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FORMATION OF CIVIC COMPETENCE THROUGH THE DEVELOPMENT OF SPEECH IN CHILDREN: FOREIGN EXPERIENCE

Abstract. The connection between speech development and civic competence in children has drawn growing interest in educational and developmental studies, with speech recognized as a key factor in fostering active citizenship. This article explores this relationship, examining how speech skills enable children to participate in social discussions, express civic values, and engage in community activities. Based on experiences of the United States, Europe, and international research, it analyzes mechanisms through which speech builds civic abilities such as communication skills, critical thinking, and social responsibility. This research also discusses how speech disorders impede community development. Evidence from various contexts highlights speech development's role in civic socialization. Studies on adolescents show that communication competence significantly predicts civic engagement, political participation, and consumer behavior, often mediating influences from family, schools, peers, and media. For example, open discussions at home and in classrooms boost motivation for civic activism by enhancing skills in information sharing and deliberation. Surveys across 28 countries indicate that schools fostering open climates for issue-based discussions achieve better civic outcomes, particularly when incorporating speech-focused activities. In Europe, youth in newer democracies display stronger participatory attitudes, supported by speech-driven digital activism, while wealthier nations emphasize social justice knowledge but often fall short in engagement norms. On the other hand, speech disorders create significant obstacles, leading to social withdrawal, reduced peer interactions, and long-term challenges in mental health and inclusion. Research on developmental language disorders and speech sound impairments shows links to reduced social competence and participation, underscoring the need for targeted interventions to restore communication pathways vital for civic competence. The problem statement notes the underrecognition of speech's role in civic education, especially given globalization's demand for intercultural dialogue. The study's purpose is to establish this connection, analyze international practices, and propose strategies to enhance civic development through speech-focused approaches. Recent research is reviewed, highlighting key studies from the U.S., Europe, and global contexts, which consistently show that dialogic teaching and pragmatic instruction strengthen civic skills. The main discussion explores country-specific practices: U.S. models emphasize mediated communication effects; Poland and Hungary integrate psycho-pedagogical support for speech issues into civic programs; Sweden and Poland target early language development for social roles; and UNESCO advocates intercultural speech training. Conclusions of this article synthesize these findings, offering recommendations such as incorporating dialogic activities into curricula, providing targeted speech therapy for children, training educators to promote inclusive civic development. This study connects speech therapy and civic education, providing useful insights for educational practices around the world.

Keywords: civic competence; civic education; development of competences; socionomic sphere; civic culture; democracy; speech development; social responsibility.

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1. INTRODUCTION

Problem statement. Developing civic competence in children involves more than simply understanding political systems. It also requires the ability to engage actively, interact socially, and internalize certain values. However, the vital importance of speech development is frequently neglected, despite being the main way for individuals to articulate ideas, resolve disputes.

This issue is evident in the disparities noted in international studies. For adolescents, communication competence often outweighs structural factors in predicting civic activism. Speech impairments can disrupt this path, leading to isolation and reduced participation [1, p. 114-115]. Globally, schools in resource-limited settings struggle to foster civic engagement when speech skills are underdeveloped, widening inequalities [2, p. 203]. In Europe, youth in emerging democracies demonstrate strong participatory attitudes through speech-driven digital mobilization, while stable nations risk fostering passive civic cultures if speech literacy, including social media use, is not prioritized [3, p. 3, 11].

Speech disorders further complicate the issue, contributing to behavioral difficulties, challenges in peer relationships, and mental health problems, all of which hinder civic competence [4, p. 1]. In multilingual contexts, insufficient language skills impede cultural identity formation and cognitive growth necessary for global citizenship [5, p. 1].

The problem lies in the fragmented approach to civic education, which often disregards speech as a fundamental component, especially for children with developmental needs. Thus calling for a comprehensive review of international practices to develop integrated strategies.

