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PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF INTEGRATIVE-VALUE METHODS IN THE EDUCATIONAL SPACE OF AN EDUCATIONAL INSTITUTION

Abstract. The relevance of the study is due to the need to modernize the educational process through the active implementation of integrative-value teaching methods based on activity technologies. Such methods contribute to the formation of a holistic personality, the development of its spiritual and moral values, national self-awareness, as well as key competencies of students. The integration of value and activity approaches meets the modern requirements of the New Ukrainian School, as it is aimed at educating an active, creative and responsible citizen capable of participating in public life on the principles of democracy and patriotism.

The purpose of the study is to substantiate the psychological and pedagogical features of integrative-value methods implemented through activity technologies, as well as to determine their didactic potential in the formation of the worldview and national identity of students.

The research methods included theoretical analysis and generalization of scientific literature, classification and systematization of pedagogical approaches, as well as the use of qualitative research methods - interpretation and SWOT analysis. The use of such a complex allowed us to comprehensively reveal the essence of integrative-value methods and determine ways of their effective implementation in the educational process.

The results of the study indicate that the use of integrative-value methods in combination with activity technologies provides a deep interdisciplinary integration of knowledge, skills and practical experience. This contributes to the activation of cognitive activity, the development of critical and creative thinking, independence, responsibility and the formation of cultural and national identity of students. In addition, such methods improve the quality of education of spiritual and moral values, contribute to the acquisition of key competencies, the development of social responsibility and readiness for civic participation.

Therefore, integrative-value teaching methods can be considered as a promising tool for the modernization of Ukrainian education, which corresponds to modern pedagogical approaches and the concept of the New Ukrainian School, ensuring the harmonious and comprehensive development of the personality of the student.

Keywords: integrative-value methods, activity technologies, spiritual and moral values, national self-consciousness, educational competencies, modern education, New Ukrainian School, personality formation, pedagogical technologies.

ПСИХОЛОГО-ПЕДАГОГІЧНІ ОСОБЛИВОСТІ ІНТЕГРАТИВНО-ЦІННІСНИХ МЕТОДІВ В ОСВІТНЬОМУ ПРОСТОРІ ЗАКЛАДУ ОСВІТИ

Анотація. Актуальність дослідження зумовлена необхідністю модернізації освітнього процесу шляхом активного впровадження інтегративно-ціннісних методів навчання, що базуються на діяльнісних технологіях. Такі методи сприяють формуванню цілісної особистості, розвитку її духовно-моральних цінностей, національної самосвідомості, а також ключових компетентностей здобувачів освіти. Інтеграція ціннісного та діяльнісного підходів відповідає сучасним вимогам Нової української школи, оскільки спрямована на виховання активного, творчого та відповідального громадянина, здатного брати участь у суспільному житті на засадах демократії та патріотизму.



Мета дослідження полягає в обґрунтуванні психолого-педагогічних особливостей інтегративно-ціннісних методів, реалізованих через діяльнісні технології, а також у визначенні їхнього дидактичного потенціалу у формуванні світогляду й національної ідентичності учнівської молоді.

Методи дослідження охоплювали теоретичний аналіз та узагальнення наукової літератури, класифікацію й систематизацію педагогічних підходів, а також застосування якісних дослідницьких методів – інтерпретації та SWOT-аналізу. Застосування такого комплексу дозволило всебічно розкрити сутність інтегративно-ціннісних методів і визначити шляхи їхнього ефективного впровадження у навчальний процес.

Результати дослідження свідчать, що використання інтегративно-ціннісних методів у поєднанні з діяльнісними технологіями забезпечує глибоку міжпредметну інтеграцію знань, умінь та практичного досвіду. Це сприяє активізації пізнавальної діяльності, розвитку критичного й творчого мислення, самостійності, відповідальності та формуванню культурно-національної ідентичності здобувачів освіти. Крім того, такі методи підвищують якість виховання духовно-моральних цінностей, сприяють набуттю ключових компетентностей, розвитку соціальної відповідальності й готовності до громадянської участі.

Отже, інтегративно-ціннісні методи навчання можна розглядати як перспективний інструмент модернізації української освіти, що відповідає сучасним педагогічним підходам і концепції Нової української школи, забезпечуючи гармонійний та всебічний розвиток особистості здобувача освіти.

