



Integration of safety and occupational health and safety competencies into the system of patriotic education of students

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■ **Abstract.** The purpose of the study was to assess the role of educational and extracurricular activities in shaping students' patriotic consciousness and active civic position within the context of educational and professional training and the development of civic and social competencies. The research methodology was based on documentary, analytical, and comparative approaches and included a systematic analysis of university curricula and programmes, modelling scenarios for the formation of patriotic values, as well as evaluating the effectiveness of integrating innovative methods, digital platforms, and projects aimed at developing students' civic consciousness. It was established that patriotic education of youth in Ukraine is implemented as a purposeful pedagogical process that combines moral, ethical, cultural, social, and legal components, contributing to the formation of civic consciousness, patriotic identity, state-oriented attitudes, and social activity among students. At the preschool and school levels, the main forms of implementation include Ukrainian language celebrations, Vyshyvanka Day, the creation of collages, school-based projects, and participation in patriotic song competitions, which enhance emotional attachment to national culture. At the university level, patriotic education is carried out through the integration of national values into students' professional training, participation in student self-governance, and involvement in scientific and patriotic projects, thereby fostering civic identity and an active social position. Disciplines related to occupational health and safety contribute to the acquisition of knowledge about the history of civil protection, national defence, and moral and ethical principles, while practical classes, simulations, and role-playing activities develop critical thinking, responsibility, and readiness for volunteer engagement. It was

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found that within the educational process, humanitarian and IT specialisations included 68 hours of instruction, technical specialisations included 72 hours, and for first-year students, 36 hours of integrated training were organised, aimed at fostering an active civic position and a sense of national belonging. The study also determined that the integration of innovative teaching methods, digital platforms, project-based activities, case studies, and mentoring enhances the effectiveness of forming patriotic values and civic consciousness by ensuring a balanced combination of students' intellectual, emotional, and practical development

■ **Keywords:** civic consciousness; digital technologies; interdisciplinary approach; strategic thinking; social discipline

■ Introduction

The study of the integration of safety and occupational health and safety competencies into the student training system is relevant due to the increasing demands placed on young people who must be able to act effectively under conditions of socio-political instability and dynamic production processes. Within the educational environment, it is essential to cultivate in students a conscious attitude towards their own safety and the safety of others, adherence to labour regulations, and the development of responsibility, discipline, and civic engagement. Patriotic education thus acquires a practical orientation, as it contributes to the formation of competencies required to protect national interests and strengthen collective security. The combination of theoretical knowledge with practical skills enables students to apply the principles of safety and occupational health and safety effectively in everyday life, professional training, and public activity, thereby underlining the importance of studying this topic.

In academic research, the integration of patriotic education with the development of safety and occupational health and safety competencies has been comprehensively examined in the context of educational reforms, military challenges, and social responsibility. Researchers from various countries have analysed educational models that ensure the interconnection of professional, moral, and civic training of students. Similar conclusions were reached by V. Myroshnychenko *et al.* (2024), who demonstrated that the implementation of the Defence of Ukraine programme for future teachers contributed to an increased level of professional responsibility in the field of national security. This programme combined elements of military-patriotic training, labour protection, civil defence, and pedagogical skills, thereby fostering readiness for action in emergency situations. A key component in integrating safety and labour protection competencies was the formation of a safety culture, which, according to O. Nahaichuk (2024), constitutes a systemic element of the educational process. The development of a safety culture within the Ukrainian educational environment included practices of risk prevention, compliance with labour discipline, and the cultivation of psychological readiness to act in crisis situations. The researcher emphasised that the effectiveness of this process increased when safety training was

combined with the cultivation of a patriotic position and civic responsibility.

The issue of educational system resilience to wartime challenges was addressed by D. Pustovoichenko *et al.* (2024). Their study emphasised that, under conditions of armed aggression, Ukrainian education fulfils not only an educational but also a socio-psychological function, contributing to the development of resilience, adaptability, and moral stability among students and educators. The authors' findings indicated that the integration of value-oriented educational practices aimed at supporting psychological security and patriotic education strengthens social cohesion and civic responsibility among young people. Such approaches are directly linked to the professional development of future specialists, as they foster the ability to act under conditions of risk, make informed decisions, cooperate in crisis situations, and maintain ethical standards in professional practice. Consequently, the stability of the educational environment, combined with patriotic and humanistic values, represents a key factor in the formation of a competent, morally mature, and socially responsible specialist.

The scholarly positions of M. Vaintraub (2024) demonstrated that, under conditions of martial law in Ukraine, the preparation of teachers to work in hazardous environments required the development of professional competencies related to risk management, psychological resilience, and pedagogical ethics. This confirmed the interrelationship between professional competence, safe behaviour, and patriotic consciousness. In particular, N. Yevtushenko & N. Tverdokhliebova (2024) examined the integration of personal safety into the education of students specialising in "civil safety" at technical higher education institutions. Their findings showed that the combination of theoretical knowledge with practical training in civil protection fosters students' critical thinking, readiness to make decisions in emergency situations, and a responsible attitude towards professional duties. I. Bazhenkov *et al.* (2024) investigated teaching technologies in lycées with a national-patriotic and security orientation, using educational institutions of the Ministry of Internal Affairs of Ukraine as an example. They found that the application of interactive methods, simulations, and project-based activities promotes teamwork, risk management skills, and social engagement among students,

forming a foundation for the development of professional competencies in the future. In a separate study, Z. Petrochko (2021) analysed social partnership as a key factor in the national-patriotic education of youth. The author demonstrated that cooperation between educational institutions, public organisations, and volunteer initiatives ensures the practical implementation of patriotic values and supports the development of responsibility, leadership qualities, and readiness for civic engagement.

