

The Main Methodological Positions of Educational Institutions in the System of Educational Work of the Modern Information Space

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Summary

The article proves the idea that the protection and development of Ukraine as an independent, sovereign state requires the education of a patriot citizen who is able to live and work in a democracy, ensure the unity of Ukraine, feel constant responsibility for himself, his people, the country, and strive to make a real contribution to reform processes, especially in unstable, wartime. The main goal of educational institutions in the system of educational work of the modern information space is revealed. The tasks of patriotic education of the individual are presented. The content of patriotic education at the wartime stage and the main characteristics of the content of patriotism are substantiated. The main methodological positions that are taken into account in the construction of the structure and dynamics of the formation of civil responsibility of the individual are highlighted. The structure of civic responsibility as an integral system of the modern information space is drawn, which includes three subsystems that characterize the natural, social and systemic qualities of citizenship, interconnected hierarchically and synergistically. The components of the structural part of the model of civil culture of the individual in the modern information space are analyzed. Modern modernization of the education system in the modern information space, which has led to the emergence of a new type of Educational Institutions, requires the search for new pedagogical technologies that can ensure the formation of a patriotic citizen with an active civic position, which involves not only mastering students' knowledge about the rights and obligations of citizens, convincing them of the expediency of democratic transformations of society, the formation of high moral and strong-willed, patriotic qualities and feelings, but also identifying motivated civic actions, actions that are necessary during martial law in Ukraine.

Keywords:

modern information space, civil responsibility, patriotic qualities, education of a patriotic citizen, system of educational work in the modern information space, active civic position.

1. Introduction

The development of Ukraine as an independent, sovereign state requires the education of a patriotic citizen in the modern information space, able to live and work in a democracy, ensure the unity of Ukraine, feel constant responsibility for himself, his people, the country, which is necessary during martial law in Ukraine and strive to make a real contribution to the reform processes. Given the aggravation of the military-political and economic situation in Ukraine, today the education of true patriots is undoubtedly one of the most important areas of the education system. [12].

Today, the main goal of educational institutions is the formation and development of a fully developed, conscious person with a clear life position, ready to make a decent choice of their future, to become a true patriot of their own country, which is necessary during martial law in Ukraine. The most important goal of educational institutions is to educate a patriot who respects his people, customs and traditions formed by past generations. Modern teachers create favorable conditions for the development of patriotic qualities as a priority area of social life in the country.

The development of patriotic qualities in the modern educational process is extremely important. The main guarantee of the prosperity of the state is the national and patriotic education of young people, some of whom annually join the ranks of civil servants [2]. After all, they make their own adjustments to the laws, public life, ethical and moral foundations. To ensure these reforms do not lead

to collapse, national and patriotic education should accompany young people throughout their lives. But do not forget that, first, you need to educate yourself, and only then your children and students.

Knowledge of certain components of the technology allows the teacher to organize the process of patriotic education at school, in a higher education institution, correctly selecting the necessary forms and methods of working with teenagers, which will help to educate patriots of their own state, able to appreciate the country and their people, quickly respond to any changes, able to support and respect the culture and traditions that will later be passed down from generation to generation. [3].

Purpose of the article. Find out the main methodological positions of educational institutions in the system of educational work of the modern information space.

2. Analysis of recent research and publications

I. V. Shcherbak formulates the main goal of military-patriotic education in the modern information space – the formation and strengthening of national-patriotic qualities, moral, psychological and physical readiness to protect the Motherland among students. [12]

G. Shvachich, V. Tolstoy, L. Petrechuk, Y. Ivashchenko, O. Gulyaeva, O. Sobolenko believe that since outdated teaching methods and tools do not meet the current requirements and are not subject to the trends of rapid development of scientific and technological progress, this encourages the introduction of innovative teaching methods and the use and adaptation of these technologies in the educational process. This problem is particularly acute in the formation of professional skills, since for their effective assimilation, the educational process requires the use of a large number of visual materials and interactive tools, which in turn positively contribute to improving the achievement of educational and educational goals. [14].

O. Bida, V. Moiseev, and I. Greba argue that the structure of civic responsibility as an integral system includes three subsystems that characterize the natural, social, and systemic qualities of citizenship, interconnected hierarchically and synergistically. The components of the structural part of the model of civil culture of the individual are distinguished at the level of three subsystems. [2].

