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A MODEL FOR DEVELOPING TEACHERS' CAPABILITIES TO FOSTER STUDENTS' HUMAN RIGHTS COMPETENCIES

Abstract. *Due to the ongoing war in Ukraine and relating human rights violations, a heightened emphasis on human rights education is pivotal both inside and outside of Ukraine. Since teachers have an enormous influence on the young population and, consequently, on society in general, it is crucial that they are capable of fostering students' human rights competencies. Therefore, human rights education is essential in teacher training, so prospective teachers can positively impact future generations. With this article, we aim to analyse the current state of human rights education both in Ukrainian society and its formal education system. On this basis, we create a model for developing teachers' capabilities to foster students' human rights competencies. Ukraine has ratified the majority of international normative legal documents on human rights education. The accomplishment of the concept of the New Ukrainian School as well as changes in legislation have created a foundation for the implementation of human rights education in the formal education sector. This article analyses the Ukrainian program of human rights education by focussing on the sociological research study "Human rights in Ukraine" (2016) and the survey "Human right in school" (2016). The results show that Ukraine does not have a national strategy in form of an integral system of human rights education. Moreover, educational methods in human rights education remain a 'terra incognita' for a significant number of teachers because there is a lack of effective tools for teachers to foster students' human rights capacity. However, Ukrainian teachers in general understand the need for human rights education. Therefore, we suggest a model for developing teachers' capabilities to foster students' human rights competencies.*

Keywords: *human rights education, human rights competencies, school, teacher, Ukraine.*

Statement of the problem and its relation to essential scientific and practical tasks. Human rights violations are one of the most crucial problems of humanity. Wars and armed conflicts, disparities in socio-economic development within and between countries, multi-million migration flows of internally displaced persons, manifestations of racism and intolerance, double standards regarding the respect and observance of human rights, and the exacerbated issue of international

terrorism are some of the key problems countries are facing worldwide. Many of the listed issues are extremely important for Ukraine today [1].

Human rights and fundamental freedoms constitute the highest social value in any state under the rule of law. All state activity, above all, in the sphere of public administration, should be directed to the implementation of human rights and foster their fullest realization in public life. After all, the constitutional system of Ukraine is based on the recognition of each individual person. Their lives and health, honor and dignity, inviolability and security, and the priority of their rights and freedoms

are considered as the highest values. Guaranteeing human rights and freedoms is the main duty of the government and the state bears responsibility towards people and society for its activities.

The constitutional principle is the principle of the rule of law, which is enshrined in Art. 8 of the Constitution of Ukraine. It states that citizens exercise their rights according to the principle “everything that is not expressly prohibited by law is allowed”, and state bodies and their officials — according to the principle “only what is expressly defined by law is allowed”. Ukraine recognizes the priority of universal human values, adheres to generally recognized norms and principles of international law [2].

In addition to these defining constitutional provisions, which constitute a solid legal basis for the status of a person in Ukraine, their constitutional rights and freedoms are enshrined in the special section “Rights, freedoms and duties of a person and a citizen”. In turn, these rights and duties as well as the above-mentioned constitutional principles constitute the constitutional status of each person and citizen.

Respecting and observing human rights and freedoms should be a priority for any state. In 1991 Ukraine became an independent country and took the first step on the way to asserting democracy and the rule of law. Thus, in the Constitution of Ukraine, a separate section is devoted to the rights and freedoms of each person and citizen. Art. 21 of the Constitution of Ukraine defines that all people are free and equal in their dignity and rights. Human rights and freedoms are inalienable and inviolable. According to Art. 22 of the Basic Law of the state, the rights and freedoms of a person and a citizen, enshrined in this Constitution, are not exhaustive. Constitutional rights and freedoms are guaranteed and cannot be revoked. Part 3 of Art. 22 of the Constitution of Ukraine emphasizes that the adoption of new laws or the introduction of amendments to existing laws shall not allow narrowing of the content and scope of existing rights and freedoms [2; 3].

Understanding human rights is one of the prerequisites for their respect, provision, and protection. And “civic and social competences related to the ideas of... justice, equality and human rights” are among the key competences that comprehensive general secondary education is aimed at forming. This is a norm of the Law of Ukraine “On Education” [4].

