Федічева Н.В. , Ирфан Тосунджонгу

Тези Впровадження у навчання принципів демократичних цінностей та соціальної справедливості

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Introducing Democratic Values and Social Justice Principles to University Students

Abstract book

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(17276) **Introducing Democratic Values and Social Justice Principles to University Students**

NATALIYA FEDICHEVA İRFAN TOSUNCUOĞLU
LUHANSK TARAS SHEVCHENKO NATİONAL UNİVERSİTY
KARABUK UNIVERSITY

ÖZET Problem Durumu Many of Ukraine' European neighbors have shown the world what can be accomplished in terms of democratization. Ukrainians believe that their country has the capacity to do the same and we need to produce citizens who are committed to democracy. Youth represents the most flexible and capable group of people who can contribute to the development of civic society and who can preserve and shape democracy in the future. But the survey which we conducted among 190 students of two universities, one in Ukraine (Luhansk Taras Shevchenko National University, now a displaced university) and one in Turkey (Karabuk University) showed that about 69% of students experience confusion in democratic values. Their answers suggested that strengths, benefits and responsibilities of democracy are not clear to most of them. University students are illequipped to defend democracy and do not believe that they can create change. The authors of the article have come to the following conclusions: democracy does not teach itself and democratic values and social justice principles are not clear to most university students. In our research, we propose teaching and learning of democratic values and principals by means of the discipline a foreign language. We strongly believe that a teacher's role is not only critical in teaching a language, but also in teaching the cultures and societies that surround the language. Teachers play a pivotal part in shaping student perception of the language and the society. Teachers can contribute a lot to developing young adults' capacities to engage in democratic thought and action. Both qualitative and quantitative approaches are used in this research to gather data and information. To clarify students' understanding of democratic values and social justice, the survey was conducted among 190 students. The survey questions were formulated in English as we selected only those for whom English was an obligatory subject to study. Students' age ranged between 19 and 22 years old. A total of 123 subjects belonging to this study were female and the remaining 67 were male. Within age range, there were no large differences in students' responses, but there appeared differences between students' answers from two countries - Ukraine and Turkey. Araştırma Yöntemi Our aim is to reach an in-depth understanding of how students comprehend democratic and social justice issues, how well they are equipped to defend democracy, and if they believe that they can create change. The following research methods are used: the collection and analysis of information, literature review, qualitative and quantitative approaches, and a survey. Students' participation in the survey was voluntary, and participants were solicited through a general call or through email. Participants of a survey included 190 students; all of them study at the departments of foreign languages, and are teacher-education candidates. Students were explained the purposes of the research and the aim of the survey and were given some examples of the questions. We explained to students that we wanted to gain an understanding of how they view democracy in

relation to social justice. We also mentioned that we wished to get a sense of how they planned to introduce democracy into their own classrooms once they became teachers themselves. Students were also given a chance to write their name on an answer sheet or remain anonymous. The survey has 20 open-and closed-ended questions related to defining democracy and democratic principles and values. Surveys were conducted by the authors of the research, who are students' instructors. The role of the discipline English as a foreign language in teaching for democracy has not been investigated. This paper addresses the issues of how university instructors of English can teach democratic and social justice principles to youth. It starts by saying that youth represents the most flexible and capable group of people who can contribute to the development of civic society and who will preserve and shape democracy in the future. It then explains how a discipline a foreign language can make a considerable contribution to teaching democracy and social justice. Communicative component of the discipline, its orientation to compare different ways of life and values of other people gives much opportunity for teachers to develop young adults' capacities to engage in democratic thought and action. Our analysis of textbooks for university students showed that most books deal with neutral topics. We did not find any texts, discussions or activities related to democratic values or social justice. To investigate students' understanding of democratic and social justice issues, we carried out a survey of 109 young people. The survey posed questions about typical areas where students may experience confusion in democratic values. Their answers suggested that strengths, benefits and responsibilities of democracy are not clear to most of young people. They are ill-equipped to defend democracy and do not believe that they can create change. The article reports that teaching democracy and social justice can be incorporated into the English language classroom and educational process should be purposeful, goal-oriented, interactive, and learner-centric. Texts for 2018 Bildiri Özetleri Kitabı / EJERCONGRESS 2018 Conference Proceedings 98 reading and discussions, as well as interesting and motivating activities, should help students to understand the current condition of democracy around the world so that they recognize that democracy has taken different forms in different countries and think about barriers to democracy in their country. The article concludes with recommendations for practice. Insights from research and our explanations will hopefully benefit both university instructors of foreign languages and teacher educators. Beklenen/Geçici Sonuçlar Education for democracy and social justice through English is approached in a conscious and serious manner. The educational process is purposeful, goal-oriented, interactive, and learner-centric. Students understand the current condition of democracy around the world and recognize that democracy has taken different forms in different countries; they think about barriers to democracy in countries such as Cuba, Iraq, and others. They are aware of what has enabled other nations to overcome impediments to democracy. Students learn how the freedoms actually work in a society and they demand that they have these freedoms in their own society, when they become active participating adults. The teaching materials are interactive and written in a simple, easy to understand language. Anahtar Kelimeler : teaching, democratic values, a foreign language, to develop young adults' capacities, to create change Kaynakça Brian Dooley. Democracy in Danger Ukraine at a Crossroads Four Years after Euromaidan. Available at https://www.humanrightsfirst.org/sites/default/files/Democracy-in-Danger.pdf Jack Meacham Teaching Diversity and Democracy across the Disciplines: Who, What, and How. Available at https://www.aacu.org/publications-research/periodicals/teaching-diversity-and-democracy-across-disciplines-who-whatand-0 Educating for democracy Background materials on democratic citizenship and human rights education for teachers Editors: Rolf Gollob, Peter Krapf, Wiltrud Weidinger Authors: Rolf Gollob, Peter Krapf, Ólöf Ólafsdóttir, Wiltrud Weidinger. Available at http://www.mpn.gov.rs/wp-content/uploads/2015/09/EDC_HRE_Volume_I_Educationg_for_democracy.pdf Teaching for Democracy, 3 DePaul J. for Soc. Just. 1 (2009). Available at:http://via.library.depaul.edu/jsj/vol3/iss1/2 Boyte, Harry Chatten. A Different Kind of Politics: John Dewey and the Meaning of Citizenship in the 21st Century. 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