

NEW THEMATIC AREAS IN CIVIC EDUCATION IN STUDENT EDUCATION

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Abstract: *The article examines three time aspects of civic education. Its origin in the Bulgarian society and the problems that are being addressed. Then there are authors and problems that reinvigorate the democratic functions of civic education. The third time value is the modern look of civic education. Present the methodological dimensions of academic teaching in civic education.*

Key Words: *civic education, academic teaching, methodological dimensions*

1. INTRODUCTION:

Civic education accompanies the democratic changes in Bulgarian education. At the very beginning, this broad and multi-dimensional education is not formulated as civil. But a glance at the history of the Bulgarian education and development of the Bulgarian society formulated it as its beginning. The history of Bulgarian education is celebrated with the power of the New Bulgarian education, the first author with the author P. Beron, the Bulgarian class schools and high schools, the book publishing, the periodical seal. He is proud of the donation of the brothers Evlogi Georgiev and Hristo Georgiev of 6 million golden leva for the establishment of a Bulgarian University - initially a Higher Pedagogical Course; with the donation of 5 million golden leva to Dimitar Tsenov for the foundation of a Higher Economic School according to a German model. This school today is a high-level economic university and bears its name. Located in the town of Svishtov [1]. All these facts from the history of pedagogy and Bulgarian education are oriented towards the content essence of the civic education at that time. It also points to the many ideas, forms and ways in which our eminent Bulgarians aspire to introduce modern ideas for their time in the new Bulgarian education; to preserve and to develop national pride in the dimensions of European education and culture; to form a Bulgarian civil consciousness, connected with the new liberated and democratic state and statehood.

During this period, the shape of the new Bulgarian school was formed. Its democratic and leading role in the development of the educational work and the Bulgarian society is also formed. The new Bulgarian intelligentsia, which includes teaching, is emerging. Because only a democratically formed professional community can plead and build a democratic school in which to develop and educate the citizens of their society.

For the awakening of the new generation teachers in our young country speak the many publications in the pedagogical editions. The researcher of civic education in Bulgaria. Kasnakova quoted in his study on the topic in "School Diary", 1883. In this journal, the author writes, the first lessons on "citizenship science" (two lessons on patriotism, rights and obligations of citizens, state structure, etc.) [2]. Numerous publications with a theoretical and practical publications related to the teaching of the subject "Civil Education" and to the questions of the civic education are published in the periodic press. In this connection, the role of the School Review magazine and the magazine "Free Education" to popularize the idea of civic education is great.

A modern reading reveals in these lessons methods such as talk, experience learning, discussion, learning through/from experience. Housed in the "History, Geography and Civilization" section, they represent the first steps of practical training in civic education. Sam, called his "experimental lectures" lessons, the author outlines how civilian teachings draw on history, geography, mathematics, literature, and realize his goals in the lesson. Develops methods that are now called interactive lecture, simulation learning, problem solving. The titles of the publications show only a few of the ideas that teachers associate with civic education at the time. Topics that excite the Bulgarian teachers today - the social function of education (how the purpose of education changes according to the public system), the search for the connection between school and life, the discipline of school and its role, the functions of the principal teacher in the school, development of moral education, raising of children as a social factor.

Stoyan Chakarov was a leading public figure and pedagogue at the time. He makes a brief overview of the curricula and recognizes that only history and civic teachings help in social learning. In order to be effective and effective, the author proposes to introduce new curriculum materials into the curriculum, which will provide pupils with the various manifestations of national work, the interactions between the two countries so as to develop a clear idea and a correct concept for the different spiritual and material goods of the nation. In his conclusions, he formulated the idea of introducing a new academic subject - socio-science, but in terms of content, his reasoning supported the