An analysis of recent research projects that initiate a problem solution. Review of references related to the research of features and areas of human rights study implementation into school curriculum revealed lack of detailed research in this area. However, over the last several years, sociologists, especially Ukrainian ones, showed increased interest in specific aspects of the study of Ukrainian society views, namely views of teachers from New Ukrainian schools on human rights under conditions of military conflict. At the same time, foreign researchers analyzing ways of human rights study consider civil society as totality of various local initiatives to be the object of research.

The study of human rights, namely education in the field of human rights has been the subject of research of the following foreign scientists: Chie Noyori-Corbett & David P. Moxley, Sumner B. Twiss, Serpil İşlek and others. At the same time, the issue of modeling of teachers’ preparedness to form students’ competences in human rights has not yet been a subject of a research.

The aim of our research article is to analyze current stage of the issue of human rights in Ukrainian society, namely in formal education, and elaboration of the model for developing teachers’ capabilities to foster students’ human rights competencies.

Presentation and justification of research material and findings. It is difficult to protect children’s rights even in times of peace, but it is especially difficult to guarantee their realization during armed conflicts. Problems related to the protection of people’s rights are constantly in the center of attention of society and the state, mass media and law enforcement agencies, political scientists and sociologists, historians and lawyers, theorists and practitioners in Ukraine and other countries.

Issues of modern education, physical and moral health of children, reduction of the level of deviance in the behavior of minors, elimination of homelessness and neglect of children, violations of their legal rights acquire the character of nationwide problems in the modern world that require immediate resolution. The above shows the relevance of the fostering of human rights competencies of students and, accordingly, the teacher’s preparation for this type of activity, which determined the choice of the topic of our article.

In the autumn of 2017, the Ministry of Education and Science of Ukraine, the Ministry of Justice

of Ukraine and the Ministry of Information Policy of Ukraine, together with non-governmental organizations, developed the National Program on Education in the field of human rights [5].

This program requires the approval of the President of the National Strategy in the field of human rights until 2020, in accordance with the recommendations of the World Program of the United Nations Education in the field of human rights. During the creation of the program in Ukraine, the legislators did not “invent the wheel”, but used the recommendations of the World Program of Education in the field of human rights [6].

To illustrate the need to create and introduce a program on education in the field of human rights, we present the results of the sociological study “Human Rights in Ukraine”. It was conducted from October 22 to November 6, 2016 by the “Democratic Initiatives Foundation” named after Ilko Kucheriv and the firm “Ukrainian Sociological Service” commissioned by the UN Development Program in Ukraine and in cooperation with the NGO “Human Rights Information Center” as well as the Office of the Commissioner of the Verkhovna Rada of Ukraine for Human Rights.

The interviewed Ukrainians consider the right to life as the right to acceptable social and economic conditions, and not in the sense of deprivation of life. Similarly, 86% of the respondents showed a wrong understanding of human rights. For example, they considered the situation when someone was sold stale products and refused to take the goods back a violation of human rights. Human rights defenders explain that only the state, its representative, and not an individual can be a violator of human rights. Also, the study showed that about 58% of citizens never tried to protect their rights, and 28% called the mass media the best defenders of their rights [3]. At the same time, about 19% of respondents believe that we do not have any effective means of protecting human rights, and almost 15% could not give an answer to this question.

Therefore, in order to improve the competencies of teachers on the issue of human rights in Ukraine, the EdEra Online Education Studio, the Organization for Security and Cooperation in Europe and the Ministry of Education and Science of Ukraine developed and implemented a free online course for teachers, methodologists, and administrators of educational institutions called “Human Rights in Education Space”. This course is optional.

However, it is recommended by the Ministry of Education and Science of Ukraine [7].

A total of 2,002 respondents were interviewed according to a nationwide quota sample, which represents the adult population of Ukraine (18 years and older) by regions of Ukraine, types of settlement (Kyiv, regional centers, other cities, villages), gender and age. The survey was conducted in all regions of Ukraine, the city of Kyiv and controlled areas of Donetsk and Luhansk regions. The survey was not conducted in Crimea annexed by Russia, the city of Sevastopol and the occupied territories of Donbas. The maximum random error (without taking into account the design effect) does not exceed 2,2% with a probability of 0,954. At the same time, experts note that even among the most educated respondents, the share of those who defended their rights is only 54%. That is, although younger, more educated and wealthier people are more inclined to resort to active protection of their rights, but even among them, readiness for such actions is rather at an average level [3].

