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METHODOLOGY OF IMPLEMENTATION OF INTEGRATIVE-VALUE METHODS OF ACTIVITY TECHNOLOGY IN THE EDUCATIONAL SPACE ON THE BASIS OF THE ETHNOLOGICAL POTENTIAL OF UKRAINE

Abstract. The article reveals the theoretical and practical principles of implementing integrative-value methods in the activity technology of teaching on the basis of the ethnographic potential of Ukraine. The relevance of the study is substantiated, due to modern transformations of education, which orient it towards the formation of a competent, spiritually mature and socially active personality. An analysis of integration as a leading pedagogical approach that ensures the integrity of the content, methods and forms of the educational process is carried out.

The essence of integrative-value methods (game, modeling, dialogue, analysis of life situations, project activities, social projects, trainings, reflection, creation of a situation of success and choice, creative portfolio, etc.) is revealed, which provide a combination of cognitive-cognitive, emotional-value and behavioral-social components of education. It is shown that their systematic application contributes to the development of life competencies and basic values: civic, family, worldview, environmental, intellectual, aesthetic, valeological.

Special attention is paid to the ethnographic potential as a substantive basis for the formation of national-cultural identity, national self-consciousness, spiritual and moral values and a holistic worldview of the individual. The relevance of the implementation of the author's programs «Ethnographical Studies in Action» in primary and preschool education is highlighted, where integrative-value methods provide a natural combination of learning, upbringing and development of the child.

An important place is given to the educational and methodological manual «Family Tree – Tree of Life», on the basis of which the integrative and value methods of activity technology were tested. The manual presents a system of classes, master classes, creative workshops and educational activities that ensure the practical implementation of the proposed methods in the real educational process and prove their effectiveness in forming the value sphere of students.

An algorithm for implementing integrative and value methods is presented, which includes motivational and value, situational and activity, personal and developmental, project and social and reflective and behavioral components. It is proven that such a model contributes to the harmonious development of the personality, its socialization and ability to conscious activity.

Keywords: integration, activity technology, ethnology, integrative and value methods, «Family Tree – Tree of Life», values, value attitudes, competency-based approach, educational process.

МЕТОДИКА РЕАЛІЗАЦІЇ ІНТЕГРАТИВНО-ЦІННІСНИХ МЕТОДІВ ДІЯЛЬНІСНОЇ ТЕХНОЛОГІЇ В ОСВІТНЬОМУ ПРОСТОРІ НА ОСНОВІ НАРОДОЗНАВЧОГО ПОТЕНЦІАЛУ УКРАЇНИ

Анотація. У статті розкрито теоретичні та практичні засади реалізації інтегративно-ціннісних методів у діяльнісній технології навчання на основі народознавчого потенціалу України. Обґрунтовано актуальність дослідження, зумовлену сучасними трансформаціями освіти, що орієнтують її на формування компетентної, духовно зрілої та соціально

активної особистості. Здійснено аналіз інтеграції як провідного педагогічного підходу, що забезпечує цілісність змісту, методів і форм освітнього процесу.

Розкрито сутність інтегративно-ціннісних методів (гра, моделювання, діалог, аналіз життєвих ситуацій, проєктна діяльність, соціальні проєкти, тренінги, рефлексія, створення ситуації успіху та вибору, творче портфоліо тощо), які забезпечують поєднання когнітивно- пізнавального, емоційно-ціннісного та поведінково-соціального компонентів освіти. Показано, що їх системне застосування сприяє розвитку життєвих компетентностей та базових цінностей: громадянських, родинних, світоглядних, екологічних, інтелектуальних, естетичних, валеологічних.

Особливу увагу приділено народознавчому потенціалу як змістовій основі формування національно-культурної ідентичності, національній самосвідомості, духовно-моральних цінностей і цілісного світогляду особистості. Висвітлено актуальність упровадження авторських програм «Народознавство в дії» у початковій та дошкільній освіті, де інтегративно-ціннісні методи забезпечують природне поєднання навчання, виховання та розвитку дитини.

