

SECTION 14.

PEDAGOGY AND EDUCATION

Yershov Mykola-Oleg 

PhD in Pedagogical Science, Postdoctoral Student

*Ivan Ziaziun Institute of Pedagogical Education and Adult Education
of the National Academy of Educational Sciences of Ukraine, Ukraine*

SOCIO-HUMANITARIAN TRAINING OF HIGHER EDUCATION STUDENTS UNDER CONDITIONS OF DIGITAL TRANSFORMATIONS AND HYBRID THREATS

The current stage of development of the Ukrainian state is characterized by an unprecedented combination of large-scale digital transformation and ongoing hybrid aggression aimed at destroying not only physical infrastructure but also individual and public consciousness. Under these extreme conditions, a fundamental paradigm shift in higher education is taking place: traditional academic performance indicators are gradually giving way to the ability of future specialists to effectively withstand manipulative influences, misinformation, and cognitive attacks. Today, the strategic mission of higher education institutions goes beyond purely professional training [8]; they are becoming key institutions responsible for shaping the intellectual and moral foundation of national resilience [6]. In this context, monitoring the quality of socio-humanitarian training turns into a strategic factor for ensuring the cognitive and ideological immunity of youth, which is a prerequisite for the country's national security in the long term [7].

The proposed study is based on a holistic understanding of socio-humanitarian training as a complex, multifaceted process of forming a system of knowledge, values, and critical thinking. Such training should ensure not only erudition but also the individual's capacity for clear self-identification and high social responsibility in a globalized world. At the same time, hybrid threats are viewed as a systemic complex of destructive influences – informational, psychological, cybernetic – aimed at eroding value orientations and destabilizing public institutions [3]. Concurrently, digital transformation requires higher education students to achieve a fundamentally new level of media literacy and information hygiene. This implies not only technical proficiency with digital tools but also the capacity to function

safely and ethically within the virtual socio-cultural space while preserving one's agency.

An analysis of the current situation in the higher education system reveals a sharp contradiction between the state's urgent need for ideologically resilient specialists and the lack of adequate systemic tools to measure their cognitive resistance. Existing methodologies for assessing education quality have significant flaws: they remain predominantly conservative, focusing on the formal verification of knowledge through tests and examinations. Such methods do not capture complex value-semantic transformations of the individual and their readiness to counter hybrid challenges [1; 4]. The purpose of implementing innovative monitoring is to establish a mechanism for rapidly obtaining objective data on the actual level of socio-humanitarian competence formation. This will allow educational institutions not just to state facts but to perform timely and accurate corrections of the educational process in accordance with the dynamics of external threats.

To address the outlined problems, the author proposes a structural-functional monitoring model built on the principles of objectivity, consistency, scientific accuracy, and digital transparency. It is particularly crucial to adhere to the principle of depersonalization (the results should not be entered into the diploma or exert pressure on the student's consciousness; they must serve as a tool for their self-development and an indicator of the university's capacity to build a national elite capable of defending democratic values). The model is designed as an open system that ensures constant feedback among all participants in the educational process. An important feature of the model is the involvement of a wide range of stakeholders – from the HEI administration and the Ministry of Education and Science of Ukraine to NSDC specialists, which emphasizes the security-oriented nature of the monitoring.

The essence of monitoring lies in tracking the dynamics of socio-humanitarian competence formation. This is an integrative quality of an individual, represented by a triad of criteria characteristics: cognitive stability as the individual's "intellectual immunity" that protects the mind from overload, manipulation, and misinformation; ideological stability as an "axiological compass" that shapes value orientations, preventing a person from losing autonomy or becoming a tool of the aggressor; socio-legal agency as the "legal foundation" of the individual, which defines the legitimate boundaries of their behavior, ensures legal and social responsibility, and guarantees the implementation of autonomous decisions in a format that is safe for society.

Thus, the quality assessment of socio-humanitarian training within the framework of our presented model is carried out according to a clearly defined

system of criteria, and its practical implementation requires the use of state-of-the-art technological tools. A priority area should be the development of digital diagnostics based on specialized online platforms (Diia.Osvita, n.d.; Ministry of Culture and Strategic Communications of Ukraine, 2025). This will allow automating the processes of collection and primary processing of large datasets, utilizing not only standard questionnaires but also interactive case methods and situational exercises. The application of Big Data analysis methods shows great promise. Utilizing data graphical visualization methods allows building dynamic risk maps and creating detailed "portraits" of socio-humanitarian security both for individual academic groups and for the educational institution as a whole, which significantly increases the efficiency of management decisions.