Ключові слова: інтегративно-ціннісні методи, діяльнісні технології, духовно-моральні цінності, національна самосвідомість, освітні компетентності, сучасна освіта, Нова українська школа, формування особистості, педагогічні технології.

INTRODUCTION

The problem formulation. Relevance of the study Modern education is focused on the development of key competencies and the creation of conditions for the personal growth of each student. This has led to the need to develop new teaching methods that can meet the requirements of the time. Innovative changes that cover both the content and procedures of the educational process require a review of traditional approaches to the organization of educational activities. The development of didactic theories emphasizes the importance of using not individual methods, but a holistic system that takes into account specific learning conditions. Studies show that the connections between methods are not always fully implemented in practice, and the conditions for their systematic application remain insufficiently clarified. This limits the effectiveness of the formation of value attitudes and reduces the effectiveness of learning.

In modern conditions, the implementation of innovative approaches, in particular activity technologies, which actualize the justification of such methods that would harmoniously combine all components of the educational process, is of exceptional importance. Such methods are integrative-value methods, which function not only as a teaching tool, but also as a systemic basis for holistic learning, combining knowledge, values, experience and activity into a single educational environment. They are focused on interdisciplinary interaction and effectively implement modern approaches in teaching integrated disciplines, in particular ethnographic ones, which contributes to the formation of a system of spiritual, moral and cultural values of students. Despite the presence of numerous studies on the methodology of teaching individual disciplines, the development of new methods and technologies aimed at interdisciplinary interaction and the formation of values in the process of teaching ethnographic studies remains insufficiently developed. This necessitates further theoretical and methodological understanding of the psychological and pedagogical features of integrative-value methods in the context of activity technologies and their practical implementation in the educational process.

Analysis of recent research and publications. In the middle of the 20th century, in Ukrainian pedagogy, a simplified classification of teaching methods into verbal, visual and practical was used. Subsequently, numerous systematizations were proposed by Ukrainian researchers A. Aleksyuk, G. Vashchenko, I.P. Pidlasy, V. Palamarchuk. The most common classifications divide methods by the source of information, the nature of cognitive activity, the didactic goal and the form of educational activity.

Y. Babansky proposed a universal classification based on a holistic activity approach that takes into account motivation, sources of knowledge, forms and logic of learning, control and self-control. Despite its constructiveness, it needs improvement, since it does not cover systemic and structural methods and does not reflect the subordination of groups (Zinko, Bilyk, & Khanas, 2014).

The work of A. Aleksyuk, which traces the development of classifications of teaching methods (Aleksyuk, 1981), remains relevant. V. Sydorenko emphasized the relationship between content and form as the basis of the normative system of methods (Sydorenko, 2006).

In world pedagogy in the second half of the 20th century, new approaches to the classification of methods focused on active cognition, student autonomy, and research became widespread. In particular, J. Dewey (1938) emphasized experiential learning, J. Bruner (1961) emphasized the development of cognitive autonomy, and B. Bloom (1956) created a taxonomy of educational goals, which became the basis for the choice of methods. Robert Gagnй (1985) developed a model that takes into account the types of cognitive activity, and David Kolb (Kolb, 1984) proposed an educational cycle focused on experience and reflection. As a result, multidimensional models of teaching methods have developed in international pedagogy, combining cognitive, emotional and behavioral factors.

At the same time, in domestic pedagogical science, the issue of classifying teaching methods according to the competency-based approach is considered in a broader general didactic context. Ukrainian researchers focus on



the combination of traditional and innovative methods, as well as on the formation of value orientations and key competencies of education seekers in the learning process, which corresponds to global trends, but takes into account the national characteristics of the educational process.

A significant role in this is played by the concept of the New Ukrainian School (NUS), which is focused on a personally-oriented approach, the development of critical thinking, independence, and social responsibility of students (On Approval of the Concept, 2016). In view of this, an extensive classification of methods has been developed according to numerous criteria: level of application (general and specific), form of educational activity (group, individual, collective), effectiveness (productive, unproductive), ratio of teacher and student activity (active, passive, interactive), novelty (traditional, innovative), source and method of knowledge transfer (verbal, visual, practical, information and communication), as well as competence-targeted purpose (methods for forming key competencies). Although this classification requires further improvement, it significantly brings us closer to the creation and implementation of competency-oriented teaching methods that meet the challenges of modern education. Analysis of these approaches allows us to identify common trends and features that contribute to increasing the efficiency of organizing the educational process in modern schools (Kucheruk, 2008).

