

THEORY AND INSTITUTIONS OF EDUCATION

DOI <https://doi.org/10.30525/2592-8813-2024-2-2>

VALUE ORIENTATIONS IN TEACHING THE DISCIPLINES OF HISTORICAL AND CIVIC EDUCATION: SOCIO-PHILOSOPHICAL AND LEGAL ANALYSIS

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Abstract. The article analyzes the concepts of “competence”, “personality”, “individuality”, “being”. The state of modern higher education and the quality of teaching subjects in the field of history and civics were comprehensively investigated. The main approaches to the training of future specialists in Ukraine in various areas of training and the difference between personality and individuality are highlighted. The influence of society on the formation of a person-personality and a competent specialist is taken into account.

Present existence, its main forms (human, spiritual, states of nature, things, etc.) are examined in detail. The problems of life in modern realities, world perception are analyzed. The main attention is focused on the transformation of values in society, the appearance of stereotyped thinking. The need for changes in the relationship between the rights and responsibilities of Ukrainians, clearly prescribed in the Constitution of our country, and the values of society has been substantiated. The need of society and institutions of higher education to develop a certain document, which will contain not only competences, but also values for the education of student youth, has been studied.

An analysis of the Higher Education Standards (bachelor's and master's levels) for the specialties “Law” (2022), “History” (2020), and “Philosophy” (2021) was carried out. The socio-philosophical vision of science as knowledge and its main methods are outlined, and the importance of the process of integrating disciplines in institutions of higher education is considered. Current forms, teaching methods, the use of IT technologies in Ukrainian universities and the need for their updating and improvement have been studied. Particular attention is paid to the values that teachers should have for a high-quality educational environment and their changes in students throughout their studies.

Key words: values, educational process, teachers, students, universities, being.

Introduction. The training of specialists in higher education institutions of Ukraine has been significantly transformed with the advent and use of information technologies. Socio-economic development and digitalization all over the world is growing and improving every year. In this regard, specialists are now needed not only smart, but also erudite, multitasking, creative. The flow of information is now very large, and because of this, its perception has changed significantly. The effectiveness of learning the material depends mainly on the forms and methods of teachers' work with student

youth. In addition to competences, students of higher education should develop cultural and value orientations, which today receive little attention during education and personality formation.

The relevance of the research consists in a thorough study of the quality of teaching of educational disciplines in the field of historical and civic education, an analysis of the forms and methods of presentation by scientific and pedagogical workers of material for assimilation by students of higher education institutions of Ukraine. It is worth characterizing the necessary values, understanding of existence and worldview of applicants, which are necessary for any type of employment in our country and abroad, as well as comparing them with the rights and obligations prescribed in the Basic Law of Ukraine. There is a possibility that it may be necessary to propose certain changes to the programs of the specified industries or to develop a separate document with prescribed value guidelines for the formation of individuals.

The purpose of the research: highlighting the implementation of the competence approach in the education of university students; a thorough study of the quality of education in historical and civic fields in Ukraine; uncovering the problem of cultural and value orientations and the existence of modernity during the formation of personalities and multitasking workers.

Main part. The main tasks of the research are the analysis of the concepts of “competence”, “personality”, “individuality”, “being”; study of the state and possibilities of higher education in Ukraine; elucidation of the peculiarities of teaching the disciplines of historical and civic fields; characterization of current existence as a phenomenon of philosophy and values for successful socialization, employment; study of the need to modernize the forms and methods of higher education during student training in order to improve its quality and reorientation to international standards.

In our article, the following special-historical research methods were used to solve specific tasks: historical-comparative, historical-systemic. Among general scientific methods, we chose: analysis, synthesis, comparison, systematization, system-structural. A summary of works was involved, which allowed us to identify certain materials for studying the researched problem.