The initiators of the program are convinced that human rights education will receive a pivotal role in the Ukrainian education system if the state fosters a strategic direction in terms of educational policy, its implementation, creation of educational atmosphere, as well as teaching and professional development of teachers. All these areas are provided for in the National Program. The goal of the program is to develop and implement a comprehensive system of human rights education in Ukraine in accordance with the World Program [5].

The National Strategy on Human Rights designates the Ministry of Education and Science of Ukraine as the main executor of the program. The co-executor is the Ministry of Justice of Ukraine. The necessity of such a program was demonstrated by the results of the study “Human Rights in Ukraine”. Ukrainians are not oriented in the concept of human rights and have low motivation in protecting their rights. As a rule, human rights are contrasted with responsibilities in Ukrainian schools, and discipline is considered the main human trait that the school educates. So, for example, in the textbook “I in the world” for the third grade, children are asked to distinguish between actions, rights, and duties, such as respect your parents, express your own opinions, respect your motherland. At the same time, the child is given an instruction that distorts the understanding of

human rights as such: “You have to learn that rest and entertainment come only after the lessons have been learned”.

Ukraine has ratified most of the international documents that contain provisions on education in the field of human rights. In combination with the concept of the New Ukrainian School and changes in legislation, this creates a good basis for the introduction of philosophy in the field of human rights into education. The Concept of the New Ukrainian School contains many references to human rights, as well as many topics that allow us to talk about human rights. But there are also risks: in particular, the fact that there are no provisions dedicated directly to human rights education.

Until today, human rights education is not satisfactory implemented in the Ukrainian education system. Nevertheless, different processes are leading towards this direction. For example, the course “Civic education” for 10th grade students includes human rights as a topic. Monitoring and surveys confirm that the most suitable subject for the implementation of human rights education is the subject of “Jurisprudence”. However, this very subject now broadcasts a distorted understanding of human rights, partly due to terminological problems. “A classic example of a distorted understanding of human rights is defining them as opportunities sanctioned by the state, which denies the natural character and universality of human rights. Another such common example is the establishment

of interdependence between human rights and the duties of citizens, which are actually practically unrelated legal institutions” [8].

Nevertheless, the expert survey of teachers “Human Rights in Ukraine” shows that educators rate the teaching of human rights at school as satisfactory or quite good [9]. It was held from November 22 to December 6, 2016 by the Ilko Kucheriv Democratic Initiatives Foundation on behalf of the United Nations Development Program in Ukraine and in cooperation with the Human Rights Information Center and the Office of the Human Rights Commissioner of the Verkhovna Rada of Ukraine. A total of 112 respondents were interviewed. In the figures below, we present the sociological survey of teachers “Human Rights at School” (2016) which are presented in the charts below [9; 10].

After analyzing the results of the survey, we can state that for a significant number of Ukrainian teachers, who are entrusted with teaching human rights, educational methods on human rights remain a terra incognita: it seems that it is clear what it is about, but effective tools are lacking. At the same time, a dry theoretical input makes it challenging to explain to students the importance of the process and its practical implementation in real life. The study of human rights at school is often perceived as a purely theoretical issue that is detached from life both by students and teachers.

