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PILOT METHODOLOGICAL MODEL OF THE FORMATION OF PUPILS' CIVIC COMPETENCE (ON THE BASIS OF THE CONTENT OF THE "WORLD HISTORY" COURSE FOR THE 7-TH FORM)

The article deals with the pilot model of the formation of pupils' civic competence on the basis of the content of the course in World History (the 7-th form). The author suggests the methods of the formation of the cognitive civic competence – the basic knowledge (backbones) as follows the knowledge on a medieval society, state, policy, values, rules, rights, etc. The system of the backbone models which correspond to the structure of civic definitions is elaborated. It includes the fragments of a text, sketchy, conceptual and background pictures, the description of the medieval symbols, etc.

The methods of work in small groups for carrying out the creative tasks which provide the formation of the procedural component of the civic competence are represented. The schemes of their fulfilment are worked out. A set of medieval miniatures is used for the practical and analytical pupils' work on the society, the identification of medieval states and the definition of the contents of policy in the process of learning.

The task of the elaborating the project on a medieval town is suggested. The directions of pupils' investigation are put forward in this article. So pupils define that period state, policy, values, the ways of struggle for rights, rules, customs and traditions, etc. on the basis of architectural buildings, works of art and other sources about a medieval town.

In the process of doing the project, an axiological component of civic competence is formed, that is the value of a state for flourishing a town, the values of rights and freedoms for its inhabitants and at last, the rest of the value of the uniqueness of the Middle Ages.

Key words: experimental methodology, a basic model, a small group, a pupils' project, a medieval miniature, a medieval town.

Problem statement. The usage of the contents of the courses in World History is becoming actual in the context of the implementation of competence approach to fulfil the task of the formation of pupils' civic competence. These courses are the potential transfers of the most urgent social experience, the criteria of evaluation and the principles of activities elaborated by the mankind. As we live under the conditions of the globalization, it is necessary to be aware of being a citizen of the

integral and interrelated world; to admit the universal human values, to live and work on the basis of social constructivism: to adopt experience and achievements of other countries. The growth of the democratic society which is objectively deterministic both in the world and in Ukraine enhances the necessity of using the world historical experience [1, p. 10; 3, p.7, 8, 9, 10, 16].

Thus, studying the demands of the involvement of the resources of World History courses with the help of elaboration and implementation of experimental methods for forming pupils' civic competence is significant.

Analysis of recent research and publications. Research papers by the national scholars P. Verbyts'ka, I. Moroz, P. Moroz, Y. Oleksin, O. Pometun, T. Smahina etc. are devoted to various aspects of civic competence. The problem of the place and the role of a textbook in the process of implementation of the competent approach are presented in the scientific publications by V. Vlasov, O. Lokshyna, Y. Maliyenko, T. Matseykiv, P. Moroz, O. Pometun, etc. [4, 5, 9, 8, 10].

The methods are actually given in the works by Y. Oleksin, T. Smahina and others. The authors suggest the methodology of forming pupils' civic consciousness at the lessons of the History of Ukraine and the methodology of forming civic competence at the lessons of Law [5, 9]. However, the number of works which could represent the methods of the formation of civic competence at the lessons in the World History (the 7-th form) isn't enough. The timeliness of the topic lies in the necessity of using the potential of the course in the history of the Middle Ages in the process of formation of students' civic competence at school.

Formulation of the purposes of the article. The author has a goal to put forward a pilot methodological model of the formation of pupils' civic competence, to focus on the substantial resources in the course of the Middle Ages, to fulfil this task.

Main body. Let's characterise the fragments of our elaborated methodological sample of the formation of pupils' civic competence on the basis of analysed opportunities in the course of learning the Middle Ages history in the seventh form.