THE AIM AND RESEARCH TASKS

Modern education should be aimed not only at the acquisition of knowledge, but also at the development of the personality and its spiritual and moral potential. In this, an important role is played by activity technologies that ensure the active participation of students, form cognitive independence, critical thinking and the ability to apply knowledge in practice. This turns learning into creative cooperation, where the student is an active subject of the process. It is necessary to introduce methods that combine the mastery of the material with the formation of a holistic personality, integrating knowledge and values in accordance with the requirements of the New Ukrainian School. Integrative and value methods based on an activity approach will contribute to the education of active, creative and morally mature citizens.

PURPOSE: To substantiate the psychological and pedagogical features of integrative-value teaching methods based on activity technologies and to identify their didactic potential in the formation of a holistic worldview, cultural and national self-awareness and spiritual and moral values of students in the process of studying subjects of ethnographic content.

RESEARCH TASK:

1. To analyze modern approaches to the classification of teaching methods in the context of activity technologies and an integrative-value approach.
2. To identify the psychological and pedagogical features of integrative-value teaching methods in the context of the formation of a holistic worldview and spiritual and moral values of students.
3. To investigate the didactic potential of integrative-value methods based on activity technologies in the process of teaching ethnographic subjects.
4. To develop recommendations for the implementation of integrative-value teaching methods in the educational process, focused on the requirements of the New Ukrainian School.
5. To identify the main advantages and difficulties of using integrative-value methods in a modern school in order to increase the effectiveness of the formation of key competencies and value attitudes of education seekers.

RESEARCH METHODS

The study used theoretical and empirical methods. In particular, classification and systematization allowed to organize integrative-value teaching methods, and predictive modeling allowed to predict their effectiveness in the educational process. Among the empirical methods, expert assessments were used to involve professional opinion in the field of pedagogy and value education. Both quantitative and qualitative methods were used to analyze the results. Additionally, a SWOT analysis was conducted to identify the advantages and disadvantages of the integrative-value approach.

Traditional teaching methods rely on the transfer of knowledge from teacher to student, with a dominant verbal approach and an authoritarian model of interaction. These methods are effective for actual learning, especially at the elementary level, but they limit the development of critical thinking, creativity and teamwork. Studies show that their effectiveness is moderate (effect range 0.40–0.59), they achieve basic academic results, but are inferior to active, student-centered methods (Hattie, J, 2009).

Innovative teaching methods (integrated, integrative, binary) are based on competency-based, activity-based, axiological approaches and are aimed at activating cognitive abilities, developing interdisciplinary thinking, practical application of knowledge and teamwork. They combine the content of different subjects, generalize knowledge and involve students in in-depth analysis of the material. Studies confirm their high effectiveness - an increase in success by 10–15% and increased student motivation (OECD (2018). PISA). Innovative methods significantly outperform traditional ones in developing critical thinking, creativity, and key competencies, which meets modern educational requirements.

RESULTS OF THE RESEARCH

Modern education, taking into account the challenges of the time and the priorities of the Concept of Spiritual National Revival based on the ethnographic potential of Ukraine, requires new methods that ensure not only the acquisition of knowledge, but also the formation of a holistic spiritually and morally developed personality, able to



act on the basis of national values. This requires the introduction of pedagogical technologies that integrate various scientific approaches, stimulate the development of thinking, creativity, and social responsibility.