Under the present circumstances, one of the most important priorities for modernizing

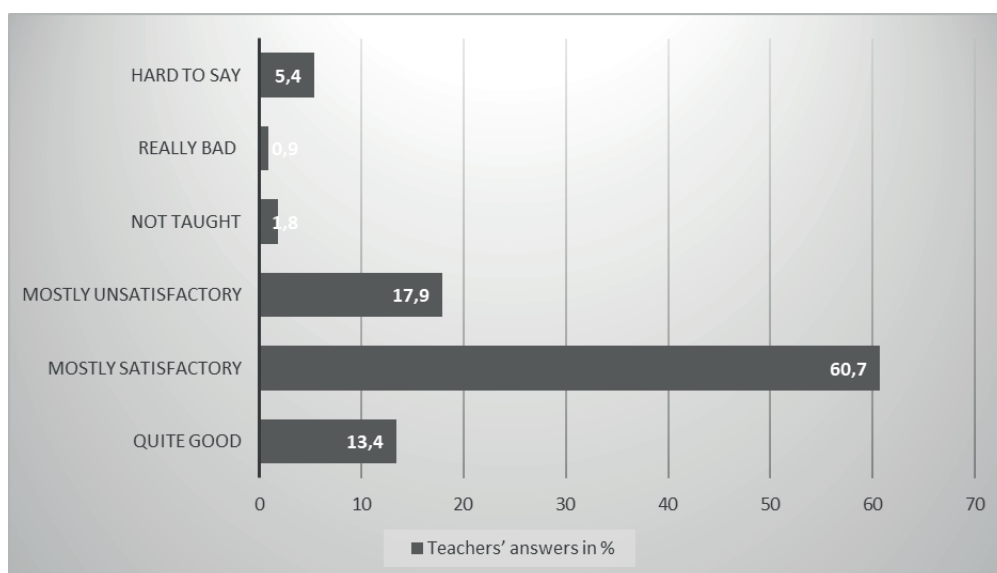


Fig.1. Level of teaching human rights in schools

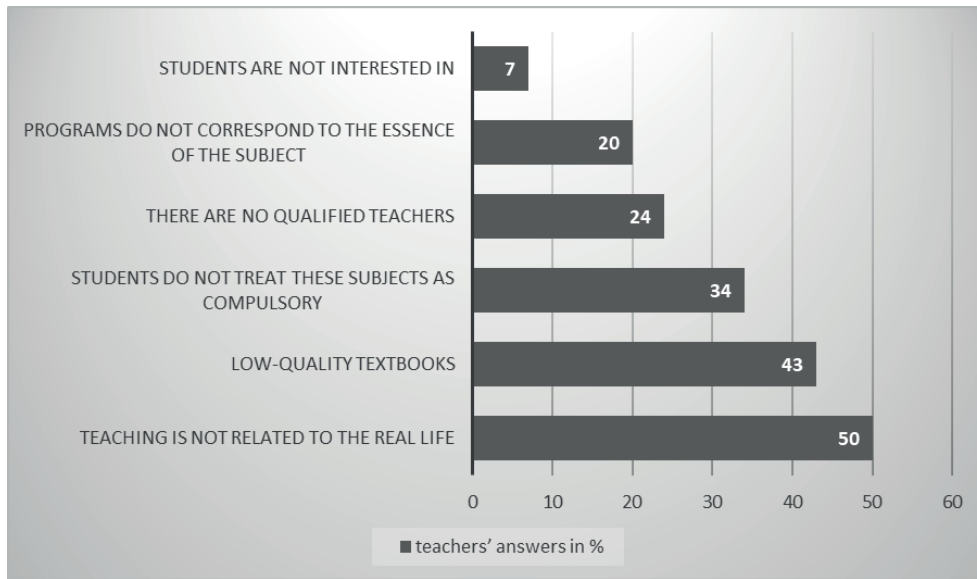


Fig. 2. What teachers are not satisfy with in teaching

the content of education is “updating the content of school education on human rights, rethinking the essence of each of the components of the education system (primarily targeted, meaningful and technological) on the basis of personality-oriented, activity-based and competence-based approaches”.

A necessary condition for the successful professional activity of a teacher in the fostering of students’ knowledge of human rights is their own education and promotion of a human rights-based worldview, namely “knowledge of law, laws, by-laws, decisions of the Constitutional Court of the

country and the European Court of Human Rights, as well as conviction in accordance with laws and by-laws, international standards in the field of human rights; agreement with the legal prescriptions of laws, fostering of deep legal thinking; ability to critically interpret legal norms, principles and other legal means in view of their humanistic, democratic and moral content” [11].

