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## THE CONTENT OF THE PROCESS OF FORMING STUDENTS' NATIONAL IDENTITY IN INSTITUTIONS OF OUT-OF-SCHOOL EDUCATION

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**T**he formation of national identity is an essential prerequisite for Ukraine's existence as a sovereign and independent state capable of defending its territorial integrity, national interests and, importantly, integrating into Europe. A particularly significant aspect of forming students' national identity in institutions of out-of-school education is their awareness of themselves as Ukrainians, part of a great nation connected to Ukrainian culture, descendants of ancient history, and bearers of the Ukrainian language. This is expressed in their love for Ukraine, the nature of their native land, a sense of security and significance for the country's life, a sense of involvement in its fate, an understanding of duty and responsibility, and a sense of personal dignity.

In our research, we consider Ukrainian national identity to be a persistent awareness that an individual belongs to the Ukrainian nation as a unique community, united by name, symbols, geographical, ethnic, and social origin, historical memory, and a complex of spiritual and cultural values, including the Ukrainian language and folk traditions.

Ukrainian national identity is defined in modern science by following four characteristics: ethnic origin and self-identification, awareness of a shared historical fate and temporal perspective with other representatives of the Ukrainian ethnic group, involvement in the Ukrainian cultural and informational space, and conscious activity in spreading Ukrainian culture. In addition, it is noted that in the current stage of Ukraine's development, national identity is a phenomenon based on culture, language, and religion. These characteristics can be seen as markers and determinants of the formation of personality's Ukrainian national identity.

Various social factors influence the process of forming national identity, including the economic state of the country, the democratic government, communication culture, religious traditions, national values and ideals, history, natural resources, etc. On the other hand, the strength and direction of their impact are not solely determined by these factors. They are significantly influenced by the environment in which the student is situated, particularly the educational environment of an educational institution (in our case, an institution of out-of-school education). This environment, as scholars have pointed out, has the most significant influence on the socialization processes of a growing personality, making it a crucial aspect to consider.

In our experimental work, we found that to solve educational tasks, the leaders of institutions of out-of-school education generally use their own programs. However, we also discovered that these programs often need improvement. The effectiveness of the educational impact, we realized, depends on the objectives set for the direction of hobby group work, the content laid as its foundation, the pedagogical methodology chosen, etc. This realization underscores the need for us to strive for better, more effective programs.

During our work, the necessity of implementing a program that would acquaint students with national culture and foster the development of the essential qualities of a nationally conscious individual became evident. For this purpose, we developed a comprehensive educational program for institutions of out-of-school education aimed at forming students' national identity titled "Educating a Nationally Conscious Personality". The main principle in forming the content of the educational program was the unity of national orientation in education and its interdependence with practical activities.

In the first section, "Historical Development of the Ukrainian Nation", students were immersed in the nation's history and culture. They explored the concept

of a nation, the unique characteristics of the Ukrainian nation, the stages of its formation, and the fateful events that shaped our people. They delved into the significance of family signs and symbols, the emblems of our lands, the trident's origins and significance, and the symbolism of the blue and yellow colors. The educational program proposed several captivating topics: “The Historical Development of Our People”, “The Fateful Events of the Ukrainian People”, “Cultural Monuments of Ukraine” and “Emblematic Symbols of the Lands of Ukraine”.

These proposed topics were designed with clear educational tasks and goals in mind: to affirm a sense of national dignity and pride in one's people, to foster respect for the history of one's nation, and to form an understanding of the need for national cohesion and the unity of Ukrainians worldwide. This curriculum is a testament to our commitment to educating a strong and united Ukrainian society.

The topics of the program's second section, “The Role of Culture in the Creation of the National World”, focused on the study of Ukrainian monuments of global significance within Ukraine, the study of one's lineage, and the traditions and holidays of one's family. The tasks of this section were proposed to be implemented through the study of topics such as “Cultural Monuments of Our People”, “Ukrainian Culture as a Determinant Factor in Ukraine's International Relations with the World”, “The Contribution of Ukrainians to the Cultural Experience of the Global Community” and “My Place and Role in Ukrainian Cultural Creation”.

The structure of the material based on these topics enabled the education of respect for one's own culture and the cultures of other peoples, an appreciation of the history of one's locality, and the development of pride in one's city (or village) for its role in historical and cultural processes of nation-building. It also fostered an understanding that one's attitude towards national culture is a crucial criterion of personal morality.

The content of the third section of the program, “The Nature of the Native Land as a National and Universal Value”, was explored through topics such as “Features of the Native Landscape”, “Nature in Ukrainian Spirituality”, “The Role of Natural Components in Human Society”, “The Impact of Rational Use of Natural Resources on the Nation's Future”, and “The Symbolism of Plants and Animals in Folk Art”.

The content of these topics included studying the diversity of the plant and animal world, understanding the surrounding world as one's own and

fostering responsibility for it, identifying and learning rare species of animals and plants in one's locality, and collecting, planting, and harvesting medicinal and decorative plants that grow in the region (at the site of the institution of out-of-school education).

Through the content of the fourth thematic block, "The Role of Ukrainian Traditions and Customs in Maintaining the Nation's Health", students learned about the impact of folk traditions on a healthy lifestyle. They studied the games and pastimes of their ancestors that promoted physical fitness, the basics of herbal medicine, the positive and negative aspects of consuming certain products, the culinary culture of their forebears, and recipes for festive dishes.

This educational material structure helped achieve educational goals: forming students' awareness of the role of a healthy lifestyle in the harmonious development of their personality, fostering a conscious attitude towards strengthening their health as a life value, and understanding and appreciating Ukrainian folk traditions, rituals, customs, games, and pastimes that promote physical fitness and a healthy lifestyle.

In the fifth section, "Ukrainian Symbolism", students explored the concept of national culture, its components, and life's spiritual and material values. They studied protective symbols in home decor, various folk crafts, and their role in people's lives. The content of this section was covered through topics such as "National Culture", "Traditions as a Feature of Ukrainian Culture", "The Unity of the Spiritual and Material in Ukrainian Culture", "The Ukrainian Family as a Center for Preserving Spiritual Values", "Ukrainian Home Décor", and "Types of Ukrainian Folk Arts".

These topics addressed educational tasks such as educating the respect for Ukrainian family and household traditions, understanding the traditional Ukrainian concept of beauty and home comfort, and forming the belief that preserving and enhancing one's national culture is essential to better understanding other cultures.

In the sixth section, "The Impact of Folk Crafts on Personal Development", students had the opportunity to study topics such as "Symbols as a Foundation of Culture", "Symbols of the Universe" and "The Tree of Life as a Symbol of World Unity". These topics helped achieve educational goals such as fostering deep respect and careful attitude towards folk oral traditions and arts, respect for national heritage, and a sense of pride in belonging to their nation, guiding their actions according to national interests.

Implementing integrated programs for forming national identity and individualized educational routes for students in the experimental groups significantly increased the effectiveness of the national identity formation process, as confirmed by the experiment's results. In the experimental groups, there was a more dynamic decrease in the number of students with a low level of national identity formation and an increase in the number of students with medium and high levels compared to the control groups.

**Keywords:** content, institution of out-of-school education, national identity.

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## INNOVATING FOREIGN LANGUAGE EDUCATION: PERSONALIZED LEARNING FOR STUDENTS IN COMPUTER SPECIALITIES

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**S**tudents interested in computer science jobs need to be able to communicate effectively in foreign languages due to the field's expanding globalization. Unfortunately, traditional foreign language instruction frequently