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Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education

Tworzenie demokratycznego obywatelstwa nauczyciela w systemie wyższej edukacji pedagogicznej

Summary: The article refers to the development of the special educational course "Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education". Prospective research results of the issue in question, as a way of implementing democratic principles in the pedagogical process of professional teacher training in the conditions of renovation of Ukrainian society and public activity development, have been defined. Studying of the educational discipline is aimed at: mastering by teachers-to-be the historical and pedagogical foundations of the formation and promotion of citizenship education in world educational systems in the context of civilizational development of mankind; learning of theoretical positions of citizenship education: the essence, pedagogical importance, purpose, tasks, principles, regularities; becoming proficient at methodical bases and tools (forms, methods, means) for realizing the tasks of citizenship education in the pedagogical process. What is more, future pedagogues are taught to use modern methods of diagnosis and evaluation of the quality of educational process to establish the level of citizenship education; to analyse and summarize the data of pedagogical diagnostics of civic education and use its results for improvement of the educational process; to implement the integration of content related to citizenship education in pedagogical activity; to implement the leading forms, methods and means of civic education in the pedagogical process; to build cooperative relations on the basis of social tolerance, democracy, recognition and respect for different views and beliefs.

Keywords: citizenship education; democratic citizenship; pedagogical education; teacher-to-be; professional teacher training; special educational course

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In the context of global integration processes, European choice and the development of statehood in Ukraine, civic education is gaining increasing relevance in the practice of institutions of higher education in the country. The reason seems to be that the implementation of democratic principles in the educational process of a secondary school in conditions of renewal of Ukrainian society and the rise of social activity involve application of an appropriate teacher training.

The priority of the formation of democratic citizenship, the activation of youth participation in state-building and social processes are emphasized in the National Program of Patriotic Education, the National Doctrine of the Development of Education of Ukraine, the National Strategy for the Development of Education in Ukraine for 2012–2021, the Laws of Ukraine "About Education" and "About Higher Education", other guideline documents regulating the updating of the domestic education system.

However, today, the system of purposeful training of future teachers in the domestic pedagogical universities to the realization of the tasks of civic education is, in our opinion, at the stage of formation. The functioning of such a system primarily requires proper scientific methodological and theoretical support, based on the consideration of domestic and foreign achievements in this area.

A significant contribution to the study of the philosophical, methodological, theoretical and methodical principles of citizenship education in foreign and domestic pedagogical staff was carried out by N. Abashkina, A. Aleksyuk, R. Alehandro, Yu. Alferov, P. Clark, O. Dzhurynsky, M. Edwards, J. Gaventa, D. Hitter, A. Hughes, N. Lavrychenko, M. Leschenko, Z. Malkova, B. Melnichenko, L. Pukhovska, A. Sears, O. Sukhomlynska, K. Taylor, I. Vasylenko, N. Voskresenska, B. Wulfson, and other scholars.

At the same time, it must be recognized that organizational and pedagogical conditions and methodical means of citizenship education in the pedagogical science and educational practice of foreign countries that have overcome the long way of origin, the formation and development of a democratic society and school, have been worked out and developed quite thoroughly. All at once, unfortunately, a few scientific studies are devoted to the research of the world-wide experience of citizenship education of young people in Ukraine.

The significance of upbringing democratic citizenship today is determined not only by the positive influence of a high level of its formation on a political situation or administrative activity in general, but also, in particular, on ensuring responsible attitude to society and public activity, understanding processes of internal social and international cooperation and unity. Despite the fact that citizenship education has always been the focus of pedagogical science and practice, these aspects in the past, unfortunately, often failed to find proper

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implementation in the educational process. Finally, the problem of educating citizenship traditionally always relied on a family, school and church, but their main task was primarily to form youth tolerance, subordination and commitment, which considered the key components of responsible citizenship. Taking into consideration specified recent social changes and community processes, in the present circumstances the justification of such an approach to citizenship education is questionable and acutely controversial[1].

In the context of the above-mentioned issues, the research is aimed at carrying out a scientific theoretical substantiation and development of a special educational discipline "Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education"[2] in accordance with the professional educational programme of teachers-to-be training. Thus, the tasks of the research are (1) to substantiate the scientific pedagogical principles and (2) to project the contents of the special training course, taking into account the promising foreign achievements in the field of formation of democratic citizenship in a higher school.

Foreign scholars study the phenomenon of democratic citizenship in various aspects: historical and social studies (D. Heater[3], P. Riesenberg[4]), philosophical and political (B. Barber[5], O. Ichilov[6], W. Kymlicka[7]), feminist (C. Pateman[8], A. Phillips[9]).