Despite the contributions of the aforementioned authors, several gaps remain. In particular, insufficient attention has been paid to practical mechanisms for implementing safety and occupational health and safety competencies within the educational process of higher education institutions. Furthermore, existing studies do not adequately address the systematic nature and long-term effects of such programmes, their adaptation to different fields of study, or their integration into the contemporary educational process. This leaves unresolved questions regarding the effectiveness of specific methods and projects in real educational settings. The purpose of this study was to assess how educational and cultural initiatives contribute to the formation of students' patriotic values and civic consciousness while simultaneously developing their professional, social, and communicative competencies within an educational and professional context. The objectives of the study were to analyse the process of forming national and patriotic consciousness among young people in Ukraine; to evaluate the role of occupational health and safety disciplines in the development of patriotic values and civic consciousness among students; and to formulate recommendations for the implementation of patriotic education in higher education institutions.

■ Materials and Methods

Based on the source analysis approach proposed by J. Cao (2021), D. Pustovoichenko *et al.* (2024), and O. Nahaichuk (2024), key concepts of patriotic education in Ukraine were analysed, including patriotic education, civic consciousness, patriotic identity, state position, values of national culture, as well as social activity and volunteering. These concepts were examined to clarify their content and approaches to patriotic education, to define target orientations, and to identify competencies that contribute to responsible citizenship and the professional socialisation of students.

A consistent documentary and analytical method were applied, aimed at identifying the potential of occupational health and safety disciplines to support the development of patriotic values and civic consciousness among students, which was defined as a priority research area. The analysis was conducted on the basis of curricula and educational programmes of the National Technical University of Ukraine "Kyiv Polytechnic Institute" for 2023 and 2025, specifically the

disciplines Life Safety and Civil Protection (Levchenko *et al.*, 2019) for humanitarian and IT specialisations, Occupational Safety and Civil Protection (2023) for technical specialisations, and the newly introduced discipline Civil Protection, Defence and Patriotic Education (2025) for first-year students (female students and non-military male students). The content of these curricula and programmes was examined to determine their contribution to the formation of students' professional competencies. The curricula were analysed to identify elements that contribute to the development of patriotic values, responsibility, and civic engagement among students. Within the content analysis, thematic blocks were identified that integrate knowledge of civil defence, labour protection, the history of national defence, and moral and ethical principles. On the basis of this analysis, scenarios for the process of forming patriotic values and civic consciousness among students were modelled.

As part of the study, a comparative analysis of innovative approaches to the development of patriotic education was conducted. These approaches combine the practical acquisition of knowledge with the formation of value orientations, civic responsibility, and an active social position. The analysed tools included interactive simulations and modelling of emergency situations, game-based learning and gamification, project-based activities, the case method, the use of multimedia and digital technologies, interdisciplinary approaches, mentoring, and the involvement of role models. Particular attention was paid to Ukrainian educational and digital programmes that contribute to the formation of national identity and the strengthening of the patriotic component within the educational process. The analysed initiatives included the projects Youth is changing Ukraine (n.d.), Zrozumilo (2025), National memory (Committee on Humanitarian and Information Policy, 2025), Youth for Ukraine (Denisyuk, 2023), Digital patriots (Public organisation "Historical Platform", n.d.), and the United Ukraine platform (Volyn Regional State Administration, 2025). These programmes were selected because they encompass a wide range of activities, from military-patriotic training and online courses to virtual tours of historical sites in Ukraine, patriotic education laboratories, and digital services designed to integrate national content into the educational environment.

The analysis was carried out using a comparative method, which made it possible to assess the effectiveness of each approach and programme, determine the level of their integration into academic disciplines, and correlate the results with criteria of educational effectiveness, student accessibility, interactivity, use of digital resources, and potential for fostering patriotic consciousness. This approach provided a systematic understanding of which innovative methods and Ukrainian educational initiatives are most effective for

implementing patriotic education as a priority area in higher education institutions. Based on the findings, recommendations were formulated to enhance the effectiveness of national-patriotic education of youth, ensure the systematic development of students' patriotic self-awareness, and strengthen the integration of patriotic values into the educational and social environment of universities.

■ Results

Analysis of the formation of national-patriotic consciousness of youth in Ukraine

Patriotic education represents a purposeful pedagogical process that fosters love for the Motherland, awareness of historical heritage, assimilation of national values, and readiness to act in the interests of the state. It integrates moral and ethical, cultural, social, and legal components, thereby shaping students' responsibility, respect for traditions, and sense of belonging to the national community (Cao, 2021). Civic consciousness, in particular, reflects an individual's awareness of their role in public life, responsibility for the future of the country, and willingness to adhere to democratic principles and protect the rights of others. It develops through active participation in social processes, self-organisation, reflection, and the cultivation of critical thinking skills. This component serves as the cognitive foundation of patriotic education, as it enables conscious and responsible action aligned with national interests. Patriotic identity is expressed through a sense of belonging to the Ukrainian people and the perception of oneself as part of their history, culture, and contemporary society. It is formed through knowledge of historical events, national symbols, traditions, and language, as well as through personal involvement in the preservation of cultural heritage. This process is accompanied by emotional experiences of community, pride in the state, an understanding of the value of freedom, and a sense of responsibility for the country's future. The state position reflects a conscious attitude

towards the state as the principal institution ensuring societal stability, security, and development. It manifests itself in compliance with laws, support for public initiatives, participation in social reforms, and readiness for self-sacrifice in the interest of preserving statehood. The formation of such a position occurs through educational, informational, and upbringing influences that create conditions for understanding the role of each citizen in national development.

