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Education as a factor in shaping the social responsibility of youth in the context of contemporary societal transformations

Abstract. The aim of the study was to identify the pedagogical mechanisms for developing students' civic engagement and to analyse the role of higher education as an institutional factor in the formation of a socially responsible individual during a period of dynamic changes in the social order. The study employed a systemic approach, structural-functional analysis, the comparative method, regulatory-legal analysis, and content analysis of scholarly sources and strategic documents from foreign countries. The findings of the study established that youth social responsibility is a three-component quality combining cognitive, emotional-motivational, and behavioural dimensions, with the development of only one failing to ensure the formation of stable responsible behaviour. Six structural elements of the university environment were identified that differentially influence the development of students' civic stance, namely the content of curricula, active learning methods, extracurricular activities, student self-governance, volunteering, and the institutional culture of the establishment. It was determined that civic education in Ukraine is fragmented compared to the systematised approaches of Great Britain, Germany, Finland, the USA, and Zambia, where the corresponding preparation is implemented as a distinct compulsory course with clearly defined competencies. It was ascertained that digital responsibility constitutes an independent, new dimension of youth social responsibility requiring targeted pedagogical elaboration. A set of proposals for enhancing the effectiveness of civic consciousness formation within the higher education system at its various organisational levels was developed. The core pedagogical conditions for fostering social responsibility were identified as the integration of a cross-cutting value-oriented environment, the incorporation of reflective practices, and compulsory real-world community practice. The practical significance of the obtained results lies in the possibility of their application in devising university strategies for educational work, updating curricula content, and shaping state educational policy towards the systemic cultivation of citizenship.

Keywords: prosocial behaviour; moral consciousness; youth centres; digital activism; reflective practices; psychological-pedagogical factors

INTRODUCTION

The deepening of democratic processes, the digitalisation of the public sphere, and the re-evaluation of value orientations in post-conflict societies are shaping a new context in which education is regarded as a structural factor in the civic and moral formation of the individual. In parallel, there is a growing demand from the state and civil society for young people capable of actively participating in public life, responding to collective challenges, and being aware of the consequences of their own decisions for the

community. These processes foreground the need for a systematic study of the ways in which educational institutions can effectively cultivate young people's readiness for responsible social behaviour. Despite the declared priority of educating the responsible citizen in official educational documents, the specific pedagogical mechanisms for its implementation within school and university environments remain insufficiently developed and are a matter of debate. Dynamic changes in the information space,

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the expanding presence of youth on social media, and the transformation of traditional institutions of socialisation further complicate the practical resolution of this task and necessitate an updating of approaches to educational work with youth.

The issue of shaping youth social responsibility in the educational context has been reflected in a number of foreign and domestic studies. Researchers R. Vynola *et al.* (2025) established that social upbringing played a decisive role in the formation of civic consciousness in Ukraine. The work revealed that purposeful educational work in educational institutions contributed to the formation of stable socially oriented attitudes among students. Authors I. Moroz & V. Kayun (2025) focused on the significance of historical education in the process of forming young people's civic identity. The study demonstrated that studying national and world history positively correlated with the level of civic engagement among pupils and students. In turn, researcher R. Singh (2025) studied the interrelationship between cultural shifts in the youth environment and the transformation of notions of social duties. The work documented that the change in cultural reference points directly affected how youth defined the boundaries of their responsibility to society. Researcher O. Svysiuk (2026) assessed the social role of the religious factor in contemporary Ukraine within the context of societal transformations. This study revealed that institutional forms of spiritual upbringing partially compensated for the gaps in the formation of youth value culture that arose as a result of the reformation of the education system. The team of authors G. Byun *et al.* (2026) studied the approaches of public libraries to working with teenagers and also the perception of the educational and simultaneously cultural space in Korean libraries. The study found that specially organised teen zones in libraries were perceived by youth as a space for independent activity and social interaction with peers. This finding is relevant in the context of forming social responsibility, where non-formal institutions are capable of providing conditions for the development of autonomy, initiative, and social engagement among youth – qualities that are components of responsible civic behaviour. Researchers S. Wahda *et al.* (2026) investigated the influence of social media on changes in the behaviour and moral reference points of adolescents from the perspective of Islamic education. The obtained data indicated that the digital environment generated specific risks for the moral formation of youth, the overcoming of which required targeted educational interventions. Author P.L. Jamatia (2023) focused on the role of youth in counteracting social inequality and on the possibilities of their engagement in solving societal problems; the study summarised data indicating that it was precisely the educational resource that proved decisive in forming young people's capacity for social action.

Despite the significant body of published works, a number of gaps are noted in the scholarly field that limit the comprehensiveness of understanding the problem under study. The majority of studies have treated education

as a homogeneous influencing factor, without differentiating the functional distinctions between general school education, higher education, and non-formal educational practices. The question of precisely which structural characteristics of the educational environment exert a decisive influence on the formation of social responsibility remains without a definitive answer. The process of transforming the value attitudes of youth in conditions of societal crises and conflicts, particularly in the Ukrainian context, also remains insufficiently studied. Furthermore, the connection between declared educational outcomes and real models of young people's social behaviour in the extracurricular environment remains outside the attention of researchers.

The aim of the study was to identify the pedagogical mechanisms for developing students' civic stance and to analyse the role of higher education as an institutional factor in the formation of a socially responsible individual during a period of dynamic changes in the social order. To achieve the aim, three objectives were pursued. The first objective was to conceptually clarify the content and structure of the concept of "youth social responsibility" and to identify the structural elements of the university environment that influence the formation of students' civic stance. The second objective involved conducting a comparative analysis of the civic education systems of Ukraine, the USA, Great Britain, Germany, Finland, and Zambia. The third objective was aimed at determining the key pedagogical conditions for effective educational influence and developing a three-tier structural model with practical recommendations for higher education in Ukraine.

MATERIALS AND METHODS

The study was devoted to examining the role of education as a factor in shaping the social responsibility of youth under the conditions of contemporary societal transformations. The study is theoretical in nature, which entails certain limitations associated with the necessity of further empirical verification of the findings obtained in future inquiries. The source base of the study comprises scholarly articles published since 2021 and selected from the scientometric databases Scopus, Web of Science, and Google Scholar. The key criteria for source selection were thematic relevance, chronological currency, and the scientific standing of the publications, as well as linguistic coverage, which included Ukrainian- and English-language works as the primary sources, with the inclusion of select sources in other languages. The works of P. McGorry *et al.* (2024), J. Tabrizi *et al.* (2024), and M. Lin *et al.* (2023) were used for the interdisciplinary substantiation of the neurobiological and socio-cognitive aspects of youth development.

The scientific inquiry process was implemented in five consecutive stages. At the first stage, a content analysis of scholarly sources was conducted, notably the works of J. Abbas (2025), L. Kolomiiets *et al.* (2021), D. Hellison *et al.* (2025), N. Garan (2026), R. Vynola *et al.* (2025), T.D. Fedirchuk & D.R. Tymchuk (2025), W.C.H. Hong *et al.* (2023),

A. Szymkowiak *et al.* (2021), and S. Marginson (2024), based on the results of which the structure of youth social responsibility was clarified as a multi-component phenomenon. Coding was carried out in two steps: initially, textual fragments relevant to the research subject were identified, after which each fragment was assigned to one of five pre-defined categories based on the semantic proximity of the terminology used. The coding categories were: social responsibility, with the subcategories of cognitive, emotional-motivational, and behavioural dimensions; civic stance; educational environment, with the subcategories of formal education, non-formal education, student self-governance, and volunteering; digital responsibility; and pedagogical mechanism. Civic engagement, digital responsibility, volunteering, student self-governance, and civic education were examined as constituents of youth social responsibility in its institutional dimension.