Важливе місце відведено навчально-методичному посібнику «Дерево Роду – Дерево життя», на основі якого здійснювалася апробація інтегративно-ціннісних методів діяльнісної технології. У посібнику представлено систему занять, майстер-класів, творчих практикумів і виховних заходів, що забезпечують практичну реалізацію запропонованих методів у реальному освітньому процесі та доводять їх ефективність у формуванні ціннісної сфери здобувачів освіти.

Представлено алгоритм реалізації інтегративно-ціннісних методів, що включає мотиваційно-ціннісний, ситуативно-діяльнісний, особистісно-розвивальний, проєктно-соціальний та рефлексивно-поведінковий компоненти. Доведено, що така модель сприяє гармонійному розвитку особистості, її соціалізації та здатності до усвідомленої діяльності.

Ключові слова: інтеграція, діяльнісна технологія, народознавство, інтегративно-ціннісні методи, «Дерево Роду – Дерево життя», цінності, ціннісні ставлення, компетентнісний підхід, освітній процес.

INTRODUCTION

The problem formulation. The relevance of the research is due to modern transformations of the educational process, which orient it towards the formation of a competent, value-based and socially active personality.

At the present stage, integration as a pedagogical process is actively being introduced into the Ukrainian and world education system, covering the content, methods, forms and technologies of education. In this regard, integrated approaches to the organization of the educational process are being developed, new models of education, integrated training courses, programs, textbooks, as well as innovative teaching methods and technologies are being created.

O. Savchenko emphasizing the positive impact of integration on the learning process, noted: «One of the directions of methodological enrichment of lessons is conducting them on the basis of integrating content selected from several subjects and united around one topic. This association aims to enrich the perception, thinking and feelings of students through the use of interesting material that allows them to learn a phenomenon or concept from different angles and achieve the integrity of knowledge» (Savchenko, 2014, p. 87).

Integration in the modern educational space is considered one of the leading pedagogical approaches that ensures integrity, systematicity and interdisciplinary nature of learning.

Analysis of recent research and publications. World pedagogical experience confirms the effectiveness of integration as a means of forming a holistic worldview of the individual. In particular, in German Waldorf schools, integration is implemented through a combination of intellectual, emotional and practical development of students, as well as through the interrelation of natural science and artistic and aesthetic education. Similar approaches can be traced in the Hibernia school and the pedagogical system of P. Petersen, where the content of education is organized in the form of integrated courses.

Integration trends are also characteristic of educational systems in other countries. In France, an integrated direction «Natural Sciences – Technologies» is being implemented, which combines knowledge of physics, chemistry, biology, geology and astronomy. In Japanese education, integration of learning is implemented through primary and junior high school programs, within which natural disciplines, where students master an integrated course of natural sciences, and geography and history are combined into the course «Social Studies. In Italy, integration is carried out through generalizing topics of the natural science cycle. Integrated educational courses are also widespread in US education, in particular, a general course of natural sciences, which is studied from primary to high school and is aimed at developing research skills through independent experimental activities, analysis, classification and practical application of knowledge (Pushkarova T. & Topuzov O., 2019, p. 45).

This indicates that integration has become an important direction of modernization of pedagogical science and practice and requires further systematic research.

In Ukrainian folk pedagogy, ethnography reveals a significant integrative potential of folk teaching aids. Ethnology as an integrated direction of study combines elements of history, Ukrainian language and literature, ethnography, art, music, ethics, cultural studies, natural science and labor training. This approach contributes to the formation of a holistic understanding of the national culture, traditions, spiritual values of the Ukrainian people in students and ensures the relationship between theoretical knowledge and practical life experience. Thus, in the educational and methodological manual «Spiritual Education. Education of Schoolchildren on the Principles of Folk Pedagogy», ethnography lessons were developed, which are based on the idea of integration of knowledge and holistic development of the personality in order to reveal the educational potential of the disciplines of the social and humanitarian and natural and mathematical cycles by deepening the content of the topics of current programs through the ethnographic aspect (Hrytsiv T, 2012).

