

**CIVIC EDUCATION OF STUDENTS BY MEANS OF LITERATURE:
EUROPEAN EXPERIENCE**

**EDUCAȚIA CIVICĂ A STUDENȚILOR PRIN INTERMEDIUL LITERATURII:
EXPERIENȚA EUROPEANĂ**

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CZU: 378.017.4(477)

DOI: 10.46727/c.29-30-09-2023.p108-122

Abstract. The article reveals the theoretical and methodical aspects of students' civic education by means of literature. Emphasis is placed on the fact that in the conditions of unstable development of society, escalation of conflicts both between states and between fellow citizens, the issue of students' civic education is actualized. The authors understand this concept as a form of social education, the formation of a citizen of a specific state, capable of successfully acting for the sake of preserving democracy and peace.

Currently, informal education, in addition to the content of “social and civic competencies” that is understandable for Ukrainian educators, uses the term “competencies for the culture of democracy”, which, according to the authors, is a structured concept implemented in the European dimension of civic education. The authors emphasize that fiction affects human feelings and consciousness, it is a powerful means of moral, aesthetic and civic education. Through artistic images, writers provide an opportunity to form their attitude to the events described, to draw certain conclusions, to reflect on universal values, on the actions of one or another character, to see models of civic active/passive behavior.

The article analyzes the European experience of civic education, in particular Great Britain and Germany. The authors take into account the literature of these countries and identify aspects that can serve as a basis for students’ civic education, compare them with the Ukrainian realities of civic education. The authors present the main vectors of civic education in Germany, which are determined by the content of literary works and encourage pluralism of opinions, tolerance for the views and judgments of others, motivate students to actively participate in civic life, awareness of the value of freedom, respect for human dignity, the right to self-expression, responsibility for an individual’s moral choice. The works are also the basis for establishing in teenagers such democratic values as the right to life, to fair treatment, dignity, freedom from discrimination, the right to equality, understanding the need to protect one’s rights and the rights of other people.

The analysis of content concepts of literature for pupils in Great Britain shows that the priorities of civic education are national patriotism and the education of a law-abiding citizen. The textual material of the works and civic education lessons help pupils to better understand different forms of governance and their impact on citizens; to understand the responsibility and functions of management and the duties of citizens; to acquire socio-cultural experience that gives the opportunity to feel morally, socially, politically, legally competent and protected in society and to take direct part in the activities of civil society institutions.

In Finland, the basic democratic values of the national core curriculum are open democracy, equality, responsibility for one’s own choice. An important focus of education in Finnish high school is gaining experience in shaping the future based on joint decisions and interaction. Taking into account the global trends of digitization, the authors considered digital technologies to be educational innovations in students’ civic education (electronic textbooks (not just digitized, but interactive, with virtual 3D materials that teachers can compose at their discretion), textbook scans for download, various materials: interactive laboratories, virtual museums, forums for teachers to communicate, etc.).

Keywords: social and civic competences, Framework of Competences for Democratic Culture, descriptors, learners, civic education, active citizenship, learning through participation.

Rezumat. Articolul relevă aspectele teoretice și metodologice ale educației civice a studenților prin intermediul literaturii. Se pune accentul pe faptul că, în condițiile dezvoltării instabile a societății, escaladarea conflictelor atât între state, cât și între concetățeni, se actualizează problema educației civice a studenților. Acest concept este înțeles de autori ca o formă de educație publică, formarea unui cetățean al unui anumit stat, capabil să acționeze cu succes pentru păstrarea democrației și a păcii.

În prezent, educația non-formală, pe lângă conținutul clar pentru educatorii ucraineni «competențe sociale și civice», este servită de termenul «competențe pentru o cultură a democrației», care, potrivit autorilor, este un concept structurat, implementat în dimensiunea europeană a educației civice. Autorii subliniază că ficțiunea afectează sentimentele și conștiința unei persoane, este un mijloc puternic de educație morală, estetică și civică. Prin imagini artistice, scriitorii oferă ocazia de a-și forma atitudinea față de evenimentele descrise, de a trage anumite concluzii, de a reflecta asupra valorilor universale, asupra acțiunilor unui anumit caracter, de a vedea modele de comportament civic activ/pasiv.

