

Regarding *where to start*, it needs to be borne in mind that learner involvement is not an all-or-nothing affair. Course planning is a very complex process, one to which different types of students can contribute to varying degrees. Teachers may find it helpful to draw up a list of decisions *they* have to make, and then select from this list the areas where students seem most likely to be able to make a sensible contribution to decision-making. Such a list might include the following points: course structure (e.g. the mix of in-class, self-access, and independent study components); goal-setting; choice of methodology; activity selection and organization; linguistic syllabus; choice of materials; topic selection; evaluation; independent study.

Two points need to be borne in mind in terms of *how to start*. The first is that student involvement will generally be a gradual process. The second is that self-direction is best learned in a hands-on manner. To begin with, this may simply involve students thinking critically about what the teacher proposes: how relevant are the materials? what did students get out of them? how else could they be exploited? could the students supply better or more relevant materials?

Conclusions. There can be little doubt that opting for a learner-centred approach adds to the responsibilities of the teacher. The teacher, in the role of learning counsellor, needs at least three main sets of skills in addition to those required in traditional modes of teaching.

- *Personal skills:* evaluating students' potential and negotiating their involvement in a sensitive manner calls for an array of human and interpersonal skills. Maturity and human intuition are key qualities.

- *Educational skills:* in a learner-centred mode of teaching, the teacher has to develop students' awareness and shape their ability to make the most of their knowledge and experience. Language teaching thus becomes an educational endeavour far more than a matter of skills training.

- *Course planning skills:* being open to student input and participation can make advance planning more difficult, and requires the teacher to live with more uncertainty than this is usual in traditional approaches. Furthermore, co-ordinating goal-setting and choice of methodology assumes a solid familiarity with course design and with the various methodological options available.

Learner-centred teaching is anything but an easy option. Few teachers who have tried out a learner-centred approach will not, at one time or another, have ground their teeth and wished they had stuck to a more predictable mode of teaching. Inevitably, the more open teaching is to students' participation, the more dependent it is upon their co-operation – which can put the teacher in an awkward situation if students decide not to play the game.

Probably the main risk is going too far too quickly. Both the degree and the form of student involvement need to be geared round the realities of the teaching situation. In the first instance, this relates to the students themselves, but also includes factors such as availability of resources, cultural attitudes, or class size. One also needs to be realistic about oneself as a teacher. Adopting a learner-centred approach makes extra demands on the teacher's time and energy, makes advance planning more difficult, and, as a result of the development nature of course structure, can add stress. Furthermore, non-native-speaker teachers may feel less at ease in situations where language content can be unpredictable. The teacher, as well as the students, must feel good about an approach for it to work well.

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CITIZENSHIP EDUCATION AS THE COORDINATION AND INTEGRATION OF EDUCATIONAL ESTABLISHMENT AND COMMUNITY

У статті аналізуються основні потреби громадянського виховання, досліджується роль активного навчання, вивчається проблема об'єднання різноманітних засобів та щоденного досвіду молоді, щоб розвинути силу характеру та моральну свободу застосовувати їх постійно.

Ключові слова: громадянське виховання, активне вивчення, компетенція, громада, координація, інтеграція, демократичні цінності, практичні ініціативи.

Статья рассматривает основные необходимости гражданского воспитания, исследует роль активного изучения, анализирует проблему объединения разнообразных средств и каждодневного опыта молодежи для развития силы характера и моральной свободы постоянно их использовать.

Ключевые слова: гражданское воспитание, активное изучение, компетенция, община, координация, интеграция, демократические ценности, практические инициативы.

The article examines the main dimensions of citizenship education, explores the role of active learning, raises the problem of bringing together the wide-ranging resources and everyday students' experiences to develop the strength of character and moral fluency to use them systematically.

Key words: citizenship education, active learning, competences, community, coordination, integration, values of democracy, practical initiatives.

Education plays an essential role in the promotion of the core values of the society: democracy, human rights and the rule of law, as well as in the prevention of human rights violations. More generally, education is increasingly seen as a defence against the rise of violence, racism, extremism, discrimination and intolerance.

The implementation of justice and social cohesion has been a growing political priority over recent years at national and international level. Encouraging citizens, particularly young people, to actively participate in social and political life has been seen as one of the principal means to address the above mentioned issues. Education has, consequently, been identified as a major pivot in this respect. Major policy documents, which have shaped European cooperation in education over the past decade and which will continue to influence development its until 2020, have recognised the importance of promoting active citizenship. As a result, it has become one of the main objectives for education systems throughout Europe. Young people should be helped to develop social and

civic competences, defined in terms of knowledge, skills and attitudes, during their education. This competence-based approach calls for new ways of organising teaching and learning in a number of subject areas including citizenship education. Crucial points to the successful implementation of key competences are: a) greater focus on practical skills; b) learning outcomes approach; c) new methods of assessment support; d) continuing development of teachers' knowledge and skills [3]. Furthermore, the European framework also demands greater opportunities for students to actively participate in, for example, school-based activities with employers, youth groups, cultural activities and civil society organisations.

