

National and Patriotic Education of Young Students by Means of Digital Technologies in Distance Learning Environment

Oleksandr Bezliudniy[†], Oksana Kravchenko^{††}, Oksana Kondur^{†††}, Iryna Reznichenko^{††††},
Nataliia Kyrsta^{†††}, Yulia Kuzmenko^{†††††}, Larysa Tkachuk^{††}

[†] Faculty of Foreign Languages, Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine

^{††} Faculty of Social and Psychological Education, Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine

^{†††} Pedagogical Faculty, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine

^{††††} Faculty of Primary Education, Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine

^{†††††} Public Higher Educational Establishment “Vinnytsia Academy of Continuing Education”, Vinnytsia, Ukraine

Abstract

This article is devoted to the problem of national and patriotic education of young students by means of digital technologies in the conditions of distance learning environment. It is emphasized that national and patriotic education is a powerful means of strengthening the unity and integrity of Ukraine. It is proved that national and patriotic education will be effective under the condition of systematic and purposeful activity on formation of patriotic consciousness in youth, sense of national dignity, necessity of service of ideals and values of the country. Various forms of educational work of national and patriotic orientation at Pavlo Tychyna Uman State Pedagogical University, which were conducted by digital technologies: online thematic lectures, educational classes, round tables, workshops, guest online meetings with famous researchers of historical heritage of Ukraine, online tours of historical places, virtual exhibitions of art, participation in the national-patriotic student camp “Diia” (Action) and etc. The activity of the University Library and V. O. Sukhomlinsky State Scientific and Pedagogical Library of Ukraine of the National Academy of Pedagogical Sciences of Ukraine, which has a significant impact on the formation of national consciousness and social and political activity of students by modern means of information and communication technologies. It is determined that the project “Inclusive 3D map” helps to broaden the horizons and deepen the knowledge of young students, education of a true citizen, the formation of cognitive interest in the subjects studied, motivation to study, raising awareness of Ukrainians on historical and cultural heritage. The study showed that young students take an active social attitude: they speak Ukrainian, want to live and work in Ukraine, respect their homeland, its traditions, cultural and historical past, love to travel and they are tolerant of people with special needs. Promising areas of educational work with students based on the use of a wide range of information and communication technologies, namely 3D

games, TV tandems, podcasts, social networks, video resources in national and patriotic education of youth.

Keywords:

National and Patriotic Education, Young Students, Digital Technologies, Distance Learning Environment, Information and Communication Technologies, Inclusive 3D Map.

1. Introduction

At a difficult time for our country, for the entire Ukrainian people – young students play a significant role in the formation of new rights and freedoms, democratic and free societies, in the struggle for territorial integrity, at the cost of their own lives particularly. The active public position of young people shows that the level of patriotism and cult of the nation among young people has increased significantly.

According to the Concept of National Education of Young Students: “The main goal of national education of student youth is to form a conscious citizen – patriot of Ukraine, active leader of national idea, representative of Ukrainian national elite through the acquisition of national consciousness, active citizenship, high moral qualities» [1]. The main directions of patriotic education are reflected in the concept of national education of children and youth, the Strategy of national and patriotic education for 2020–2025, the State National Program “Education” (“Ukraine of the XXI century”), the State target social program of national-patriotic education 2025 [2], Regional target program of national and patriotic education of Cherkasy region for 2021–2025. These documents emphasize that important features of Ukrainian patriotism should be love for the Motherland, concern for the welfare of the people, promoting the establishment and affirmation of Ukraine as

a legal democratic social state and readiness to defend its independence.

Basic quality of personality. In our opinion, one of such ways may be the use of digital technologies in the national and patriotic development of young student, because today it is one of the most important and sustainable trends in the world educational process. It is digital technologies that allow intensifying the educational process, increase the speed and quality of perception, understanding and assimilation of knowledge.

Modern domestic research reveals some aspects of the use of information and communication technologies in education. Thus, N. Cherepovska researched ways to optimize the process of educating patriotism at high school and university and the development of their media literacy through media education [3].

Researchers O. Pavlushenko, L. Mazai, L. Prokopchuk, and N. Pavlykivska considered Internet resources as a means of forming students national and patriotic worldview. On the basis of empirical material obtained by the focus group method, scientists determined degree of activity and thematic focus of interest in the student environment at information about the history, ethnocultural features, traditions of the Ukrainian people and students' knowledge of online sources of reliable scientific knowledge about Ukraine's past and present [4].

The ways of using information and communication technologies in national and patriotic education of young people are covered by I. Viltaniuk in his scientific papers [5].

The experience of using ICT in patriotic education of young people is also described by scholars abroad. Researcher R. Kamil describes in his article experience of using information and computer technology in patriotic education of Polish youth [6].

