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RATIONALE AND IMPLEMENTATION OF A MODEL FOR FORMING VALUE ORIENTATIONS AMONG SCHOOLCHILDREN IN MILITARY-PATRIOTIC OUT-OF-SCHOOL EDUCATIONAL INSTITUTIONS

Dmytro Sharipov

PhD Student at the Department of Vocational and Pedagogical Education, Special Education, Andragogy and Management, Zhytomyr Ivan Franko State University, <https://orcid.org/0000-0002-4352-5558>, dima07121986@meta.ua

Abstract

Relevance The relevance of the study stems from an urgent societal and state demand to minimize destructive ideological influences and strengthen national security through the upbringing of patriotically oriented youth in military-patriotic out-of-school educational institutions. This directly addresses contemporary challenges facing the educational sector: a shortage of material and technical resources, a deficit of personnel with combat experience, and the persistence of a formalized approach to educational work.

Purpose. To substantiate and define implementation pathways for a model of value orientations formation among schoolchildren in military-patriotic out-of-school educational institutions under martial law.

Methods. To achieve this goal, an integration of leading scientific approaches was applied: axiological, systems, activity-based, person-centered [person-oriented], environmental, and civilizational. A comprehensive set of methods was utilized, comprising theoretical methods (analysis, synthesis, generalization, modeling) and empirical methods (pedagogical experiment, mathematical statistical methods). The total sample of respondents participating in the pedagogical experiment comprised 382 students aged 12 to 16 who systematically attended patriotic clubs and associations, divided into two groups: control (190 individuals) and experimental (192 individuals).

Results. An original author-designed model was developed and its effectiveness was experimentally verified. A pronounced positive dynamic in the development of schoolchildren's value orientations in military-patriotic out-of-school educational institutions was established in the experimental group compared to the control group: the proportion of schoolchildren with an initial level of value orientation formation decreased from 31.48% to 15.53%, while the share of students with an optimal level increased from 23.47% to 31.78%. The study theoretically substantiated and practically implemented a set of organizational and pedagogical conditions necessary for the successful functioning of the model: creating an axiologically enriched educational environment, staffing with specialists possessing real combat experience, applying innovative integrated technologies, and building sustainable partnerships with military units and civil society institutions.

Conclusions. The author's model is presented as an ideal paradigm of an open, integral socio-pedagogical system structured into five interconnected blocks: the conceptual block defines the methodological foundations for shaping a humanistic worldview and aligning values; the goal and motivational block integrates societal goals with the internal and external motives of schoolchildren, fostering psychological readiness to fulfill civic duties; the content block reveals cognitive, emotional-value, and activity-based components through the implementation of specialized club programs

("Young Scout", "Cossack-Knight Tempering", "Young Defender of the Fatherland") and military-sports projects and competitions ("Falcon" – "Dzhura", "In the Footsteps of the UPA", "Volunteer"); the operational and activity block represents a set of individual, group, and mass organizational forms, as well as specific educational methods, among which particular importance is attributed to the "commander's example" method, social role-playing trainings, quests, and simulation exercises in tactical medicine and civil defense; the outcome and reflective block establishes criteria and indicators for the level of value orientations formation and provides a flexible feedback mechanism for adjusting the pedagogical process. The obtained data confirm the statistical validity of the study and demonstrate a deep internalization [interiorization] of patriotic, moral, and ethical ideals by the individual within the developed system.

Keywords: *model, modeling, model structure, military-patriotic education, out-of-school educational institutions, value orientations, schoolchildren, martial law, educational process.*

Introduction. The formation of value orientations among school-age children occurs against the backdrop of profound transformations within Ukrainian society, particularly amidst armed aggression against Ukraine, where cultivating sustainable value orientations aligned with national priorities, democratic ideals, freedom, dignity, and patriotism in the younger generation becomes paramount. The necessity to determine pathways for personal development under complex socio-political conditions—which complicate children's social adaptation, behavioral regulation, perception and comprehension of their worldview, and personal convictions—is driven by the imperative to restore and strengthen the identity of the Ukrainian nation and to foster citizens capable of critical thinking and responsible action in the interests of their state. This significantly influences their choice of life path, including their future place of residence (in Ukraine or abroad), personal role, and significance in the ongoing defense of the Homeland and its post-war reconstruction.

At the state level, the problem of forming value orientations among student youth emerges as a key issue in humanitarian security and national development, as reflected in regulatory and policy documents such as the Law of Ukraine "On the Fundamental Principles of State Policy in the Field of Strengthening Ukrainian National and Civic Identity" (2023), the Concept of National-Patriotic Education in the Educational System of Ukraine (2022), the Law of Ukraine "On Out-of-School Education" [Non-Formal Education] (2000), the Concept of National-Patriotic Education of Children and Youth (2015), and the National Youth Strategy until 2030 (2021).

At the level of pedagogical theory and practice, out-of-school education, particularly in military-patriotic institutions, is recognized as a unique domain for personal socialization that ensures the targeted formation of a worldview, moral and ethical qualities, a sense of national dignity, and readiness to defend the Homeland. Unlike formal education, out-of-school education enables value formation through practical activity, including participation in military-sports games, volunteer initiatives, patriotic campaigns, and related endeavors. However, this activity requires a scientifically grounded approach to forming value orientations that are not merely declared but integrated into students' lived experiences. This necessitates the justification of models for forming value orientations among schoolchildren, the implementation of which ensures the attainment of social mobility for Ukraine's younger generation.