The same goal is set in the educational and methodological manual for extracurricular work at school «Spiritual Education. Ukrainian System of Education on the Principles of Folk Pedagogy» where a methodology has been developed, built on the basis of the moral and ethical norms of the Ukrainian people, collected and systematized in the books of G. Makoviy, (Hrytsiv & Batryn, 2013)

In order to develop national education, the «Concept of Spiritual National Revival Based on the Ethnological Potential of Ukraine» (Vonitova N., Hrytsiv T. & Meleshko V., 2024). (Hrytsiv,2024)., (Hrytsiv, 2023). the program «Ethnological Studies in Action» (Vonitova & Hrytsiv, 2022) for grades 1-4 and the partial program for the development of preschool children on the principles of folk pedagogy «Ethnological Studies in Action» (Vonitova & Hrytsiv, 2024) were developed, aimed at updating the national cultural heritage in the modern educational space and strengthening the educational potential of education.

The use of ethnological potential in the educational process ensures the formation of basic universal and national values: civic, family, worldview, ecological, intellectual, aesthetic, valeological.

At the same time, the ethnographic approach contributes to the development of value attitudes of the individual towards himself, society, nature and cultural heritage, forms moral and ethical guidelines, an emotional and value sphere and the need to preserve the spiritual heritage of the Ukrainian people. This determines the relevance of integrating ethnography into modern educational technologies and educational systems.

The introduction of integrative and value methods into didactics is due to the need for modern education to form not only knowledge, but also value attitudes and a holistic worldview of the individual.

In scientific and pedagogical discourse, the terms «integrated» and «integrative» are related, but have different semantic accents. «Integrated» denotes an already formed result of combining disparate elements into a holistic system (for example, an integrated course, lesson, training). In turn, «integrative» characterizes a process, approach or property that ensures and directs the unification of components into a single whole. Thus, the first term fixes the result of integration, and the second its procedural and methodological nature.

Thus, in the article «Psychological and pedagogical features of integrative and value methods in ZZSO» integrative and value methods of teaching are substantiated as a component of activity technology, aimed at the formation of a holistic personality of the student (Hrytsiv, 2025, pp.125-132].

In modern conditions, the activity-based learning technology is of particular importance, which ensures not only the acquisition of knowledge, but also the development of cognitive activity, independence and practical application of educational experience. It is based on a combination of various methodological approaches, forms and sources of knowledge, levels of cognitive activity and a system of assessing competencies, and also involves the integration of traditional, innovative and integrative-value methods.

Integrative-value methods, which combine cognitive-cognitive, emotional-value and behavioral-social components, contribute to the formation of a system of values and the holistic development of the individual. Their use ensures the active participation of students in the educational process, the development of their initiative and self-development.

This meets the modern requirements of education aimed at the harmonious development of the individual, its successful socialization and active participation in public life.

Therefore, the educational and methodological manual «Family Tree Tree of Life» has developed a methodology based on the application of integrative-value methods of activity technology of learning. The methodology involves the integration of knowledge from ethnography, history, language, literature and ethics, which ensures the formation of a holistic understanding of family values and national culture. The use of integrative-value methods within the framework of this methodology ensures not only the assimilation of knowledge, but also the formation of spiritual and moral values, national-cultural identity and national self-consciousness, as well as respect for family history, which contributes to the harmonious development of the individual.

AIM AND TASKS RESEARCH

Theoretical substantiation and development of a methodology for implementing integrative-value methods in the activity technology of teaching based on the ethnographic potential of Ukraine, aimed at forming the value sphere of the individual, developing life competencies and activating the cognitive and social activity of students.

To achieve the set goal, the following tasks were defined:

1. To analyze scientific and pedagogical approaches to understanding integration and integrative-value methods in modern education.
2. To clarify the essence of the concepts of «integrated» and «integrative», to determine their common and distinctive features in pedagogical discourse.
3. To investigate the features of the implementation of integrated learning in domestic and foreign educational practice.
4. To characterize ethnography as an integrated direction of educational activity and to determine its educational potential.
5. To analyze the role of folk pedagogy in the formation of spiritual, moral and national values of education seekers.
6. To determine the psychological and pedagogical features of integrative-value methods in the activity technology of education.
7. To investigate the influence of integrative-value methods on the formation of value attitudes and social activity of education seekers.