Analysis of recent research. Contemporary investigations into civic competence increasingly converge with the development of speech, establishing speech as a fundamental mediator in the civic socialization of children. Research conducted in the United States offers essential insights, highlighting the explanatory power of communication. Agents of socialization (family, educational institutions, media, and peers) – promote civic activism via communicative processes, which account for considerable variance: 17.5% in civic engagement, 40% in political participation, and 18.5% in political consumerism. In total, communication is responsible for 58.3% to 89.3% of the explained variance, with discussions within families mediating effects through classroom deliberation and media consumption [1, p. 114-115].

International comparisons broaden this discussion. 28-nation study identifies schools' achievement in civic engagement through strict content instruction, open discussion environments, and participatory cultures, which rest on speech competencies [2; p.203]. Disadvantages are evident for pupils from low-resource households, where speech deficiencies restrict attainment.

European studies reveal young people at the forefront of digital activism, organizing through social media for democratic issues. Attitudes of participation flourish in post-democratic states, possibly underpinning future democracies, but not necessarily continuing into adulthood. Meanwhile, more affluent nations lead in social justice awareness but generate non-participation [3; p. 3, 11].

UNESCO (2007) recommendations encourage intercultural communication teacher training to counter discrimination, connecting speech to diversity management. Dialogic methods support prosocial behavior through interactive groups, internalizing values such as solidarity and benefiting children with disabilities through egalitarian speech [6, p. 1].

Pragmatic competence is prioritized in environments where speech acts facilitate communication over linguistics, with interactive classrooms increasing awareness [7, p. 26, 32]. Global civic orientations, according to Saputra (2020), transnationally expand individuality, whereas Martin and Baildon (2017) compare Western rights-based and Eastern self-actualization frameworks [8, p. 3]. Ohlmeier (2013) expands civic education to multidimensional global learning, addressing political, ecological, economic, and social dimensions [9, p. 79-80].

Consequences of speech impairment are stringently examined. Speech problems in childhood may result in long-lasting social difficulties and reduced competency [10, p. 155]. Therefore, associate developmental language disorders with communication deficiency and difficulties in

attaining inclusion [11, p. 1] or establish associations with behavioral and mental health problems, advocating for pragmatics-oriented therapy [4, p. 1].

In Sweden, report speech sound disorders causing withdrawal, mitigated by supportive networks [12, p. 1]. Some researchers link disorders to impaired information processing, affecting development [13, p. 17]. Scientists emphasize language for identity in multilingual Europe [5, p. 1]. The Karlstad Model intervenes for social and cognitive language use [14].

Early educational studies bind civic foundations to communication and critical thinking [15]. Strasser and Bresson (2017) promote open questions for discussion [16]. Some researches prioritizes oral language for perspective evaluation [17, p. 2]. Some researchers link language to well-being and community [18, p. 1894, 1896], some engage functions for social roles [19, p. 145].

This research consistently underscores speech's facilitative role in civic competence, with impairments as barriers, informing cross-national comparisons.

Purpose of the study. This study seeks to explore the link between speech development and civic competence in children and drawing on international research to analyze the issue and practices across different countries. By examining how speech facilitates civic skills and how impairments obstruct them, the article aims to highlight effective strategies from diverse countries. Ultimately, it proposes recommendations to strengthen civic competence through targeted speech interventions, contributing to more comprehensive educational frameworks.

2. THEORETICAL FOUNDATIONS OF THE STUDY

Recent theoretical perspectives suggest that civic competence cannot be separated from the communicative practices through which children learn to engage with others. García-Carrión and colleagues [6] argue that dialogic learning represents more than a teaching method; it is a pedagogical approach that promotes equality, solidarity, and inclusion by ensuring every child's voice is heard. Such environments cultivate habits of participation that are directly transferable to civic life.

Another strand of research emphasizes the importance of pragmatic competence. Chong-yuan [7] shows that instruction in speech acts equips learners with the ability to use language for socially meaningful purposes, enabling them to participate effectively in intercultural dialogues and collective decision-making. This highlights that civic competence is not limited to knowledge of institutions, but requires mastery of communicative strategies that sustain democratic interaction.

