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THE PROBLEM OF FORMING SOCIAL AND CIVIC COMPETENCES OF PRIMARY SCHOOLCHILDREN IN THE SCIENTIFIC WORKS OF POLISH SCIENTISTS

Abstract. The relevance of the declared problem is due to the attention of modern Ukrainian pedagogy to the problem of developing a conscious and self-sufficient personality who is able to communicate and interact with other people, and is responsible for the processes taking place in society.

The essence of the concepts of «civic competence» and «social competence» is clarified, a number of differences between them are identified, and the meaning of civic and social competences is analyzed.

A number of studies by Polish authors devoted to the problem of forming civic and social competencies in students are annotated and analyzed. These works express the idea that a person's social and civic competencies determine how they perceive the world, are they ready to actively change it, are these competencies important at every stage of a person's life, as they allow them to function among and with people, that the formation of civic stance and the promotion of socially desirable behavior among students are fundamental tasks assigned to the school, that in order to develop relevant competencies in students, it is necessary to create projects and learning platforms that go beyond the formal school space and allow students to acquire practical skills.

Keywords: civic competences, primary school, Republic of Poland, social competences.

Problem statement. The development of a conscious and self-sufficient personality is one of the priorities of school education in the 21st century. The ability to communicate and interact with other people, a sense of responsibility for the processes taking place in society, distinguish a conscious participant in public life. These factors are an example of well-formed social and civic competences.

The formation of social and civic competencies is one of the key components of the New Ukrainian School; this process is aimed at educating responsible citizens who are capable of democratic interaction and awareness of rights and responsibilities. Among the expected results of relevant educational activities, a number of developed skills are distinguished, such as: the ability to work in a team, the ability to communicate effectively, the ability to resolve conflicts, the ability to recognize oneself as a citizen of Ukraine, the ability to appreciate cultural diversity and act responsibly in social situations.

The global nature of educational problems necessitates a joint search for effective means of solving them, therefore comparative studies are of particular importance for the development of science and education in Ukraine. The Law of Ukraine «On Complete General Secondary Education», the Concept «New Ukrainian School», state standards for general secondary, primary, preschool education and other key educational documents emphasize the importance of scientific support for modernization processes in Ukrainian education in view of compliance with modern world transformations, the need to catch up with foreign achievements in the field of pedagogical science and education. In this context, the analysis of Poland's experience in developing students' social and civic competences is an important source of thorough understanding and creative use of productive ideas in domestic educational practice.

Analysis of recent research on the problem. Domestic science is gradually being filled with attempts to thoroughly study various issues related to the problem of forming social and civic competencies in a growing individual. Thus, civic education and upbringing from the perspective of the foundations of civil society were studied by V. Kizenko. Civic education as a necessary condition for building a sustainable democracy is the subject of research by G. Nevinna. An attempt to analyze the development and essence of civic education as a path of development and socialization of the individual, the formation of his national identity and civic position was made by N. Savchenko. The essence of the competency-based approach to organizing the pedagogical process, the European framework of competencies and their implementation in Ukrainian educational programs, etc. have become the subject of research in the works of S. Goncharenko, I. Petrova, O. Savchenko, O. Sukhomlynska, and others. Civic competence in the context of the concept of social interest was studied by M. Sidorkina. The pedagogical conditions for the formation of students' civic competence are represented in the publications of I. Huseynova, N. Oliynyk, E. Pochynok, and N. Franchuk. Scientists G. Tovkanets and V. Lendel investigated the presentation of the problem of social competence of senior school students in the psychological and pedagogical literature. The problem of formative assessment of students' social and civic competencies became the subject of research in the publication by O. Khudenko. N. Gavrish, N. Ignatenko,

T. Kravchynska, O. Pometun, and others devoted their works to the peculiarities of the formation of social and civic competencies of teachers. The manual by V. Kovalenko is dedicated to the formation of social competence of younger schoolchildren using information and communication technologies.

The work of O. Medvid, which highlights the concept of civic education in higher education institutions in Poland (Medvid, 2025), and the research of N. Rotar and I. Tsikul, which represents the Polish experience of local practices of civic education in the system of European integration progress of Ukraine (Rotar & Tsikul, 2022), are noteworthy. In turn, L. Ryabovol and T. Remekh analyzed civic education in specialized schools in Ukraine and foreign countries (Ryabovol & Remekh, 2024). The development of a child's social and civic competences in the context of pedagogical theory and practice in Poland was analyzed by G. Bilavych, I. Rozman, and M. Kopczuk-Kashetska (Bilavych, Rozman & Kopczuk-Kashetska, 2023). At the same time, it should be noted that among the significant number of scientific works, there are none that separately and holistically substantiate the experience of studying abroad in the area of forming social and civic competencies in elementary school students. We believe that, in the context of Ukraine's integration into the European space, the study of relevant content by domestic scientists could become a very important theoretical basis for the implementation of practical cases in the educational process of Ukrainian schools.