The values of national culture constitute the spiritual and moral foundation of patriotic education. Their assimilation through art, folklore, history, language, and customs contributes to strengthening cultural identity and forming aesthetic sensitivity and moral resilience. Through the education system, artistic initiatives, and public activities, intergenerational values are transmitted, ensuring cultural continuity and internal unity of society (Pustovoichenko *et al.*, 2024). Social activity represents the practical manifestation of an established civic position. It is expressed through volunteering, participation in youth associations, environmental and charitable projects, and a willingness to cooperate and support others. Volunteering plays a central role in strengthening patriotic feelings, as it transforms patriotism from a declarative concept into a way of life, integrating moral, civic, and labour values. These concepts are deeply interconnected: civic consciousness forms the intellectual basis of patriotism, patriotic identity provides emotional depth, the state position defines value orientation, and social activity and volunteering ensure the practical realisation of patriotic principles. Together, they constitute an integrated system in which educational, cultural, and social influences contribute to the formation of a mature personality capable of combining love for the Motherland with active civic participation (Nahaichuk, 2024). Table 1 illustrates the characteristics of patriotic education formation at different levels of personality development, reflecting the sequential development of value orientations, civic consciousness, and students' active life positions.

Table 1. Formation of patriotic education at different levels of personality development

Environment level	Main goal of patriotic education	Forms and methods of implementation	Examples of practical activities	Expected results
Preschool	Formation of elementary ideas about the Motherland, family, native language, folk traditions	Games, listening to fairy tales, folk songs, participation in thematic mornings	Ukrainian Language Day, Vyshyvanka Day, creation of the collage "My Ukraine"	The emergence of a feeling of love for one's native land, respect for national symbols
Elementary school	Development of emotional and value-based attitude towards the native land, the state, and working people	Conversations, integrated lessons, project work, school holidays	Project "Ukraine – my Home", participation in patriotic song competitions, creation of a class emblem	Awareness of belonging to the Ukrainian people, formation of an initial civic position
Secondary school	Deepening knowledge about history, culture, and statehood; fostering civic responsibility	Educational hours, historical reconstructions, volunteer initiatives, local history tours	School volunteer groups, meetings with veterans, participation in all-Ukrainian remembrance events	Formation of a sense of pride for the people, active civic position, readiness to serve society
Higher education institution	Integration of patriotic values into professional training, development of civic identity	Educational courses, student self-government, scientific and patriotic projects	Forum "Students for Ukraine", charity events, participation in student military-patriotic clubs	Awareness of responsibility for the future of the state, active participation in public life

Table 1. Continued

Environment level	Main goal of patriotic education	Forms and methods of implementation	Examples of practical activities	Expected results
Social environment (society, media, cultural space)	Supporting sustainable patriotic orientations, engaging in public service	Public initiatives, cultural events, participation in volunteer movements, media projects	“City of Heroes” programs, volunteer platforms, art festivals, information campaigns	Strengthening social unity, developing active citizenship, integrating patriotic values into everyday life

Source: compiled by the authors

Patriotic education should be understood not merely as a system of knowledge and educational influences, but as a dynamic process of value formation that integrates the intellectual, emotional, and behavioural development of young people, directing it towards strengthening statehood, social cohesion, and the cultural continuity of Ukrainian society. The level of national-patriotic education among Ukrainian youth demonstrated a noticeable increase during the period 2022-2024, which is associated with heightened civic engagement, the expansion of youth initiatives, and increased support for state programmes with a patriotic orientation. Taken together, the above findings indicate that patriotic education in Ukraine is developing towards the active integration of educational and public components, where the formation of patriotic identity is based not only on emotional and value-based awareness, but also on real practices of civic participation.

The role of occupational health and safety disciplines in the development of patriotic values and civic consciousness of students

In Ukraine, occupational health and safety disciplines began to be incorporated into university curricula in the early 2000s, driven by the need for the systematic development of students’ competencies in ensuring occupational safety and health, protecting life and health, and fostering civic consciousness and responsibility. Initially, these disciplines were predominantly regulatory and technical in nature, focusing on occupational safety rules, emergency response algorithms, and fundamental aspects of civil protection. In the context of the Ukrainian-Russian War, the content of these disciplines has been expanded and deepened through the integration of patriotic education, the history of national defence, moral and ethical aspects of state protection, and the development of practical skills related to volunteering and civic engagement. These changes have affected both content and instructional formats: traditional lectures are now combined with interactive training sessions, role-playing activities, field exercises, and social projects. This approach enables students not only to acquire theoretical knowledge but also to develop patriotic values through practical activities aimed at protecting society and actively participating in the life of the state.

The discipline Life Safety and Civil Protection (Levchenko *et al.*, 2019), taught for humanitarian and IT specialisations, comprises 68 hours of instruction, including 36 hours of theoretical lectures and 32 hours

of practical classes. The thematic modules cover the history of civil protection, contemporary labour protection standards, citizens’ rights and obligations in emergency situations, as well as elements of volunteering and civic activity. Lectures are delivered in multimedia-equipped classrooms, allowing for the presentation of regulatory documents, evacuation schemes, and video materials based on practical cases. Practical classes include the modelling of emergency situations, practising actions according to evacuation plans, simulation-based teamwork exercises, and first-aid training. These activities contribute to the development of responsibility, independence, and students’ readiness to contribute to the defence of the state.

For technical specialisations, the discipline Occupational Safety and Civil Protection (2023) includes 72 hours of instruction, of which 40 hours are allocated to practical laboratory and training sessions. The curriculum addresses topics such as risk assessment in industrial environments, safe equipment handling procedures, labour protection standards in Ukraine, emergency preparedness in production settings, and the development of teamwork under extreme conditions. Lectures integrate historical aspects of national defence and elements of patriotic education through the analysis of significant defence-related events and examples of civic heroism. Practical training is conducted in specialised laboratories and training workshops, using equipment for emergency scenario modelling and simulators for practising actions in critical situations.