Articolul analizează experiența europeană a educației civice, în special Marea Britanie și Germania. Autorii iau în considerare literatura acestor țări și identifică aspecte care pot servi drept bază pentru educația civică a educatorilor, le compară cu realitățile ucrainene ale educației civice.

Autorii prezintă principalii vectori ai educației civice din Germania, care sunt determinați de conținutul operelor literare și încurajează pluralismul gândurilor, toleranța față de opiniile și judecățile altora, motivează studenții să participe activ la viața civică, conștientizarea valorii libertății, respectarea demnității umane, dreptul la exprimare de sine, responsabilitatea pentru alegerea morală a individului. Lucrările reprezintă, de asemenea, o bază pentru afirmarea la adolescenți a unor valori democratice precum dreptul la viață, la tratament echitabil, demnitate, libertatea de discriminare, dreptul la egalitate, înțelegerea nevoii de a-și proteja laudele și drepturile altora.

O analiză a conceptelor de conținut ale literaturii pentru studenții din Marea Britanie arată că prioritățile educației civice sunt patriotismul național și educația unui cetățean care respectă legea. Lecțiile de educație materială și civică îi ajută pe elevi să înțeleagă mai bine diferitele forme de guvernare și impactul lor asupra cetățenilor; să realizeze responsabilitățile și funcțiile guvernării și responsabilitățile cetățenilor; să învețe experiența socio-culturală, care îi permite să se simtă moral, social, politic, capabil din punct de vedere juridic și protejat în societate și să participe direct la activitățile instituțiilor societății civile.

În Finlanda, valorile democratice de bază ale curriculum-ului național de bază sunt democrația deschisă, egalitatea, responsabilitatea pentru propriile alegeri. Un accent important al învățării într-un liceu finlandez este de a câștiga experiență în modelarea viitorului prin decizii comune și interacțiune.

Luând în considerare tendințele globale ale digitalizării, autorii consideră tehnologia digitală ca o inovație educațională în educația civică a studenților (manuale electronice (nu doar digitalizate, ci interactive, cu materiale virtuale 3D, ce profesori vor putea compune la discreția lor), scanări de manuale pentru descărcare, diverse materiale: laboratoare interactive, muzee virtuale, forumuri de comunicare a profesorilor etc.).

Cuvinte-cheie: competențe sociale și civice, Cadrul de competență pentru o cultură a democrației, descriptori, educatori, educație civică, cetățenie activă, învățare prin participare.

The topicality of the problem. In the conditions of unstable development of society, escalation of conflicts both between states and between fellow citizens, the issue of education in pupils, future citizens, values of cultural diversity, democracy, respect for human dignity, civic consciousness and responsibility, formation of skills for peaceful resolution of conflicts, the ability to think critically is becoming an actual issue. This can be ensured by high-quality civic education (training and upbringing) through the formation of social and civic competences, which as a result significantly transforms people's worldview orientations to act on the basis of democratic values and principles.

For the countries of Europe, these issues are also a priority, their theoretical, methodological, methodical justification is dealt with on a large scale and permanently by such well-known organizations as the UN, UNESCO, the Council of Europe, and numerous non-governmental public organizations. For example, the Council of Europe as an international organization has defined as one of its tasks the support of member states in the development of open, tolerant and culturally diverse societies through education and large-scale projects that contribute to the spread of the culture of democracy.

An achievement in the formation of the culture of democracy in our country was the approval of the Concept for the Development of Civic Education in Ukraine in 2018, which implements such approaches as learning through participation, cross-cutting and progressive [5]. In the context of our research, an end-to-end approach is important, which aims at the fact that citizenship education should be “present in all academic disciplines at all levels of education from preschool to adult education and in all types of education - formal, non-formal and informal” [5]. Considering this, it is urgent to introduce elements of education for democratic citizenship and human rights education during the teaching of not only social science disciplines, but also natural-and-mathematical, humanitarian, technological, etc. This, in its turn, will emphasize the implementation of the cross-cutting line “Civic Responsibility” in educational programs, it will contribute to the formation of civic and social competences. The experience of European countries, which have been implementing education for democratic citizenship and human rights education (HRE) in formal, informal and informal education for several decades, is relevant for Ukraine.