The civic competences needed to be able to actively exercise citizenship focus on knowledge of basic democratic concepts including understanding of society and social and political movements; major social developments, both past and present. Civic competences also require skills such as critical thinking and communication skills, and the ability and willingness to participate constructively in the public domain, including in the decision-making process through voting. Finally, a sense of belonging to society at various levels, a respect for democratic values and diversity as well as support for sustainable development are also highlighted as integral components of civic competences.

The twentieth century has seen a gradual extension of the democratic privilege to most of the adult population. The growing debate over children's rights reminds us that children and young people are the major group who, so far, have been excluded from this process. If, as it is already beginning to happen, individual rights are to be extended to children and students, then surely an appropriate accompaniment to this process is to extend the opportunity to take responsibility as well. Rights without responsibility can be corrosive, and young people can unfortunately be as adept as any adult at using their formal rights to make false claims, either maliciously or instrumentally, for their own gain. A sustainable balance between self and other, between right and responsibility, can only be achieved if young people are allowed a full part in defining agendas, in articulating their concerns, and in helping to find solutions.

Citizenship education promotes students' participation in national democracy by equipping them with the knowledge, skills, values and dispositions of active and informed citizenship. It entails knowledge and understanding of country's democratic heritage and traditions, its political and legal institutions and the shared values of freedom, tolerance, respect, responsibility and inclusion. Civics and citizenship education is underpinned by national history, and the history of other societies which have influenced that historical tradition. Civics and citizenship education also supports the development of skills, values and attitudes that are necessary for effective, informed and reflective participation in state's democracy.

The challenge for citizenship education is to find ways of integrating young people's actions, beliefs and conceptual understanding. Ideally, they should be able to grasp the core concepts of citizenship, to connect them to their everyday experience, to reconcile them with their beliefs, and to develop the strength of character and moral fluency to use them consistently.

In this chapter we argue that the most effective way to educate citizenship must be taken. Doing so can help to achieve the right balance between power and authority, between structure and creativity, and between self and other in the realm of citizenship. It can help young people to find ways of expressing themselves within communities, rather than by rejecting their values and norms. Perhaps most importantly, it can increase their readiness to help solve the social and political challenges of the future.

A citizenship education agenda, based on this analysis, would include several strands of activity. First, there is the job of specifying a common core of knowledge, concepts and understanding central to citizenship. This would include: a) historical knowledge of political and legal institutions; b) concepts such as democracy, the state, freedom, obligation and civil society; c) alternative theories of citizenship; d) practical understanding of the constitution and how it works, the processes of political decision-making, and the routes through which citizens can contribute to such processes, at both national and local levels. Such a core would be defined through the design of the formal curriculum, and the use of subject-specific opportunities for teaching and learning and the specification of a series of learning outcomes.

Second, there must be opportunities for students to develop their understanding of moral rules and principles, and to develop their capacity for moral reasoning. These opportunities might come from dedicated lesson time, from relevant national curriculum subjects such as religious education, or from teachers using opportunities as and when they arise. Teachers are often concerned about taking this on as an explicit responsibility, for two reasons. Many feel it inappropriate for teachers to teach morality in a prescriptive way, because of an admirable wish not to impose their own moral perspectives on their students. Many others are concerned about the overcrowding of the curriculum. However, developing this kind of understanding and fluency is essential for developing the capacity to be a responsible, articulate, effective moral agent. It is the fact that children and young people constantly pick up and absorb messages about morality from the behaviour of the adults around them. Formal or explicit teaching of morality does not take place in a vacuum, but in the complex moral and social context of people's everyday lives. One of the most important tools for developing young people's capacity for moral reasoning is the opportunity to discuss conflicts, issues and dilemmas which arise from day to day [2, c. 78].

Citizenship education should be a part of national curricula like it is in all European countries. It is delivered in schools through three main approaches: as a stand-alone subject, as part of another subject or learning area, or as a cross-curricular dimension. However, a combination of these approaches is often used. The length of time during which citizenship education is taught as a separate subject varies considerably between countries, ranging from twelve years in France to one year in Bulgaria and Turkey.

European countries' curricula reflect well the multi-dimensional nature of citizenship. Schools are assigned objectives not only in terms of the theoretical knowledge students should acquire, but also in terms of skills to be mastered, and attitudes and values to be developed. Students' active participation in and outside school is also widely encouraged. Generally, citizenship curricula cover a wide and very comprehensive range of topics, addressing the fundamental principles of democratic societies, contemporary societal issues such as cultural diversity and sustainable development, as well as the European and international dimensions.

As we have mentioned above, this is difficult to timetable, but not impossible. Finding opportunities to plan learning about moral rules and principles helps to create a clearer foundation for discussing morality when the opportunity arises, and encouraging students to think and act morally. Opportunities for reflection and discussion can be maximised, using a range of techniques resources. Discussion of what has been learned at the end of lessons emerges as one of the key opportunities for underpinning student understanding from Jean Rudduck's study of the role of pupils in school improvement [4]. Creating more opportunities for such discussion seems to be an urgent priority.