The new discipline Civil Protection, Defence and Patriotic Education (2025), introduced for first-year students, comprises 36 hours per semester and is aimed at integrating knowledge of civil protection, the history of statehood, and elements of civic activism. The thematic modules include the history of national defence, the legislative foundations of civil protection, moral and ethical aspects of defending the Motherland, rules of conduct in emergency situations, and practical volunteering skills. Lectures combine multimedia presentations, discussions of real-life cases, narratives about national defence heroes, and the demonstration of regulatory documents. Practical classes involve first-aid training, evacuation exercises, role-playing scenarios for emergency response, volunteer activities, and socially oriented projects implemented on campus. The delivery of the course requires appropriately equipped classrooms, training areas for practising practical skills, and interactive platforms for case discussion and analysis.

Scenarios for the development of students' patriotic values and civic consciousness are based on the principles of consistency, integration, and adaptability. They provide for a clear definition of educational objectives, the combination of theoretical knowledge with practical tasks, the use of active teaching and assessment methods, and the provision of systematic feedback with subsequent adjustment of educational

activities. This approach contributes to the formation of value-based, social, and cognitive competencies, as well as an active civic position. Table 2 presents scenarios for the formation of patriotic values and civic consciousness through the integration of occupational health and safety discipline content, combining theoretical instruction, practical tasks, and socially oriented activities.

Table 2. Scenarios for the formation of patriotic values and civic consciousness of students through occupational health and safety disciplines

Level/discipline	Main topics	Number of hours	Forms of conduct	Practical scenarios and tasks
Humanitarian and IT specialties – "Life Safety and Civil Protection"	History of civil defence, rights and obligations of citizens, volunteering, social activism	68 (36 theory/32 practice)	Lectures, multimedia presentations, discussions	Emergency simulations, evacuation simulations, team games, volunteer projects
Technical specialties – "Occupational Safety and Civil Protection"	Occupational risk assessment, safety regulations, legislation, history of national defence	72 (32 theory/40 practice)	Lectures, labs, simulators, case studies	Emergency situation training, team interaction, analysis of historical cases of heroism, production trainings
First-year students – "Civil defence, defence and patriotic education"	Legislative framework, history of defence, moral and ethical aspects, volunteering, emergencies	36 (18 theory/18 practice)	Lectures, interactive trainings, role-playing games	First aid, evacuation, case discussions, volunteer exercises, social projects on campus

Source: compiled by the authors

The disciplines Life Safety and Civil Protection, Occupational Safety and Civil Protection, and Civil Protection, Defence and Patriotic Education influence the professional development of future specialists by combining theoretical instruction with the practical development of skills related to safe and responsible behaviour. The study of safety and occupational health and safety competencies fosters discipline, responsibility, and professional ethics among students, while teaching them to assess risks and make effective decisions in crisis situations, and emphasising their social role in protecting the lives and safety of others. Interactive training sessions, emergency simulations, and volunteer practices contribute to the development of teamwork abilities, rapid response skills, and critical thinking, which are key professional competencies of a modern specialist. In addition, the awareness of civic responsibility cultivated through patriotic education motivates students to act not only within the professional sphere but also in public life, thereby strengthening the integration of ethical, professional, and social dimensions of specialist training.

Comparative analysis of innovative practices of patriotic education in higher education

In addition to formal academic disciplines such as Life Safety and Civil Protection, Occupational Safety and Civil Protection, and Civil Protection, Defence and Patriotic Education, the above-mentioned programmes are aimed not only at fostering patriotic values but also at developing key professional competencies among

future specialists. Interactive simulations and the modelling of emergency situations enhance students' ability to make decisions under conditions of uncertainty, foster responsibility for the consequences of their actions, and develop the capacity to assess risks rapidly and coordinate teamwork. Game-based learning and gamification contribute to the development of communication skills, creativity, and strategic thinking, supporting effective collaboration, collective decision-making, and the ability to cope with stressful situations.

Project-based activities and the case method develop competencies in risk management, planning, and analysis, teaching students to evaluate the impact of decisions on social and professional processes while fostering initiative and leadership qualities. The use of multimedia and digital technologies enhances digital literacy, the ability to work with information resources, analyse data, and present results in a professional manner, which is an essential component of contemporary professional competence. An interdisciplinary approach promotes the integration of knowledge from different fields, forming systems thinking and the ability to identify relationships between historical, legal, social, and technological aspects of activity. Mentoring and the use of role models support the development of teamwork skills, ethical leadership, and a responsible attitude towards professional decision-making, demonstrating how patriotic values can be integrated into professional ethics and behavioural culture in future professional practice.

