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POGREBNIYAK Volodymyr Arkadiyovych,
PhD in Education, associated professor of Primary
Education, Natural and Mathematical Subjects and
Methods of their Teaching Department,
Poltava V. G. Korolenko National Pedagogical
University, Ukraine
e-mail: vapbox@gmail.com

CONCEPTIONS OF DEMOCRATIC CITIZENSHIP FORMING IN THE SYSTEM OF THE HIGHER EDUCATION OF CANADA

Анотація. Здійснено педагогічний аналіз сучасних концепцій формування демократичної громадянськості студентської молоді в системі вищої освіти Канади. Громадянське виховання в руслі підготовки фахівця схарактеризоване як засіб розбудови демократичної держави і реалізації соціально-економічної й культурно-просвітницької політики у країні. Висвітлено дискусійні аспекти і суперечності сучасних концепцій демократичної громадянськості, розкрито найсуттєвіші тенденції розвитку цієї галузі педагогічної теорії.

Ключові слова: Канада; демократична громадянськість; громадянська освіта й виховання у вищій школі; полікультуралізм; цивільні, політичні та соціальні права; культурна грамотність; активна громадянська позиція; елітарна і популістська концепції демократичної громадянськості.

Introduction. Forming citizenship consciousness of young people, their active bringing to participating in state-creative and public processes should be the primary tasks of the educational system in the current social, political and economic conditions. It is thereon marked in the National Programme of Patriotic Education, National Doctrine of Development of Education in Ukraine, in the National Strategy of Development of Education in Ukraine on a period till 2021, the Laws of Ukraine «About Education» and «About Higher Education», other domestic normative pedagogical documents.

In the context of the world integration processes, European choice and development of the state system in Ukraine realization of democratic principles of citizen society in the educational process of general and higher school in the conditions of updating of Ukrainian society and presentation of public activity acquires major actuality.

Analysis of publications. Noticeable contribution to the study of philosophical, methodological, theoretical and methodical principles of citizenship education in foreign and native pedagogical science has been carried out by N. Abashkina, A. Aleksiyk, Yu. Alfiorov, R. Alehandro, P. Clark, O. Dzhurynsky, M. Edwards, J. Gaventa, J. Heater, A. Huges, N. Lavrychenko, M. Leschenko, Z. Malkova, B. Melnychenko, L. Puhovska, A. Sears, O. Sukhomlynska, K. Tailor, I. Vasylenko, N. Voskresenska, B. Vulfson and other researchers.

Problem setting. The proper functioning of the system of citizenship education, first of all, requires the corresponding scientifically-methodical providing created on the basis of interpretation of native and foreign achievements in this sphere. Thus organizationally-pedagogical conditions and methodical facilities of citizenship education in pedagogical science and educational practice of foreign countries, which have passed the prolonged way of origin, becoming and development of democratic society and school, have been worked out in details. Along with that in Ukraine, unfortunately, not numerous investigations made by I. Vasylenko, M. Guriy, O. Zaharova, T. Lihnevskaya, Yu. Toporkova and M. Shabinsky are devoted to the study of world experience of citizenship education of young people.

Research purpose. For this reason, in the context of the outlined questions it is decided to carry out *the comparative pedagogical analysis of conceptions of democratic citizenship forming in the system of the higher education of Canada with intention of*

establishment of the leading conceptual approaches to its realization as means of development of democratic state and the higher education in Ukraine.

Methods. Theoretical formal logical and pedagogical comparative analyses of various aspects of the problem, the axiomatic method, the deductive method, descent from abstract to concrete have been used to reach the purpose of the research.

Main research material presentation. Scientists study the phenomenon of democratic citizenship forming in different aspects: *historical* and *social* (D. Heater [1], P. Riesenberg [2]); *philosophical* and *political* (B. Barber [3], O. Ichilov [4], W. Kymlicka [5]); *feminist* (C. Pateman [6], A. Phillips [7]). A. Hughes proves that the Canadian researchers, mainly, are concentrated not so much on the examinations of the strictly specialized citizenship definition, as on finding out certain common essence of «*a good citizenship*» [8, p. 20].