The second stage involved a regulatory and legal analysis of four documents. Articles 6, 7, 9, and 12 of the Law of Ukraine No. 2145-VIII (2017) were analysed concerning the educative function and civic competence as a priority of educational activity; Articles 32, 33, and 40 of the Law of Ukraine No. 1556-VII (2014) regarding institutional autonomy and the legal foundations of student self-governance as a mechanism of democratic practice; the sections on youth engagement and volunteering of the Decree No. 487/2021 (2021); and the principles of integrating civic education into educational programmes, as enshrined in the Order of Cabinet of Ministers of Ukraine No. 710-r (2018). The indicated documents constitute the normative framework within which the university is obliged to implement the educative function and ensure the conditions for shaping students' social responsibility.

At the third stage, a comparative analysis of the civic education systems of six countries was carried out: Ukraine, the USA, the United Kingdom, Germany, Finland, and Zambia. The choice of countries was substantiated by the necessity to encompass different educational models: the Anglo-Saxon model (USA, United Kingdom), the continental model (Germany), the Scandinavian model (Finland), the model of a transforming country (Zambia), and the national model (Ukraine) as the object of study. The analysis was operationalised according to three criteria: the presence of a separate compulsory civic education course; the level of normative enshrinement and the specificity of defined competencies – an integrated criterion combining two interrelated aspects: whether civic education is enshrined in official educational documents and how concretely the competencies, expected learning outcomes, knowledge, and skills are defined therein; and the degree of integration of digital responsibility, assessed by the presence of modules on media literacy, digital ethics, and cybersecurity in curricula. To ensure the comparability of the results, each criterion was assessed using a three-level scale: basic level – the respective component is present fragmentarily or enshrined only declaratively; intermediate level – the component is present in official

documents or programmes, yet not systemically integrated; advanced level – the component is normatively enshrined, has defined competencies, and is consistently incorporated into the educational process. The source base for the comparison consisted of the official normative documents of each country: for the USA, the standards of the NCSS (2023), which is the leading professional association in the field of social studies education; for the United Kingdom, the National Curriculum programme of the Department for Education (2024); for Germany, the recommendations of the KMK (2022) as the inter-state coordinating body for educational policy; for Finland, the EDUFI (2024); for Ukraine, Order of Cabinet of Ministers of Ukraine No. 710-r (2018); for Zambia, the analytical work of C.C. Thelma (2024), which systematises approaches to civic upbringing in the context of national development. At the fourth stage, theoretical modelling was carried out based on the obtained data: a cyclical model for shaping social responsibility and a three-level structural model of pedagogical mechanisms were developed, encompassing the state, institutional, and pedagogical levels. At the fifth stage, analytical generalisation and pedagogical interpretation of the results were conducted, accompanied by the formulation of practical recommendations for the higher education system of Ukraine.

RESULTS

Theoretical foundations for understanding youth social responsibility in pedagogical discourse. Social responsibility as a scholarly domain resides at the intersection of pedagogy, sociology, psychology, and philosophy. Within pedagogical discourse, this concept is traditionally regarded as an integral quality of the individual, manifested in the ability to be aware of one's own actions, to anticipate their consequences for other people and society as a whole, and to act in accordance with accepted social norms. The formation of this quality in a young person constitutes one of the key tasks of contemporary education. The concept of social responsibility in pedagogical science has undergone a certain evolution. In the Soviet pedagogical tradition, it was predominantly reduced to the fulfilment of collective duties and subordination to the public interest. After 1991, pedagogy progressively rethought this concept in the context of democratic values, emphasising its individual-personal dimension, namely, a person's capacity to make decisions independently and to bear responsibility for them before society. Social responsibility of youth is understood as the observance of legal norms, active participation in public life, readiness for volunteering, support for democratic institutions, and adherence to moral and ethical principles. The comprehension of these norms shapes the cognitive component of social responsibility – the foundation without which conscious civic behaviour is impossible. Table 1 presents the results of the content analysis of scholarly sources across the five identified categories. Typical provisions (fragments) that served as the basis for coding are provided for each category.

Table 1. Results of content analysis of sources by research categories

Category	Subcategory/Dimension	Semantic Units (Coding Results)
Social Responsibility	Cognitive Dimension	Awareness of the consequences of one's own actions for other people and society; understanding of the connection between individual choice, social norms, and collective outcomes
	Emotional and Motivational Dimension	Internal readiness for prosocial action; development of empathy, a sense of belonging to the community, and the personal significance of solving problems
	Behavioural Dimension	Practical realisation of responsibility through volunteering, environmental initiatives, adherence to legal norms, and active assistance to one's surroundings
Civic Stance	-	A stable system of attitudes towards societal processes; the individual's identification with the national-cultural space and readiness for the legal protection of community interests
Educational environment	Formal Education	Acquisition of fundamental knowledge about human rights, democratic institutions, and mechanisms of public administration through academic disciplines
	Non-formal Education	Transformation of theoretical concepts into practical experience within the framework of youth centres, social hubs, and open educational platforms
	Student Self-governance	Acquisition of skills in delegation, collective decision-making, representation of interests, and experience of real accountability for work outcomes
	Volunteering	An integrative space where the understanding of social deficits, emotional response, and direct assistance are realised simultaneously
Digital Responsibility	-	Formation of critical thinking regarding online content; ethics of digital communication; awareness of the long-term consequences of one's digital footprint and counteraction to disinformation
Pedagogical Mechanism	-	A set of conditions (value-based environment, reflective practices) and tools (case studies, projects) that translate external requirements into the internal attitudes of the individual

Source: compiled by the author based on L. Kolomiiets *et al.* (2021), A. Szymkowiak *et al.* (2021), W. Hong *et al.* (2023), S. Marginson (2024), J. Abbas (2025), D. Hellison *et al.* (2025), T. Fedirchuk & D. Tymchuk (2025), R. Vynola *et al.* (2025), N. Garan (2026)

The results of the content analysis demonstrated that the social responsibility of youth is a multidimensional phenomenon, which in the analysed sources is described through three interdependent dimensions. The cognitive dimension is predominantly represented through the categories of awareness of the consequences of one's own actions and understanding of social norms. The emotional and motivational dimension is captured through the concepts of empathy, belonging, and internal readiness for prosocial action. The behavioural dimension is operationalised through specific practices, notably volunteering, civic participation, and adherence to legal norms. The category of the educational environment is represented in the sources by four subcategories reflecting different institutional forms of influence on the formation of responsibility: formal education, non-formal education, student self-governance, and volunteering. Digital responsibility has emerged as an independent category, which cannot be reduced to any of the three main dimensions and requires distinct pedagogical attention. The pedagogical mechanism is described in the sources as a set of conditions and tools ensuring the transition from externally imposed requirements to internally accepted value orientations. Overall, the analysis confirmed that none of the examined sources considers social responsibility as a unidimensional quality, which substantiates the necessity of a comprehensive pedagogical approach to its formation.

