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## FORMATION OF CIVIC IDENTITY OF STUDENTS BASED ON METHODICAL HERITAGE OF YEVHEN PASICHNYK

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*The normative documents of the New Ukrainian School refer to the formation of students' civic competence for successful functioning in a democratic society and specify the essence of the concept of civic competence. Its main features are readiness to assert and defend statehood and democracy, ability to defend human rights, awareness of the value of free democratic society, the rule of law, human and civil rights, responsible attitude to civic duty, to one's own life and the life of community and society.*

*The future of the Ukrainian state largely depends on the established Ukrainian civic identity. The loss of civic identity poses serious problems related to profound alienation in society, a sense of disintegration, instability of human existence, and even a threat to national security.*

*In teaching Ukrainian literature, Y. Pasichnyk was one of the first to study the problem of forming in students' means of Ukrainian literature a conscious perception of themselves as citizens of Ukraine. His works are an essential contribution to the development of the content of education and the scientific substantiation of the process of national education of students in an independent state.*

*Forming a civic identity for the needs of the present and the New Ukrainian School may be naturally developed on the foundations laid by Y. Pasichnyk, his predecessors, and followers. Today is the time to return to his theoretical achievements to successfully develop students' civic identity in a country that so heroically fights for the right to exist. Nowadays, the formation of Ukrainian inhabitants' civic identity is unfinished and still going on. A well-balanced course of Ukrainian literature at school and the use of active education forms will help speed up this process.*

*The article is devoted to the review and analysis of the creative work of the scientist and methodologist Y. Pasichnyk, who is dedicated to studying the problem of forming secondary school students' means of Ukrainian literature deeply conscious self-perception as citizens of Ukraine. We consider the issues raised by Y. Pasichnyk*



*in the currently accepted broader context of civic identity. We highlight the inherent characteristics of civic identity and the main ways of forming the value-meaning sphere of personality to achieve this goal in the lessons of Ukrainian literature. We believe the most critical methodological recommendations for optimizing the educational process concerning the issues under consideration have also been formulated.*

*The article paves the way for studying various deviations of civic identity and ways to overcome them.*

*Key words: civic identity, civic competence, teaching methods, methodological heritage, Ukrainian literature, New Ukrainian School, cultural and national identity, a value-meaning sphere of personality.*

У нормативних документах Нової української школи йдеться про формування громадянської компетентності учнів для успішного функціонування в демократичному суспільстві. Сутність поняття громадянської компетентності конкретизована в Концепції розвитку громадянської освіти в Україні. Основними ознаками громадянської компетентності випускників закладів загальної середньої освіти є готовність утверджувати і захищати державність і демократію, здатність відстоювати свої права, усвідомлення цінностей вільного демократичного суспільства, верховенства права, прав людини і громадянина, відповідального ставлення до громадянського обов'язку, власного життя, життя громади та суспільства.

Від сформованої української громадянської ідентичності багато в чому залежить майбутнє Української держави. Втрата громадянської ідентичності створює серйозні проблеми, пов'язані з глибокою відчуженістю в суспільстві, відчуттям розпаду, нестабільністю людського існування і навіть створює загрозу національній безпеці.

У методиці викладання української літератури Є. Пасічник одним із перших досліджував проблему формування в учнів засобами української літератури усвідомлення себе як громадян України. Його праці є важливим внеском у розробку змісту освіти та наукове обґрунтування процесу національного виховання учнів у незалежній державі.

Концепція формування громадянської ідентичності для потреб сучасності та Нової української школи може бути природно розвинена на засадах, закладених Є. Пасічником, його попередниками та послідовниками. Сьогодні настав час повернутися до його теоретичних здобутків, щоб успішно розвивати громадянську ідентичність студентів у країні, яка так героїчно бореться за право на існування.

Нині формування громадянської ідентичності українців є незавершеним і триває. Пришвидшити цей процес допоможе виражений курс української літератури в школі та використання активних форм навчання.



