SOCIAL SCIENCE EDUCATION IN THE CONTEXT OF FUNCTIONAL AND LITERATE PERSONALITY

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Abstract

One of the current trends in the development of education is its focus on metasubject results and the formation of a functional-literate personality. In this context, the problem of the development of subject-based education is seen as the search for conceptual solutions for realizing the metasubject potential of educational disciplines and understanding the importance of some school courses in the formation of new literacy. The focus of the described study includes the results of social science education in the context of metadisciplinarity. The purpose of the study is to determine methodological guidelines for preparing a teacher to plan and diagnose metasubject results of social science education. The achievement of the purpose of the study involved two interrelated stages: approaches to planning and diagnosing results in the context of a functional person and methodological support for preparing a future teacher for the implementation of these approaches. According to the identified stages of the study, the materials presented in the paper include the following: a description of an integrated approach to the diagnosis of metasubject results of social science education in the context of civic literacy; substantiation of the structure and content of the methodological module aimed at preparing a future teacher for the development of metasubject results, characterizing the results of its development and providing examples of test tasks. The conclusions address the peculiarities of organizing the methodological training of a future teacher in the context of a wider understanding of the functional significance of social science education.

Keywords: Social science education, functional-literate personality, metasubject results, methodical training, teacher

1. Introduction

One of the global trends in the development of modern education is the focus on learning outcomes (Yang, 2020) and the formation of a functional-literate personality. This leads to the following issues: why does the concept of "functional literacy" determine the quality of education and the acquisition of the content of educational subjects? Is the teacher ready to plan learning outcomes in the context of functional literacy and to diagnose metasubject results?

In the light of international studies of the quality of education, functional literacy is understood as the ability to use knowledge in a variety of situations close to real ones. It is believed that in the future these skills will contribute to active participation of an individual in the life of the society, will help acquire knowledge throughout life (Veryaev et al., 2013). The existing point of view determines the focus of modern education to ensure metasubject results and the formation of new literacy (Tomchik & Eger, 2020; Zinchenko et al., 2020). The paper deals with social science education at school and its importance in raising civic literacy among the younger generation, as well as the methodological training of a teacher.

Considering the results of social science education in the context of metadisciplinarity, it is important to pay attention to the social orientation of the subject and the possibility of forming civic literacy among future school graduates as a readiness to successfully solve the problems of everyday social practice of a citizen. Based on the content of Social Science, it should be noted that the range of tasks of social practice corresponding to the fields of social science is quite diverse. This allows creating the foundations of civic literacy, reflecting the ability of a person and a citizen to consciously and responsibly fulfill social roles in the sphere of spiritual life, in the social sphere, in economics and politics, in legal relations (Koval et al., 2020), based on the obtained social historical knowledge and mastered actions.

2. Problem Statement

Social science education allows not only forming systemic social and humanitarian knowledge among the younger generation, but also, first of all, developing socialization skills, laying the foundations for personal and civic values of a graduate. In this regard, a teacher is faced with the need to better understand the metasubject meaning of the Social Science training course, plan the result in the context of civic literacy, understand the structure of civic literacy, as well as the functional, meaningful and value-based content of the educational result. The problem lies in the lack of elaboration in the theory and practice of the issue of planning and diagnostics of the metasubject result of social science education. The lack of a comprehensive approach to the problem of forming a metasubject result of social science education in the practice of a mass school makes it necessary to update the teacher's methodological knowledge and introduce new approaches to methodological training at a university.

3. Research Questions

In our opinion, the ability to effectively solve problems in the process of fulfilling social roles as a citizen of the country (student, owner, voter, consumer, participant in family relations, participant in labor

relations and others) forms the basis of students' civic literacy and serves a metasubject result of mastering a course. The structure and content of civic literacy implies the triunity of knowledge, value and activity components. These are social historical knowledge (knowledge about society, man, state, human rights and duties, rights and duties of a citizen), value attitude to social phenomena of the surrounding world (to society, social events, their state, other people, themselves), skills necessary for applying knowledge in social practice and experience of activity. Researchers distinguish the importance of the axiological dominant in providing metasubject results independently of the considered stage of education, both general (Potanin et al., 2020) and higher, emphasizing the importance of the axiological foundation of pedagogical education in preserving civic identity (Lubkov, 2020).