Civic-mindedness is a broader category encompassing an individual's legal, political, and cultural literacy, identification with a specific community, and readiness to participate in its life. Social responsibility is a component of civic-mindedness, yet it is specifically focused on the behavioural dimension – real actions (Garan, 2026). Moral consciousness, in turn, is an internal prerequisite for social responsibility, forming the value basis upon which responsible deeds are founded. A person with a developed moral consciousness is capable of feeling guilt, empathy, and a striving for justice, but this does not yet guarantee responsible behaviour. In conclusion, it is precisely for this reason that pedagogy considers social responsibility as a combination of internal motivation (moral consciousness) and external manifestation (prosocial behaviour). Prosocial behaviour denotes specific actions aimed at helping others, supporting the community, and participating in socially significant initiatives. It is the “visible” part of social responsibility and can be measured and researched empirically (Hellison *et al.*, 2025). Hence, moral consciousness nourishes the emotional and motivational component of social responsibility, whereas prosocial behaviour is its direct behavioural manifestation. The generalised Table 2 systematises the key concepts of pedagogical discourse in the field of youth social responsibility.

Table 2. Comparative characteristics of related concepts in pedagogical discourse

Concept	Definition	Dimension	Connection with Social Responsibility
Social Responsibility	The individual's conscious attitude towards their actions, taking into account their consequences for society	Value-based + Behavioural	Central category
Civic-mindedness	The individual's legal, political, and cultural identification with the community	Identificational + Activity-based	A broader concept that includes social responsibility

Table 2. Continued

Concept	Definition	Dimension	Connection with Social Responsibility
Moral Consciousness	The system of internal value orientations that regulates behaviour	Internal (Axiological)	A prerequisite for social responsibility
Prosocial Behaviour	Specific actions aimed at supporting others and society	Behavioural (External)	A manifestation of social responsibility in actions
Civic Stance	The individual's active attitude towards societal processes and readiness to influence them	Value-based + Activity-based	A component of social responsibility

Source: compiled by the author based on N. Garan (2026)

An analysis of the presented concepts indicates that social responsibility occupies a central place in the system of related pedagogical concepts. It is not identical to civic-mindedness (which is broader in scope), nor to prosocial behaviour (which is merely its external manifestation), nor to moral consciousness (which is an internal prerequisite). The combination of these components forms a fully socially responsible individual, the formation of whom is the goal of contemporary education. The age-specific characteristics of the formation of social responsibility constitute a necessary aspect of pedagogical analysis. Young people aged 17 to 25 are at a stage which, in psychological science, is conventionally termed late adolescence or early adulthood. This period is characterised by an active search for identity, the formation of one's own system of values, heightened sensitivity to social influences, and, simultaneously, a striving for autonomy. During this period, the individual is open to the internalisation of norms of social responsibility, but on the condition that the educational environment creates appropriate conditions for this (McGorry *et al.*, 2024).

The prefrontal cortex, which is responsible for planning, anticipating the consequences of actions, and moral judgement, reaches full maturity only around the age of 25, thus substantiating the age-related sensitivity of student youth to educational influences: a young person is physiologically in the process of developing the capacity for responsible behaviour, and therefore educational influences during this period are of particularly profound significance (McGorry *et al.*, 2024). Pedagogy takes this fact into account by devising specific approaches to fostering responsibility that are oriented precisely towards the student age group. The sociocultural context also substantially determines the content and forms of young people's social responsibility. Under conditions of societal transformation, particularly in Ukraine after 2022, the formation of young people's social responsibility occurs against the backdrop of martial law,

social tension, population displacement, and a re-evaluation of the role of civic participation. In crisis conditions, social responsibility can either be strengthened (through societal consolidation) or weakened (through psychological exhaustion, anxiety, and alienation). Therefore, pedagogical approaches to fostering social responsibility must take into account the current socio-psychological state of young people (Tabrizi *et al.*, 2024). The social stress of wartime primarily weakens the emotional-motivational component – the sense of belonging and the intrinsic impetus for action – rendering targeted pedagogical support particularly essential during this very period.

The digital environment constitutes another sociocultural factor that defines the contemporary scope of social responsibility formation. Young people spend a considerable portion of their social life in the online space, where new forms of both responsible and irresponsible behaviour are shaped, ranging from cyberbullying and disinformation to digital activism and online volunteering. The level of education correlates with the level of awareness regarding cybersecurity and responsible online behaviour; university students demonstrate a significantly higher level of critical thinking in relation to online content compared to young people not pursuing higher education (Hong *et al.*, 2023). The digital environment, therefore, generates a specific demand for the development of all three components of social responsibility: the cognitive (critical appraisal of information), the emotional-motivational (awareness of responsibility for one's own online behaviour), and the behavioural (concrete actions – digital activism, online volunteering, refusal to disseminate disinformation). This confirms the significance of education as an institutional mechanism for shaping responsible behaviour even in the new – digital – dimension of social life. Table 3, which reflects the structure of young people's social responsibility as a pedagogical category, is presented below.

Table 3. Age-related and sociocultural specificities of the formation of young people's social responsibility

Factor	Characteristic	Pedagogical significance
Age (17-25 years)	Late adolescence/early adulthood; active identity seeking	The most favourable period for the formation of value orientations
Neurobiological development	Maturation of the prefrontal cortex; formation of the capacity for moral judgement	Educational influence carries particular weight during this period
Social stress	War conflict, economic instability, displacement	Risk of responsibility weakening due to exhaustion; need for targeted pedagogical support
Digitalisation	A significant part of social life transferred online	Formation of digital responsibility as a new dimension of social responsibility

Table 3. Continued

Factor	Characteristic	Pedagogical significance
Cultural identity	Re-evaluation of national values under conditions of transformation	Civic education acquires heightened relevance

Source: compiled by the author based on W.C.H. Hong *et al.* (2023), P.D. McGorry *et al.* (2024), J.S. Tabrizi *et al.* (2024)

An analysis of the age-related and sociocultural specificities presented in the table demonstrates that the formation of social responsibility is a complex, multidimensional process simultaneously influenced by biological, psychological, and social factors. Pedagogy cannot focus exclusively on one of these, as an effective approach must consider the entire constellation of factors and construct educational strategies in accordance with the current context. The question of precisely which structural components constitute social responsibility as a personal quality merits separate attention. In pedagogical science, it is customary to distinguish at least three such components: the cognitive, the emotional-motivational, and the behavioural. The cognitive component encompasses knowledge of social norms, rights, and duties, and an understanding of the interdependence between individual actions and societal consequences. The emotional-motivational

component includes intrinsic motivation for responsible behaviour, empathy, and a sense of belonging to the community. The behavioural component refers to concrete actions that attest to genuine responsibility: participation in volunteering, socially significant initiatives, and a responsible attitude towards one's own environment (Hellison *et al.*, 2025). The development of one component does not guarantee the development of the others. A student may possess knowledge of social norms (cognitive component) and yet not feel an internal motivation for responsible behaviour. Or, conversely, they may act responsibly in specific situations without having a systemic understanding of social mechanisms; consequently, the pedagogical influence must be directed at all three components simultaneously, and not merely aimed at informing or upbringing. Figure 1, depicting the three components of social responsibility and their interrelationships, is presented below.