Scholars E. Lacka, T. Wong, and M. Haddoud [7] studied the role of virtual learning environment and the use of social networks in higher education. In their research, S. Fedorova, D. Ivanova, and K. Balysheva [8] analysed materials on digital support of the education system, such as 3D games, TV tandems, podcasts, social networks, video resources and other innovative technologies for implementing e-learning in national patriotic education of youth in Russia.

However, the analysis of pedagogical literature shows the inadequacy of studying the issue of formation of national and patriotic education of young students by means of digital technologies.

Goal of research is to study the possibilities of digital technologies as a means of forming national and patriotic education of youth in the conditions of distance learning environment of higher education institution.

To achieve this goal, we consider that it is appropriate to explore the extent to which young students are interested in forming their own Ukrainian civic identity, including

Nowadays, more than ever, we need new approaches and new ways to cultivate patriotism as a feeling and as a identifying cognitive, search, organizational, subject-transforming skills and subject to subject interaction skills as the basis of patriotic skills in distance learning environment.

2. Theoretical Consideration

Nowadays, national and patriotic education is an effective means of transmitting to young people the social experience and heritage of previous generations. It promotes the development of intellectual, spiritual and creative potential, national and universal values.

The main tasks of national and patriotic education of youth include:

- i) "affirmation in the consciousness and feelings of the individual of patriotic values, beliefs and respect for the cultural and historical past of Ukraine;
- ii) education of respect for the Constitution of Ukraine, Laws of Ukraine, state symbols;
- iii) increasing the prestige of military service, and hence – cultivating the attitude to the soldier as a defender of the fatherland, a hero;
- iv) awareness of the relationship between individual freedom, human rights and patriotic responsibility;
- v) promoting the acquisition of patriotic experience by children and youth on the basis of readiness to participate in state-building processes, ability to determine forms and ways of participation in civil society, communicate with social institutions, authorities, ability to obey laws and protect human rights, willingness to take responsibility, ability to resolve conflicts in accordance with democratic principles;
- vi) formation of tolerant attitude to other nations, cultures and traditions;
- vii) establishment of humanistic morality as the main basis of civil society;
- viii) cultivation of the best features of the Ukrainian mentality – diligence, freedom, justice, kindness, honesty, care for nature;
- ix) formation of speech culture;
- x) encouraging a growing individual to actively oppose Ukrainophobia, immorality, separatism, chauvinism, fascism" [1].

Thus, national and patriotic education will be effective under the condition of systematic and purposeful activities for the formation of patriotic consciousness in young people, a sense of national dignity, the need to serve the ideals and values of their country.

Consider the possibilities and directions of using digital technologies in

In order to educate citizenship and patriotism, the formation of national consciousness and social and political

activity of young students through digital technology at Pavlo Tychyna Uman State Pedagogical University introduced a number of both traditional and new forms of educational work, namely: online thematic lectures, educational classes, round tables, workshops, guest online meetings with famous researchers of historical heritage of Ukraine, online tours of historical places, virtual exhibitions of art, participation in the national-patriotic student camp “Diia” (Action), and etc.

Through the Zoom and Google meet programs, master classes were held for students: “Painting Christmas cookies”, “Amulet for the Defender of Ukraine”, “Patterns full of colourful beauty” (for the day of embroidery), and etc.

A necessary component of patriotic and civic education are the events held at the university to honour the heroism of the Ukrainian people, perpetuate the memory of the victims of World War II, Holocaust victims, Heroes of the Heavenly Hundred (round table “Ukraine remembers – the world recognizes”), online lecture-requiem “Genocide of Ukrainians by famine 1932–1933”, round table “Free to create the future”, round table “Heroes and antiheroes in Ukrainian society of the XXI century”, and etc.). Within the quarantine restrictions, these activities took place in the format of online communication.

A powerful informational and educational function is provided by guest online meetings with well-known researchers of Ukraine’s historical heritage: researcher of the genealogy (and history of the Right-Bank Ukraine Yevhen Chernetsky, poet and philosopher Vano Krueger, with the reconstructor of the Cossack past Vitaliy Pavlenk and “Koliivshchyna 1768–1769” from the series “Archive of commander of the New Zaporizhzhya Sich” by Yevhen Buket and Ivan Sinyak, Doctor of Arts, Professor, Honoured Artist of Ukraine Ivan Yerhiev, contemporary Ukrainian writers Ihor Astapenko and Boguslav Polyak, and etc.