In order for the content of educational material to acquire a value meaning, a person shall have an understanding and knowledge of the objects being studied. Based on the relationship between knowledge and values (Koptseva, 2020), it can be assumed that the content of social science education is the basis for the formation of the value component of civic literacy. This statement involves a detailed analysis of knowledge and axiological components of the content of social science. To do this, we compared the basic units of social science knowledge with the content of metasubject results (Shamigulova, 2019).

In the formation of the value component of civic literacy, the content of metasubject results specified in the federal state standard (FSS) of general education in the form of a portrait of a school graduate may be considered as a value coordinate system (Table 01).

Table 1. Value-semantic unity of characteristics of a graduate in the FSS of general education and the content of social science

Portrait of a school graduate (FSS of general education)	Value (semantic) units of subject content
loves his land and his homeland, respects his people, their culture and spiritual traditions	Homeland. Citizen
aware and accepts of traditional values of the family, Russian civil society, multinational Russian people, humanity	Life. Man. Family
creative and critically thinking, purposeful knowledge of the world, aware of the value of education and science, work and creativity for man and society	Knowledge. Labor. Science
self-conscious, socially active, respectful of law and order, aware of responsibility to the family, society, state, humanity	Responsibility. Duty. Citizenship. Norms. Moral Rights and obligations. Freedom
respects the opinion of other people, able to conduct a constructive dialogue, achieve mutual understanding and successfully interact	Mutual understanding. Tolerance. Dialogue. Humanity. World
consciously implements and promotes healthy, safe and environmentally sound lifestyles	Nature. Safety Health
prepared for an informed choice of profession, understands the importance of professional activity for a person and society	Profession. Professionalism. Skill. Development and creation
motivated by education and self-education throughout his life	Self-education. Self-development. Self-improvement

This analysis allows specifying the content of social science from an axiological point of view and creating the basis for a teacher to plan the metasubject results of social science education in the context of civic literacy, as well as significantly supplementing the course of the methodology of teaching social science at a pedagogical university. At the same time, at the level of methodological training of a future

teacher, it is necessary to update the approaches to planning and diagnosing metasubject results, organizing practical training, using the opportunities to increase the practices of new FSES 3++ (Mazilov & Slepko, 2020). The focus of methodical training is the continuity between modern requirements for metasubject results of social education, the practice of diagnosing civic literacy and the content of methodological training of a future teacher.

4. Purpose of the Study

Considering the metasubject result in the context of civic literacy, we outlined the purpose of the study, which is to determine methodological guidelines for preparing a teacher to plan and diagnose the metasubject results of social science education. This purpose implies the implementation of two interrelated stages: determining approaches to planning and diagnosing metasubject results of social education in the context of literacy and developing methodological support for preparing a future teacher for the implementation of these approaches (planning and diagnosing metasubject results).

5. Research Methods

The formation of knowledge and activity components of civic literacy is the identification of the ability to demonstrate the appropriate methods of action with subject content through the use of various educational-practical and educational-cognitive tasks. The students may be aware of the types of such tasks with regard to the variants of diagnostic tasks of the All-Russian Test Work (hereinafter – ARTW), diagnostic tasks of national education quality assurance, tasks given as examination work (Basic State Examination and Unified State Examination) in social science. Besides, to determine the dynamics of the civic literacy among students, we used the methods of the SAM test toolkit (Nezhnov et al., 2011) developed on the basis of theoretical approaches by L.S. Vygotsky, V.V. Davydov. This technique made it possible to determine the levels of mastery of the subject content: reproductive, reflexive and functional. The efficiency of the proposed approach to the diagnosis of metasubject results is that it allows a teacher building the planning stages of civic literacy in relation to the studied subject content and adjusting the method of work in accordance with the diagnostic results.

The future teacher's mastery of the methodology for planning metasubject results of social studies and diagnostics of civic literacy was determined by analyzing the products of educational activities within the phased performance of educational and practical tasks. The ability to demonstrate the result of performing training and practical tasks was a key criterion for mastering the methodology:

Stage 1 – developing a matrix of subject content for each level of general education (Table 02). This task made it possible to present a set of cognitive means of action (concepts, theoretical data, laws) that constitute the sections of the Social Science discipline. Students were asked to develop a matrix of subject content for primary general education (subject: *Environmental Science*, content line: *Man and Society*), basic and secondary school (subject: *Social Studies*).

