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SCIENTIFIC AND METHODOLOGICAL BASES OF MILITARY-PATRIOTIC EDUCATION OF HIGH SCHOOL STUDENTS UNDER MARTIAL LAW

Abstract. *The article substantiates the scientific and methodological foundations of military-patriotic education of high school students under martial law; clarifies the essence of the key concepts of the study.*

The purpose is to substantiate the scientific and methodological foundations of military-patriotic education of high school students of general secondary education institutions. The objectives of the study are: to clarify the essence of the key concepts of the study; to develop a structural and functional model of military-patriotic education of high school students of general secondary education institutions.

In order to achieve the goal and objectives, the following theoretical methods were used: analysis, classification, generalisation, study of regulatory documents to clarify the key concepts of the study; systematization and generalization of theoretical and empirical data to develop organisational and pedagogical conditions for military-patriotic education of high school students; theoretical modelling to develop a structural and functional model of military-patriotic education of high school students of general secondary education institutions..

The approaches, principles, organisational and pedagogical conditions are defined, forms and methods of military-patriotic education of high school students are revealed; ways to improve the effectiveness of military-patriotic education of high school students of general secondary education institutions are outlined.

A structural and functional model of military-patriotic education of high school students of general secondary education institutions has been developed, which contains the following blocks: target (purpose and tasks of military-patriotic education of high school students); conceptual (methodological approaches, principles of military-patriotic education of high school students); diagnostic (criteria, indicators, levels of military-patriotic education of high school students); procedural (forms, methods, organisational and pedagogical conditions; ways to improve the effectiveness of military-patriotic education of high school students).

The conducted research does not exhaust all aspects of the multifaceted theoretical and practical search for a solution to the problem of military-patriotic education of high school students under martial law. The following issues require further study and development: studying the state of readiness of high school students for military service and defence of Ukraine; improving the effectiveness of postgraduate education of teaching staff on this issue.

Key words: *military-patriotic education, high school students, scientific and methodological foundations, organisational and pedagogical conditions, structural and functional model.*

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Introduction. The full-scale war of the Russian Federation against Ukraine has exacerbated the problem of the younger generation's readiness to fulfil their civic and constitutional duty to protect Ukraine's national interests, sovereignty and territorial integrity.

In state documents: The Laws of Ukraine "On the Basic Principles of State Policy in the

Field of Strengthening Ukrainian National and Civil Identity” (2022) [7], “On the Principles of National Resistance” (2022) [8], the Military Security Strategy of Ukraine (approved by the Decree of the President of Ukraine of 25 March 2021 No. 121) [17], concepts and programmes aimed at organising national resistance in the country to repel the armed aggression of the Russian Federation against Ukraine, state the need for military-patriotic education of citizens, making the defence of Ukraine a national issue.

Modern Ukrainian scholars I. Bekh [3], E. Borodai [5], M. Zubalii [9], V. Ivashkovskiy [10], L. Kanishevska [12], B. Mysak [13], N. Nazarchuk [14], O. Ostapenko [16], M. Tymchuk [16], T. Tsipan [18], K. Chorna [3], etc. have addressed the problem of military-patriotic education of high school students.

At the same time, the problem of substantiating the scientific and methodological foundations of military-patriotic education of high school students under martial law has not found sufficient theoretical justification.

Thus, there are *contradictions* between: a significant public demand for military and patriotic education of a defender ready to defend Ukraine with arms in hand and insufficient theoretical development of scientific and methodological foundations of military and patriotic education of high school students under martial law; teachers' awareness of the importance of military and patriotic education of students and the lack of scientifically based organisational and pedagogical conditions for this process.

Aim and tasks. The purpose of the article is to substantiate the scientific and methodological foundations of military-patriotic education of high school students of general secondary education institutions.

Objectives of the article: to clarify the essence of the key concepts of the study; to develop a structural and functional model of military-patriotic education of senior pupils of general secondary education institutions.

Research methods. To achieve the goal and objectives, the following theoretical methods were used: analysis, classification, generalisation, study of normative documents – to clarify the key concepts of the study; systematisation and generalisation of theoretical and empirical data – to develop organisational and pedagogical conditions for military-patriotic education of high school students; theoretical modelling – to develop a structural and functional model of military-patriotic education of high school students of general secondary education institutions.