Historically, the idea of citizenship is based on the concept of participation in the common existence of a culturally homogeneous group and is associated with the implementation of functions that optimally ensure its livelihoods and survival. However, the complications of production processes and economic cooperation, the development of new means of transport and communication today have led to the integration and globalization, comprehensive in-depth contacts between

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[1] See: V. Pogrebnyak, *Metodoloho-teoretychni zasady vykhovannya demokratychnoyi hromadyans'kosti v Kanadi*, "Pedahohichni nauky" 2013, № 3(59), pp. 23–31 [in Ukrainian]; *idem*, *Education of Democratic Citizenship in Canada*, "Pedahohichni nauky" 2014, № 61–62, pp. 40–46.

[2] *Idem*, *Formuvannya demokratychnoyi hromadyans'kosti u systemi pidhotovky sotsial'noho pedahoha*: prohr. vybirk. navch. dysts. dlya mahistr. spets. 8.01010601 "Sotsial'na pedahohika", Poltava, PNPU im. V.H. Korolenka 2016 [in Ukrainian].

[3] D. Heater, *Citizenship: The Civic Ideal in World History Politics and Education*, London 1990.

[4] P. Riesenberg, *Citizenship in the Western Tradition*, Chapel Hill 1992.

[5] B.R. Barber, *Strong Democracy: Participatory Politics for a New Age*, Berkeley 1984.

[6] O. Ichilov, *Dimensions and Role Patterns of Citizenship in Democracy*, [in:] *Political Socialization, Citizenship Education and Democracy*, ed. O. Ichilov, New York 1990, pp. 11–24.

[7] W. Kymlicka, *Liberalism, Community and Culture*, Oxford 1989.

[8] C. Pateman, *Participation and Democratic Theory*, Cambridge 1970, https://doi.org/10.1017/CBO9780511720444.

[9] A. Phillips, *Democracy and Difference*, Cambridge–Oxford 1993.

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the most diverse cultural groups on a global scale. Thus, the development of cultural diversity of the population and the growth of interdependence between countries[10] necessitate the development of modern approaches to the definition of the phenomenon of civicism. This means that most of the citizenship education methodological and theoretical foundations and methodical provision need to be updated in accordance with the current sociocultural circumstances[11].

From the middle of the 19th century, the international community is convinced of the responsibility of a democratic government for educating citizens, which are a source of state power and an organizer of legislation and the entire socio-economic, political and cultural life of a country. Canadian researcher E. Ryerson wrote about this: "Civic education and civil liberties flourish or collapse together"[12].

Public education is considered as means of forming national identities, it is the responsibility of the government to take care about schooling. In spite of the fact that initially the citizenship education correlates with the formation of loyalty to a country and a community, with the development of a statehood and the formation of a nation, the main emphasis of citizenship education gradually shifts from generally passive attachment to abstract social ideas and awareness of a societal community to the activation of the vital participation in the public life of a democratic country.

By the middle of the 20th century, the phenomenon of democratic citizenship in the global world context is gradually being formalized as a concept that is no longer interpreted as just the legal, officially recognized status in a country with the corresponding consequences. Democratic citizenship is defined by four basic components: civil, comparative with the rights necessary to secure fundamental personal freedoms; political, which envisages the right to participate in political activity; social, related to the right on economic well-being and private safety; moral, which simulates the general idea of a "good citizen"[13].

Furthermore, different approaches involve the implementation of such aspects of democratic citizenship as the development of a critical attitude and the need for active participation in social life, assimilation of basic information on national history, geography and culture. These tasks are consistently

[10] V. Pogrebnyak, *Mizhnarodna kontseptsiya polikul'turnoho vykhovannya*, "Pedahohika vyshchoyi ta seredn'oyi shkoly" 2013, № 37, pp. 359–363 [in Ukrainian].

[11] See: *idem*, *Poshuky pedahohamy Kanady sutnosti demokratychnoyi hromadyans'kosti: vid poinformovanosti do aktyvnoyi uchasti*, "Pedahohichni nauky" 2015, № 64, pp. 40–44 [in Ukrainian].

[12] E. Ryerson, *The Importance of Education to a Manufacturing and Free People*, "Journal of Education for Upper Canada" 1848, October, Vol. 1(10), p. 296.

[13] A.D. Ross, *Citizenship Today*, [in:] *Learning and Society*, ed. J.R. Kidd, Toronto 1963, p. 389.

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implemented by pedagogues in educational institutions, starting with kindergarten; special attention is paid to the elucidative activity with adult population in the system of lifelong education, especially with immigrants[14].

