

## FORMATION OF CIVIC COMPETENCE OF FUTURE TEACHERS IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION

<sup>a</sup>NADIA LUTSAN, <sup>b</sup>ANNA STRUK, <sup>c</sup>OLENA BULGAKOVA,  
<sup>d</sup>VALENTYNA VERTUHINA, <sup>e</sup>TETIANA RUDIUK

<sup>a,b</sup>Vasyl Stefanyk Precarpathian National University, 57,  
Shevchenko Str., 76018, Ivano-Frankivsk, Ukraine

<sup>c</sup>South Ukrainian National Pedagogical University named after  
K. D. Ushynsky, 26, Staroportofrankivs'ka Str., 65020, Odesa,  
Ukraine

<sup>d</sup>Borys Grinchenko Kyiv University, 18/2, BulvarnoKudriavsk  
Str., 04053, Kyiv, Ukraine

<sup>e</sup>Mykola Gogol Nizhyn State University, 104, Shevchenko Str.,  
build. 3, ap.67, 16604, Nizhyn, Ukraine

email: <sup>a</sup>lutsan.nadia@gmail.com, <sup>b</sup>annastruk2311@gmail.com,  
<sup>c</sup>Halen30@ukr.net, <sup>d</sup>v.vertuhina@kubg.edu.ua, <sup>e</sup>Swirid@i.ua

**Abstract:** The article reveals the essence of the concept of "civic competence of future teachers", defined as a set of readiness and ability to actively and responsibly implement the principles of state policy in the field of education in the educational process, be guided by legal acts, observe the rights and obligations of a member of a democratic society, educate the younger generation in the spirit of humanism and diversity. Theoretical and methodological grounds for the formation of civic competence of future teachers based on the integration of the ideas of scientific approaches and the use of the case-study method in the educational process are revealed. It is shown that the case-study method in the civic education of future teachers will contribute to the formation of a person's civic competence as a set of readiness and abilities that enable her to actively and responsibly implement the entire range of civic rights and obligations in a democratic society, effectively apply the acquired knowledge and skills in practical activities.

**Keywords:** civic competence; civic education; components of civic competence; case study method.

### 1 Introduction

The competence-based approach to civic education, formed in the works of various authors and declared within the framework of educational policy at the present stage, suggests that civic competence should be seen as one of the most important learning outcomes of civic education (along with civic values and experience of civic actions). "The civic competence of an individual is a set of readiness and abilities that allow him to actively, responsibly, and effectively implement the entire range of civil rights and freedoms in a democratic society, to apply his knowledge in practice" [2]. At the same time, the competency-based approach defines a set of competencies focused on the semantic component of any type of activity. According to scientists, the concept of competence includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral [11]. From this, it follows that it is always personally colored by the qualities of a particular person. Civic competence can be unfolded through a series of key competencies, each of which is held by a certain set of abilities that make up this competence.

In the pedagogical literature, the formation of civic competence is considered, as a rule, in the context of civic education and civic upbringing. Civic competence is a multidimensional concept. In the scientific pedagogical literature, it appeared relatively recently in connection with distinguishing of such concepts as "competence" and "competency". The term "citizenship competencies" is commonly understood as follows: knowledge and observance of the rights and obligations of a citizen; freedom and responsibility, self-confidence, dignity, civic duty; knowledge and pride in the symbols of the state (coat of arms, flag, anthem) [1, 4, 19]. Civil competence acts as a complex characteristic of a person, manifested in the readiness and ability to consciously, responsibly, and effectively carry out activities in a state governed by the rule of law, based on the civic qualities of the individual and aimed at the realization of civic values.

It should be said that while the problem of educating a citizen is one of the most discussed and studied in pedagogical science and practice, still, the view of this problem from the

point of view of the competence-based approach is still little studied.

An analysis of the available works and studies on various aspects and problems of civic education, upbringing and the competence-based approach allows us to conclude that at present the problem of the formation of civic competence in general, and pedagogical students' civic competence in particular, is one of the poorly developed in the domestic literature. A careful study of the sources indicates that most of the studies, for all their theoretical and practical significance for understanding the process of developing civic competence, consider this problem mainly in a borderline context with other issues, namely, issues of civic education and upbringing, issues of civil society, issues of the formation and socialization of the individual, the problems of civil and legal culture, issues of the formation of citizenship and patriotism, etc.