Cultural frameworks also shape how language supports civic development. Martin and Baildon [9] contrast Western models, which prioritize rights-based discourse, with Eastern approaches focused on self-actualization. Despite their differences, both traditions rely on speech as the medium through which civic values are articulated and internalized, confirming its universal role in citizenship education.

At the societal level, inequalities in language acquisition have long-term implications. Di Sante and Potvin [18] demonstrate that deficits in communication skills correlate with disparities in health, well-being, and community participation, showing how linguistic exclusion reinforces broader social inequalities. In parallel, Buchnat and Wojciechowska [19] argue that for children with developmental challenges, early speech stimulation must be integrated into care and education to prepare them for active social roles and full civic inclusion.

Furthermore, these perspectives suggest that civic competence should be seen not merely as the outcome of political or social instruction, but as the product of cumulative linguistic experiences. Speech enables children to practice empathy, perspective-taking, and negotiation, which are indispensable in pluralistic societies. Without sustained opportunities to exercise these skills, civic education risks remaining abstract and disconnected from children's lived realities.

Finally, the reviewed literature indicates that speech development operates simultaneously at the micro and macro levels: it is essential for individual growth, but also a structural condition for social cohesion. Schools and families therefore bear dual responsibility – fostering children's

communicative capacities while also creating equitable environments where speech becomes a tool of inclusion and civic empowerment.

3. RESEARCH METHODOLOGY

The methodological framework of the study was determined by the objective of examining the relationship between speech development and civic competence in children, with a focus on international educational practices. In order to achieve this goal, several complementary research methods were applied.

The method of analysis and synthesis was employed to systematize diverse theoretical approaches to the interpretation of civic competence and its relation to speech. This made it possible to identify essential categories such as communicative competence, dialogic learning, pragmatic skills, and intercultural communication, which together form the conceptual foundation of the study.

Comparative analysis was applied when examining international practices of integrating speech development into civic education. The experiences of the United States, several European countries, and UNESCO programs were analyzed, which revealed both convergences and divergences.

The prognostic method was used to adapt the lessons of foreign experience to broader educational environments. This approach provided an opportunity to anticipate how models of dialogic teaching, targeted speech therapy, or intercultural training could be introduced in school systems to enhance civic development. Predictive reasoning also allowed the formulation of strategies for early interventions, particularly in the case of children with speech impairments, where timely support may prevent long-term exclusion from civic life.

Finally, the method of generalization was employed to formulate conclusions regarding the efficiency of applying international experience in educational settings. The synthesis of diverse empirical and theoretical findings enabled the formulation of recommendations aimed at incorporating speech-oriented activities into curricula, improving teacher preparation for dialogic and intercultural communication, and ensuring participation of children with developmental language disorders.

The integration of these methods made it possible to construct a comprehensive perspective on the role of speech in the development of civic competence, ensuring the reliability of the conclusions and their relevance for future research and practical application.

4. RESEARCH RESULTS

Presentation of the main research materials. The connection between children's language development and their civic competence demonstrates a variety of practices around the world where language functions as a means of shaping civic values and participation. In the United States, socialization frameworks underscore indirect influences, indicating that family interactions and classroom dialogues cultivate children's speech abilities that subsequently promote civic participation. Communication dynamics, particularly open discussions connected to political expression, influence results [1, p. 115]. This indicates that early speech development serves as a conduit for background influences that manifest in civic actions. Further investigation reveals that research within the U.S. highlights the significance of routine conversations occurring in home and school environments, which establish a foundation for sophisticated civic behaviors, such as voting and collaboration. Through the influence of media and peers, children's speech evolves from a basic tool into a powerful agent that transforms passive learning into active citizenship. However, deficits in this development can hinder such progress.

