PEDAGOGICAL CONDITIONS OF CIVIC EDUCATION OF SENIOR HIGH SCHOOL STUDENTS ON THE BASIS OF NATIONAL TRADITIONS

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INTRODUCTION

In the course of the theoretical analysis of the research and the ascertaining stage of the experiment conducted by us, it was revealed that the traditionally organized process of educating senior high school students in general educational institutions does not fully provide opportunities for civic education based on national traditions (SANDU, 2015).

Experimental verification of the effectiveness of pedagogical conditions of civic education of senior high school students based on national traditions provided the development of methodology of the research. The experiment involved combining the structural elements of the methodology, determining the stages and procedure of the research work accomplishment, studying and interpreting its results. The relevance of the research provides the basis for the expediency of experimental verification, involving a number of methods, of the proposed pedagogical conditions of civic education of senior high school students on the basis of national traditions for the possibility of their further application in practice. This will improve the research process.

PURPOSE AND TASKS

The purpose of the article is to verify the effectiveness of pedagogical conditions of civic education of senior high school students within the educational environment of the general educational institution on the basis of national traditions.

RESEARCH METHODS

In the process of experimental problems solving, we applied the following research methods: study of school documentation, pedagogical observation, survey (conversation, questionnaire, generalization of independent characteristics), comparison, assessment (expert estimation, self-assessment), creation of educational situations, pedagogical experiment (ascertaining and formative). It is known that the use of such a research method as a pedagogical experiment contributes to the comprehensive and effective study of pedagogical phenomena. It is used to objectively test the correctness of the research hypothesis. The methodology of conducting pedagogical experiment provokes interest in both national (RAIKO, 2008; BEKIROVA, 2010) and foreign scientific literature (BAER; CAMPBEL, 2012).

This methodology is interesting for our research because it allows for active controlled influence on the process of civic education of senior high school students (SANDU, A., CARAS, A., 2013). The method of experiment in our research is associated with the implementation and verification of the effectiveness of pedagogical conditions of civic education of senior high school students, active intervention in the pedagogical situation by the researcher and involves
targeted observation. The experimental work covered the ascertaining and forming stages. It was suggested, as a hypothesis of the pedagogical experiment, that the effectiveness of civic education of senior high school students on the basis of national traditions will enhance if it is implemented within appropriate pedagogical conditions:

- supplementing the content of school subjects with issues of civic education of students and the introduction of a special course called “Civic education of students in secondary school”;
- use of educational potential of extracurricular activities to develop students’ motivation for self-improvement;
- combination of traditional and innovative forms, methods and means of civic education of senior high school students;
- providing methodological support for educational activities;
- raising the civic culture of pedagogical staff of general educational institutions.

The research method is a certain way and technique of solving a scientific problem. We use the concept of “research technique” in order to exclude the versatility of the concept of “research method” (SANDU, A.; COJOCARU, S.; PONEA, S., 2010). The research technique is understood by V. Raiko as the practical actions regulated by carefully developed instructions that allow obtaining optimal, reliable facts and information. They are usually in the nature of instructions or algorithms related to the collection of empirical material (RAIKO, 2008). General scientific and special (specific scientific) methods are differentiated within the system of pedagogical research methods. The effectiveness of a scientific research depends on the choice and successful combination of methods.

There are two main groups of general scientific methods of research such as empirical and theoretical. Empirical methods (various types of observations, surveys, study of documents, etc.) were used at the initial stage of the research process of civic education of senior high school students on the basis of national traditions. These methods were used to search for factual material. The method of observation is one of the main empirical methods of pedagogical research, which consists in the direct perception of pedagogical phenomena in order to study their specific changes in particular conditions, as well as in finding the content of these phenomena. The external manifestations of civic educatedness of senior high school students in different conditions were studied using this method. We used observation not only as an independent method. We used it in conjunction with such other methods as observation during a conversation, observation during a group or individual study.

Objective systematic recording of civic educatedness manifestation is an important characteristic of observations. Logging, recording on magnetic media, photography and video recording, time tracking make it possible to accumulate and store facts, classify them, establish understandable connections between them, make generalizations. Generalization is an independent method, but we often used it together with other methods (during a conversation, in the process of an individual study).

The survey method is based on the purposeful receipt of information through oral or written questions and is implemented in three forms such as conversation, interview, questionnaire. The conversation is a method of obtaining information based on verbal communication. This method was used as an auxiliary method of pedagogical research to clarify the conclusions obtained by other methods. In some cases, it can be used to obtain initial information. The interview is a method of gathering initial information in pedagogical research. In contrast to the conversation, the roles of the interview participants are fixed, standardized, and the purposes are set by the tasks of our research. The information obtained is to some extent formed in the process of communication between the interviewer and the respondent.

