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Country Report

## Social science education in Ukraine Current state and challenges

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**Keywords:** social science education, competency approach, integrated curriculum, civic and social competencies.

### Highlights

- the goal of school social science education is development of learners' civic and social<sup>1</sup> competencies;
- social and civic competencies are defined in the framework of universal values, national and European identity, patriotism, democracy and sustainable development;
- the school social science education is undergoing a reform within the New Ukrainian School strategy;
- the key challenge relates to better provision for the competency-based learning by competency inventory and application of the integrative approach to teaching.

**Purpose:** The paper provides an overview of the current state of school social science education in Ukraine, whose development is considered in the context of its internal and external challenges.

**Design/methodology/approach:** The analysis of the regulatory documents, school social science curriculum and course syllabi as well as publications and interviews with the stakeholders are the methods applied to identify the mission, content and current challenges of social science education.

**Findings:** The underlying concept is based on universal human, European and national values, respect for Ukrainian traditions and the traditions of other cultures and ethnic groups, principles of democracy, human rights and freedoms. Being a dynamic area of education, school social science is undergoing a transformation under the New Ukrainian School reform focusing on competency based integrative approach to education. The Russian military aggression against the country is another transformation factor that is currently being addressed.

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## 1 SOCIO-POLITICAL CONTEXT AND EDUCATIONAL POLICY DEVELOPMENT

After declaring independence in 1991, Ukraine began a structural reform of the national education system. The Law on Education (1991) proclaimed the democratic and national character of education. The Law of Ukraine on General Secondary Education (1999) confirmed the development of the secondary education on the basis of humanism and child-centeredness. The reform comprised, among other things, the radical transformation of school history and social science education, whose content until 1991 was determined by the Soviet ideology, and the development of a new concept of social science education based on civilizational, cultural and anthropocentric approaches to the coverage of the historical process.

The history of Ukraine including the history of the Ukrainian people, their national traditions, culture and self-awareness became the main course in the new social science education architectonics, which rejected the monopoly of one ideology or one historical concept in the interpretation of the past and pursued the principles of pluralism, freedom of thought and the multi-vector nature of scientific research.

The development of school social science education proceeded in the framework of sociocultural and anthropocentric approaches. Social science in a broad sense began to be considered as the scientific knowledge about man and society formed on the basis of history, sociology, economic theory, political science, law, cultural studies, social economy, social psychology and personality psychology, social philosophy, philosophical anthropology and ethics (Smahin, 2014).

At the end of the 1990s, under the influence of the European and global trends, a new direction of social science education emerged, i.e. citizenship education. The main goal of citizenship education was declared to be the formation of an individual who is aware of his/her role in the life of the society and actively strives for its improvement in accordance with democratic norms and values. The methodological foundations of citizenship education were provided by the Concept of Civic Upbringing (2000), the Concept of Citizenship education (2000), and the Concept of General Secondary Education (12-year school).

The experience and outcomes of a number of international, multi- and bilateral citizenship education projects which Ukraine, its public and civil society organizations were involved in had a significant impact on the development of citizenship education policy and practice. An important contribution was made by the CoE EDC Project, Education for Democracy in Ukraine Project (EU-US Transatlantic Civil Society Support Initiative) with the Concept of Civic Education in Secondary Schools in Ukraine as one of its outputs, EU-funded TACIS Civic Education - Ukraine Project, Swiss-Ukrainian Project on Promoting Education for Democracy in Ukraine and others.

The further development of social science education continued in the context of the competency-based transformation of the Ukrainian education. The encyclopaedic approach to structuring the content of school education dominated for decades could no longer meet the needs of the 21<sup>st</sup> century society, instead of knowledge that quickly becomes

obsolete, key competencies were declared to be the outcome of education in a globalized digital world.

Therefore, in the State Standard of Primary Education (2011) and the State Standard of Basic and Complete General Secondary Education (2011) the results of social science education were defined in terms of pupils' civic and social competencies. The civic competence was defined as the ability to actively, responsibly and effectively realize one's rights and duties to develop a democratic society. The social competence was defined as an individual's ability to productively cooperate with various partners, to perform various roles and functions in a team.

The political transformations in the country following the 2014 Revolution of Dignity confirmed the European vector of Ukraine's development and intensified the integration of the Ukrainian education into the European educational environment. By signing the Association Agreement with the EU (2014) Ukraine took obligations to promote the development of the European cooperation in the field of education and training to enhance mutual understanding and intercultural dialogue, and deepening knowledge about the relevant cultures considering cultural and linguistic diversity.

The new Law of Ukraine on Education (2017) declares the comprehensive development of an individual as a personality and as the highest value of the society to be the goal of education. The Law places civic and social competencies on the list of the key competencies of young people the national education is to develop along with fluency in the state language; ability to communicate in the mother tongue and foreign languages; mathematical literacy; competencies in science, engineering and technology; innovativeness; environmental competencies; information and communication competencies; lifelong learning skills; civic and social competencies; cultural competencies; entrepreneurship and financial literacy.

The synchronization of the national secondary education with the European standards continues in the framework of the New Ukrainian School reform (NUS), which is to be completed by 2029. The reform envisages the introduction of the 12-years secondary school, competency-based education standards, formative assessment of students' educational achievements, academic freedom for teachers, and decentralization of the education governance system. The goal of the complete general secondary education is formation of a fully developed all-round *personality*, capable of critical thinking; *a patriot* taking an active role, capable of making responsible decisions, respecting the dignity and the rights of people; *an innovator* able to change the world around, develop economy according to the principles of sustainable development, competitive in the labour market and enjoy lifelong learning.

Such goal actualizes the role of civic competencies and citizenship education of the Ukrainian youth, which in the conditions of the military aggression of the Russian Federation is a guarantee of the very existence of Ukraine as a state.

An important step towards strengthening citizenship education was the adoption of the Concept of the Development of Citizenship Education in Ukraine (2018) aiming at

promoting the development of citizens' civic competencies in order to better understand and exercise their rights, take an active part in social and political processes and advance democracy. The Concept puts special emphasis on national identity and patriotism, and states that citizenship education covers all sectors (formal, informal and non-formal) and stages of education, in particular adult education, providing a comprehensive approach to its implementation.

Thus, social science education in Ukraine has been and is dynamically developing in order to meet the demands of the society and synchronize with the transformations of the national education.