idea of a more comprehensive teaching and development of the civic education in the schools of that time. Drawing on the deficiency in pupils' knowledge and skills, he outlines the direction of a more meaningful and enriched teaching of civic doctrine through a share of societal science. It makes a constructive critique of the subjects that they inadequately and insufficiently develop social skills and consciousness among students. "If there are whole areas of life in which the child will move, they remain unknown to him." It is proposed that areas of economic, political and social life be clarified in the school so that the young people go out to prepare for life. School education - says Chakarov - does not prepare pupils for life. The author supports the reasoning of the German pedagogue Döhringfeld for a subject, a continuation of history, the task of introducing the students thoroughly to the life of today's society, its structure and functions, in order to form the social consciousness of adolescents. Chakarov divides the curriculum of the new subject of "five cultural potentials", here considered as factors. [3].

First Cultural Factor. This is the national work in all its species as a prerequisite and a main condition of every culture. There are six types of work: national defense, justice, acquisition of material goods, protection of public health, education and spiritual mentoring.

The second cultural factor is closely related to the first. It is aimed at the association, the community, the common good and the values, the general work directed at one of the six types of national affairs. The association provokes in people the belief that by generic efforts, more constructive energy is produced than isolated from each other. The various public associations must be not a goal, but a means of supporting any public activity.

The third cultural factor is related to family, traditions, customs. The power of this factor is that traditions, customs, morality are not studied, but shared in the community. The fourth cultural factor is the one by which the cultural pursuit of man is possible, namely, the attitude, the understanding, the psyche of the individual.

The fifth factor influencing the cultural development of society is the moral state of the individual and of the society itself. Thus, the five cultural factors proposed complement the goal of the learning subject for social learning, namely: knowledge and understanding of these five cultural potentials / forces. And the specific teaching material "is delivered to us by the life of today's society."

Schooling practices related to the first attempts to introduce civic education lead to a variety of educational decisions of the emerging modern Bulgarian state, reflecting educational needs in this period.

2. Trends and practices in civic education after democratic change:

The establishment of a democratic system in the Bulgarian society is the beginning of fundamental changes in the overall political, economic, social, educational development. It allows Bulgaria to come out on the world stage with a new face, new ideas and new perspectives. Within the boundaries of monographic work, emphasis is placed on changes in education and the development of democratic civic education. These first years of democracy, when people are "looking for" democracy rather than scientifically creating, honoring, and managing, are among the most difficult for civic education. In the years of emerging democracy a strong educational vacuum arises, in which teachers, a product of an undemocratic system, are called upon to educate and train their alumni in civic education.

In the early years of democratic change, teachers are available, but educated by other programs, management personnel are also appointed by party affiliation. This is why the return of civil education to Bulgarian education faces a lot of difficulties and resistance. On the other hand, there are no textbooks that meet the modern needs of a post-totalitarian society.

During this decade, sects, dependencies, generations are emerging in Bulgaria, abandoned on the streets, media, groupings, moral self-healing. In classrooms, teachers work intuitively, professionally and personally responsible. In 1995, the innovators' teacher was the first modern book for the teacher "Civil Education" with author's team R. Valchev, A. Marinova, M. Marinov [4]. It is accepted by the Bulgarian school with great expectation, recognition and professional relief. The teachers participating in the trainings organized by R. Valchev were the first to take the idea of introducing the civic education in the classrooms. In 1998 on the educational market appeared the textbook "Introduction to civic education" with authors team P. Balkanski and Z. Zahariev [5]. Between 1998 and 2004, a series of publications related to civic education followed by R. Valchev and his colleagues followed. With these books the new Bulgarian generation of teachers of civic education was born [6]. The definition of civic education begins to reflect the changes, expectations and needs of a society that has embraced the path of democracy. In this sense, it is not enough to teach only knowledge, but the social interaction in its entirety is becoming a reality: social dialogue, social skills, axiological and dialogue dimensions. R.Valchev states that "civic education is a personal development and preparation of the young person for social dialogue and cooperation on the basis of respect for human rights and the laws of our country" [referenced source].