Practically no holistic, based on modern approaches, ideas about the system of formation of civic competence of students have been revealed, the methodology for the formation of civic competence of students is not considered, the means for evaluating the results achieved are under development, the possibilities of forms, methods, and means of teaching at the university for purposeful formation of civil competence of the future teacher are not analyzed to a proper extent.

At the same time, unfortunately, the insufficient level of civic competence of graduates of pedagogical universities does not allow them to successfully carry out the educational process at school, complicates the formation of a civic-type personality. In this regard, pedagogical universities today have to solve the problem of finding optimal conditions that contribute to the formation of civic competence of future teachers in the process of professional training at a university. Today, the leading place in the preparation of students is taken by professional competence, which allows them to adapt to the requirements of the specialty, while the problems of social and civic responsibility fade into the background or are completely absent. Therefore, complex work is needed to improve the efficiency of the process of forming this competence among students - future teachers.

### 2 Method

The article used a set of methods: theoretical ones - analysis of psychological and pedagogical, civics, philosophical, sociological literature; the method of ascent from the abstract to the concrete; synthesis of empirical material. Also, the study is based on the position on the integrative approach in education in the unity of its directions: interdisciplinary, intradisciplinary, interpersonal, intrapersonal, integration. A holistic approach is applied, which allows considering civic education as an integral cultural phenomenon and identifying the relationship of its components.

### 3 Results and Discussion

A number of authors note that the structure of civic competence consists of the following components: cognitive (a system of acquired civic knowledge and concepts), motivational-value (a system of conscious motives, goals, values that sets interest in civic activity and the need for its implementation), behavioral (formation of skills of real behavior based on compliance with moral and legal norms, fulfillment of duties in accordance with given social norms and one's civil position, inclusion in various types of civic activities in order to acquire and develop moral and value experience of civic behavior) and reflexive (development of adequate self-esteem and self-analysis of the results of various forms of civic engagement) [5, 14].

Other authors distinguish four structural components of civil competence [7, 12, 13]:

1. The cognitive block is associated with knowledge and methods of obtaining it. This is, first of all, knowledge about society and its structure: political, legal, social, historical, cultural, etc. A citizen must have knowledge about the state, the political system, human rights and mechanisms for their protection, the basics of 'social design'. Moreover, it is not knowledge itself that is important in its diversity, but a certain system of knowledge in the most important terms, facts, concepts, which will allow the student to independently replenish the luggage of the necessary information as needed. This requires certain skills in acquiring knowledge, mastering informational competence.
2. The activity (operational) component includes the willingness to play the role of a voter, consumer, public and political figure, etc. A citizen should master the competence of social and political choice, social action, communicative competence, must have certain skills and abilities: think critically, perform civic duties, analyze the political situation, be able to exercise own rights and protect them. This requires the ability to conduct a discussion, debate, enter into a dialogue, define and argue one's position, etc.
3. The axiological component implies that a person has such values as humanism, patriotism, freedom, public good, personal responsibility for the fate of the country, respect for human rights and freedoms, national traditions and cultures, universal human values, democratic norms and rules.
4. The individual component assumes that civic and patriotic feelings cannot be imposed by someone, they cannot be brought up by the purposeful influence of society, the state or school, otherwise it will be the simplest conformism. They must be the product of a conscious personal free choice based on humanistic values.

It should also be noted that civic competencies are manifested in all spheres of individuality [21]:

1. In the intellectual sphere, this is a developed critical thinking, the ability to obtain, analyze, and use information related to life in a civil society, a wide range of social and civil knowledge, skills and abilities.
2. In the motivational sphere, this is a developed civic motivation. A person must be aware of the need to determine his civic position, he must have formed motives for civic activity, developed ability to set goals and the desire to achieve them. He must understand the relationship of his personal success with the development of civil society.
3. In the emotional sphere, it is a high level of legal, civil, and political culture, i.e., positive emotional attitude to activities in these areas.
4. In the volitional sphere, it implies civic initiative, striving for an active role in society, perseverance and determination in achieving one's goals.
5. In the field of self-regulation, it is the ability to adequately assess oneself and one's capabilities in the field of civic activity.
6. In the subject-practical sphere, it is abilities that are manifested in public activities: the ability to influence people, attract society's resources to achieve one's goals, etc.
7. In the existential sphere, this is, first of all, tolerance, awareness of personal interests inextricably linked with the interests of society, the desire for goodness, justice, self-improvement, the public good, and freedom.