A distinct group of initiatives includes Ukrainian programmes and projects aimed at developing the

professional and civic competencies of future specialists, including Youth is changing Ukraine (n.d.), course Zrozumilo (2025), National Memory (Committee on Humanitarian and Information Policy, 2025), Youth for Ukraine (Denisyuk, 2023), Digital patriots (Public organisation “Historical Platform”, n.d.), and the United Ukraine platform (Volyn Regional State Administration, 2025). These initiatives employ specific competency-building tools, such as project activities, digital simulations, crowdsourcing, interactive educational platforms, team-based hackathons, virtual debates, volunteer practices, online courses, and inter-university internships (Table 3). These tools contribute to the development of key professional skills, including critical thinking, communicative culture, analytical and managerial competence, digital literacy, and responsible leadership. Their effectiveness is largely explained by the fact that the programmes and initiatives are grounded in a competency-based approach and integrate educational, practical, and value-oriented components. They not only transmit knowledge but also shape behavioural models, practical skills, and the

social responsibility of future specialists. In particular, the projects Youth is changing Ukraine (n.d.) and Youth for Ukraine (Denisyuk, 2023) promote the development of leadership, analytical, and managerial competencies through teamwork and the implementation of socially significant initiatives. The Digital Defence and Digital Patriots programmes integrate digital technologies into civic education, supporting the formation of digital literacy, information security awareness, and responsible citizenship. Interactive learning formats – including simulations, debates, and crowdsourcing platforms – stimulate the development of critical thinking, creativity, and communicative culture. The National Memory initiatives and the United Ukraine platform combine educational objectives with the cultivation of ethical positions, patriotism, and civic consciousness. All these initiatives are implemented through partnerships between educational institutions, public organisations, and state bodies, creating an intersectoral environment of cooperation that provides real conditions for the development of key competencies and the professional growth of students.

Table 3. Characteristics of innovative approaches and projects for the development of patriotic education of students

Innovative approach/project	Description and features	Implementation format	Potential for the formation of patriotic values	Digital/multimedia elements
Interactive simulations and modelling of emergency situations	Practicing actions in crisis and extreme situations, developing responsibility and team interaction	Laboratory classes, trainings, role-playing games	Formation of civic responsibility, critical thinking, patriotic consciousness	Use of training equipment, simulators, VR platforms
Game-based learning and gamification	Using game elements to motivate students and acquire knowledge about history and statehood	Board and digital games, quests, competitions	Consolidation of knowledge about national history, development of patriotic identity	Applications, online platforms, interactive tasks
Project activities and case method	Real or simulated situations requiring decision-making	Project work, research groups, case analysis	Activation of social position, development of critical thinking, awareness of the role of a citizen	Using online libraries, collaboration platforms
Multimedia and digital technologies	Using videos, presentations, online courses, virtual tours	Lectures, interactive classes, distance learning	Deepening knowledge about historical heritage, national identity	VR tours, online platforms, digital resources
Interdisciplinary approach	A combination of knowledge from history, law, sociology, and civil defence	Integrated courses, interdisciplinary seminars	Formation of a comprehensive vision of the state and society, development of patriotic consciousness	Presentations, digital cases, interactive exercises
Mentoring and role models	Mentoring from experienced educators and community activists	Trainings, lectures, personal consultations	Awareness of the value of civic activity, an example of patriotic behavior	Video lectures, online consultations
Military-patriotic training	Training on the basics of defence and civil protection	Practical classes, field trainings	Formation of readiness to defend the state, patriotic identity	Video tutorials, interactive platforms
Programs “Youth is changing Ukraine”, “National memory”, “Digital defence”	Targeted projects to engage students in volunteer and community activities	Volunteer events, interactive lectures, social campaigns	Reinforcing patriotic values through practical activities	Social networks, digital platforms, online courses
Online courses and virtual tours	Studying historical and cultural sites through digital resources	Virtual tours, online lectures	Development of national identity, knowledge about cultural heritage	VR tours, interactive maps, multimedia presentations
Platform “United Ukraine”, “Digital Patriots”	Comprehensive resources for integrating patriotic content into learning	Online courses, educational modules, social activities	Systematic formation of civic position and patriotism	Remote platforms, interactive tasks, digital services

Source: compiled by the authors

Such programmes are integrated into the educational process through their modular structure, allowing them to be implemented as elective courses, components of practical classes, or elements of interdisciplinary modules. This flexibility enables students to combine academic learning with real cases of social relevance. In some universities, these initiatives are already embedded in curricula through civic education modules, courses in project management, media literacy, digital security, and sustainable development. They complement traditional disciplines by providing students with opportunities to apply knowledge in practical contexts, collaborate with partners beyond the university, and participate in national and international competitions, social initiatives, or digital projects.

Unlike lecture-based and laboratory classes, which predominantly involve the reproductive acquisition of knowledge and the completion of predefined tasks, these programmes are grounded in the principles of active learning, partnership, and reflection. They offer students autonomy in selecting topics and formats of work, stimulate creativity, and foster the development of emotional intelligence, ethical responsibility, and digital mobility. As a result, students not only master theoretical material but also develop sustainable professional and civic competencies, including decision-making skills, teamwork, systems thinking, and responsibility for social change, which clearly distinguishes these programmes from traditional forms of education.

The integration of safety and occupational health and safety competencies into student training further contributes to the development of professional skills, particularly responsibility, discipline, teamwork, and the ability to act under conditions of risk. In humanitarian and IT specialisations, the discipline Life Safety and Civil Protection integrates historical, legal, and technological contexts, enabling students to understand the importance of risk management, digital security, and the personal role of a specialist in maintaining system stability. Practical classes – including emergency and evacuation simulations, work with digital simulators, and participation in volunteer projects – develop communication and analytical skills, decision-making capacity, teamwork abilities, and professional responsibility.

In technical specialisations, the discipline Occupational Safety and Civil Protection (2023) is focused on developing competencies in industrial safety, risk assessment, technical thinking, and preventive management. Through laboratory work, the use of modern simulation technologies, and case-based learning, students acquire skills in identifying hazardous situations, planning safe technological processes, and making collective decisions in crisis conditions. This contributes to the formation of a professional and ethical position, as well as a sense of responsibility towards both the team and society. For first-year students, the course Civil Protection, Defence and Patriotic Education serves as

a foundation for the development of basic professional and social competencies related to self-organisation, critical thinking, stress resilience, and readiness to act in non-standard situations. Role-playing activities, interactive training sessions, first-aid exercises, and participation in joint projects foster communication skills, leadership qualities, and social responsibility, thereby enhancing students' professional maturity.