*Стаття присвячена огляду та аналізу частини творчості вченого-методиста Є. Пасічника, що стосується проблеми формування в учнів засобами української літератури глибоко усвідомленого самосприйняття як громадян України. Ми розглядаємо питання, які порушує Є. Пасічник, у прийнятому нині ширшому контексті громадянської ідентичності. Висвітлюємо іманентні характеристики громадянської ідентичності та основні шляхи формування ціннісно-сислової сфери особистості для досягнення цієї мети на уроках української літератури. Також сформульовано найважливіші, на нашу думку, методичні рекомендації щодо оптимізації освітнього процесу стосовно питань, які розглядаються.*

*Ми бачимо перспективи подальших досліджень у вивченні різноманітних девіацій громадянської ідентичності, їх причин та шляхів подолання. Це допоможе конкретизувати напрями роботи з формування громадянської ідентичності учнів у закладах загальної середньої освіти засобами української літератури та усунути негативний вплив на молодь окремих середовищ та сумнівних ЗМІ.*

*Ключові слова: громадянська ідентичність, громадянська компетентність, методика навчання, методична спадщина, українська література, Нова українська школа, культурно-національна ідентичність, ціннісно-сислова сфера особистості.*

**Introduction.** The Russian armed aggression against Ukraine in 2014 and the Russian-Ukrainian war in 2022 gave a new impetus to the development of scholars' interest in finding rational ways to resolve the contradiction between the social order and the actual state of young Ukrainians' civic identity. There are contradictions between Ukrainian literature's role in shaping students' civic culture and the fragmentation of relevant scientific concepts of school education. They also exist between the importance of the individual experience of personal citizenship and the lack of intensely creative approaches to shaping young Ukrainians' cultural and national identity as a prerequisite for their civic competence.

After Ukraine's declaration of independence, a particular emphasis on forming civic identity through national literature was made in 1991. At this time, society felt the urgent need to form in students an active civic position on the future of the young state on the latest democratic and humanistic principles. After the Revolution of Dignity, the strategy and tactics of the development of Ukrainian civic identity received a new impetus through school reform and the development of the New Ukrainian School.

The normative documents of the New Ukrainian School refer to the formation of students' civic competence for successful functioning in a democratic society (Ministerstvo osvity i nauky Ukrainy, 2016). Furthermore, the essence of the concept of civic competence is specified in the Concept of Civic Education Development in Ukraine (Ministerstvo osvity i nauky Ukrainy, 2018). The primary markers of civic competence of general secondary education graduates are readiness to assert and defend statehood and democracy, ability to defend their rights, awareness of the value of a free democratic society, the rule of law, and human and civil rights. In addition,



one has to consider a responsible attitude to civic duty, one's own life, and the life of community and society (Ministerstvo osvity i nauky Ukrainy, 2018).

Another normative document of the New Ukrainian School, the State Standard for Basic Secondary Education (2020), emphasizes that the civic competence of young Ukrainians is closely linked to their civic identity. Therefore, considerable attention in times of school reform should be paid to forming personality traits and characteristics that form the basis of civic identity. To successfully implement this task, it is necessary to study the already gained positive experience in schools of Ukraine and to comprehend the scientific theories and practical recommendations of scientists involved in this field (Ministerstvo osvity i nauky Ukrainy, 2020).

In teaching Ukrainian literature, Y. Pasichnyk was one of the first to study the problem of forming in students' means of Ukrainian literature a conscious perception of themselves as citizens of Ukraine. His works are an essential contribution to the development of the content of education and the scientific substantiation of the process of national education of students in an independent state. Today is the time to return to his theoretical achievements to successfully develop the civic identity of students in the country that so heroically fights for the right to exist.

**Main part.** In recent times, the concept of civic identity has been actively studied by scientists D. Abrams, P. Alter, V. Arbenina, T. Bevz, M. Boryshevsky, V. Vasyutinsky, M. Gibernau, P. Gnatenko, U. James, L. Drobizheva, N. Ivanova, O. Kirichuk, A. Kolodiy, I. Konoda, Y. Rymarenko, N. Savelyuk, L. Snigur, V. Stepanenko, M. Stepiko, J. Turner, N. Khazratova, L. Shimchenko, S. Shulman and others. The analysis of their works highlights the essence of civic identity as self-awareness as a citizen of a particular state, involvement in economic, political, cultural, and national ties with fellow citizens, sharing common civic values and respect for state symbols, important historical dates and prominent personalities (Gubernau, 2012; Bevz et al., 2014; Losev, 2019; Vorona & Shulha, 2018). The scientists have in common that the problem of identification is the problem of how a person realizes himself, how he acts in various spheres of society, and how he uses social, historical, cultural, and national traditions.