One of the modern methods of patriotic education is the method of projects using information and communication technologies. The use of the project method is based on certain stages and the choice of a relevant topic. An important area of implementation of the program of patriotic education of higher education seekers is the creation of long-term projects. Among the patriotic projects are “Ukraine – a European country”, “The best connoisseur of the history of political thought”, “Me – family – Ukraine”, “Overcoming stereotypes together”. Participation of students in project activities contributes to the expression of patriotic feelings (love for their country, their relatives, tolerance for other nationalities).

On the website of the university every student can get acquainted with the plan of various educational events of national and patriotic orientation (<https://udpu.edu.ua/>).

In order to form an active public position among students at the Faculty of social work and pedagogical

education of Pavlo Tychyna Uman State Pedagogical University, an innovative project was implemented – National Patriotic Camp for Young Students “Diia” (<https://fspu.udpu.edu.ua>) (hereinafter – the “Diia” camp), the purpose of which is to form in students a high patriotic consciousness, a sense of loyalty to the Motherland, care for the welfare of their people, readiness to fulfil civic and constitutional duty to protect national interests, integrity, independence of Ukraine as a legal, democratic, social state” [9, p. 26].

The participants of the camp are students and school students of Uman.

The “Diia” camp began its work in 2014 as a result of tragic events in the country – revolutionary changes in November 2013 – March 2014, the beginning of the war in the east. Its creation demonstrated the high civic position of the students of Pavlo Tychyna Uman State Pedagogical University, the readiness of young generation to defend national values and Ukrainian statehood.

The activity of the national and patriotic camp “Diia” is a worthy opportunity to unite young students and activists around the current issue of unity, tolerance and mutual support. The camp helps to unite young people through cultural actions, master classes, debates, and gives everyone the opportunity to express their opinion constructively and practically get involved in improving the relationship between people (psychological aspect), focus on practical improvement of cities and the environment (physical work).

Measures covered by the project:

- i) “dissemination in the media and social networks of the idea of unity of society and territorial integrity of Ukraine;
- ii) organization of a special virtual space on the Internet (sites, groups in social networks) “VOICE IDEAS” for communication and coverage of urgent topical ideas by ordinary citizens and participants in the camp to address and ensure the territorial integrity of Ukraine;
- iii) creation and maintenance of a telephone hotline for advising on any difficult situations related to social and political events in the country;
- iv) creation of a data bank of Uman residents and their relatives, victims of terrorist acts in the East of Ukraine and organization of social, psychological and material assistance;
- v) ensuring cooperation between social structures of the city and district, employers, the private sector to solve material and social problems of camp participants;
- vi) invitation of experts and specialists (lawyers, jurists, public figures) to acquaint the participants of the Camp with their rights, freedoms and responsibilities, study the current legislation in this area;
- vii) organization of a teleconference between students of Pavlo Tychyna Uman State Pedagogical University and students studying in other regions of Ukraine to

- establish communication and cooperation between young people from different parts of the country;
- viii) conducting eco-trainings on the basis of the National Dendrological Park “Sofiyivka” to overcome stress and crisis situations of the participants of the Camp;
 - ix) holding sports holidays and competitions for children, youth and parents, who are participants of the camp;
 - x) occupational therapy: cleaning the city” [9, p. 29].

The activities of the university library (<https://library.udpu.edu.ua/>) are directed to the formation of national consciousness and social and political activity of students. One of the priority directions of the library’s work as a custodian of spiritual heritage is the coverage of historical events, acquaintance with history, ethnography and nature, literary heritage, architectural monuments of the native land.

During the events, the library gives due place to the promotion of books and works of art that have become the property of Ukrainian culture and acquaintance with the works of prominent people of our region and state. The library fund is staffed with literature that contributes to the formation of a nationally conscious, spiritually rich personality.

Increasingly, users are turning to an electronic directory that can be accessed on a local network and remotely. Its formation began in 2007 with the introduction of bibliographic records of new acquisitions. However, the library staff is also retro-cataloguing the most active part of the library collection.

An electronic library with full-text databases of textbooks and manuals on the profile of the university is being formed. The fund of electronic documents is constantly being formed. Electronic bibliographic manuals characterize the digital form of presentation, interactivity, clarity (multimedia), the ability to connect external objects, accessibility to remote users. Their advantages are combinations, for example, a review of the writer’s life with a bibliography (hyperlinks to his works on the Internet) and a video.

For higher education, librarians conduct online consultations on working with online catalogues, virtual exhibitions. Various types of book trailers, videos of national and patriotic orientation can be found on the website of the University Library.

