

ZHANNA SHEVCHENKO, *Candidate of Pedagogical Science, Associate Professor, Associate Professor of the Department of Sociology and Social Work, Institute of Humanities and Social Sciences, Lviv Polytechnic National University*

NATIONAL-PATRIOTIC EDUCATION IN THE SYSTEM OF STATE SOCIAL POLICY: THE ROLE AND POTENTIAL OF SOCIAL WORK

The article examines national-patriotic education as an important direction of state social policy and substantiates the role of social work in its development and practical implementation. The relevance of the study is determined by significant social transformations, wartime challenges, changes in the structure and needs of the population, and the growing need to strengthen social cohesion and societal resilience. Under these conditions, national-patriotic education acquires not only an educational and pedagogical dimension but also a pronounced social and political significance. It becomes an important instrument for strengthening national identity, civic responsibility, social solidarity, and citizens' readiness to participate in socially beneficial activities. National-patriotic education is therefore considered as a systematic social process aimed at developing an individual's awareness of belonging to the Ukrainian nation, respect for the history and cultural heritage of the state, commitment to democratic and civic values, responsibility for the country's future, and readiness to contribute to the development and protection of society and the state.

Particular attention is paid to the conceptualization of social work as an important mechanism for linking state social policy with the needs, interests, and life circumstances of different social groups and categories of the population. Social work is traditionally associated with social protection, assistance, counselling, social support, and overcoming difficult life circumstances. However, its institutional and professional potential is considerably broader. Due to direct interaction with children, young people, families, veterans, internally displaced persons, socially vulnerable groups, and members of local communities, social workers have considerable opportunities to influence processes of socialization, civic engagement, social integration, and the development of socially responsible behaviour. Consequently, social work can become an important practical instrument for implementing the objectives of national-patriotic education within the framework of state social policy.

The article identifies the main areas in which the potential of social work can be applied to national-patriotic education. These include social and educational support, counselling, awareness-raising activities, development of civic competencies, organization of community initiatives, involvement in volunteer projects, promotion of mutual assistance, and creation of opportunities for active participation in community life. Such activities contribute to the formation of civic responsibility, social activity, solidarity, and a sense of personal involvement in the development of the state and society. At the same time, the integration of the national-patriotic component into professional social work should be based on a differentiated approach that takes into account the age, social status, psychological characteristics, cultural background, needs, and life circumstances of specific target groups.

The study emphasizes that national-patriotic education should not be limited to isolated educational events or symbolic activities. Its effectiveness depends on its systematic integration into the broader social environment and into the activities of institutions that directly interact with citizens. In this context, social work provides opportunities to combine educational, social, communicative, integrative, and mobilization functions. The professional activities of social workers can facilitate the transformation of patriotic values from declarative concepts into practical patterns of civic behaviour, participation, mutual responsibility, and community engagement.

The article also substantiates the need to strengthen interagency cooperation among public authorities, local self-government bodies, educational institutions, social services, civil society organizations, volunteer associations, and local communities. Such cooperation should be based on coordinated objectives, a clear distribution of responsibilities, exchange of information and resources, joint planning, and evaluation of achieved results. An integrated institutional approach makes it possible to combine the organizational and administrative capacities of the state with the professional potential of social services and the initiative of civil society.

Particular emphasis is placed on the role of social work in strengthening social cohesion and societal resilience. In conditions of war and social instability, social cohesion becomes an important factor in maintaining public solidarity, mutual support, trust in institutions, and citizens' willingness to participate in collective action. Social workers, through direct interaction with individuals and communities, can help reduce social exclusion, facilitate the integration of vulnerable groups, support community initiatives, and create conditions for constructive communication and cooperation between different social groups. Thus, national-patriotic education implemented through social work can contribute not only to the formation of national identity but also to the development of an inclusive and socially responsible society.

The study concludes that the effective combination of state social policy instruments with the professional capacities of social work creates significant opportunities for strengthening national-patriotic education as a comprehensive social process. The proposed approach involves moving from fragmented and predominantly event-based activities towards systematic integration of national-patriotic objectives into social work practices, community development initiatives, social support programmes, and interinstitutional cooperation. Such integration makes it possible to expand the social functions of national-patriotic education and to use social work as a practical mechanism for developing civic activity, social responsibility, solidarity, and societal resilience.

The scientific significance of the study lies in expanding the conceptual understanding of national-patriotic education through the social-policy dimension and in substantiating social work as a multifunctional instrument for its implementation. The practical significance consists in the possibility of applying the proposed approaches in the activities of social services, local communities, educational institutions, public authorities, civil society organizations, and volunteer initiatives. Further research should focus on developing an integrated model for incorporating national-patriotic objectives into professional social work, defining relevant professional competencies, establishing indicators for assessing effectiveness, and

studying international practices of combining social policy, civic education, and community-based social work.