The problem of forming a civic identity has deep roots in the methodology of teaching literature. Its solution is closely connected with the formation of students' social, cultural, and national values through fiction. Various aspects of this problem were developed by O. Bandura, T. Bugayko, F. Bugayko, V. Hladyshev, V. Holubkov, H. Gukovsky, O. Doroshkevych, Zh. Klymenko, V. Nedilko, L. Nezhyva, H. Ostrovska, Y. Pasichnyk, M. Sybikokova, M. Rybnikova, K. Spaska, L. Troitsky, T. Chirkovska and others. For example, O. Doroshkevych proposed a teaching method that took into account the ideological and civic value of the work and revealed: «the ideals of the national intelligentsia, with its impulses and sufferings, its history» (Doroshkevych, 1921), which was to promote the civic position of the youth. I. Ohiyenko emphasized the importance of cultural and national education, which forms in young people universal ideals rooted in the national literary art. Thus, the scientist defended the expediency of forming a civic position and culture based on universal values (Ohiyenko, 1991). A. Mashkin pointed to the need for the perception of artwork at school as an illustration of social phenomena and awareness of the social



nature of the text (Mashkin, 1928). His approach explained the determinism of moral qualities of characters in social processes, justified the development, self-actualization, and self-expression of characters of a particular social group, contributed to the transmission of civic culture to younger generations, and united and preserved the unity of social groups. Mashkin was motivated by the desire of school science at the time to use fiction to illustrate social life, which was an attempt to help students become involved in the system of social relationships.

A qualitatively new step in developing the problem of forming students' civic identity in the late twentieth century was made by scientist and teacher Y. Pasichnyk. He is an author of the theory of aesthetic education of students through literature and many other scientific papers, programs, textbooks, secondary and higher education manuals, and methodological collections for developing teacher's skills. The scientist organically combined pedagogical work with research activities; actively spoke in the methodological press. Among his well-known scientific researches, there are "Literary local lore at school" (Pasichnyk, 1965), "Ukrainian literature at school" (Pasichnyk, 1983), "Methods of teaching Ukrainian literature in secondary schools" (Pasichnyk, 2000). Among the scientist's research interests are the conceptual provisions of the theory of methodology, methodological principles of teaching the art of the native language, problems of content and organization of the educational process of Ukrainian literature at school, the formation of national consciousness, and self-consciousness of young Ukrainians. He laid the foundations for the formation of the civic identity of students in the modern sense. He linked them with cultural and national values and traditions in the school study of Ukrainian literature.

Such researchers as O. Isayeva, H. Ostrovska, O. Ratushnyak, A. Sitchenko, L. Udovychenko, T. Yatsenko, and others studied some components of Y. Pasichnyk's scientific heritage. However, the theoretical ideas of the scientist about the formation of students' civic identity were not the subject of thorough research, which determines the topic's relevance. In our opinion, understanding and adapting Y. Pasichnyk's scientific achievements in this area will contribute to the successful implementation of school reform in Ukrainian schools.

In developing scientific approaches to forming civic identity, Y. Pasichnyk used the ideas of the progressive methodist K. Storchak, who worked in the 60s of the twentieth century. K. Storchak was one of the first in Ukrainian methodology to study the manifestations of national and international in Ukrainian literature and developed the main directions of analytical work of teachers and students in this field. He emphasized the connection between the artistic embodiment of the concrete and the general and their role in the development of civil society, between the concept of characters and the model of the social environment in the work of art. This connection makes each character special and unique and, simultaneously, similar to all members of society (Storchak, 1965). Thus, the scientist drew attention to civic identity as a dynamic property, constructed through the comparison of personality and its values with others, the development of rules of coexistence in the social environment.



Y. Pasichnyk enriched and developed the best ideas of the methodology of the twentieth century. A peculiar result of the scientist's activity in this field is the book "Methods of teaching Ukrainian literature in secondary schools" published in 2000. In the textbook for future teachers of Ukrainian literature, the author provides a new understanding of school methodology's critical issues, summarizing many years of experience, adapting it to new socio-historical living conditions in independent Ukraine, and outlines the main directions of development of the national school.

One of the areas of research is related to the formation of civil society and the growth of civic identity using Ukrainian literature, and another with the development of methods for establishing cultural and national identity as a prerequisite for civic identity and civic competence in general.

The definition of the main directions of school development is due to the need to revive the fundamental values of civil society in Ukraine in the twentieth century, which were lost due to complex political vicissitudes. One has to analyze their devastating impact on civic position's awareness. According to the scientist, in the conditions of democratization and humanization of education, Ukrainian literature as a subject should significantly influence the process of forming the civic culture of the individual and promote active learning in school "those moral norms that have been developed by mankind over centuries" (Pasichnyk, 2000, p. 5). Y. Pasichnyk also warned that uncertain civic position is the cause of blurred civic culture: it is difficult for young people to follow the principles and rules of coexistence, to be civic, and to find their place in the social environment.