At the institutional level of individual out-of-school educational establishments, there is a practical necessity to create an effective pedagogical environment for cultivating value orientations such as patriotism, dignity, responsibility, tolerance, and readiness for self-sacrifice for the common good. Educators face numerous challenges, ranging from fragmented methodological support to insufficient consideration of students' individual personal differences. Therefore, scientifically substantiating, developing, and implementing educational content, forms, and methods that ensure the effective formation of value orientations during military-patriotic education is highly relevant, as evidenced by existing contradictions between:

- public demand for cultivating patriotic, civic, and moral values in the younger generation

and the complex realities of their development under wartime conditions;

- declared state priorities in national-patriotic education and the lack of effective mechanisms for implementing them into the daily educational practice of out-of-school educational institutions;

- the need to raise nationally conscious, morally mature individuals through military-patriotic out-of-school educational institutions and the absence of a clear, modern model for integrating the value component into educational and upbringing programs;

- the high educational potential of out-of-school educational institutions and the lack of systemic mechanisms for effectively forming a unified framework of patriotic value orientations.

Literature Review. The issues of military-patriotic education, value orientation formation, as well as modeling and implementing the formation of schoolchildren's value orientations, have been addressed in the works of numerous scholars. Worth noting are: the concept of the harmonic integrity of the personality (I. Bekh (2025), H. Vasyanovych (2012), I. Zyazyun (2011), V. Kremen (2023), O. Sukhomlynska (2015), S. Yatsenko (2025)); the theory of culture-centricity and the principle of cultural conformity as existentially significant for the survival of a value-oriented Ukrainian nation (H. Filipchuk (2019), I. Halytska (2021), P. Herchanivska (2018)); ideas regarding the social essence of the value orientation formation process (M. Rokeach (1973), S. Schwartz (1992), T. Parsons (1991)); psychological foundations of the phenomenon under study (C. Rogers (2019), A. Maslow (1987), V. Frankl (2016)); and key scientific approaches (civilizational, environmental, systems, activity-based, person-centered, with the axiological approach serving as leading and system-forming).

At the same time, the development and implementation of a contemporary original author model for forming value orientations among schoolchildren through out-of-school education under full-scale war remain highly relevant.

Purpose of the study: to substantiate and define pathways for implementing a model of value orientations formation among schoolchildren in military-patriotic out-of-school educational institutions under martial law.

Research tasks: to clarify the essence of the concepts "model" and "modeling" within the framework of investigating the specified problem; to substantiate the structure and content of the model of value orientations formation among schoolchildren in military-patriotic out-of-school educational institutions; and to present the results of the experimental verification of the model.

Research methods. To achieve this goal, an integration of leading scientific approaches was applied: axiological, systems, activity-based, person-centered [person-oriented], environmental, and civilizational. A comprehensive set of methods was utilized, comprising theoretical methods (analysis, synthesis, generalization, modeling) and empirical methods (pedagogical experiment, mathematical statistical methods). The total sample of respondents participating in the pedagogical experiment comprised 382 students aged 12 to 16 who systematically attended patriotic clubs and associations, divided into two groups: control (190 individuals) and experimental (192 individuals).

Results and discussion. The theoretical analysis of the problem of forming value orientations among school-age children, as well as the study of the current state of value orientation formation in military-patriotic educational institutions in Ukraine, guides the subsequent logic of scientific inquiry toward substantiating, developing an original author model, and identifying pathways for its practical implementation in out-of-school educational institutions. In this context, we consider it appropriate to differentiate between the essence of the concepts "model" and "modeling." Given that the concept of a "model" should be examined in a pedagogical aspect, we refer to the *Ukrainian Pedagogical Dictionary*, which notes that the term "educational model" derives from French (*modèle*, from *modulus*) and signifies "measure, standard, pattern." These are educational aids that serve as a conventional representation of an object, retaining external similarity and proportional relationships among its components through a certain degree of schematization and conventionality of visual means. We emphasize that a "model" is also a representation in a scheme, formula, or pattern of the characteristic features of the object under study. This refers to a model as a system of elements characterizing specific aspects,

functions, and interconnections of the researched object, subjectively reproduced in human consciousness and possessing an external representation.

In view of this, the necessity to develop and implement a modern author model is conditioned by the following factors:

- the complexity of ensuring the formation of schoolchildren's value orientations under the challenging operating conditions of military-patriotic out-of-school educational institutions, as evidenced by the analysis of their state of operation in Ukraine;
- the need to design educational content, forms, and methods that ensure efficacy under contemporary extreme conditions;
- the necessity for experimental verification of the effectiveness of pathways to achieve the expected result—namely, the level of value orientations formation among schoolchildren measured by corresponding criteria and indicators;
- the expediency of extrapolating the proposed model into the operational practice of out-of-school educational institutions, not only military-patriotic but also of other profiles, in the future (Sharipov, 2025).