Significant experience in raising and implementing the concept of democratic citizenship belongs to Canada. The formation of democracy and development of civil society led to a change in the interpretation of the essence and content components of democratic civicism in various social groups and in the educational process in certain regions of Canada[15]. The country conducts active theoretical researches for a holistic interpretation of the nature of citizenship and the improvement of the methodology for its formation. To ensure the joint effort of various institutions and assistance in coordinating federal and provincial initiatives in this area, the Canadian Association for the Social Sciences (CASS) has launched the Committee for Effective Canadian Citizenship Education. At the Faculty of Education of the University of New Brunswick they study its exclusive concepts and various aspects offered by Canadian and foreign scholars in order to develop a unified methodological and theoretical approach and, on this basis, to construct methodological principles for implementation citizenship education in the enlightening process of general and higher educational institutions, as well as in the system of postgraduate and lifelong education[16]. Similar studies are carried out by A. Sears at the University of British Columbia on the identification of the main methodological approaches, theoretical positions and methodical foundations, common in the pedagogical researches of many scholars, for the implementation of citizenship education[17].

Consequently, the integration of scientific approaches to citizenship education allows us to consider this pedagogical phenomenon in the aggregate of the acquisition of knowledge of history, culture, social sciences; development of a critical and at the same time responsible civilian position, skills and abilities of participation in social life; the formation of respect and the desire to take care of and preserve the environment; understanding of own vocation and features of international relations in multicultural setting. Thus, citizenship education is a prerequisite and an effective means of building a democratic state and implementing socio-economic, cultural and educational policies in a country on the basis of humanism, mutual respect and tolerance.

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[14] H. McKenzie, *Citizenship Education in Canada*, Toronto 1993, p. 4.

[15] A. Sears, *Standing Senate Committee on Social Affairs, Science and Technology*, [in:] *Proceedings*, 1992 May 19, p. 8.

[16] H. McKenzie, *op. cit.*, pp. 5–6.

[17] A. Sears, *op. cit.*

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The above generalizations make it possible to assert that the scientific and theoretical substantiation, development and introduction of a special educational discipline "Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education"[18], taking into account prospective foreign achievements in the area of formation of democratic citizenship in the system of higher education, will contribute to the pedagogical process of teachers-to-be training, to the development of citizenship in the conditions of the reform of the national educational segment and to the realization of democratic principles of the civil society in educational activities of secondary and higher education in situation of updating Ukrainian society and the rise of public activity.

The methodological and theoretical principles for the realization of the tasks of citizenship education in the professional activities of a teacher are defined as the subject of the course "Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education".

The purpose of the special training course is to familiarize students with theoretical and methodical bases, the current state and leading tendencies of citizenship education in the world pedagogical experience for forming their pedagogical competence and to enable the use of the best pedagogical achievements in practical educational activities in the context of building a democratic society in Ukraine.

In accordance with the goal, we anticipate the implementation of the following main tasks of the discipline:

- coverage of the history of the formation and promotion of responsible democratic citizenship in the context of cultural and civilizational development of mankind, disclosure of specifics and tools for implementation of civil education on a democratic basis,
- broadening general and citizenship education, encouraging responsible attitude to the community life and the state as a whole, ensuring the awareness by educators of the significance of civic education of a person in conditions of democratization of Ukrainian society and integration into the European and world community,
- implementation of civic education of a specialist on the basis of familiarizing students with the essence, methodological and theoretical principles, the current state and relevant trends in this direction of education in the world of pedagogical data, formation of personal citizenship consciousness and the responsible professional-pedagogical position of future

[18] See V. Pogrebnyak, *Formuvannya demokratychnoyi hromadyans'kosti…*

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teachers as the main preconditions for practical implementation of civic education of youth,
– assistance in the integrated development of general (instrumental, interpersonal and systemic) and special competencies of students in accordance with the need for quality assurance of professional pedagogical training in a higher educational institution on the basis of the Bologna Process.

The results of the study of the course are the mastery of the historical and pedagogical foundations of the formation and promotion of citizenship education in world educational systems in the context of the cultural and civilizational development of mankind; assimilation of the theoretical positions of civic education: the essence, pedagogical value, purpose, tasks, principles, regularities; methodical bases and tools (forms, methods, means) for realizing the tasks of citizenship education in the pedagogical process. Furthermore, future specialists are trained to use modern methods of diagnosis and assessment of the quality of the educational process to establish a level of citizenship education; to analyse and generalize the actual data of pedagogical diagnostics of civic education and use its results for improvement of the instructive process; to integrate the contents of citizenship education in pedagogical activity; to implement the leading forms, methods and means of civic education in the pedagogical process; to build relationships on the basis of social tolerance, democracy, recognition and respect for different views, opinions and beliefs.

