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FORMATION OF PATRIOTISM IN UKRAINIAN LANGUAGE CLASSES THROUGH POETIC TEXTS AND MEDIA TECHNOLOGIES

The article reveals the principles and foundations of patriotic education of young people through poetic texts with the use of media technologies. It analyzes the power of the poetic word and language in general as the most important factor of national identity, self-identification, and self-preservation; substantiates the effectiveness of the interaction between traditional and innovative teaching methods and techniques in the modern educational process; and emphasizes the importance and necessity of developing media education technologies in the training of students of general secondary and higher education institutions. The main focus of the study is placed on the formation of patriotic consciousness among students through poetic texts. The ways of using poetry in the educational process are illustrated, in particular in the courses “Methods of Teaching the Ukrainian Language,” “Innovations in the Methodology of Teaching the Ukrainian Language in Secondary Education Institutions: An Innovative Paradigm,” and “Stylistics and Culture of the Ukrainian Language,” based on the poetry collections “We Will Meet Where There Is No War...” and “I Breathe and Live Through You.” The role of media technologies in the modernization of secondary and higher education systems is demonstrated.

The purpose of the study is to illustrate ways of using poetry in the educational process based on the poetry collections “We Will Meet Where There Is No War...” and “I Breathe and Live Through You,” and to show the role of media technologies in the modernization of secondary and higher education systems.

The main task of modern education, which integrates traditional approaches to teaching and upbringing with the latest technological tools, is the formation of a patriotic personality. The relevance of the study is determined by the importance of national-patriotic education and the civic stance of the younger generation during wartime hardships. In our research, we demonstrate this through the poetic texts of the collections “*We Will Meet Where There Is No War...*” and “*I Breathe and Live Through You*” (Valentyna Greshchuk). In the conditions of the modern information age, media technologies become a powerful source for developing a deep understanding and awareness of national identity, history, culture, language, and for preserving traditions and customs. The selection of innovative technologies and interactive teaching methods and techniques in Ukrainian language instruction is determined by a number of criteria, including content-based, sociocultural, psychological, informational-communicative, and educational criteria. Of particular importance today is the educational criterion, which integrates interactive learning and upbringing. Through the study of language aspects, personality is formed, moral and ethical values are acquired, critical perception and analytical skills are developed, the quality of communicative, speech, and sociocultural competencies is enhanced, national identity is affirmed, and ultimately a conscious patriotic individual is formed.

The issue of patriotic education is extremely important and highly relevant today; therefore, it has been addressed in the works of both domestic and foreign scholars. Conceptual issues of patriotism were examined by Hryhorii Skovoroda, Vasyl Sukhomlynskyi, Kostiantyn Ushynskyi, Hryhorii Vashchenko, Oleksandr Dukhnovych, Anton Makarenko, Ivan Ohienko, Yakiv Chepiha, and others. Certain aspects of national-patriotic education have been studied by I. Bekh, L. Berezivska, Yu. Bezverkha, Yu. Kalnysh, V. Koval, I. Martyniuk, O. Savchenko, V. Troshchynskyi, N. Skotna, O. Sukhomlynska, and other scholars. A set of theoretical and practical methods was applied to address the outlined tasks, including analysis and synthesis of scientific studies, ensuring the reliability of results, conclusions, generalizations, and research prospects.

“Patriotism (Greek πατριώτης – compatriot; Greek πατρίς and Latin patria – homeland) is a civic feeling characterized by love for one’s homeland and readiness to sacrifice one’s interests for its sake, devotion to one’s people, pride in national cultural achievements, a special emotional experience of belonging to one’s country, citizenship, language, history, traditions, and readiness to act in the interests of the homeland and defend it when necessary.” (*Yavir*, 2011, p. 546).

Patriotic education is a component of national education, whose main goal is to form and develop a conscious citizen – a patriot of Ukraine – ready to fulfill constitutional duties, to treat the native word, traditions, spiritual and cultural achievements of the people, and historical past with care and respect.

The task of the teacher is to form national consciousness and self-awareness, national pride and dignity, to cultivate love for one’s people, land, and language, to affirm patriotic values and convictions, respect for the soldier-defender, and reverence for the Motherland.