The questionnaire is a method of pedagogical research using questionnaires. The questionnaire is a set of questions organized by content and form, aimed at clarifying the characteristics of the phenomenon of interest. The questionnaire, unlike the interview, was conducted in absentia. The content of the questions and the way to answer them were planned.
in advance. The questionnaire method is a relatively economical method that allows you to analyse and process data using statistics. This method was used in combination with other methods. During the interviews, the specially developed questionnaires revealed changes in the attitude of the students to civic education, clarifying the level of their civic educatedness. The researchers (KACHUR, 2009, p. 112) consider questionnaires to be an effective method of research and experimental work, as it is a kind of written survey and a method of mass collection of material. Also, when choosing this method, we were guided by the fact that if the questionnaire is properly organized, it is impossible for respondents to influence each other. This method was used in combination with other methods. The findings of each method of data collection were compared, correlated and added.

Gathering and accumulating facts is an important stage of the research, because only scientific facts will allow reaching certain theoretical conclusions. Nevertheless, these facts must be analysed and pre-selected before forming the basis of theoretical conclusions. Preliminary analysis of the collected material consists in verification, selection, classification, coding and scaling of the obtained results.

Pedagogical forecasting was an important point of the research. As a type of scientific forecasting, it is a specially organized set of scientific research aimed at obtaining reliable feed-forward information about the development of relevant pedagogical objects in order to optimize the content, methods, tools and organizational forms of educational activities (VYKHRUSHCH, 2011, p. 19).

Empirical methods do not fully solve the problems at a certain stage of the research. Then there is a need to use theoretical research methods, which are used to process the obtained empirical data. The theoretical level included a logical study of the collected facts, the development of concepts, opinions and conclusions. The early scientific ideas were correlated with the new ones that arose during the research in the process of this work. The new theoretical content of knowledge is superimposed on empirical knowledge at the theoretical level. The main theoretical methods implemented were the methods of analysis and synthesis, induction and deduction, analogy, comparison, abstraction, formalization.

The methodology of the research of civic education of senior high school students on the basis of national traditions determines the procedural possibilities of certain methods. Therefore, they are special (specific) methods of cognition in relation to the theory and practice of civic education. Quantitative and qualitative processing and interpretation of collected and systematized information were carried out using the methods of mathematical statistics.

Various diagnostic methods were introduced, which made it possible to identify the effectiveness of applying the developed pedagogical conditions, to adjust the methodology for their further implementation. Attention was paid to comparing the results in the control group and the experimental one both on each criterion and on the array of criteria. The authors carried out generalization, systematization and theoretical analysis of the obtained results of the research, comparing them with the results of the ascertaining stage of the experiment. Specific tasks were set at each stage of the experimental research. To verify the effectiveness the same methods were mainly used as at the previous (ascertaining) stage. They are the following: an observation and expert estimation by a specially selected group of experts (16 people). This group included experienced representatives of the teaching staff.

The method of expert estimations is an important research method based on the assumption that every integral object can be represented as a complex quantitative indicator that is as the sum of the products of the object components and corresponding weighting factors (SERDIUK, 2018). Weighting factors reflect the impact of every component of the object on the complex quantitative indicator. The total sum of the factors, according to the rationing rule, is equal to one. The quantitative value of weighting factors was determined by the experts. Therefore, in the case when the integral object is the level of civic educatedness of students, it can be defined as a complex quantitative indicator:

\[ Kef = Kw1 \times Kik + Kw2 \times Kmt + Kw3 \times Kda, (1) \]
where $Kef$ is the total level; $Kw_1, w_2, w_3$ are the weighting factors of each criterion. At the same time

$$Kw_1 + Kw_2 + Kw_3 = 1. \tag{2}$$

As a result of the survey of 12 experts who evaluated each student of both the experimental group and the control one regarding each indicator of three criteria (information-cognitive, value-motivational, activity-reflexive), the same values of the weighting factors for assessing the level of civic educatedness of a student were revealed. Their meaning is accepted:

$$Kw_1 = Kw_2 = Kw_3 = 0.33. \tag{3}$$

Taking into account these criteria and indicators, three levels of civic educatedness of high school students were determined on the basis of national traditions. So, certain criteria and indicators demonstrate that each of the certain criteria of civic educatedness of students is an object that is diagnosed and only conventionally identified in the integral process of civic education. The criteria and their indicators taken together characterize students’ civic educatedness as the result of civic education - a process that can and should be purposefully organized, managed and at the same time strived to achieve certain results. The results of the formative stage of the experiment in the control group and the experimental one were compared separately on each of the criteria, as well as on the integral indicator of the effectiveness $Kef$, the average weighted of the array of these criteria.