Cross-national research in 28 nations demonstrates schools' potential for civic development through discussion-oriented settings, wherein children's speech facilitates issue exploration and comprehension of democratic processes [2, p. 203]. Where resources are limited, disparities in speech create challenges, calling for focused interventions. These international comparisons

demonstrate that in open-discourse settings, young students acquire the confidence to articulate positions on meaningful issues, developing a sense of agency that continues into adulthood. In low-resource environments inadequate speech development programs exacerbate disparities, indicating that equal access to speech training may equalize the field for civic engagement across socioeconomic boundaries.

European practices vary by democratic maturity. In newer democracies, youth leverage children's speech through social media for collective action, as seen in Middle East uprisings or European protests, surpassing older groups in skills [3, p. 11]. Wealthier nations prioritize knowledge over participation, where wealth does not guarantee democratic vitality; enhancing speech-driven practices is essential [3, p. 3]. This contrast highlights a trend: in emerging democracies, children's speech acts as a catalyst for rapid civic awakening, often through digital platforms amplifying young voices and encouraging collective action. In contrast, established democracies may undervalue speech's participatory potential, leading to informed but less active citizens. These insights suggest an opportunity for integration, where practices from newer democracies could invigorate civic education in wealthier nations by incorporating digital speech tools into traditional curricula.

UNESCO's intercultural framework, applied globally, trains educators in communication strategies like listening and dialogue to navigate differences, fostering anti-bias civic attitudes in children [20]. Across Europe, interactive classrooms promote solidarity through children's speech, extending values beyond school and including those with impairments [6, p. 1]. Children's speech serves as a vital bridge across cultural divides, enabling young learners to navigate diverse perspectives and develop inclusive civic identities in a globalized world. Including children with speech impairments through adaptive communication strategies ensures their participation, preventing exclusion and fostering civic skills for all.

Pragmatic instruction, as seen in foreign language contexts, highlights the overlap of speech acts with civic skills, with active teaching countering passivity [7, p. 26, 32]. Global civic perspectives adapt children's speech to cultural contexts: Western models emphasize rights, while Eastern ones focus on self-growth [9, p. 80-82]. Germany's approach integrates speech into multidimensional civic learning for global issues [11, p. 3]. These approaches reflect a trend toward culturally tailored speech instruction, where pragmatic skills align with local values, yet share a common goal: promoting active over passive learning. By focusing on children's speech acts, educators can deepen understanding of civic responsibilities across linguistic barriers, fitting both rights-based and self-oriented civic models.

The examination of speech impairments shows consistent difficulties across nations. In Australia, speech problems in children are associated with social withdrawal and decreased competence [10, p. 155]. European research remarks on the effects of language disorders on belonging [11, p. 4]. UK research recommends pragmatics therapy to avert peer and mental health problems [4, p. 1]. These studies underscore a consistent obstacle: in the absence of intervention, children encounter mounting difficulties, from immediate social exclusion to long-term disengagement from civic affairs. Therapeutic interventions, especially those aimed at pragmatics, appear vital for reinstating pathways to inclusion.

In Sweden, speech sound disorders result in outbursts and isolation, which are eased by supportive networks and training [12, p. 1]. Polish studies attribute disorders to developmental impairment [13, p. 17]. Multilingual European interventions prioritize language for identity building [5, p. 1]. The Karlstad Model in Sweden provides settings for open children's speech [14]. These insights from individual countries point toward support mechanisms and early interventions lessening the effects of impairment, creating settings where speech development is concurrent with civic development, especially in multilingual settings needing flexible language abilities for identity construction.

Early childhood education in the U.S. develops civic foundations in children's speech, with empathy and media literacy [15]. UK practices prioritize spoken reasoning [17; p.2]. Canadian

theory connects language to community health [18, p.1896]. Polish interventions provoke speech towards social roles [19, p. 145]. These early childhood education initiatives establish children's speech as the foundation for the development of empathy and active citizenship, with practices such as open-ended questioning promoting collaborative idea assessment, the groundwork for a lifetime of civic participation.