The course of the medieval society in the experimental methodology suggests concentrating attention on the formation of a variety of skills which provide pupils with the ability to analyse the society, namely the skills to explain differences of various strata in the public life, to describe and perceive the uniqueness of their norms, habits and traditions, to compare the range of their rights and freedoms, to make conclusions regarding equality, justice, etc. The organization of learning activities is carried out on the basis of medieval miniatures being selected and structured by a teacher according to the contents of reference lines suggested by the teacher's scheme. We characterise the following succession of making comparison by pupils. 1. Firstly, differences of the property right to land of knights, clergy and peasants are determined by land as it was the most valuable thing of the Middle Ages. It was the property right to land that defined the status in the medieval society. For example, the miniature "A French feudal lord gives instructions to the landowner" (15-th c.) [6, p. 48] allows to make a conclusion that knights were great landowners and they occupied a dominant position in the society. 2. Secondly, pupils compare the rights and freedoms of strata at the next stage, they determine the differences in their rights and freedoms. For instance, the miniature "A knight's troop" (11-th p.) [6, p. 8] illustrates the performance of vassal duties towards a king, who was his liege lord. The miniature "A crusade" reflects a vassal duty of a knight to defend his faith. A vassal's duty to defend the belief was carried out by kings who headed crusades and were the Pope's vassals. Such miniatures as "Richard Coeur de Lion" (12-th c.) testify to this fact [6, p. 130]. Some miniatures represent the performance of duties by peasants. The lack of land defined their public position. It is reflected in the miniatures "Agricultural work" (15-th c.), "Grain harvest and sheep shearing" (14-th p.), etc. [6, p. 51, 52] Pupils can reach the conclusion about such duties as the coronation and the blessing of crusades while analysing the miniatures "The Pope Leo the third coronates Karl the Great" (9-th c.), "The coronation of Karl the Great" (15-th c.), "Emperor Olexiy I Komnin asks Pontifex Urban II for help" (10-th c.) [6, p.23, 53, 76]. 3. Rules and traditions are described. The uniqueness of knights' traditions are represented in the miniatures "The rite of

knighting” (the 14-th c.) and “Jousting contest” (the 14-th c.) [6, p. 50]. 4. Dwellings and clothes are depicted and compared on the basis of the miniature “The Siege of the castle” (the 13-th c.), “Waiting ladies”(the 15-th c.), “Noble Couple” (the 14-th c.) [6, p. 40, 42].

Methodology of experimental education involves the formulation of certain results of the lesson aimed at the formation of civic competence components. For instance, the skills to identify a state for its characteristic features (a territory, formation, power, a public authority, tax system, laws, etc.) are added to analysed curriculum requirements in the course of learning medieval states. Thus, the result of education is aimed to formulate skills, even a habit to identify a state for its attributes obtaining the ability of orienting in the social and political life. The choice and structuring of civic contents is carried out according to the structure of the definition “state”. Historical maps are selected for showing the areas of the states to characterise such a characteristic feature as “a territory”. Medieval miniatures, mosaics representing rulers are used to illustrate medieval governors. It was medieval miniatures that are used by us as unique sources of the Middle Ages. For example, the peculiarities of the rulers’ appearance are shown in such miniatures as “The coronation of Karl the Great”(the 15-th c.)“Richard Cocur de Lion” (the 12-th c.), “Emperor Otto III” the 10-th c.). The appearance about the medieval troops is represented in the miniature of the eleventh century “A knights’ troop”. The way a legal document of that period looks is featured in the manuscripts “The Salik Law”(the 8-th c.) and the description of the Great Charter, etc. [6, p. 8, 23, 136; 8, p. 24].

The organization of the cognitive activities is realized with the help of drawing pupils into finding information on such attributes of the state according to a proposed teacher’s scheme (1. Territory. 2. Formation. 3. Power. 4. Law. 5. Taxes. 6. Miscellaneous). A teacher directs his/her work to the analysis of the map and defining the territory of a state. The peculiarities of the formation of the state are found out on the basis of analysis of a teacher’s text or a textbook. Such elements of state power as a name and appearance of a ruler, medieval attributes of power, an outer look of troops (weapons) and court, a strata-representative body, legislative acts, fortresses-centers of state local power, etc. are considered to be procedures of pictorial and analytic description. Using the procedures of comparison a teacher forms a habit of defining the peculiarities of a medieval state in comparison with the Ancient World states, making differences to states within the Middle Ages.