Table 2. Tasks of the first stage

General education levels	Task	Regulatory documents for tasks
Primary general education	Compile a subject content matrix that includes: Fundamental core of the subject content, list of main concepts of the course for primary, basic and higher levels of general education characteristics of the methods of action with subject content	FSES PGE, indicative basic education program (IBEP) for primary general education
Basic general education		FSES BGE, IBEP for basic general education
Secondary general education		FSES SGE, IBEP for secondary general education

Stage 2 – mastering the skills of independent creation of three-level diagnostic tasks based on the main concepts of social science content for different stages of general education.

Stage 3 – performing diagnostic work with schoolchildren, analyzing the results and interpreting, allowing a future teacher seeing the effect of the toolkit (developed level tasks) in practice. This stage of mastering the methods of civic literacy diagnostics by a future teacher requires the transfer of educational classes to the real educational environment of the school, therefore, when designing the curricula for future teachers, the need to immerse students in practical pedagogical activities is taken into account. Such transfer is one of the effective conditions for the methodical training of a teacher (Yangirova & Shamigulova, 2015).

Based on the structure of civic literacy, it is necessary to pay special attention to the preparation of a teacher to assess the value of the studied social objects. In this study, we focused on a questionnaire by the type of repertoire grids, which is based on the theory of constructs by Kelly (2000). The technique of repertoire grids allows explaining how the subjects build a value-based worldview that helps to control events, behavior and other people. A student was asked to correlate and arrange the system of value-based constructs with the repertoire of elements – significant persons and social objects.

In order to test the methodology, a special questionnaire was developed as part of our study in relation to the content of social science education. The questionnaire is designed for students of 6-8 grades and is presented by two modules – Man (Fig. 01) and Society (Fig. 02), each of which contains four corresponding elements. The *Man* module includes the following elements: 1) a good ruler; 2) a person in the history of Russia, whom I would like to be like; 3) a good friend; 4) myself. The *Society* module is represented by the following elements: 1) family; 2) state in which I would like to live; 3) state in which I would not want to live; 4) world community, humanity.

Good ruler	Person in the history of Russia, whom I would like to be like	Good friend	Myself
...	...	...	...

Education, Curiosity, Responsiveness, Mercy, Tolerance to Differences, Responsibility, Honesty, Willpower, Industriousness, Creative Abilities

Figure 1. Form 1 – Module: Man

Family	State in which I would like to live	State in which I would not like to live	World community, humanity
...	...	...	...

1. Life safety
2. Respect for law
3. Justice
4. Equality of rights
6. Peace, harmony between people
7. Respect for other cultures
8. Development of education and science
9. Labor for the good of others
10. Love (to mankind, motherland)

1a. Insecurity, threat to life
2a. Contempt of law
3a. Injustice
4a. Inequality of rights
5a. Disintegration, disunity
6a. Hostility, conflicts, wars
7a. Superiority of one culture
8a. Underdevelopment of education and science
9a. Labor only for the good of oneself
10a. Indifference

Figure 2. Form 2 – Module: Society

The ranking was followed by the analysis in terms of the following: 1) determination of the most significant values by individual repertoire lists; 2) coincidence of value ranks between individual elements (differentiated relation); 3) identification of the value content for each object of the *Man* and *Society* modules.

6. Findings

The result of the study was the development and introduction of the methodological module *Diagnosis and Assessment of Civic Literacy as a Metasubject Result of Social Science Training* into the education of future teachers. This module was tested as part of the training program for future primary teachers and future teachers of social studies within basic and secondary general education. In the content-functional aspect the module represents step-by-step mastering of necessary knowledge and methods of actions to perform corresponding professional tasks. The module program involves the student mastering metasubject results in social science, ensuring the achievement of the result, diagnostics and evaluation. Mastering the listed methods of actions by a future teacher puts him in a subject-role position and makes it possible to comprehend the mechanism of achieving the result through reflection of his own educational activity and, thereby, allows transferring the experience gained to the plane of a future professional situation.

The planned outcome of the module program is presented in the form of a cluster of results: from the most generalized wording to specific methods of action based on acquired reference knowledge. At the same time, the wording of the result includes the terminology and requirements of the federal state educational standard of higher education in the direction 44.03.05 Pedagogical Education, as well as the Teacher's Professional Standard. The content basis for the decomposition of the result for each selected activity (readiness for planning, readiness to ensure achievement, readiness for diagnostics and evaluation) is made up of target settings and requirements for the results of the federal state educational standard of general education, which allows ensuring continuity between the methodological training of a teacher and the requirements of the modern general educational system (Table 03).