An overview of the current state of school social science education in Ukraine, its transformation in the course of the ongoing secondary school reform and challenges is *the purpose* of this article. The key *method* applied is the analysis of the education policy documents, school social science curriculum and syllabi of the social science disciplines such as History, Citizenship Education, Law and Economics as well as teaching and learning materials. The presented study also reflects the outcomes of the analysis of the relevant publications and interviews with the stakeholders used to verify the collected data and identify the challenges of social science education.

## 2 SOCIAL SCIENCE EDUCATION AT SCHOOL: POLICY AND PRACTICE

The school social science education plays an important role in preparing young people for self-realization and social interaction. It aims at the formation of civic and social competencies, which involves mastering social science knowledge, possessing national/patriotic, European and universal values, gaining positive social experience, developing the ability to set up life goals and realize them with consideration for the state, society, community and one's own well-being (Pometun, 2008).

The content of the school social science education is determined by the educational standards. At present due to the transition to the 12-year school (NUS) there are three effective educational standards, which define the state-wide requirements for the content of education and educational achievements of school learners:

- the State Standard for Primary Education (2018) effective for the new 12-year school (years 1-4);
- the State Standard for Basic and Complete General Secondary Education (2011) (years 5-11) effective for the 11-year school;
- the State Standard for Basic Secondary Education (2020) (years 5-9) effective for the new 12-year school.

The State Standard for Basic Secondary Education (2020) was introduced in year 5 in the 2022/2023 academic year. In the course of the next four academic years, it will gradually come into force in years 6-9.

The Standards of 2018 and 2020 reflect the transformation of the concept of the school

social science education. The documents replace the two separate components – social studies and history education areas found in the Standard of 2011 with the single civic and history education area, and define its competency potential, basic knowledge, general and specific learning outcomes and assessment benchmarks, i.e. civic and social competencies, which are specified as follows:

- the ability to act as a responsible citizen and participate in public and social life, in particular school and classroom activities, based on the understanding of social, economic and political concepts and sustainable development goals, critical evaluation of the main events of national, European and world history, as well as respect for human rights and the rule of law, awareness of cultural diversity and self-identification as a citizen of Ukraine;
- the ability to constructively cooperate, show respect and tolerance for others, empathize and deal with conflict situations, particularly those involving various forms of discrimination; consideration to personal, social and physical well-being and health, adherence to a healthy lifestyle; understanding of the behavior and communication rules in different communities and environments; the ability to act in conditions of uncertainty and multitasking.

The civic and history education area (further referred to as social science education) in the effective general secondary school curriculum is represented by the following mandatory subjects: I in the World (I Explore the World), History, Citizenship Education, Law, and Economics<sup>2</sup>. The list of the elective courses includes Philosophy, Exploring Humanitarian Law, Foundations of Democracy, We are the Citizens of Ukraine, Human Rights, History of the Ukrainian State and Legislation and others.

Table 1 provides more detailed information on the mandatory courses taught on different stages of secondary education. Social science education in the primary school (stage I) is implemented through the integrated course I in the World taught one hour a week in years 3-4. The key subject of the basic and senior stages (stages II and III) is History taught two hours a week on average through years 5-11. In year 9 students learn Law (one h/w) and in year 10 they have Citizenship Education (two h/w). Economics as a mandatory subject, which is traditionally considered to be part of the social science curriculum, is taught only in the secondary schools (years 10-11) of the economics profile<sup>3</sup>. Otherwise, Economics is an elective subject.

**Table 1. Mandatory social science courses in general secondary schools**

Stages of secondary education	Years	Courses			
Stage I	1-2	-	-	-	-
	3-4	I in the World (35 hours)			
Stage II	5	Introduction to History (35 hrs; until 2021/2022) Introduction to History of Ukraine and citizenship education (from 2022/2023)			
	6	World History. History of Ukraine (integrated course, 70 hrs)			
	7	History of Ukraine (35 hrs)	World History (35 hrs)		
	8	History of Ukraine (52 hrs)	World History (35 hrs)		
	9	History of Ukraine (52 hrs)	World History (35 hrs)	Fundamentals of Law (35 hrs)	
Stage III	10	History of Ukraine (52 hrs)	World History (35 hrs)	Citizenship Education (70 hrs)	Economics (profile school, 105 hrs)
	11	History of Ukraine (52 hrs)	World History (35 hrs)		Economics (profile school, 105 hrs)
		History: Ukraine and the world (integrated course)			

In view of the continuing gradual transition of the school curriculum to the New Ukrainian School (NUS) standards, which was completed in years 1-4 and in the

2022/2023 academic year starts in year 5, the table contains two different History courses for year 5. They are Introduction to History of Ukraine taught until 2021/2022 academic year and Introduction to History of Ukraine and Citizenship, which replaces the former starting from 2022/2023 due to the NUS reform.

Table 2 helps to get a better idea of the current and perspective changes in the social science curriculum on the basic stage of secondary education (years 5-9), which will have been introduced by the NUS throughout 2022-2028. The name of the subject area where most of the social science courses refer to, civic and history education, proves that citizenship education is given a more prominent role in the NUS strategy. It also provides more space for the integrated courses compared to the curriculum based on the 2011 Standard.

**Table 2. The new ukrainian school curriculum in the area of civic and history education**

Course	Recommended number of hours a week				
	Year 5	Year 6	Year 7	Year 8	Year 9
Introduction to History of Ukraine and Citizenship Education	1	-	-	-	-
History of Ukraine. World History	-	2	-	-	-
History of Ukraine	-	-	1	1,5	1,5
World History	-	-	1	1	1
Citizenship Education	-	-	-	0,5	-
Law	-	-	-	-	0,5
Integrated courses: Studying history and society. Years 5-6. Ukraine and the world: introduction to history and citizenship education. Years 5-6. History: Ukraine and the world. Years 7-9.					

The NUS social science education goes beyond the area of civic and history education and is also represented by the course of Entrepreneurship and Financial Literacy in years 8-9 (0.5 h/w), which is part of the social and health protection education area.

Turning on to the current state of social science education (Table 1), it can be noted that its key subject, History, apart from the introductory course in year 5, is represented by two courses: History of Ukraine and World History. Teaching and learning of the courses can be either parallel or consecutive. The integrated course World History. History of Ukraine is envisaged in year 6. Teachers are recommended to synchronize teaching the courses of World History and History of Ukraine through years 7-11. In years 10–11 teachers have the choice between teaching two separate disciplines or one integrated course of History of Ukraine and the World.