Research results. Military-patriotic education is a cross – cutting educational process aimed at forming defence consciousness directional among Ukrainian citizens, readiness for national resistance, increasing public importance and respect for military service, motivating citizens to acquire the necessary competencies in the field of security and defence. Military-patriotic education is a component of the state policy in the field of strengthening Ukrainian national and civic identity [7].

The purpose of military-patriotic education of children and youth is to foster in children and youth a sense of selfless love for the Ukrainian people and state, to form defence consciousness, readiness for national resistance, and to motivate them to acquire the necessary competences in the field of security and defence through the targeted activities of educational institutions, public associations, families, state and local authorities and law enforcement agencies [6, p. 8].

The analysis of the problem of military-patriotic education of high school students involves the following methodological approaches, namely: systemic, personality-oriented, axiological, competence, activity, and integrated. The results are presented in Table 1.

Table 1.

Methodological approaches to military-patriotic education of high school students

<i>Name of the approach</i>	<i>The essence of the approach</i>
<i>systemic</i>	integrity and integration of the educational and upbringing process; unity and interdependence of theory and practice; educational influences and self-development of the individual throughout life; allows for coordinated efforts of all subjects of military-patriotic education
<i>person-orientated</i>	ensures that the interests of student youth, their age, abilities, capabilities and rights are taken into account. Through the chain of "person – people – nation– state", it is possible to implement a promising and democratic model of military-patriotic education of student youth, the value of each person, which constitutes human capital, focused on the prestige of the defender of Ukraine, military personnel
<i>axiological</i>	is aimed at developing a sense of patriotism in students youth as a love for Ukraine, its people and statehood. In the ascent of a growing personality to this feeling, he or she should acquire such values as loyalty, altruism, justice, sacrifice, etc.
<i>competence</i>	ensures the use of the acquired knowledge in solving specific practical problems related to protection, survival in emergency situations, first aid, and resilience in peacetime and wartime. This approach allows students to develop certain experience that allows them to act skilfully in non-standard situations [6, p. 10].
<i>activity</i>	the personality of a citizen-patriot is formed more intensively if he/she shows a desire for active military-patriotic activity; takes an active part in military-patriotic activity, where patriotic values are tested in practice
<i>integrated</i>	broad and multidimensional accumulation of scattered subject knowledge of high school students. Strengthening of interdisciplinary connections in the study of the school subject "Defence of Ukraine" in particular: history of Ukraine – study of the history of the development of the Ukrainian army; jurisprudence - basics of international humanitarian

<i>Name of the approach</i>	<i>The essence of the approach</i>
	law; geography – basics of military topography; chemistry and biology – basics of civil protection of the population; physics and mathematics – ballistics, optics, aerodynamics, trigonometry, probability theory and statistics, linear algebra; biology – first aid; physical culture - drill and physical training

The research is implemented by a set of principles: de-russification, preservation of national identity, national orientation, humanisation of the educational process, consolidation, constructive leadership, continuity and succession, integration, personal self-movement, cultural relevance, pedagogical competence, educational optimism, and social harmony.

Let us interpret the content of each of them and summarise the information in Table 2.

Table 2

Principles of military-patriotic education of high school students

<i>Name of the principle</i>	<i>The essence of the principle</i>
<i>de-russification</i>	active denial of russian cultural and linguistic expansion, national assimilation, efforts to destroy the national gene pool and statehood. Instead, it is supposed to cultivate in young people a Ukrainian-centred way of worldview, thinking and action as a readiness to defend Ukraine [6, p. 10];
<i>preservation of national identity</i>	readiness to defend Ukraine and its state system;
<i>national orientation</i>	respect for the state symbols of Ukraine, fostering love for the native land, Motherland, Ukrainian people, and respect for its culture;
<i>humanisation of the educational process</i>	involves military and patriotic education of high school students on the basis of moral values, focusing on the growing personality as the highest value, taking into account its age and individual characteristics and abilities;
<i>consolidation</i>	is aimed at uniting and rallying for the sake of defeating the enemy, strengthening joint resistance to hostile influences;
<i>constructive leadership</i>	embodiment of an active civic position, demonstration of initiative, dedication, perseverance in solving problems, interest in achieving results, ability to take responsibility and unite others in teamwork;
<i>continuity and succession</i>	ensures that the experience of assimilating national values, which are the basis of military-patriotic education and the development of a growing personality, is passed on from generation to generation;
<i>integration</i>	defines the complex nature of military-patriotic education of children and students youth, and is implemented through the interdisciplinary links of the courses "Defence of Ukraine", "Physical Culture", "History of Ukraine", and "Natural Sciences";
<i>personal self-movement</i>	education of independence, self-sufficiency, criticality and self-criticism, the ability to help oneself and others in different situations, a sense of responsibility for decisions [15, p. 199-201];
<i>cultural relevance</i>	military-patriotic education of high school students based on the culture, history and language of the Ukrainian people; and at the same time is a component of their cultural development;