The purpose of the article is to highlight some aspects of the problem of forming social and civic competences of primary school students in Polish scientific discourse.

Presentation of the main material of the study. First of all, we will summarize the conceptual framework of the study. Thus, civic competences are defined as integrative qualities of a person, including legal knowledge, moral values, critical thinking skills, and active citizenship. In turn, social competencies involve a set of knowledge, skills, abilities and personal qualities necessary for effective interaction, adaptation in society and successful professional activity (they include empathy, communication, conflict resolution and responsibility, ensuring the ability to live and work with others). Given the close relationship between civic and social competences, it is still worth understanding a number of differences, namely: civic competences refer to the ability to understand, respect and protect human rights, interests and responsibilities; social competences are aimed at fostering a conscious sense of belonging to society and developing effective communication skills.

In the context of our research topic, the concept of «social skills» is important. They are also called «life skills that promote social health» (or «interpersonal skills»). Social skills are differentiated into several groups, namely: effective communication skills (the ability to listen; the ability to clearly express one's thoughts; the ability to openly express one's feelings, without anxiety and accusations; mastery of non-verbal language – gestures, facial expressions, intonation, etc.);adequate response to criticism; ability to ask for a favor or help; empathy skills (ability to understand the feelings, needs and problems of other people; the ability to express this understanding; the ability to take into account the feelings of other people; the ability to show support and help); conflict resolution

skills (ability to distinguish between conflicts of views and conflicts of interests; ability to resolve conflicts of views on the basis of tolerance; ability to resolve conflicts of interests through constructive negotiations); skills of behavior under pressure, threats, and discrimination (skills of confident behavior; the ability to defend one's position and refuse unwanted offers, in particular those related to involvement in smoking, alcohol use, and drugs; the ability to avoid dangerous situations and act in the event of a threat of violence); teamwork and cooperation skills (the ability to be a «team member», work for results; the ability to express respect for the contribution of others to joint work; the ability to adequately assess one's abilities and one's contribution to joint activities; perception of different behavioral styles; leadership skills; skills of influence and persuasion; skills of establishing contacts and motivation) (Slyvka, 2014, p. 46 – 47).

The importance of social competencies lies in the fact that they contribute to personal development (help in the formation of self-esteem and effective behavior), are the basis for professional success (are key to teamwork, leadership and career growth) and are the basis of civic position (contribute to active participation in community life, understanding of democratic values and human rights).

In turn, civic competences include the following abilities: to navigate the problems of modern socio-political life in the country, to know the procedures for participating in the activities of political institutions of a democratic state, local self-government bodies; apply procedures and technologies to protect one's own interests, rights and freedoms of one's own and other citizens; fulfill civic duty within the local community and the state as a whole; use methods of activity and models of behavior that comply with the current legislation of Ukraine, satisfy the individual's own interests, and protect human and civil rights.

The content of civic competences at the primary school level assumes that the student knows about national and universal values, about the state, laws, human rights, the rights and duties of a person, a citizen, about the rules of communication with peers and adults and the norms of behavior in various situations, including communication in the family, that the student is able to communicate with peers and adults, collectively discuss problems, make conscious choices, participate in collective family and class activities, make collective decisions, engage in socially useful activities, express and explain their own point of view, that the student demonstrates in his behavior respect for human rights, the law, the desire for justice, honesty, responsibility, recognition and acceptance of diversity, patriotism, respect for national history, culture, language, and traditions (Hromadianska osvita, 2018; Hromadianska osvita, 2019).

The logic of the scientific search provided for an annotated analysis of a number of studies by Polish authors devoted to various issues related to the problem of forming civic and social competences in students. Let us consider this content in more detail.

One of the works that deserves attention is the monograph of a team of authors entitled «Formation of social and civic competences by non-governmental organizations in Poland» (Kształtowanie kompetencji społecznych, 2015). The publication was implemented within the framework of the project «Development of

substantive and institutional prerequisites for the implementation of the National Qualifications Framework and the National Qualifications Register for Lifelong Learning», which is being conducted at the Institute for Educational Research. The authors of the publication note that the results of learning are knowledge, skills, and social competencies. A person with appropriate social skills is a good employee, communicates and collaborates effectively with other people, is responsible, and can handle difficult and stressful situations. Employers want to have exactly these kinds of employees – with developed social competencies. Developed social skills form what in an individual context can be called emotional intelligence or maturity, and in a social context – social capital. A person's social and civic competencies determine not only how they cope in the modern world, but also how they perceive this world and whether they are ready to actively change it. And this, in turn, influences the direction of development of modern societies.