One of the researchers and authors on the issue of civic education during this period Ivanov, I. outlines the new concepts - the "curriculum" of civic education. He himself writes in the introduction to his book that it can be seen as a complement to the existing editions in Bulgarian, to those of R. Valchev and P. Balkanski. It clarifies the problem of the apparent lack of literature in the Bulgarian educational and school space. He makes a serious contribution in this area by defining the new function of civic education; draws a range of concepts around which the new civic themes

are structured. Civic education is a pillar of democracy, writes the author. Education can not satisfy itself only by connecting people by imposing common values formulated in the past. It has to answer the question in the name of what and why we live together and to give everyone an opportunity to play an active role in discussing the future of society. In today's complex society every day, at work, in cultural activities, all members of society must take personal responsibility for others. And these skills to assert yourself through others and others through themselves are emerging as a new approach to schooling practices for civic education. Civil education implies unification, not division. Here the author puts the axiological function of civic education. The civic mission of education is for all schools to concentrate on universal and universal values that are characteristic of democratic citizenship, not to follow values related to parties, ethnicity, religion. Today, as a result of the significant evolution of the rights of the individual person and the change of the relationship "personality - state - globality", there are changes in the understanding of the content of the very concept of civic education.

As a result of the global process of democratization of human society, following the adoption of the International Charter of Human Rights, there is a tendency for a transition from the understanding of the "mature citizen" as a loyal and patriot embodying the responsibility and responsibility of the Motherland society, to its understanding as a person not only with responsibilities and duties but also with its own rights, which society guarantees and respect. This marks the beginning of a new transition and a qualitatively new content in civic education training.

3. New problems in the subjects of civic education.:

State regulations. Civic education is education for the formation of values. The objectives of civic education reflect the democratic functions of education to society. In Bulgarian education reforms are being made - state educational standards, curricula, textbooks. Our goal as university lecturers is to prepare young Bulgarian teachers to teach the new generation. Generation of the future. We introduce them to all new and innovative trends in education. One of the important changes for the Bulgarian school and the change in the state educational standard for civic education. It is defined as an interdisciplinary complex for civic, health, environmental and intercultural education. It is aimed at acquiring social, civic and intercultural competences. In the old State Educational Content Requirements, it is said that civic education is integrated into the subject matter. For example, in geography, history, ethics, philosophy, religion. These subjects develop the social culture of the students. In the old Ordinance, civic education is seen as an interdisciplinary element of the curriculum. This puts it in a narrow dependence on each subject. The modern interdisciplinary approach, regulated in the educational standard today, develops interdisciplinary learning areas. Expands the boundaries of particular subjects. This interdisciplinary approach reveals the possibility of exploring a problem in terms of multiple cognitive perspectives. Interdisciplinary training in civic education is understood as a process of convergence of knowledge, methods and approaches from several disciplines into a cognitive activity. The aim is - to solve a real educational case or situation. This type of training is a condition for active learning and active cognitive participation.

Competencies. Competence building is the main goal of the interdisciplinary complex of civic education. The basis of the standard is autonomy, activity, values, cultural identity, volunteering, culture, initiative, critique, constructive interactions. Competence approach stimulates and motivates to activity. Students come out of the form of passivity and lack of interest in the problems. The normative requirements also state that interdisciplinary training in civic education is achieved through activities of general support for personal development.

Self-regulation is regulated as one of the leading forms of pursuing patterns of behavior and developing active and positive attitudes towards institutions, symbols and traditions.

Volunteering, mentoring and leadership are new key aspects.

These competencies are related to education in values, respect, nobility, gratitude, empathy. Intercultural peace dialogue skills are developed in school and out-of-school forms for collaborative work. These skills are particularly important today, because migratory and refugee flows become part of everyday life. Competencies are needed for guidance in communication and behavioral patterns of behavior used by representatives of different cultures. The main aspects of competence development in the different modules are:

- developing and managing emotional intelligence, expressing feelings, managing leisure;
- denying and avoiding life-threatening, health and safety behaviors;
- managing behaviors in different situations and emotional states.