Nowadays, the university network has access to the scient metric databases Web of Science, Scopus (includes a full-text database ScienceDirect), which are considered the most authoritative of the existing international citation systems, whose indices are recognized worldwide. In terms of thematic content, these two largest information systems in the world belong to the category of multidisciplinary databases covering almost all areas of knowledge. However, the main topic of WoS covers the basic sciences, while Scopus reflects both the basic areas of research and a wide range of applied and engineering fields of knowledge,

economics, management and other areas of research and innovation.

The use of modern information and communication technologies makes it possible to introduce a new form of exhibition of documents in the library, i.e., a virtual (online, electronic) exhibition. Its unconditional advantage is that it is a conditionally unlimited event in time and space, for the implementation of which Internet resources can be used. Textual information, graphic and audio or video images of exhibits revealing the content of the exhibition are placed in virtual exhibitions. Visitors to the virtual exhibition can get complete information on the topic of interest to them, without haste, time or geographical restrictions to become acquainted with information resource.

Virtual exhibitions are associated with significant and memorable dates, events in the pedagogical, cultural, social and political life of the country.

Thus, “virtual exhibitions provide an opportunity to solve a number of problems that cannot be solved by traditional methods. These include ensuring the safety of books, the efficiency of the exhibition and the possibility for continuous replenishment with new publications, presenting books in the required number of titles, unlimited exposure, the ability to view the contents of particular books, disclosure of the contents of the publication by annotation, viewing books library funds, but have some significance to fully explore the topic, the ability to remotely view the exhibition without visiting the library at any time” [10, p. 32].

The use of new information and communication technologies contributes to the optimization of the librarian’s work, improvement of information services for higher education, gives the library the status of a modern information centre.

V. O. Sukhomlinsky State Scientific and Pedagogical Library of Ukraine of the National Academy of Pedagogical Sciences of Ukraine (<https://dnpb.gov.ua/ua/>) pays considerable attention to the information support of national and patriotic education of higher education seekers as the main coordinating scientific and methodical centre of the network of educational libraries of the Ministry of Education and Science of Ukraine and the National Academy of Educational Sciences of Ukraine.

In order to provoke interest of students as future teachers in the national and patriotic education of children and youth, the library has developed and provided access through a web portal to electronic information resources: recommended bibliographic lists “Patriotic education in libraries”, “National and patriotic education of secondary schools” in conditions of modernizing social changes”, “National and patriotic education of the younger generation in Ukraine: current status”, “Patriotic and spiritual-moral education of schoolchildren”, “From the proclamation of independence to the new Ukraine”, collection of scientific

works “Ukrainian teachers on national and patriotic education”.

The library offers users remote online service: user registration, virtual bibliographic reference, “ask the librarian”, electronic delivery of documents. Higher education seekers can get acquainted with the virtual reading space of the V. O. Sukhomlinsky, a virtual reading space of the Cabinet of library sciences, a virtual space museum of rare books, a virtual reading space of an educator.

For the purpose of patriotic education, it is important to direct young students to educational sites, portals, YouTube channels, the content of which contains a lot of useful information in the field of history, ethnology, ethnography, language culture and national art.

Considering the current conditions, social networks have a significant impact on the formation of views and beliefs of young students, because “social networks, semi-public Internet network, which allows users to unite according to common interests and preferences, to create their own content. Similarly, based solely on their motivation, there is a mode of its support – from semi-active to real-time. The materials find resonance in the form of comments by other members of the social network. In fact, such a format of interchange of views and information is appropriate considering the use of social networks in the field of national and patriotic education” [5].

Involving students in online tours of Ukraine will contribute to the formation of a national and patriotic worldview of young people. Online tours are available in such museums as: The country estate museum of Ivan Kotlyarevsky in Poltava, National Museum of Hutsulshchyna and Pokuttya Folk Arts, Historical and Archaeological Museum “Ancient Aratta-Ukraine” in the village of Trypillya, the Museum of the Volyn Icon in Lutsk, Church of the Holy Spirit in Rohatyn, Museum of Hetmanship, Glass Museum in Lviv (independent part of the Lviv Historical Museum), Mykhailo Dzyndra Museum of Modern Sculpture in Lviv, Dubno Castle, the National Literary and Memorial Museum of Hryhorii Skovoroda, Ostroh Castle Military History Museum of Ukraine, the National Historical-Cultural Reserve The Field of the Battle of Poltava, Baturyn Museum of Archeology, Baturyn Fortress Citadel, The historical memorial museum of Stepan Bandera, the Lontsky Street prison museum in Lviv, Dmytro Yavornytsky National Historical Museum, the palace of Cyril Razumovsky in Baturyn, Igor Stravinsky Memorial Museum in Ustyuh, The Museum of Bukovynian Jewish History and Culture.