The issue of improving the existing forms and methods of teaching students of higher education institutions of Ukraine began to be studied mainly in the XX–XXI centuries. Among the latest researchers, these are K. Lisetskyi, O. Plahotnik, V. Pribylova, S. Stelmakh, M. Fitsula, etc. N. Goncharova, P. Horokhivskyi, A. Zyakun, V. Mysan, G. Yakovenko wrote works on the integration of historical disciplines. I. Beh, V. Drachenko, P. Lukoyanov, M. Oksa, I. Semkiv and others worked out the problem of cultural and value orientations of student youth. J. Agassi, M. Zaremskyi, T. Kuhn, I. Lakatos, V. Chuiko paid the most attention to the philosophical understanding of science as knowledge, classification of its methods. Genesis and world perception began to be known since the time of Antiquity (Parmenides, Democritus, Plato, Aristotle, Plotinus), and from the Ukrainian scientists of today – V. Blihar, O. Ryabinina, V. Stetsenko, N. Terletska, V. Shynkaruk, etc.

So, there is a lot of work by researchers on this topic. There is a real opportunity to compare ideas, concepts, and systematize the views of scientists regarding value orientations during the teaching of historical and civic education in universities with the aim of forming competent individuals, future specialists and conducting further research on this issue.

Research results. Modern higher education in the world and in Ukraine depends on many factors, including socio-economic development, political situation, digitalization. Every year, our state is getting closer to European standards in everything. Requirements for specialists are growing, and therefore scientific and pedagogical workers should focus on a competency-based approach.

The concept of “competence” appeared relatively recently. According to the Law of Ukraine “On Higher Education”, the mentioned term means “the ability of a person to successfully socialize, study, and conduct professional activities, which arises on the basis of a dynamic combination of knowledge, abilities, skills...values...” (Zakon Ukrainy “Pro vyshchu osvitu”, 2014). There is also the concept of “competence”, which boils down to the readiness of a specialist to solve a range of issues and achieve

a specific goal. The competent approach must constantly change, because the world does not stand still, that is, it must meet not only purely individual, but also societal requirements (Hrytsenko, 2013: 2–3). All levels of education in Ukraine today should shape personality and individuality, although there is a difference here. In pedagogical and philosophical literature, there is no unequivocal opinion about the primacy of one concept or another. Ukrainian scientist and philosopher V. Blihar believes that individuality is a certain difference from others, a difference. In fact, it is inherent to every person, because we are all different, unique. Personality is a more complex substance to understand. Note that no one is born with it, only everyone becomes it. A person-personality must have his own worldview, values, willpower, understanding of the purpose of his life, etc. It is not possible to become a person outside of society, since there will be nowhere to adopt experience, certain abilities and skills (Blihar, 2021: 182).

Scientific knowledge must meet the following criteria: provenance, usefulness, methodology, possibility of criticality, systematicity. From a philosophical point of view, everything that does not meet these requirements is ordinary information. The fields of scientific knowledge are: mathematics, humanitarian subjects, social and technical spheres, natural science, logic, interdisciplinary studies. Scientific units include: systematizations, theories, hypotheses, graphs, models, facts, concepts, laws, etc. There are many methods of science, in particular: empirical (observation, measurement, experiment), theoretical (axiomatic, formalization, deductive, historicism, logic), general logic (abstraction, modeling, systematic, probability) and others. All scientific knowledge is an indisputable component of higher education and the formation of thinking, views, and abilities of acquirers (Zaremskyi, 2022: 129).