An important condition for achieving the goal and realization of the tasks of the special educational discipline "Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education" we consider to be ensuring its comprehensive study in line with the whole psychological and pedagogical training in higher education, in particular, through the implementation of interdisciplinary connections with general and social pedagogy, pedagogy of higher education, comparative pedagogy, teaching methods, the theory of pedagogical management, bases of methodology and organization of scientific research, pedagogical technologies of training, general, age and educational psychology, sociology, political science, law, culture and ethics.

The content of the academic course "Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education" is structured according to three syllabus units: (1) "Historical and Pedagogical Principles of Formation of Citizenship Education", (2) "The Experience of Citizenship Education in World Educational Systems", (3) "Methodology and Theory of Citizenship Education in a Democratic Society". The offered thematic content of the course is presented in Table 1.

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Table 1. Structure and content of special educational course "Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education"

No.	Topics	Main issues and content
Unit 1. *Historical and Pedagogical Principles of Formation of Citizenship Education*		
1.	Development of the essence of citizenship education in pedagogical retrospective	Nature and purpose of citizenship education. Prerequisites for the formation and development of civil society. Characteristics of the terminology of citizenship education: *civic culture of a person*, *civil society*, *responsible citizenship*, *democratic citizenship*, *legal consciousness*. Influence of global social and concrete community transformations on the processes of education and upbringing. Socialization and citizenship education
2.	Genesis of citizenship education in historical and pedagogical thought	Formation and development of citizenship education in historical and pedagogical thought. Pedagogical views of V. Antonovich, P. Blonsky, J. Brodi, S. Dorrel, M. Dragomanov, B. Grinchenko, M. Hrushevsky, G. Kershensteiner, J. Locke, S. Nieto, G. Vaschenko on the essence of citizenship education. Theory and methodical principles of the implementation of citizenship education in the pedagogical heritage of J. Dewey, A. Makarenko, V. Sukhomlynsky, S. Shatsky
3.	The content of citizenship education in the system of universal and national values	The essence of universal and national values in the context of the formation of citizenship. Citizenship of an individual as a set of moral, political and legal culture, a sense of self-confidence and inner freedom. Components of the content of public education (*patriotism*, *national identity*, *planetary consciousness*, *legal consciousness*, *political culture*, *careful attitude to nature*, *morality*, *culture of behaviour*, *motivation to work*)
Unit 2. *The Experience of Citizenship Education in World Educational Systems*		
1.	Citizenship education in Australia, Canada and the United States	Approaches to the implementation of the strategy of building a democratic civil society. Political and legal education and upbringing. Citizenship education in general educational institutions and high school. Overcoming civil nihilism and passivity. Pedagogical training of a teacher for realization of tasks of citizenship education
2.	Citizenship education in European countries	Educational and enlightening policies of Great Britain, Germany and France on the issues of democratic citizenship formation. The implementation of the ideas of democracy and civil society in educational systems of Denmark, the Netherlands, Northern Ireland, Spain and Sweden. Citizenship education in the Russian Federation and Ukraine
3.	The system of citizenship education in the countries of Asia and Africa	Citizenship education in Malaysia and the South African Republic. Implementation of the principles of democratization and formation of democratic citizenship in practice of educational systems of Israel and Japan. Traditions and innovations in the system of citizenship education and schooling in the countries of the East and Africa

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No.	Topics	Main issues and content
Unit 3. *Methodology and Theory of Citizenship Education in a Democratic Society*		
1.	Modern theoretical foundations of citizenship education	Essence, purpose, tasks, principles and regularities of citizenship education. Normative-legal base of citizenship education and upbringing. Theoretical approaches to the formation of democratic citizenship in the pedagogical process. Concept and structure of democratic citizenship, responsible citizenship and social complicity
2.	Methodical tools for realizing the goals of citizenship education in the practice of the pedagogical process	Pedagogical diagnostics of formation of citizenship consciousness: methodology of implementation and analysis of results. Designing the process of citizenship education. Integration of the content of general and professional education and citizenship education. Methods, forms and means of citizenship education (*interactive*, *debateable*, *participation in public life*, *self-government*, *volunteer*, *project*, *search local lore activities*)

Source: own work.

The main teaching methods of the course are the lecture, the narrative, the explanation, the conversation, the educational discussion, the dialogue, the annotation, the reviewing, the design and execution of practical research tasks, the modelling pedagogical situations, the solving of creative individual tasks, the actualisation of the personal experience, trainings, multimedia presentations of educational materials.