The student is exercising to differentiate risk from non-risk behavior and not to take behaviors that pose a threat to him. The State Standard for Citizenship offers topics such as:

- Prevention of Violence;
- Dealing with anger and aggression;
- Peaceful Conflict Resolution,

- Prevention of terrorism and terrorist threat behavior;
- Cyber Protection,
- Preventing and Counteracting Corruption.

All this can be achieved in a separate subject, elective modules, interdisciplinary programs. The three main outcomes: interdisciplinary, competency, thematic outline a framework of contemporary subjects of civic education.

Contemporary themes:

Aspect: Developing social skills.

The development of social skills is certainly emerging as leading in today's aspects of civic education. There are many examples in the Bulgarian school for applying ineffective behaviors to a problematic situation and the wide implications of this. In modern aspects of civic education, social skills are seen as behaviors that are effective in situations of socio-pedagogical interaction. These are the skills to communicate, influence and interact with classmates, pedagogical colleges and all connected in the educational and social space, avoiding conflict and social disharmony.

The specificity of social skills developed in a school environment is related to interactions between:

- students, classmates, teachers,
- representatives of different family and religious cultures and different social norms;
- between schoolchildren, classmates, teachers living in different social environments and with a strong dividing economic factor between their families.

Social skills are not textbook skills. They are understood, developed, exercised, imitated, promoted in the process of psycho-pedagogical development of the personality. These include: assertiveness, empathy, listening, problem definition, decision-making, negotiation, mediation.

Aspect: Ability to recognize and prevent terrorist acts and threats.

Modern aspects outline the new pedagogical reality. Educational models are related to the changed social function of Bulgarian education. In today's global world, terrorism as a form of behavior and action poses a major threat to the security and lives of ordinary people.

The media space is filled with news of terrorist acts in various European countries. In the everyday life of citizens, a parallel extreme reality is established with which they live.

These facts require the development of skills to recognize and prevent these acts and activities. Thus, modern aspects of civic education are directed to developing these issues so that they are understandable and non-frightening for students, teachers, parents.

Until now, the Bulgarian civic education lacks thematic areas in this direction. Our new generation will have to live and counteract precisely such kind of destabilizing actions.

The Counter-Terrorism and Terrorism Strategy (2015-2020) says that counter-action is being done by "first-line officers - police, teachers, healthcare workers, social workers."

Aspect: Crime Prevention

In recent years, criminality has been characterized by a negative dynamics, which has contributed to the crisis processes in the economy and social life. The trend in crime has seen a tendency to increase it in school age. For these reasons, the next important contemporary aspect is prevention. In other words, developing skills for young people to find constructive value prerequisites in order not to participate in such acts.

In this sense, educating students about the legal framework, types, forms and trends in crime is a working strategy for the prevention of criminal acts and intentions. An important element of prevention is to develop them as topics and practical exercises in school education. Pupils should be aware of different forms of crime, the roles of victims and abusers, learn strategies and approaches to reject criminal activities.

Aspect: Prevention of drug addictions.

Active prevention, as understood in this report, is related to organizing the physical and psychological environment in which students spend their learning and unpredictable time. The architect of this environment is a wider socio-pedagogical team that includes parents, teachers and representatives of responsible institutions. Organizing and financing planned, targeted activities; inclusion of pupils in a number of activities and upgrading practices builds the understanding of active prevention.

A good prevention program includes situational models for decision-making, standing up and coping in conflict situations, dealing with anger. It is aimed at developing emotional intelligence - respect, expression and emotional management. The tasks of such training are related to:

- acquiring knowledge about the Bulgarian and international normative acts related to the counteraction of drug offenses;

- acquiring theoretical knowledge and practical skills to recognize the impact of different types of narcotic substances;
- building practical skills for a proper response to a critical situation.