The structural-functional model of the process of formation of the civic competence of student youth in a university includes four interrelated blocks: target (setting goals, defining tasks, scientific approaches and their corresponding principles that determine the basis for the formation of civic competence of student youth); meaningful (selection of the main content of the structural components of civic competence, mastered in the process of the gradual formation of civic competence of

students, and the identification of a set of pedagogical conditions that ensure the effective flow of this process); organizational and activity (determining the stages and types of civic activity, forms and methods of work of teachers and students aimed at organizing interaction and integrating the efforts of everyone in achieving social partnership); evaluative and effective (identification of criteria indicators, levels of civil competence formation and diagnostic methods for tracking results).

In the structure of civil competence, we distinguish the following components:

- Cognitive - a system of knowledge about a person, family, society, state, about one's rights and obligations, knowledge of the history, culture, traditions, language of one's people;
- Motivational-value - goals, motives, needs, value attitudes;
- Behavioral - fulfillment of one's civil duties, following the moral and legal norms of society;
- Personal - reflection of one's activity, critique skills and critique activities, responsibility, tolerance.

The formation of civic competence is a long, complex process, as it requires the awareness and assimilation of normative values, traditions, customs, the study of state symbols, the development of social value motivation of behavior, the formation of civic beliefs and views that determine the emotional attitude of a person to himself, to life in country and society, the world as a whole. The formation of civic competence is based on such values as patriotism, citizenship, collectivism, diligence, tolerance [4, 10, 24]. Figure 1 shows the understanding of civic competence within the framework of the European model.

Citizenship Competencies				
Democratic values	Political trust	Political efficacy	Political literacy	Civil engagement and political participation
Attitudes towards gender equality and immigrants	Trust in institutions and political leaders	Perceived political knowledge, skills and ways of making oneself heard	Political knowledge and interpretative skills	Democratic participation in school, civic engagement, and prognosticated political participation

Figure 1. Citizenship competencies in the European model

In turn, global citizenship competence is presented on Figure 2 [20].

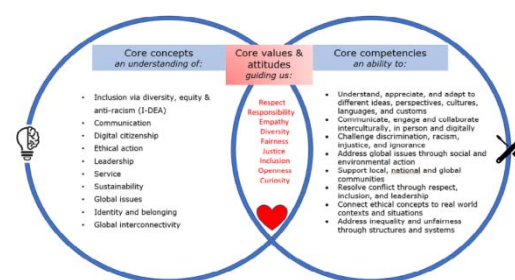


Figure 2. Model of global citizenship competence

The USA is an example of such a state where the level of civic engagement of the population is explicitly high. One can observe manifestations of this property of American society in large-scale protest actions, for example, concerning racial discrimination, political preferences, anti-war sentiments, and other issues. The widespread single or group picketing also demonstrates the high degree of civic engagement in American society. Such pickets even caused a certain dilemma in a number of US universities: many students speak out against the admission of annoying speakers who impose their opinion on campus on students between classes, while the prohibition on

such speeches causes indignation of the speakers themselves, who appeal to the right to freedom of speech [7].

In the United States, the close relationship between civic education and multicultural education provided access to education for all US citizens and was a powerful stimulus for the development of civic education in the late 20th and early 21st centuries. The content of the components of civic education in the United States is based on the anti-discrimination, transmission, transactional and transformational nature of multicultural education. From the standpoint of a multicultural approach, the main components of civic education in the United States include civic skills (abilities) that stimulate civic actions and imply the ability and desire of a citizen to actively and responsibly participate in society [8, 9, 16].