*The goal of history education, as formulated in the History syllabus for years 5-9, is:* a) formation of a free personality who shares general human and national values, moral and ethical norms, and has civic responsibility; b) enhancement of the patriotic feeling of belonging to one's country and sharing its historical, political, and cultural values; c) promotion of tolerance and respect for different views, religions, customs and cultures, ability to reach understanding with others in order to achieve socially important goals. The goal is achieved by accumulating knowledge of major events, phenomena and processes, and their interpretation throughout history as well as by the development of learners' logical, critical, creative and empathetic thinking.

The syllabus also considers the potential of History courses for the key competencies' development, which is described in table 3 below.

**Table 3. The potential of history education for social and civic competencies development**

<p><i>Skills</i> (learners are able to/can)</p>	<p>critically analyze media sources to resist destructive manipulating influences; provide convincing historical examples of conflict resolution, work in a group; reach consensus and establish cooperation using historical experiences; act actively and responsibly; take decisions aimed at (local, national) community development using knowledge of history and other social sciences; effectively cooperate with others, initiate and implement ecological and social projects.</p>
<p><i>Attitudes</i> (learners have)</p>	<p>self-identification as a citizen of Ukraine; awareness of the value of human life, health, dignity, physical integrity and security; empathy to relatives, friends, and other people who are in need; respect for the experience and values of other people, states, religions and cultures; tolerance towards others; support to voluntary activities, civic projects and initiatives.</p>

*The basic approaches* that underlie the choice and organization of the content in history education, as declared by the Ministry of Education and Science of Ukraine (MES) (Instruktyvno-metodychni rekomendatsii, 2021), are:

- synchronized learning of the two interrelated subject: History of Ukraine and World History;
- lineal and chronological presentation of the historical information according to the generally accepted periodization of history: Prehistory, the Middle Ages, Early Modern Era, and Late Modern Era with the emphasis on the history of the 20th - beginning of the 21st centuries;



- problem and thematic approach to the content as opposed to the country studies principle;
- learning different dimensions of history: social, economic, ethno-social, political, cultural, etc.;
- balanced coverage of political and socio-economic history as well as history of culture;
- analysis of different interpretations of historical events;
- balanced coverage of the national, regional and local history;
- balanced and unbiased tackling of controversial issues in the history of Ukraine, Europe and the world.

*The priority issues* in the content of history education are:

- history of the countries and people closely connected with the history of Ukraine;
- anthropologization of the historical past;
- promotion of multiethnicity through the history and interaction of people's communities which used to dwell and are dwelling on the territory of Ukraine;
- history of democratic ideas, stages of the development of the institute of human rights and civil society.

Common *classroom practices* in history teaching can be outlined as follows:

- learners are provided with a limited scope of "ready information" only when they are unable to solve a learning task independently;
- pupils and students learn how to compare facts and opinions and formulate their own viewpoints;
- learners express their opinions, make reference to the relevant sources of information, opinions of peers and teachers;
- teachers facilitate the creation of friendly and tolerant atmosphere in class;
- problem situations are widely used to develop learners' curiosity and stimulate their independent learning;
- workshops are used to stimulate learners' self-studying (workshop structure and evaluation methods are determined by the teacher; tentative topics and tasks are provided in the syllabi and textbooks).

## 2.1 History: courses, content and textbooks

An overview of History courses in year 5-11 below gives more information on the peculiarities of their contents and approaches to History teaching in general.

Pupils of *year 5* are taught a propaedeutic History course (as part of the integrated course Introduction to History of Ukraine and Citizenship Education from 2022/20123 academic year) aimed at developing learners' self-identification by comprehending social and moral experience of the former generations, history and culture of Ukraine.

The integrated History course in *year 6* applies the civilization approach to prehistory interpretation, which makes it possible to integrate the material of World History and History of Ukraine in the framework of the European civilization development.

The two History courses (History of the Middle Ages) in *year 7* aim at furthering pupils' understanding of the impact history has on current developments, at enhancing critical thinking, patriotism and respect for the history, culture and traditions of Ukraine as well as the history, culture and traditions of its neighbours. This is achieved by:

- “personalization” of history, e.g. learning it through life stories of historical personalities: political leaders, thinkers, writers, etc.;
- demonstration of the links between current ideas, social and economic processes, technological achievements, and traditions and the developments of the Middle Ages;
- bringing examples from the literature, reference to works of art and architecture;
- demonstration in the World History course interconnection of the history of different countries especially the countries in Europe with Ukraine's history through international trade and wars, dynasty ties, cultural exchange, and life of historic figures;
- consideration of the roots of the Ukrainian nation traditions and culture as part the European historical process and “the shield of Europe”;
- presentation of the historical past of Ukraine as a common history of all nations that dwelled on its territory with particular attention to Crimean Tatars and other ethnic groups;
- investigation of the origin of Islam and the role of Christianity in Europe.

Students of *years 10-11* either continue to learn History of Ukraine and World History as two separate subjects or take an integrated course in History of Ukraine and the World introduced in 2018. Learning history in senior years of secondary school focuses on developing students' skills to interpret Ukraine's history as part of the world political, economic, social, and cultural environment; identifying and analyzing the challenges that states and societies have faced and are facing in the course of the 20<sup>th</sup> and 21<sup>st</sup> centuries.

The main features of the History content, teaching and learning practices on that stage are as follows:

- special importance is given not only to tackling the history of Ukraine in the European and global contexts but also to Ukraine's contribution to their development;
- development of critical and creative thinking, relevant attitudes and values is realized through such content strands as information environment, ecological security and sustainable development, civic responsibility, entrepreneurship and financial literacy, health and security, morality, and cultural self-awareness;
- students are involved in research and creative activities, which are result-oriented;
- workshops, projects and writing essays are mandatory components of the course;
- teachers can individually develop their algorithm of teaching, e.g. focus on certain teaching aims, learning objectives, and content elements, change the sequence of themes as well as the sequence of learning material within themes, add material on the local history, amend workshop, project and essay topics within the framework defined by the syllabus;
- the course syllabi do not contain a fixed theme timeline: teachers themselves determine the number of hours for each theme in the syllabus within the general time framework;
- teachers are recommended to allocate some classroom time for local history when planning the course;
- to raise students' interest and motivation for learning teachers are expected to use a variety of information resources: visual historical sources, audio-, video-, electronic teaching materials and media as well as social networks.

*Assessment and evaluation.* No mandatory summative or formative written forms of assessment in History are envisaged in the syllabi. It is up to the teacher to choose the method and format (oral, written, electronic, or combined) of the summative or thematic control.

*Textbooks and manuals.* Basic textbooks, manuals (including e-books), workbooks, textbook atlases, wall maps and other didactic materials used in the classroom are to be recommended by the Ministry of Education and Science.

