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IMPLEMENTING DIGITAL MILITARY-PATRIOTIC EDUCATIONAL PROJECTS IN CURRICULAR AND EXTRACURRICULAR ACTIVITIES THROUGH ART AND ENGLISH

У статті висвітлено актуальні підходи до реалізації цифрових проєктів військово-патріотичної спрямованості в урочній та гуртковій роботі закладів освіти в умовах цифровізації освітнього середовища та посилення ролі військово-патріотичного виховання учнівської молоді. Уточнено сутність виховного цифрового проєкту як інтегрованої форми організації освітньої діяльності, спрямованої на створення учнями цифрового продукту на основі творчої, дослідницької та комунікативної діяльності. Визначено структурні компоненти цифрового проєкту військово-патріотичної спрямованості: ціннісно-мотиваційний, змістовий, творчо-діяльнісний, комунікативний та рефлексивний. Обґрунтовано виховний потенціал цифрових проєктів, який полягає у формуванні національної ідентичності, патріотичних почуттів, громадянської відповідальності, історичної пам'яті та готовності до збереження й популяризації культурних надбань України, а також у розвитку творчих здібностей, медіаграмотності та цифрової компетентності учнів.

Охарактеризовано можливості інтеграції мистецтва й англійської мови у процесі реалізації виховних цифрових проєктів. З'ясовано, що мистецтво забезпечує емоційно-ціннісне осмислення історичних подій, національних традицій і культурної спадщини України, тоді як англійська мова виступає засобом міжкультурної комунікації та популяризації української культури в міжнародному інформаційному просторі. Розкрито можливості використання анломовних цифрових постерів, відеороликів, онлайн-виставок, інтерактивних презентацій та інших цифрових продуктів військово-патріотичної тематики.

Представлено приклади цифрових проєктів військово-патріотичного спрямування («Ukraine through Art», «Heroes among Us», «Colours of Freedom»), визначено їхній виховний потенціал та особливості використання в урочній і гуртковій роботі. Доведено, що реалізація цифрових проєктів сприяє інтеграції навчальної, виховної та творчої діяльності учнів, розвитку міжкультурної комунікації, формуванню позитивного образу України в міжнародному інформаційному просторі та підвищенню ефективності національно-патріотичного виховання в умовах цифрового суспільства.

Ключові слова: військово-патріотичне виховання, виховний цифровий проєкт, цифрові технології, мистецька освіта, англійська мова, міжпредметна інтегроване навчання, гурткова робота.

Introduction. The modern educational space of Ukraine operates during large-scale social transformations driven by digitalization, globalization, and the need to strengthen the national-patriotic education of youth. Due to the full-scale war, issues of fostering students' civic responsibility, national consciousness, respect for the history and culture of the Ukrainian people, and readiness to defend democratic values and Ukraine's state independence have become particularly urgent.

One promising direction in modern pedagogical practice is the implementation of digital projects with a military-patriotic focus that combine educational, creative, informational, and communicative components. Such projects contribute to students' active engagement in cognitive and creative activities, ensure the integration of curricular and extracurricular activities, and create conditions for developing digital literacy, media literacy, teamwork skills, and project-based activities.

The integration of Art and the English language as means of implementing digital military-patriotic education projects is of particular significance.

The English language, in turn, serves as an effective tool for intercultural communication, popularizing Ukrainian culture in the global information space, and presenting the results of student projects to an international audience. Combining the artistic and language components in digital content creation ensures CLIL, increases students' motivation to learn, and expands opportunities in the educational process.

Consequently, implementing digital projects with a military-patriotic focus through Art and the English language is a highly relevant direction of modern educational practice, requiring further theoretical reflection and the synthesis of pedagogical experience.

Analysis of recent research and publications. The issue of digitalization of the educational process is among the priority areas of modern pedagogical research. Scholars view the digital transformation of education as a comprehensive process of modernizing the educational environment, which involves the widespread

implementation of information and communication technologies, the development of digital competencies among participants in the educational process, the creation of electronic educational resources, and ensuring the accessibility of the digital learning environment [7]. It has been emphasized that the effectiveness of digitalization depends not only on the technical equipment of educational institutions but also on educators' readiness to use modern digital tools in their professional activities.

Researchers emphasize that the digitalization of education opens up broad opportunities to update the content, forms, and methods of teaching, increase the accessibility of educational resources, develop individual educational trajectories, and activate students' cognitive activity. At the same time, attention is drawn to certain risks of this process associated with unequal access to digital resources, the need to develop the digital competence of participants in the educational process, and the creation of a secure information environment [4, p. 155–159; 5, p. 108–112].

In the context of modern social challenges, the use of digital technologies in educational activities of educational institutions has become particularly urgent. Modern educational practice focuses on combining traditional values of upbringing with new digital forms of interaction that foster students' active engagement in socially significant activities and the formation of their civic stance [3]. In view of that, digital technologies are viewed not only as tools for transmitting information but also as a means of developing the students' national consciousness, social engagement, and patriotic convictions.

Issues concerning the digitalization of military-patriotic education occupy a special place in modern scientific research. Scholars note that the use of digital resources, online platforms, multimedia content, and interactive forms of work contributes to the understanding of historical events, the formation of national identity, and awareness of the value of Ukraine's state independence [2, pp. 66–75]. It has also been emphasized that the digital environment creates new

opportunities to engage students in research, creative, and project-based activities of a patriotic nature [2].