<i>Name of the principle</i>	<i>The essence of the principle</i>
<i>pedagogical competence</i>	appropriate use of pedagogical forms, methods, selection of appropriate content in the process of military-patriotic education;
<i>educational optimism</i>	is determined by the belief in the strengths and abilities of the pupil, his or her ability to achieve high results;
<i>social harmony</i>	coordination of the content and methods of military-patriotic education with the real socio-economic conditions, the military situation in Ukraine, in which the educational process is unfolding [4].

In the presented study, the structural and functional model of military-patriotic education of high school students of general secondary education institutions includes the following blocks: target, conceptual, diagnostic, procedural, and effective.

When we developing the structural and functional model of military-patriotic education of high school students in extracurricular activities, we proceeded from the following methodological requirements:

- 1) using the factors that determine the results of the process among various influences and establishing subordination, i.e. the relationship between basic and arbitrary factors;
- 2) taking into account continuous changes, developing the studied elements in the pedagogical system as a whole [11].

The target block of the structural and functional model of military-patriotic education of high school students of general secondary education institutions includes the goal of forming in high school students the readiness to fulfil the constitutional and civic duty to protect the national interests, territorial integrity and independence of Ukraine.

The tasks of military-patriotic education of high school students are:

- 1) formation in education seeker of love, loyalty and devotion to the people, homeland, state; spiritual and moral stability, readiness for self-sacrifice; readiness to demonstrate physical and spiritual and moral stability;
- 2) awareness of the importance and necessity of military and applied physical training in the context of the unity of military-patriotic and physical education;
- 3) mass involvement of students youth in military-patriotic and physical education; formation in students youth the ability to independently organise and engage in physical exercises; positive attitude to military-patriotic and physical education classes.

The conceptual block of the structural and functional model of military-patriotic education of high school students of general secondary education institutions includes methodological

approaches and principles of military-patriotic education of senior pupils.

The methodological approaches to military-patriotic education of high school students are: systemic, personality-oriented, axiological, competence-based, activity-based, integrated.

The military-patriotic education of high school students will be carried out in accordance with the following principles: de-russification, preservation of national identity, national orientation, humanisation of the educational process, consolidation, constructive leadership, continuity and succession, personal self-movement, cultural relevance, pedagogical competence, educational optimism, social harmony.

The diagnostic block of the structural and functional model of military-patriotic education of high school students of general secondary education institutions is represented by the following components; criteria, levels. Criteria of military-patriotic education of high school students: cognitive, emotional-value, activity-practical with corresponding indicators, levels (high, medium, low) of military-patriotic education of senior pupils.

The process block of the structural-functional model includes stages of organising the formation of high school students' readiness to fulfil their constitutional and civic duty to protect the national interests, territorial integrity and independence of Ukraine: diagnostic and prognostic, motivational and value, operational and effective, resultant and final, methods, forms, organisational and pedagogical conditions of military-patriotic education of high school students, ways to improve the effectiveness of military-patriotic education of high school students.

Methods of military-patriotic education of high school students of general secondary education institutions (formation of defence consciousness, views and beliefs in pre-conscription youth: stories, conversations, lectures, debates, examples, beliefs, public opinion; organisation of military-patriotic activities and formation of personal experience of behaviour of pre-conscription youth: pedagogical requirement, assignment, method of exercises, accustoming, educational situations; stimulation and motivation of military-patriotic activity and behaviour of pre-conscription youth: competition, encouragement, prospects; self-education and self-preparation of pre-conscription youth for military service: self-obligation, self-conviction, self-observation, self-control, self-reporting [5, p. 27].