Regarding the essence of the concept of "modeling," it should be approached as the process of researching specific phenomena, processes, or systems of objects by constructing and analyzing their models. Modeling belongs to the fundamental categories of cognition, underlying both theoretical and empirical methods of scientific research. Modeling is defined as the creation of an image or representation of an original object, referred to as a model, which under specified conditions can substitute for the original object itself, reproducing the properties and characteristics of interest to the researcher while simultaneously providing visual clarity, observable representation, ease of manipulation, and other analytical advantages (Sharipov, 2025).

Based on the above, in the process of designing the model for the formation of value orientations among schoolchildren in military-patriotic out-of-school educational institutions, we take into account the targeted nature of the model. It should reflect the corresponding properties of the object of modeling rather than the object itself in its

current state with a projection into the future, aimed at identifying opportunities to improve the process of value orientation formation among schoolchildren and determining the potential to increase its effectiveness based on the analysis of the proposed model.

Summarizing the aforementioned points, we shall substantiate the structure and content of the model for forming value orientations among schoolchildren in military-patriotic out-of-school educational institutions. This model is viewed as a structured system of components that reflects the essence of the process under study, defines the interrelationships between its constituent parts, and ensures the achievement of expected results.

The primary components of the author's model include the following: conceptual, goal-and-motivational, content, operational-and-activity, and outcome-and-reflective. Let us examine their essence in greater detail.

The **conceptual block** of the model encompasses leading ideas and principles that, in our view, ensure the formation of a humanistic worldview, the awareness and harmonization of universal, nationally oriented, and personal values, and the realization of interaction among subjects of the educational process in military-patriotic out-of-school educational institutions. The comprehensive implementation of accepted scientific approaches ensures the development of the schoolchild's personality as an active subject (*agent*) of value perception and transformation of the world, capable of making complex moral choices, expressing personal self-expression, and achieving a level of social mobility characterized by the ability to positively influence society and its value background (Sharipov, p. 20).

The leading scientific approaches defined within our research (civilizational, environmental, systems, activity-based, person-centered, and axiological) in the context of implementing such a system ensure: axiologically oriented content of club and association activities; the systematic organization of pedagogical influences in a defined direction; logical sequence in forming schoolchildren's value orientations; the manageability and reproducibility of the process; its relevance to wartime conditions; and the possibility

of adjustment in accordance with changes in the social environment and personal needs.

The goal-and-motivational block of the model characterizes the alignment of social demand, goal, target objectives, tasks, and motives of the activities of both the pedagogical staff of the out-of-school educational institution and the schoolchildren. It is defined by the presence of:

- a social demand for forming value orientations among schoolchildren as a condition for the existential survival and future revival of the Ukrainian nation;
- a goal—forming a stable system of patriotically oriented values in schoolchildren;
- motives (internal motivation: the drive for personal growth, awareness of one's role in society; external motivation: peer approval, emulating examples of heroism displayed by Ukrainian soldiers, recognition of achievements in defending the Motherland);
- target objectives (strengthening the spiritual and moral foundations of Ukrainian society, bolstering national security).

The goal-and-motivational component of the model defines the strategic vector for organizing the educational process in military-patriotic out-of-school educational institutions, reflecting the integration of goals, tasks, and motives underlying the activities of educators and students. Its primary purpose consists in cultivating the internal readiness of schoolchildren to perceive and practically implement patriotic, moral-ethical, and civic values that possess societal significance for the development of Ukrainian statehood and national identity. The axiological orientation of this model component ensures the acceptance and targeted development of value orientations through the internalization (interpenetration) of a student's personal convictions and national ideals. We emphasize that under the current challenges associated with Russia's military aggression against Ukraine, such values acquire paramount importance, as they determine the level of readiness of the younger generation to fulfill their civic and defense duties.

The motivational component, which encompasses two interconnected vectors (internal motivation and external motivation), determines, in our opinion, the use of methods in the pedagogical

process of military-patriotic out-of-school educational institutions that combine cognitive, emotional-value, and activity-based incentives—for instance, participation in patriotic projects, military-sports competitions, and volunteer campaigns.

A distinct feature of the goal-and-motivational component of the model is its orientation toward integrating pedagogical goals with students' personal plans. This presupposes the implementation of the principle of subject-to-subject interaction, resulting in the formation of a holistic value-and-motivational sphere of personality that stimulates active participation by schoolchildren in initiatives aimed at strengthening national security and reinforcing the spiritual and moral foundations of Ukrainian society.

The content block of the model for forming value orientations among schoolchildren in military-patriotic out-of-school educational institutions is defined by us as the essential core that determines the system of knowledge, skills, abilities, and life attitudes to be mastered by schoolchildren in the institution's educational process. Its primary function is to provide holistic, scientifically grounded, and value-oriented content for the joint activity of the teacher and the student, aimed at fostering stable patriotic convictions, civic responsibility, and moral-ethical qualities, alongside the readiness to realize them in daily life.