Y. Pasichnyk argued that literature, as a school subject is multifunctional and integral in its purpose. One of the most important tasks of its study is to ensure the ideological and aesthetic impact of works of art on students and use the potential of works of art to form a comprehensively developed personality, a citizen of Ukraine, who can be characterized by high culture, broad outlook, need for creative work, high moral ideals, and values. Furthermore, literature as a subject form the humanistic qualities of a man. Based on works of art students can emotionally experience various situations, better understand what is good and evil, what is the meaning of human life, happiness, what place a person occupies in society, what is an active life position, human conscience, duty, feat, honor. Therefore, the teacher's task is to make literature lessons valuable in students' moral education.

In developing the methodological foundations for the formation of cultural and national identity as a prerequisite for civic identity Y. Pasichnyk mainly relied on the works of philosophers H. Skovoroda, I. Franko, teachers Kh. Alchevska, H. Vashchenko, J. A. Comenius, I. Ogienko, V. Sukhomlynsky, K. Ushynsky and contemporary scientists Y. Babansky, I. Bekh, I. Zyazyun, M. Stelmakhovych, and many others. The mentioned researchers and methodologists consider the problem of the formation of youth's social values and patriotic feelings as components of civic identity in close connection with national moral and ethical education, development of respect for national culture, and eternal universal high moral virtues. Y. Pasichnyk shared these views and concluded: "the national school grows based on folk shrines, is built taking into account the centuries-old history of the people, artistically embodied in the works of art of the word" (Pasichnyk, 2000, p. 5). Moreover, they were



continuing to develop the ideas of A. Diesterweg, the scientist, emphasized the main tasks of pedagogy: it must take into account the individual and shape it according to natural abilities, to do so according to the uniqueness of the nation to which the individual belongs, while educating him according to universal values.

In his experimental research, the scientist tested the importance of forming students' cultural and national identities for successful learning. As a result, he identified the basic principles of forming a system of students' values in literary education.

First, it is essential for a teacher to focus on the natural children's features and be sure to consider their individual artistic needs.

Secondly, the assimilation of the experience of national culture and literature must take place organically, based on the free development and activity of the national spirit. It confirms that Y. Pasichnyk fully shares A. Diesterweg's view is that state organization and policy in education contribute to the goals set by Nature and its Creator, so they are correct, and their role is significant (Diesterweg, 1956). Fiction has a unique role in reviving the lost criteria of morality developed by humanity on the path of humanistic progress, affirming the eternal universal ideas about moral and ethical norms of behaviour that form the basis of human coexistence. Education of cultural, national, and civic values in the younger generation through national literature is a process of educating ideals that forms a type of individual who constantly feels to be a part of the nation and shows its involvement in its history, traditions, culture, and spiritual life in the broadest sense. The creation of the students' value system must be inextricably linked with their learning to understand the work's aesthetics and the artistic means of creating the characteristic features of the literary work's characters.

Thirdly, the processes of identity formation must be carried out in inseparable unity with understanding the aesthetic values of works of art. Literature can awaken in a person an artist to develop the ability to master the world in an aesthetically way. Writers affirm the beauty of human behaviour, the beauty of fidelity in friendship, and love for the Motherland. One of the most important tasks of studying literature at school is to direct children's attention to beauty, to bring up contempt for everything ugly. Without a deep understanding of the beautiful and heroic, forming a youth civic culture, high moral qualities, and ideological beliefs is impossible.

According to the results of scientific research of Yevhen Pasichnyk and his followers, literature and art open up unique opportunities for cultivating a culture of feelings and experiences, which is the basis of decent human behaviour in society. The culture of feelings is formed in a person gradually and is not only derived from intellectual development. Two critical components are decisive in shaping a person's personality. First, a suitable combination of intellectual and emotional factors in literature lessons contributes to students' complete education through the artistic world. Literature is designed to look deeply into man's inner world, reveal his soul's dialectic, and encourage development and self-improvement.



Unfortunately, for a long time, in the conditions of a unitary state, the problem of forming a cultural and national identity in a national school could not be the subject of research. A primitive party-class discourse replaced the national approach.

According to Y. Pasichnyk works, Ukrainian literature should be studied in close connection with the literature of other nations in the context of the world literary process. Therefore, the scientist praised the introduction of foreign literature courses to the content of school education. It helps to concretize the national and universal issues in Ukrainian culture, illustrate common and different views of the world and people in different countries and cultures, and encourage students to self-awareness and understand their civic and cultural-national identity.

The concept of forming a civic identity for the needs of the present and the New Ukrainian School is quickly built on the foundations laid by Y. Pasichnyk, his predecessors, and followers.

