

від використання рухливої гри як засобу формування цінностей співпраці, взаємодії, толерантності, емпатії, відповідальності існує в різних країнах світу. В українській народній педагогіці рухливі ігри також розглядаються як засіб формування ціннісних орієнтацій особистості. Кращий зарубіжний та вітчизняний досвід слід інтегрувати з метою запровадження системного використання рухливих ігор з метою формування ключових цінностей старших дошкільнят.

**Ключові слова:** ціннісні орієнтації, рухливі ігри, відповідальність, емпатія.

## CIVIL EDUCATION IN UKRAINIAN SCHOOL: DEVELOPMENT AND PROSPECTS

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**T**he research purpose is to study the genesis of school civic education in Ukraine from optional courses to the compulsory subject “Civic Education”.

It is revealed that the development of civil society as a sphere of self-expression of free individuals, voluntarily formed associations, horizontal ties involves the presence and expression of the civic competence of its members. Formation and development of civic competence of an individual is the main task of school civic education.

It was found that at the end of the twentieth century, trends in updating the education content, the transition of high school to profiling one led to the emergence of elective courses in civic education in schools. Guided by the recommendation of the Committee of Ministers of the Council of Europe (14.05.85), in the 10–11 forms of specialized schools, gymnasiums and lyceums with a profound study of social and humanitarian disciplines the course “Human Rights” was introduced. Since 2005, the Ministry of Education and Science of Ukraine has recommended the elective course “Human Rights” for profile classes. In 9 classes of schools the course “We are

the citizens of Ukraine”, which integrated knowledge on political science, sociology, social psychology, economics, philosophy, was implemented. Its main purpose is to form a socially competent, active, responsible citizen and patriot of Ukraine.

It is revealed that the goal of the above-mentioned courses as well as such elective courses as “European Studies”, “Learning to be citizens”, “Learning to choose”, “Investigating the humanitarian law”, etc., is predetermined by the formation / development of student citizenship. The elective courses contributed to the students’ education in the spirit of human rights, respect for human dignity, equality, understanding of the foundations of state organization, the connection between the rights and duties of a human and a citizen through the formation of legal and civic competences, relevant values, skills, experience in protecting their own position, civic position and activity.

The courses were based on the latest, self-centered and competent approaches to learning, envisaging the use of innovative techniques and technologies at the lessons.

It was found out that in the 2018–2019 academic year, the integrated subject “Civic Education” was introduced in Ukrainian schools (grade 10, standard level).

It was concluded that this course partially absorbed the experience of school education in Ukraine. Its main task is the formation of civic competence of students in the aggregate of civic knowledge, skills and attitudes.

The urgent task is to expand the practical experience of students’ civic participation, to form their competent citizenship, to create conditions for the formation of an individual, for whom civil society is the center of the disclosure of their creative possibilities, satisfaction of personal and social interests.

**Keywords:** civic education, civic competence, elective courses, citizenship.