Crucial to our study is the delineation of the structure of the model's content component, which encompasses three interconnected elements:

- the cognitive component (presupposes acquiring knowledge about the history and culture of Ukraine, state-building processes, heroic examples of the Ukrainian people's armed struggle for freedom and independence—specifically Ukrainian Cossack traditions, which ensure the military-applied orientation of knowledge—foundations of military affairs, rules of conduct in emergency situations, etc.);
- the emotional-value component (fosters a sense of pride in the state, respect for national symbols, solidarity with the defenders of Ukraine, and readiness for volunteer and civic engagement);
- the activity-based component (ensures students acquire practical skills in teamwork, leadership, physical fitness, participation in patriotic and military-sports events, as well as applying

acquired knowledge in real-life conditions to develop professionally important qualities for future defenders of Ukraine, such as motor coordination, concentration, attentiveness, logical thinking, precision of movement, etc. (Binetskyi, 2021)).

An important task of this block of the model is to ensure the integration of traditional organizational forms of the educational process in out-of-school educational institutions with innovative methodologies—interactive trainings, role-playing games, simulation exercises, and project-based learning. This, in turn, enhances the efficiency of mastering the material and secures an emotionally positive attitude among children toward the process of shaping their own value orientations.

Thus, the content block of the model serves as a semantic center that determines not only the volume and quality of educational and upbringing information through the implementation of club programs ("Young Scout", "Military-Applied Tourism", "Cossack-Knight Tempering" ["Kozatsko-Lytsarskyi Hart"], "Young Defender of the Fatherland", "Active Self-Defense", etc.), the value enrichment of military-sports competitions ("In the Footsteps of the UPA", "Volunteer" ["Dobrovolets"], "Military-Sports Multiathlon", etc.), projects ("Warrior Spirit", "Sokil" ["Falcon"] – "Dzhura", "Dzhura-Border Guard", "Dzhura-Paratrooper", etc.), and training sessions, but also ensures its alignment with contemporary challenges and the personal needs of the schoolchild.

Within our study, the operational-and-activity block of the model for forming value orientations among schoolchildren in military-patriotic out-of-school educational institutions is defined as its practical component. It ensures the realization of goals and tasks specified by the goal-and-motivational and content blocks, encompassing forms, methods, techniques, technologies, and organizational conditions aimed at actively engaging schoolchildren in the process of accentuation (conscious choice), formation, consolidation, and realization of national and patriotic values.

The primary tasks of this model component include:

- ensuring the practical application of acquired knowledge, formed skills, and abilities in specific types of activity;

- creating conditions for interactive engagement between educators and students in the educational process of military-patriotic out-of-school educational institutions;

- fostering the social and civic activity of schoolchildren through participation in socially significant projects;

- shaping behavioral models grounded in patriotic, moral, and ethical principles that guide the ongoing life activities of educational process participants based on their established value orientations.

An examination of the state of military-patriotic out-of-school educational institutions allows us to identify the following operational directions within the structure of the model's operational-and-activity component:

- educational activity: deepening the system of knowledge regarding the history and culture of Ukraine and examples of the armed struggle of the Ukrainian people for freedom and independence, grounded in the value foundations of Ukrainian society;

- military-practical activity: drill training, tactical medicine instruction, and familiarization with the fundamentals of military equipment and gear;

- physical and sports activity: military-sports competitions, tourism-applied events, and field training camps;

- civic and volunteer engagement: providing maximum support to service members, participating in patriotic campaigns, charitable events, and volunteer hubs;

- cultural and educational work: visiting museums, meeting with veterans, and creating student media projects on military-patriotic themes.

The effectiveness of the operational-and-activity block depends on utilizing modern pedagogical technologies—interactive methods, quests, simulation exercises, and project-based learning methods. A crucial condition is the systematic and progressive execution of tasks, which enables schoolchildren not only to assimilate knowledge but also to form sustainable skills and behavioral strategies aligned with the value orientations defined by the model (Yatsenko, 2015).

Thus, the operational-and-activity component is defined as a key tool for translating

theoretical premises into practical results, ensuring the efficacy and productivity of the value orientation formation process in military-patriotic education through the implementation of appropriate forms and methods.

Let us characterize them in greater detail. Based on the premise that the forms and methods of implementing the model determine specific ways of organizing schoolchildren's activities in military-patriotic out-of-school educational institutions—ensuring an effective synthesis of theoretical knowledge and practical actions—it is logical to conclude that their selection depends on the program content, age characteristics of the students, the material and technical capabilities of the institution, and the socio-political context of pedagogical activity. Turning to the classical classification of organizational forms for implementing the educational process in Ukrainian pedagogical science and practice (individual, group, and mass forms), let us examine them in the context of value orientation formation among schoolchildren in military-patriotic out-of-school educational institutions:

- individual forms: mentorship, individual consultations, and personal sessions (working with children with special needs, drafting individual training programs for the Ukrainian Championship, and additional individual classes);
- group forms: these merit special attention during model implementation, including patriotic clubs, military-patriotic sections, training sessions, patriotic flash mobs, and volunteer initiatives ("Young Scout", "School of Survival", "Military-Applied Tourism", "Cossack-Knight Tempering" ["Kozatsko-Lytsarskyi Hart"], "Young Defender of the Fatherland", "Active Self-Defense", etc.);
- mass forms: military-sports holidays, field training camps (vyshkol), thematic evenings, ceremonial assemblies, parades, and participation in state events ("Warrior Spirit", "Sokil" ["Falcon"] – "Dzhura", "Dzhura-Border Guard", "Dzhura-Paratrooper", "Color Run", "In the Footsteps of the UPA", "Volunteer" ["Dobrovolets"], "Military-Sports Multiathlon", "City of Professions", etc.).