The methodological basis of the Concept of Spiritual National Revival on the basis of the ethnographic potential of Ukraine is determined by the scientific approaches laid down in its basis, including: culturological, systemic, personally and mentally oriented, axiological, competency-based, activity-based, implemented on the basis of the corresponding principles and methods of work:

- culturological approach: principles of scientificity and historicism;
- systemic approach: principles of integrity, communicativeness, structurality, purposefulness and manageability, development; methods – systemic analysis, systemic synthesis, modeling;
- personality-oriented approach: principles of subjectivity, individuality, self-actualization, choice, creativity and success, trust and support; methods – dialogue, game, reflection, facilitation and pedagogical support, diagnostics, creation of a situation of success and choice;
- competency-based approach: principles of subjectivity, reflexivity, creativity, effectiveness, design and construction of the educational space of modeling; methods – life planning, project activities, trainings, business games, creative portfolio, analysis of life situations, targeted creative programs, social practice, reflection;
- activity approach: principles of subjectivity, taking into account leading types of activities and the laws of their change; taking into account sensitive periods of children's development; determining the zone of proximal development and organizing joint activities of children and adults in it; application (enrichment, reinforcement, deepening); design, construction and creation of situations of educational activity; effectiveness and motivation, reflexivity; cooperation; methods – portfolio, game, reflection, support of initiative, social practice, participation in social projects) (Orzhekhovska, 2013).
- mentally oriented approach: principles of humanism, cultural conformity, nature conformity, continuity, continuity, stimulation, pedagogical competence; methods – dialogue, game, facilitation and pedagogical support, creation of a situation of success and choice, life design, project activity, trainings, creative portfolio, analysis of life situations, targeted creative programs, social practice, reflection, diagnostics;
- axiological approach: principles of objectivity, humanism, continuity, self-sufficiency, dialogicity, cultural correspondence; methods – dialogue, life design, project activity, targeted creative programs, social practice, modeling, forecasting, programming. Educational priorities of the concept – child-centeredness, pedagogy of cooperation, end-to-end education and new content of education based on the formation of competencies and the ethnographic potential of Ukraine, on the basis of the program "Ethnographical Studies in Action" with the aim of educating a new society that implements common values through the connection of generations (Hrytsiv, 2023).

The conceptual model of a personality brought up on an ethnographic basis involves the formation of a multifaceted system of values: civic values, family values, worldview values, ecological values, intellectual values, aesthetic values, valeological values. Integrative-value methods, implemented through activity technologies, provide a deep understanding of the historical and cultural origins of the Ukrainian people, contributing to the transmission of spiritual heritage from generation to generation.

The culturological approach is based on the principles of scientificity and historicism, which provide a deep and objective awareness of cultural and historical experience. The psychological and pedagogical feature is that methods such as games, dialogue, analysis of life situations contribute to the development of cultural consciousness, the formation of a value attitude towards cultural heritage, traditions and customs. This creates conditions for the student to become aware of his/her own cultural identity and openness to cultural diversity, which is important for the development of emotional maturity and social competence.

The principles of integrity, communication, structure, purposefulness, manageability and development are at the heart of the systemic approach. Psychologically, this approach helps students perceive knowledge as a complex, interconnected and developing system. Methods of systemic analysis, synthesis and modeling develop analytical and critical thinking in students, the ability to logically organize information, which increases the effectiveness of cognitive activity and contributes to the conscious assimilation of educational material.

The main principles of the personality-oriented approach - subjectivity, individuality, self-actualization, choice, creativity, success, trust and support - create conditions for the development of the unique capabilities of each student. The use of methods of dialogue, play, reflection, facilitation and pedagogical support provides support for internal motivation, forms emotional well-being and self-esteem, contributes to the disclosure of creative potential. Psychologically, this stimulates the active inclusion of the student in the learning process as a subject who takes responsibility for his own development.

The competency-based approach is based on the principles of subjectivity, reflexivity, creativity, effectiveness, design and construction of the educational space. This approach focuses on the formation of key competencies in the student, which provide not only knowledge, but also the ability to apply them in practical, social and life situations. Methods of life design, project activities, trainings, business games, creative portfolio, analysis of life situations and social practice contribute to the formation of the ability to make independent decisions, the development of responsibility and readiness to adapt in a dynamic social environment.

The basis of the mentally oriented approach are the principles of humanism, cultural conformity, nature conformity, continuity, continuity, stimulation and pedagogical competence. Psychologically, this approach contributes to the development of mental processes (attention, memory, thinking), the emotional sphere, self-regulation and motivation



for learning and self-improvement. Methods of dialogue, game, facilitation, creation of situations of success, trainings, creative programs and social practice form the conditions for the harmonious development of the personality in the context of its natural and cultural characteristics.