The civic educatedness was diagnosed by studying its essential features, their forms of expression as realized goals of civic education. According to scientists, “the peculiarity of diagnosis is the predictive nature of its conclusions. The prediction is needed in order to make the necessary adjustments to the student’s educatedness: to strengthen desired and neutralize undesirable trends.” In this sense, diagnosis is carried out not only in order to make further adjustments to the educational process, but also in order to implement an individual approach to students. However, since the gap between the goal and the achieved results is constantly observed, the task of diagnosis of civic educatedness is relevant for all military personnel, the degree of civic educatedness of the training team is determined on the basis of a kind of combination of civic educatedness of all its members (MIROSHNICHENKO, 2019).

DISCUSSION

The results of the research of pedagogical conditions of civic education of students are shown in the works of A. Bekirova (BEKIROVA, 2010), L. Korinna (KORINNA, 2005), K. Pekach (PEKACH, 2017) and others. Our research confirms the provisions formulated by them. In particular, we accept the definition of “pedagogical conditions of the education of civic responsibility of students in the system of educational work of lyceums. They include: the formation of readiness of teachers and homeroom teachers to educate civic responsibility of students; ensuring cooperation of efforts of teachers, parents, public organizations for education and self-education of civic responsibility of students; the development of effective bodies of student self-government and involvement of students in their participation; the inclusion of themes and questions concerning civic education of lyceum students in the content of curricula” (PEKACH, 2017).

We are also impressed by the approach according to which “the pedagogical conditions of the formation of the foundations of civic culture of primary school students in extracurricular activities are as follows: a person-oriented approach to education; taking into account the psychological features of the development of primary school students; providing opportunities for the manifestation of conscious knowledge and acquired qualities in behaviour; improving the professional competence of primary school teachers to form the foundations of civic culture of primary school students in extracurricular activities” (BEKIROVA, 2010). The effectiveness of pedagogical conditions of civic education of students, both mentioned and others, was verified by the researchers (DIACHENKO-BOHUN, et al, 2019) at the formative stage of the pedagogical experiment.

We have proposed pedagogical conditions of civic education of senior high school students on the basis of national traditions based on the analysis of the scientific literature (ZVARYCH,
et. al, 2019; PLACHINDA, et. al, 2019), practical experience, as well as taking into account the peculiarities of the educational process, age characteristics of the students in senior classes. In order to conduct the research, an application request was written to the educational institution administrative authority regarding the permission for its implementation. The research was preliminarily approved by the Ethics Committee. All participants agreed to participate in the research.

**RESEARCH RESULTS**

We organized a formative stage of the experiment in 2018-2019 and 2019-2020 academic years to confirm the effectiveness of pedagogical conditions of civic education of senior high school students on the basis of national traditions. It involved 486 students. The control group (CG) consisted of 242 students, and the experimental group (EG) was made up of 244 students. 12 teachers took part in the formative stage of the experiment. The consistent implementation of pedagogical measures aimed at civic education of senior high school students on the basis of national traditions was provided during the formative stage of the pedagogical experiment.

Criteria of educatedness are characteristics on the basis of which it is possible to draw a conclusion about the level of students’ educatedness, evaluate the results of educational influence of various means. Consequently, the criteria of civic educatedness are theoretically developed indicators of the level of formation of civic qualities of a student. In pedagogical research (KACHUR, 2009) scientifically based criteria are determined by the “measure”, “standard” of assessment of the studied phenomenon. They make it possible to carry out pedagogical diagnosis, to determine the levels of formation and to trace the dynamics of its development, to focus on individual shortcomings and to outline the directions of pedagogical work. It follows that the attitude of the individual to reality, to oneself, to one’s own native land, to society is a measure of one’s civic educatedness.

To identify the general state of civic educatedness of senior high school students, we found out the number of those who correspond to different levels of civic educatedness in the experimental and control groups before the start of the formative stage of the experiment and compared the results. The obtained results are presented in Tables 1-2. In order to determine quantitative assessments of civic educatedness, based on the results of the expert evaluation, a single scale of assessments of civic educatedness of senior high school students was suggested:

- a high level - more than 80% of correct answers;
- an average level - from 41% to 80% of correct answers;
- a low level - less than 40% of correct answers.