Quite interesting in the context of the topic of our investigation is a textbook called «Children as Citizens: Scenarios of Educational Projects that Develop Social and Civic Competencies and Academic Skills in Elementary School, Grades 1–3» (Dzieci obywatela, 2013). The content of the publication is the results of the project «From a Small School to a Big World», led by E. Tołwińska-Królikowska. The project was implemented within the framework of the Human Capital Operational Program, Priority 3 «High quality education system», Measure 3.3. «Improving the quality of education», Sub-measure 3.3.4. «Modernization of the content and methods of education». The materials in this publication were developed for use during the implementation of the core curriculum in various subjects at school. The content presented can also serve as a basis for educational activities that take place outside of school. The lesson and activity scripts are written specifically for use in schools in small towns to demonstrate that modern education does not require modern equipment or infrastructure (which such schools often lack), it requires maximum use of school and local resources. But, above all, unbiased and creative teachers are important.

O. Napiontek – the author of one of the introductory articles to this publication «Social and civic competences – what are they and how can they be developed through educational projects?» (Napiontek, 2013) – writes that the development of social and civic competences prepares children for their effective and constructive participation in social, political and professional life. These competencies are important at every stage of life because they allow you to function among and with people, as they involve collaboration, conflict resolution, and building trust.

The development of social competencies aims to prepare young people to function in changing social conditions. Modern societies are experiencing multidimensional changes, which requires that people have appropriate knowledge about social processes and the ability to act in these new conditions. Modern societies are mobile in many aspects, namely: geographically – people change their place of residence many times during their lives; socially, people change the groups they function in; intellectually, people are open to different types of views and to their changes throughout their lives. This also applies to professional mobility. These days it is difficult to find a career that will last a lifetime. Career changes related to changes

in the labor market and technological progress need to be taken into account. Societies are becoming globalized, which means that the diversity and intensity of contacts and exchanges between individuals and groups across national borders are increasing. This intensive exchange encompasses ideas, culture, products and knowledge. Globalization also means that the conditions in which we live depend on global processes, and conversely, that our actions shape not only local but also global realities. One of the signs of modernity is the multiculturalism of societies. Temporary and permanent migrations mean that modern man lives among people of different faiths and customs. This enriches the culture of man, on the other hand, it requires openness and the ability to communicate despite differences.

The article of H. Solarczyk-Szwec «Social and civic competences in the core curriculum of general education in the light of the challenges of the Integrated Skills Strategy 2030» (Solarczyk-Szwec, 2020) is worth noting. The author analyzed the Integrated Skills Development Strategy, a strategic document of state education policy in terms of provisions on social and civic competences in the general education system, in order to identify problems that affect the quality of human and social capital.

C. Kamecka-Antczak in her article «The process of acquiring civic competences by students in the school space – analysis of theoretical foundations» (Kamecka-Antczak, 2019) notes that, given the diversity of social situations and spheres of human social functioning, it is somewhat incorrect to speak of one general social competence. Instead, we need to talk about many types of this competence, among them civic and political competences. The process of acquiring civic competences as specific social competences is a component of the socialization process. This process can be approached from three perspectives. The first of them: the process of acquiring civic competencies is a specific form of learning, when the model of the civic role acquired in the process of socialization stands out in a special way from other social roles and models of behavior. The second point of view: the process described above is identical to social learning – when performing the role of a citizen – and any other role requires the acquisition of exactly the same range of social competencies. The third point of view: the process of acquiring civic competencies is parallel to the process of acquiring social competencies, when in the process of social learning, specific competencies necessary for performing various roles are simultaneously acquired.

E. Jaszczyszyn and E. Jakubowska in the article «Civic and social education in grades I – III of primary school» (Jaszczyszyn & Jakubowska, 2017) note that the formation of civic stance and the promotion of socially desirable behavior among students are fundamental tasks assigned to the school. These tasks should be carried out systematically at all levels of education. Fulfilling the duty to form the civic position of children requires teachers to appeal to the traditions of the nation, to foster love for the homeland, and to develop the desire to achieve the goals set for every citizen. It is worth noting that modern patriotism is not only about protecting the country from an external enemy; it is expressed, first of all, through participation in everything that concerns the affairs and needs of the nation and state. For this reason, the main task of teachers is to practically prepare students for the role of citizens.