The axiological approach is based on the principles of objectivity, humanism, continuity, self-sufficiency, dialogicity and cultural correspondence. This approach ensures the formation of a conscious system of values and moral guidelines in students through dialogue, life planning, project activities, targeted creative programs and social practice. Psychologically, it contributes to the development of responsibility, the ability to make independent choices and an ethical attitude towards oneself and society.

The activity approach is focused on the principles of subjectivity, taking into account leading types of activity, the patterns of their change, sensitive periods of development, determining the zone of proximal development, application, design of educational situations, as well as on effectiveness, motivation, reflexivity and cooperation. Psychologically, this approach activates personal development through direct activity (game, portfolio, initiative support, social practice), which stimulates active assimilation of knowledge, consistent building of competencies, development of social skills and the ability to work in a team.

Today, in modern education, there is a growing need to develop methods that not only ensure the acquisition of knowledge, but also contribute to the formation of a holistic, value-oriented personality.

The concept of "teaching methodology" is understood as ways of organizing the educational process that contribute to the development of thinking and cognitive activity of students; a system of principles, methods and tools aimed at the effective acquisition of knowledge and the development of skills. (Bekh, 1996, 136-141).

Activity technologies place the learner at the center of the educational process, ensuring the acquisition of knowledge through active practical activity, interaction and reflection. They combine the value, cognitive and practical components, in the interaction of approaches, principles and relevant methods, contributing to the formation of worldview guidelines and national self-awareness.

Activity technologies are based on active practical activity, which is the basis for deep assimilation of ethnographic knowledge and values, which will contribute to the harmonious development of the personality, the formation of a holistic worldview, critical thinking and active civic position. They modernize ethnographic education, combining theory and practice, knowledge and values, which meets the challenges of modern society. They form the subjectivity of the student through direct research into the traditions, customs, rituals and art of the Ukrainian people, while developing critical thinking, communication skills and responsibility for preserving national and cultural identity. Integrative and value methods, organically combined with activity technologies, enrich the educational process, contributing to the formation of a spiritually rich, conscious personality, capable of applying national cultural values in life. Integrative-value methods go beyond the simple combination of knowledge, focusing on the development of spiritual, moral and social qualities of the individual. Through projects, research and discussions, learners not only acquire factual knowledge, but also perceive it in a value context, which is key to the activity approach.

Z. Rebukha in the monograph "Innovative technologies of education in the conditions of modernization of modern education" considered technologies of the personality-oriented educational process, interactive teaching methods, technology of formation of creative personality, distance and media technologies of education as an innovation in the educational process, but there is no clear justification of the features of activity technologies. According to her, the concept of "educational technology" is most fully conveyed by the following definition: education technology is a way of implementing the content of education provided for by educational programs, which represents a system of forms, methods and means of education, which ensures the most effective achievement of the set goals. Therefore, in education technology, the content, methods and means of education are interconnected and interdependent (Rebukha, 2022).

Active learning technologies, built on the basis of integrative-value methods based on our research, are a way of implementing educational content through the systemic interaction of forms, methods and means that are focused on the active cognitive activity of the student and ensure the effective formation of competencies and value attitudes.

Therefore, active technologies in combination with integrative-value methods create an effective learning system that combines theory with practice, knowledge with values and forms a conscious citizen capable of preserving and developing cultural heritage.

In this context, it is also important to distinguish between integrated, integrative and integrative-value learning methods, each of which has its own didactic potential and influence on the formation of the student's worldview.

Integrated methods are teaching methods that combine several teaching methods at the same time. They are implemented using a variety of techniques that allow the teacher to develop an individual teaching style. Such methods ensure the effectiveness of the educational process through the use of various pedagogical strategies that complement each other and support the involvement of students. Integrated methods aim to cover the material as widely as possible, combining several teaching methods, making the learning process more dynamic and adapted to the needs of students.

Integrative methods, on the contrary, are aimed at creating interdisciplinary connections, generalizing the knowledge of students through their cognitive activity. They are aimed at combining knowledge from different subjects to create a holistic view of the world, helping students understand the relationships between different areas of study. Integrative methods contribute to the formation of students' ability to perceive problems in a comprehensive way, which develops critical thinking and problem-solving skills.