Nowadays citizenship education in Canada is one of the most significant tasks of the communal educational system. M. Conley emphasises that the main duty of public education is «*preparation of a citizen in the widest understanding of this notion*» [9, p. 138]. Therefore, various interpretations of citizenship and its components are bound to development of *identity sense* – «*awareness of difference of separately taken everyone from all others*» [10, p. 6]. The concept, primarily, contains knowledge of own rights and duties and partiality for the ideals of Canadian egalitarianism [8, p. 18]. G. Tomkins notices that «*aim of citizenship, though, decently represents those tasks, what Canadians determine for social education, even if they do not divide general presentations in relation to impersonation of character of a «good» citizen or «good» Canadian*» [11, p. 15].

Concept of meaningful and at the same time contradictory theories, worked out by W. Gallie, is based on idea, that there are «*theoretical approaches the appropriate usage of which unavoidable generates endless discussions about their correct technique*» [12, p. 158]. In the same way debates arise up not because their participants characterize different conceptions with identical names and terms by mistake, but due to their internal complication and contradiction which «*still cannot be confirmed or refuted by any arguments and evidences, however continues to refresh themselves by full-range of proofs and facts*» [12, p. 158]. It hints the essence of democratic citizenship in a full degree: most researchers operate with similar definitions of «*knowledge*», «*ability*», «*skills*», «*values*» and «*participation*»; however, they expose considerable divergences in understanding their nature, role and importance [13, p. 835].

Consequently, contradiction of approaches to citizenship education is shown in the questions of ambiguous interpretation of terminology. For example, notions «*an educated citizen*» or «*responsible citizenship*» often represent the result of citizenship education – in opinion of P. Komisar and J. McClellan – by «*system-doubtful educational slogans*» [14, p. 200], as they frequently reproduce certain isolated political and social interests [15, p. 308]. Authors describe these catchphrases as «*empty*», while they are not explained, id est. the limits of their supplement are not defined «*to the certain sharp-edged number of positions in more global system of coordinates*» [14, p. 200–201].

Variety of citizenship conception is predefined not only by its internal complication but also by *normative character*: *normative theories are often deprived of general, universal positions because of their explanation «through the prism of morality*» [16, p. 24] (which, as it is known, is quite often subjective – V. P.). Pedagogical analysis allowed showing considerable differences in understanding this conception in historical and cultural process and, unfortunately, to come to the conclusion about its uselessness as to the reference-point for modern education due to the out-of-date limited nature of traditional approaches [17].

R. Woyach notices that numerous conceptions of democratic citizenship exist as a «*complex aggregate of ideas*» from elite to populist [18, p. 46–47]. Like that, O. Ichilov writes about possibility of their differentiation by the sign of width / limited nature of a citizen role, which is established by the authors of these conceptions [4, p. 20–21]. Contemporary approaches substantially differ in judgements about nature of citizenship, by degree of

participation of citizens in life of state, and by conditions necessary for providing this participation. The supporters of *elite conceptions* are penetrated by potentialities of citizens to understand and adequately solve questions of public life. Accordingly, they consider politics as an area of professional «experts», leaving to ordinary citizens only possibility to elect these specialists in a constitutional way. The opponents reject this kind of vision of citizenship and insist on the wide social participating in a political process, marking that «*concrete citizens are the best defenders of their own interests*» [18, p. 48], and that their self-participation provides the deeper understanding of common problems [6, p. 41].