Analysis of the latest research. Civic education and upbringing in the spirit of human rights has been a constant object of attention and a priority area of activity of the Council of Europe and European society, educational policy and modern educational reforms of many countries for many years. The current state of research on civic education in Ukraine is characterized by the actualization of the study of the experience of the countries that are members of the Council of Europe and have implemented the Framework of Competences for Democratic Culture (hereinafter the Framework of CDC) into their education. “The heart of the Framework is a model of the competencies that need to be acquired by learners if they are to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies. The Framework also contains descriptors for all of the competencies in the model” [13, p. 11].

It should be noted that in domestic formal education, the issue of assessing key competencies, in particular civic and social, is now a priority. After all, in reality, we evaluate only subject competences. In the Framework of CDC, descriptors have already been developed to 20 competences for democratic culture, that is, statements, descriptions that indicate specific behavior that can be observed in a person with a certain level of competence. These descriptors have been tested and “they have been derived through a systematic process

of development and testing with large numbers of education practitioners, and have been piloted in concrete educational settings in different European countries” [13, p. 11]. In our opinion, it is appropriate to use them in the formative assessment of education seekers.

In Ukraine, civic education as a subject appeared in 2000, the same year the Concept of Civic Education (upbringing) of personality was adopted in the conditions of the development of Ukrainian statehood. Subsequently, the development of civic education (teaching and upbringing) also took place thanks to large-scale civic education projects, which were financed mainly by foreign donors.

The Law of Ukraine “On Education” and the Concept “New Ukrainian School” reflect such key competencies as social and civic. Accordingly, the same competences were introduced into the curricula of various subjects for primary, elementary and high school, for the emphasis and systematic formation of social and civic competences, the cross-cutting line “Civic Responsibility” was added. The integrated course “Civic Education” has been added to the invariant component of the standard curriculum of general secondary education institutions. In non-formal education, such an extension is even more voluminous, because, in addition to the documents and programs adopted at the state level, you can participate in the activities of various public organizations, international projects, grants, etc.

As stated in the report “Citizenship Education in Europe”, carried out in 2012 by the Eurydice Network, “Citizenship education is part of national curricula in all 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” [2, p. 13].

The aim of the article is to reveal the theoretical and methodical aspects of civic education of elementary and high school students in European countries and Ukraine by means of literature.

In the course of the scientific search, current European trends and successful practices of civic education by means of literature, in the process of working with works and other texts that can be implemented in the educational space of countries for the development of democracy, were determined. In particular, the results of the research are embodied in methodological recommendations for teachers regarding the introduction of the cross-cutting content line “Civic Responsibility” during the study of the discipline “Foreign Literature”, which can be read using hyperlink <https://doccu.in.ua/metodychni-rekomendatsii-shchodo->

zaprovdzhennia-naskriznoi-zmistovoi-linii-hromadianska-vidpovidalnist-zarubizhna-literatura/.

Presentation of the main research material.

Civic competences, together with social competences, are included in the eight core competences for lifelong learning by the Recommendations of the European Parliament and the Council (EU) of December 18, 2006. The Law of Ukraine “On Education”, the Concept of the New Ukrainian School extrapolated these eight key competencies, but did not limit themselves to them, accordingly, the State Educational Standards were developed on this basis. According to the Concept of the New Ukrainian School, social and civic competences are designed to form “all forms of behavior that are required for effective and constructive participation in public life, at work. The ability to work with others for results, prevent and resolve conflicts, reach compromises” [6].

In the Framework of CDC, democratic competence is defined as “the ability to mobilize and apply appropriate psychological resources (namely, values, attitudes, skills, knowledge and/or understanding) in order to respond effectively to the demands, challenges and opportunities that arise in democratic situations” [13, p. 32].

A comparative analysis of the Concept of the New Ukrainian School, the Concept of the Development of Civic Education in Ukraine, and explanatory notes to educational programs in Ukrainian and foreign literature, the subject of which was the concept of “social and civic competence”, made it possible to draw a conclusion about the unity of the understanding of this concept and its structural components [4]. Civic and social competences are described as abilities, skills, understanding, attitudes, knowledge, practical skills, values, which are necessary for life in society, participation in social and political processes, etc.

A person’s spiritual world is determined by the works of literature he/she has read. Therefore, today, in the era of total informatization, it is extremely important to instill and nurture the desire and need for reading.