Integrative-value teaching methods have a broader and deeper character, because in addition to the integration of knowledge, they focus on the formation of value attitudes of the student, the development of his personality, spiritual and moral qualities. These methods integrate the cognitive, emotional and social spheres of the educational process, contributing to harmonious development, self-actualization and the formation of a value system that meets the cultural and personal requirements of modernity (Table 1)

Table 1

Integrative-value methods		
Game Situational games Role playing games	Analysis of life situations	Dialogue
Facilitation and pedagogical support	Support for the initiative	Creating a situation of success and choice
Modeling	Project activities	Life design
Social project	Social program	Targeted creative program
Creative portfolio	Training	Reflection

Source: developed by the author

Scientific substantiation of integrative-value methods is necessary to create a methodological basis that will ensure the targeted development of spiritual and moral values, national and cultural identity, national self-awareness and social responsibility of education seekers. Taking into account the psychological and pedagogical characteristics of education seekers, the specifics of the cultural context, the integrative nature of knowledge increases the effectiveness of the educational process and contributes to the development of an active civic position. The development of activity-based learning technologies requires a systematic approach that integrates various methods and approaches taking into account modern pedagogical requirements.

Activity technology involves the following components: methodological basis, source and form of knowledge presentation, level of cognitive activity, learning logic, degree of autonomy of education seekers, control of acquired competencies.

The basis of such technology is a combination of traditional, innovative and integrative-value teaching methods, which ensures the comprehensive development of the seeker of education.

1. Methodological basis. In the activity technology, traditional methods (lecture, explanation, conversation) are used for basic knowledge acquisition, innovative methods (project method, targeted creative program) are used to activate the educational process, and integrative-value methods are used to form value orientations and a holistic personality of the applicant. Integrative-value methods combine not only educational knowledge, but also value attitudes, moral and social aspects, educating a holistic personality.

2. Source and form of knowledge presentation. Includes verbal (explanation, conversation), visual (demonstrations, illustrations), practical (laboratory work, experiments). Integrative-value methods enrich the presentation of information through role-playing games, modeling of life situations, life design, facilitation and dialogue, which activates cognitive activity.

3. Level of cognitive activity. A gradual transition from passive perception (listening, reading) to active (conversation, discussion, task completion) and interactive activity (brainstorming) is ensured, which contributes to the development of creative thinking and independence. Integrative-value methods are based on various forms of information presentation (role-playing games, facilitation, training, project activities), which maximally involve students in practical, emotional and social activities. This allows them to form deep value beliefs through living experience.

4. Learning logic. Focused on a combination of inductive and deductive approaches, with an emphasis on problem-solving and research methods, as well as project activities. Integrative-value methods are based on problem-solving, research and social projects, modeling, which allows students to independently find ways to solve real life problems.

5. The degree of autonomy of students. Gradually increasing from guided to independent forms of learning with mentoring support (training with mentoring, independent work with exercises). Integrative-value methods contribute to the development of personal initiative, self-organization, the formation of decision-making skills and responsibility for one's own learning process (facilitation, support for initiative, creating a situation of success and choice). The implementation of these methods requires a high level of autonomy of education seekers with the support of a mentor or facilitator. This creates conditions for the development of responsibility and independence.



6. Interactivity and social interaction. Integrative-value methods contribute not only to intellectual development, but also to the development of social skills through collective activities, role-playing games and social projects. This allows education seekers to actively interact with each other, express their thoughts, arguments and create mutual understanding. They develop communication skills, the ability to work in a team, express their ideas, and also critically evaluate the opinions of others. Social interaction in the learning process also helps to form moral values, respect for diversity of opinions, and the development of emotional intelligence.

7. Control of acquired competencies Provides for various forms of assessment: traditional (tests, oral answers) and innovative (reflection, portfolio, self-assessment, collective assessment, project presentations), which take into account not only factual knowledge, but also the development of value orientations and practical skills. Thus, the activity-based learning technology, which is based on a balanced combination of traditional, innovative and integrative-value methods, creates conditions for the comprehensive development of the student, forms him as an active, responsible and integral subject of the educational process (Table 2).