The list of the basic History textbooks, additional manuals and teaching and learning materials provided by the MES, which teachers can choose from, includes more than a hundred items. The list of the basic textbooks and manuals consists of 78 items, whose e-versions can be found on the MES web-site.

Fourteen textbooks, for instance, are included in the MES list for year 5. Five of them are Introduction to History, and the other nine cater for the integrated History course and have three different titles: Studying History and Social Science, Ukraine and the World: Introduction to History and Citizenship Education, and Introduction to History of Ukraine

and Citizenship Education. For year 9 there are 14 textbooks in History of Ukraine including three textbooks for the History profile classes. World History is also catered for by 14 textbooks. The list for year 11 contains six textbooks in History of Ukraine and five textbooks in World History. One textbook is recommended for the integrated course Ukraine and the World.

In addition to teaching and learning materials, the MES also recommends what anniversaries of traditionally celebrated historical events in Ukraine should be referred to at history lessons, e.g. anniversary of the Declaration of State Sovereignty of Ukraine (16.07.1990); anniversary of the Victory over Nazis in the Second World War (02.09.1945); Katerina Bilokur's anniversary (1900-1961)<sup>4</sup>, etc.

Another MES recommendation deals with the use of the official internet sites of public institutions and civil society organizations as a teaching resource, e.g. [Ukrainian Institute of National Heritage](#), [Institute of History of the National Academy of Sciences of Ukraine](#), [Ukraine Incognita](#); [Electronic archives of the Ukrainian liberation movement](#) and others.

Below we provide an overview and a few fragments (shortened in places) of the History of Ukraine and World History courses syllabi for years 5-9 and 10-11 to illustrate the points made above. To get the impression of the teaching methods and how they fit the expected results formulated in the syllabi, we would also suggest taking a glimpse of the assignments some of the textbooks (randomly chosen) contain, for a thorough analysis of the teaching and learning materials in the framework of this article is hardly possible.

The first fragment has been drawn from [the syllabus for \*History of Ukraine. World History. Years 5-9\*](#). The syllabus provides an overview of the aim, objectives, content, teaching and learning methods, forms of assessment in the History courses in years 5-9, description of their sequence and recommendations for the synchronization of the courses in History of Ukraine and in World History in years 7-9 (an example of the similar recommendation for years 10-11 will be presented below). Table 4 contains a fragment of the content description of the integrated course in World History. History of Ukraine in year 6.

We have randomly chosen two out of the six textbooks available on the MES recommendation list for year 6 to give an example of how they address the syllabus targets (particularly those presented in the fragment above) with pupils' assignments.

**Table 4. Fragment of the syllabus for the integrated course World history. History of Ukraine, year 6**

Course structure: Introduction. When and how the history of humankind began Chapter 1. Primitive communities, Archaeological cultures Chapter 2. Ancient civilizations of Asia and Africa Chapter 3. Antique civilization Chapter 4. Origin of European and other civilizations	
Introduction. When and how the history of humankind began	
Expected results	Learning content
<p>Knowledge: the time when people appeared on the territory of Ukraine; sequence of periods in the history of humankind used by theologians, anthropologists, archaeologists and historians.</p> <p>Understanding: subject and tasks of history; essence of scientific and religious theories of human origin; periodization as a means of ordering history; ancient history of Ukraine as part of the world history; criteria used by historians and archaeologists to divide history of Ukraine and the world into periods; concepts: era, Stone Age, Bronze Age, Iron Age, primitive times, antiquity, anthropology, archaeology.</p> <p>Skills: determine which historical period the event relates to; solve a history task on time calculation; effectively use a textbook to complete class and home assignments.</p>	<p>Subject and tasks of history. Theories of human origin. Periodization of the history of humankind (anthropological, archaeological and historical). How to work with the textbook of the integrated course.</p>
Suggested practical tasks: time calculation in the ancient world (tasks: determine peculiarities of the calendar B. C.; determine which period the event refers to).	
Summarizing	

The textbook by Sorochnyńska & Martyniuk (2019), for instance, tackles all the themes including the Introduction (Table 4) by means of four level assignments and a workshop (for its details as well as some additional materials the learners are referred to the e-source). The assignments are as follows:

- 1) Check how well you remember, e.g. What are the main indicators of civilization? Name the main types of historical sources.

- 2) Reflect and answer, e.g. What sources, in your opinion, give historians the most comprehensive information about the ancient period in human history? How does ethnography help to study history?
- 3) Complete the task, e.g. Why did humans invent a calendar? What systems of time downcount do you know?
- 4) For inquisitive learners, e.g. What underlies archaeological periodization of history? Why?

In the textbook by Bandrovskiy & Vlasov (2019) questions and assignments break the reading material into passages related to a certain subject, phenomenon or event, e.g. the introductory paragraph about history as a field of science and a school subject is followed with the assignment: Remember what events in the history of Ukraine you learnt about last year. Tell the class about one or two events, which impressed you most answering the questions: What was the event? When did it happen? What is its role in the history of Ukraine? At the end of the chapter, learners find questions for self-valuation, e.g. What is history? What kinds of historical sources do you know? Give definition to the concepts of primitivism, state, civilization. The other set of questions aims at reflection and critical thinking development, e.g. What is the most interesting thing for you in History lessons? Have you seen any films about the history of old ages? Why do you think they are made?

To illustrate the approaches to history education on the last stage of the general secondary school we address the syllabus for the *History of Ukraine. World History courses for years 10-11* and some of the course learning materials. According to the syllabus, the aim of courses is to facilitate the development of students' national and cultural identity, patriotic world outlook, social and civic participation, and dignity by reflecting the social and moral experience of the previous generations and comprehending Ukraine's history and culture.

Since History of Ukraine and World History are two separate disciplines in the curriculum it is recommended to synchronize their teaching in order to increase the effectiveness of education (through effective classroom time allocation). Table 5 below contains a fragment of the table for synchronization of the two courses in year 11.

**Table 5. Fragment of the table for synchronization of the courses in History of Ukraine and World History in year 11**

Course	Chapter of the syllabus
World History	Chapter 1. World development after the war
History of Ukraine	Chapter 1. Ukraine in the first years after the war
World History	Chapter 2. States of North America and Western Europe: development of the post-industrial state
History of Ukraine	Chapter 2. Ukraine in the conditions of destalinization
History of Ukraine	Chapter 3. Ukraine in the period of aggravation of the crises of the Soviet system
World History	Chapter 3. States of Central and South Europe: transformation processes

Table 6 puts forward a fragment of the course syllabus for History of Ukraine for year 11.