The implementation of innovative educational projects within the university involves the integration of educational, practical, and digital components. In this context, modules of the disciplines Civil Protection, Defence and Patriotic Education and Life Safety and Civil Protection incorporate student participation in virtual courses, simulations, volunteer initiatives, and project-based activities. Teachers and mentors assume a guiding role, supporting the decision-making process and contributing to the development of analytical and critical thinking. At the same time, training sessions, laboratory classes, and role-playing exercises are conducted to practise professional actions under realistic conditions, ranging from providing assistance to managing crisis situations. Digital platforms ensure interactivity, accessibility of learning materials, and opportunities for teamwork, while public presentations, competitions, and participation in social projects enhance motivation for professional self-development. This approach enables students not only to acquire knowledge in occupational safety and health, but also to develop a comprehensive set of professional competencies – analytical, communicative, managerial, and civic – that determine their readiness for effective activity in a modern educational and professional environment.

Recommendations for the implementation of patriotic education of students in higher education institutions

For the effective implementation of professionally oriented student training in higher education institutions, it is recommended to adopt a comprehensive integration of academic disciplines, innovative teaching methods, and digital resources, combining theoretical instruction with the development of practical skills and professional competencies. In particular, within the disciplines Civil Protection, Defence and Patriotic Education, Life Safety and Civil Protection, and Occupational Safety and Civil Protection, it is advisable to allocate dedicated modules aimed at developing competencies such as critical thinking, teamwork, responsibility, the ability to act under conditions of uncertainty, and effective decision-making. Practical classes should be organised in the form of interactive emergency simulations, role-playing activities, and training sessions that develop communication, cooperation, leadership, and risk management skills, while also fostering awareness of the social significance of professional activity. To enhance students' professional

engagement, the implementation of project-based methodologies and case studies is recommended, in which teams address real or simulated industrial, social, or security-related problems, propose solutions, and present outcomes in the form of practical recommendations, reports, or digital presentations.

Innovative digital tools and multimedia platforms enable the creation of interactive learning environments, the delivery of virtual training sessions, simulations of professional situations, and online courses focused on the development of professional competencies, thereby making education flexible, accessible, and aligned with contemporary labour market requirements. For example, students may complete digital courses in risk management, information security, or crisis communication, participate in virtual laboratories, or develop digital products that integrate knowledge from different fields. The use of gamification through educational quests, simulation scenarios, and online simulators supports the development of skills related to independent information retrieval, data analysis, and professional decision-making.

It is also important to involve mentors, including experienced professionals, academic staff, and industry representatives, who can demonstrate examples of professional ethics, effective communication, and teamwork. This approach helps students to orient themselves towards real standards of professional conduct, recognise the value of their individual contribution to collective outcomes, and develop leadership qualities.

To ensure the systematic implementation of these measures, educational and extracurricular activities should be planned according to a calendar-based framework that integrates lectures, practical classes, internships, and project work. Clear criteria for assessing the development of professional competencies should be defined, with ongoing monitoring of outcomes and the provision of feedback to students. The comprehensive application of these recommendations not only enhances the level of professional training but also supports the development of critical thinking, communicative culture, civic responsibility, and readiness for innovation, which are essential attributes of a modern, competitive specialist.

■ Discussion

The effective integration of safety and occupational health and safety competencies into the system of patriotic education ensured not only the formation of a responsible civic position, but also the development of professional resilience, social activity, and a culture of work. The interconnected development of safety, labour, and patriotic values created a holistic system for preparing students to act in complex socio-political and professional conditions. The obtained results are consistent with the conclusions of A.E. Abylkassymova (2020), who emphasised that the modernisation of

education in Kazakhstan involved the harmonisation of students' moral, value-based, and professional orientations. According to the findings of the present study, the integration of safety and patriotic components facilitated a transition from a knowledge-oriented to an activity-based educational model, which corresponds to the Kazakhstani concept of educating citizens who are prepared to act for the benefit of society. The use of interactive simulations and role-playing activities contributed to students' readiness for rapid response in crisis situations and fostered a responsible attitude towards professional tasks, while simultaneously promoting communication and leadership skills essential for effective teamwork.

The present findings also align with those of X. Eryong & J. Li (2021), who demonstrated that patriotic education in China is regarded as a central objective of educational policy aimed at the moral development of the individual. In the Ukrainian educational context, comparable approaches were implemented through the cultivation of students' readiness for responsible behaviour in situations involving risk, which is consistent with the concept of moral development described by the Chinese researchers. The results further correspond to the study by N. Ahmad *et al.* (2021), which showed that the formation of communities educated in the field of cybersecurity contributed to the development of a culture of responsibility and critical thinking. Similarly, the inclusion of occupational safety and digital security components in the educational process stimulated students' conscious attitudes towards risk and increased their readiness to protect public interests. In addition, the integration of digital technologies and multimedia resources into education enhanced digital literacy and the ability to apply modern tools in professional activities.

The development of students' safety awareness within the framework of patriotic education contributed not only to the acquisition of practical self-protection skills, but also to the formation of a value-motivational basis for social engagement. This conclusion is consistent with the findings of R. Fortuna & A. Khadir (2022), who demonstrated that civic education in Indonesia played an integrative role in strengthening national identity. In a similar manner, under Ukrainian conditions, patriotic education incorporating safety-related components fostered a sense of belonging to the state through awareness of the obligation to act safely and responsibly.