Nowadays, 3D tours are an up-to-date cultural product that allows you to show cultural and tourist attractions and strengthen the role of culture in society much better than you can when viewing photos, videos, reading descriptions. 3D tour allows you to see the area around you and view the

details of the world around you in the smallest detail, as well as rotate and move around a virtual object.

During the pandemic, many of the world’s cultural heritage sites organized their activities using digital technology. Among the institutions that provided online services were the Guggenheim Museum online collection, the MoMa New York Museum of Contemporary Art online collection, the Van Gogh Museum in Amsterdam with google street view, as well as the Google Art and Culture project and others. Online collections, virtual tours, streams, video tours, YouTube channels, online broadcasts – all this has made it possible to travel and explore the world without changing your geolocation. Taking into account domestic and foreign experience, an inclusive 3D map was created within the research topic “Social and psychological rehabilitation of children and youth with special educational needs through inclusive tourism” (state registration number: 0119U103978) Pavlo Tychyna Uman State Pedagogical University: <https://fspu.udpu.edu.ua/inklyuzyvno-sotsial%CA%B9na-3D-karta/#/>), which includes several cultural sites in a tourist route, which is convenient and practical to use. The developed inclusive 3D map can be used not only as a tourist route, but also to be an effective interactive tool for the formation of national and patriotic education of young students. In addition, the current generation Z is “digital” children born in the virtual world, so digitized information is perceived better by them, and they are the ones who are hard to surprise. Modernization, transformation and comfort are the main features for them.

Inclusive 3D map is a project that has created conditions for equal participation, equal access for all members of society. Creating a platform helps to plan your vacation online, as well as with the help of digital technology to visit the most famous historical and cultural sites and immerse yourself in historical adventures.

The project provides an opportunity to meet their cultural needs and demonstrate the cultural diversity of the region, which will be a reason to visit these places offline. The project helps higher education seekers to broaden the horizons and deepen knowledge; it is aimed at educating true citizen, provoking cognitive interest in the subjects studied, uprising motivation to study, and increasing awareness of Ukrainians about historical and cultural heritage. In the context of the formation and development of an inclusive society, the project helps to ensure equal opportunities for students with disabilities in tourism, thus enabling them to obtain the status of active participants in social and cultural activities [11]–[12].

In order to test the effectiveness of the formation of national and patriotic education of students by digital technology on the basis of Pavlo Tychyna Uman State Pedagogical University (Faculty of Primary Education and Faculty of Social and Psychological Education) was conducted a survey of 3–4 full-time students. Author used online questionnaire, which included 19 open-ended and

closed-ended questions. 72 higher education seekers took part in the survey.

3. Experimental Consideration

Consider the results of the survey. To the first question “What does it mean for you to be a patriot?” The majority of respondents (46.4 %) answered “work for the benefit of their country”, 24.6 % – “follow the traditions”, 14.5 % – “live and be born in Ukraine”, 6.5 % – “communicate in Ukrainian”. As it was possible to write their own answer, some students said: “defend your country and identify yourself as Ukrainian”, “work for the welfare of the country”, “respect yourself, be responsible for your actions, words, behaviour, be a representative of your nation” (Figure 1). Thus, the younger generation perceives the patriot as a person with an active position in life, ready to defend his homeland.

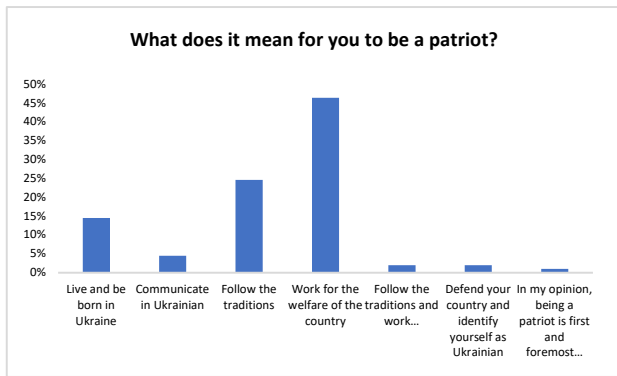


Fig. 1 Responses to the question “What does it mean for you to be a patriot?”

Source: Formed and calculated by the authors.

83.1 % of respondents said they loved their country, and only 9.2 % said they did not care. 90.8 % said they were fluent in Ukrainian, and 6.2 % said it was “difficult” to answer this question.

To the fourth question “What do you do to be a patriot of your country?” 56.5 % of students answered that they speak Ukrainian and follow traditions, take any opportunity to improve the welfare of the state; 24.6 % – live in Ukraine and fight for its well-being by all possible methods; 13 % – live for pleasure and are not interested in what is done with the state (Figure 2).