Such an analysis is written in the pupils’ exercise-books in the form of “a key model”. Analysed information on a state turns into its “image” thanks to words, symbols, attributes, colours; background, silhouette and sketchy pictures in the “key model”. Such clues in the exercise-book give the opportunities to carry out the project of creating pupils’ textbook, can be used for revision, for a state’s characteristic, make easier for pupils to carry out such a creative task as to prepare for pupils’ presentation on a certain Medieval state [2, p. 76, 77, 78, 86]. Thus, a described fragment of experimental methodological model above realizes the task of forming the skills to identify a state.

The content of the medieval history gives an opportunity to develop pupils’ skills to analyse the policy of a medieval state at the lessons. The achievements of such an experimental result provide with a selection and structuring of civic contents according to the following characteristics. Medieval miniatures that reproduce the problems of that time are chosen. These problems define the directions of the policy of states and the ways of their solving by authorities. There were miniatures of the Medieval Ages with the depiction of that time rulers who pursued their policy. In our opinion, the selection of such historical sources reflects the peculiarities of the medieval policy in the best way. Working with these miniatures pupils receive the experience of policy analysis of the Middle Ages, dipping into its atmosphere, seeing it with author’s eyes who was the citizen of the Middle Ages as the best true-to-fact interpreter of that time period. For instance, the confrontation with enemies is represented in such miniatures as “The seizure of Constantinople by crusaders” (the 15-th c.), “Muhammad’s troops confront the Byzantine Empire”(the 13-th c.), “The siege of Constantinople”(the 15-th c.), “Byzantines set on fire Arab ships with wildfire”(the 13-th c.), etc. [6, p. 80, 92, 101]. The miniatures “Russian troops’ crossing the Don”(the 14-th c.), “The victory in the Kulikovo Field”(the 15-th c.), “Dmytry Donskoy”, “Great stand on the Ugra river”(the 15-th c.),

“Russian warriors drive members of the Golden Horde”(the 15-th c.) can be used to illustrate the struggle for the liberation and the formation of Russian own state [6, p. 194, 196, 199]. Different ways of French kings’ policy to unite France are displayed in the miniatures “French king Louis the Ninth goes on crusade with his family”(the 14-th c.), “The execution of templary” (the 14-th c.), “The battle near Kresi”(the 15-th c.) and “The siege of the castle. An episode of the Hundred Year’s War” (the 15-th c.) [6, p. 116, 118, 119, 122]. Religious conflicts, the role of church in the policy represent the miniatures “Going to Canossa”(the 12-th c.), “Emperor Olexiy I Komnin asks Pontifex Urban II for help” (the 10-th c.), “A crusade”(the 13-th c.) and “The construction of the castle” (the 15-th c.) and “The construction of the Kremlin wall in Moscow” (the 13-th c.) [6, p. 74, 76, 77, 193].

The methodology of the pupils’ cognitive activities with the help of the textbook is described by us in the previous publication. We add it with the interactive exercise, which provides for involving pupils in interactive team-work. The method of analysis of a miniature is worked out on the basis of general methodological requirements for work with a description and picturesque use of visual aids. In addition, the description and interpretation of the representation are focused on the policy. Work with miniatures is performed by such a scheme: 1. How can one recognize the period of the Middle Ages (houses, implements, people, the way of description, etc.)? 2. Who/what is described? What is taking place? 3. How is the policy reflected in the miniature? (What fact is shown? How is the problem settled? What interests is the policy realized in?). For example, let’s analyze the miniature “The battle near Kresi” (the 15-th c.). The Medieval period is described by such details as the representation of a castle, feudal troops, medieval attributes, weapons (a bow, a crossbow, a spear) and flags with coats of arms. Pupils make a conclusion that the miniature depicts such a historical fact as the battle of the Hundred Years’ War. They explain that French kings solved the problem of overcoming feudal disunity and pursued the policy of unity and centralization of the state. Pupils conclude that the miniature represents such a method of policy as a war. Deepening in the analysis of the miniature with the help of comparing permits to draw a conclusion that the French troops were feudal, vassals didn’t obey the king. It was the cause of defeats and future military reform that describes the policy of that period [6, p. 119].