It is about the education of the teacher in human rights. After all, in order to impart knowledge of human rights, legal consciousness, and the system of legal knowledge to students, first of all,

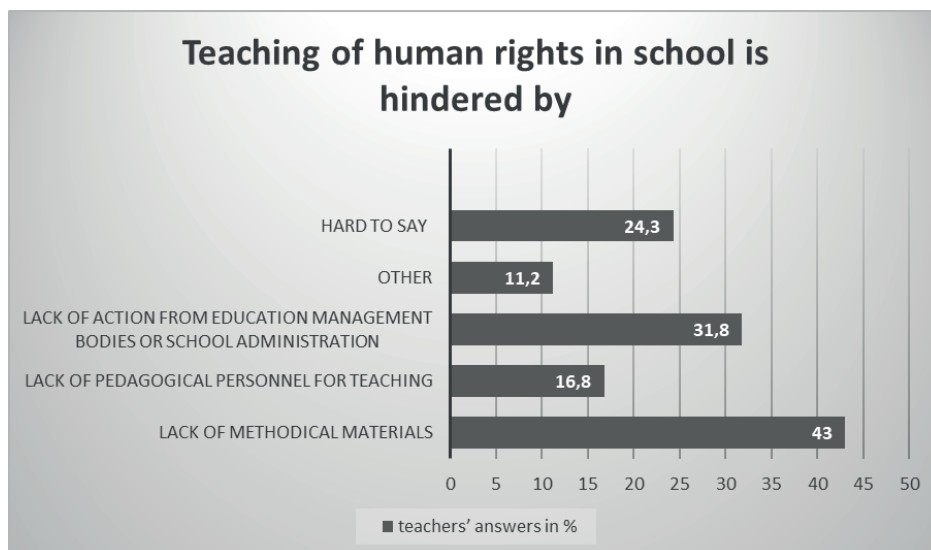


Fig. 3. Teaching of human rights in school is hindered by

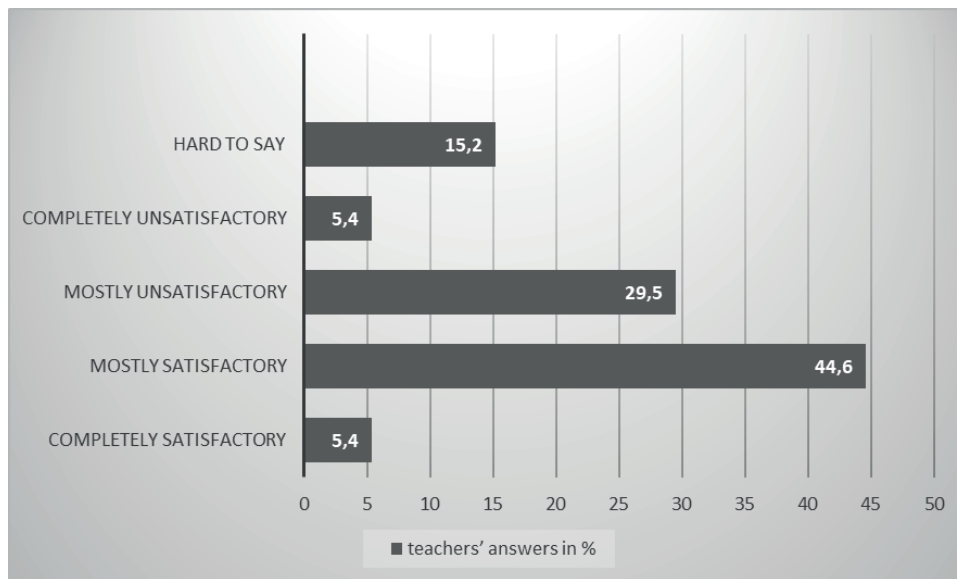


Fig. 4. Quality of textbooks or chapters dealing with human rights

teachers themselves must be educated, that is, they must have knowledge about law, laws, by-laws, about human rights, as well as a number of other related topics. Under such circumstances, a human rights-based world view can be fostered.