**Table 6. Fragment of the syllabus for History of Ukraine (1945–2017) year 11**

Chapter 4. Revival of Ukraine's independence	
Expected results	Learning content
<p>Knowledge:</p> <p><i>concepts</i>: system crisis, reconstruction, transparency<sup>5</sup>, pluralism, inflation, underground, sovereignty;</p> <p><i>preconditions, contradictions and consequences</i> of the policy of reconstruction and transparency in the UkrSSR;</p> <p><i>tendencies</i> of socio-economic and political life as well as external political situation, which facilitated national democratic movement and development of the multiparty political system;</p> <p><i>role</i> of The Declaration of Independence of Ukraine and the Act of Declaring Independence of Ukraine.</p> <p>Skills:</p> <p>use a historical map to interpret, reconstruct and explain the events of this period;</p> <p>determine the sequence and contradiction of changes in Ukraine's political life;</p> <p>provide arguments related to the attempts of coup d'état in the USSR in August 1991 and its consequences in Ukraine;</p> <p>complete characteristics of the historical figures at the time of struggling for independence of Ukraine.</p>	<p>Beginning of reconstruction in the USSR. Chernobyl disaster. State of economy. Miners' strikes.</p> <p>Transparency and political pluralism on the territory of Ukraine. Growth of the national and democratic movement.</p> <p>Establishment of the multiparty political system.</p> <p>Cultural and artistic life as a reflection of social sentiments. Religious revival.</p> <p>Elections to the Supreme Rada of the UkrSSR and local councils. Declaration of Independence of Ukraine.</p> <p>Establishment of the Autonomous Republic of Crimea. Medzhlis of the Crimean Tatars. A coup d'état attempt in August 1991 in the USSR.</p> <p>Act of Declaring Independence of Ukraine. Referendum and election of the President of Ukraine.</p> <p>Collapse of the USSR. International recognition of Ukraine.</p>

Suggested workshop topics: "For all living..." Unjustified consequences of the Chernobyl disaster. Crimes of the communist regime. Lessons for Ukraine nowadays. Suggested topics for educational projects: A hundred years of struggle for independence: 1917–2017. Ukrainian underground: cinema, music and theatre at the end of the 20th century.
<i>Crosssubject links</i> : year 11. Ecology. Topic: The issue of environmental pollution and resistance of geosystems to the anthropogenic effect.
Summary
Thematic control

The six basic textbooks in History of Ukraine for year 11 differ in their approaches to dealing with the given theme as well as the student assignments.

One of the textbooks uses the following types of assignments to provide for the expected results: 1) *analyze the text*, e.g., Explain the meaning of the concepts of reconstruction, acceleration, transparency, etc.; Using additional sources provide detailed information on the Chernobyl disaster described in the textbook; 2) *reflect together*, e.g. What were the limitations of the processes related to acceleration, transparency and pluralism; Analyze the position of the Supreme Rada of Ukraine and the kurultai of the Crimean Tatars regarding the establishment of the Crimean territorial autonomy; 3) *work creatively*, e.g. What was the contribution of the Ukrainian diaspora to the revival of Ukraine? What threats did the miners' strikes pose to the political leadership of the USSR? 4) *develop competencies*, e.g. What was the strength of the sixties involved in the implementation of the transparency policy? What is in your opinion the guarantee of independence? (Strukevych, Drovoziuk, 2019).

The textbook by Gisem & Martyniuk (2019) addresses the theme of *Revival of Ukraine's Independence* with the following set of assignments: 1) *check how well you remember*, e.g. When did the reconstruction start in the USSR? What were its first measures? 2) *think it over and give your answer*, e.g. What was the influence of the transparency policy on reconstruction? What did the Law on State Enterprise of 1987 envisage? 3) *discuss in groups*, e.g. Why did the attempts of economic reforms made the economic situation in the USSR even worse? Determine the main factors that influenced the reconstruction processes. 4) *creative task*, e.g. Is it possible to prove that the actions of the USSR leaders were inefficient in the situation the country was found? Provide arguments to support your opinion.

As can be seen from the brief overview made above, History textbooks contain a variety of assignment for learners ranging from reproductive to those aimed at research, critical and creative skills development, which generally meets the objectives set up by the related syllabi and the MES guidelines on teaching history.



## 2.2 Other subjects of social science education

Turning on to the other school subjects related to social science education, we provide a description of the course *I in the world* taught in years 3-4 of the primary school. It is part of the broader integrated discipline *I explore the World*, which besides civic and history content strands, includes nature, technology, social and health protection components<sup>6</sup>.

The two typical syllabi (developed by the teams of authors led by O. Savchenko and R. Shyian) recommended by the MES indicate the following competencies to be developed throughout the course: *social skills*, e.g. establishing cooperation with others, team work, avoiding conflicts, independent decision-making; *civic skills*, e.g. acting according to moral and legal norms, thinking critically; *general cultural skills*, e.g. comprehension of the spiritual and moral foundations of human life, tolerant and constructive behavior in the conditions of cultural, language, religious and other differences; *ability to learn*, e.g. setting up aims, developing self-control and self-evaluation skills, conducting simple research; *information and communication skills*, e.g. ability to find, comprehend, analyze and use information from difference sources.

Table 7 presents in a shortened descriptive form the content and expected results of the three most relevant thematic strands of the course drawn from the available syllabi: *I am human*, *I and others*, *I am Ukrainian*. *I am European*.

**Table 7. Description of the thematic strands I am human, I and others, I am Ukrainian. I am European**

Expected results	Learning content
I am human	
<p><i>Understanding</i>: the role of social groups in human development, uniqueness of a human, inadmissibility of causing harm to oneself and others.</p> <p><i>Skills</i>: explain why all humans are free, equal in their dignity, and right; plan one's time, focus attention, and memory; plan activities in order to achieve a certain aim.</p>	<p>I am part of nature and the society. I am a unique human being.</p> <p>Conditions of reaching success (independence and responsibility).</p>
I and others	
<p><i>Understanding</i>: family interests, one's rights and duties as a family member, a school pupil and a consumer.</p> <p><i>Skills</i>: interact according to the accepted rules, use resources economically, keep distance, participate in a discussion, listen to others and defend one's point of view, reach consensus.</p>	<p>Family (composition, rights and responsibilities, family relations, genealogy, budget, economizing, possession). School (traditions, rights and duties, relations with peers, class self-government).</p> <p>Social roles, rules and virtues, culture of behavior, media.</p>