RESEARCH METHODS

In the process of research, to achieve its goal and fulfill the tasks set, a complex of interrelated methods of scientific knowledge was used, which ensured a holistic study of the problem of implementing integrative-value methods in activity technology based on the ethnographic potential of Ukraine.

The theoretical basis of the research was the methods of analysis of scientific and pedagogical, psychological and methodological literature, which allowed to reveal the essence of the activity technology of education, the integrative-value approach and determine the role of ethnographic potential in the formation of the value sphere of the individual. Methods of synthesis and generalization were also used, which made it possible to systematize scientific approaches to the research problem, and comparative analysis ensured the identification of common and distinctive characteristics

of various pedagogical concepts. The modeling method was used to develop a holistic methodological system for the implementation of integrative and value-based methods in the educational process.

The empirical part of the study was based on the use of pedagogical observation, conversations with students, which made it possible to identify the level of their educational motivation, value orientations and attitude to educational activity. An important place was occupied by the analysis of the results of educational and creative activities of students, in particular projects, creative works and portfolios. A pedagogical experiment was also used, which made it possible to verify the effectiveness of the proposed methodology.

RESULTS OF THE RESEARCH

A comprehensive approach to studying the features of the activity technology of learning in combination with integrative-value methods based on the ethnographic potential of Ukraine made it possible not only to understand the problem under study more deeply, but also to move on to its practical solution.

In this regard, it is logical to turn to the analysis of the results obtained, which reflect the effectiveness of the proposed methodology, reveal the features of its implementation in the educational process and demonstrate the impact on the formation of the value sphere, life competencies and social activity of education seekers.

The results of the study showed that the activity technology of learning has a clearly structured nature and provides for the following components: methodological basis, source and form of knowledge presentation, level of cognitive activity, learning logic, degree of autonomy of education seekers and a system for controlling 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 education seeker.

The methodology is based on activity technology, which combines traditional, innovative and integrative-value methods (Hrytsiv, 2025).

Integrative-value teaching methods are complex in nature, since, in addition to the integration of knowledge, they are aimed at the formation of value attitudes, spiritual and moral development and the formation of the personality of the student. They ensure harmonious development, self-actualization and the formation of a value system in accordance with modern cultural and personal requirements.

The algorithm of integrative-value methods in activity technology is defined as a structured and logical sequence of pedagogical actions aimed at the integration of knowledge, activity and value attitudes, which ensures the formation of personally significant experience, the development of key competencies and the ability to apply them in practice.

Algorithm of integrative-value methods in activity technology:

1. Motivational-value component (what value attitudes do we acquire)
2. Situational-activity component (cognition through activity)
3. Personal-developmental component (development of psychological qualities and emotional sphere)
4. Project-social component (transfer of competencies to life)
5. Reflective-behavioral component (regulation of personal behavior based on acquired value attitudes)

Integrative-value methods should be considered through the ethnographic potential, since it provides not only the assimilation of knowledge, but also the formation of spiritual and moral values of the individual. In this context, ethnography serves as the content basis for the integration of cognitive and educational components and contributes to the development of value attitudes of education seekers.

The motivational and value-based component in the context of the ethnocultural approach involves fostering intrinsic motivation for learning by drawing on the cultural heritage of the Ukrainian people, which holds personal, emotional, and value-based significance for learners. An important role in implementing this component is played by the development of emotional intelligence as the ability to recognize and regulate one's own emotions, demonstrate empathy, and interact effectively with others. This creates the conditions for social and emotional learning, fostering self-regulation skills, understanding of others' emotional states, and constructive interaction [12, p. 81].

Engagement with folk traditions, customs, rituals, symbols, and folklore promotes learners' emotional involvement in the educational process and fosters awareness of the significance of cultural heritage, respect for historical memory, family traditions, and social values. Personal reflection on ethnocultural learning materials enriches knowledge with value-based meaning, shapes worldviews and moral convictions, and develops an intrinsic commitment to preserving and transmitting cultural heritage to future generations. Thus, this component integrates cognitive interest, emotional experience, and a value-based attitude towards national cultural heritage, contributing to learners' personal development and spiritual and moral formation.

