

province of Canada is an example of a decentralized registration system. Each province has its own registration system. In Canada, there is no single government agency to deal with issues of the registration.

The registration of property rights adopted in many countries as a continental and case law: in Germany, Austria, Switzerland, Estonia, the Russian Federation, the UK and many others. The registration is done by making an entry in the register document, which in most cases have landed book.

Depending on the subject of registration existing global registration system of real rights on real estate can be divided into two major groups: title (title registration) and assembly (deeds registration). The property rights are the subject of registration in the title registration systems, i.e. the legal ownership of real estate, which has a documentary legal basis.

In the systems based on the registration documents (acts), the registry entry is paid on the transfer (transfer agreement) rights to property as any private transaction (example, a notary). In the assembly registration system the registration agencies are part of the system of justice (courts). In the systems where the basis is the registration of rights or titles (title registration), the fact of the agreement is recorded (which is executed properly) the rights and restrictions that are part of the agreement. The registration of this type conventionally called "transmitting - getting." In addition, the important role has also the following two factors as mandatory registration and its legal significance.

The experience of European countries in the conduct of the registration and the cadastral systems has about two centuries. Each country has its own characteristics of these systems. Unlike Anglo-Saxon, a continental group of the registration systems is more common. Within the continental group registration systems allocate such blocks as:

- 1) the countries with so-called Napoleonic administrative system represented Southern Europe (France, Spain, Italy, Greece);
- 2) the countries with the German system (Germany, Austria, Switzerland);
- 3) the block of Nordic countries (Sweden, Denmark).

Although these systems have their own characteristics, but can distinguish the general features of the continental group registration systems:

- functioning on the basis of carefully designed legislation;
- thoroughly worked and legislated registration procedures;
- the system is a national and centralized with the delegation of local powers and others.

Summarizing the above, it should be noted that in the world there is no single universal registration model. In particular, there is no universal registration system in the European Union, which Ukraine declared

strategic intent to join. This is due to the constant process of harmonization of political and legal environment of Europe. In every country of the world, even in the European Union, the creation of the registration systems basis is the national interest of each country. At the same time, the system (registry) in different countries is inseparable from the body entrusted with the powers of government regulation in this area.

Today in Europe a number of reforms of the national registration systems are carried out in order to bring them to the same standards. World experience shows that effective protection is necessary to create a unified registration system.

Thus, Ukraine embarked on reforming the registration system started its optimization authorities. Since 2011, the State Registration Service of Ukraine has been established, which is the main body in the system of central executive bodies on the implementation of policy in the civil register. However, given the fact that the service was created not so long ago and talking about the efficiency of its operation is early. And therefore there is a need to improve the regulation of its activity.

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PECULIARITIES OF TEACHING CITIZENSHIP AT SCHOOLS OF GREAT BRITAIN

Citizenship education is highly topical in many countries and it given to how better to prepare young people for the challenges and uncertainties of life in a rapidly changing world. Citizenship education has a twofold meaning. First, it comprises the educational preparation for new citizens becoming legal members of a country. The second refers to educating children to be knowledgeable citizens in order to participate meaningfully in the decisions of the society. This type of citizenship education is taught as an academic subject in schools.

There is no prescribed model for the teaching of citizenship education in schools. Schools are advised to dedicate up to five per cent of curriculum time to the teaching of citizenship, but this can be undertaken in a number of ways. Examples include: discrete citizenship lessons; integration into other subjects (for example, history or religious education); as a cross-curricular subject; through the pastoral (tutorial) system; through extra-curricular activities or through special events, dedicated curriculum days or assemblies [3].

The main aim of Citizenship is give pupils with the knowledge and skills needed for effective and democratic participation.

Citizenship is a part of the curriculum and enables students to become:

- successful learners who enjoy learning, make progress and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- responsible citizens who make a positive contribution to society.

In this article we would like to review some of the best tips for teaching citizenship are those that recommend approaching the subject from various angles. For example, a teacher may find that his students absorb information about citizenship better if they are taught via different types of books, lectures, videos, and hands-on experiences rather than a single type of lesson. Discussions may also prove helpful for teaching citizenship, and lessons about historical figures may provide good examples. Additionally, studying a country's laws regarding citizenship and examining citizenship application materials may shed further light on this subject.

One of the best tips for teaching citizenship is to approach the subject in at least a few different ways. Some people have difficult time retaining information they hear in lectures or read in books if it is not backed up by another type of learning. As such, creating citizenship lessons that combine lecturing and reading with videos and hands-on citizenship lessons may help. Sometimes students may even retain more information about citizenship if it is learned through music.

In many cases, discussions can prove a helpful tool for teaching citizenship. An individual who wants to teach this subject may start out by providing a definition of what citizenship means. He may then provide some examples of citizenship for students to think over and discuss. Likewise, he may ask his students to share some examples of citizenship. A teacher may even ask his students to share experiences in which they've exhibited good citizenship.

Another good tip for teaching citizenship involves creating a lesson focused on gaining citizenship. For example, a teacher may have his students learn what a particular country requires of people who want to become citizens. Students may even obtain and evaluate citizenship documents and applications as part of this type of lesson. Reviewing these documents may facilitate further discussions about what makes a good citizen.

Lessons that introduce students to historical figures who were good citizens may also prove helpful for teaching citizenship. Likewise, reviewing the meaning behind national symbols may help as a person teaches citizenship. Students may learn a good deal about citizenship by studying the colors and symbols on the national flag, learning who developed its design, and analyzing how the flag was perceived when it was initially created as well as what it means today. The same sort of lessons may prove helpful when focused on a country's anthem and motto [6].

In the 21st century, citizenship education functions on the premise of democracy. Pedagogically, the approach to education is of a nondogmatic nature, allowing discussion and a variety of methods of expression. Citizens of a democratic culture are encouraged to formulate judgments and decisions based on knowledge and choice. While citizens are required to abide by law, at the same time, democracy promotes the creation of improved laws as the need arises. Culture is considered to be alive and dynamic, and as a microcosm of the broader macrocosm, the school system is predicated on this notion of a living, growth-oriented culture, where positive changes are implemented. Dialogue is encouraged, as well as respect and tolerance for each other and the healthy exchange of ideas. This takes into account a respect for multiple cultures.

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