If a teacher's education on human rights is reduced mainly to knowledge, the worldview already corresponds to conviction in this knowledge, acceptance of it by the teacher personally. It is on this basis that a convincing transfer of knowledge to students is possible. After all, according to the own worldview, teachers select facts, various phenomena in social life and, most importantly, interpret them in their own way. The teacher's interpretation of these phenomena is reflected in the minds of students and is one of the important aspects of shaping their worldview. For a full-fledged formation of knowledge on human rights of students, the teacher needs not only education on human rights, but also a thorough psychological and pedagogical preparation. At the current stage, education on human rights and legal preparation of the teacher is important, based on the situation that is developing in Ukraine. After all, it is precisely a social, political, economic, and legal phenomena that students face. All these features determine the Ukrainian society and have a potential for its further development.

A promising solution to the problems of modern professional teacher training is connected with a personal approach, where the key is the personality, the development of the spiritual perspectives,

flair, opportunities for creative development, etc. In the context of science and practice, the urgent need to foster and implement a personal approach as a certain integral set of conceptual and practical tools of modern pedagogy and psychology is becoming more and more aware. It should be noted that the development of a personal approach is a complex theoretical and practical problem because a person is the most complex entity. The specified provisions of the implementation of a personal approach in the process of training a teacher for the formation of knowledge on human rights provide for each individual's awareness of their mental state (psychology), self-improvement and re-education based on understanding the key principles, trends, patterns of such processes (pedagogy).

Presentation and implications of scientific results. In the context of our research, it is important to identify the specifics and justify the expediency of our model for developing teachers' capabilities to foster students' human rights competencies.

Below is a description of our model. We consider the effectiveness of the introduction of a person-oriented approach through the formation of teachers' knowledge on human rights of professionally important features, in particular, value orientations such as the axiological component and the cultural approach.

The axiological component in the appropriate psychological and pedagogical training of a teacher for the formation of knowledge about human

