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(UNIVERSITY OF CALIFORNIA, LOS ANGELES) (USA);
АРІЄЛЬСЬКИЙ УНІВЕРСИТЕТ (ARIEL UNIVERSITY CENTER OF SAMARIA) (ISRAEL)**

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Рецензенти:

Стовпець Олександр Васильович, доктор філософських наук, професор, професор кафедри соціальних і гуманітарних дисциплін Одеського національного морського університету.

Каменська Тетяна Григорівна, доктор соціологічних наук, професор, професор кафедри суспільних комунікацій та регіональних студій Одеського національного університету імені І. І. Мечнікова.

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Pronoza Inna, candidate of political sciences, associate professor, associate professor the Department of Political Science and Law State Institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky», Odesa, Ukraine.

<https://orcid.org/0000-0002-2683-0630>

THE ROLE OF CIVIC EDUCATION IN SHAPING DEMOCRATIC RESILIENCE IN CONTEMPORARY UKRAINIAN SOCIETY

The development of modern society is characterized by large-scale digital transformations that affect political processes, public administration, communication practices, and educational systems. Digital technologies have become an integral component of democratic governance, creating new opportunities for citizen participation, access to information, and interaction with public institutions. At the same time, the digital environment generates new challenges associated with disinformation, information manipulation, political polarization, and declining trust in democratic institutions. Under these conditions, civic education acquires particular importance as a mechanism for developing democratic values, civic responsibility, critical thinking, and active citizenship.

The relevance of the issue is significantly increasing in Ukraine, where democratic transformations are taking place simultaneously with digital modernization, European integration processes, and the need to strengthen societal resilience under wartime conditions. The formation of an informed, responsible, and politically active citizen becomes one of the key prerequisites for sustainable democratic development. Therefore, the transformation of civic education should be considered as an important component of broader social transformations occurring in contemporary Ukrainian society.

Digitalization has fundamentally changed the ways citizens receive information and participate in public life. Traditional channels of political communication are increasingly supplemented or replaced by social media, online communities, digital platforms, and electronic participation tools. As a result, citizens gain broader

opportunities to influence political processes, engage in public discussions, and interact directly with governmental institutions. However, these opportunities require new competencies that go beyond traditional civic knowledge.

According to J. Kahne, E. Hodgin, and E. Eidman-Aadah, civic education in the digital era should prepare individuals for participatory politics and democratic engagement within networked environments. The authors emphasize that contemporary citizenship increasingly involves creating, sharing, and evaluating digital content, participating in online discussions, and engaging in collective action through digital technologies [2]. Therefore, civic education must address not only political institutions and democratic principles but also digital participation skills and media literacy.

In democratic societies, civic education traditionally aims to develop knowledge about political institutions, citizens' rights and responsibilities, democratic values, and mechanisms of public participation. Nevertheless, contemporary realities require the expansion of these objectives. The digital transformation of society necessitates the integration of digital literacy, critical information analysis, ethical online behavior, and media competence into civic education curricula.

The concept of digital citizenship has become particularly important in this context. Digital citizenship refers to the ability of individuals to use digital technologies responsibly, participate constructively in online communities, critically assess information sources, and contribute to democratic processes through digital means. Modern citizens must not only understand democratic principles but also possess the skills necessary to navigate complex digital information environments.

Recent research demonstrates that digital media increasingly influence how young people understand citizenship and civic engagement. Schools are no longer the sole institutions responsible for civic socialization. Digital platforms, social networks, online communities, and media environments have become significant actors in shaping political attitudes, values, and civic identities. As Zhang, Chen, Chia, and Neoh argue, citizenship in the digital age is negotiated through the interaction of educational institutions, media systems, and youth experiences in digital spaces [3]. Consequently, educational systems must adapt to these new realities and incorporate innovative approaches to civic learning.

For Ukraine, the transformation of civic education is closely connected with democratic reforms and European integration aspirations. The development of electronic governance, digital public services, and e-democracy instruments has created favorable conditions for expanding citizen participation in public affairs. Platforms for electronic petitions, online consultations, digital public services, and open government initiatives demonstrate the growing role of technology in democratic governance.

At the same time, Ukraine faces unprecedented information challenges caused by hybrid threats and information warfare. The spread of disinformation campaigns, propaganda narratives, and manipulative information practices highlights the necessity of developing citizens' resilience to information influence. In this regard, civic

education serves not only educational purposes but also contributes to strengthening democratic security and social cohesion.

An important aspect of civic education transformation involves fostering critical thinking skills. In the contemporary information environment, citizens encounter vast quantities of information from diverse and often contradictory sources. The ability to evaluate information credibility, identify misinformation, distinguish facts from opinions, and recognize manipulative content has become an essential civic competence. Without these skills, meaningful democratic participation becomes increasingly difficult.

Another significant dimension concerns the promotion of democratic values in digital environments. While digital technologies provide new opportunities for participation and communication, they also create risks related to hate speech, online harassment, misinformation, and ideological radicalization. Therefore, civic education should emphasize ethical standards of digital interaction, respect for diversity, tolerance, and constructive public dialogue.

The transformation of civic education also requires methodological innovation. Traditional lecture-based approaches are increasingly insufficient for preparing students for active democratic participation. Interactive learning methods, project-based activities, simulations, digital civic engagement projects, and collaborative problem-solving approaches provide opportunities for experiential learning and practical application of democratic principles.

