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## **THEORETICAL AND METHODOLOGICAL ASPECTS OF PATRIOTIC EDUCATION OF STUDENTS IN THE NEW UKRAINIAN SCHOOL**

**Purpose.** The aim of the article is to identify and analyze scholarly research and key regulatory documents on patriotic education, to substantiate modern forms and methods of patriotic education of students under the conditions of NUS, and to reveal patriotic education as a means of shaping the spiritual richness of the individual.

**Methods.** The research employs methods of analysis of scientific, pedagogical, and methodological literature, normative and legal documents on patriotic education, as well as practical experience; in addition, methods of analysis, synthesis, and generalization are applied.

**Statement of the problem in general terms.** The educational sphere in Ukraine is currently undergoing radical changes caused by complex crisis processes in the country and wartime conditions, when there is a direct threat of losing state independence and falling under the influence of another state. The issue of patriotic education of the younger generation is becoming extremely important. According to the Concept of Patriotic Education in the Ukrainian Education System, in order to shape patriotic citizens who are capable of defending the independence and integrity of their state on the basis of national and European values, it is necessary to ensure comprehensive, systematic, and purposeful activities by state authorities and local self-government bodies, civil society organizations and charitable organizations, families, educational institutions, and other social institutions. Patriotic education should cover all areas of students' lives

and be continuous, building educational activities and creating a school environment and conditions that provide a solid foundation for fostering pride in one's homeland and for preserving and developing national culture. Therefore, today the main goal of the teaching staff of educational institutions is systematic educational activities aimed at forming patriotism in students—the value basis of our society, civic duty, a sense of self-worth, diligence, and internal motivation for self-development (Lukyanchikova, 2022).

**Analysis of research and publications.** The experience of scientific research conducted on this topic demonstrates the effectiveness of implementing various methods for addressing the issue of patriotic education of students at the present stage.

Given the relevance of the topic, the tasks of national-patriotic education are presented in legislative and conceptual documents.

The concept of the “New Ukrainian School” is based on the idea of educating individuals to become patriots and innovators (New Ukrainian School: Conceptual Foundations for Secondary School Reform, 2016).

The issue of developing patriotic education is the subject of research by many domestic and foreign scientists and educators. In modern domestic pedagogical science, various aspects of patriotic education are developed by I. Bekh, S. Goncharenko, K. Zhurba, Yu. Zavalevsky, V. Korzh, O. Savchenko, O. Sukhomlinska, K. Chorna, and others. In recent years, numerous studies have been conducted on specific aspects of national education of young people. The studies by M. Boryshevsky, O. Dokukina, P. Ignatenko, Y. Rudenko, and L. Strayhorodska, emphasis is placed on the education of national self-awareness and the formation of national and cultural identity in the development of a patriotic citizen of Ukraine who is aware of their belonging to the Ukrainian people, their involvement in the fate of the country, and its role in the world community.

I. Bekh, in his monograph “The Individual on the Path to Spiritual Values,” notes: “Patriotism is currently an urgent need for the state, which requires, first and foremost, that students in general education institutions become nationally

conscious citizens and patriots capable of securing a worthy place for the country in a European-integrated world (Bekh, 2018).

G. Shevchuk notes that patriotic education is important for strengthening unity and national identity, contributing to the formation of a sense of belonging to one's own culture, language, history, traditions, and national values, which is highly relevant in today's world (Shevchuk, 2023).

Didenko and Yalanska highlight important aspects of patriotic education for young people: 1) the formation of a system of values; 2) the development of resilience/psychological stability; 3) the formation of responsibility for one's own actions (Didenko, Yalanska, 2024).

O. Korneiko and A. Logvenyuk note that national-patriotic education of students in the context of the New Ukrainian School provides an opportunity to shape patriotic thinking and consciousness in future citizens, as well as to develop their intellect for active participation in educational and cognitive activities, to develop an active civic position and to implement it (Korneyko, Logvenyuk, 2023).

**Presentation of the main research material.** The events currently taking place in our independent state have brought to the fore the pressing issue of patriotic education for young people, the aim of which is to foster patriotism and conscious, responsible citizens of their homeland. One of the main tasks of teachers in educational institutions is systematic educational activities aimed at instilling in students a sense of civic duty, self-esteem, and internal motivation for self-development and self-improvement.

