

THE FORMATION OF STUDENT YOUTH' CIVIC COMPETENCE: ANALYSIS OF SCIENTIFIC AND PEDAGOGICAL LITERATURE

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Annotation. The article explores the formation of civic competence – pivotal aspect of modern democratic societies that fosters active public participation, ethical behaviour, and intercultural dialogue. Civic competence involves understanding political and legal institutions and is shaped through education, professional training, and social interaction. Recognized as a key transversal competence in the European Competence Framework, it underpins democratic engagement, professional success, and sustainable societal development. The study analyses literature on civic competence formation among student youth, emphasizing the need for a structured source base comprising theoretical and methodological insights across pedagogy and digital tools. Civic competence integrates knowledge, skills, values, and behaviour essential for effective democratic participation and counters digital environment risks. Its acquisition during professional education promotes youth socialization, legal awareness, ethical responsibility, and lifelong learning readiness. The competence supports responsible decision-making and strengthens democratic society values. Scientific analysis reveals civic competence as an interdisciplinary, dynamic construct investigated across political science, sociology, psychology, public administration, and pedagogy. Educational science underscores civic education's role in shaping critically thinking, socially active individuals. Comparative approaches identify universal trends and national distinctions in competence formation. The research highlights age-specific, industry-relevant, and professional contexts, affirming the deep integration of civic values into education. Diverse methodologies and rich conceptual frameworks pave the way for innovative didactic strategies responsive to global challenges.

Keywords: civic competence, student youth, formation of civic competence, structure of civic competence, components of civic competence, approaches to civic competence formation.

Формування громадянської компетентності студентської молоді: аналіз науково-педагогічної літератури

Анотація. Стаття присвячена дослідженню формування громадянської компетентності – ключового аспекту сучасних демократичних суспільств, який сприяє активній участі громадян у суспільному житті, етичній поведінці та міжкультурному діалогу. Громадянська компетентність передбачає розуміння політичних і правових

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інституцій та формується через освітню політику, професійну підготовку й соціальну взаємодію. Визнана однією з наскрізних компетентностей у Європейській рамці компетентностей, вона забезпечує демократичну участь, професійний успіх і сталий розвиток суспільства. У статті проведено аналіз літератури, присвяченої формуванню громадянської компетентності студентської молоді, з акцентом на необхідності створення структурованої джерельної бази, що охоплює теоретичні та методичні аспекти педагогіки та цифрових інструментів. Громадянська компетентність інтегрує знання, вміння, цінності та поведінкові моделі, необхідні для ефективної участі в демократичному суспільстві, й протистоїть ризикам цифрового середовища. Її набуття в процесі професійної підготовки сприяє соціалізації молоді, формуванню правової свідомості, етичної відповідальності та готовності до навчання протягом життя. Компетентність підтримує відповідальне прийняття рішень і зміцнення демократичних цінностей. Науковий аналіз показує, що громадянська компетентність є міждисциплінарним, динамічним феноменом, що досліджується у політичній науці, соціології, психології, державному управлінні та педагогіці. Сучасна освітня наука підкреслює роль громадянської освіти в розвитку критично мислячої, соціально активної особистості. Порівняльні підходи дозволяють визначити універсальні закономірності та національні особливості формування компетентності. Зміст дослідження охоплює вікові, галузеві та професійні контексти, що засвідчує глибоку інтеграцію громадянських цінностей в освіту. Методологічна різноманітність і концептуальне багатство створюють основу для розроблення нових дидактичних стратегій, які відповідають глобальним викликам сучасності.

Ключові слова: громадянська компетентність, студентська молодь, формування громадянської компетентності, структура громадянської компетентності, компоненти громадянської компетентності, підходи до формування громадянської компетентності.

Introduction

The formation of civic competence is a key task of a modern democratic society, because it is it that ensures the conscious participation of the individual in public life, decision-making and solving socially significant problems. Its relevance is due to social, political, cultural and educational challenges that require citizens not only to know their rights and obligations, but also to have the ability to think critically, behave ethically, engage in constructive dialogue and be open to intercultural communication.