4. Pedagogical-methodical characterization of education in democratic citizenship of student-pedagogues:

Simulation-based learning is a method described in R. Neminska's monograph [7]. In the course "Contemporary Aspects of Civil Education", this method is extremely suitable for its adaptability, flexibility and the possibility of symbiosis. Simulation-based training in civic education involves a series of pedagogical simulations that allow the development of initial, non-risk, experience. This is related to an initial reading of the charter, constitution, moral norms and their pedagogical analysis. It is important to develop pedagogical interpretation skills for students. Simulation-based pedagogical training is constructed from a series of pedagogical simulations that allow the development of initial pedagogical experience without the consequences of factual and methodological errors. It has its potential for organizing the environment and controlling exercise simulations in the structure of pedagogical education by citizenship. A leading approach in pedagogical simulations is research. This is a planned and purposeful simulation of a professional reality in which students are given the opportunity to pedagogically experiment and multiply knowledge and skills related to the teaching of knowledge in civic education and skills development among students. In the process of civic education with students, simulation-based pedagogical training is also used as educational interactive technology. It includes a number of successive simulation-based learning techniques; tools and strategies for designing structured educational experience in civic education; teamwork measurement tools, targeted competencies, and learning objectives. Simultaneous interactive technology is an organized environment in which students actually solve a problem, create an event, design a situation in civic education. It also develops skills to predict future pedagogical effects, impacts, and interactions. In the process of civil education with students, simulation-based pedagogical training can also be a platform to preserve practical learning experience. In this way, this training is self-fulfilling as a valuable tool for developing and automating adaptive and flexible skills related to the process of teaching civic education. And last but not least, the simulation-based pedagogical training provides a competitive environment for the development of personal civic skills and competences. Increasing interdisciplinary and multi-modality in direct school environments, outlines the need to create conditions in which the student deliberately develops interdisciplinary and intercommunication skills; to coordinate multiple sources of information in the classroom by reducing them in learning-cognitive reflexes. In this sense, the simulated pedagogical environment in the process of civic education enables reintegration of students as often as necessary for the overall development of pedagogical skills. Within the framework of simulation-based pedagogical training, intercommunication examples can be simulated in order to develop pedagogical design, pedagogical team, communication in the school community. In this case, it can be assumed that simulation-based pedagogical training improves the effectiveness of the learning process in a controlled and secure environment.

With the deduced essential characteristics, simulation-based pedagogical training in civic education emerges as a relevant competence model for the development of professional communication and behavior. It requires comprehensive active and flexible planning of the learning process, setting objectives, setting the level of simulation, and correctly distributing the learning tasks between the teachers responsible for the simulation; requires a different organization and orientation of teacher training curricula. With the deduced essential characteristics, simulation-based pedagogical training in civic education emerges as a relevant competence model for the development of professional communication and behavior. It requires comprehensive active and flexible planning of the learning process, setting objectives, setting the level of simulation, and correctly distributing the learning tasks between the teachers responsible for the simulation; requires a different organization and orientation of teacher training curricula.

5. CONCLUSION:

The nature and objectives of the interdisciplinary complex of civic education are aimed at acquiring social, civic and intercultural competences; of health-related competencies and the maintenance of a sustainable environment. The formation of civic consciousness and virtues are leading objectives in the interdisciplinary complex. They are also bound up with the problems and threats in today's unstable time. But in this way they acquire a concrete and purposeful meaning in modern aspects of civic education. It is extremely difficult to develop virtues and interculturality in a situation of crime and terrorist attacks; it is extremely difficult to talk about a motivated choice without a built value and healthy foundation to abuse alcohol and narcotics. And therefore the development of personal skills for positive interaction is the first modular format for the development of the student personality through the specifics of civic education. The broad interdisciplinary volume of state education in civic education provides opportunities for pedagogical development of terrorism, crime, addiction. And not because they are "modern" and media themes, but because one of the main social functions of education - educational reflection and prevention on social problems - is fulfilled.

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