N. Derevyanko, V. Kostiv define the civic responsibility of young people as a joint creative activity, interaction of teachers, parents, educators and their pupils, which stimulates the development of the best civic qualities in Ukrainians by providing the necessary conditions for the effective functioning of the mechanism of internal value-normative regulation of a person's civic behavior and its inclusion in various civil relations. Such a pedagogical process presupposes the final result (patriotic education,

harmonious personal development of citizens, optimization of civil interpersonal interaction) and the means of its implementation (availability of goals, programs, tools, methods and performers). [4].

Kotiash, I., Shevchuk, I., Borysonok, M., Matviienko, I., Popov, M., Terekhov, V., Kuchai O. discovers that the practice of multimedia technologies in the educational process of higher education institutions lets to move from a passive to an active way of realizing educational activities, in which the student becomes the main participant in the learning process [8].

Shunkov, V., Shevtsova, O., Koval, V., Grygorenko, T., Yefymenko, L., Smolianko, Y., Kuchai, O. discovers the educational objects of multimedia learning technologies: intensification of all levels of the educational process, improving its efficiency and quality; application of the social order caused by the informatization of modern society (training of specialists in the field of informatics and computer technology; training of the user of multimedia technologies); creation of an open education system that optimizes the dynamics of the trajectory of self-education; regular integration of subject areas of knowledge; progress of creative potential of the student, his ability to communicative actions; construction of skills in organizing and conducting experimental research activities; culture of educational work; change and formation of information culture of students [13].

Kuchai, O., Skyba, K., Demchenko, A., Savchenko, N., Necheporuk, Y., & Rezvan, O. learning the fragment of multimedia education in the progress of the information culture. The information range is skilled both as a separate sector of the economy and as a factor in the innovation of education [9].

S. Voloshinov, G. Popova analyze the rapid development of society and the emergence of new digital technologies, the openness and transparency of educational systems, the transition of the educational process to a virtualized space, which allows higher education institutions to expand their capabilities to create information and educational environments of the modern generation, allowing them to move to a new form of relations and communication between all participants in the educational process. [15].

3. Research methods

Study and analysis of philosophical, social, psychological and pedagogical literature on the problem of substantiating the main methodological positions of educational institutions in the system of educational work of the modern information space.

4. Results and discussion

Speaking about education, this concept is correlated with the specific practical activity of the teacher, with his educational work, which he spends every day with those who receive education. This concept is also identified with parents' concern for the formation of their child's personality. Education is the process of purposeful influence of the teacher on the student in order to form his conscience, honor, humanity, truthfulness and other character traits that will determine the personality of the student as a future conscious citizen of independent Ukraine. Education as a pedagogical activity is the organization of the environment and the creation of optimal conditions for the child's self-education.

In the theory of education, it is customary to talk about the educational process, which includes the process of educational influence, the process of acceptance by the individual and the process of self-education that occurs in this case.

The concept of educational work reflects the procedural side of educational activity – the activity of teachers, parents to implement the formation of certain personality traits of pupils, taking into account the specific conditions of its functioning and characterizes the direct planning, organization and conduct of certain educational activities in a particular educational institution. At the same time, the educational system is an ordered set of interrelated components that characterize at the theoretical level in the most generalized form the components of educational work (pedagogical activity) at this stage of school development and pedagogical science.

Analysis of theory and practice allows us to define the concept of the educational system as a way of life of the collective, all sides/components of which correspond to a certain goal and ensure in the process of their functioning the achievement of a given result - the definition of features (limits) of development and moral qualities of the individual [7].

Crisis political phenomena in Ukraine, obvious contradictions between the declared civic values and their neglect, destruction in real life significantly actualized the need to correlate methodological and theoretical approaches to the formation of patriotic qualities of a citizen.

I. Shcherbak believes that the most important characteristics of this education are the patriotic orientation of the individual; awareness of personal responsibility for the readiness of the Ukrainian army to protect the state from external encroachments; the desire of students to form the necessary military-patriotic competence; psychological readiness for military service.

Today, during the martial law in Ukraine, military-patriotic education becomes particularly relevant and important in preparing young people for military service. Constant indicators of military-patriotic education are

loyalty to the Fatherland, their people, loyalty to civil and military duty, physical fitness, military honor, courage, endurance, dedication, valor, mutual assistance, etc.

The task of patriotic education of the individual is the formation of his patriotism, that is, the development, first of all, of such qualities and properties:

- patriotic feelings (love for your people, language, native nature);
- national dignity, nobility, moral and spiritual education;
- civic consciousness and activity;
- tact and tolerance (national, religious, etc.);
- needs for the preservation of national spiritual material values;
- readiness for patriotic activities, for feats for the good of the Fatherland;
- patriotic orientation of the individual.