Poland's policies amalgamate therapeutic interventions for children's speech disorders with civic engagement initiatives [21]. Hungary advocates for speech as a means of civic articulation [22]. The Czech framework integrates both communication and civic competencies [23]. These policy frameworks exemplify an increasing acknowledgment of the essential function of speech within civic education, merging therapeutic assistance with educational goals to cater to both standard and atypical developmental trajectories.

This research makes a contribution by bringing these strands together in an integrated model of children's speech development and civic education, illustrating through global evidence how speech facilitates deliberation and participation and impairments present obstacles to inclusion. The fundamental objective is to make this neglected link, substantiated by multifaceted evidence of how children's speech development facilitates civic competencies and deficits impede them. In examining different practices, patterns materialize: a move toward interactive and pragmatic pedagogy, harnessing digital media in newer democracies for greater participation, and incorporating therapeutic provision in policies for vulnerable children. These patterns point to a global trend toward inclusive civic education with a focus on children's speech development.

The aforementioned practices together illustrate speech's facilitating function in children, with adaptations specific to each country informing international strategies.

5. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

The connection between children's language development and civic skills is firmly supported by international research. Speech providing a means for participation and value internalization, on other hand impairments hindering social inclusion. Cross-national overviews identify U.S. mediation models, European digital focuses, and policy integrations in Poland and Hungary, as well as trends toward interactive teaching, pragmatic teaching, and combined therapies drawn from varied contexts.

In view of the above, the following recommendations should be made. 1) Incorporating interactive activities in curricula to encourage speech-based cohesion, stretching to inclusive settings for impaired children. 2) Pragmatic speech teaching in classrooms to advance beyond language skills, encouraging active learning. 3) Targeted impairment therapies to avert withdrawal and enable inclusion. 4) Educator training in intercultural communication according to UNESCO standards, adapted to cultural settings. 5) Implementing early interventions and policies with psycho-pedagogical support to encourage civic growth through children's speech.

While the current study synthesizes international practices in linking speech development to civic competence, future research could explore empirical interventions in diverse educational settings. Longitudinal studies tracking children from preschool through adolescence would provide deeper insights into how early speech therapies influence long-term civic engagement, such as voting behaviors or community activism. Another promising avenue involves integrating technology into speech-based civic education. With advancements in AI-driven language tools and virtual reality platforms, studies could investigate how digital simulations of civic debates improve pragmatic competence in children with speech impairments.

By putting these measures into action, we can greatly improve civic skills everywhere, helping to create more engaged communities, stronger democracies, and societies where everyone can communicate effectively and contribute meaningfully.

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ФОРМУВАННЯ ГРОМАДЯНСЬКОЇ КОМПЕТЕНТНОСТІ ЧЕРЕЗ РОЗВИТОК МОВЛЕННЯ У ДІТЕЙ: ЗАРУБІЖНИЙ ДОСВІД