One of the tasks of modern pedagogical science is the search for means of forming civil competence. Nevertheless, today each educational institution independently places emphasis and chooses for itself the most appropriate forms, methods, and means of civic education, based on the accumulated experience, traditions, and priorities [1].

In democratic countries, an educational institution (educational facility) is an institution of civil society, cooperating both with authorities and with civil society institutions, with public organizations. Namely the latter are important subjects of civic education and upbringing. However, in practice, such interaction of universities with public organizations does not always lead to the desired result in the field of the formation of civic competence of students, especially students of pedagogical specialties. Either formal approach or one-sided opportunistic approaches are often used.

One of the possible ways to improve the situation in the field of forming a sufficient level of civic competence in future teachers is to introduce the case-study method into the learning process in the disciplines of the general humanitarian, sociological, and political science areas, which will allow cross-disciplinary training of students in the necessary skills of citizenship, civic position, and civic participation.

It is substantiated in the literature that the case method is an integrative method of training and control aimed at establishing and strengthening links between competency elements, such as knowledge, skills, methods, work experience, motivation, values, qualities, which allows a system of competence to achieve emergent property [3, 6]. It has been proven that the case method can be used as a means of monitoring the effectiveness of the formation of competencies, since the problems contained in the case include psychological, moral, and motivational aspects and have a specialized focus [23]. The case method should be considered as an integrative method of teaching and control. By solving training cases, it is possible to ensure the formation of a system of civil competencies based on the establishment and strengthening of links between its elements. The study of concepts of an interdisciplinary nature ensures the integration of core and non-core disciplines, which allows creating an environment for the formation and development of the competence of specialists as a system characteristic. This is especially important for students-future teachers, as they have not only to master appropriate disciplines but acquire flexible skill of effective teaching others.

The inclusion of cases in the learning process determines the increase in the learning motivation of students, because it requires students to mobilize knowledge, skills in relevant areas, personal qualities that correspond to a set of competencies in a particular specialty. It is also important that the case method integrates the components of the motivational sphere (the ability to make decisions, take responsibility for them, distinguish between the main and the secondary, etc.). The problem of the moral and psychological aspect contained in the case encourages a discussion in which polar points of view are expressed, which contributes to the formation of a citizen and professional worldview, the adoption of a dualism of truths, allows acquiring the skills of research, selection of the necessary information

from the data stream, organization of phased activities to solve the problem, master methods of analysis, selection of optimal and alternative solutions. When introducing cases into the educational process, an integrated learning outcome is achieved, presented in the form of a system of elements of civil competence. The solution of cases activates the entire body of knowledge of students, which, in turn, leads to the urgent need to acquire them. The process of learning in the context of competence-based education involves the formation of any professional competence of a future specialist (including civic competence) by integrating theoretical knowledge acquired in a number of academic disciplines with a methodological, logically justified apparatus for their application in practical professional situations.

We classify the case method as integrative methods on the basis of the presence in the cases of tasks that cannot be analyzed within the framework of one discipline, because they contain multi-aspect problems. The technology of working with cases consists in analyzing the problem presented in an explicit or hidden form, and presenting the most favorable solution in the existing conditions, as well as alternative options. Taking into account today political turbulence in nation states and globally, it seems very important. The main advantage of the case method is the possibility of its application for the formation and evaluation of professional civic competence as an integrative personal characteristic. This advantage is realized through the consideration of practical situations, the solution of which requires the use of knowledge and skills from related and non-professional disciplines, as well as the integration of competencies with personal qualities and worldview attitudes due to the presence of psychological and moral aspects in the cases.

In our opinion, the introduction of cases into the structure of the competency-based approach is an integral part of a more successful formation of the elements of the civic competencies of future teachers, and therefore, improving the quality of education in general. The case method, being an integrative one, is focused not so much on the acquisition of specific knowledge, but rather on the formation of skills and abilities of mental activity, the development of abilities, among which special attention is paid to the ability to learn, the ability to process large amounts of information, analytical activity. Knowledge, skills, methods of activity, professional thinking, basic social attitudes, motivation are important components of competencies. After analyzing the structure of competencies, we came to the conclusion that they are systemic units, consisting of interrelated elements that can be formed and developed in the process of civic education. Therefore, by influencing the elements of the system, we make an impact on the system as a whole, since its new properties appear. From this, we can draw a conclusion about the integrity of the system of this competence, its emergent property. Thus, with the development of the elements of the system, the development of an integral structure occurs, and the development of the system entails the development of its components.