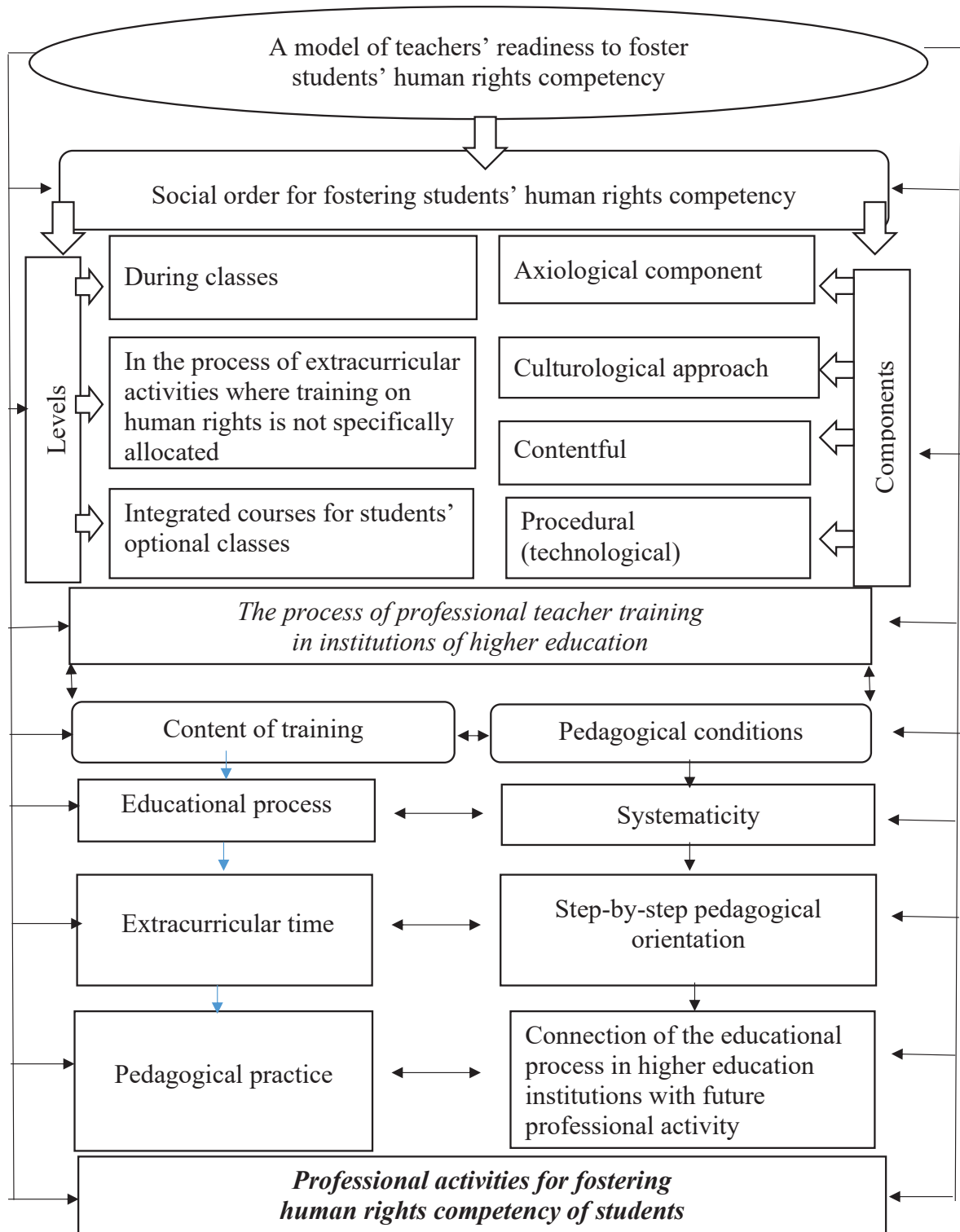


Fig. 5. A model of teachers' readiness to foster students' human rights competency

rights is a system of purposeful influence in relation to spiritual foundations, norms, ideas, feelings, conscious beliefs, which in the future develops moral and psychological stability, reliability, and willingness to work of professionals under extreme conditions.

A cultural approach is important for the promotion of high moral and intellectual traits of a teacher in the process of forming knowledge about human rights. Its importance in the training system should relate the social requirements to the level of professional-legal culture and professional competencies of future teachers.

Pedagogical conditions for the development of the teacher training system for the formation of human rights knowledge can be defined as follows:

- integrity of the legal component of human rights in the psychological and pedagogical training of future teachers;
- ensuring the valuable aspect of human rights knowledge in the training of future teachers [12].

The capabilities of teachers for fostering human rights competencies of students consists in providing optimal conditions for the development of professional thinking, the acquisition of knowledge and the assimilation of skills and abilities of professional activity thanks to its modeling. Therefore, in our research, we use the method of simulation modeling and build a model for developing teachers' capabilities to foster students' human rights competencies. Simulation modeling is the process of constructing a model and certain experiments to understand the system's behavior and evaluate (within the limits imposed by some criteria or their combination) different strategies for ensuring the operation of such a system.

Unlike other methods, this modeling provides the opportunity to analyze various options, predict the results of appropriate management decisions more accurately, which makes it possible to avoid undesirable consequences and increases the positive result of the decisions made. Therefore, simulation modeling is extremely important for the study of complicated objects such as pedagogical systems, direct "experimentation", where difficult, sometimes irreparable consequences are possible.

The model for developing future teachers' capabilities to foster students' human rights competencies serves as a set of theoretical knowledge and practical skills (analytical-prognostic, project skills and reflection) at a new qualitative level.

The content component of the training model for future teachers should include readiness for

purposeful activity, which will be based on a set of theoretical knowledge and skills at a new qualitative level. This component is interpreted in the introduction of the special course "Human Rights in Education" and the use of certain educational methods, forms and tools in pedagogical education institutions.

The procedural (technological) component of the model provides for the gradual organization of the educational process of students, taking into account the specifics of all stages of multi-level pedagogical education, ensuring the continuity of setting and performing didactic tasks in accordance with the choice of educational content, forms, methods and means.

The model for developing future teachers' capabilities to foster students' human rights competencies covers *the process of professional training of teachers in higher education institutions and their future professional activity*.

The connecting link of these two systems is *pedagogical practice*, when students actually perform their professional functions in the real conditions of a general secondary education institution. The feature of the model, which ensures its binary nature, is the gradation, which allows considering the two models (teacher training and the promotion of human rights competencies among students) in unity and constantly using the relationships between them.