In selecting methods for forming schoolchildren's value orientations in military-patriotic out-of-school educational institutions, we consider it a priority to utilize methods that establish

subject-to-subject relationships, namely: modeling real-life and emergency situations, resolving moral dilemmas, discussions, debates, projects, and business role-playing games, as emphasized by Ukrainian scholars (Rogers, 2019).

We place special emphasis on active methods grounded in a democratic interaction style, aimed at the independent pursuit of truth, and conducive to developing critical thinking, initiative, and creativity.

Such methods include: socio-project activities, situational role-playing games, sociodrama, open forum methods, socio-psychological trainings, intellectual auctions, brainstorming sessions, analysis of social situations of a moral and ethical nature, dramatization games, creating problem situations and situations of success, analyzing conflicts, models, behavior styles, and decision-making, democratic dialogue, pedagogical leadership and cultivating a leader's authority, utilizing mass media, collective creative endeavor techniques, traditions, symbolism, rituals, and methods of folk pedagogy.

For example, social-role training is defined as a method for teaching individuals to resolve internal conflicts within situations that practice skills for performing specific social functions and establishing socio-cultural norms. Closely related to psychodrama is situational training, which aims to form social skills necessary in various life situations, particularly when establishing contact with new people. This type of training consists of playing out specific episodes in which one of the group members (the protagonist) plays themselves, while others act in roles assigned by the psychologist-trainer according to a specific narrative.

Significant weight in the process of forming schoolchildren's value orientations in out-of-school educational institutions is attributed to the "commander's example" method. This involves utilizing various types of psychological and pedagogical behavior modification for schoolchildren under extreme conditions of field training. The commander leads by example, demonstrates how to respond to challenges, overcomes hardship alongside the group, consults during decision-making, and motivates greater effort.

We also consider traditional educational methods effective in implementing the model for forming schoolchildren's value orientations in military-patriotic out-of-school educational institutions, namely: verbal methods (conversations, lectures, discussions, debates, and using historical and real-life heroic examples); practical methods (executing drill techniques, tactical assignments, participating in field training camps, and practicing emergency response actions); and visual methods (demonstrating educational videos, virtual museum tours, and using multimedia presentations).

We emphasize the necessity of integrating various forms and methods of forming schoolchildren's value orientations to ensure their maximum effectiveness. For instance, a role-playing game can be combined with practical exercises, or a lecture with an interactive discussion. This approach fosters not only knowledge acquisition but also an emotional-value attitude and practical skills needed to establish an active civic stance, make conscious choices regarding value orientations, and adhere to them under the complex conditions of martial law.

The outcome-and-reflective block of the model for forming value orientations among schoolchildren in military-patriotic out-of-school educational institutions serves as its concluding element, providing an evaluation of achieved results, an analysis of the effectiveness of the implemented content, forms, methods, and tools, as well as adjustments for subsequent pedagogical processes. Its primary objective is to determine the level of students' attainment of key value orientations, such as patriotism, civic responsibility, readiness to defend Ukraine, moral resilience, and capacity for teamwork. The outcome-and-reflective block enables not only the recording of final results but also the analysis of dynamic changes in value-motivational and behavioral spheres.

An essential function of the outcome-and-reflective block in the proposed model is feedback, which enables the teaching staff to adapt the content, forms, and methods of the educational process in response to societal needs and personal demands. This approach guarantees the flexibility, individualized nature, and long-term sustainability of the value orientation formation process.

The expected outcome of implementing the presented model is the attainment of

schoolchildren's value orientations at a sufficient level, characterizing their readiness to realize them in daily life. Drawing on the framework of V. Machuskyi (2018; 2024) and M. Zubalii (2016), the structural elements of this attainment include: cognitive, emotional-value, reflective (voluntary impulse), and practical-activity components.

In our view, implementing the presented model necessitates establishing appropriate organizational and pedagogical conditions. Within this study, these conditions are interpreted as a set of specially created circumstances and pedagogical influences designed to foster schoolchildren's value orientations in military-patriotic out-of-school educational institutions. This ensures the management of the process as a coherent system, reflecting the author's vision of internal orderliness and harmonious interaction among all its constituent parts (Byrka, 2023).

As a result of the theoretical analysis of the problem and the operational state of military-patriotic out-of-school educational institutions, we identify the primary organizational and pedagogical conditions ensuring the effectiveness of the process under study: the presence of a structurally organized educational and upbringing environment characterized by a systematic nature and axiological orientation of club activities, alongside the implementation of educational programs that integrate theoretical knowledge and practical patriotically oriented activities; staffing comprised of highly qualified club leaders, instructors, and mentors who not only master the methodology of military-patriotic education but also serve as role models of moral conduct and value orientations, possess combat experience, and so forth. Their ability to implement an individualized approach, apply techniques that simulate extreme life and social situations, and foster fortitude, initiative, and a commitment to teamwork exerts a direct impact on shaping civic stance and a sense of responsibility for oneself, one's comrades, and the country.