In the poetry collections “We Will Meet Where There Is No War...” (2022) and “I Breathe and Live Through You” (2025), which represent a kind of struggle against the enemy, all my feelings and emotions since the beginning of Russia’s full-scale war against Ukraine are conveyed. The poems embody pride in the valor of the defending soldiers, pain for the mutilated Ukrainian land, and profound love for the native land, nature, the Ukrainian word, and the language as the most important factor of national identity, self-identification, and self-preservation.

In the courses “Stylistics and Culture of the Ukrainian Language,” “Methods of Teaching the Ukrainian Language,” and “Innovations in the Methodology of Teaching the Ukrainian Language in Secondary Education Institutions: An Innovative Paradigm,” such poetic texts serve as illustrative material, an educational complex, and methodological support for lecturers, teachers, and student interns in studying text features, ideological and artistic analysis, stylistic figures, tropes, etc.

The educational and methodological complex for the course “Methods of Teaching the Ukrainian Language” includes the prepared manuals “Methodological Recommendations for Conducting Ukrainian Language Lessons (Word Structure. Word Formation)” and “Methodological Recommendations for Conducting Ukrainian Language Lessons (Phonetics. Orthography. Orthoepy),” which present a system of exercises and tasks based on poetic texts.

Media technologies allow for a new approach to teaching through multimedia tools that create an emotionally rich, dynamic, and interactive atmosphere for learners. Various media forms and tools can be used for this purpose: video materials, presentations,

thematic websites, social media platforms, mind maps, media texts, creolized texts, video clips, web quests, flash mobs, posters, animated films, playcasts, QR codes, etc. They expand, deepen, and visualize information about national symbols, historical events, and the development of linguistic phenomena and concepts. Media technologies make it possible to clearly demonstrate important linguistic and historical aspects. Through interactive tasks, videos, presentations, and infographics, knowledge is systematized and improved, close interaction among participants in the educational process is ensured, opinions are exchanged, discussions are encouraged, critical thinking is developed, and an active civic position is formed.

Based on poetic texts and using modern media technologies, it is possible to organize remote competitions, forums, virtual excursions, and meetings that contribute to a deeper understanding of national values, awareness of the heroism of the Ukrainian people, respect for the soldier-defender, history, culture, customs, traditions, and language as the most valuable treasure of the nation.

Thus, the modern educational process is effective and productive when it ensures close interaction between traditional and interactive teaching methods and techniques. The proposed approach to patriotic education through poetic texts using media technologies in Ukrainian language classes – lessons, extracurricular activities, electives – helps increase students' motivation, promotes their maximum involvement in educational activities, and activates the communicative component of the educational process. Ukrainian language lessons incorporating elements of media education not only develop students' media literacy but also contribute to the development of subject competencies provided for in the State Educational Standard.

As Vasyl Sukhomlynskyi once noted, patriotic education is a sphere of spiritual life that permeates everything a developing person learns, does, strives for, loves, and hates. This idea is more relevant today than ever, as youth is the driving force capable of changing and transforming the country, building a happy future, reclaiming and defending their land, and defeating the enemy. Amid the hardships of war, we realize that those whose patriotic education was firmly formed, rooted in their hearts since childhood, were the first to stand in defense of Ukraine and are fighting for freedom and independence, giving the most precious thing—life. Patriotism, as Sukhomlynskyi rightly observed, is a deep inner conviction, a part of the soul; it begins at the “family hearth,” with love for parents, home, and native land.

The most important means in national-patriotic education is language—the word that nourishes and strengthens patriotic feelings. The poetic word, forged and tempered in the crucible of war, has extraordinary power in shaping patriotism; it carries a wide range of emotional experiences—love, pain, faith, hope, expectations, confidence, and optimism. Therefore, the formation of patriotism through the poetic word using media technologies in the educational process is effective and productive. Media education is an important and necessary tool for strengthening national identity and consolidating society; it is aimed at preparing conscious citizens capable of critical thinking, analyzing, and evaluating information influences in the modern world. Today, the fundamental principles of the patriotic idea become the foundation upon which strong convictions, clear positions, and active actions for the benefit of the native Motherland are built.

The issues considered regarding the use of poetic texts in shaping patriotic feelings do not exhaust the multifaceted aspects of the outlined problem. Prospects for further research lie in a deeper study of media-technological approaches to patriotic education, in the use of texts of various styles, and in the implementation of innovative paradigms in the modern educational process.