The situational and activity component is implemented through the active involvement of students in the reproduction of elements of traditional culture: participation in folk games, staging rituals, modeling life situations based on folk experience. Such activity ensures the acquisition of knowledge through practical experience and communication, contributes to the development of social and communicative skills, forms the ability to cooperate and collective interaction.

The personal-developmental component within the ethnographic potential is aimed at developing the inner world of the individual through the emotional experience of cultural phenomena. Folk art, art, customs contribute to the development of creativity, emotional intelligence, aesthetic feelings and moral consciousness. At the same time, conditions are created for self-expression, self-knowledge and harmonious development of the individual.

The project-social component involves transferring the acquired knowledge and values into practical activities. The use of ethnographic material in project work (researching genealogies, studying local traditions, creating cultural projects) contributes to the formation of social experience, responsibility and active civic position. This ensures the integration of national and cultural values in modern life.

The reflective-behavioral component ensures the comprehension of the acquired experience through the prism of folk moral and ethical norms and values. In the process of reflection, students correlate their own behavior with traditional ideas about goodness, justice, and dignity, which contributes to

The algorithm of activity technology in interaction with integrative-value methods based on ethnographic potential provides for a holistic organization of the educational process aimed at combining the cognitive activity of students with the formation of their value attitudes.

Integrative-value methods include: game methods (game, situational games, role-playing games), analysis of life situations, dialogic methods (dialogue), methods of facilitation and pedagogical support (supporting initiative, creating a situation of success and choice), methods of modeling and project activity, as well as methods of social orientation (life design, social project, social program). Targeted creative programs, maintaining a creative portfolio, training technologies, and reflection as a means of understanding the acquired experience also play an important role.

The systematic use of these methods in combination with ethnographic content (traditions, customs, rituals, folklore) contributes to the formation of a holistic value sphere of the individual, the development of life competencies and the ability to apply them in practice.

An important role in this process is played by the game method (in particular, situational and role-playing games), which acts as an effective means of actualizing ethnographic content, ensuring emotional involvement, active interaction and practical assimilation of cultural experience.

The game method (in particular, situational and role-playing games) is a way of organizing educational activities, which involves the acquisition of knowledge, the formation of skills and the development of personal qualities through game activities, modeling life situations and the performance of certain roles by participants.

In the educational and methodological manual «Family Tree - Tree of Life», the lesson «World of Folk Games» in the project «Family Tree – Tree of Life» using situational and role-playing games and training elements implements the integrative method of activity technology, as it combines cognitive, emotional-value and behavioral-social activities of students. Through involvement in folk games, the formation of life-saving, civic, environmental, ethnocultural and sociocultural competencies is ensured based on the assimilation of folk traditions and values.

Analysis of life situations is a method of educational activity, which consists in considering and discussing real or simulated life situations in order to understand them, identify causes and consequences, as well as develop the right decisions and behavioral strategies.

In the educational and methodological manual «Tree of the Family – Tree of Life», the hour of communication «Cognition of the World of the Life of Saints» using the method of analysis of life situations provides an understanding of the moral and spiritual content of the life path of saints through consideration of specific examples of their actions, decisions and life choices. This approach contributes to the combination of cognitive and value components of learning, activates reflection and emotional perception of spiritual ideals.

Dialogue is a method of organizing educational activity, which is based on equal communication between participants in the educational process in the form of an exchange of thoughts, questions and answers with the aim of a joint search for truth, the development of critical thinking, communication skills and mutual understanding.

In the educational and methodological manual «Family Tree – Tree of Life», the master class «Wedding Branch – a Symbol of the Family» (wedding attributes) using the dialogue method as an integrative-value method of activity technology ensures active interaction of participants through the exchange of stable traditional wedding verbal framing in rituals, which is implemented through speech and forms stable skills regarding wedding rituals.

The method of facilitation and pedagogical support is a way of organizing educational activities, in which the teacher acts as a facilitator (assistant, organizer of conditions), which creates a favorable environment for learning, self-development and active interaction of participants, provides support, stimulates independence, initiative and responsibility of students.