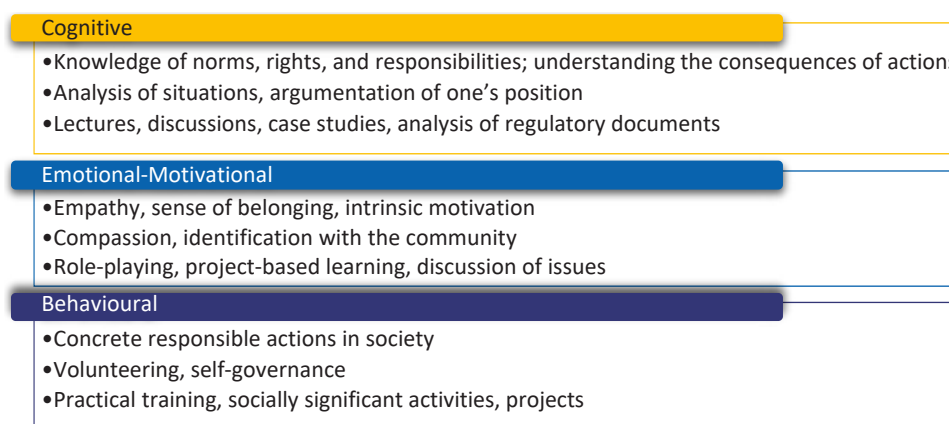


Figure 1. Structural components of young people's social responsibility and their characteristics

Source: compiled by the author based on L. Kolomiets *et al.* (2021), D. Hellison *et al.* (2025)

The analysis of the social responsibility components in Figure 1 demonstrated that none of them is self-sufficient. The cognitive component provides understanding, but without emotional engagement, it does not translate into motivation to act. Emotional engagement without knowledge and skills remains passive sympathy. The behavioural component is the final outcome, but it is only stable when underpinned by understanding and intrinsic motivation. Thus, the pedagogical process must ensure the development of all three components in their interaction. A separate aspect is the question of the factors that influence the formation of socially responsible behaviour in young people. In the field of health sciences and behavioural sciences, several groups of such factors are identified: individual (level of self-efficacy, value orientations, level of education), familial (parenting style, level of

parents' social engagement), institutional (quality of the educational environment, availability of extracurricular programmes), and macro-social (state social policy, cultural norms, media environment) (Tabrizi *et al.*, 2024). These factors do not operate in isolation but in complex interaction; therefore, pedagogical work on fostering responsibility is more effective when it takes the entire system of influences into account.

A special role among these factors is assigned to the institutional environment, in particular, to youth centres and other non-formal educational structures. Institutions exert an educational influence in a less formalised yet no less effective format, namely through engaging young people in real activities, horizontal communication with peers, and the development of leadership qualities and civic competence. Youth centres function as a space where

formal knowledge about responsibility is transformed into real practices (Garan, 2026). Non-formal institutions, in particular youth centres, purposefully influence primarily the behavioural and emotional-motivational components, providing what formal education often fails to achieve – a real experience of responsible action within a community. Volunteering is one of the researched practical mechanisms for fostering social responsibility. It combines all three components of responsibility: it engages the cognitive constituent (understanding of social problems), the emotional-motivational (compassion, a sense of personal significance), and the behavioural (real help).

Volunteering serves as an exemplar of how the interaction of all three components of social responsibility manifests in real-world practice. A student who possesses theoretical knowledge of social inequality or human rights (the cognitive component) does not necessarily proceed to action. This transition becomes possible only when emotional engagement emerges: direct contact with individuals in need of assistance fosters empathy and a sense of personal involvement (the emotional-motivational component). It is precisely this intrinsic motivation that prompts concrete actions, namely systematic participation in projects and decision-making under conditions of genuine accountability to others (the behavioural component). Volunteer experience, in turn, deepens the cognitive understanding of social issues, thereby forming a closed loop of mutual reinforcement among the components. Thus, volunteering is both a means of developing specific skills and a milieu in which social responsibility is cultivated as a holistic personal quality. A synthesis of the theoretical foundations provides grounds for asserting that youth social responsibility is a multidimensional quality whose formation requires a comprehensive pedagogical approach that takes into account age-related, neurobiological, sociocultural, and institutional factors. The pivotal question is which specific institutional mechanisms are capable of ensuring the holistic development of all three components – and it is this very question that defines the subject of the following subsection.

A higher education institution fulfils a dual role in shaping students' civic stance. On the one hand, it transmits societal experience through the formal constituents of its environment, notably curricula and teaching methods. On the other hand, it creates conditions for personal development through informal constituents, namely extracurricular activities, student self-governance, and the institution's own organisational culture (Marginson, 2024). The legislative foundation for this function is enshrined in Articles 6, 7, 9, and 12 of the Law of Ukraine No. 2145-VIII (2017) and Articles 32, 33, and 40 of the Law of Ukraine No. 1556-VII (2014). Curricular content forms the cognitive basis of civic stance; however, in itself, it does not guarantee the transition from knowledge to action. This transition becomes possible solely through active learning methods, specifically the analysis of real-life situations, discussions, and project-based work, which prompt a student to formulate and defend their own position (Fedirchuk & Tymchuk, 2025). Extracurricular activities complement this process by providing direct experience of civic participation. Behavioural models acquired through practice and peer observation are significantly more robust compared to those formed exclusively through verbal instruction (Lin *et al.*, 2023). Student self-governance functions as a micromodel of democratic institutions, within which a student gains authentic experience in decision-making, advocacy of interests, and consensus-building. The efficacy of this mechanism is determined by the actual scope of authority held by the student body within the university structure, rather than merely the fact of its formal existence (Fedirchuk & Tymchuk, 2025). Volunteering operates at a deeper personal level, since direct contact with social problems cultivates empathy in the student and a sense of personal belonging to society. Unlike academic disciplines, volunteering precludes distancing from reality and transforms the student into an active agent of public life. Table 4 below systematises the structural elements of the university educational environment and their respective contributions to the formation of students' civic stance.

Table 4. Structural elements of the university educational environment as factors in shaping students' civic stance

Element of the Educational Environment	Function	Component of Civic Stance	Limitations
Curricular content	Formation of knowledge about society, norms, and rights	Cognitive	Without active methods – low efficacy
Active teaching methods	Development of critical thinking and situational analysis	Cognitive + Motivational	Require a trained instructor
Extracurricular educational work	Practical experience of civic participation	Behavioural	Is often optional in nature
Student self-governance	Experience in decision-making and responsibility	Behavioural + Motivational	Depends on the body's actual influence
Volunteering	Development of empathy and social belonging	Emotional + Behavioural	Requires organisational support
University corporate culture	Formation of behavioural norms through the environment	All components	Is difficult to manage purposefully

Source: compiled by the author based on Law of Ukraine No. 1556-VII (2014), L. Kolomiets *et al.* (2021), S. Marginson (2024), T.D. Fedirchuk & D. Tymchuk (2025)

The table demonstrated that each constituent of the educational environment predominantly covers a specific component of civic stance and possesses its own limitations. Curricula provide knowledge but do not substantiate the transition to activity. Extracurricular engagement and volunteering shape the behavioural and emotional dimensions, yet they affect only a portion of students due to their optional nature. Student self-governance constitutes an essential practical mechanism; however, its effectiveness is determined by the institutional conditions of the specific university. The institution's corporate culture influences all components simultaneously but is the

least controllable constituent among those listed. A university oriented towards shaping students' civic stance must deliberately integrate all these constituents rather than relying solely on individual ones. A comparison of the civic education systems of Ukraine, the USA, Great Britain, Germany, Finland, and Zambia reveals fundamentally different pathways for its organisation. In accordance with the criteria defined in the research methodology (the existence of a distinct compulsory course, the specificity of competence definition, and the integration of digital responsibility), the results of the comparison are presented in Table 5.