The results also aligned with the conclusions of A.Y. Aránega *et al.* (2021), who emphasised that the formation of key competencies, particularly labour-related and social competencies, promoted young people's engagement in socially useful activities and reduced the risk of social isolation. The present study demonstrated that the inclusion of occupational safety knowledge within patriotic education produced a similar effect,

activating students' participation in public initiatives aimed at enhancing the safety of the educational environment. A comparison with the findings of K. Dancs & M. Fülöp (2020) revealed parallels in the interpretation of social and humanitarian education as a means of developing critical thinking and civic maturity. At the same time, the results partially diverged from the conclusions of Q. Chen *et al.* (2023), who examined the incorporation of engineering education accreditation concepts into natural science curricula. Those authors emphasised a technocratic approach to competency formation, whereas the Ukrainian study highlighted the advantages of a humanistic orientation, in which safety and labour are interpreted through the values of patriotism, humanity, and mutual support.

The conducted study also confirmed the position of O.T. Amie-Ogan & S. Harry-Ngei (2023), who demonstrated that effective management of safety and occupational health resources in educational institutions strengthens an organisational culture of responsibility. The findings showed that the study of relevant disciplines contributes to the formation of a conscious civic position, patriotic identity, and practical professional competencies among students. These results are consistent with the conclusions of L. Ling (2024), who noted that the synthesis of professional competencies with strategic educational approaches enables students to develop critical thinking and readiness for socio-economic challenges more effectively. Students who participated in programmes integrating safety and occupational health and safety competencies demonstrated a higher level of awareness of personal responsibility in this field compared with control groups.

This observation corresponds to the findings of G. Ngwacho (2024), who emphasised that the incorporation of value-oriented education into competency-based programmes contributes to the formation of socially responsible and professionally prepared citizens. In the work of J. Cao (2021), it was shown that the formation of patriotic values among university students occurred through the integration of ideological and political courses into the education system during the COVID-19 pandemic. The author demonstrated that patriotism developed more effectively when theoretical knowledge was combined with practical actions aimed at ensuring public safety, thereby creating a foundation for competencies related to the protection of life, health, and a responsible attitude towards work. A similar interdependence between educational and value components was examined by Y. Guan (2023), who found that the inclusion of ideological and political content in physical education contributed not only to the development of patriotic attitudes, but also to the formation of discipline, collectivism, and readiness to act under conditions of risk. This approach was interpreted as an integration mechanism linking physical culture, work ethics, and the fundamentals of safety. The issue of

military-patriotic training of upper secondary school pupils and university students as a basis for security competence was addressed by M.S. Turdibae-vich (2022). The author demonstrated that civic-oriented schools combining general education with preparation for military service create favourable conditions for developing young people's readiness to defend the state and for fostering an understanding of labour discipline as a component of national security.

The acquisition of security competencies is not limited to theoretical instruction. An analysis of practical tasks and training activities showed that students developed skills in critical risk assessment and the ability to act effectively in emergency situations. This finding is consistent with the concepts presented by A.I. Ryskulbekov *et al.* (2020), who emphasised the importance of practical training of reserve personnel in educational institutions to ensure societal safety and sustainable development. It was established that the practical consolidation of knowledge increased awareness of the necessity of occupational health and safety and contributed to the formation of patriotic responsibility. The study demonstrated that the integration of patriotic education with security competencies fostered value orientations that stimulated an active civic position. X. Sun (2023) noted that the incorporation of the ideas of the founding spirit of the party into political and ideological education contributed to the formation of a holistic understanding of students' duties towards the state and society. The present results are consistent with this approach, demonstrating that patriotic education not only shapes moral and ethical principles but also provides socially significant competencies in the fields of safety and labour. In particular, the findings showed that the inclusion of security competencies in the educational process increased students' motivation to learn.

T. Scott & F.N. Husain (2021) observed that reliance on traditional textbooks and formal curricula limited students' capacity for independent critical thinking and the formation of value orientations. The introduction of integrative approaches made it possible to overcome these limitations by fostering an active stance and the ability to make decisions in complex situations, which is supported by the data obtained in this study. The combination of safety and occupational health competencies also contributed to the development of digital competence and readiness to address globalised challenges. The conclusions of G. Yang *et al.* (2023) are consistent with these results, as the authors demonstrated that the integration of digital technologies with ideological education stimulated a responsible attitude towards personal health and collective security, confirming the importance of including digital components in patriotic education. Analysis of international experience further supports the findings. The work of T.B. Van & V.V. Hong (2025) aligns with the conclusions of this study, noting that patriotism in Vietnam, as a component

of comprehensive education, includes the development of social responsibility and civic engagement. This corresponds to the effects identified in the Ukrainian context, namely the formation of civic responsibility and readiness for professional activity. In addition, the results reported by H. Tran *et al.* (2023) are consistent with the present findings, as the organisation of educational activities centred on cultural values in Vietnamese schools promoted positive civic orientations and social activity among pupils, similar to the effects observed when integrating security competencies into the patriotic education of students.

The work of M.T. Yani *et al.* (2023) is also conceptually consistent with the results of this study. The authors demonstrated that the integration of moderate religious education and national defence content into higher education contributes to the development of civic responsibility, moral stability, and students' ability to make conscious decisions in matters of personal and collective security. It was found that the inclusion of security competencies in the educational process activates interdisciplinary thinking and strengthens the links between ethical, social, and professional components of student training. These conclusions allow the proposed approach to be considered an effective model for the professional development of future specialists, oriented towards the integration of spiritual and moral, civic, and professional qualities required for responsible behaviour under contemporary social challenges. The conclusions of P. Zhang *et al.* (2023) are likewise consistent with the obtained results, emphasising the importance of a systemic approach to the formation of engineering competencies, which corresponds to the effects of incorporating safety and occupational health knowledge into patriotic education to foster students' systems thinking.