Equally important organizational and pedagogical conditions include the use of integrated educational technologies that combine theoretical learning and practical activity during military-sports competitions, tactical games, historical-patriotic quests, and volunteer projects, thereby facilitating the accentuation [acceptance] of such value

characteristics as courage, mutual respect, and readiness to defend public interests (Verbivskyi & Karpliuk, 2026a, 2026b).

Partnerships with local civic organizations and military units ensure the practical consolidation of value orientations, fostering students' sense of the societal significance of their own activities and providing experience in interacting with adults who actively embody patriotic values in real life.

Summarizing the above, it can be asserted that the effectiveness of value orientation formation among schoolchildren in military-patriotic out-of-school educational institutions is determined by the comprehensive synthesis of organizational structure, pedagogical mastery, integrated educational methodologies, and active partnership with society. Only such a system ensures the formation of stable moral, social, and patriotic values in adolescents, laying the groundwork for a responsible civic stance and readiness for active participation in the life of the state, which we define as the result of implementing the proposed model.

The implementation of the author's model for forming value orientations among schoolchildren in military-patriotic out-of-school educational institutions requires viewing it not as an assemblage of isolated pedagogical measures, but as an integral, specially organized pedagogical system functioning on the principles of mutual conditioning, interdependence, and hierarchical, structured integrity of all its components (Dysa, 2019). This presupposes aligning the goals, content, forms, methods, techniques, and tools for forming value orientations among schoolchildren in military-patriotic out-of-school educational institutions, oriented toward the expected, predicted result—a sufficient level of attainment of the phenomenon under study, defined by readiness to manifest formed value orientations in daily life activities.

Within our study, such a system includes: the goal (ensuring a gradual transition from knowledge to conviction, and from conviction to conscious action); corresponding axiologically oriented information as the content component of the educational process in out-of-school educational institutions; subjects of the educational process (educators, mentors, instructors, students); methods of pedagogical communication defined by the choice of organizational forms, methods,

techniques, and tools; organizational and pedagogical conditions; as well as their outcome-and-reflective support.

Based on the above, as the pathway for implementing the author's model, we define an open socio-pedagogical system for forming value orientations among schoolchildren in military-patriotic out-of-school educational institutions. Its functioning is determined by the state's military-political context, local community demands, and the personal experience of educators and students. We consider the primary advantage of such a system to be the overcoming of formalism and fragmentation in military-patriotic education practices, where isolated events fail to create an environment for value acceptance. The fundamental distinction of this system lies in its value-and-activity orientation, wherein the formation of civic, patriotic, and moral-ethical orientations occurs not merely through the declarative acquisition of knowledge, but through personally meaningful activity with a clearly defined social and defense significance, specified in such characteristics as: an elevated level of social responsibility; orientation toward wartime challenges; and the integration of educational, civic, moral, and physical components within the educational process of out-of-school educational institutions.

Verification of the effectiveness of implementing our developed author model for forming value orientations among schoolchildren in military-patriotic out-of-school educational institutions was conducted using the comparative scientific research method, which consists in comparing the results of the control and experimental groups during experimental work.

Diagnostics of the level of schoolchildren's value orientations formation was carried out according to established criteria using diagnostic techniques, ensuring the correctness and rigor of comparing the obtained results.

Based on the principle of statistical homogeneity, a control group (CG) of 190 individuals and an experimental group (EG) of 192 individuals were formed, which was verified using mathematical statistics methods. The sample included middle and high school students (aged 12–16) who systematically attended military-patriotic

clubs, sections, and associations. The total number of study participants comprised 382 individuals.

In view of this, a comparative analysis of changes in the levels of value orientation formation following the implementation of the author model was conducted for each criterion individually. The obtained self-assessment and expert evaluation data

for the relevant indicators were systematized in tables, enabling the determination of the dynamics and growth for each of them. Generalized summary data regarding the distribution of schoolchildren by levels of value orientation formation are presented in Table 1.

Table 1.

Dynamics of levels of schoolchildren's value orientations formation in control and experimental groups at the beginning and end of the experiment

№	Levels	Before experiment				After experiment			
		CG		EG		CG		EG	
		Count	%	Count	%	Count	%	Count	%
1	Initial	63	33,33	61	31,48	54	28,23	30	15,53
2	Intermediate	85	44,78	86	45,05	92	48,34	101	52,69
3	Optimal	42	21,89	45	23,47	44	23,43	61	31,78
Total		190	100	192	100	190	100	192	100

Source: Author's elaboration

The obtained results demonstrated that during the experimental period, significant positive shifts occurred in the levels of value orientation

formation among schoolchildren in the experimental groups, in contrast to the control groups.