Pupils develop their skills to define the directions of the policy according to that time problems that the authorities had to settle, to describe the ways of realizing the policy, to make conclusions as far as the interests of feudal strata were concerned (public, certain groups of the society), to compare with policy of ancient states.

The opportunities of the course in Medieval History analysed by us earlier allows to construct experimental methods which are directed to the development of pupils’ skills to define civic contents of that period life with the help of architectural pieces of work, medieval cities, material objects (the remains of medieval towns), works of art, etc. The organisation of pupils’ cognitive activities provides the involvement of pupils in elaborating class projects. While working on their own in groups at the projects pupils use theoretical knowledge in practice to solve problems set before them. In general, the project’s theme is formulated as follows: “A medieval town on the civic contents of that period life”. The pupils choose a medieval town for investigation themselves. It can be London, Paris, Prague, Krakiv, Milan, Venice, Florence, Cordova, etc. Let’s make a stop to define a goal. Carrying out such a task formulates pupils’ abilities to analyze the following items while investigating a concrete town:

1. The pupils make a study of medieval conditions of town formation. Thus, a map, nature, a legend, a coat of arms are analysed. Thanks to architectural remains, miniatures, engravings, artistic paintings, etc. the pupils construct an image of the town putting together its such peculiarities as battlements, round towers, narrow gates, a lifting bridge, etc. because medieval towns didn’t resemble either Roman or, moreover, modern ones. The image of the town can be represented in different ways, but it is necessary to show it graphically and in a silhouette way by all means. Such a symbolic image of the town will be remembered in pupils’ minds forever. What is more, it was the Middle Ages that perceived the world around us through symbols.

2. The next direction of the project development is the description of that period state in a town. For example, a king's residence, a building for meetings of strata representative authorities, a court, dwellings of a king's officials, etc. Thus, the Tower of London and the Canterbury Cathedral symbolize the king's power.

3. Pupils get to know the range of rights, freedoms and duties of town inhabitants due to the methods of reconstruction and comparison of buildings, daily life, clothes, people's customs and traditions. For instance, illustrative material on a feudal castle (with its cellars, instruments of torture and ghosts) is combined with its owner; a cathedral, a monastery – with clergy; the streets of handcraft men, the houses for shop elders' meetings and banquets, a church in honour of a saint patron's craft – with handcraft men themselves. A house itself is the reflection of rights as only a man with all the town rights could buy a house at that time. Pupils deepen their knowledge on finding out rights of a king's clergy, doctors, lawyers, school teachers and university-tutors, barbers, bathhouse attendants, tavern keepers servants, beggars, etc. However, such unique town buildings as a town house and a tower with archive facilities, a seal, treasury and an alarm bell were the pride of town inhabitants, the symbol of their freedoms and rights.

4. Pupils have to define how that period policy, values, customs and traditions are depicted in the remains of a medieval town. For example, town walls were the witnesses of that political way as wars. They defended town inhabitants from robberies of Vikings, feudal wars, etc. Craft men's shops sent their men for people's volunteer army and carrying out watchman service on the walls and town towers. Squares, castles, fortresses were the place of tortures and execution. It was such a way of realizing a state power and medieval law. Unique, cathedrals bore witness of an undisputed value of God. Towns themselves with achievements of crafts, works of art have remained as the evidence of medieval states' values and the uniqueness of the Middle Ages.

Conclusion. Thus, according to the results of the forming experiment the represented methodological model allows to realize the task of the formation of pupils' civic competence on the basis of the contents of the course in World History (the Middle Ages). In our opinion, the most affective opportunities of this course are in the formation of such elements of civic competence as the ability to analyse a medieval society, to identify a medieval state, to define the contents of that period policy, rules, values, customs and traditions, etc.

