

Citizenship education of young people in the UK

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Аннотация: В статье рассматриваются ключевые вопросы гражданского образования в Великобритании. Исследуются ключевые этапы, цели и задачи гражданского образования в Государственной программе обучения. Делается акцент на том, что гражданское образование дает возможность детям и молодым людям узнать о своих правах и о том, как их защитить в случае необходимости.

Annotation: Key issues of Citizenship education in the UK is examined in this article. The key stages, aims and purposes of Citizenship education in the National Curriculum are analyzed. There is an emphasis on the fact that citizenship education gives a possibility for children and young people to know their rights and how to protect them if it is necessary.

Citizenship is an important route to the achievement of a culture of peace — any progress towards peace is likely to result from vigorous, tenacious and effective citizen action. Throughout the world, citizens are increasingly convening in order to demand a more just world order, and claim their rights to participate in making the policies that determine the quality of their lives. Citizenship education in formal schooling should aim, through effective teacher training, both at the intentional and systematic preparation of young people as effective global citizens, as well as the formation of a global polity capable of assuring the human rights of all peoples, and enabling them to become agents of their own social welfare.

Citizenship in its most positive terms refers to a mutually beneficial relationship between an individual and a polity, i.e. a political body, a state, institutions of governance and/or membership in a society which recognizes the value of the individual to the group and the inherent dignity of all group members. It is in such a positive network of relationships that constructive citizenship flourishes.

In all but recent years there has been no tradition of civic or citizenship teaching in English schools¹. In the late 1990s, a number of concerns emerged, which acted as drivers for the introduction of citizenship education as a statutory National Curriculum subject in 2002².

These included:

- a dwindling interest in politics, the political process and voting, especially among young people (sometimes referred to as a 'democratic deficit');
- an apparent disintegration of the 'social fabric' of society (a sense that there was a reduced emphasis upon the importance of society and community, and a growth of individual interest);

1 Kerr, D. (1999). *Re-examining Citizenship Education: the Case of England*. Slough: NFER.

2 Advisory Group on Education for Citizenship and the Teaching of Democracy in Schools (1998). *Education for Citizenship and the Teaching of Democracy in Schools (Crick Report)*. London: QCA.

- growing concerns about violence and extremism in society;
- concerns that the National Curriculum was too narrow and prescriptive³.

All of the above created a desire to broaden young people's knowledge, understanding and skills. The introduction of citizenship as a statutory subject in 2002 aimed to help young people to become politically literate, socially and morally responsible, and 'active' within their schools and local communities. The revised curriculum for citizenship builds on strengths within the original curriculum to focus on three key concepts: democracy and justice; rights and responsibilities; and identities and diversity. Whilst the above drivers were instrumental in shaping this new curriculum, more recent issues including the enlargement of Europe and increased migration of people, the perceived threat of international terrorism, particularly following the London bombings of 2005, and the introduction of a duty on schools to promote community cohesion have also had a key impact in determining the focus of the new curriculum — particularly the 'identities and diversity' concept⁴.

The focus of the curriculum is therefore not just about educating for political literacy and student participation, but also about educating for social cohesion. Current debates are centered on two issues. First, consideration to strengthening civic and citizenship education as part of efforts to review the primary curriculum in schools⁵. Second, discussion about setting up a civic service programme for all young people age 16 to 18 to give them experience of working in local communities.

The aims and purposes of citizenship education in England are defined within the National Curriculum as follows:

Citizenship Education equips young people with the knowledge, skills and understanding to play an effective role in public life. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate so that they can develop informed views of their own. They learn to take part in decision-making and different forms of action. They learn to play an active role in the life of their schools, neighborhoods, communities and wider society as active citizens⁶.

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 International Civic and Education Study Citizenship / ICCS Encyclopaedia: Draft national chapter (England) NRC (Feb10) 4a

4 Kerr, D. and Cleaver, E. (2009). 'Strengthening education for citizenship and democracy in England: A progress report.' In P. Levine and J. Youniss (Eds) *Engaging Young People in Civic Life*. Nashville: Vanderbilt Press.

5 National Curriculum Retrieved Feb 4, 2010 [Электронный ресурс]. URL: <http://curriculum.qcda.gov.uk/new-primary-curriculum/>

6 English Curriculum Retrieved Feb 4, 2010 [Электронный ресурс]. URL: <http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/index.aspx>

Citizenship education is recommended to primary schools as a non-statutory programme of study at key Stages 1 and 2 (ages 5-7 and 7-11).

At key stage 1 (ages 5-7) pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighborhood⁷.

During key stage 2 (ages 7-11) pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behavior can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Thereafter, at key stages 3 and 4 (ages 11-14 and 14-16), citizenship is a statutory National Curriculum subject.

At key stages 3 (ages 11-14) and 4 (ages 14-16), there is still a strong focus upon key skills and concepts within the citizenship curriculum. However, at this stage, students begin to focus also on more specific subject content. This content is wide ranging and draws upon a range of subject disciplines, including politics, social science, history, economics, geography, English, ICT, religious education and social, personal and health education.

The programme of study for citizenship at key stage 3 (11-14) has recently been revised as part of a major revision of the National Curriculum in England. The new programs of study for citizenship came into effect in 2008. However, there is a phased approach to implementation so that Year 7 students were the only students to experience the new programs of study in September 2008. Year 8 students are being introduced to the new curriculum from September 2009 and Year 9 (international Grade 8) students will not experience the new programs of study until September 2010. The study of citizenship within the revised curriculum is underpinned by three key concepts:

Democracy and justice: This focuses on the role that citizens can take within the political and justice systems in the UK. It includes: freedom as part of democracy; fairness and the rule of law as part of justice; power and authority; and accountability. Pupils should understand that accountability happens at many levels, ranging from a responsible

7 Citizenship: Key concepts [Электронный ресурс]. URL: <http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199157/citizenship>

opposition in parliament challenging, testing and scrutinizing what government is doing, to citizens in local communities challenging decisions that affect them.