Patriotic education of NUS students is implemented through educational work, extracurricular activities, student self-government bodies, interaction with parents, extracurricular education, and cooperation with state institutions and public organizations. Modern approaches and the system of patriotic education guide the educational process and influence the formation of the younger generation.

N. Bezlyudna (2022) considers it appropriate to introduce an adapted interview technique for forming a positive attitude in children (developed by the Laboratory of Social Pedagogy of the Institute of Education Problems of the National Academy of Pedagogical Sciences) with the aim of stabilizing the emotional state of primary school children during the war. This technique can be used by both teachers and parents. The questionnaire contains five blocks of questions: about the child, about emotions, about life and the structure of the world, about dreams and desires, as well as questions that develop imagination and creativity. The free format of such an interview allows for additional or clarifying questions to be asked, which will help to determine the child's emotional state more specifically (Malynoshevsky, 2022).

An essential part of discussions with students should be talking about how to behave during air raid alerts, safety rules in wartime, and step-by-step instructions on how to behave in the information space.

In his study on patriotic education for younger schoolchildren, V. Kyrychok notes the following effective methods of work: teacher's narration, conversation, mini-discussions, interactive technologies (brainstorming, group discussions), project method; game techniques (travel games, Cossack games, historical journeys through time, competitions, etc.), creative tasks and student work (quizzes, rebuses, crossword puzzles, drawing contests, mini-stories, fairy tales).

In her research, L. Pechka highlights the organization and implementation of charitable activities in educational institutions. For example, younger students can participate in the "Children for Children" project. The researcher provides examples of work carried out by teachers in educational institutions in Kremenchuk. On the initiative of adults and on their own initiative, children took part in various types of work: holding fairs, competitions for the collection of waste paper; they made various gifts with their own hands. With the proceeds, displaced children received stationery, sweets, and necessary items for St. Nicholas Day with wishes for health and happy holidays. The "Mercy" campaign did not leave anyone indifferent. During the campaign, plastic caps were collected to make

prostheses for wounded soldiers. The children also made warm items such as gloves and socks, which they knitted together with their parents to keep the soldiers from getting sick. The caps, along with medicines, gifts, and personal hygiene items, were handed over to volunteers. Such joint activities help to foster patriotic feelings in students (Pechka, 2021).

Particular attention should be paid to promoting socially useful activities. L. Melnychuk and T. Pahuta suggest holding educational sessions in the form of meetings (online meetings) with soldiers and their families, volunteers, war victims, and internally displaced persons. Master classes with volunteers, kids, and parents on making souvenirs for Ukrainian Armed Forces soldiers, weaving camouflage nets, etc., help build social connections, teach kids respect and responsibility, the formation of socially significant initiative, the desire to sacrifice free time for the sake of Ukraine, and to perform altruistic acts. Organization of flash mobs, campaigns in support of the Armed Forces of Ukraine, exhibitions of creative works by younger schoolchildren and their parents, mini-concerts for refugees and soldiers, etc. (Melnychuk, Pahuta, 2024).

It is advisable to hold scientific and practical conferences, seminars, round tables, military and sports events, and festivals and competitions of patriotic songs, prose, poetry, and visual arts; visits to museums of military glory; meetings with soldiers who defended Ukraine and commemorations of fallen heroes on memorable dates and public holidays.

T. Konivitska notes that cinema plays an important role in shaping the identity of the younger generation, as it not only entertains but also motivates and inspires them to achieve their goals, influencing their worldview, values, and social attitudes.

The effectiveness of patriotic education of NUS students largely depends on appropriately selected traditional and interactive forms and methods of work. Through systematic and purposeful activities, the teaching staff contributes to the education of a generation that respects the history and culture of its people, possesses high moral qualities, and is ready to actively participate in the life of

society. Only the organization of subject-subject interpersonal interaction in modern schools provides broad opportunities for the growth of personal competence and preparation for life in European society.

**Conclusions and prospects for further research.** Thus, the analysis of scientific research on the theoretical and methodological aspects of patriotic education of students in the New Ukrainian School shows that in order to achieve the set goal, it is necessary to select forms and methods of work that would be aimed at forming national consciousness and love for Ukraine in the younger generation.

The study does not cover all aspects of the issue. We consider it promising to study forms and methods of intensifying cooperation between teaching staff and student and parent self-government bodies in the areas of patriotic education of young people, spiritual education, the formation of moral culture, tolerant behavior, and the ability to live in a civil society.