Moreover, digital technologies create new opportunities for organizing educational processes. Online learning platforms, open educational resources, virtual discussion forums, and interactive educational tools enhance accessibility and flexibility of civic education. Such instruments enable learners to engage with democratic issues beyond classroom settings and develop practical civic competencies through real-world experiences.

In the Ukrainian context, the modernization of civic education should be viewed as an investment in democratic resilience. Democratic resilience refers to the capacity of society to preserve democratic institutions, values, and practices under conditions of crisis, uncertainty, and external pressure. Civic education contributes to this resilience by fostering informed citizenship, public responsibility, political participation, and commitment to democratic principles.

Consequently, the transformation of civic education in the context of digitalization and democratic changes represents a strategic priority for Ukraine's future development. Modern civic education must integrate democratic values, media literacy, digital competencies, critical thinking, and participatory skills. Such an approach will contribute to the formation of active citizens capable of navigating complex digital environments, resisting information manipulation, and participating effectively in democratic governance. Ultimately, strengthening civic education will support the consolidation of democracy, the development of civil society, and the successful implementation of Ukraine's European integration course.

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Pronoza Inna, candidate of political sciences, associate professor, associate professor the Department of Political Science and Law State Institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky»

Kosinova Olha, Master's Degree Student, Political Science Program State Institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky», Odesa, Ukraine

VALUE TRANSFORMATIONS OF CITIZENS' POLITICAL CONSCIOUSNESS UNDER CONDITIONS OF INFORMATION CONFRONTATION

In the contemporary world, information has become one of the key resources of political influence. The development of digital technologies, social media, and global communication platforms has created new opportunities for shaping public opinion while simultaneously increasing the risks of manipulative influence on citizens' consciousness. Under conditions of information confrontation, the problem of transforming political consciousness and related value orientations becomes particularly significant, as these factors determine individuals' attitudes toward political processes, state institutions, and social development.

Political consciousness is a complex system of knowledge, beliefs, evaluations, and values through which citizens perceive political reality. At the same time, value orientations serve as filters through which political information is interpreted. Therefore, under conditions of information confrontation, not only citizens' political knowledge but also their fundamental values, social attitudes, and patterns of political behavior become objects of influence.

Information confrontation represents a set of measures aimed at influencing individual and collective consciousness in order to achieve political, economic, or military objectives. In modern conditions, it is implemented through disinformation, public opinion manipulation, the dissemination of fake content, the use of social media algorithms, and other instruments of informational influence. The European

<i>Dobrolyubska Y.A., Hryhorchuk O.Y.</i>	A COMPARISON OF VIRTUAL AND TRADITIONAL MUSEUMS	113
<i>Коба О., Тодоров В.</i>	УКРАЇНЦІ – НАЙБІЛЬШИЙ НАРОД, ЯКИЙ ХОТІЛИ ЗНИЩИТИ У ХХ СТОЛІТТІ	116
<i>Коваленко Є. М.</i>	ОСОБЛИВОСТІ ЕТИКИ КРОС-КУЛЬТУРНОЇ КОМУНІКАЦІЇ В СУЧАСНОМУ СУСПІЛЬСТВІ	121
<i>Кубаш О. М.</i>	ВЕКТОРИ УДОСКОНАЛЕННЯ ЛЮДИНИ У ХХІ СТОРІЧЧІ (ФІЛОСОФСЬКО-АНТРОПОЛОГІЧНИЙ ВИМІР	122
<i>Макіша І. С., Солдатенко О. І.</i>	БЛАГОДІЙНА ДІЯЛЬНІСТЬ У СОЦІОКУЛЬТУРНІЙ СФЕРІ ЯК ЧИННИК СТАЛОГО РОЗВИТКУ КУЛЬТУРНИХ ІНСТИТУЦІЙ	124
<i>Pronoza Inna</i>	THE ROLE OF CIVIC EDUCATION IN SHAPING DEMOCRATIC RESILIENCE IN CONTEMPORARY UKRAINIAN SOCIETY	127
<i>Pronoza Inna, Kosinova Olha</i>	VALUE TRANSFORMATIONS OF CITIZENS' POLITICAL CONSCIOUSNESS UNDER CONDITIONS OF INFORMATION CONFRONTATION	130
<i>Pronoza Inna, Hryshchenko Oleksii</i>	TRANSFORMATION OF UKRAINE'S INFORMATION SECURITY POLICY IN THE CONTEXT OF EUROPEAN INTEGRATION	133
<i>Семко Я. С.</i>	СУЧАСНИЙ ВПЛИВ СОЦІАЛЬНИХ МЕРЕЖ ТА ТЕЛЕБАЧЕННЯ НА ФОРМУВАННЯ МЕДІА РЕАЛЬНОСТІ	135
<i>Усатюк І. М.</i>	УСПІШНИЙ ДОСВІД КРАЇН У ПІСЛЯВОЄННІЙ ВІДБУДОВІ, ЯК ПРИКЛАД ДЛЯ УКРАЇНИ	138
<i>Фомюк К. В., Атаманюк З. М.</i>	ПОНЯТТЯ ВЛАДИ ТА ШЛЯХИ ЇЇ ЗДІЙСНЕННЯ В СУЧАСНОМУ СУСПІЛЬСТВІ	141

VIII Міжнародної наукової конференції студентів, молодих вчених та науковців

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Адреса редакції:

Україна, 65020, м. Одеса, вул. Старопортофранківська, 26, каб. 73 Тел.: (0482) 732-09-52