Fiction affects human feelings and consciousness, it is a powerful means of moral, aesthetic, civic education. Through artistic images, writers provide an opportunity to form their attitude to the events described, draw certain conclusions, and reflect on universal human values.

For example, in Germany “Citizenship education claims to be institutionalized as a school principle in all of Germany's varied formal educational facilities, at every level of education. In

practice, however, most schools provide less than the ideal two hours of citizenship education each week” [2, p. 18].

Programs in literature, which also vary within a given country, offer a variety of contemporary works to be studied in literature classes. Thus, German pupils read the works of their contemporaries, Cornelia Funke, Patrick Suskind, and others. Among the classics, the works of Johann Goethe, Friedrich Schiller, Bertold Brecht, Franz Kafka, Gerhart Hauptmann and others are analyzed and interpreted. The construction of the literature program takes into account the thematic principle, for example, you can find topics that correlate with civic education, such as “Science and Responsibility”, “Law and Justice”, etc. Pupils are offered creative tasks aimed at the development of critical thinking, the skills of reception and interpretation of artistic texts, at the same time encouraging pluralism of opinions, tolerance for the views and judgments of others.

An important aspect of pupils’ civic education is motivating pupils to actively participate in civic life. This is done through the involvement of education seekers in various projects, promotions, various holidays and events organized by governmental and non-governmental organizations [8, p. 93].

For example, the works of Stürmer (Friedrich Schiller, Johann Goethe) help at the literature lessons to better understand the value of freedom, respect for human dignity, and the right to self-expression. *Friedrich Schiller’s Ode “To Joy”* embodies the enlightened idea of uniting humanity, and the work *“Prometheus” by Johann Goethe* provides the basis for forming in pupils a sense of self-worth, rejection of slavery, any manifestations of discrimination, everyone’s right to a dignified life, to fair treatment, freedom from slavery, equality, etc.

In the context of the ideas of education for democratic citizenship and education for human rights, studying the work of *Johann Goethe “Faust”*, it is advisable to pay attention to such aspects as an individual’s moral choice (in the images of Faust, Margarita), social discrimination (Margarita – Faust), law and responsibility (Margarita’s act). On the images of Faust and Margarita, pupils learn to analyze moral dilemmas, the right to choose in various life situations, what responsibility a person will bear (both moral and legal) for his/her actions.

Literature lessons devoted to the works of *Franz Kafka*, in particular the analysis of the short story *“The Transfiguration”*, are aimed at affirming such democratic values as the right to life, to fair treatment, dignity, freedom from discrimination, the right to equality, understanding

the need to protect one's rights and the rights of other people. On the image of Gregor Zamza as a writer's "self-portrait" and the personification of a "little man" of the 20th century, it is possible to determine what rights were violated in relation to the treatment of the main character by members of his family. This work is also the basis for the formation of a tolerant attitude in teenagers to the feelings, thoughts, experiences of others, to the right of everyone to free self-expression. The work *"Fugue of Death"* by Paul Celan as one of the most famous works about the Holocaust will help to discuss the problems of social justice, understand the concept of "equality", and develop such competence as recognizing the value of cultural diversity.

"CE and Local and Global Citizenship (LGC) are statutory subjects in respectively England and Northern Ireland, Education for Sustainable Development and Global Citizenship (ESDGC) is a non-statutory subject in Wales and global citizenship is a cross-curricular theme in Scotland" [1]. Therefore, these disciplines are often combined with the help of interdisciplinary connections with others. For example, the impact of a totalitarian system on a person, the need to observe democratic principles and procedures can be illustrated by *George Orwell's work "Animal farm"*. The work shows in an allegorical form how a normal thinking person is transformed into a being who is able to fulfill the requirements under the conditions of a totalitarian regime.

In schools in Great Britain, the choice of works to study in the literature lesson is a teacher's task, who, taking into account the class level, offers literary texts for study. An important place among the personalities of writers is occupied by W. Shakespeare as a classic of literature. The program of school education in Great Britain is regulated by the National Curriculum (like the Ukrainian State Standard), which does not have certain precise instructions, but only contains recommendations regarding pupils' competencies (skills and abilities). For example, at the age of 12-13, pupils read "Lord of the Flies" by W. Golding, "Animal Farm" by J. Orwell, one of Jane Austen's novels and a play by W. Shakespeare. All works are quite large, so enough time is devoted to their understanding and discussion. When analyzing literary texts, the main thing is not the number of pages read, but the quality of their understanding. The discussion develops into debates, interdisciplinary projects, written creative works, etc.