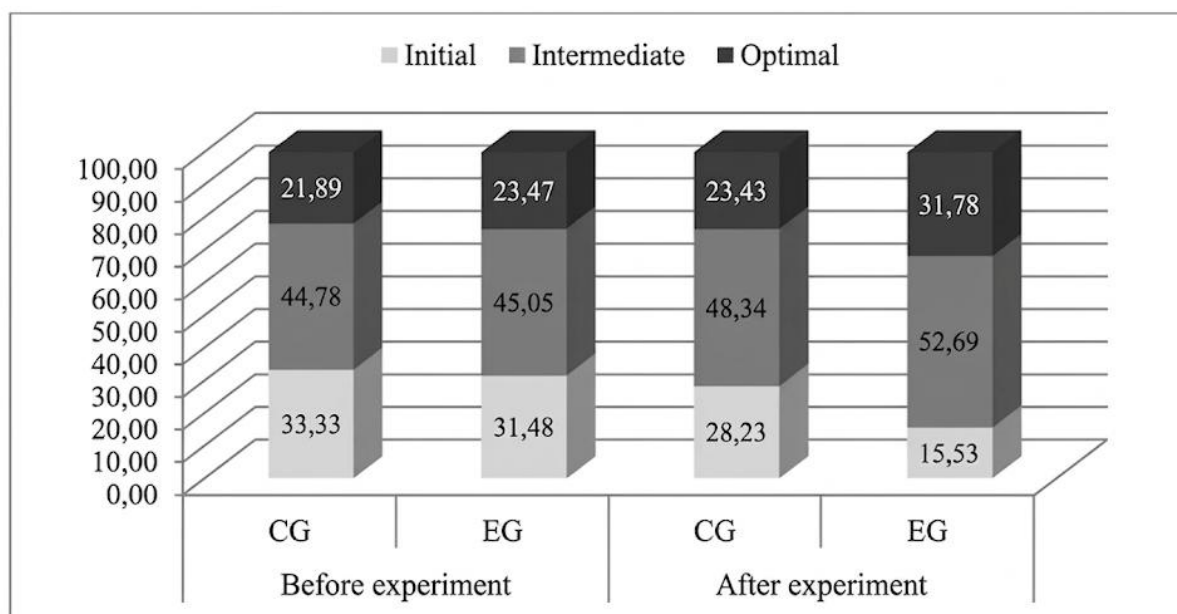


Fig. 2. Dynamics of levels of schoolchildren's value orientations formation in control and experimental groups at the beginning and end of the experiment (in %)

Specifically, the number of participants with an initial level decreased (from 31.48% to 15.53%), whereas a reduction was also observed in the control group, albeit less pronounced (from 33.33% to 28.23%). Concurrently, the proportion of schoolchildren in the experimental group with an intermediate level increased significantly (from

45.05% to 52.69%), as did the proportion with an optimal level (from 23.47% to 31.78%). In the control group, the corresponding changes were less intensive: the intermediate level rose from 44.78% to 48.34%, and the optimal level from 21.89% to 23.43%.

Overall, the obtained results attest to the effectiveness of the implemented model for forming value orientations among schoolchildren in military-patriotic out-of-school educational institutions, as a more pronounced positive dynamic of transition from the initial to the intermediate and optimal levels of formation was recorded precisely in the experimental group.

Conclusions. As a result of the theoretical analysis of the scientific problem, it was established that under contemporary challenges brought about by martial law in Ukraine, the formation of value orientations among student youth emerges as a fundamental task in the realm of humanitarian security and long-term national development. It has been proven that military-patriotic out-of-school educational institutions possess unique educational and upbringing potential. They provide targeted cultivation of a worldview, moral and ethical qualities, a sense of national dignity, and readiness to defend the state. It was established that the effectiveness of this process increases significantly when integrating leading scientific approaches, among which the axiological approach plays a leading and system-forming role.

Based on pedagogical modeling, an original author model for forming schoolchildren's value orientations was developed, functioning as an open, integral socio-pedagogical system. The structure of the model is differentiated across five interconnected blocks:

- the conceptual block (aimed at implementing scientific approaches and educational principles);
- the goal-and-motivational block (integrating social demand with internal and external motives driving the activities of subjects within the educational process);
- the content block (serving as the essential core and encompassing cognitive, emotional-value, and activity-based components);
- the operational-and-activity block (representing a system of individual, group, and mass organizational forms, as well as active upbringing methods);
- the outcome-and-reflective block (designed to evaluate results and ensure flexible feedback).

A comprehensive set of organizational and pedagogical conditions ensuring the overcoming of formalism and fragmentation in military-patriotic educational practice was substantiated and empirically verified. These include: the presence of a structured, axiologically oriented educational and upbringing environment; staffing with highly qualified personnel (specifically instructors and mentors with real combat experience); the application of integrated innovative technologies (tactical games, simulation training, quests); and the building of long-term partnerships with local civic organizations and military units.

Empirical verification of the effectiveness of implementing the developed model, conducted using mathematical statistics (total sample – 382 respondents), confirmed the statistical validity of the obtained results. A pronounced positive dynamic was recorded in the experimental group (EG): the number of schoolchildren with an initial level of value orientation formation decreased from 31.48% to 15.53%. At the same time, the proportion of students with an intermediate level increased from 45.05% to 52.69%, and with an optimal level from 23.47% to 31.78%. In the control group (CG), the corresponding changes were significantly less intensive and fragmented (the optimal level rose only from 21.89% to 23.43%). This proves the efficacy of the proposed value-and-activity model.