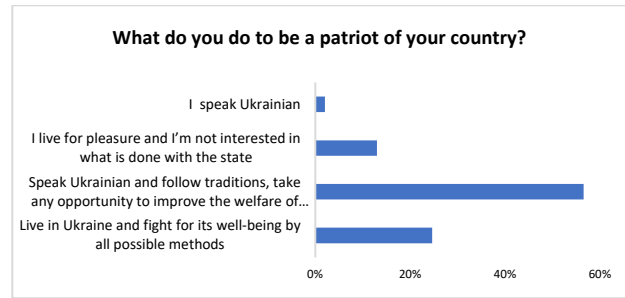


Fig. 2 Responses to the question “What do you do to be a patriot of your country?”

Source: Formed and calculated by the authors.

To the open question “What measures do you think the state should take to support the patriotic spirit of young people?” we received many different answers: from traditional – “Encourage the younger generation to study in order to train qualified professionals”, “celebrate all Ukrainian holidays, follow traditions”, “help young people with employment”, “provide a decent salary”, “hold various events for the rise of the Ukrainian language”, the extraordinary ones are the following: “to create clubs of patriots”, “to celebrate holidays in a modern, youthful style, but with respect to Ukrainian tradition”, “to make modern films based on historical events”.

When asked “What character traits do you consider necessary for the education of patriotism among young people?” (Question 6) we received the following answers: 45.7 % – a sense of respect for their country, 30 % – activity in public life of the country, 15.7 % – interest in the historical past, 4.8 % – intelligibility (Figure 3).

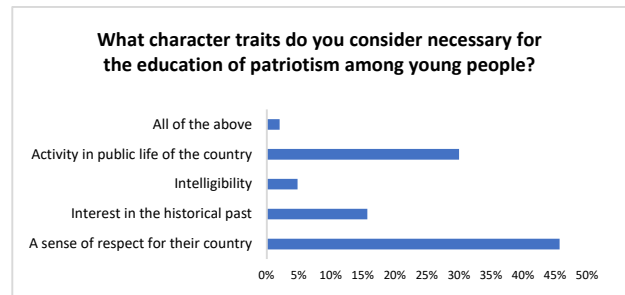


Fig. 3 Responses to the question “What character traits do you consider necessary for the education of patriotism among young people?”

Source: Formed and calculated by the authors.

Most students (45.2 %) spend their free time in the company of friends, 21 % of respondents spend time on computer or TV, 12.9 % – visit theatres and watch movies on historical and patriotic themes. And a very low percentage of students (4.8 %) visit historical, literary, art museums, exhibitions and tours.

Among the priority Internet resources used by students, we can name 50.8 % YouTube, 16.4 % – Facebook, 11.5 % – Viber.

We are impressed by the answers of students to the ninth and tenth questions, namely: 50.0 % of respondents said that they participate in university / faculty events of national and patriotic directions of activities and 50.8 % of students like online events (Figures 4 and 5).

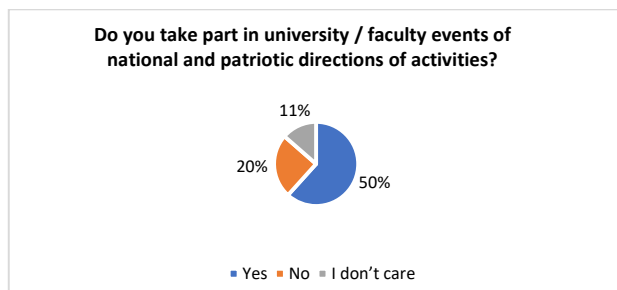


Fig. 4 Responses to the question “Do you take part in university / faculty events of national and patriotic directions of activities?”

Source: Formed and calculated by the authors.

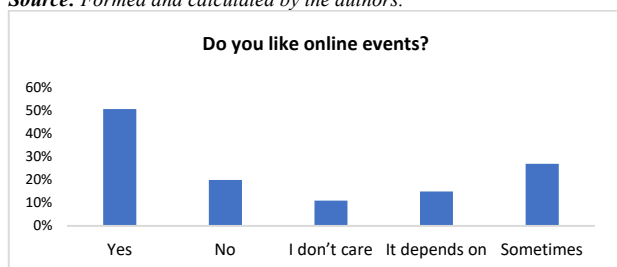


Fig. 5 Responses to the question “Do you like online events?”

Source: Formed and calculated by the authors.