According to Louie, B.Y., & Louie, D.H. "Critical reading of global literature provides an opportunity for youth to read the world and connect their own identity and experiences to others hailing from differing backgrounds" [9].

British educators consider civic education to be the core of national patriotism and a means of educating a law-abiding citizen [7]. *Jonathan Swift's "Lemuel Gulliver's Travels"* is a good intersubject material for "Active Citizenship" topic. The image of Gulliver is the embodiment of the concept of a new person, therefore this text helps to form values and attitudes in pupils regarding the importance of taking an active civic position, understanding the role and responsibility of everyone in society. The teacher can offer to analyze the state system of Lilliput, its laws and customs. The textual material of the work and civic education lessons help pupils to better understand different forms of governance and their impact on citizens; to understand the responsibility and functions of management and the corresponding duties of citizens; learn more about the political system in their country.

Rudyard Kipling's work "The Ballad of East and West" will help to teach pupils to respect each other regardless of social status, religion, etc., avoid conflict situations. The ballad is not only about the clash of two men, two enemies, but about the conflict of two worlds – East and West. These are not only sides of the world, but also the embodiment of various beliefs, positions, worldviews, peoples.

In Britain, the concept of "Civic Education" is considered to be a process of assimilation of socio-cultural experience by a person, which gives him/her the opportunity to feel morally, socially, politically, legally competent and protected in society and to take a direct part in the activities of civil society institutions [7]. Therefore, an important priority of civic education in Britain and most European countries is future citizens' education through participation. "Official regulations and recommendations establish three main types of arrangements for student participation in school governance:

- election of class representatives and the subsequent appointment of a class council;
- election of a student council;
- student representation on school governing bodies" [2, p. 39].

"As representatives on school governing bodies, students are mainly concerned with the development of the school educational plan, the establishment of the rules governing school life, the organization of extra-curricular activities and the supervision of budgetary matters. In these areas, student representatives play a largely consultative role in the majority of countries" [2, p. 44].

The authors Garrison K., Forest D., Kimmel S. have created a list of English-language works that reveal various principles and provisions of the Convention on the Rights of the Child, they suggest taking these texts as illustrative material in civic education classes, which will help students to better understand the practical aspects of realizing one's rights [3].

Such participation makes it possible to gain the first experience of active citizenship at the level of an educational institution, since the school is perceived as a micromodel of society.

When considering European trends in civic education, it is worth turning to the experience of Finland, which has a practice of successful reforms in education. The basic democratic values of the national core curriculum are open democracy, equality, responsibility for one's own choice. An important focus of education in Finnish secondary school is gaining experience in shaping the future based on joint decisions and interaction [12].

Civic education through the means of literature is based on work with literary works and other texts that are the sphere of students' interest. The priority educational tasks are conscious, constructive, safe and responsible perception and creation of information in various communication, in particular, multimedia environments.

During educational classes in native language and literature and other extracurricular cultural and media activities, one's own image of a communicator and the ability to create a positive environment is formed. The goal of education is to encourage pupils to be independent and active citizens who are able to justify their views and influence their lives and society using various means of communication [11].

According to the results of the International Civic and Citizenship Education Study by the IEA in 1999 and 2009, Finland was recognized as a leader in preparing pupils to accept their role as citizens, ready to effectively participate in the life of civil society. However, it is paradoxical that, according to the results of the study, Finnish youth feel the least involved in social and political issues [14, p. 95]. In our opinion, one of the reasons for this fact is the contradiction between the high level of formation of students' civic competence and insufficient opportunities for its implementation in the social and political life of the country.

In Ukraine educational subjects such as Ukrainian and foreign literature are a significant resource for the formation of social and civic competences of education seekers. Thus, in particular, the updated educational programs for primary and secondary schools contain the cross-cutting line "Civic Responsibility", the purpose of which is "the formation of a responsible

member of the community and society, who understands the principles and mechanisms of the functioning of society, as well as the upbringing of a nationally conscious personality, which relies on its activities on cultural traditions and vectors of social development” [17].