I am Ukrainian. I am European	
<p><i>Understanding:</i> what it means being a citizen of Ukraine. diversity of cultures and customs of peoples in Europe, place of Ukraine in Europe.</p> <p><i>Skills:</i> determine links between a deed and its consequences, breaking rules and responsibility; foresee possible consequences of one's actions; demonstrate tolerance to diversity of cultures and traditions; participate in socially useful activities.</p>	<p>Society is a unity of human communities, their diversity. Relations of people in a society.</p> <p>Ukraine is an independent democratic constitutional state. State symbols.</p> <p>Citizens' rights (Constitution of Ukraine, Declaration of the Rights of the Child, UN Convention on the Rights of the Child).</p> <p>Ukraine is a European state. I am a member of the European community.</p>

Apart from the content of the learning material and expected results, the syllabi contain a tentative list of practical assignments, role-plays, educational projects for each content strand. Some of them aim at self-development (planning of one's day, solution of prognostic tasks, etc.), others focus on the development of the interaction skills and cooperation with others to achieve common goals (setting up the group rules, pupils' self-government, school tradition, etc.). Role-plays are mainly oriented at pupils' mastering social roles.

The main forms of the learning process organization are different types of lessons, excursions, virtual travels, plays, and quests organized by teachers as a classroom or extracurricular activity. Priority is given to active forms and methods of learning based on democratic interaction, which enhance critical thinking, initiative, creativity, abilities to reflect, analyze, and draw conclusions.

The MES recommends ten textbooks called *I explore the World* for year 3 and the same number of textbooks for year 4. The textbooks have different focuses: some primarily deal with the nature field, others with informational technologies. Seven of them mainly address social science issues, but their approaches vary. For instance, the textbooks for years 3-4 by Bibik & Bondarchuk (2020, 2021), the textbook for year 3 by Andrusenko (2020) and the textbook for year 4 by Budna *et al* (2021) focus on the development of the competencies encompassing civic, history, social, nature and health protection knowledge and skills. *I explore the world* for year 3 by Ischenko *et al* (2020) deals with the investigation of self and environment. The textbook for year 4 by Ischenko & Baranova (2021) puts emphasis on the world, society, people and their interaction with others.

The social science curriculum for the basic stage of secondary school envisages a course in law called *Fundamental of Law* in year 9. The content of the course is based on the learner-centric and axiological approaches and aims at equipping students with *law competencies*, which encompass *information skills* (find and process information on modern standards and mechanisms of human rights protection), *logical skills* (identify and evaluate facts related to rights and freedoms, causal connection between legal phenomena and processes), *procedural skills* (use the knowledge of law to defend rights

and interests, identify cases of human rights abuse and realize their legal consequences), and *axiological ones* (pass judgments based on the categories of law, morality and responsibility).

The Fundamentals of Law syllabus includes five chapters. Table 8 presents a brief overview of the main components of the content and competencies structure of the syllabus.

The syllabus envisages a combination of different types of lessons and thematic workshops, which encourage students' independent learning. Most of the tasks recommended for the workshops focus on improving knowledge of the regulations on adolescents' rights and responsibilities and development of students' practical skills, e.g. workshops on citizens' petitions, protection of consumer rights, peculiarities of electronic trade and credit card operations. The workshop forms are interactive, e.g. interactive games (court simulation), discussions and student projects.

**Table 8. Overview of the content of the Fundamentals of Law course syllabus**

Expected results	Learning content
Introduction to Fundamentals of Law	
<i>Understanding of and ability to explain</i> reasons and purpose of originating a state and law, role of law in a society.	Law and legislation in the life of an individual and a society.
Chapter 1. Fundamentals of the theory of state and law	
<i>Understanding of and ability to explain</i> roles and functions of a state, law and social norms.	State (reasons for originating, indications, forms, functions, authorities, state order). Social norms. Law (concept, sources of law, system).
Chapter 2. Legal relations. Crime. Legal responsibility	
<i>Understanding:</i> legal relations, offence, responsibility. <i>Skills:</i> solve legal cases using gained knowledge, evaluate and regulate one's behavior in relation to legal norms, evaluate other people's behavior in terms of its legitimacy.	Legal relations (structure, causes, changes, elimination). Offence (concept, structure, kinds). Legal responsibility (concept, causes, kinds).
Chapter 3. Relationship between an individual and the state	
<i>Understanding:</i> constitution and the mechanisms of protection human and citizens' rights and freedoms. <i>Skills:</i> solve legal situations on the bases of the gained knowledge; pass judgment about forms of citizenship participation.	Structure of the Constitution of Ukraine Rights and freedoms of an individual and mechanisms of their protection. Citizenship of Ukraine. State authorities and local self-government in Ukraine.

Chapter 4. Adolescents as subjects of family, labour, administrative and criminal legal relations	
<p><i>Understanding:</i> civil legal capacity of adolescents, working time, administrative and criminal responsibility of adolescents.</p> <p><i>Skills:</i> solve legal cases using knowledge of the civil, family, labour, administrative and criminal law of Ukraine concerning adolescents, act according to legal norms.</p>	<p>Civil legal capacity of adolescents.</p> <p>Employment of adolescents.</p> <p>Administrative offence. Offence. Criminal offence. Administrative and criminal liability of adolescents</p>
Chapter 5. When law is a profession	
<p><i>Understanding:</i> professions related to law and kinds of the professional activities, proceedings of a civil/criminal case.</p> <p><i>Skills:</i> analyze and solve legal cases using knowledge about the profession of a layer.</p>	<p>Layers in our life.</p> <p>Policemen (patrol and district police officers)</p>

The six textbooks in Fundamentals of Law recommended by the MES organize the material according to the syllabus. The textbooks are predominantly well structured, have clear definitions, use tables and charts. The student assignments included, for instance, in the textbooks by Andrusyshyn *et al* (2017), Filipenko & Sutkovyi (2017), and Ratushniak (2017) aim at checking not only students' reading comprehension, but also information analysis, evaluation, comparison and interpretation, as well as problem solution. The textbook by Narovlianskyi (2017) places special emphasis on students' experience, suggests such forms of classroom activities as brainstorming, discussion, pair work, solution of legal tasks, situation analysis. However, some of the textbooks suggest mostly reproductive student assignments.