The lesson is a workshop «Easter in Ukraine. Pysanka – a symbol of life» within the framework of the educational and methodological manual «Tree of the Family – Tree of Life» is implemented through the method of facilitation and pedagogical support, which ensures the creation of a favorable educational environment for the active involvement of students in learning Easter traditions.

The method of supporting the initiative is a way of organizing educational activities, which consists in stimulating and encouraging independent actions, proposals and creative initiatives of participants, as well as in creating conditions for their implementation in order to develop activity, responsibility and independence of the individual.

In the educational and methodological manual «Tree of the Family – Tree of Life», the holiday «On a good Earth good bread grows» is implemented through the integrative-value method of supporting the initiative within the framework of the activity technology, which ensures the involvement of students in understanding the agricultural traditions of the Ukrainian people as the basis of life and cultural heritage.

Creating a situation of success and choice is a method of organizing educational activities, which involves creating conditions in which each participant can feel success in their own activities and has the opportunity to independently choose ways to complete tasks, which contributes to the development of confidence, motivation and responsibility.

Laboratory work «The relationship between man and nature. Water balance» within the framework of the educational and methodological manual «Tree of Family – Tree of Life» is implemented through the method of creating a situation of success and choice as an integrative-value method of activity technology, which ensures the individualization of educational activities and positive emotional reinforcement of the results of students.

The use of this method contributes to the formation of cultural, ecological, ethnocultural and sociocultural competencies, the development of a value-based attitude towards nature, water resources and the word as a spiritual phenomenon, as well as the upbringing of an environmentally and spiritually responsible personality.

Modeling is a method of cognition and educational activity, which consists in creating and using models (conditional or simplified samples) of real objects, phenomena or processes for their study, analysis and explanation.

The modeling method in the creative workshop «Plant and animal world to help man» consists in creating conditional models of natural relationships by students to understand the role of plants and animals in human life and develop practical skills in their application.

Project activity is a method of organizing educational activity, which involves creating a final product (project).

Within the framework of the educational and methodological manual «The Tree of the Family – the Tree of Life», the integrative-value method of project activity is implemented through the creation by students of an initial project during the communication hour «Ethnohistory is the bread of the soul of the people» aimed at awareness of national and cultural identity, spiritual heritage and the formation of a life position based on Christian values.

Life planning is a method that implements an approach to planning and organizing one's own life, which involves the conscious formation of life goals.

Within the framework of the educational and methodological manual «Family Tree – Tree of Life», the integrative-value method of life planning in the creative workshop «The Power of the Spoken Word» is aimed at the conscious formation of life goals by students through understanding the role of the Word in creating reality, the development of communicative culture and creative comprehension and transformation of the spiritual experience of previous generations into their own life activities.

A social project is a method of organizing educational activities aimed at solving specific problems in society, which allows participants to be active participants in positive changes.

Within the framework of the educational and methodological manual «The Tree of the Family – the Tree of Life», the integrative-value method of the social project in the conversation «Accuracy of Thought in Riddles, Proverbs and Sayings» is aimed at the study by students of folk wisdom as a means of knowing the world and forming national and cultural identity through active communication in their native language, generalization of observations and awareness of the role of folk pedagogy in social life.

A social program is a method of organizing and implementing social activity, which involves the development and implementation of a set of measures to solve a certain social problem and achieve a specific social goal.

Within the framework of the educational and methodological manual «The Tree of the Family – the Tree of Life», the integrative-value method of the social program in the lesson «When a Song Sounds – Everything Comes to Life» is aimed at involving students in the implementation of spiritually and value-oriented initiatives, the formation of a civic position and national-cultural identity through the creative use of folk song heritage and the development of information and communicative competence.

The communication hour «Our Honor to the Ukrainian Family, Which Has No Translation» was also implemented through the method of the social program, which consists in involving students in participating in social initiatives and projects aimed at understanding folk experience, forming spiritual and family values, modeling their own life behavior and effective interaction in solving current social problems.

A targeted creative program is a method in organizing activities that involves the creation and implementation of a complex of creative, educational, cognitive and practical activities, united by a common goal and aimed at the development of the individual, his abilities, values and competencies.