Forms of military-patriotic education of high school students: lessons on the school subject "Defence of Ukraine", military sports and military-patriotic games; classes in military applied sports sections; organisation of military sports competitions; military career guidance for boys and

girls; a month of military-patriotic education; thematic class hours, debates, reflection hours, patriotic web quests, flashcards, discussions on military and patriotic topics; excursions to museums of military glory, charity events, screenings and discussions of films reflecting military and historical events, meetings with participants of the Revolution of Dignity, veterans of the ATO/JFO, the russian-ukrainian war, etc.

Organisational and pedagogical conditions for military-patriotic education of high school students:

- ensuring the unity of physical and military-patriotic education of high school students in the process of applied physical training and physical education and recreation activities;

- educational and methodological support of military-patriotic education of high school students through the creation of a teaching aid “Organisational and pedagogical conditions and technologies for ensuring the unity of physical and military-patriotic education of students of general secondary education institutions”, methodological recommendations “Methodological tools for ensuring the unity of physical and military-patriotic education of students of general secondary education institutions”;

- use of the potential of extracurricular activities, which have the possibility of mass coverage of students with various forms of military sports and military-patriotic activities, in the process of which they acquire the experience of patriotic behaviour, skills and abilities necessary for a future soldier-defender;

- organisation of methodological work with teachers on military-patriotic education of high school students.

Ways to improve the effectiveness of military-patriotic education of senior pupils are identified:

1. Ensuring professional teaching of the school subject “Defence of Ukraine” in the system of general secondary education. In the selection of teachers of the school subject “Defence of Ukraine”, preference should be given to motivated veterans of the ATO/JFO and the Russian-Ukrainian war who are willing and able to engage in military-patriotic education, which will increase the effectiveness of military-patriotic education and military training of high school students of general secondary education institutions.

2. Ensuring proper maintenance and development of the material and technical base of general secondary education institutions for the school subject “Defence of Ukraine”.

3. Promoting the prestige of military service and military professional orientation;
4. Activation of the practice of volunteer work.

5. Increasing participation of high school students in the All-Ukrainian military-patriotic game “Sokil” (“Dzhura”), the All-Ukrainian (International) training camp-competition of young rescuers “School of Safety”; the International historical-patriotic, military-sports game “Checkpoint”, the All-Ukrainian physical culture and patriotic festival of schoolchildren of Ukraine “Cossack hardening”; All-Ukrainian game-test “Kotyhoroshko”; All-Ukrainian children’s sports game “Starts of Hopes”; military sports competitions “Come on, Cossack boys”; Military heptathlon; National children's and youth military-patriotic game “Horting-Patriot” [6, p. 17-20].

The resultant block of the structural and functional model of military-patriotic education of high school students of general secondary education institutions provides for a positive dynamics of the levels of readiness of senior pupils for military service and defence of Ukraine.

Discussion. The problem of hybrid warfare is reflected in the scientific studies of foreign researchers A. Echvaria [1], A. Miximon [2], B. O'Loughlin [2], L. Rosel [2]. In these studies, hybrid warfare is considered in two main modes: first, material (physical) – weapons; second, information and communication – technologies of influence on mass consciousness and behaviour.

Today in Ukraine, the leading positions in the development of the problem of military-patriotic education of youth are occupied by: M. Zubalii [9] (classification of methods of military-patriotic education of pre-conscription youth); B. Mysak [13] (formation of military-patriotic readiness of students to defend the Motherland); A. Nazarchuk [14] (formation of readiness of high school students to choose a military profession); V. Ivashkovskiy [10] (pedagogical conditions for forming the readiness of high school students to serve in the Armed Forces of Ukraine), etc.