Psychological and pedagogical conditions are significant which contribute to the optimal reception of students' cultural and literary values. Teaching literature at school gives a total result when in the process of teaching, there exists constant spiritual contact between the teacher and students and an atmosphere of openness, friendliness, and mutual respect; when both sides act as equal partners and in acts of interaction freely express their views and initiative. Such communication is based on civic culture and is especially necessary for literature lessons where moral values are grasped.

There are two main ways to form the value-meaning sphere of personality as a component of civic identity. The first is the formation of values based on knowledge about the state and national culture with their basic moral norms, which are necessary for moral orientation and the basis for the formation of human beliefs. The second is the inculcation of high ideals and feelings while studying national literature.

The question arises whether the knowledge of particular moral norms and certain beliefs indicate the established system of personal values. Not always. The degree of formation of the value system is expressed in the moral position and culture of the individual. A system of values is formed in active emotional and cognitive activities. Therefore, such activities should be highlighted as an essential psychological and pedagogical condition for the effectiveness of moral and value education and emphasize the need to develop a vibrant culture of students. Without empathy, without heartfelt emotion, there can be neither proper spiritual development using art nor conscious civic position. No moral sermon is as educating as living pain, living feeling. Today, it is necessary to expand the exercises to determine the civic position of the characters in the artworks and offer students educational tasks to solve moral and value problems and identify civic culture. Under such conditions, the study of each work will bring young Ukrainians closer to solving contemporary moral and value issues of civic nature, provide them with the necessary knowledge, and influence the formation of a worldview and balanced civic position.

It is essential not to limit the formation of civic and cultural-national identity by working in class but to create conditions for students to use their own moral and value attitudes widely in real-life situations and to cause a conscious need to use them. As a result, we conclude that the process of forming students' civic identity through



Ukrainian literature within the New Ukrainian School will achieve its goal only if the most careful attention is paid throughout the educational process to such identity's immanent components as:

- respect for human rights and freedoms (for example, students analyze cases of intolerance towards people described in works of art and make suggestions for preventing such situations in real life);
- recognition of equal rights and responsibilities of all citizens of the state (for example, students analyze cases of discrimination against characters and give a negative assessment of such facts);
- respect for the thoughts, beliefs, and views of other people, the values of the other cultures' representatives (for example, students respect the conduct's rules of other cultures, and consider it incorrect to condemn the traditions of other peoples thoughtlessly);
- responsibility for their position (for example, students give a reasoned assessment of the character's behavior, take responsibility for the decision, and explain the importance of their own choice);
- self-confidence and self-efficiency (for example, students express deeply personal assessments and judgments about works of art and their characters, the role of national literature in the education and preservation of civic identity).

Today, the formation of civic identity is an “unfinished project”. According to N. Khazratova, “in modern Ukraine, the processes of statehood formation are still going on, the civic identity of its inhabitants is in intensive dynamics” (Khazratova, 2004, p. 42). Unfortunately, the situation has not changed significantly for almost twenty years. A well-balanced course of Ukrainian literature at school and active forms of education will help solve this problem.

**Conclusions.** The future of the Ukrainian state largely depends on the established Ukrainian civic identity. The loss of civic identity poses serious problems related to profound alienation in society, a sense of disintegration, instability of human existence, and even a threat to national security.

Previously, in teaching Ukrainian literature, the formation of students' civic identity was mostly identified with the development of their cultural and national identity. Nowadays, cultural and national identity is considered a prerequisite for civic identity. Works of Ukrainian literature cultivate civic feelings because they:

- pass on national values and traditions of generations;
- illustrate the role of active citizenship in defending the right to liberty and freedom of choice;
- outline the possible consequences of various actions and stimulate students to develop responsibility for their actions.

The learning process should be focused on finding in each literary work the most interesting, most important issues for modern students that will actualize in their minds cultural and national values and help them understand the past and present of the state and society, reveal the meaning of conscious and active citizens, stimulate self-identification with their nation and country. If such work continues throughout the years of schooling, it will be possible to form a robust civil society to unite it around



integrated national values.

We see prospects for further research in studying various civic identity deviations, causes, and ways to overcome them. It will help to specify the directions of work on forming students' civic identity during general secondary education through Ukrainian literature and to eliminate the negative influences of specific environments and dubious media.

Finally, one has to choose the range of artworks that most vividly illustrate high civic values. It is equally important to rely on effective methods of teaching students to think critically and formulate convincing arguments, their own motivated opinion about the events and characters depicted in work, and extrapolate literary knowledge and skills to real-life situations.

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