Implementation of the cross-cutting line “Civic Responsibility” can improve the following skills:

- to give examples from works of art where the heroes show an active civic position;
- to express attitude towards the raised problems;
- to firmly but tolerantly defend one’s views in the discussion;
- to work in pairs, groups, perform the assigned role;
- to make a joint decision.

It is also aimed at forming such attitudes of the younger generation as:

- feeling of being a member of the community;
- awareness of the importance of active citizenship;
- willingness to take responsibility [15].

Let's consider some topics from the course of foreign literature that are consonant with the key concepts of civic education. For example, it is advisable to talk about *equality as a value* with children when studying such works as “The Wolf and the Lamb” by I. Krylov, “Uncle Tom’s Cabin” by H.B. Stow, “The Fifteen-Year-Old Captain” by J. Verne, “The Ballad of the Heathed Coffin” by R.L. Stevenson, “Prometheus Bound” by Aeschylus, “A Doll’s House” by G. Ibsen, “To Kill a Mockingbird” by Harper Lee. The problem of *respect for human dignity* is raised in the following works: “Glove” by Y.F. Schiller, “Chameleon” A.P. Chekhov, “Fach” by A. Azimov, “Childe Harold’s Pilgrimage” by J.G. Byron, “The Hero of Our Time” by M. Yu. Lermontov. The importance of *peaceful resolution of conflicts* is emphasized in the works: “The Painted Jackal”, “Ballad of East and West” by R. Kipling, myths of the Trojan cycle, “Romeo and Juliet” by W. Shakespeare, “When Angels Rest” by M. Aromstam. Heroes with *an active civic position* are depicted in “The Adventures of Tom Sawyer” by M. Twain, “Polyanna” by E. Porter, “The Wanderings of Lemuel Gulliver” by J. Swift, “Prometheus Bound” by Aeschylus and many other works [4].

The works of Ukrainian oral folk art and author works: V. Rutkivskyi’s “Cossack Shvayka’s Juri”, M. Stelmakh’s “Swan Geese” have a huge potential for awareness of

national cultural identity. The theme of *self-identity, tolerant attitude towards others* is reproduced in the works of H. Tyutyunnyk “Weird”, V. Drozd “White Horse Sheptalo”.

The realization of the importance of *an active civic position* is emphasized in such works as “Zakhar Berkut” by I. Franko, “The Secret of the Cossack Saber” by Z. Menzatyuk, the philosophical and civic lyrics of T. Shevchenko, “Aeneid” by I. Kotlyarevsky, and “The Black Council” by P. Kulish. Respect for human dignity is discussed in the works of V. Symonenko “You Know that You are a Man”, L. Kostenko “Wings”, L. Ponomarenko “Ger Defeated”, M. Kotsyubynskyi “At a High Price”, M. Vovchok “Institute” . The mechanisms of peaceful resolution of conflicts can be discussed on the basis of the plots of M. Pavlenko’s stories “The Little Mermaid from 7-B, or the Curse of the Kulakivski Family”, N. Bichuya’s “The Sword of Slavko Berkuta”, Y. Vinnychuk’s “A Place for the Dragon”, H. Kvitky-Osnov’yanenko “Marusya” [4].

If even 10 years ago, literature programs were dominated by classical works of the art of words, the updated programs contain many works in which young readers’ peers act in modern real circumstances. Pupils of 5th-7th grades are offered works aimed at developing imagination. Such texts encourage schoolchildren to fantasize, to empathize with the heroes. Pupils of 8th-9th grades are offered artistic and expressive works that give an opportunity to reflect on modern life, encourage social activity, the importance of citizenship, environmental thinking, responsibility, tolerance, empathy, respect for others and the ability to think creatively.

The authors of the updated program on Ukrainian literature for 5th-9th grades focused on modern children’s tastes. The lists of books for extracurricular reading are enriched with samples of new relevant literature for children and youth of the first decades of the 21st century. Regarding foreign literature, in each class there is a separate section “Modern Literature”, which presents works of various genres, popular in various countries and related to the problems of modern youth, trends in the development of the modern literary process and culture in general. Among the works recommended for textual study, there are both those written in the 60s and 80s of the 20th century, and those written after 2010.