Scientists O. Ostapenko, V. Tymchyk [16], based on the analysis of scientific sources, clarified the essence of the concept of "military-patriotic education of high school students in the conditions of ideological and worldview confrontation" as a system of methodological approaches, pedagogical goals, forms, methods, ways and techniques that protect the individual from the influence of an aggressive information environment and ensure the formation of a high patriotic consciousness, a sense of loyalty, love for the Motherland, readiness to defend Ukraine with arms in hand, development of motivation, and the development of a motivational system. The researchers have identified the criteria of military-patriotic education of high school students in the context of ideological and worldview confrontation: cognitive, emotional and value, motivational (component

of an arbitrary impulse), activity and practical with the corresponding indicators. The above criteria were used to determine the state of military-patriotic education of high school students in the context of ideological and ideological confrontation. A significant manifestation of regional patriotism among students (72.5 %) was found. Therefore, the researchers conclude that the content of the school subject “Defence of Ukraine” and extracurricular work on military-patriotic education should be aimed at forming state patriotism in high school students, which will ensure the desire to defend not only their locality, district or region, but the entire territory of Ukraine with arms in hand [16, p. 68-69].

Conclusions. A structural and functional model of military-patriotic education of high school students of general secondary education institutions has been developed, which contains the following blocks: target (purpose and tasks of military-patriotic education of senior pupils); conceptual (methodological approaches, principles of military-patriotic education of senior pupils); diagnostic (criteria, indicators, levels of military-patriotic education of senior pupils); procedural (forms, methods, organisational and pedagogical conditions of military-patriotic education of senior pupils; ways to improve the effectiveness of military-patriotic education of senior pupils); effective, which implies positive dynamics of the levels of readiness of senior pupils for military service and defence of Ukraine.

The conducted research does not exhaust all aspects of the multifaceted theoretical and practical search for a solution to the problem of military-patriotic education of high school students under martial law. The following issues require further study and development: studying the state of readiness of high school students for military service and defence of Ukraine; improving the effectiveness of postgraduate education of teaching staff on this issue.

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НАУКОВО-МЕТОДИЧНІ ОСНОВИ ВІЙСЬКОВО-ПАТРІОТИЧНОГО ВИХОВАННЯ СТАРШОКЛАСНИКІВ В УМОВАХ ВОЄННОГО СТАНУ

***Анотація.** У статті обґрунтовано науково-методичні основи військово-патріотичного виховання старшокласників в умовах воєнного стану; уточнено сутність ключових понять дослідження.*

Мета полягає в обґрунтуванні науково-методичних основ військово-патріотичного виховання старшокласників закладів загальної середньої освіти. Завданнями дослідження визначено: уточнити сутність ключових понять; розробити структурно-функціональну модель військово-патріотичного виховання старшокласників закладів загальної середньої освіти. Для досягнення поставленої мети й визначених завдань були застосовані теоретичні методи: аналіз, класифікація, узагальнення, вивчення нормативних документів – з метою уточнення ключових понять дослідження; систематизація й узагальнення теоретичних та емпіричних даних – для визначення організаційно-педагогічних умов військово-патріотичного виховання старшокласників; теоретичне моделювання – для розроблення структурно-функціональної моделі військово-патріотичного виховання старшокласників закладів загальної середньої освіти.

Визначено підходи, принципи, організаційно-педагогічні умови, розкрито форми і методи військово-патріотичного виховання старшокласників; окреслено шляхи підвищення ефективності військово-патріотичного виховання старшокласників закладів загальної середньої освіти.

Розроблено структурно-функціональну модель військово-патріотичного виховання старшокласників закладів загальної середньої освіти, яка містить наступні блоки: цільовий (мета і завдання військово-патріотичного виховання старшокласників); концептуальний (методологічні підходи, принципи військово-патріотичного виховання старшокласників); діагностичний (критерії, показники, рівні військово-патріотичної вихованості старшокласників); процесуальний (форми, методи, організаційно-педагогічні умови; шляхи підвищення ефективності військово-патріотичного виховання учнів старших класів); результативний, що передбачає позитивну динаміку рівнів готовності старшокласників до військової служби та захисту України.

Проведене дослідження не вичерпує всіх аспектів багатогранності теоретичних і практичних пошуків розв'язання проблеми військово-патріотичного виховання старшокласників в умовах воєнного стану. Подальшого вивчення і розвитку потребують такі питання: вивчення стану готовності старшокласників до військової служби та захисту України; підвищення ефективності післядипломної освіти педагогічних кадрів із цієї проблеми.

***Ключові слова:** військово-патріотичне виховання, учні старших класів, науково-методичні основи, організаційно-педагогічні умови, структурно-функціональна модель.*

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