Social science education on the last stage of secondary education is represented by the integrated course *Citizenship Education* in year 10. According to [the course syllabus](#), its purpose is the preparation of students to active and responsible participation in the system of social relations. The course aims at the development of the following *citizenship competencies*: *social and communicative competencies, information and media competencies, social conflicts and problem resolution, responsible social choice and decision-making; citizenship participation.*

**Table 9. Content of the learning material and expected results in Citizenship Education (Chapters 1 and 3)**

Expected results	Learning content
Chapter 1. Personality and identity	
<p><i>Knowledge and understanding:</i> notions of identity, socialization, self-realization, dignity, conscience, family, subculture.</p> <p><i>Skills:</i> express and support one's opinion with arguments; think critically; identify one's life priorities; critically evaluate one's abilities; promote healthy lifestyle.</p> <p><i>Attitudes and values:</i> awareness of the value of human life and dignity; awareness of one's identity and respect for the identities of others; respect for the institution of family.</p>	<p>Identity. Civic identity. Dignity. Conscience. Socialization of a personality (stages, subjects, resources). Socialization in a family, among peers. Youth subcultures. Transformation of family models.</p> <p>Self-realization and development. Life values and priorities. Active citizenship. Mobility and adaptability. Creativity.</p> <p>Suggested workshop topics: Who am I? (Awareness of one's identity) Can a person create his/her own life? Or how to become successful? Identifying the most necessary conditions for self-realization.</p>
Chapter 3. Individual in the social and cultural environment	
<p><i>Knowledge and understanding:</i> notions of society, social stratification, multicultural society, social responsibility, solidarity; stereotypes, prejudices, discrimination, tolerance, conflicts, their causes and resolution; social cohesion, gender equality.</p> <p><i>Skills:</i> recognize cases of discrimination, racism and xenophobia; effectively communicate and resolve conflicts; mediate conflicts; negotiate and reach a compromise and consensus.</p> <p><i>Attitudes and values:</i> sharing cultural diversity values, awareness of respect and tolerance to cultural diversity, openness to intercultural dialogue.</p>	<p>Social structure of society. Social cohesion, solidarity and responsibility. Social values. Gender, ethnic and religious diversity. Equality. Effective communication (verbal and non-verbal).</p> <p>Stereotypes and prejudices, ways to overcome them. Discrimination (forms and manifestations). Tolerance and inclusion. Conflicts (types, stages). Conflict resolution. Negotiations and mediation. Consensus and compromise.</p> <p>Suggested workshop topics: The art of communication. Conflict resolution in our school. Cultural diversity of our region.</p>

*The key concepts of Citizenship Education determined by the syllabus are individual, person, citizen, human rights, rule of law, inclusion, civil society, community, civic participation, democratic participation, democracy, state and responsibility.*

The Citizenship Education course syllabus comprises seven chapters: 1) Personality and identity, 2) Human rights and freedoms, 3) Individual in the social and cultural

environment, 4) Democratic society and its values, 5) World of information and mass media, 6) Interaction of citizens and the state on the way to social well-being, and 7) Ukraine, Europe, and the World. The expected results are determined in terms of *knowledge and understanding, skills, attitudes and values*. Table 9 below provides a concise overview of some chapters of the Citizenship Education course syllabus.

In addition to workshops suggested for each chapter, the typical syllabus for Citizenship Education envisages other forms of learning: excursions, virtual trips, lessons-seminars, conferences, forums, plays, briefings, quests, simulation games, discussion lessons, integrated lessons, problem lessons, video lessons, press conferences, business games, etc.

The syllabus contains a list of recommended resources for teachers and learners, which includes official documents (e.g., CoE Charter on Democratic Citizenship and Human Rights Education, Transforming our world: the 2030 Agenda for Sustainable Development), CoE EDC/HRE manuals, webpages of the international organizations active in the field of citizenship and human rights education.

The MES recommends four main textbooks in Citizenship Education, whose content is organized according to the course syllabus. The textbooks are generally well-structured, widely use tables and charts, and suggest student assignments ranging from reproduction to research and critical reflection. The forms of learning activities involve pair and group work, discussions, simulation games, projects, self-evaluation, etc. The authors' approaches vary though. The textbook by Verbytska *et al* (2018), for example, places a special emphasis on developing students' awareness of the essence and factors of social processes, critical thinking and active citizenship. The textbook by Bakka *et al* (2018) focuses on students' reflection, logical and critical thinking development by means of situation, document and self-analysis.

The criticism of the textbook material mostly refers to concept definitions, which are sometimes too general, schematized and simplified, or assignments for students when formulations of certain tasks fail to meet the declared objective of the assignment rubric, e.g. the reflection rubric contains mostly reproductive assignments.

The overview of the secondary school social education won't be complete without a brief description of the content of the advanced course in Economics for the schools of the economics profile (Table 1). It is a 210-hour course for two years (10 and 11). The syllabus encompasses five chapters: 1) Fundamental concepts of economics, 2) Fundamental processes and phenomena of market economy, 3) Entrepreneurship and entrepreneurship activities, 4) National economy and the role of government in its functioning, 5) World economy and integration processes. According to the syllabus, the course is expected to promote learners' skills to determine ways to reconcile private, collective and social economic interests and needs and work collectively (on implementing economic projects). Its *aim* related to social and civic competencies development is to enhance learners' awareness of the objectivity of the national interests and the need to protect them, awareness of the need of citizens' control over the government activities and personal participation in setting up and functioning of the governmental institutions. This

is achieved by involving students in discussions on current economic problems, analysis of economic phenomena and processes, and rationalization of concrete economic decisions.

### **3 SOCIAL SCIENCE AND CITIZENSHIP EDUCATION BEYOND SCHOOL**

Social science education is not limited to the school curriculum and is carried out in the extra-curricular educational environment by both public and non-governmental civil society organizations. The key public organizations providing for youth social science education are state centers of extra-curricular education, which report to the MES. These are National Center Small Academy of Sciences of Ukraine promoting youth research activities in different fields including social sciences; National Pupils and Students' Center for Ecology and Nature focusing on ecological and biological education, which encompasses nature protection, tourism and regional studies strands of activities; Ukrainian State Center for Extra-curricular Education involving youth in different kinds of activities including historical reconstruction; Ukrainian State Center for National and Patriotic Education, Regional Studies and Tourism of School Learners, which is most broadly involved in social science education by organizing and coordinating tourist and regional studies activities as well as national and patriotic education projects and events throughout the country. The main goal of the Center's activities is implementation of the state policy of national and patriotic education, regional studies and tourism and coordination of the relevant activities in the educational institutions. It organizes a broad range of events from regional studies conferences to hiking trips, tourist competitions and ecological campaigns. The center is also involved in the development and implementation of the monitoring system of youth national and patriotic education, provision of methodological and practical support to educational institutions in the field and provision of training to teachers and civil society representatives.