**Table 1.** Generalized characteristics of civic educatedness of senior high school students in the control group at the beginning of the formative stage of the experiment (absolute / relative value)

| Criteria               | Levels of civic educatedness |
|------------------------|-----------------------------|
|                        | High | Average | Low |
|                        | absol. | in % | absol. | in % | absol. | in % |
| information-educational| 47   | 19.5 | 143 | 58.9 | 52 | 21.6 |
| value-motivational     | 45   | 18.7 | 141 | 58.2 | 56 | 23.1 |
| activity-reflexive     | 49   | 20.1 | 139 | 57.5 | 54 | 22.4 |
| weighted average       | 47   | 19.4 | 141 | 58.2 | 54 | 22.4 |

Source: search data.

Table 1 demonstrates the distribution of students in the control group by levels of civic educatedness according to an array of criteria at the beginning of the experiment (first cross-section). Table 2 shows the distribution of students in the experimental group by levels of civic educatedness according to an array of criteria at the beginning of the experiment.
Data concerning the composition of the experimental and control groups prove that the indicators of the experimental and control groups at the initial stage of the experiment are almost homogeneous. This makes it possible to ensure the necessary purity of the research.

**Table 2.** Generalized characteristics of civic educatedness of students of the experimental group at the beginning of the formative stage of the experiment (absolute / relative value)

| Criteria               | Levels of civic educatedness |          |          |          |
|------------------------|------------------------------|----------|----------|----------|
|                        | High                         | Average  | Low      |
|                        | absol. in %                  | absol. in % | absol. in % |          |
| information-educational| 47                           | 19.3     | 148      | 61.4     | 47       | 19.3 |
| value-motivational     | 45                           | 18.7     | 146      | 60.4     | 51       | 20.9 |
| activity-reflexive     | 43                           | 17.9     | 141      | 58.2     | 58       | 23.9 |
| weighted average       | 45                           | 18.7     | 145      | 59.8     | 52       | 21.6 |

*Source: search data.*

The obtained results were processed at the final stage of the pedagogical experiment. They were generalized, systematized and theoretically analysed, compared with the results obtained using other empirical and theoretical research methods. The obtained results were described and the pedagogical conditions of civic education of senior high school students on the basis of national traditions were introduced into the educational process of a general educational institution.

The results of the formative stage of the experiment (tables 3-4) indicate that there were more significant changes in the selected criteria and indicators in the experimental group. Thus, the number of students with a high level of civic educatedness in the experimental group was 29.2% against 18.7%, in the control group - 20.9% against 19.5 %. The number of students with a low level decreased in the experimental group from 21.6 % to 5.8 %, in the control group - from 22.4 % to 19.3 %. This confirms the effectiveness of certain pedagogical conditions of civic education of students of general educational institutions on the basis of national traditions.

**Table 3.** Generalized characteristics of civic educatedness of students of the control group at the end of the formative stage of the experiment (absolute / relative value)

| Criteria               | Levels of civic educatedness |          |          |          |
|------------------------|------------------------------|----------|----------|----------|
|                        | High                         | Average  | Low      |
|                        | absol. in %                  | absol. in % | absol. in % |          |
| information-educational| 51                           | 20.9     | 147      | 60.4     | 46       | 18.7 |
| value-motivational     | 53                           | 21.8     | 144      | 58.9     | 47       | 19.3 |
| activity-reflexive     | 49                           | 20.1     | 146      | 59.8     | 49       | 20.1 |
| weighted average       | 51                           | 20.9     | 146      | 59.8     | 47       | 19.3 |

*Source: search data.*

So, the results of the experiment, in particular the analysis of the effectiveness of the application of certain pedagogical conditions of civic education of senior high school students on the basis of national traditions in the educational process of a general educational institution, allow us to draw the following conclusions: in general, there were qualitative changes in the experimental (significant) and control (minor) groups. Civic educatedness of students in the experimental group is determined by:

- supplementing the content of subjects with issues of civic education of students and introducing a special course “Civic education of students in general educational schools”;
- using the educational potential of extracurricular activities to develop students’ motivation for self-improvement;
• a combination of traditional and innovative forms, methods and means of civic education of high school students;
• providing methodological support for educational activities;
• raising the civic culture of pedagogical staff of general educational institutions.