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Анотація. Зв'язок між розвитком мовлення та громадянською компетентністю у дітей викликає зростаючий інтерес в освітніх та розвивальних дослідженнях, причому мовлення визнається ключовим фактором у формуванні активної громадянської позиції. У цій статті досліджується цей зв'язок, розглядається, як мовленнєві навички дозволяють дітям брати участь у соціальних дискусіях, висловлювати громадянські цінності та залучатися до громадської діяльності. Спираючись на досвід Сполучених Штатів, Європи та міжнародних досліджень, аналізуються механізми, за допомогою яких мовлення розвиває громадянські здібності, такі як комунікативні навички, критичне мислення та соціальна відповідальність. У нашому дослідженні також обговорюється, як порушення мовлення перешкоджають розвитку громади. Дані з різних контекстів підкреслюють роль розвитку мовлення в громадянській соціалізації. Дослідження підлітків показують, що комунікативна компетентність значною мірою прогнозує громадянську активність, участь у політичному житті та споживчу поведінку, часто опосередковуючи вплив сім'ї, школи, однолітків та ЗМІ. Наприклад, відкриті дискусії вдома та в класах підвищують мотивацію до громадянського активізму, покращуючи навички обміну інформацією та обговорення. Опитування у 28 країнах показують, що школи, які сприяють відкритому клімату для обговорення проблем, досягають кращих громадянських результатів, особливо коли включають діяльність, зосереджену на мовленні. У Європі молодь у нових демократіях демонструє сильнішу партисипативну позицію, що підтримується цифровим активізмом, керованим мовленням, тоді як багатші країни наголошують на знаннях соціальної справедливості, але часто не дотримуються норм залучення. З іншого боку, розлади мовлення створюють значні перешкоди, що призводять до соціальної ізоляції, зниження взаємодії з однолітками та довгострокових проблем у сфері психічного здоров'я та інклюзії. Дослідження мовних розладів розвитку та порушень мовних звуків показують зв'язок зі зниженням соціальної компетентності та участі, що підкреслює необхідність цілеспрямованих втручань для відновлення комунікативних шляхів, життєво важливих для громадянської компетентності. У постановці проблеми зазначається недостатнє визнання ролі мовлення в громадянській освіті, особливо враховуючи вимоги глобалізації до міжкультурного діалогу. Мета дослідження – встановити цей зв'язок, проаналізувати міжнародну практику та запропонувати стратегії для покращення громадянського розвитку за допомогою підходів, орієнтованих на мовлення. У статті розглядаються нещодавні дослідження, з акцентом на ключових дослідженнях зі США, Європи та світу, які послідовно показують, що діалогічне навчання та прагматичне навчання зміцнюють громадянські навички. Основна дискусія стосується

практик, специфічних для кожної країни: моделі США наголошують на опосередкованих комунікативних ефектах; Польща та Угорщина інтегрують психолого-педагогічну підтримку мовленнєвих проблем у громадянські програми; Швеція та Польща орієнтовані на ранній розвиток мови для соціальних ролей; а ЮНЕСКО виступає за міжкультурне навчання мовленню. Висновки цієї статті синтезують ці висновки, пропонуючи такі рекомендації, як включення діалогічних заходів до навчальних програм, забезпечення цілеспрямованої логопедичної терапії для дітей, навчання педагогів сприянню інклюзивному громадянському розвитку. Це дослідження пов'язує логопедію та громадянську освіту, надаючи корисні знання для освітньої практики в усьому світі.

Ключові слова: громадянська компетентність; громадянська освіта; розвиток компетенцій; соціономічна сфера; громадянська культура; демократія; розвиток мовлення; соціальна відповідальність.

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ЦИФРОВІЗАЦІЯ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ТЕХНОЛОГІЙ У КОНТЕКСТІ РОЗВИТКУ КРЕАТИВНОСТІ

Анотація. Стаття присвячена проблемі модернізації професійної підготовки майбутніх учителів технологій в умовах переходу до Індустрії 4.0 та впровадження концепції «Нова українська школа». Авторами наголошується, що в сучасному освітньому просторі роль педагога трансформується з транслятора знань на фасилітатора та цифрового мейкера. Теоретично обґрунтовано та розкрито методичні аспекти використання цифрових технологій як ключового інструменту розвитку креативності майбутніх учителів технологій. Дослідження базується на аналізі моделей цифрової компетентності (TPACK, DigCompEdu) та результатах емпіричного опитування студентів Вінницького державного педагогічного університету імені Михайла Коцюбинського. Анкетування засвідчило, що понад 90% респондентів високо оцінюють власний творчий потенціал і демонструють готовність до впровадження інновацій, що є важливою передумовою для ефективної цифровізації навчання. У статті обґрунтовано необхідність переходу від репродуктивного до продуктивного використання ІКТ, що стимулює розвиток вищих рівнів мислення за таксономією Блума. Цифровий інструментарій учителя, автори систематизують за трьома групами: засоби інженерного проєктування (CAD-системи), художньо-естетичні інструменти та освітні технології. На практичних прикладах продемонстровано ефективність використання 3D-моделювання (ZBrush) для автоматизації створення ескізів та заготовок, що дозволяє поєднати традиційне ремесло з цифровими інноваціями. Окрему увагу приділено

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