63.5 % of respondents allow online resources to lead a full active life in distance learning and more than half (59.7 %) say that online resources and the Internet affect their patriotic feelings. 90.5 % like to travel around Ukraine, 45.2 % – like virtual tours, but there are those who do not like it (51.6 %). The next series of questions was devoted to acquainting students with the universal “Cultural, recreational and tourist Cherkasy: inclusive and social 3D map”. Thus, 54.7 % of students said they were acquainted, 42.2 % – said no. To the question “Which of the online tours did you like the most?” 38.7 % mentioned the 4th tour (Uman), 25.8 % – the 2nd tour (Korsun-Shevchenkivsk – Kaniv), 14.5 % – the 1st tour (Monasteryshche – Zhashkiv – Zvenyhorodka – Talne), 8.1 % – the 3rd tour (Chyhyryn) (Figure 6).

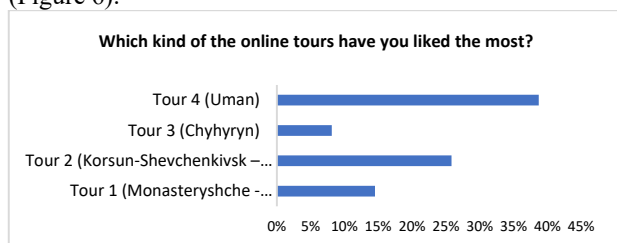


Fig. 6 Responses to the question “Which kind of the online tours have you liked the most?”

Source: Formed and calculated by the authors.

When asked “Is an inclusive and social 3D map useful? Why?” most students not only responded positively, but also noted that the 3D map is especially important for people with disabilities, thus showing a tolerant attitude.

Finally, we asked questions about the distance learning environment. Thus, 69.8 % of surveyed students consider it appropriate after the quarantine to continue the active use of elements of distance learning and 85.9 % note the convenience of the proposed platforms for distance learning.

4. Conclusion

Thus, the study showed that young students take an active public position: speak Ukrainian, want to live and work in Ukraine, respect their homeland, its traditions, cultural and historical past, love to travel and are tolerant towards people with special needs.

Increasing the level of use of online resources, in particular: attending online thematic lectures, educational classes, round tables, online tours of historical places, virtual art exhibitions, e-library testify to the values of self-development and self-improvement, successful adaptation to new living conditions arose in connection with COVID-19 and the desire to identify their own cognitive, search, organizational, subject-transforming skills and skills of subject to subject interaction as the basis of patriotic skills in a distance learning environment.

The directions for future research are in the application of a wide range of opportunities of information and communication technologies, namely 3D games, TV tandems, podcasts, social networks, video resources in national and patriotic education of youth.

Acknowledgement

The publication was publicly funded by Ministry of Education and Science of Ukraine for developing of research project “Social and psychological rehabilitation of children and young people with special educational needs through inclusive tourism” (State Reg. No. 0119U103978).

References

- [1] The Board of the Ministry of Education and Science of Ukraine. (2009, June 25). Annex to the decision, Minutes No. 7/2–4, Approval of the Concept of national education for Students (in Ukrainian). [Online]. Available: zakon.rada.gov.ua/rada/show/vr2_4290-09#Text
- [2] Cabinet of Ministers of Ukraine. (2021, June 30). Resolution no. 673, State targeted social programme for national patriotic education until 2025 (in Ukrainian). [Online]. Available: zakon.rada.gov.ua/laws/show/673-2021-%D0%BF#Text
- [3] N. I. Cherepovska. *Media education resources for developing patriotism and critical thinking among young people* (in Ukrainian). Kropyvnytskyi: Imeks-LTD, 2017.