Table 5. Comparative analysis of civic education systems according to the defined criteria

Country	Distinct Compulsory Course	Level of Statutory Provision and Specificity of Competences	Integration of Digital Responsibility (Media Literacy, Ethics, Cybersecurity)
Ukraine	Absent (fragmentarily dispersed across humanities cycle disciplines)	Declarative (general programme outcomes within the framework of the Concept for Civic Education Development)	Initial (isolated modules on information hygiene without systematic skills verification)
USA	Present (courses in "Civics", "Government")	High (NCSS standards: clear description of expected knowledge in law and governance)	Medium (statutorily mandated media literacy in individual states' curricula)
Great Britain	Available ("Citizenship Education")	Advanced (National Curriculum: compulsory assessment at GCSE level)	Intermediate (focusing on digital activism and safety within social projects)
Germany	Present ("Citizenship Education")	High (National Curriculum: compulsory assessment at GCSE level)	Medium (focus on digital activism and safety within the scope of social projects)
Finland	Present (integrated from grade 4 as an independent block)	High (EDUFI National Framework: clear integration of transversal competences)	High (systematic instruction in critical thinking, countering cyber threats, and digital ethics)
Zambia	Present ("Civic Education")	Medium (integrated into the national development strategy: emphasis on citizens' duties)	Initial (focus on offline formats of civic participation; minimal digital component)

Source: compiled by the author based on Order of Cabinet of Ministers of Ukraine No. 710-r (2018), KMK (2022), NCSS (2023), C.C. Thelma (2024), Department for Education (2024), EDUFI (2024)

Analysis of the data in Table 5 indicates that in the USA, the UK, Germany, and Finland, citizenship education constitutes a distinct compulsory discipline with defined competences and expected learning outcomes. Finland demonstrates the highest level of integration of digital responsibility, aligning with its overall strategy of developing critical thinking as a cross-cutting competence. The experience of Zambia suggests that purposeful civic education, integrated into the national development system, contributes to raising the level of civic awareness among youth and their engagement in public life (Thelma, 2024). Conversely, in Ukrainian higher education, citizenship education remains dispersed across various humanities disciplines without a unified conceptual framework, with the result that the student assimilates separate elements of civic knowledge in different contexts without their systemic interconnection. The digital dimension of citizenship education requires separate consideration. Technological changes have substantially transformed the space in which young people form their own civic stance: a significant portion of social interaction has shifted to the online environment, where both new forms of civic participation emerge – such as digital activism, online petitions, and open public discussions – and new threats arise, associated with disinformation, manipulation, and cyberhate

(Hanandini, 2024). A university that fails to account for this dimension cultivates students' civic capacity limited to the offline environment, whereas the actual sociocultural life of young people unfolds to a considerable extent precisely within the network.

Contemporary pedagogical science increasingly emphasises that the student is an active agent in their own development. The concept of student self-formation posits that a young person constructs their own identity and civic stance independently, yet does so within a particular educational and social milieu, which the educational institution is capable of purposefully arranging (Marginson, 2024). The role of the university within this logic lies not in the direct imposition of values, but in creating conditions under which the student independently arrives at a conscious civic stance through experience, reasoning, and interaction with other members of the academic community. The university as an institution shapes students' civic stance not through discrete events or disciplines, but through the holistic environment in which the young individual resides over several years of study. The effectiveness of this environment is determined not by the quantity of educational activities, but by their quality, consistency, and capacity to impel the student towards genuine civic action beyond the university walls.

Pedagogical mechanisms for developing social responsibility in the context of societal transformations

In the context of martial law in Ukraine, accelerated digitalisation, and the re-evaluation of inherited societal values, a pedagogical mechanism is regarded as an aggregate of purposive conditions, principles, and instruments that ensure the formation of social responsibility as a stable personal characteristic of the student. Theoretical modelling of pedagogical mechanisms requires, first and foremost, the identification of those conditions under which the educative influence of the educational environment is effective. The first pedagogical condition is a value-oriented educational environment. A university where the declared values of responsibility, integrity, and civic engagement are genuinely reflected in rules, practices, and the behaviour of academic staff cultivates stable guiding principles in students far more effectively than one where a discrepancy exists between declarations and reality. The sociocultural approach to education views the university as a cultural space where the student internalises norms through participation in the shared life of the academic community. The second condition is the integration of reflective practices into the educational process. Without reflection, even the most active extracurricular engagement may remain superficial experience without deep personal internalisation. Pedagogical practices that incorporate systematic reflection – for instance, journals, group discussions, and portfolios – facilitate the formation of stable social responsibility (Hellison *et al.*, 2025). The third condition is the provision of genuine community practice as a mandatory component of the educational process. Theoretical knowledge about social responsibility does not transform into actual behaviour without the practical experience of acting within the public sphere. Engaging students in real social projects, civic initiatives, and volunteering activities provides that experience, which is impossible to replicate in the classroom (Kolomiiets *et al.*, 2021). The normative foundation for developing these forms of participation is the Decree No. 487/2021 (2021), which explicitly identifies the engagement of youth in volunteering and civic initiatives as a strategic priority of state policy. A necessary condition is that the student must perceive the significance of their own actions for specific people or the community. Among the pedagogical principles that ensure the effectiveness of social responsibility development, the principle of contextuality plays a key role. Educative influence is effective provided the content and forms of work correspond to the current social context of young people's lives. Under martial law, this principle acquires heightened significance, as students encounter situations of moral choice, social tension, and the need for collective interaction. Educational approaches that disregard these conditions and are oriented towards previous models lose their connection to the real-life experience of youth.

The principle of interdisciplinarity posits that the formation of social responsibility cannot be the task of a single

discipline or department but must encompass the entire educational process irrespective of the specialisation. A medical student, an engineer, or an economist equally requires developed social responsibility in their future professional activity. The Islamic pedagogical tradition, for example, regards the integration of environmental and social responsibility across all levels of education as a systemic principle rather than a separate subject (Hajar, 2024). An analogous approach is also pertinent for secular university education. Figure 2 depicts the delineated cycle of forming youth social responsibility, encompassing five interconnected stages: community practice as the initial experience, reflective comprehension of the experience gained, and awareness of one's own responsibility.

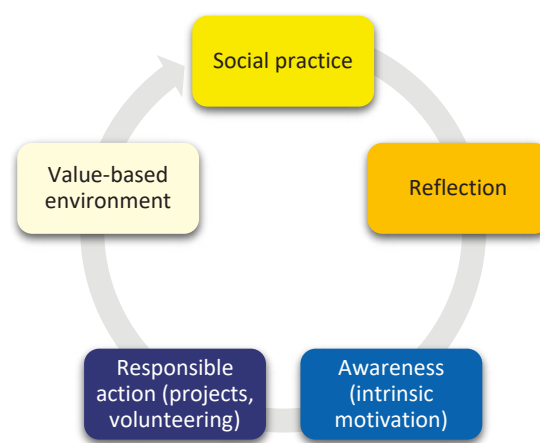


Figure 2. Model of the cyclical development of social responsibility

Source: created by the author based on L. Kolomiiets *et al.* (2021), D. Hellison *et al.* (2025)

The presented model illustrates the cyclical nature of social responsibility formation, where none of the stages is singular or terminal. The starting point is community practice – the real experience of student participation in volunteer projects, civic initiatives, or student self-governance. The experience gained proceeds through a stage of structured reflection, implemented via specific pedagogical instruments: self-observation journals record changes in one's own perception of social situations; portfolios document the dynamics of civic actions and enable tracing the link between personal decisions and their consequences for the community; group discussions provide peer feedback, which deepens the understanding of social interdependence. The outcome of such reflection is a qualitative shift in student behaviour: from the situational fulfilment of external demands to the conscious embracing of responsibility as one's own value stance, manifested in stable patterns of prosocial behaviour beyond the educational setting. A key element of the model is the university's value-based environment, which provides institutional support for reflection and furnishes a normative context for interpreting the experience gained. The cycle closes when a new responsible action generates new experience,

which again requires comprehension, thereby ensuring the progressive development of social responsibility at a qualitatively higher level.