P. Wei (2024) demonstrated that, in Chinese educational materials, the interrelationship between patriotic and socio-emotional skills supported the development of value-based attitudes towards work, collective interaction, and civic responsibility. This combination enhanced students' ability to recognise occupational safety as an integral component of moral and national education. The political and regulatory foundations of educational safety were analysed by E. Xue *et al.* (2021), who found that, during the pandemic, China implemented reforms aimed at integrating safety principles into both general and higher education programmes. This experience confirmed the effectiveness of state support combined with the cultivation of collective responsibility for community well-being. Approaches to creating an ideologically enriched learning environment were examined by W. Zheng & L. Wu (2024), who substantiated the concept of integrating vocational training with patriotic education within the context of higher education modernisation in China. Their analysis showed that the combination of ideological, professional, and security-related components contributed to the formation

of competencies essential for social stability and the development of labour responsibility among young people.

■ Conclusions

The study found that patriotic education of youth in Ukraine is implemented as a purposeful pedagogical process that integrates moral and ethical, cultural, social, and legal components, fostering civic consciousness, patriotic identity, a state-oriented position, and social activity among students. The findings demonstrated that the formation of patriotic consciousness occurs through a combination of intellectual, emotional, and practical development, which ensures an active civic position and a conscious commitment to the Motherland.

An analysis of formal academic disciplines, including Life Safety and Civil Protection, Occupational Safety and Civil Protection, and Civil Protection, Defence and Patriotic Education, as well as Ukrainian programmes and initiatives such as Youth is changing Ukraine. National Memory, Digital Defence, Youth for Ukraine, Digital Patriots, and the United Ukraine platform, showed that these initiatives are aimed not only at fostering patriotic values but also at systematically developing key professional competencies of future specialists. Interactive simulations, emergency scenario modelling, project-based activities, and game-based learning contribute to the development of decision-making skills under conditions of uncertainty, risk assessment abilities, teamwork, effective communication, strategic thinking, and leadership qualities. The use of digital and multimedia tools enhances information literacy, analytical skills, and the ability to present results in a professional manner, while an interdisciplinary approach integrates knowledge from historical, legal, social, and technological domains, thereby promoting systems thinking. Mentoring and the involvement of role models further support the development of ethical leadership, responsible professional conduct, and social responsibility.

These programmes are organically embedded within the educational process as elective courses, practical modules, or interdisciplinary subjects, enabling students to apply theoretical knowledge in practice, collaborate beyond the university environment, and participate in national and international initiatives. In contrast to traditional lectures and laboratory classes, which primarily involve the reproductive acquisition of knowledge, such initiatives are based on active learning, learner autonomy, reflection, and creativity. This approach ensures the formation of sustainable professional and civic competencies, including the ability to work collaboratively, critically analyse information, make responsible decisions, and contribute to social change.

The recommendations emphasise the need for a comprehensive integration of academic disciplines, practical training, project-based methodologies, case studies, and digital resources. This includes the organisation of role-playing activities, emergency simulations,

volunteer initiatives, and the involvement of experienced mentors to foster patriotic awareness, civic responsibility, practical decision-making skills, critical thinking, and an active social position among students. Prospects for further research may focus on examining the effectiveness of combining volunteer projects with academic disciplines in developing practical skills and strengthening students' social responsibility.

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■ **Анотація.** Метою дослідження було оцінити роль навчальних та позанавчальних заходів у формуванні патріотичної свідомості та активної громадянської позиції студентів у контексті освітньо-професійної підготовки й розвитку громадянських та соціальних компетентностей. Методологія дослідження ґрунтувалася на застосуванні документально-аналітичного та порівняльного підходів, включала систематичний аналіз навчальних планів і програм університетів, моделювання сценаріїв формування патріотичних цінностей, а також оцінку ефективності інтеграції інноваційних методів, цифрових платформ і проєктів для розвитку громадянської свідомості студентів. Встановлено, що патріотичне виховання молоді в Україні здійснюється як цілеспрямований педагогічний процес, який об'єднує морально-етичні, культурні, соціальні та правові складники, формуючи громадянську свідомість, патріотичну ідентичність, державницьку позицію та соціальну активність студентів. На дошкільному та шкільному рівнях основні форми реалізації включають свята української мови, День вишиванки, створення колажів, шкільні проєкти та участь у конкурсах патріотичної пісні, що сприяє підвищенню емоційної прив'язаності до національної культури. Визначено, що на рівні університету патріотичне виховання здійснюється через інтеграцію національних цінностей у професійну підготовку студентів, участь у студентському самоврядуванні та науково-патріотичних проєктах, що забезпечує формування громадянської ідентичності та активної соціальної позиції. Дисципліни з охорони праці та безпеки життєдіяльності сприяють засвоєнню знань з історії цивільного захисту, національної оборони та морально-етичних принципів, а практичні заняття, симуляції та рольові ігри розвивають критичне мислення, відповідальність і готовність до волонтерської діяльності. Було з'ясовано, що під час навчального процесу гуманітарні та IT-спеціальності охоплювали 68 годин, технічні 72 години, а для першокурсників було організовано 36 годин інтегрованого навчання, спрямованого на формування активної громадянської позиції та почуття національної приналежності. Визначено, що інтеграція інноваційних методів, цифрових платформ, проєктної діяльності, кейс-стаді та менторства підвищує ефективність формування патріотичних цінностей і громадянської свідомості, забезпечуючи поєднання інтелектуального, емоційного та практичного розвитку студентів

■ **Ключові слова:** громадянська свідомість; цифрові технології; міждисциплінарний підхід; стратегічне мислення; соціальна дисципліна