According to Internet World Stats, as of June 2019, out of the 7,716,223,209 population of our planet, 4,422,494,622 are Internet users [16]. Nowadays, we can visit the best museums and theaters in the world, listen to the most interesting lectures at universities, communicate with friends and colleagues who are in any part of the planet, and even participate in seminars and

conferences without leaving home, thanks only to a gadget and the Internet. These are the achievements and opportunities of the so-called digital revolution.

The world nowadays is digital. Therefore, the use of digital technologies is an important aspect of learning, teaching, and management processes in the field of education at any level. In the context of studying literature (Ukrainian, foreign) in elementary and high school, electronic textbooks are used (not just digitized, but interactive, with virtual 3D materials that teachers can compose at their discretion), textbook scans for download, various materials: interactive laboratories, virtual museums, forums for teachers to communicate.

According to C. Marcelo, C. Yot, C. Mayor, Digital Technology alone does not change the learning environment. It requires a more intense intervention in which technology accompanies teaching and learning strategies that not only prioritize the acquisition of knowledge based on digital resources, but that are based on the appropriation processing of this knowledge by students through productive, experiential or communicative learning activities [10].

Virtual museums are popular among Ukrainian teachers. So, without leaving the classroom, you can get to the virtual museum of the famous British writer Roald Dahl <https://www.roalddahl.com/museum/visit/virtual-museum-tour>, where you can see his personal office, or to the website of the children's museum of the famous Finnish writer Tove Jansson, which is dedicated to the world of Moomintrolls <https://muumimuseo.fi/ru/>.

One of the priority areas of digitization of education is the creation of interactive textbooks. Interactive textbooks created within the EdEra-Books project are popular in Ukraine. They consist of illustrated texts with integrated videos and tests to check the acquired knowledge. They allow to combine different methods of information perception and increase the effectiveness of training <https://www.ed-era.com/books/>.

The use of augmented reality technology makes it possible to make the world modern and visual, the teacher does not need to have many auxiliary educational devices. Now all these “tools” can easily fit on the pages of our textbooks. After all, the technology of augmented reality, which is used in them, is the optimal tool for studying and researching an object that, for certain reasons, cannot be seen and explored in real life.

A valuable achievement of the digital revolution is the emergence of online libraries. When studying a literary work, the teacher can show its “digitized” first edition, or simply recommend pupils to read the original work from the website of one or another online library. Regarding the

development of civic education, several resources for teachers have been created in Ukraine, which contain useful content in the direction of the integration of elements of EDC/OPL into the educational process, democratization of the educational environment, etc. A collection of textbooks and documents of the Council of Europe on relevant issues and materials created in within the limits of the program <https://www.schools-for-democracy.org/biblioteka>.

In 2018, in Ukraine was created Living in Democracy online platform <https://www.living-democracy.com.ua/about-the-project-living-democracy/>, where there are materials from EDC/OPL that will help teachers to better form competences for the culture of democracy in pupils and acquire the necessary skills in applying interesting methods.

Conclusions. So, in Ukraine, in the context of reforming the educational system, civic education is becoming more and more relevant. Today we are talking not only about a separate discipline of the same name, but also about the integration of EDC/OPL into other educational subjects. The topics of EDC/OPL, such as: freedom, equality, identity, responsibility, are correlated with the topics presented in the curricula of Ukrainian and foreign literature for elementary and high school. The programs include the cross-cutting line “Civil responsibility”, which, in our opinion, can be rationally implemented through collective activities – research work, group work, projects, etc., which forms students’ willingness to cooperate, tolerance, promotes awareness of equal rights and opportunities in a democratic society.

Artistic works studied in the course of literature (Ukrainian, foreign, national minorities) are regulated by the program, but there are works that the teacher and pupils can choose from several proposed options. In schools in Great Britain and Germany, the teacher has a greater opportunity for choice.

In our opinion, the priority at the current stage of the development of civic education in the Ukrainian context is learning through participation, emphasis on models of active citizenship, the development of pupils’ critical thinking, which, in its turn, will be more effectively and vividly manifested through the flow of fiction on the relevant topic.

Prospects for further research in this direction will consist in conducting a comparative analysis of civic education in European countries and Ukraine.

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