The digital environment forms a distinct cluster of pedagogical mechanisms associated with the development of responsible behaviour in the online space. The generation of contemporary students has grown up with the internet as an integral part of social life, which determines the specificity of their internalisation of social norms and values. Research into the role of teachers and technology in the education of Generation Z confirms that the

digital environment is a space for the formation of social attitudes, where educational influence can be both amplified and neutralised by social media algorithms (Szymkowiak *et al.*, 2021). The pedagogical mechanism in this context entails the purposive formation of digital responsibility – a critical attitude towards information, awareness of the consequences of one's own online behaviour, and the development of skills for responsible communication within the network. Table 6 below systematises the pedagogical mechanisms for developing youth social responsibility in accordance with current societal challenges.

Table 6. Pedagogical mechanisms for developing youth social responsibility in conditions of societal transformations

Societal Challenge	Pedagogical Condition	Principle	Instruments
Martial law, social tension	A value-oriented environment	Contextuality	Volunteering, social projects, discussion of real-life situations
Digitalisation	Development of digital responsibility	Interdisciplinarity	Media literacy, online content analysis, digital activism
Re-evaluation of values	Integration of reflective practices	Student subjectivity	Diaries, portfolios, group discussions, case studies
Social fragmentation	Genuine social practice	Solidarity	Civic initiatives, intergroup projects, student self-governance
Information overload	Critical thinking as an educational component	Reflexivity	Source analysis, debates, problem-based learning

Source: compiled by the author based on L. Kolomiets *et al.* (2021), A. Szymkowiak *et al.* (2021)

An analysis of the table demonstrates that each societal challenge requires a specific pedagogical response, yet a common logic underpins all the mechanisms. In every case, effective pedagogical influence presupposes the student's active stance, a connection with the real social context, and the reflective processing of experience. None of the mechanisms is self-sufficient, as genuine social responsibility is formed at the intersection of a value-based environment, practical activity, and conscious reflection. The question of what the subject of pedagogical influence should be in contemporary conditions warrants particular attention. The traditional model, wherein the lecturer is the bearer of values and transmits them to the student, is gradually giving way to a facilitation model, where the educator organises an educational space in which the student independently arrives at an awareness of social responsibility through experience and reflection. This shift is of fundamental importance in circumstances where the authority of institutions, in general, is undergoing a crisis of trust. Young people who have grown up with access to diverse sources of information are less inclined to uncritically accept ready-made value systems and are more open to those developed through their own experience and contemplation. Physical activity and sport, although rarely considered in traditional pedagogical discourse as a mechanism for forming social responsibility, are a demonstrably effective tool for developing team responsibility, respect for rules, and a readiness for solidarity-based action. The model of teaching personal and social responsibility through physical activity demonstrates that even non-traditional educational spaces can be purposefully used to develop a socially responsible individual (Hellison *et al.*, 2025). A

necessary dimension of pedagogical mechanisms is also the issue of assessing the formation of social responsibility. Unlike subject-specific knowledge, social responsibility cannot be measured through standard tests or examinations. Pedagogical science proposes alternative forms of assessment, such as portfolios, self-assessment, peer assessment, and the analysis of real projects (Kolomiets *et al.*, 2021). The absence of adequate assessment tools is one of the factors hindering the systematic implementation of mechanisms for forming social responsibility in university practice. Thus, the pedagogical mechanisms for developing youth social responsibility in conditions of societal transformations must meet several key requirements. The mechanisms must be contextually sensitive, i.e., take into account the students' real social experience. The mechanisms must be systemic, encompassing the entire educational process. The mechanisms must ensure the student's active subjective stance through practice and reflection. Finally, the mechanisms must be adaptive, capable of responding to new challenges, such as digitalisation, social tension, and the shift in value orientations.

Pathways for improving civic education in the higher education system of Ukraine

At the level of state education policy, the primary task is to eliminate the fragmentation of civic education in Ukraine's higher education system. Comparative analysis has shown that in Ukraine, the content of civic education is fragmented across various humanities disciplines without a holistic approach (Thelma, 2024). The Order of Cabinet of Ministers of Ukraine No. 710-r (2018) declared the foundations for integrating civic education into educational programmes;

however, an analysis of the current state of affairs indicates that these foundations remain largely declarative and have not acquired the character of a mandatory, systemic course in higher education. In contrast, in countries such as Great Britain, Germany, Finland, and the USA, civic education is represented as a distinct compulsory course with clear competencies and expected outcomes (Kolomiiets *et al.*, 2021). In this regard, it is proposed to develop a single, systematic civic education course for higher education institutions. It should be based on three core modules: legal literacy, the foundations of democratic governance, and digital responsibility. The latter component particularly needs to be included in state educational standards, as the digital space is becoming a vital part of young people's social life, especially in the context of contemporary informational challenges caused by the war. It is also important to include indicators of students' civic participation (volunteering, student self-governance, participation in civic initiatives) in the accreditation criteria for universities. This will encourage educational institutions to work more actively towards fostering civic consciousness.

At the level of university institutions, the key task is to create a value-based environment by overcoming the contradictions between the declared principles and the actual behaviour of the administration and teaching staff. Such a discrepancy significantly diminishes the educational effect of pedagogical activity. It is recommended to conduct regular monitoring of the alignment of declared university values with actual practice, with the participation of students and lecturers. An important direction is also the expansion

of the real powers of student self-governance bodies, which should acquire the status of not merely an advisory body but also become an active instrument of democratic practice. This will provide students not only with theoretical knowledge about civic responsibility but also with practical experience of its realisation. Furthermore, it is worth introducing community-oriented practice as a compulsory component of programmes for all specialities. Such practice, being part of the curriculum with corresponding academic credits, can be implemented through cooperation with civic organisations, local authorities, and social institutions. At the pedagogical level, it is necessary to transform the role of the lecturer from a passive bearer of knowledge and values to a facilitator of the educational process. Contemporary reality has provided students with broad access to information and diminished the influence of the authority of traditional institutions. Therefore, conditions should be created so that students can arrive at an awareness of their civic stance through their own experience and analytical contemplation. To this end, it is recommended to actively integrate reflective learning methods into the educational process: group discussions, the analysis of moral dilemmas, and keeping personal diaries or portfolios. These methods will contribute to the formation of a stable internal system of values and beliefs. Particular attention should be paid to the training of lecturers, equipping them with skills in facilitation, critical thinking, and working with youth in crisis situations. A summarising Figure 3 is presented below, depicting the system of recommendations in the form of a three-level structure of pedagogical mechanisms.