The conducted study does not exhaust all aspects of the outlined scientific problem. Promising avenues for further research in this context include: extrapolating and adapting the developed author model to the specific operational characteristics of other out-of-school educational institutions; examining the specifics of forming professionally important qualities of future defenders of Ukraine, taking into account the prolonged transformation of the security environment; scientifically and methodologically substantiating a system of psychological and pedagogical support and material assistance for the teaching staff of out-of-school institutions in mitigating the consequences of military actions; and developing and implementing new specialized digital tools and electronic resources to facilitate remote and blended formats of military-patriotic education for children.

Conflict of Interest

The author certifies that no conflict of interest (financial, professional, or personal) exists that could have influenced the objectivity of the research results or conclusions. The integrity of the double-blind peer review process was ensured through a mandatory declaration of the absence of conflict of interest submitted via the journal's editorial system. This protocol guaranteed complete author anonymity and the independence of the expert evaluation throughout the entire editorial cycle.

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ОБҐРУНТУВАННЯ ТА РЕАЛІЗАЦІЯ МОДЕЛІ ФОРМУВАННЯ ЦІННІСНИХ ОРІЄНТАЦІЙ ШКОЛЯРІВ У ЗАКЛАДАХ ПОЗАШКІЛЬНОЇ ОСВІТИ ВІЙСЬКОВО-ПАТРІОТИЧНОГО СПРЯМУВАННЯ

Дмитро Шаріпов

аспірант кафедри професійно-педагогічної, спеціальної освіти, андрагогіки та управління,
Житомирський державний університет імені Івана Франка, <https://orcid.org/0000-0002-4352-5558>,
dima07121986@meta.ua

Реферат:

Актуальність дослідження зумовлена гострим суспільно-державним запитом на мінімізацію деструктивних світоглядних впливів і зміцнення національної безпеки через виховання патріотично зорієнтованої молоді у закладах позашкільної освіти військово-патріотичного спрямування, що відповідає сучасними викликами освітньої галузі: браком матеріально-технічних ресурсів, дефіцитом кадрів із бойовим досвідом, збереженням формалізованого підходу до виховної роботи.

Мета: обґрунтувати та визначити шляхи реалізації моделі формування ціннісних орієнтацій школярів у закладах позашкільної освіти військово-патріотичного спрямування в умовах військового стану.

Методи. Для досягнення мети застосовано інтеграцію провідних наукових підходів: аксіологічного, системного, діяльнісного, особистісно орієнтованого, середовищного та цивілізаційного. Використано комплекс методів: теоретичних (аналіз, синтез, узагальнення, моделювання) та емпіричних (педагогічний експеримент, методи математичної статистики). Загальна вибірка респондентів, що брали участь у педагогічному експерименті, становила 382 вихованці віком від 12 до 16 років, які систематично відвідували патріотичні гуртки та клуби й були диференційовані на дві групи: контрольну (190 осіб) та експериментальну (192 особи).

Результати. Розроблено авторську модель та експериментально перевірено її ефективність. Установлено виражену позитивну динаміку розвитку ціннісних орієнтацій школярів у закладах позашкільної освіти військово-патріотичного спрямування в експериментальній групі порівняно з контрольною: частка школярів із початковим рівнем сформованості ціннісних орієнтацій зменшилася з 31,48 % до 15,53 %, тоді як питома вага вихованців з оптимальним рівнем зросла з 23,47 % до 31,78 %. У дослідженні теоретично доведено та практично реалізовано комплекс організаційно-педагогічних умов, необхідних для успішного функціонування моделі: створення аксіологічно насиченого освітньо-виховного середовища, кадрове забезпечення фахівцями з реальним бойовим досвідом, застосування інноваційних інтегрованих технологій та розбудова сталої партнерської взаємодії з військовими підрозділами й інститутами громадянського суспільства.

Висновки. Авторська модель представлена як ідеальний образ відкритої, цілісної соціально-педагогічної системи, структурованої за п'ятьма взаємопов'язаними блоками: концептуальний блок визначає методологічні засади формування гуманістичного світогляду й узгодження цінностей; ціле-мотиваційний – інтегрує суспільні цілі із внутрішніми й зовнішніми мотивами школярів, формуючи психологічну готовність до виконання громадянських обов'язків; змістовий – розкриває когнітивну, емоційно-ціннісну та діяльнісну складові через упровадження спеціалізованих гурткових програм («Юний розвідник», «Козацько-лицарський гарт», «Юний захисник Вітчизни»)

та військово-спортивних проєктів й змагань («Сокіл» «Джура», «Стежками УПА», «Доброволець»); операційно-діяльнісний блок репрезентує комплекс індивідуальних, групових та масових організаційних форм, а також специфічних методів виховання, серед яких особливе значення надано методу «прикладу командира», соціально-рольовим тренінгам, квестам та симуляційним навчанням із тактичної медицини й цивільного захисту; результативно-рефлексивний блок фіксує критерії та показники сформованості ціннісних орієнтацій і забезпечує механізм гнучкого зворотного зв'язку для коригування педагогічного процесу. Отримані дані підтверджують статистичну обґрунтованість дослідження й свідчать про глибоку інтеріоризацію особистістю патріотичних та морально-етичних ідеалів у межах розробленої системи.

Ключові слова: *модель, моделювання, структура моделі, військово-патріотичне виховання, заклади позашкільної освіти, ціннісні орієнтації, школярі, воєнний стан, виховний процес.*

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