As a systemic formation, civic competence encompasses knowledge about the functioning of political and legal institutions and is formed through educational policy, professional training and social interaction. It is one of the cross-cutting competences defined by the European Competence Framework and is the basis for successful professional implementation, social adaptation and sustainable development of the state in the context of democratic processes.

The analysis of recent research and publications. In the process of processing scientific and pedagogical sources, the need for systematic formation of a source base is clearly outlined, which serves as a methodological basis for conducting a full-fledged study. The formation of such a base involves a targeted selection of scientific works that contain thorough coverage of key theoretical positions, methodological approaches, organizational models and pedagogical strategies related to the formation of civic competence in the student environment. Particular attention should be paid to studies that not only analyse the factors of the formation of civic consciousness, but also substantiate practical mechanisms for its implementation in the higher education system. Among the scientific works that attracted our attention are those that highlight the development of civic education in comparative discourse [28]. The civic competence is the subject of scientific studies and is investigated from the perspective of political science [15], sociology [3]; psychology [22]; public administration [4], and, of course, pedagogy.

Scientific sources highlight the theoretical foundations of civic education and civic competence [20]; the formation and development of civic competence at the primary level [16]; general education [5]; higher education [21]; as well as within the framework of professional training of specialists in various specialties: military [2]; border guards [6]; teachers [9], etc. Scientists analyse the essence of civic competence and its components [11], in particular intercultural [12]; global [7]; communicative [23]; linguistic [24]; social [27], as well as methodological approaches and pedagogical technologies for the formation of civic competence [13], the use of digital and online tools for the formation of civic competence [10], etc.

The formulation of article purpose. The purpose of this article is to conduct an analysis of scientific literature devoted to student youth' civic competence formation.

Results

The problem of civic competence formation is extremely significant in view of a number of key social, political, cultural and educational factors. These factors include ensuring the sustainable development of a democratic society, which cannot be implemented without knowledge of rights and duties, understanding of democratic processes, and skills for participation in public life. From this perspective, civic competence is considered as the basis for the formation of active, responsible citizens who are able to participate in decision-making at the local and national levels.

Awareness of social norms, respect for the rights and freedoms of others, the ability to engage in constructive dialogue, find compromises and resolve conflicts on the basis of mutual understanding and tolerance are the basic components of civic competence, which are critically vital for the formation of an open, solidary and inclusive society. This competence is especially relevant in the context of growing multiculturalism, globalization and internationalization of social processes, when the interaction of representatives from different ethnic groups, cultures and worldviews becomes permanent. Accordingly, civic competence contributes not only to the adaptation of an individual to a diverse social environment, but also to the strengthening of social unity and civic solidarity.

In our opinion, civic competence is an integral part of the general competence of student youth. It is manifested through the ability of a young person to critically reflect on social challenges, to be aware of their own role in the democratic system of the state, to be responsible for compliance with legal norms, environmental ethics, ensuring social justice and supporting economic balance. Civic competence, formed in the process of learning and social development, is an indicator of personal maturity, as well as confirmation of the student's readiness for active participation in public life and professional activities in the context of sustainable development of society.

Developed critical thinking, media literacy and legal awareness are key characteristics that, in their interrelation, form the basis of civic competence of a modern young person. The presence of these characteristics indicates not only readiness for responsible social functioning, but also the ability to resist the challenges of the information society, in particular the influences of populism, manipulative technologies and radical ideologies. In the context of rapid digital transformation and intensive dissemination of information, young people are faced with the need for daily critical analysis of media content, recognizing fake news, propaganda, and other forms of disinformation.

Media literacy, as a component of civic competence, involves awareness of the role of the media in society, understanding of media processes and the ability to apply critical information consumption skills to defend one's own position [18, 19, 25]. Legal awareness, in turn, provides orientation of the individual in the regulatory and legal field of the state, promotes compliance with laws, respect for the rights of others and the ability to defend one's own rights with arguments. Taken together, these components allow the formation of an active, responsible,

socially and politically literate personality who is able to act on the principles of democratic values and legal culture.