- [4] O. A. Pavlushenko, L. Yu. Mazai, L. V. Prokopchuk, and N. M. Pavlykivska. "The internet resources as a means for forming students' national and patriotic worldview," (in Ukrainian), *Information Technologies and Learning Tools*, vol. 85, no. 5, pp. 130–146, 2021, doi: 10.33407/itlt.v85i5.3826
- [5] I. I. Viltaniuk. "The use of information and communication technologies in the national and patriotic upbringing of youth," *State Institute of Family and Youth Policy*, 12 Mar. 2020. [Online]. Available: <https://dismp.gov.ua/vykorystannia-informatsijno-komunikatsijnykh-tehnolohij-v-natsionalno-patriotychnomu-vykhovanni-molodi>
- [6] R. Kamil. "The use of information and communication technologies in patriotic education," *Journal of Education, Health and Sport*, no. 9(7), pp. 487–496, 2019, doi: 10.5281/zenodo.3407750
- [7] E. Lacka, T. C. Wong, and M. Y. Haddoud. "Can digital technologies improve students' efficiency? Exploring the role of Virtual Learning Environment and Social Media use in Higher Education," *Computers & Education*, vol. 163, Apr. 2021, doi: 10.1016/j.compedu.2020.104099
- [8] S. Fedorova, D. Ivanova, and K. Balysheva. "Digital technologies in civic and patriotic education of students," *E3S Web of Conferences*, vol. 273, 12054, 22 June 2021, doi: 10.1051/e3sconf/202127312054
- [9] O. I. Bezliudnyi, and O. O. Kravchenko. *National-patriotic camp for student youth "Diya" (I–VIII shifts)* (in Ukrainian). Uman: Pavlo Tychyna Uman State Pedagogical University, 2017.
- [10] I. I. Khemchian, L. M. Bondar, T. V. Dobko, and A. I. Ruban, *Patriotic education in school libraries: methods and approaches in Ukrainian*. Kyiv: State Scientific and Pedagogical Library of Ukraine named after V. O. Sukhomlynskyi, 2017.
- [11] V. Omelyanenko, O. Braslavskaya, N. Biloshkurska, M. Biloshkurskyi, N. Kliassen, and O. Omelyanenko. "C-engineering based Industry 4.0 innovation networks sustainable development," *International Journal of Computer Science and Network Security*, vol. 21, no. 9, pp. 267–274, Sep. 2021, doi: 10.22937/IJCSNS.2021.21.9.35.
- [12] O. Kravchenko, P. Oksom, A. Voitovska, and I. Albul. "Gender socialization of students with disabilities: Ukrainian practices," *Amazonia Investiga*, vol. 9, no. 27, pp. 260–267, Mar. 2020, doi: 10.34069/AI/2020.27.03.28.

Oleksandr Bezliudnyi

Doctor of Sciences (Pedagogy), Professor at the English Language and Methods of Teaching Department, Faculty of Foreign Languages. Rector of Pavlo Tychyna Uman State Pedagogical University, 2 Sadova Street, Uman, Cherkasy Region, 20300, Ukraine.

E-mail: bezludnyi_oi@ukr.net

ORCID ID: [0000-0001-5191-4054](https://orcid.org/0000-0001-5191-4054)

Oksana Kravchenko

Doctor of Sciences (Pedagogy), Professor at the Department of Social Education and Social Work. Dean of the Faculty of Social Work and Psychological Education. Pavlo Tychyna Uman State Pedagogical University, 2 Sadova Street, Uman, Cherkasy Region, 20300, Ukraine.

E-mail: oksolkkravchenko@ukr.net

ORCID ID: [0000-0002-9732-6546](https://orcid.org/0000-0002-9732-6546)

Oksana Kondur

Doctor of Sciences (Pedagogy), Professor at the Department of Professional Methods and Technologies of Primary Education. Dean of the Pedagogical Faculty.

Vasyl Stefanyk Precarpathian National University, 57 Shevchenko Street, Ivano-Frankivsk, 76018, Ukraine.

E-mail: oksana.kondur@pnu.edu.ua

ORCID ID: [0000-0001-9342-1127](https://orcid.org/0000-0001-9342-1127)

Iryna Reznichenko

Ph.D. (Pedagogy), Associate Professor at the Department of Educational Technologies and Pedagogical Creativity. Faculty of Primary Education.

Pavlo Tychyna Uman State Pedagogical University, 2 Sadova Street, Uman, Cherkasy Region, 20300, Ukraine.

E-mail: rig.ua@ukr.net

ORCID ID: [0000-0003-2810-2378](https://orcid.org/0000-0003-2810-2378)

Nataliia Kyrsta

Ph.D. (Pedagogy), Associate Professor at the Department of Theory and Methods of Preschool and Special Education, Pedagogical Faculty.

Vasyl Stefanyk Precarpathian National University, 57 Shevchenko Street, Ivano-Frankivsk, 76018, Ukraine.

E-mail: natalia.kyrsta@pnu.edu.ua

ORCID ID: [0000-0002-6777-4890](https://orcid.org/0000-0002-6777-4890)

Yulia Kuzmenko

Ph.D. (Psychology), Associate Professor at the Department of Psychological and Pedagogical Education and Social Sciences.

Public Higher Educational Establishment "Vinnytsia Academy of Continuing Education", 13 Hrushevskoho Street, Vinnytsia, 21050, Ukraine.

E-mail: 27Julia26@gmail.com

ORCID ID: [0000-0003-2055-7634](https://orcid.org/0000-0003-2055-7634)

Larysa Tkachuk

Ph.D. (Pedagogy), Associate Professor at the Department of Pedagogy and Educational Management. Faculty of Social Work and Psychological Education

Pavlo Tychyna Uman State Pedagogical University, 2 Sadova Street, Uman, Cherkasy Region, 20300, Ukraine.

E-mail: larysa.tkachuk.2011@gmail.com

ORCID ID: [0000-0003-3337-2540](https://orcid.org/0000-0003-3337-2540)