The activities organized by the school should be aimed at gradually including students in the life of the local community, and later in the life of the region and the entire land.

M. Bielecki in the article «Shaping social competences using the project method on the example of the «Zwolnieni z Teorii» platform» (Bielecki, 2021) writes that the dynamic social, cultural, and economic changes of today can create a sense of threat to human existence because their essence is not sufficiently understood and because of the lack of similar changes in past eras. This unpredictability forces people to develop the ability to overcome difficulties. Schools, and therefore teaching teams, also face numerous challenges in their educational and educational work with students. These challenges include, for example, skillfully creating conditions conducive to learning within the framework of the substantive material taught in individual subjects and developing a variety of competencies in students. A student, that is, a future school graduate, must skillfully combine his autonomy and independence with effective cooperation with other people, and he must also feel the need to establish and develop positive social relationships necessary for building and strengthening desired social structures. All of this must be implemented in a society that is much more complex and diverse than before, in the conditions of a modern, advanced technological civilization, in a world with an ever-changing civilization and culture.

Today's young people expect more than just a traditional lesson. They no longer want to stick to the traditional school model, which involves formulaic and not always interesting learning activities. An offer that truly meets these expectations is the platform «Zwolnieni z Teorii» – a project launched in 2013. The platform's developers wrote that they are creating a place where students can gain practical skills. Students are responsible for implementing the project without the influence of the teacher. Thus, this project, in a sense, goes beyond the formal school space. It allows students to choose the ways to achieve their goals. By working on community projects, students collaborate with each other. As a result, they develop many skills that are components of social competence, namely: communication, perseverance, and the ability to work with others.

Conclusions and prospects for further research. The conducted scientific research provides grounds for concluding that the effectiveness of the formation of civic and social competencies is possible only if students' theoretical knowledge is combined with their practical activity. It is advisable to borrow and use the Polish productive educational experience in educational institutions of Ukraine: primary education should have a clear focus on the formation of an integrative personality who has legal knowledge, moral values, critical thinking skills, and an active civic position, who is able to communicate positively, resolve conflicts, and be responsible.

A promising direction of research is the study of the experience of forming civic and social competencies of secondary school students in other countries – members of the European Union.

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ПРОБЛЕМА ФОРМУВАННЯ СОЦІАЛЬНОЇ ТА ГРОМАДЯНСЬКОЇ КОМПЕТЕНТНОСТЕЙ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ У НАУКОВИХ ПРАЦЯХ ПОЛЬСЬКИХ УЧЕНИХ

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Анотація. Актуальність задекларованої у назві статті проблеми зумовлена увагою сучасної української педагогіки до проблеми розвитку свідомої і самодостатньої особистості яка уміє спілкуватися і взаємодіяти з іншими людьми, і є відповідальною за процеси, які відбуваються у суспільстві. Мета дослідження полягає у висвітленні деяких аспектів проблеми формування соціальної і громадянської компетентностей учнів початкової школи у польському науковому дискурсі.

Уточнено сутність понять «громадянська компетентність» і «соціальна компетентність», визначено низку відмінностей між ними, проаналізовано значення громадянської і соціальної компетентностей, представлено структурний контекст цих компетентностей. Анонсовано представлені у наукових джерелах групи соціальних навичок. Висвітлено змістове наповнення громадянської компетентності на рівні початкової школи.

Анотовано проаналізовано низку розвідок польських авторів, які присвячені проблемі формування в учнів громадянської і соціальної компетентностей. Зазначено, що у цих працях висловлюються думки про те, що соціальна і громадянська компетентності людини визначають те, як вона сприймає світ, чи готові вона активно його змінювати, що впливає на напрямки розвитку сучасних суспільств, що ці компетентності є важливими на кожному етапі життя людини, оскільки вони дозволяють їй функціонувати серед людей і разом з ними, що формування громадянської позиції і сприяння соціально бажаній поведінці серед учнів є фундаментальними завданнями, покладеними на школу, що для формування в учнів відповідних компетентностей необхідно створювати проекти і навчальні платформи, які виходять за межі формального шкільного простору і дозволяють учням здобувати практичні навички.

Зроблено висновок про те, що польський продуктивний освітній досвід доцільно запозичити і доцільно використовувати у закладах освіти України. Визначено перспективний напрям дослідження анонсованої у статті проблеми.

Ключові слова: громадянська компетентність, початкова школа, Республіка Польща, соціальна компетентність.

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