Civil society organizations also play an important role in youth social science and citizenship education. Among the most active and effective organizations in the field mentioned by the teachers are the All-Ukrainian Association of Teachers of History and Social Studies "Nova Doba" and Ukrainian Institute for Holocaust Studies "Tkuma". Such organizations as Ukrainian Leadership Academy, Association of Youth Centers of Ukraine, Foundation of Regional Initiatives and many others also make a significant contribution to citizenship education of the Ukrainian youth.

#### 4 CHALLENGES OF SOCIAL SCIENCE EDUCATION AND CONCLUSIONS

The material presented above indicates that the ongoing changes and reforms of Ukraine's social science education follow a clearly defined strategy framework and quite a well-thought versatile implementation tactics realized in the relevant education policy and practice, at least in the formal sector, which was our prior concern in this article. The conducted document analysis and its verification in the interviews with practitioners prove that the national social science education has been and is being developed in accordance with the national educational traditions addressing current social and political priorities of the country and incorporating general international and in particular European trends in the field. However, there is some serious critic or rather some challenges pointed out in a number of publications by Ukrainian scholars and revealed by the authors of the article in the course of the document analysis and verification of its findings. The challenges deal with the education practice (from setting aims and targets to the means of their realization) as well as its outcomes, i. e. school students and leavers' civic competencies and orientations.

*Expected results and competencies development.* A brief analysis of the course syllabi conducted for writing this article shows that the expected results as indicators of the target student competencies mainly focus on gaining knowledge and understanding and significantly exceed the skill indicators. The latter fails to represent all the spectrum of the social and civic competencies determined in the educational standards.

The expected results do not contain indicators of such civic competencies as readiness to prioritize social well-being over one's private benefit, risk assessment, avoidance of harsh judgments, reflection on one's judgments, situation analysis in relation to one's motives and aims, etc. At the same time, orientation of learning on determination of preconditions and causes of some historical phenomena and processes alone can hardly enhance the development of students' abilities of information and situation analysis and decision-making.

This observation is supported by the empirical data indicating that almost two thirds of the school leavers admit their inability to differentiate facts from comments; more than two thirds have problems with the identification of the reliable sources of information and rarely reflect on their own attitudes, behaviors as well as causal relationships between social phenomena. Every fourth respondent is certain that active civic participation is possible without understanding of aims and interests of the parties, means to achieve them and possible consequences (Zhadan, 2021). Bibik (2015), in her turn, claims that despite having information and experience in problem solving tasks, secondary school learner are unable to solve tasks beyond the educational process and take decisions in difficult life situations as they don't acquire any integrated problem solving skills.



*Assessment.* Although teachers of the social science disciplines have a lot of freedom concerning assessment methods and forms, traditional ways like, for instance, testing prevail. The weakness of such assessment methods under the competence-based approach to education, argues Bibik, relates to the fact that they predominantly reveal students' abilities to remember and reproduce a large amount of complex material in the learning environment instead of assessing students' abilities to solve real life problems on the basis of the gained knowledge.

*Textbooks.* Another challenge is textbooks, especially textbooks in History, which are being scrutinized, discussed and often criticized by the professional community in their search for a quality one. A great number of History textbooks does not seem to ensure quality, or this maybe the variety of their authors' approaches that triggers the attempt of the stakeholders to construct a certain quality standard. The main concerns often refer to lack of clear concept definitions and missing dates, lack or insufficiency of workshop materials or reference to them, quality of assignments for students, lack of Ukrainian studies material, pro-Soviet views, not to mention mistakes and proofreading flaws (Dribnytsya, 2018). Sometimes discussions of textbook contents and methodology led to questioning the purpose of the course itself, like in case with the propaedeutic history course in year 5. According to Terno (2015), the amendment of the purpose from "raising pupils' interest in history" to "providing for pupils' positive national self-identification and self-respect" could optimize the use of the textbook to achieve the declared expected results.

*Openness to change.* The complex nature of social science education itself, which is expected to transmit universal knowledge about society, develop learners' ability to interact with it and within it, entails its constant openness to changes in order to address new social realities, which is a challenge in itself.

Nowadays, the key external challenge factor, the Russian Federation's military aggression against Ukraine, causes a need to look into the content of social science education in order to address the current social paradigm as well as reconsider history stereotypes related to the centuries of Russian domination in Ukraine. The amendments in the History, Law and Citizenship Education course syllabi and textbooks made to meet this challenge are outlined in [the MES methodological recommendations](#) on teaching subjects and integrated courses of the civic and history education area in the 2022/2023 academic year.

*History courses* are to pay special attention to the themes dealing with the creation of the Ukrainian nation, history of the struggle for the Ukrainian statehood and its international support, as well as resistance to Russia's imperial policy. Special emphasis is placed on such concepts as national state, Ukrainian political nation, democracy, ideology, expansion, empire, genocide, xenophobia, colonialism, totalitarianism, fascism, russism, and others.

The changes in the content of the course in *Fundamentals of Law* are concerned with the legislation related to the state of war. Hence consideration is given to legal aspects of

public authorities' operation, restriction of citizens' rights and freedoms, legal basis of the national resistance movement, and other issues. The topics of legal and social protection of internally displaced persons, provisions for citizens' rights and freedoms on the temporary occupied territories, and legal protection of the refugees have been included into the course.

The course in *Citizenship Education* has undergone some changes too. The themes dealing with human rights and rights of a child in the conditions of a military conflict, civil resistance, information war and information security, economic security and social state, revenues and expenditures of the state budget, housekeeping, labour relations, international solidarization in case of global threats and Ukraine-NATO relations have been added and/or actualized in the course syllabus. The workshop topics have been updated accordingly. Special role is given to media literacy and media education.

*Ultimately*, the overall challenge of the school social science education is the effective implementation of its competence model, which requires a comprehensive restructuring of the relevant curriculum. An important step towards this goal is the introduction of the integrative approach to structuring the social science education content, mastering the integrated courses teaching methods as well as developing the criteria and methods of assessment of learners' educational achievements.

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## ENDNOTES

<sup>1</sup> The subject is mandatory only in the schools of the economics profile.

<sup>2</sup> Part of the secondary school curriculum deals with the so called profile education, i. e. education offering specialization in this or that school discipline and a relevant advanced syllabus. It is the educational institution that determines its profile in accordance with the needs of the region and resource available for its implementation.

<sup>3</sup> Kateryna Bilokur is a famous Ukrainian artist.

<sup>4</sup> Known as perestroika and glasnost

<sup>5</sup> A subject with the same name is also taught in years 1-2, but it focuses on nature and therefore is referred to the nature studies area of education.

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