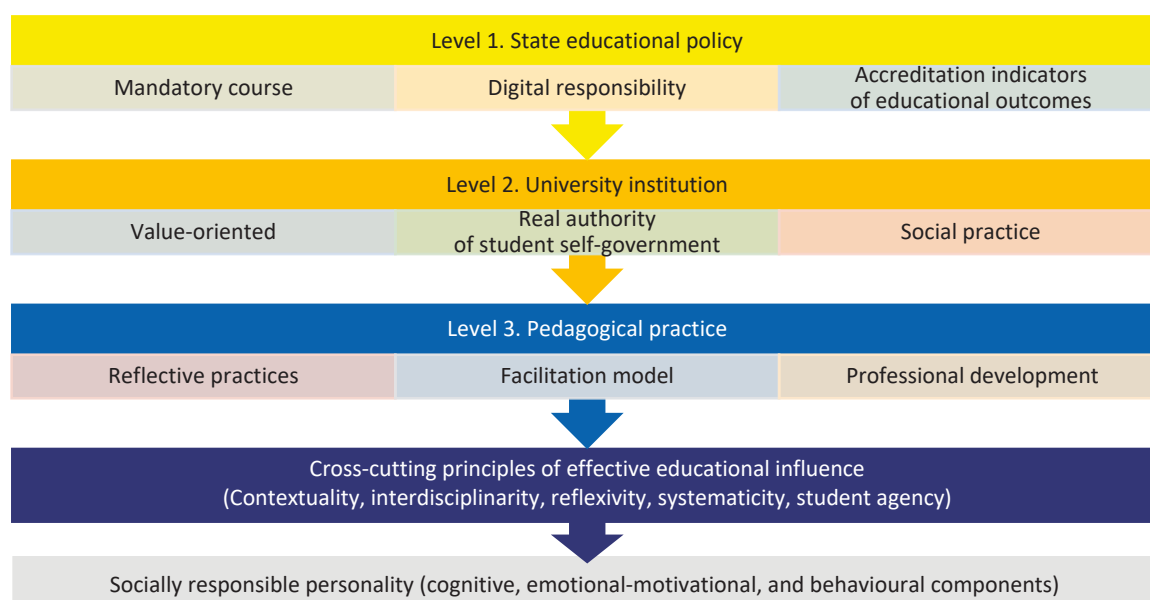


Figure 3. A three-level structural model for cultivating social responsibility in a higher education institution

Source: created by the author based on Order of Cabinet of Ministers of Ukraine No. 710-r (2018), President of Ukraine (2021), L. Kolomiiets *et al.* (2021), S. Marginson (2024), T. Fedirchuk & D. Tymchuk (2025)

This model demonstrated that the effective formation of young people's social responsibility is possible only through the coordinated interaction of three levels: state

policy, which establishes the normative framework; university institutions, which provide a value-oriented environment and the practical component; and direct pedagog-

ical interaction, where the student's internal acceptance of responsibility occurs through reflective methods. The key conclusion is that none of the levels can be effective in isolation. For instance, even with perfect state policy, without trained facilitator-educators or genuine powers vested in student self-governance, the formation of a stable civic stance remains merely declarative (Marginson, 2024). Thus, the effective formation of young people's social responsibility under contemporary conditions is possible only through the transformation of education from an informational system into a space of authentic social experience. Achieving this goal requires coordinated interaction at three levels: at the state level, the development of a clear normative strategy for civic education; at the institutional level, ensuring the correspondence of declared university values with actual practice; and at the pedagogical level, the educator's realisation of the role of facilitator of the educational process. The integration of legal knowledge with the practical experience of civic participation through volunteering and student self-governance, reinforced by the reflective comprehension of one's own actions, creates the preconditions for the emergence of a generation capable of conscious and responsible participation in public life – in both the physical and digital dimensions.

DISCUSSION

The substantiation of social responsibility as a tripartite quality encompassing cognitive, emotional-motivational, and behavioural dimensions broadly resonates with the stance of D. Hellison *et al.* (2025), who insisted that social responsibility manifests primarily in actual behaviour and intrinsic motivation. At the same time, the model by the researchers was developed within the context of physical education and is predominantly grounded in the behavioural component, effectively assigning a secondary role to the cognitive dimension. Such a narrowing is justified for a sports environment, where a skill is formed through repeated action; however, in the context of university education, where the reflective and analytical components are central, this reduction appears insufficient. The conducted study expands this model by insisting on the equivalence of all three components and the impossibility of forming stable social responsibility through the targeted development of only one of them. It is also important to note that the model by the authors was tested primarily in working with at-risk youth in out-of-school settings, whereas the university audience is characterised by a higher level of cognitive maturity and a capacity for abstract thinking. This confirms the necessity of adapting existing models to the specificities of higher education rather than mechanically transferring approaches developed for other educational contexts.

The author J. Abbas (2025) proposed a shift from corporate social responsibility to human social responsibility as a broader paradigm encompassing individual, institutional, and societal dimensions. Despite the conceptual appeal of this idea, its pedagogical application remains problematic. Expanding the concept to a pan-human paradigm

risks blurring the specific mechanisms through which the educational environment influences a young person's behaviour, thereby transforming a pedagogical problem into a philosophical one. The conducted study refrains from such a generalisation, focusing instead on operationalised pedagogical conditions that are amenable to targeted management by the university as an institution. At the same time, the approach by J. Abbas (2025) is valuable insofar as it accentuates the societal dimension of responsibility, moving beyond an individualistic psychological model. This emphasis aligns with the findings of the conducted study concerning the institutional mechanisms for fostering responsibility: the university is regarded not merely as an environment for individual development but also as a societal institution bearing collective responsibility for the quality of civic upbringing.

The study by A.S. Anvarovna (2026) confirmed the advantage of interactive teaching methods over traditional lecture formats in developing students' social engagement; however, the researcher primarily records an increase in the level of engagement, whereas the question of the link between engagement and actual socially responsible behaviour beyond the classroom remains open. This conclusion is fundamentally important for understanding the limitations of classroom-based learning as such: increasing engagement during a session is a necessary but insufficient condition for forming stable social responsibility. The conducted study supplements this conclusion by substantiating the necessity of moving beyond the classroom environment through the involvement of students in authentic community practice as a mandatory component of the educational process. A similar caveat applies to the conclusions of U. Baizakova *et al.* (2026), who established that the quality of interaction between students and educators is a predictor of socially responsible behaviour in future teachers. Teaching specialities are atypical in the sense that the professional role of the future teacher organically incorporates social responsibility as a professional norm; therefore, extending this pattern to all university specialities requires separate empirical verification, which remains a task for further research. Concurrently, the conclusions of authors indirectly confirm the significance of the value-oriented environment as a pedagogical condition identified in the conducted study: the quality of interpersonal interaction at the university shapes the normative context within which the student internalises models of responsible behaviour.