From the perspective of professional training of future specialists and the formation of their ability to integrate into the life of society in all its manifestations (economic, political, social, cultural), civic competence appears as one of the fundamental cross-cutting key competences defined by the European Framework of Competences for Lifelong Learning. Its content covers a wide range of knowledge, skills, and value orientations that provide individuals with the opportunity to function effectively in a democratic society, adhering to the principles of social responsibility, legal culture, tolerance, and solidarity.

The formation of civic competence in the process of obtaining higher education is a significant component not only of the professional, but also of the general cultural and social self-realization of the student. It is thanks to it that graduates of higher education institutions are able to actively participate in public life, contribute to decision-making processes, and development of local and national communities. The formation of this competence is one of the indicators of the successful integration of a young person into the professional environment, as well as confirmation of his readiness for lifelong learning, which, in turn, meets the challenges of the modern European educational space.

The problem of civic competence formation has found its coverage in literature of various directions: popular science, scientific, methodological, etc. In particular, civic education as a key element of the formation of an active, responsible and critically thinking citizen is in the focus of modern educational and scientific discourse. A significant number of studies emphasise its study through the prism of comparative analysis, which opens up opportunities for identifying universal patterns and national characteristics in the process of civic competence formation. The works of leading domestic and foreign scholars highlight multidimensional approaches to civic education – from conceptual foundations and theoretical models to specific pedagogical practices [28].

Emphasis is placed on how diverse countries institutionally ensure the development of civic consciousness through educational strategies, the integration of civic-oriented content into educational programs, as well as the involvement of students in the practices of participation in public life. Researchers analyse the influence of socio-cultural, political and legal contexts on the formation of the content of civic education, its methodological support, forms and methods of implementation. In the comparative dimension, special attention is attached to the study of value-based and worldview orientations that determine differences in the didactic interpretation of the concepts of “citizenship”, “social responsibility”, “democratic participation”, etc. Modern research not only reflects the dynamics of the development of civic education in the global context, but also contributes to the formation of new approaches to its integration into the educational systems of various countries, taking into account intercultural challenges and the needs of a globalized society. The topicality of civic education research has led scientists to focus on studying this phenomenon within the framework of a comparative discourse, which involves comparing approaches, models and practices of different countries in order to identify effective strategies for the civic competence formation [14]. This approach contributes to the identification of universal patterns and, at the same time, takes into account national and cultural specifics, which determine the features of the didactic implementation of civic education.

In the scientific community, civic competence is considered as a multidimensional phenomenon that requires interpretation through the prism of different branches of knowledge. Thus, in political science it is associated with the processes of a democratic culture formation, political participation, awareness of the rights and duties of a citizen, as well as the legitimacy of political institutions [8].

The sociological dimension of the citizenship interpretation focuses on the social mechanisms of individual integration into civil society, the role of educational and institutional

practices in the formation of social responsibility, the level of trust in social norms and civic activity [3]. In turn, the psychological approach highlights the emotional and value component of civic consciousness, the development of empathy, readiness for social interaction and moral self-control [1].

In the field of public administration [4], civic competence is considered as a condition for the effective functioning of democratic governance, the involvement of citizens in decision-making, as well as the formation of accountability culture of government bodies.

Pedagogical science, in turn, focuses research attention on didactic models, methodological strategies and educational technologies that ensure the effective integration of the civic component into the educational process. An interdisciplinary approach to the study of civic education allows not only to outline its conceptual boundaries, but also to ensure methodological complexity in determining the means and mechanisms for the formation of civic competence.

Special scientific attention is deserved by publications devoted to the development of the theoretical and methodological basis of civic education and civic competence formation, which provide the conceptualization of key concepts, the definition of content components, structural characteristics and mechanisms for their implementation in educational practice [20]. These studies form the basis for further analysis of the practice of implementing the civic component in the educational systems of different countries.