Within the framework of the educational and methodological manual «The Tree of the Family – the Tree of Life», the integrative-value method of the targeted creative program in the workshop «Painted Chest» is aimed at the phased creative activity of students with a clearly defined goal – the creation of a final product, as well as the formation of a value attitude towards the traditions of the Ukrainian people, in particular folk clothing, as an expression of high culture, the development of civic, ethnocultural and sociocultural competencies, the upbringing of a respectful attitude towards cultural heritage and awareness of the need to preserve folk traditions.

The motivational and value component forms a stable internal motivation through the awareness of the significance of ethnographic potential as a source of spiritual and cultural values, contributing to the development of creativity, responsibility and the desire for self-realization. The situational and activity component is implemented through the performance of creative tasks based on ethnographic material, where students plan work, choose means and create their own products. The personal and developmental component ensures the development of creativity, imagination, emotional intelligence, independence and positive self-esteem through creative self-realization. The project and social component provides for the presentation of results in the social environment (exhibitions, events, digital products), which contributes to the popularization of ethnographic values and the development of social activity. The reflective and behavioral component provides for the analysis of the creative process and results, awareness of their value significance and correction of further activity, which contributes to the formation of a responsible, value-oriented personality.

Thus, the method of a targeted creative program in the system of activity technology and an integrative-value approach based on ethnographic potential ensures the targeted development of creative potential, life competencies, and the spiritual and value sphere of the individual.

A creative portfolio is a method or form of presenting individual creative achievements, works, ideas and results of activity, which allows each participant to express their unique creativity, interests, abilities and personal achievements.

Within the framework of the educational and methodological manual «The Tree of the Family – the Tree of Life», the integrative-value method of a creative portfolio in the lesson «My Home, My Home» is aimed at systematizing the individual achievements of students through the creation of a personal portfolio that reflects their creative self-realization, assimilation of ethnographic knowledge, the formation of value orientations, the ability to cooperate to achieve a common goal and the awareness of the interrelationship of lifestyle, spiritual values and health.

Training is a method of active learning aimed at the formation of knowledge, skills, abilities and the development of personal qualities through practical activities, interaction and the performance of special exercises.

Within the framework of the educational and methodological manual "The Tree of the Family – the Tree of Life", the integrative-value training method at the conversation «When the Earth Lays Down to Rest» is aimed at the active interaction of participants in the educational process through exercises, discussion and reflection, which contributes to the formation of ecological consciousness, awareness of the cyclical nature of natural processes, the development of an emotional and value-based attitude towards nature and the ability to apply acquired knowledge in life situations.

Reflection is a method of awareness, analysis and evaluation by a person of his own activities, thoughts, feelings, experience and learning results for the purpose of self-knowledge and further development.

Within the framework of the educational and methodological manual «The Family Tree – the Tree of Life», the integrative-value method of reflection at the master class «The People Teach in Fairy Tales» is aimed at students' awareness and analysis of their own experience through the understanding of folk tales as a source of worldview and moral values, the development of the ability to build their own statements, model life behavior based on folk wisdom, and form creative initiatives in the process of national and cultural identification.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The study confirmed that modern transformations of the educational process necessitate the transition not only to competency-based, personally oriented, but also to value-oriented education, in which integration is one of the leading pedagogical approaches. It ensures the integrity of the content of education, interdisciplinary connections and the formation of a holistic worldview of education seekers.

The generalization of theoretical provisions and practical experience made it possible to establish that integrative-value methods within the framework of the activity technology of education are an effective tool for the formation of the value sphere of the individual, the development of his life competencies, cognitive activity and social maturity. Their use ensures the combination of cognitive-cognitive, emotional-value and behavioral-social components of the educational process.

A special role in the implementation of the proposed methodology is played by the ethnographic potential, which acts as the substantive basis for the formation of spiritual and moral values, national and cultural identity and national self-awareness of education seekers. Its integration into the educational process contributes to the combination of learning with upbringing, theoretical knowledge with life experience.

The study proved that activity technology in combination with integrative and value methods (project activities, modeling, trainings, reflection, dialogue, game, social projects, etc.) ensures the activation of educational activities, the development of independence, responsibility and initiative of education seekers.

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