This kind of discussion and development also strengthens the potential for young people to take active responsibility for themselves and those around them within the school community. Developing this kind of activity, wherever possible, pupils should have the opportunity to define the subject and format of such deliberation, and to follow it up with practical initiatives. Opportunities to hear from people beyond the school – parents, governors, employers, community leaders and so on, and to discuss matters of interest and concern with them, play an important part in this process.

Students learn about citizenship not only in the classroom but also through informal learning. Citizenship education is therefore more effective if it is supported by a school environment where students are given the opportunity to experience the values and principles of the democratic process in action. Universities have introduced some form of regulation to promote student participation in governance, whether in the form of student councils or student representation on university governing bodies. Besides regulations and recommendations, it is necessary to launch national training programmes to encourage student and parental involvement in school / university governance and to strengthen their skills in this area.

The third major part of the agenda focuses on opportunities for young people to pursue their understanding of morality and citizenship beyond the educational establishment. This is often more difficult and complex for universities, but in principle there is no reason why each student should not be able to enroll in a number of different learning organisations and projects, with the university acting as broker and monitor. Developing this kind of opportunity casts the university in a new role, that of the neighbourhood learning centre. While still playing a central role in the provision of learning opportunities, the university itself acts as a focus for a range of activities and relationships spread across its local communities. Young people should be able to take opportunities for self-organised learning, in small, project-based teams, negotiating, defining and refining their goals, allocating roles and responsibilities, identifying the people and institutions who can help to accomplish their objectives. This is challenging for universities, although every educational establishment has a set of relationships and connections with its local communities. Appointing a member of staff as university-community coordinator can also be an important step. This person takes on a role of brokerage and liaison, and of giving overall shape and clarity to the range of external relationships that a university has with the outside world.

Practice in European countries reveals the following mainways to promote the involvement of young people in citizenship-related activities outside school. Firstly, steering documents such as national curricula, as well as other recommendations and regulations encourage student participation in their local community and in wider society. Secondly, European countries support educational institutions in providing their pupils and students with opportunities to learn citizenship skills outside school through a variety of programmes and projects. Working with the local community, discovering and experiencing democratic participation in society and addressing topical issues such as environmental protection, and cooperation between generations and nations.

Bringing these activities and opportunities together in coherent ways is very difficult. It implies a different kind of coordination and integration from those which many people in education are used to. Development strategies in universities are contained within curriculum guidance, programmes of study, individual departments and subjects. Learning morality and citizenship is a different kind of challenge. It requires some change to the curriculum, but just as important is the way in which opportunities for learning are distributed across the life of an educational establishment, and extended outwards into the community which surrounds it. Ideals, culture, ideas, messages and norms which infuse the atmosphere of any organisation, are crucially important. The task is to make the messages and learning opportunities coherent across these diverse systems and practices, and to synthesise formal and abstract knowledge with the practical immediate use.

Educational underachievement has become one of the dominant social deeply connected to debates over economic competitiveness problem, family breakdown, the cost of welfare provision and social cohesion at the attainment statistics of the formal education sector. But it runs deeper than mere levels of the educational failure is strongly linked to underachievement in wider life: the labour market, relationships and civic engagement. This matters so much, not just for its economic costs, but because it affects the central route to a more enriched, fulfilling and integrated individuals, and a higher quality of life for all. In the context of this report, citizenship education refers to the aspects of education at school level intended to prepare students to become active citizens, by ensuring that they have the necessary knowledge, skills and attitudes to contribute to the development and well-being of the society in which they live.

So, citizenship education is a broad concept, which encompasses not only teaching and learning in the classroom but also practical experiences gained through school life and activities in wider society. It encompasses the narrower concept of 'civic education', which is restricted to knowledge and understanding of formal institutions and processes of civic life such as voting in the elections.

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MODEL OF EDUCATION AND THE CRITICAL PERIOD OF SOCIAL SKILLS DEVELOPMENT

Навчальний процес визначає не тільки сферу інтелектуальної власності, але також сферу особистості учня. Саме тому, цікаво дослідити, які особистісні риси відрізняють випускників шкіл різних моделей. Виявилося, що різниця в моделі навчання на рівні випускників початкової школи визначає відмінне функціонування їх в дорослому віці. Результати засвідчують, що існують відмінності на рівні відповідності, творчості і самодостатності.

Ключові слова: процес навчання та вивчення, альтернативні школи, самоефективність, творчість.

Учебный процесс определяет не только сферу интеллектуальной собственности, но также сферу личности ученика. Именно поэтому, интересно исследовать, какие личностные черты отличают выпускников школ разных моделей. Оказалось, что разница в модели обучения на уровне выпускников начальной школы определяет отличное функционирование их во взрослом возрасте. Результаты показывают, что существуют различия в уровне соответствия, творчества и самодостаточности.

Ключевые слова: процесс обучения и изучения, альтернативные школы, самоэффективность, творчество.