Conclusions. Thus, under the conditions of prolonged war and systemic hybrid challenges, monitoring the quality of socio-humanitarian training of higher education students is definitively transformed from a purely internal educational procedure into a critically important tool of state security. The introduction of such monitoring has undeniable advantages: for the individual (the student receives a digital profile of their own ideological and cognitive resilience and an understanding of their points of vulnerability); for the educational institution (guarantors of educational programs receive mathematically precise evidence of their effectiveness in preparing students not only as professionals but also as leaders capable of defending the democratic principles of society's existence); for society (raising the general level of critical thinking and social responsibility will minimize the risks of populist decision-making and internal discord) and for the state (national resilience and security will be strengthened through the formation of a "humanitarian shield" and the preparation of an elite capable of defending state meanings in an existential war). Further research prospects are seen in the development and implementation of a nationwide system for assessing the humanitarian capital of Ukraine, which should become an integral component of the state strategy for national resilience and sustainable development of society.

References:

1. Bohdanovych V. Yu., Oleksiuk V. V., Pavlikovskyi A. K., Peredrii O. V., & Muzhenko V. M. (2023). Metod kohnityvnoho modeliuвання nehatyvnoho vplyvu hibrýdnykh zahroz na natsionalnu bezpeku derzhavy [The method of cognitive modeling of the negative impact of hybrid threats on the state national security]. *Zbirnyk naukovykh prats Tsentru voienno-stratehichnykh doslidzhen Natsionalnoho universytetu oborony Ukrainy*, 1(77), 6-12. <https://doi.org/10.33099/2304-2745/2023-1-77/6-12> [in Ukrainian].
2. Diia.Osvita. (n.d.). *Digitaligram: tsifrovyi test hramotnosti za standartamy DigComp 2.1* [Digigram: digital literacy test based on DigComp 2.1 standards] [Online test]. Retrieved from: <https://osvita.diia.gov.ua/digigram> [in Ukrainian].
3. Horbulin V. P. (Ed.). (2017). *Svitova hibrýdna viina: ukrainskyi front* [World hybrid war: Ukrainian front]. Kyiv: NISD. [in Ukrainian].

4. Liakhotska L. L. & Liakhotskyi V. P. (2019). *Tsifrova osvita i nauka – zaporuka natsionalnoi bezpeky Ukrainy* [Digital education and science – a guarantee of Ukraine's national security]. Kyiv: DP "Ekspres-obiava". [in Ukrainian].
5. Ministry of Culture and Strategic Communications of Ukraine, Center for Democracy and Rule of Law, UNDP Ukraine. (2025, October 23). *Natsionalnyi test z mediahramotnosti* [National media literacy test] [Online test]. Retrieved from: <https://kdc.org.ua/mediatest/> [in Ukrainian].
6. Petrenko L. M. (2025). Samotsiniuvannia hotovnosti vykladachiv do vdoskonalennia vykladannia psykholoho-pedahohichnykh dystsyplin: aktualnist doslidzhen dlia Ukrainy [Teachers' self-assessment of readiness to improve the teaching of psychological and pedagogical disciplines: relevance of research for Ukraine]. *Alfred Nobel University Journal of Pedagogy and Psychology*, 1(29), 179–190. <https://doi.org/10.32342/3041-2196-2025-1-29-16> [in Ukrainian].
7. *Ukaz Prezidenta Ukrainy "Kontseptsiiia zabezpechennia natsionalnoi systemy stiikosti"* [Decree of the President of Ukraine "The Concept of Ensuring the National Resilience System"] (2021, September 27). Retrieved from: <https://zakon.rada.gov.ua/laws/show/479/2021#n11> [in Ukrainian].
8. *Zakon Ukrainy "Pro vyshchu osvitu"* [Law of Ukraine "On Higher Education"] (2014, July 1). Retrieved from: <https://zakon.rada.gov.ua/laws/show/1556-18#Text> [in Ukrainian].