The task of university teachers is to train competent specialists. Competencies are most fully set out in the Higher Education Standards. For example, we have chosen three such documents: “Law” (Bachelor's level), “History” (Master's level) and “Philosophy” (Master's level). In each Standard there are three types of competences: integral, general and special (professional). The first two groups are almost identical for all specialties in Ukraine (ability to solve complex situations of a professional nature; knowledge of the theory and history of the origin of the objects of study; practical implementation of what has been learned; command of the state language; self-criticism; use of IT technologies; preservation and multiplication of moral values, respect for different cultures, etc.) (Standart vyshchoi osvity Ukrainy (Bakalavr) za spetsialnistiu 081 “Pravo”: 2022). Specialists (subjects) include more specific competences of each separate direction of training (finding and analyzing historical sources; being able to present one's research; engaging in project and scientific activities (archaeological explorations); carrying out pedagogical work; observing ethics and academic integrity) (Standart vyshchoi osvity Ukrainy (Mahistr) za spetsialnistiu 032 “Istoriia ta arkeolohiia”: 2020). Note that the Standards also prescribe forms of education; descriptions of objects of study, purpose, methods, tools; content of training; attestation forms; the quality of providing the learning process, etc. It is interesting that for some specialties, in particular philosophers at the “Master's” level of education, clearly prescribed methods are not offered, but there are only general phrases “modern”, “interdisciplinary”, “philosophical” (Standart vyshchoi osvity Ukrainy (Mahistr) za spetsialnistiu 033 “Filosofia”: 2021).

Nowadays, qualitative modernization of the forms and methods of working with students of higher education institutions is necessary. In training, a person-oriented approach must be implemented with the involvement of innovative, interactive technologies (cooperation, modeling, projects (hackathon), discussions, collective and group work in combination with digital technologies, etc.). The teacher will spend more time developing such a task, but the effectiveness will be much higher. It is impossible to teach something without the interest of learners, and the method of presenting the material plays not the least role in this (Koliienko, 2023: 85). Scientific and pedagogical workers become partners, moderators, build creativity among student youth. Of course, not all classes should be so active, but at

the beginning of the academic year or semester, the teacher can think about these points. The integration of subjects from one educational field (for example, history and civic education) should also not be forgotten. Disciplines should not be “detached” from each other. Topics are often intertwined, and certain aspects require clarification (Hrytsenko, 2022: 110; Kozyr, 2021: 176; Shalashna, 2022: 33).

Civic education today is based on universal human values. Its main goal is “...awareness of the values of a civil (free democratic) society, the rule of law, the rights and freedoms of a person and a citizen” (Zakon Ukrainy “Pro vnesennia zmin do Kontseptsii rozvytku hromadianskoi osvity v Ukraini”, 2022). That is, the socio-philosophical understanding of the rights, which are prescribed in the Constitution of Ukraine, is a very important point during the training of students of higher education. The Basic Law of our country has 15 chapters for 161 articles, and only 51, 53, 65–68 contain duties, and all the rest are rights. This is a huge disparity and that is why the understanding of values, including educational values, has changed dramatically (Konstytutsiia Ukrainy, 1996).

The problem of transformation of value and understanding of existence has existed since the beginning of the XXI century. There are many definitions of the concept of “being” and they are all different. Parmenides believed that thinking is already being. In the Middle Ages, everything was owed to God the creator (physical and spiritual, surrounding). Modern Ukrainian researcher O. Ryabinina believes that this is an extremely complex integrated system. Its main forms are man, spiritual, nature, things, and others) (Ryabinina, 2021: 28). All existing problems of today's existence are related to the change in the values of humanity. The spiritual became less important than the material, the desire to know oneself and the Universe also disappeared somewhere. Time seemed to go faster and we stopped noticing all the beautiful things that surround us. It is worth remembering during training and education of personalities that the highest value is the person himself. In addition to each of us, these values include: security, socio-economic stability, preservation of traditions, conformity, hedonism, kindness, independence in various difficult life situations, etc. (Shepetiak, 2020: 411; Kazibekova, 2021: 37; Mykhailishyn, 2021).

Conclusion. Thus, after analyzing a significant amount of philosophical, pedagogical and methodical literature, it can be confidently stated that morals and values have changed, and therefore the needs for specialists are also different than before. Now it is necessary to meet the competencies prescribed in the Standards of Higher Education (in particular, historical and civic fields), to be erudite, multitasking, creative. For the formation of such personalities and the development of their own educational programs, it is necessary for scientific and pedagogical workers to develop a certain document (for example, a code) of cultural and value guidelines on which they will be based. It is impossible to get closer to the knowledge of truths without spirituality, faith, morality, and justice.

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