Among the main directions of military-patriotic education of young people, according to I. Shcherbak, it is worth highlighting the following: patriotic, moral and psychological, military and legal. The result of educational activities of teaching collectives of higher educational institutions and self-improvement of students in these areas should be a set of appropriate personality formations: patriotic, moral and psychological, military and legal education.

The content of patriotic education at the present stage is revealed as a multi-faceted, large-scale and constantly carried out activity that includes targeted, functional, social, organizational and other aspects, has a high level of consistency, covers all generations with its action, permeates to one degree or another all aspects of life: spiritual and moral, socio-economic, informational, legal, psychological and pedagogical, military and political.

The main characteristics of the content of patriotism are understanding and perception of the Ukrainian national idea; promoting the development of the statehood of Ukraine, its independence; mastering and developing the Ukrainian language, culture; military-patriotic education; love and respect for the native land; respect for history, folk traditions, folklore; love for native nature.

Patriotic feelings are especially acute, and the importance of patriotism increases when certain negative circumstances threaten the Motherland in the form of a deviation of historical development from the norm: natural disasters, crises, revolutions, wars, etc. [12].

Modern modernization of the education system, which has led to the emergence of a new type of Educational Institutions, requires the search for new pedagogical technologies in the modern information space that can ensure the formation of a citizen with an active patriotic position, civil responsibility, which involves not only mastering students' knowledge about the rights and obligations of citizens, convincing them of the expediency of democratic transformations of society, the formation of

high moral and strong-willed, patriotic qualities and feelings, but also identifying motivated civic actions, actions. In the development of such a technology for forming the civic position of students in a new type of educational institution, the relevance of the study lies [10].

Information technologies are an integral part of the modern world, they largely determine the further economic and social development of humanity. In these circumstances, the training system also requires revolutionary changes. We can say that the relevance of this issue takes place in the modern educational environment, because now high-quality teaching of disciplines cannot be carried out without using the tools and opportunities provided by computer technologies and the Internet.

Information technologies is a set of methods, production processes, software and hardware tools integrated for the purpose of collecting, processing, storing, distributing, displaying and using information in the interests of its users.

Technologies that provide and support information processes, i.e. processes of searching, collecting, transmitting, storing, accumulating, replicating information and procedures for accessing it.

Information and Communications Technology (ICT) is often used as a synonym for information technology (IT), although ICT is a more general term that emphasizes the role of unified technologies and the integration of telecommunications (telephone lines and wireless connections), computers, subroutines, software, storage and audiovisual systems that allow users to create, access, store, transmit and modify information. In other words, ICT consists of IT, as well as telecommunications, media broadcasting, all types of audio and video processing, transmission, network management and monitoring functions.

Since outdated teaching methods and tools do not meet the current requirements and are not subject to trends in rapid development of scientific and technological progress, this encourages the introduction of innovative teaching methods and the use and adaptation of these technologies in the educational process. This problem is especially acute in the formation of professional skills, since for their effective assimilation, the educational process requires the use of a large number of visual materials and interactive tools, which in turn positively contribute to improving the achievement of the educational goal [14].

Analyzing the structure of the information space, researchers identify it with the information structure of society and, accordingly, include it in it:

- the real space of information existence, which covers a variety of Sciences, Mass Media, Education, Information Institutions and Organizations;

- virtual space is a system of specific display of information, in which the user has a sense of being in a space synthesized, defined by devices, among which the

author highlights high-quality means of stereo images, influencing other (except for vision) channels.

- information enters the human brain with appropriate feedback and software.

The information space consists of the following main components:

- 1) Information Resources containing data and knowledge recorded on the relevant information carriers;

- 2) Organizational structures that ensure the functioning and development of a single information space, in particular the collection, processing, storage, distribution, search and transmission of information;

- 3) Means of information interaction of citizens and organizations that provide them with access to information resources based on relevant information technologies, including software and hardware tools and organizational and regulatory documents.

The information educational space consists of the following main components:

1. Information Resources – databases and data banks, all types of archives, systems of State IP depositories, libraries, museum vaults, etc.

2. Information and telecommunication infrastructure: geographically distributed state and corporate computer, telecommunications networks, special-purpose and public-use systems, data transmission channels, means of switching and managing information flows.