In order to ensure the qualitative assimilation of the content of the course on the basis of the study and theoretical analysis of scientific and methodical literature on the problems of the discipline, we offer students to complete the tasks of independent (individual) work in the form of a structured learning-and-research report.

Predefined topics may be changed in accordance with the students' scientific interests as a result of the appropriate reasoning. In this case, the formulation of the topic and the selection of the source base are carried out by the students on their own and are criteria for evaluation. An alternative form of independent work is to define the preparation of a scientific article (speech, message) for publication or presentation at student's scientific events: conferences, seminars, Olympiads, during the presentation of research works, etc.

Valuation of the quality of students' execution of the program of the course "Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education" can be carried out with the help of procedures of current, modular and final control.

Current control is directed to checking the systematic work and the level of actual mastering the content of the discipline. The forms of ongoing control are determined by a pedagogue.

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Modular control is carried out as a result of work on mastering the themes of a separate module (unit). Forms of modular control are selected by students in agreement with the instructor (oral/written interview, conversation, etc.).

The final evaluation of the course consists of all the points gained by a student during the current and modular types of control.

Thus, we expect that the study of the special educational discipline "Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education" will ensure the personal development and learning by future teachers: the historical and pedagogical principles of formation and promotion of citizenship education in world educational systems in the context of cultural and civilizational development of mankind; theoretical positions of citizenship education and upbringing (essence, pedagogical significance, purpose, tasks, principles, regularities); methodical bases and tools (forms, methods, means) for realizing the tasks of citizenship education in the pedagogical process.

At the same time, we suppose that the practical orientation of the course will contribute to the implementation of modern methods of diagnosis and assessment of the quality of the educational and upbringing procedures for establishing the level of civic education; analysing and generalizing the information of pedagogical diagnostics of citizenship education and using its results for the improvement of the educational process; implementation and integration of the content of citizenship education in pedagogical activities; the application of the leading forms, methods and means of citizenship education and upbringing in the pedagogical process, as well as the construction of pedagogically advisable relationships on the basis of social tolerance, democracy, acknowledgement and respect for different views, traditions and beliefs.

Consequently, the implementation of the premeditated special educational course "Forming Democratic Citizenship of a Teacher in the System of Higher Pedagogical Education" in the pedagogical process of teacher training and the experimental evaluation of the effectiveness of selection and usage of its contents, forms and teaching methods constitute the prospect of further scientific research on the topic.

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Streszczenie: Artykuł dotyczy rozwoju specjalnego kursu edukacyjnego pt. „Kształtowanie demokratycznego obywatelstwa nauczyciela w systemie szkolnictwa wyższego". W opracowaniu zdefiniowano perspektywiczne wyniki badań omawianej kwestii odnośnie do sposobu na wdrożenie zasad demokratycznych w pedagogicznym procesie kształcenia zawodowego nauczycieli w warunkach renowacji ukraińskiego społeczeństwa i rozwoju aktywności publicznej. Studiowanie dyscypliny edukacyjnej ma na celu: opanowanie przez nauczycieli podstaw historycznych i pedagogicznych formacji i promocji edukacji obywatelskiej w światowych systemach edukacyjnych w kontekście cywilizacyjnego rozwoju ludzkości; poznanie teoretycznych pozycji edukacji obywatelskiej (istota, znaczenie pedagogiczne, cel, zadania, zasady, prawidłowości); zdobywanie biegłości w metodycznych podstawach i narzędziach (formy, metody, środki) do realizacji zadań

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edukacji obywatelskiej w procesie pedagogicznym. Co więcej, przyszli pedagodzy uczą się: stosować nowoczesne metody diagnozy i oceny jakości procesu edukacyjnego w celu ustalenia poziomu edukacji obywatelskiej; analizować i podsumowywać dane z pedagogicznej diagnostyki edukacji obywatelskiej i wykorzystywać jej wyniki dla poprawy procesu edukacyjnego; wdrażać integrację treści związanych z edukacją obywatelską w działalności pedagogicznej; wdrażać wiodące formy, metody i środki edukacji obywatelskiej w procesie pedagogicznym; budować oparte na współpracy stosunki, bazując na tolerancji społecznej, demokracji, uznaniu i poszanowaniu różnych poglądów i przekonań.

Słowa kluczowe: edukacja obywatelska; obywatelstwo demokratyczne; edukacja pedagogiczna; przyszły nauczyciel; profesjonalne kształcenie nauczycieli; specjalny kurs edukacyjny

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