The successful implementation of the proposed model is possible if the following pedagogical conditions are met:

- a systematic training of future teachers for pedagogical practice at school;
- a phased pedagogical orientation of the content of higher pedagogical education to the immediate solution of the problems of forming the legal component of their readiness thanks to the interdisciplinary integration of pedagogical and special subjects;
- continuity of connections between the educational process of students in institutions of higher education and their future professional activities.

Therefore, directing the educational process in institutions of higher education to a qualitatively different essence of the content of the requirements for the professional activity of a modern teacher; creation of a model for teacher training programs to foster students' human rights competencies, taking into account a set of theoretical knowledge and certain skills at the level of purposefulness, enables innovative school conditions [13].

Thus, teachers should perceive human rights not only as a system of laws and rules but as a human-made system of values that aims to ensure a stable coexistence of society.

Conclusions and prospects for further investigation in this direction. Having studied the experience of fostering human rights competencies in Ukraine, we come to the following conclusions:

1. The individual, their rights and freedoms constitute the highest social value in the country under the rule of law, which is enshrined in regulatory and legal documents. A national program for human rights education has been developed.

2. The need to introduce the program on human rights education was demonstrated by the results of the analyzed sociological study “Human Rights in Ukraine”.

3. On the other hand, the analysis of the results of the expert survey of teachers “Human Rights in Ukraine” showed that for a significant number of Ukrainian teachers who are entrusted with teaching human rights, educational methods on human rights education remain a terra incognita: even if it is clear what it is, there is a significant lack of effective tools.

4. Today, Ukraine does not have a comprehensive human rights education system. Different processes are taking place in this direction. For example, human rights issues are studied in the course “Civic Education”, in the 10th grade there is a topic on human rights. Monitoring and surveys confirmed that the most suitable subject for the implementation of human rights education is considered to be the subject of “Legal Science”.

5. The combination of the concept of the New Ukrainian School and changes in legislation creates a promising foundation for the introduction of philosophy in the field of human rights education in schools

6. In the course of our research, we suggested a model for developing teachers’ capabilities to foster students’ human rights competencies.

Further directions of research include the empirical verification of the teacher training model for the promotion of human rights competencies.

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МОДЕЛЬ ГОТОВНОСТІ УЧИТЕЛІВ ДО ФОРМУВАННЯ КОМПЕТЕНТНОСТІ З ПРАВ ЛЮДИНИ В УЧНІВ

Анотація. У сучасному світі питання філософії освіти у сфері прав людини набувають характеру загальнонаціональних проблем, що потребують негайного розв'язання. Це зумовлює актуальність дослідження формування компетентності з прав людини в учнів і відповідно підготовку вчителя до такого роду діяльності. Метою дослідження є вивчення сучасного стану проблеми прав людини в українському суспільстві, зокрема в шкільній освіті, й розроблення моделі готовності учителів до формування компетентності з прав людини в учнів. Узагальнено, що Україна ратифікувала більшість міжнародних нормативно-правових документів, які містять положення щодо освіти у сфері прав людини. Акцентовано увагу на тому, що в поєднанні з реалізацією Концепції Нової української школи та змінами в законодавстві створено підґрунтя для впровадження в шкільну освіту філософії у сфері прав людини. У статті проаналізовано Програму з освіти у сфері прав людини і Національну стратегію з прав людини, а також наведено результати соціологічного дослідження «Права людини в Україні» (2016) і соціологічного опитування вчителів «Права людини в школі» (2016). Констатовано, що в Україні немає цілісної системи освіти з прав людини, водночас відбуваються розрізнені процеси в цьому напрямі. Проаналізувавши результати опитування «Права людини в школі» (2016), можемо констатувати, що для значної кількості українських педагогів освітні методики з питань навчання прав людини лишаються такою собі terra incognita. Інформація з прав людини є зрозумілою для вчителів, але чітких та дієвих інструментів формування в учнів компетентностей з прав людини їм, на жаль, не вистачає. Тому в контексті дослідження було виявлено особливості й обґрунтовано доцільність розроблення моделі готовності учителів до формування компетентності з прав людини в учнів.

Ключові слова: права людини, школа, вчитель, модель готовності, Україна.

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