3. Information, computer and telecommunications technologies – basic, applied and security systems, means of their implementation.

4. Research and production potential in the fields of communications, telecommunications, computer science, computer engineering, dissemination and access to information.

5. Organizational structures, including personnel, that ensure the functioning and development of the National Information Infrastructure.

6. Market of information technologies, means of communication, informatization and telecommunications, information products and services.

7. Systems of interaction of the information space of Ukraine with global open networks, ensuring information protection, mass information, information legislation.

More reasonable and appropriate is the point of view of those Ukrainian scientists who propose to consider the structure of the information space taking into account the terminology that is reflected at the level of legislative acts. They propose to refer the following components to the main elements of the information space of Ukraine:

1. National Information Resources of Ukraine are individual documents and their arrays, results of intellectual, creative and informational activities, databases and data banks, all types of archives, libraries, museum collections and others containing information and knowledge recorded on the relevant information carriers.

2. Information infrastructure covering the following elements:

- organizational structures that ensure the formation, functioning and development of the information space, as well as the collection, processing, storage, distribution and effective use of information resources;

- information and telecommunications structures that include geographically distributed state and corporate computer, telecommunications networks and special and general purpose systems, data transmission channels, switching tools and information flow management;

- information technologies, which are defined as an organized set of systems, tools and methods that based on the information infrastructure, provides processes for processing, storing, developing, distributing, using and protecting information resources;

- a system of mass media consisting of a set of print and electronic media – TV and radio companies, news agencies, book publishing complexes, cinematography, library, archival, etc.

Modern person has been immersed in the information environment since childhood. She lives among television, radio, books, magazines, computer games, etc., turns to information channels not only when studying and performing professional duties, but also when calling a doctor, upbringing the children. The information culture of the individual becomes very important when choosing a profession, work, or leisure. Therefore, the information space covers the entire set of information around a person and the world of his information activity [1].

The formation of civic responsibility depends on educational institutions and their role in the system of educational work of the modern information space.

Civic responsibility is determined by the unity of thoughts, feelings and activities, so it is important to take care of the development of the emotional, intellectual and practical component of civic culture, so that respect for the laws and symbols of the Motherland, for its shrines, understanding of one's rights and obligations are combined with the realization of one's own patriotic feelings, rights and obligations in everyday life.

The effectiveness of the formation of civic responsibility depends on how teachers stimulate the development of self-organization, self-government of students, a democratic style of interaction; contribute to the formation of critical thinking, creativity and independence, awareness of their own worldview orientations [6].

Civil responsibility is a reflection of civil society, the civil sphere of public life, civil rights and the status of a citizen; it is a culture of civil society that provides for the unity of civil rights and obligations; a set of spiritual, moral, qualities, value orientations and ideological and psychological characteristics of the individual. The components of civic responsibility are patriotic orientation, civic education, competence, activity, and experience in

social activities. The central place is the formation of democratic values, freedoms, civic position among young students, the ability to make their own objective assessments of various life phenomena and events, people themselves and the meaning of life, and thus resist the mechanical and expansive imposition of ready-made standards and guidelines from the outside. It is also important to foster a conscious and responsible attitude to the rights and obligations of citizens in accordance with state legislation [11].

One of the most relevant factors and means of forming citizenship is Ukrainian Studies. Starting from kindergarten, continuing at school and in higher education institutions, citizens of Ukraine study their ancestry, places where they were born, their native village, city. Through Ukrainian Studies, pedagogical and professional problems are solved: 1) the national language as the basis of the life of the people; language is the tool of every citizen; 2) the family is considered as a genetic – pedigree and socio-political ethnic basis for pedagogy; 3) the appearance and ethics of communication are epochal for Ukrainians, so they see historical pride in their people and historical desire to preserve a colorful and rich creative culture in knowledge; 4) Ukrainians study folk traditions, rituals and ceremonies [6].

The main methodological positions taken into account in the construction of the structure and dynamics of the formation of civil responsibility of the individual are:

- the idea of a person's civic culture as an integral property, an ideal system that is viewed through the main indicators: structure, consistency, integrity, functionality;

- the main components of the subsystem of the integral system of civil culture of the individual function within a vicious circle in which there are various interdependencies: both one-unambiguous, one-ambiguous, and many-unambiguous and many-ambiguous definitions;

- the existence of natural, social and systemic qualities in these subsystems, which are also the main indicators of the formation of civil culture as a systemic integral quality; the division of social and systemic qualities into qualities of the "first" and "second" order;

- hierarchy, interdependence of elements of the integral system of civil culture of the individual, the overlap and interrelation of individual subsystems in their integral system; the performance of natural qualities of the "second order" in the role of social qualities of the "first order" and social qualities of the "second order" in the role of systemic qualities of the "first order".