Table 3. Educational result of the module program by types of activities

Types of professional activities	Results – Actions
Planning metasubject results of social science training in the context of functional literacy	Demonstrates a positive attitude towards basic civic values; explains the social significance of the results of social education; formulates the results of social science education in the context of functional literacy; details the content of civic literacy; justifies the stage-by-stage mastery of the methods of action with subject content to students
Ensuring metasubject results	Develops a map of the stage-by-stage formation of civic literacy; demonstrates the ability to justify the principles of selecting social science content for educational and extracurricular activities; performs and argues the training material; argues the choice of technologies, methods, techniques and means of achieving the planned results; demonstrates the ability to apply value-based accentuation techniques in the presentation of educational material
Diagnosis and evaluation of metasubject results	Demonstrates the ability to explain the essence of modern approaches to the diagnosis of metasubject results; lists and explains the features of the use of existing methods for identifying the value relationship of students; Demonstrates the ability to select and compile diagnostic tasks and tasks that allow identifying the ability of a student to perform a competent action in fulfilling social roles (family member, consumer, participant in educational relations, future applicant, passenger, project author, etc.); ability to evaluate the educational achievements of students in accordance with the specified criteria; ability to use the results to adjust teaching methods and techniques aimed at building civic literacy

Thus, the results of the module (descriptors) serve the educational results visible to teachers and students, which positively affects the formation of the future teacher's thinking performance and his mastery of these types of activities. To verify and evaluate the results of the module, special assessment tasks were developed for each activity. Let us consider some examples of these tasks:

Task 1: Review the evaluation tasks on Interpersonal Relationships for Grade 6 (Table 04). Formulate the methods of actions with subject content, which are aimed at checking these tasks.

Compile your evaluation tasks to identify the level of mastery of subject content for any of the main social science concepts studied in the main school. Provide the answer as a table.

Table 4. Task 1

Subject content	Evaluated ways of dealing with subject content	Subject content levels	Task (e.g.)
For example, the concept of Interpersonal Relationships		Functional. Competent action – focus on the field and limits of the action abilities	Make a check list on the topic: *Five rules for successful team work*. Argue each rule. Conduct a mini-study on *Adolescent interpersonal relationships in the 20th and 21st century* and prepare a report based on the results
		Reflexive. Action with understanding – focus on essential relationships as the basis of the method of action	Illustrate the types of interpersonal relationships with examples Model the situation of partnership interpersonal relations based on social historical knowledge and personal social experience

Task 2:

List the possible social roles of students typical of a teenager's daily social practice and those that he or she will have to perform in the future. Identify knowledge and skills required to competently perform these social roles. Align them with specific social topics and formulate the result of mastering subject content in the context of civic literacy.

Select (or compile independently) level assessment tasks for each topic. Ask students to complete these tasks and evaluate the results using SAM technology.

7. Conclusion

In general, considering civic literacy as a metasubject result of social science education, we draw attention to the need for a comprehensive solution to the problem of its planning, achievement and diagnostics in the practice of a teacher, a wider understanding of the functional significance of the subject for preparing students for life. Besides, it is important to monitor the achievement of educational results and the readiness of the social science teacher to diagnose the results in the activity paradigm.

The development of the methodological module program involves the continuity of basic pedagogical disciplines and methods of teaching the subject. These include a general course in didactics and a course in the methodology of teaching social studies, special courses and optional courses *Interactive Technologies in Teaching Social Studies*, *Current Problems of Civic Education in a Modern School* and others. Besides, the continuity and unity of approaches to teaching the methodology of the subject and profiling disciplines are important. For example, in the course of the methodology of teaching social studies, future teachers learn theoretical knowledge in organizing trainings aimed at developing the civic literacy of students. During classes in specialized disciplines, students act as participants in such trainings, receiving the opportunity to reflect their own achievements and the experience of an active participant. At practical field classes on the methodology and during the practice period, students transfer their knowledge and experience to the environment of future professional activity, independently designing training sessions in the form of trainings on the formation of civic literacy.

Taking into account the opportunities of the updated FSES 3++ for pedagogical education and foreign trends in the organization of practical teacher training (Gracheva et al., 2020), the implementation of the module program requires coordinated actions of teachers and representatives of best practices (network partners): planning functional practices in accordance with the goals and content of module sections; creating conditions for self-education; competitions and interactive projects in the school-university format.

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