A comparison with the study by L. Astuti & A. Winarti (2026) on moral education in Islamic boarding schools reveals a fundamental theoretical contradiction between the logic of closed and open educational systems. The authors established that the integrity of the educational environment – i.e., the complete coverage of all aspects of daily life with unified value guidelines – ensures the highest effectiveness in forming stable social attitudes. A university fundamentally does not control the entirety of a student's social space and cannot ensure an analogous

integrity of influence, which calls into question the very possibility of achieving comparable effectiveness in an open educational system. The conducted study proposes an alternative logic, whereby the openness of the university is simultaneously its limitation and its advantage, for it is within an open environment that the student forms social responsibility through personal choice rather than through external control. It is precisely this circumstance that renders the formed responsibility more stable in the long term, as it does not depend on the preservation of the institutional environment in which it was produced. The study by A. Deif & L. Cochrane (2026) on practice-oriented educational models for youth with disrupted educational trajectories is particularly relevant to the Ukrainian context; however, a significant difference exists between the situation described by the authors and the realities of Ukrainian universities. Whereas the study by authors concerns the adaptation of individual vulnerable students with personally disrupted trajectories, in Ukraine, the university is dealing with an entire student generation simultaneously experiencing collective social trauma. The scale and collective nature of this experience substantially alter the pedagogical task and require tools oriented not towards individual rehabilitation but towards the formation of new norms of collective responsibility under conditions of a radical rethinking of traditional societal institutions. The practice-oriented approach substantiated by researchers, nevertheless, retains its relevance as a methodological principle, since the authentic experience of social action is a necessary condition for fostering responsibility regardless of the nature of the social context.

Author V. Terziev (2026) emphasised that, under conditions of systemic crisis, social responsibility ceases to be merely a personal quality and becomes a necessary condition for the functioning of social institutions as a whole, thereby conferring upon the university's educative function the status of a strategic societal priority. This conclusion is theoretically significant; however, it entails a risk that requires pedagogical reflection. Transforming the university into an instrument of societal mobilisation may conflict with academic autonomy and critical thinking as fundamental values of higher education. The present study overcomes this contradiction through the principle of student agency, whereby the university does not impose value orientations but rather creates conditions in which a young person independently arrives at a conscious civic stance through experience and reflection. Thus, the strategic societal priority of the university's educative function is realised not through the directive formation of loyalty to particular values, but through the development of the student's capacity for independent moral judgment and responsible choice. On the whole, the comparative analysis demonstrates that leading scholars across different research contexts emphasise the necessity of practice-oriented, reflexive, and contextually sensitive approaches to fostering social responsibility in youth, and in this sense, the findings of the present study align with the mainstream

of contemporary pedagogical thought. At the same time, the study highlights the systemic nature of pedagogical mechanisms under the specific Ukrainian realities of martial law, digitalisation, and the rethinking of national identity, which constitutes its original contribution to the elaboration of this issue and delineates the horizon for further scholarly inquiry.

CONCLUSIONS

The results of the study revealed that social responsibility is an integral personal quality functioning as a unity of three interdependent components: cognitive (understanding of societal norms and the consequences of one's own actions), emotional-motivational (an internal impetus for responsible behaviour driven by empathy and a sense of belonging to the community), and behavioural (concrete actions aimed at supporting others and society at large). Data analysis demonstrated that pedagogical influence focused solely on one of these components does not ensure the formation of stable social responsibility – their holistic and coherent development is essential.

The university emerges as an institutional mechanism for shaping students' civic stance, realised through six structural elements of the educational environment: curriculum content, active learning methods, extracurricular educative work, student self-government, volunteering, and the institution's corporate culture. The analysis showed that these elements affect the components of social responsibility in different ways: curricula form the cognitive foundation, yet without a practical component they do not ensure the transition to actual responsible behaviour; student self-government develops the behavioural and motivational dimensions, but only on the condition that the student body is vested with real authority; volunteering simultaneously encompasses the emotional and behavioural components, which renders it the most comprehensive pedagogical tool. Analysis of the regulatory and legal framework confirmed the existence of declarative foundations for civic education but revealed a deficit of mandatory institutional mechanisms for their practical implementation. Students' stable social responsibility is formed only when all elements of the university environment act in a coherent and purposeful manner, rather than as disparate educative activities.

A comparative analysis of the experience of Ukraine, the United States, the United Kingdom, Germany, Finland, and Zambia identified substantial differences in approaches to organising civic education. In Ukraine, civic education is predominantly dispersed across various disciplines without a unified conceptual framework, whereas in many countries it constitutes a distinct, systematic course with clearly defined learning outcomes. It has been confirmed that, under the current societal transformations – martial law, digitalisation, and the rethinking of values – the pedagogical mechanisms for fostering social responsibility require systemic renewal. Three key pedagogical conditions for effective educative influence were established: the

creation of a value-oriented environment, the mandatory integration of reflexive practices (through the use of portfolios and self-reflection journals), and the provision of genuine community practice as a compulsory component of learning. It was determined that digital responsibility constitutes a new, autonomous dimension of youth social responsibility, the cultivation of which must be deliberately integrated into the educational strategies of universities. The proposed three-tier structural model (state, institutional, and pedagogical levels) demonstrated that the highest effectiveness can be achieved only through their coordinated interaction: at the state level – by introducing a unified mandatory civic education course and incorporating civic participation indicators into accreditation criteria; at the institutional level – by extending the real authority of student self-government and making community-oriented practice compulsory; at the pedagogical level – by transitioning the instructor to the role of a

facilitator and systematically applying reflexive teaching methods. The theoretical generalisations, built upon the analysis of scholarly sources, require further verification in actual pedagogical practice. Future research in this area should be directed towards the empirical verification of the identified pedagogical mechanisms through quantitative and qualitative methods, specifically student questionnaires, expert surveys, and the analysis of concrete university practices.

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Освіта як чинник формування соціальної відповідальності молоді в умовах сучасних суспільних трансформацій

Анотація. Метою дослідження було визначення педагогічних механізмів розвитку громадянської активності студентів та аналіз ролі вищої школи як інституційного чинника становлення соціально відповідальної особистості в період динамічних змін суспільного устрою. У дослідженні застосовано системний підхід, структурно-функціональний аналіз, порівняльний метод, нормативно-правовий аналіз та контент-аналіз наукових джерел і стратегічних документів зарубіжних країн. За результатами дослідження встановлено, що соціальна відповідальність молоді є трикомпонентною якістю, яка поєднує когнітивний, емоційно-мотиваційний та поведінковий виміри, причому розвиток лише одного з них не забезпечує формування стійкої відповідальної поведінки. Виявлено шість структурних елементів університетського середовища, що по-різному впливають на становлення громадянської позиції студентів, зокрема зміст навчальних програм, активні методи навчання, позааудиторна діяльність, студентське самоврядування, волонтерська робота та інституційна культура закладу. Визначено, що в Україні громадянська освіта є фрагментарною порівняно з систематизованими підходами Великої Британії, Німеччини, Фінляндії, США і Замбії, де відповідна підготовка реалізується як окремий обов'язковий курс із чітко визначеними компетентностями. Констатовано, що цифрова відповідальність є самостійним новим виміром соціальної відповідальності молоді, який потребує цілеспрямованого педагогічного опрацювання. Розроблено комплекс пропозицій для підвищення ефективності формування громадянської свідомості в системі вищої освіти на різних рівнях її організації. ціннісно орієнтоване середовище, інтеграція рефлексивних практик та обов'язкова реальна суспільна практика. Практична значимість отриманих результатів полягає у можливості їх використання при розробці університетських стратегій виховної роботи, оновленні змісту навчальних програм та формуванні державної освітньої політики у напрямі системного виховання громадянськості

Ключові слова: просоціальна поведінка; моральна свідомість; молодіжні центри; цифровий активізм; рефлексивні практики; психолого-педагогічні чинники