As part of the study, we conducted a pedagogical experiment on the basis of the Chernivtsi National University named after Yuri Fedkovich. At the preparatory stage of the experiment, the development of a model and technology for integrating the case method into the learning process was carried out, the hypothesis was refined, the conditions for implementing the model were identified, and the elements of competencies to be formed and developed using the experimental model and technology were identified. The selection of diagnostic tools and the development of a competence assessment system were carried out. The result of this stage was the specification of the content of the civic competence of future teachers, the developed model and technology of experimental teaching. At the second stage, experimental teaching based on case studies was carried out to test the effectiveness of the developed model and technology of training and control. The result of this stage was the approbation of the technology for the formation of civic competence of students of the pedagogical specialty through the case method.

Diagnostic procedures were carried out to determine the effectiveness of the implementation of the model and technology of training and control.

In the course of the experiment, the teacher played the role of a consultant, and experts from public organizations were involved in the assessment of case analysis by students – they assessed the success of the formation of civic competencies on a ten-point scale in accordance with cognitive levels: knowledge, understanding, application, analysis, synthesis, evaluation.

The experts observed the solution of cases in groups, for individual work, analyzed the questions of students which appeared during work, when the solution of the case was homework. The distribution of roles in groups was also monitored (case solution, solution presentation, report writing, etc.). The experts could independently choose which of the students would present the case solution in order to ensure the involvement of each of the students in the work. In accordance with the proposed scale, an independent expert group and a teacher assessed the success of competencies forming. To assess the development of competencies by means of expert review, control points were selected: before the start of the experiment, short-term and long-term periods, which corresponded to the first and second semesters of training.

Knowledge, abilities, skills, motivation, values and personal qualities, experience of activities, developing, entail the development of the system, while, not being elements of the system, they could not fully develop. In addition, the quantitative accumulation of any of the components would not mean the possibility of their implementation in the absence of motivation. A positive motivational orientation is an important component of the process of formation of civil competence [17, 22]. In the long term, the number of students who showed an increase in the motivation for civic participation and the formation of a clear civic position significantly (by 63%) exceeded the number of such students in the short term. In turn, in the short term, the number of students who showed an increase in the motivation for civic participation and the formation of a clear civic position was 28% higher than the number of such students before the start of the experiment.

In addition, the attitude of the students of the experimental group to the learning process has changed - the studied information was perceived consciously and applied in various aspects: in terms of significance for the discipline being studied, in terms of the meaning of the teaching profession being mastered, and also in the applied aspect for solving a specific problem.

The case method is quite complex, integrative, the teacher must be able to build a creative atmosphere of searching for truth when comprehending a specific practical situation, exercise, task, event. This method intensifies the student's creative abilities, his creative thinking, increases responsibility for social and civic decisions, teaches to work in a team (including multicultural ones), develops the ability to conduct a discussion, argue own point of view, teaches a student to effectively perform his civic functions in society in the context of performing professional functions (teaching and educating schoolchildren). Case studies as a teaching method contribute to the formation of students' ability to make decisions first in similar, and then in non-standard specific social and civil situations. When introducing cases into the educational process, an integrated learning result is achieved: solving cases activates the entire body of students' knowledge, which leads to the urgent need to acquire them.

When implementing the technology of working with educational cases within the framework of integrating the developed model into the educational process, it is necessary to follow a number of methodological recommendations, in particular: educational cases must be integrative and professionally oriented, which corresponds to competence-based education; the results of work on cases should be reflected in the portfolio of students; the training case should contain problems of a moral and

psychological nature that give rise to a discussion; work with cases should be systematic.