A significant part of scientific works focuses on the age differentiation of the process of civic competence formation. Thus, at the level of primary education, the prerequisites for the socialization of the child, the development of moral orientation and the foundations of legal awareness are studied [16]. Within the framework of general secondary education, the focus shifts to the formation of value attitudes, skills of civic participation, understanding of democratic processes and legal culture [5]. In higher education, civic competence is considered as an integrated component of the personal and professional development of a student, focused on the awareness of social responsibility and readiness for social involvement [21]. The outlined array of publications forms a solid scientific basis for the development of a comprehensive study of civic competence and its formation in the context of formal education and professional training, and also provides an interdisciplinary basis for the development of effective educational strategies.

A significant methodological basis for our study is formed with scientific works devoted to revealing the essence of civic competence and the structural components of this multidimensional concept. The works of both domestic and foreign researchers [11] substantiate the theoretical understanding of civic competence as an integrative construction that combines knowledge, values, attitudes, practical skills and socially responsible behaviour (see Fig. 1).

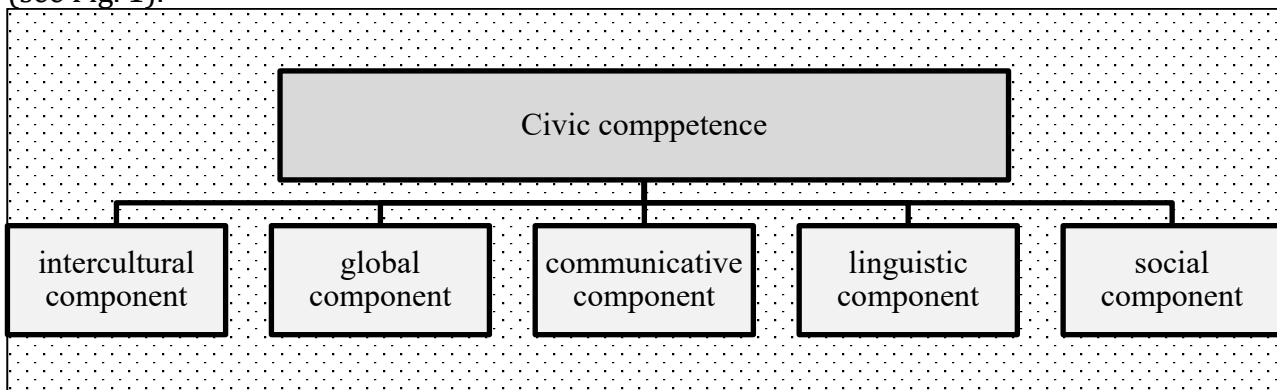


Fig. 1. Civic competence and its components

Modern research identifies specific components of civic competence that are of strategic significance in a globalized and multicultural world. In particular, intercultural component is

considered as the ability to tolerant communication, understanding of cultural diversity and intercultural dialogue. Intercultural component is interpreted as the ability to constructive dialogue, openness to cultural diversity, respect for worldview differences, as well as readiness to interact in an interethnic and intercultural environment. Its development is extremely important for the formation of the ability to act in a multicultural society on the basis of mutual understanding and cooperation.

Researchers are also focusing on global component, which encompasses an individual's ability to act responsibly in a global context, to be aware of international interdependence, and to actively participate in solving global problems [26]. Global component of civic competence characterizes an individual's ability to critically reflect on global processes, to be aware of interdependence between countries, cultures, and regions, and to respond responsibly to global challenges [7]. It is considered to form the basis for active citizenship capable of sustainable development and participation in transnational initiatives.

A significant role in the formation of citizenship is played by communicative component of civic competence, which ensures effective interaction in society based on the principles of dialogue, reasoned expression of a position, and respect for alternative points of view [17]. The communicative component ensures the effectiveness of an individual's interaction with other members of society by mastering strategies for active listening, conducting a dialogue, arguing one's own position, and constructively resolving conflicts [23]. It is a key prerequisite for the functioning of democracy and social harmony.