Table 2.

Comparison of classifications of teaching methods: general and integrative-value methods

Classification dimension	Categories / Description	General methods	Integrative-value methods
1. Methodological basis	Division of methods into traditional and innovative. Integrative-value methods are innovative.	Traditional: lecture, explanation, conversation.	Innovative: project method, social program
2. Source and form of knowledge	Forms of information presentation: verbal, visual, practical, digital/multimedia.	Explanation, demonstration, laboratory work.	Game, situational games, role-playing games, analysis of life situations, dialogue, modeling, facilitation
3. Level of cognitive activity	Level of student engagement: passive, active, interactive.	Lecture (passive), conversation (active), brainstorming (interactive).	Mostly active methods: role-playing, facilitation, training, project activities
4. Learning logic	The method of organizing the educational process: inductive, deductive, problem-solving, research, project-based.	Inductive presentation, research projects, problem-based conversations.	Problem-search, research, project-based: social projects, life planning, targeted creative programs.
5. Degree of student autonomy	Level of independence in learning: guided, semi-independent, independent with mentoring, fully independent.	Trainings with mentoring, independent work with exercises.	Facilitation, support for initiative, creating a situation of success and choice.
6. Interactivity and social interaction	Interaction between students and teachers, development of social and communication skills, moral and emotional aspects of learning.	Collective activities, role-playing games, discussions.	Active interaction between students, discussion, critical evaluation of opinions, development of emotional intelligence, teamwork, social projects, moral values.
7. Control of acquired competencies	Forms of control and assessment of knowledge, skills and values of education seekers	Tests, oral answers, tests.	Reflection, portfolio, self-assessment, collective assessment, project presentation

Source: developed by the author

Integrative-value ethnographic methods, implemented through activity technologies, involve students in active participation in the cognitive process through practical, research, and creative activities. The study of traditional Ukrainian holidays combines historical, cultural, and moral aspects, forming a holistic view of the heritage and encouraging knowledge of one's own culture. Role-playing games that involve the reproduction of rituals, analysis of life situations, and modeling of family holidays create conditions for emotional immersion and the development of communication skills. Project activities (creating folklore albums, researching local customs) stimulate critical thinking, initiative, and the ability to work with information. The method of analyzing life situations helps to deepen understanding of the meaning of tradition and develop analysis and generalization skills. Discussions about values and assistance in creating ethnographic projects foster independence, responsibility, and active citizenship. The final stage is a creative portfolio or reflective exercises in which students define their own vision of national identity and the values of their native land, which contributes to the development of patriotism and civic activism.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

If we analyze the strengths and weaknesses of the integrative-value approach based on activity technologies, we can draw certain conclusions. The combination of traditional and innovative methods provides flexibility, but the complexity of integration requires high qualifications of the teacher. Accordingly, the diversity of sources increases interest, but the excess of material can complicate perception. Stimulating creativity and motivation plays an important role, but requires high internal interest of education seekers. Systematicity and consistency contribute to deep



understanding, but the complexity of classes can overload education seekers. The responsibility and independence of education seekers requires support for less organized participants in the educational process. Verification of acquired competencies stimulates reflection, but an objective assessment of value aspects remains a challenge.

Therefore, in view of this, we have developed methodological recommendations that provide for increasing the efficiency of work on the problem under study.

1. Ensure the combination of theoretical knowledge with practical activities through activity technologies.
2. Improve the qualifications of teachers in the application of integrative and value-based methods.
3. Use an interdisciplinary approach to form a holistic worldview and value attitudes.
4. Focus on the development of independence, critical thinking and responsibility of students.
5. Introduce reflective methods (discussion, portfolio, self-assessment) for awareness of values and personal growth.
6. Provide a variety of forms of control that take into account knowledge, skills and value attitudes.

Thus, the psychological and pedagogical features of integrative-value methods based on activity-based learning technologies consist in the comprehensive development of the learner's personality - both cognitive and emotional, social and spiritual. Thanks to the combination of principles and methods of different approaches, these methods contribute to the activation of creative potential, the formation of stable value orientations, the development of competencies and the ability to self-realization in the modern dynamic world.

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