Pupils should learn about the need to balance competing and conflicting demands, and understand that in a democracy not everyone gets what they want. Linking teaching about democracy, elections and voting with the student council provides a way for pupils to apply their learning to real decision-making situations. Active participation provides opportunities to learn about the important role of negotiation and persuasion within a democracy.

Rights and responsibilities: There are different kinds of rights, obligations and responsibilities — political, legal, human, social, civic and moral. Pupils should explore contested areas surrounding rights and responsibilities, for example the checks and balances needed in relation to freedom of speech in the context of threats from extremism and terrorism.

Identities and diversity: living together in the UK: This includes the multiple identities that may be held by groups and communities in a diverse society, and the ways in which these identities are affected by changes in society. For example, pupils could learn about: how migration has shaped communities; common or shared identity and what unifies groups and communities; and how living together in the UK has been shaped by, and continues to be shaped by, political, social, economic and cultural changes. The historical context for such changes should be considered where appropriate⁸.

Citizenship Education at key stage 3 can be organized in a number of different ways. Some schools will offer it as a discrete subject, whilst others will integrate it across the curriculum, within specific subjects, or as an element of the personal, social and health education curriculum. Teachers have freedom to implement and teach the National Curriculum programs of study using their professional judgment, using resources that they feel are most appropriate. The Qualifications, Curriculum and Development Agency (QCDA), the Government's expert body on curriculum and assessment, also provides guidance to schools on implementing an effective curriculum. The curriculum does not specify the amount of instructional time that should be devoted to citizenship education, although there is a recommendation of approximately five per cent of overall curriculum time. Teachers assess students against an eight-point attainment target scale devised by the, then, Qualifications and Curriculum Authority (QCA), with Level 8 representing the highest level of achievement⁹.

The programme of study for citizenship at key stage 3 recommends that students should be encouraged to be actively involved, both in their citizenship lessons — through discussion, debate and critical enquiry, and within their schools and communities through involvement in community projects, School Councils (which are democratic student bodies) and other extra-curricular opportunities. The extent to which individual schools and students interpret and implement these guidelines, however, varies considerably¹⁰.

8 Citizenship: Key concepts [Электронный ресурс]. URL: <http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199157/citizenship>

9 Qualifications and Curriculum Authority (2007). Citizenship: Programme of study for key stage 3 and attainment targets. London: QCA.

10 International Civic and Education Study Citizenship / ICCS Encyclopaedia: Draft national chapter (England) NRC (Feb10)4a

To summarize, we can say that in our increasingly globalized and interdependent world, themes of citizenship and human rights are becoming more explicit and more widely understood and are being recognized as increasingly relevant within both formal and non-formal education sectors. There is a growing awareness that what happens to citizens in one part of the world can often have a direct and significant impact upon the lives of citizens elsewhere. It is to all our benefits that we understand in practical ways what it means to be an active, responsible, just and thoughtful citizen, not only of our own locality but also of the globe.

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Роль музыкального воспитания в формировании полноценной современной личности

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Аннотация: статья посвящена вопросам музыкального воспитания современной личности и его необходимой ориентированности на высокие культурные ценности.

«Основа общества — культура. Культура — тот стержень, духовный, качественный, который не позволит врать, воровать во всех сферах, и в экономике в том числе. И политика будет нравственной и свободной тогда, когда человек будет культурно развит. Культура — это высокое качество проживания и созидания жизни, и её основа — классическая литература и искусство, которые оберегают ценности вечные», — В. М. Теплитская.

Музыка — это искусство звуков. Именно в звуковых художественных образцах отражается окружающая нас действительность, передаются чувства, настроения, переживания людей. Формирование нравственной, всесторонне развитой гармоничной личности невозможно без способности понимать, чувствовать и любить музыку, ценить выдающиеся произведения музыкального искусства. Музыкальное воспитание включает в себя знание о музыке, формирует музыкальный вкус, музыкальную культуру человека, не случайно являясь одним из самых действенных способов эстетического воздействия.

Воспитательной роли музыки ещё в Древней Греции были посвящены труды Аристотеля, Платона, пифагорейцев. Главная идея вышеупомянутого положения проста и на редкость бесхитростна — в какой музыкальной среде воспитывается подрастающее поколение, такова и будет личность в пору совершеннолетия. Идеальным звуковым пространством, по мнению Аристотеля, были сочинения, ориентированные на лады. Так, древнегреческий мыслитель определяет один лад для воспитания стойкости, мужества, другой — для большой театральной аудитории. Таким образом, уже в Древней Греции была отмечена связь музыки с нравственностью, психикой и темпераментом человека.

В 90-х годах XX века в современном обществе сложилась неблагоприятная ситуация в вопросе нравственного и культурного воспитания молодого поколения. Наряду с общим ухудшением морально-нравственной обстановки на фоне спада культурно-досуговой деятельности, отсутствия четких положительных жизненных ориентиров для молодежи, комплексной государственной политики в интересах детей, произошла подмена высокохудожественных образцов кинематографии и мультипликации, детской литературы и изобразительного искусства, детского песенного творчества и театра, далеко не