In parallel, linguistic component of civic competence is highlighted as the ability to use language not only as a communication tool, but also as a means of conceptualizing social realities, developing critical thinking and civic consciousness [24]. Linguistic component of civic competence goes beyond the possession of language tools and is interpreted as the ability to use language to form a civic identity, critically understand social realities, defend one's own position and participate in social discourse.

Social component of civic competence deserves special attention, which involves the ability to function effectively in a social environment, participate in collective activities, show empathy and responsibility [27]. Social component includes the skills of integration into social communities, participation in collective activities, showing empathy, as well as the readiness for socially responsible behaviour. It is closely related to the ability to coexist in conditions of diversity, adhere to ethical norms and participate in community life. The outlined works provide a holistic vision of civic competence as a multilevel phenomenon that requires interdisciplinary analysis and innovative approaches to its formation in the education system.

Of particular importance within the framework of our research are scientific studies that comprehensively highlight the methodological principles and innovative pedagogical technologies for civic competence formation, which is recognized as one of the key results of the modern educational process. The works of domestic and foreign researchers [13] systematically analyse pedagogical strategies that contribute to the development of critical and independent thinking, legal education, participation culture, tolerance, as well as social responsibility and the readiness of students to constructive interaction in a democratic society (see Fig. 2).

These studies demonstrate a wide variety of conceptual approaches to the organisation of civic education – competency-based, which focuses on the formation of integrated personal characteristics; activity-based, which emphasises the formation of skills for public participation; personality-oriented, which takes into account personality development and moral attitudes of the individual; and cultural-based, which underscores the importance of value-based components in the formation of civic qualities.

Researchers pay considerable attention to the integration of civic content into the interdisciplinary educational space, which allows for the formation of a holistic understanding of citizenship as a supra-curricular competence. Various didactic tools are being developed –

case methods, debates, role-playing games, socially useful initiatives, digital simulations – which activate students to understand socially important problems and model democratic behaviour. A special place is occupied by project-oriented learning technologies, which are based on the principles of cooperation, autonomy and a responsible attitude to the social environment. In the process of these activities, students acquire the skills of formulating goals, solving socially significant tasks, presenting results in the public space, which is an integral part of a citizen functioning in a democratic society.