- interiorization of external influences, values, circumstances in the interaction of integral systems and exteriorization of internal components of the system, changes in external circumstances under the influence of internal factors;

- the existence of active centers in the integral system of civil responsibility of the individual, dominant manifestations in its structure of individual subsystems.

The structure of civic responsibility as an integral system includes three subsystems that characterize the natural, social and systemic qualities of citizenship, interconnected hierarchically and synergistically. The components of the structural part of the model of civil culture of the individual (at the level of three subsystems) are:

- the first subsystem of internal value-normative regulation of human behavior, the final result of the functioning of which is social qualities of the "first order" - civil actions-attitude: balance in meeting and forming the basic vital needs of the individual;

- awareness of the norms of civic behavior; the formation of civic values and ideals, conscious attitudes of the individual; the adequacy of self-esteem and the level of claims of the individual in accordance with the created public good and the realization of the potential capabilities of the individual in its conditions; the formation and completeness of the functions of the motivational sphere, etc;

- the second: the civil attitude of a person (social qualities of the "first order") to representatives of the native nation and national minorities, universal and national values, rights and obligations of a citizen, to the idea of national (state) existence and national ideology, to the native Fatherland and other states, to the common heritage and nature of the father's land. To the affairs of the state and state loyalty, social groups (families; groups, communities), to civil traditions and rituals, to the language and symbols of the state, to citizens, etc., as a possibility of functioning in the form of a regulatory system, which is manifested through the actual activities of the civil society behavior and the possibility of developing a set of civic qualities (social qualities of the "second order");

- the third: systemic qualities of the "first order" – features of citizenship of the individual (respect for national traditions, attachment to civil rites, national mentality and spirituality, national identity, preservation of family ancestry and honor, civic duty, national dignity and civic courage. Commitment to universal values and local patriotism, state patriotism, civic discipline and civic activity, loyalty and dedication to the cause of the national state, national monolingualism, etc) and systemic qualities of the "second order" – its civic orientation (cosmopolitan, patriotic, nationalist). [2].

Civic responsibility of young people is interpreted as a joint creative activity, interaction of teachers, parents, educators and their pupils, which encourages the development of the best civic qualities in Ukrainians by providing the necessary conditions for the effective functioning of the mechanism of internal value-normative regulation of a person's civic behavior and its inclusion in

various civil relations. Such a pedagogical process presupposes the result (patriotic education, harmonious personal development of citizens, optimization of civil interpersonal interaction) and the means of its implementation (the presence of goals, programs, means, methods and performers) [4].

The rapid development of society and the emergence of new digital technologies, the openness and transparency of educational systems, the transition of the educational process to a virtualized space allows higher education institutions to expand their capabilities to create information and educational environments of the modern generation, allowing them to move to a new form of relations and communication between all participants in the educational process. HEI cannot stay away from the changes that are taking place around the world and must make every effort to adapt their technological strategies in order to increase the competitiveness of their graduates [15].

Conclusions

Modern modernization of the education system requires the search for new pedagogical technologies that can ensure the formation of a citizen with an active patriotic position, which involves not only mastering the knowledge of the rights and obligations of citizens, convincing them of the expediency of democratic transformations of society, the formation of high moral and strong-willed, patriotic qualities and feelings, but also identifying motivated civic actions, which is especially relevant during the martial law in Ukraine. [2]. Therefore, we have revealed the main goal of educational institutions in the system of educational work of the modern information space. The tasks of patriotic education of the individual are presented. The content of patriotic education at the wartime stage and the main characteristics of the content of patriotism are substantiated. The main methodological positions that are taken into account in the construction of the structure and dynamics of the formation of civil responsibility of the individual are highlighted. The structure of civic responsibility as an integral system of the modern information space is drawn, which includes three subsystems that characterize the natural, social and systemic qualities of citizenship, interconnected hierarchically and synergistically. The components of the structural part of the model of civil culture of the individual in the modern information space are analyzed.

Prospects for further exploration from the direction to investigate the main methodological positions taken into account in the construction of the structure and dynamics of the formation of civic responsibility of the individual.

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