The acquisition of pupils' civic competence is carried out in the process of the fulfilment of creative tasks in small groups, the elaboration of projects, the creation of the backbone models, which turn a pupil's copybook into a textbook.

The complex of medieval miniatures, works of art, architectural buildings are analysed in the experimental methodical model. It gives an opportunity to organize the cognitive pupils' activities. The model contains the scheme of the fulfilment of tasks. The methodical model of the formation of civic competence on the basis of the contents of the course in the History of Ukraine in the Middle Ages needs the further scientific elaboration.

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ЕКСПЕРИМЕНТАЛЬНА МЕТОДИЧНА МОДЕЛЬ ФОРМУВАННЯ ГРОМАДЯНСЬКОЇ КОМПЕТЕНТНОСТІ УЧНІВ (на основі змісту курсу «Всесвітня історія», 7 клас)

У статті представлена експериментальна методична модель формування громадянської компетентності учнів на основі змісту курсу всесвітньої історії (7 клас). Запропоновано методику формування когнітивної складової громадянської компетентності – базових знань («опор»), а саме: знань про середньовічне суспільство, державу, політику, цінності, норми, права тощо. Розроблена система «опорних моделей», які відповідають структурі громадянознавчих понять, включають фрагменти тексту, контурних, схематичних, фонових малюнків, зображення символів середньовіччя тощо.

Описано методику роботи у малих групах по виконанню творчих завдань, що забезпечують формування діяльної складової громадянської компетентності. Розроблено

алгоритми їх виконання. Для практичної роботи учнів по аналізу суспільства, ідентифікації середньовічних держав, визначення змісту політики у процес навчання залучено комплекс середньовічних мініатюр.

Для набуття учнями компетентності запропоновано завдання по розробці проекту про середньовічне місто. В статті окреслено напрямки учнівського дослідження. Отже на основі архітектурних споруд, творів мистецтва та інших джерел про місто учні визначають тогочасну державу, політику, цінності, способи боротьби за права, норми, звичаї, традиції тощо. При цьому формується аксіологічна складова громадянської компетентності, а саме: цінність держави для розквіту міста, цінність прав і свобод для його мешканців і в решті решт цінність самої унікальності середньовіччя.

Ключові слова: експериментальна методика, опорна модель, мала група, учнівський проект, середньовічна мініатюра, середньовічне місто.

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ЭКСПЕРИМЕНТАЛЬНАЯ МЕТОДИЧЕСКАЯ МОДЕЛЬ ФОРМИРОВАНИЯ ГРАЖДАНСКОЙ КОМПЕТЕНТНОСТИ УЧАЩИХСЯ (на основе содержания курса «Всемирная история», 7 класс)

В статье представлена экспериментальная методическая модель формирования гражданской компетентности учащихся на основе содержания курса всемирной истории (7 класс). Предложено методика формирования базовых знаний («опор»), а именно: знаний про средневековое общество, государство, политику, ценности, нормы, права. Разработана система «опорных моделей», которые соответствуют структуре базовых понятий, содержат фрагменты текста, контурных, схематических, фоновых рисунков, изображения символов средневековья.

Описано методика работы в группах по выполнению творческих заданий. Разработаны алгоритмы их выполнения. В процесс обучения включен комплекс средневековых миниатюр.

В статье описана методика разработки ученического проекта о средневековом городе как источнике изучения средневекового общества, государства, политики, ценностей, норм, обычаев и традиций. информации. Анализируя по заданным направлениям архитектуру, произведения искусства ученики убеждаются в ценности государства для расцвета города, ценности прав и свобод для его жителей и в конце концов ценности самой уникальности средневековья. Предложенная методическая модель направлена на формирование когнитивной, процессуальной и аксиологической составляющей гражданской компетентности.

Ключевые слова: экспериментальная методика, опорная модель, малая группа, ученический проект, средневековая миниатюра, средневековый город.