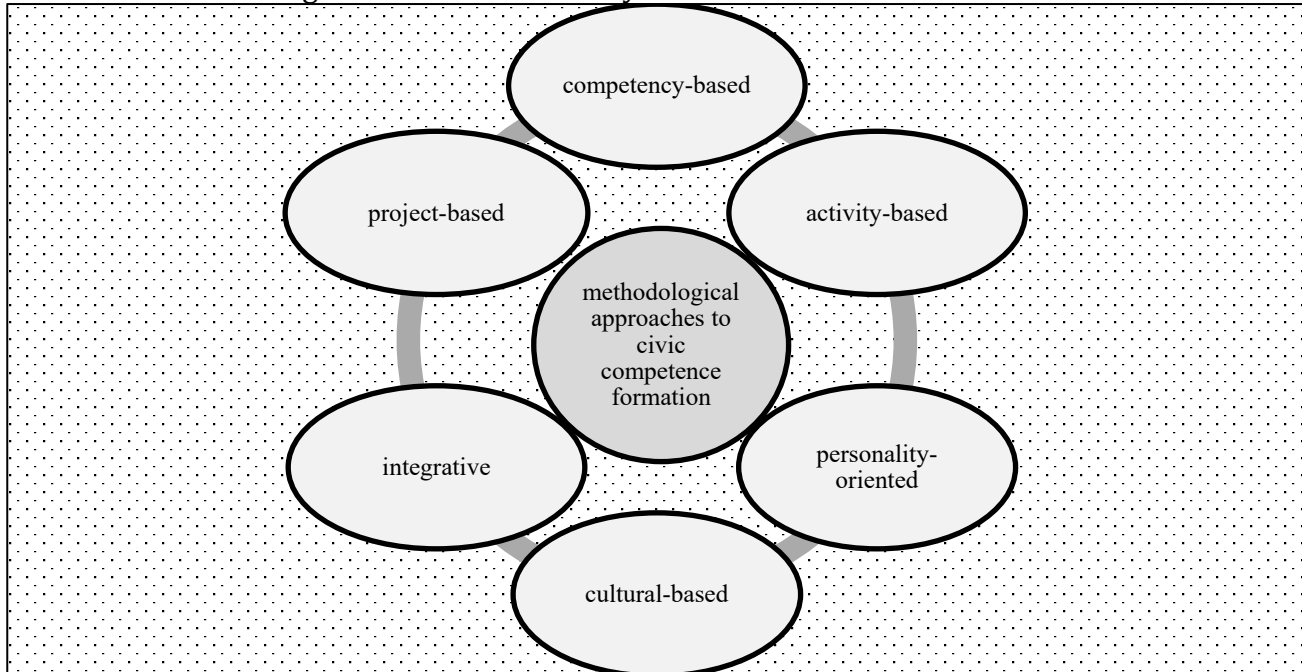


Fig. 2. Methodological approaches to civic competence formation

A discrete and extremely promising research segment consists of works devoted to studying the potential of digital technologies, multimedia tools and online platforms as an innovative resource for the formation of civic competence in the context of the transformational digitalization of education [10]. In these publications, digital tools are not limited to the function of supplementing the traditional educational process, but are considered as active agents of rethinking the pedagogical paradigm, which forms new spaces for civic participation, ethical dialogue, media activity and cultural inclusion.

The studies demonstrate that digital citizenship is a complex socio-pedagogical formation, which includes: information independence (the ability to independently search, critically evaluate and consciously use digital sources); digital ethics (understanding the norms of behavior in the online environment, responsible attitude to personal data, intolerance to cyber aggression, compliance with copyright norms); media literacy (analytical understanding of information flows, recognition of manipulative content, creation of civic-oriented media products); inclusive and multicultural communication, implemented through digital channels as spaces for intercultural dialogue. The significance of the virtual learning space, which functions as a laboratory of social experience, is growing: participation in digital debates, electronic simulations of electoral processes, discussions of socially vital topics, development of joint online projects, and digital volunteering act not only as forms of interactive learning, but also as means of social engagement of students in the process of developing guidelines for civic activity and responsibility.

The analytical comprehension of these studies allows to conclude that pedagogically justified digital educational environments can significantly enhance the effectiveness of civic competence formation. In particular, they create conditions for the implementation of hybrid educational models that combine the advantages of traditional formal education with the

flexibility, dynamics and social mobility of digital pedagogy. Thus, the above sources not only form a scientific and methodological basis for rethinking modern civic education, but also set guidelines for creating new generation educational strategies that can respond to the challenges of the digital age, ensuring the development of a conscious, critically thinking, ethical and active citizen.

Conclusions

It was found that civic competence appears as a cross-cutting value-content category that integrates knowledge, skills, beliefs and behavioural models necessary for the effective functioning of an individual in a democratic society. It is strategically significant for the formation of an active life position of student youth, capable of responsibly participating in social development and resisting the risks of the digital environment. Acquiring civic competence during professional training contributes to the holistic socialisation of youth, the establishment of legal awareness, environmental and ethical responsibility, critical thinking and media literacy. The formation of this competence indicates readiness for lifelong learning, responsible decision-making and the development of an open democratic society.

Analysis of scientific sources shows that civic competence is an interdisciplinary, multidimensional and dynamic phenomenon that is studied in political, sociological, psychological, managerial and pedagogical dimensions. The modern educational science focuses on civic education as a means of developing a responsible, socially active, critically thinking personality capable of democratic participation. Comparative approaches allow us to identify universal patterns and national features of the civic competence formation. The content of the research covers age-specific, industry and professional context, which indicates a deep integration of the civic component into modern education. The methodological diversity and conceptual richness of the research create the basis for the formation of new didactic strategies and the adaptation of civic education to the global challenges of our time.

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