#### Literature:

1. Amna, E. (2012). How is civic engagement developed over time? Emerging answers from a multidisciplinary field. *Journal of Adolescence*, 35(3), 611-627.
2. Ata, A. (2019). Fostering Students' Civic Skills: Education for Sustainable Democracy. *Georgia Educational Researcher*, 16(1), Article 7.
3. Baron, A., & McNeal, K. (2019). *Case Study Methodology in Higher Education*. IGI Global.
4. Barrett, M. (2016). *Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies*. Strasbourg, Council of Europe Publishing.
5. Barrett, M. (2021). Citizenship competences. *Scuolademocratica, Special Issue "Educazione civica e alla cittadinanza"*, 145-160.
6. Bonney, K. (2015). Case Study Teaching Method Improves Student Performance and Perceptions of Learning Gains. *Journal of Microbiology and Biology Education*, 16(1), 21-28.
7. Brammer, L., Dumlao, R., Falk, A., Hollander, E., Knutson, E., Poehnert, J., Politano, A., Werner, V. (2013). *Core competencies in civic engagement*. Center for Engaged Democracy, Merrimack College, USA.
8. Burchett-Gauna, B., & Paul, M. (2016). Civic Education Training Promotes Active Learning with Real-world Outcomes. *SPACE: Student Perspectives About Civic Engagement*, 2(1), 18-21.
9. Cress, C., Collier, P., & Reitenauer, V. (2013). *Learning through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities*. Stylus Publishing.
10. Eurydice. (2012). *Citizenship Education in Europe*. Education, Audiovisual and Culture Executive Agency. Brussels, 13, 34-35.
11. Himmelman, G. (2013). Competences for teaching, learning and living democratic citizenship. In: D. Murray, & d. Lange. (Eds.). *Civic Education and Competences for Engaging Citizens in Democracies*. Sense Publishers, p. 4.
12. Hoskins, B., & Crick, R. D. (2010). Competencies for Learning to Learn and Active Citizenship: Different currencies or two sides of the same coin? *European Journal of Education*, 45(1), Part II, 121-137.
13. Jayadiputra, E., Sapriya, A., Karim, A., Rahmat, B. (2019). 21st Century Competences in Civic Education Curriculum of Indonesia. *Advances in Social Science, Education and Humanities Research*, volume 418 2nd Annual Civic Education Conference (ACEC 2019), pp. 99-102.
14. Jurs, P. (2014). Forming components of civic competence. *Journal of Teaching and Education*, 3(3), 25-277.
15. Komalasari, K. (2016). The effect of contextual learning in civic education on students' civic skills. *International Journal for Educational Studies*, 4(2) 179-190.
16. Levinson, M. (2012). *No citizen left behind*. Harvard University Press.
17. Llewellyn, K. R., Cook, S. A., & Molina, A. (2010). Civic learning: Moving from the apolitical to the socially just. *Journal of Curriculum Studies*, 42(6), 791-812.
18. Magjuka, M., & Musil, K. (2022). *Power to the Polls: A Guide to Developing Civic Learning, Election Engagement, and Political Action in Higher Education*. Stylus Publishing.
19. Print, M., & Lange, D. (Eds.) (2012). *Civic Education and Competences for Engaging Citizens in Democracies*. Sense Publishers.
20. Rubin, B., & Giarelli, J. (Eds.) (2012). *Civic Education for Diverse Citizens in Global Times: Rethinking Theory and Practice*. Routledge.
21. Sundawa, D., & Dahliyana, A. (2017). The Influence of Civic Education Teachers' Competence on Classroom as a Laboratory of Democracy. *The 2nd International Conference on Sociology Education, ICSE 2017*, 195-199.
22. Tantengco, N., & Martin, E. (2017). Civic Competencies in Teacher Development among Normal Schools. *Jurnal Pendidikan Sains Sosial dan Kemanusiaan*, 10(1), 1-18.

23. Thomas, G. (2013). *Case study methods in education*. SAGE Publications.

24. Van Driel, B., Darmody M. & Kerzil J. (2016). "Education Policies and Practices to Foster Tolerance, Respect for Diversity and Civic Responsibility in Children and Young People in the EU". NESET II Report. Luxembourg: Publications Office of the European Union, doi: 10.2766/46172.

**Primary Paper Section: A**

**Secondary Paper Section: AM**