Conclusions and viewpoint of further research. As a result, the conducted research allowed drawing conclusion, that preparation of a citizen in the widest understanding is one of the central tasks of the modern system of public education in Canada. Contradictions of approaches to citizenship education and debates on existent conceptions of democratic citizenship are predefined by (1) *internal difficulty*, (2) *normative character* and (3) *absence of unity in interpretation of terminology*. Current conceptions are distinguished, predominantly, by degree of citizen participation in public life, and can be grouped in *elite*, *populist* and *transitional variations*. At the same time, the central tendency of pedagogical researches of essence of democratic citizenship in Canada can be considered as *transition from declaration of simple responsiveness of citizens about their own rights and duties and partiality for the ideals of democracy to encouragement of the initiative contributing in life of community and society*.

Thus, introducing these conceptual principles and tendencies in development of democratic citizenship of specialists, which have been found out in Canadian experience, into the pedagogical process of their training in Ukraine will assist realization of democratic values of citizen social order in educational activity of the higher school in conditions of renovation and increasing public activity of Ukrainian society.

Determination and comparison of significant descriptions of distinct conceptions of democratic citizenship education, which have been implemented practically in the Canadian system of the higher education, is a perspective direction of subsequent scientific research of the problem.

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Abstract. POGREBNIYAK Volodymyr Arkadiyovych. Conceptions of democratic citizenship forming in the system of the higher education of Canada.

Introduction. *Citizenship education of young people, their active bringing to participating in state-creative and public processes are the leading tasks of the educational system in the conditions of present time. It is thereon marked in the National Programme of Patriotic Education, National Doctrine of Development of Education in Ukraine, in the National Strategy of Development of Education in Ukraine on a period till 2021, the Laws of Ukraine «About Education» and «About Higher Education», other native normative pedagogical documents.*

In the context of the world integration processes, European choice and development of the state system in Ukraine realization of democratic principles of citizen society in the educational process of general and higher school in the conditions of updating of Ukrainian society and presentation of public activity acquires major actuality.

Purpose. *In the setting of the outlined scientific and practical research directions it is decided to carry out the comparative pedagogical analysis of conceptions of democratic citizenship forming in the system of the higher education of Canada with intention of establishment of the leading conceptual approaches to its realization as means of development of democratic state and the higher education in Ukraine.*

Methods. *Theoretical formal logical and pedagogical comparative analyses of various aspects of the problem, the axiomatic method, the deductive method, descent from abstract to concrete.*

Results. *The conducted research allowed drawing conclusion, that preparation of a citizen in the widest understanding is one of the leading tasks of the modern system of public education in Canada. Inconsistencies of approaches to citizenship education and debates on existent conceptions of democratic citizenship are predefined by (1) internal complication, (2) normative character and (3) absence of unity in interpretation of terminology. Present conceptions are differentiated, primarily, by degree of citizen participation in public life, and are grouped in elite, populist and transitional varieties. At the same time, the main tendency of pedagogical researches of essence of democratic citizenship in Canada can be categorised as transition from declaration of simple awareness of citizens about their own rights and duties and partiality for the ideals of democracy to stimulation of the initiative contributing in community and society life.*

Originality. *The comparative pedagogical analysis of conceptions of democratic citizenship forming in the system of the higher education of Canada has been carried out for the first time in the Ukrainian pedagogical science. Contradictions and debatable aspects of present conceptions of democratic citizenship forming in the system of the higher education of Canada have been exposed; the progress of the most important pedagogical theory trends in this sphere of education is determined.*

Conclusions. *Introducing conceptual principles and tendencies in development of democratic citizenship of specialists, which have been found out in Canadian experience, into the pedagogical process of their training in Ukraine will assist realization of democratic values of citizen social order in educational activity of the higher school in conditions of renovation and increasing public activity of Ukrainian society.*

Determination and comparison of significant descriptions of distinct conceptions of democratic citizenship education, which have been implemented practically in the Canadian system of the higher education, is a perspective direction of subsequent scientific research of the problem.

Key words: *Canada; democratic citizenship; citizenship education in the higher school; multiculturalism; civil; political and social rights; cultural literacy; active citizen position; elite and populist conceptions of democratic citizenship.*

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