Table 4. Generalized characteristics of civic educatedness of students of the experimental group at the end of the formative stage of the experiment (absolute / relative value)

| Criteria                  | Levels of civic educatedness |
|---------------------------|-----------------------------|
|                           | High | Average | Low  |
|                           | absol. | in %   | absol. | in %   | absol. | in %   |
| information-educational   | 75     | 30.6   | 158    | 64.9   | 11     | 4.5    |
| value-motivational        | 69     | 28.4   | 162    | 66.5   | 12     | 5.1    |
| activity-reflexive        | 69     | 28.4   | 156    | 63.9   | 19     | 7.8    |
| weighted average          | 71     | 29.2   | 159    | 65.1   | 14     | 5.8    |

Source: search data.

CONCLUSION
Therefore, the effectiveness of pedagogical conditions of civic education of senior high school students on the basis of national traditions has been checked due to the use of a set of research methods. The analysis of the results of the experimental research indicates the effectiveness of the pedagogical conditions of civic education of students on the basis of national traditions developed and implemented in the educational process of the general educational institution. The pedagogical experiment was conducted in the educational environment of the general educational institution, its results are important for the theory and practice of education.

This is a confirmation of the authors’ own contribution to the improvement of the theory and practice of education. Pedagogical conditions of civic education of senior high school students on the basis of national traditions (patriotic education of civic education of students on the basis of national traditions; use of Cossack pedagogy in patriotic education of civic education of students; orientation of the educational process on patriotic education of civic education of students; raising the patriotic culture of civic education of students; organization of patriotic self-education of civic education of students) proposed by the authors can be useful at the international level. The prospect of further scientific developments regarding this problem is the definition, selection and detailed description of methods of civic education of students, taking into account age, gender aspects, regional features of the formation of traditions.

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Pedagogical conditions of civic education of senior high school students on the basis of national traditions

Condições pedagógicas da educação cívica de alunos do segundo grau com base nas tradições nacionais

Condiciones pedagógicas de la educación cívica de estudiantes de bachillerato según las tradiciones nacionales

Resumo
O objetivo do artigo é verificar a eficácia das condições pedagógicas de educação cívica de alunos do ensino médio com base nas tradições nacionais. Foram introduzidos vários métodos de diagnóstico, que permitiram identificar a eficácia da aplicação das condições pedagógicas desenvolvidas, para adequar a metodologia à sua posterior implementação. Atenção foi dada à comparação dos resultados no grupo de controle e no grupo experimental em cada critério e na matriz de critérios. Os autores concluem que é importante combinar adequadamente diferentes métodos de pesquisa com base nos resultados da pesquisa para verificar a eficácia das condições pedagógicas da educação cívica de alunos do ensino médio com base nas tradições nacionais. O significado do artigo é que os critérios das condições pedagógicas propostas nas escolas secundárias ajudarão a melhorar o processo de educação cívica dos alunos do ensino secundário.

Keywords: Pesquisa experimental. Estágio formativo. Instituição educacional geral. Educação cívica. Tradições nacionais.

Abstract
The purpose of the article is to check the effectiveness of pedagogical conditions of civic education of senior high school students on the basis of national traditions. Various diagnostic methods were introduced, which made it possible to identify the effectiveness of applying the developed pedagogical conditions, to adjust the methodology for their further implementation. Attention was paid to comparing the results in the control group and the experimental one both on each criterion and on the array of criteria. The authors conclude that it is important to properly combine different research methods based on the research findings on checking the effectiveness of pedagogical conditions of civic education of senior high school students on the basis of national traditions. The significance of the article is that the criteria of the proposed pedagogical conditions in secondary schools will help to improve the process of civic education of senior high school students.

Keywords: Experimental research. Training stage. General educational institution. Civic education. National traditions.

Resumen
El propósito del artículo es verificar la efectividad de las condiciones pedagógicas de la educación cívica de los estudiantes de secundaria sobre la base de las tradiciones nacionales. Se introdujeron diversos métodos de diagnóstico, que permitieron identificar la efectividad de aplicar las condiciones pedagógicas desarrolladas, para ajustar la metodología para su posterior implementación. Se prestó atención a comparar los resultados en el grupo de control y el experimental tanto en cada criterio como en la matriz de criterios. Los autores concluyen que es importante combinar adecuadamente diferentes métodos de investigación basados en los hallazgos de la investigación para verificar la efectividad de las condiciones pedagógicas de la educación cívica de los estudiantes de secundaria sobre la base de las tradiciones nacionales. La trascendencia del artículo es que los criterios de las condiciones pedagógicas propuestas en las escuelas secundarias ayudarán a mejorar el proceso de educación cívica de los estudiantes de secundaria.

Palabras-clave: Investigación experimental. Pasantía formativa. Institución educativa general. Educación cívica. Tradiciones nacionales.