period of integration into society, this period is associated with the first years of professional activity; the period of intense creativity and productive activity. It is obvious that education there is the

first period of interaction between youth and society, so we can consider it becomes determinative for the further trajectory of human development.

Teaching young people to be responsible citizens in our country is one of the aims of educational system. To give every citizen the information he needs... to enable him to calculate for himself... to understand his duties to his neighbors and country... and in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed (Thomas Jefferson)

Results

The aim of citizenship education is to form knowledge, skills and abilities - knowledge of ideals, citizenship values (freedom, justice, tolerance, intercultural understanding, environmental protection, etc.), rights and freedoms, culture, society, skills of participation at social public life, the ability to solve conflicts, to enter into communication and to cooperate.

Consequently, citizenship is a collection of qualities, which involves a consciousness, a sense of patriotism, the involvement in the historical destiny of the motherland and people, the realization of a person as a full member of the social community. Citizenship, the civil position of a person, is connected with a sense of pride for the country, its traditions, customs, symbols, with respect to the rights and duties of citizens. Ukrainian citizens are those who know of their roles and duties in society, interact with other citizens. Central to citizenship education is to teach about politics, power, social critique and social action in a context of democracy understood as equity, social justice, civic equality and tolerance. Accordingly, acting politically young people acquire the skills, knowledge, and commitment through solving problems in groups, speaking in public, protesting and protecting, they are aware of the rights and welfare of others, becoming socially responsible, informed and thoughtful. They appreciate history and the fundamental processes of Ukrainian democracy, understand and are awareness of public and community issues, acquire an ability to obtain information, a capacity to think critically, and a willingness to enter into dialogue with others about social issues, they are tolerant and can solve complex questions of community. We can point out fundamental challenges confronting reformers working to improve the quality and accessibility of citizenship education at schools - to ensure citizenship education not only in official documents but to create school civil climate and school textbooks for the further development of needed citizenship skills and values.

We must admit that community offers a sense of solidarity and mutuality to citizens amidst conflict, opposing interests, it is the way people become citizens: accountable and contributors to the country [Boyte, 2004, p. 79]. There is consensus among scholars and scientists that citizenship education in secondary and high education is essential to both the development of an effective citizenry and a strong democracy in a society. There are three ideas of the good citizen that secondary school-based programs can advance for society - the personally-responsible, participator, and justice-oriented citizen.

Conclusions

Political, economic and social changes in Ukraine influence on the traditional approach to citizenship education of secondary schools' students, which cannot provide sufficient motivation for initiative and activity. The formation of citizenship society in Ukraine, globalization, and the integration of Ukraine into the world educational space increase the importance of a scientific understanding of the experience of citizenship education of students at present. Therefore, there is a deep need in Ukrainian society to form a new type of citizens, who are not only aware of all political, economic and social changes in our society, but also are active persons, who can acquire the necessary skills of citizenship activism and social interaction, to participate in solving socially important tasks of our community and country. Meanwhile, there is increasing recognition of the need to bridge gap and to conduct research that delineates ways in which citizenship education can educate citizens for societies.

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