Modern research has shown that the use of digital technologies in national-patriotic education increases students' motivation to participate in educational events, expands opportunities for cross-curricular integration, and ensures the integration of educational, creative, and communicative activities [9, pp. 159–173]. Creating student-generated digital content with patriotic themes, implementing project-based activities, and using modern multimedia tools to present the results of creative work are recognized as a promising direction [8, pp. 276–279].

Art education possesses significant potential for implementing these tasks. Research indicates that multimedia technologies significantly expand the possibilities of artistic and creative activity, contributing to the development of creativity, visual culture, communication skills, and digital literacy among learners [1, pp. 141–150]. At the same time, digital technologies are increasingly influencing the development of contemporary fine arts, the formation of new modes of artistic self-expression, and the presentation of cultural values in the digital space [10].

An important methodological foundation for implementing digital projects is interactive learning technologies, which involve active participant interaction in the educational process, the organization of collaborative creative activity, and the creation of conditions for the independent acquisition of knowledge and practical experience [6]. It is precisely these approaches that ensure effective integration of the instructional, educational, and creative components into students' project-based activities.

As a result, the analysis of scientific sources demonstrates that the issues of educational digitalization, the use of digital technologies in the national-patriotic education of students, and the application of multimedia tools in art education have been thoroughly investigated in pedagogical science. Simultaneously, the pedagogical conditions, content, and methodological specifics for implement-

ing digital projects with a military-patriotic focus that integrate the potential of Art and the English language into the curricular and extracurricular activities of educational institutions remain insufficiently developed. The issues of student-generated digital patriotic content, the organization of content and language integrated learning, project-based activities, and the use of digital tools to popularize Ukrainian history, culture, and national values in the modern information space require further scientific reflection.

The purpose of the article is to highlight the specific features of implementing digital educational projects with a military-patriotic focus in the curricular and extracurricular activities of educational institutions through Art and the English language. In accordance with the research objective, the following tasks have been defined: to analyze scientific approaches to the digitalization of military-patriotic education; to characterize the potential for integrating Art and the English language in digital educational projects; to present examples of implementing digital projects in curricular and extracurricular activities; and to determine their educational potential.

Research results. The essence of digital educational projects and their educational potential. Within the scope of this study, a digital educational project is viewed as an integrated approach to organizing educational activity aimed at creating a digital product by students that combines cognitive, creative, communicative, and socially significant activities. Unlike traditional instructional projects, digital educational projects have a distinct value-based focus. It is oriented not only towards the acquisition of knowledge but also towards the formation of students' civic stance, national consciousness, and social responsibility.

Using digital technologies in project-based activities expands opportunities for independent information retrieval, critical reflection, creative interpretation, and the presentation of work results in various digital formats. Such projects can be implemented during both curricular and extracurricular

ular activities, ensuring that students interact both individually and in groups.

In our opinion, the structure of a digital educational project with a military-patriotic focus consists of several interconnected components:

- **the value-based and motivational component**, aimed at forming patriotic feelings, civic responsibility, and interest in the history and culture of Ukraine;
- **the content component**, which involves the processing of historical, cultural, artistic, and local history materials;
- **creative and activity-based component**, which is implemented through the creation of digital content;
- **the communicative component**, related to the presentation of project results and the interaction of participants;
- **the reflective component**, which ensures the interpretation of one's own experience and the evaluation of activity outcomes.

The proposed structure of a digital educational project with a military-patriotic focus can be utilized as a methodological model for organizing integrated curricular and extracurricular activities for students.

The educational potential of digital projects with a military-patriotic focus lies primarily in creating conditions for students' active engagement in socially significant activities. In contrast to traditional forms of educational work, students do not act as passive consumers of information but as direct creators of a digital product, thereby contributing to a deeper personal comprehension of historical events, national symbols, and the cultural heritage of Ukraine.

In the process of implementing digital projects, several key competencies are developed: civic, digital, cultural, communicative, and social. At the same time, favourable conditions are created for developing critical thinking, media literacy, creative initiative, teamwork skills, and the ability to make responsible decisions. This approach aligns with modern trends in educational digitalization and the provisions of the New Ukrainian School regarding competence-based learning [4; 5; 7].

As a consequence, digital educational projects with a military-patriotic focus serve as an effective means of combining students' instructional, educational, and creative activities. Their implementation ensures not only the acquisition of certain content but also the formation of value orientations, civic stance, and readiness for active participation in public life.

Implementing digital projects with a military-patriotic focus requires modern digital tools to ensure the creation, presentation, and dissemination of student activity results. Depending on the project's purpose, platforms for developing presentations, digital posters, virtual exhibitions, websites, and video materials, as well as for organizing team interaction among participants (such as Canva, Padlet, and Google Sites), can be used. Using these resources contributes to the development of students' digital competence, media literacy, and creative self-realization.

Integrating Art and the English language into the implementation of digital projects with a military-patriotic focus creates favourable conditions for combining the emotional-value, creative, and communicative components of educa-

tion. This approach ensures content and language integrated learning (CLIL), contributing to the development of students' creativity, intercultural competence, and foreign language communication. Scholars note that combining artistic and linguistic activities activates cognitive interest, increases motivation to learn, and creates conditions for a deeper personal understanding of culturally and socially significant phenomena [1; 12; 13].

In the process of implementing integrated digital projects, students create English-language digital posters about Ukrainian artists, develop online exhibitions of creative works, and prepare video excursions, podcasts, and interactive presentations about cultural heritage, national symbols, and contemporary heroes of Ukraine.

Using digital formats makes it possible to present the results of project-based activities to a wide audience and to ensure the practical application of foreign-language communication skills. Simultaneously, Art serves as an effective medium for understanding patriotic values and cultural heritage emotionally. In contrast, the English language serves as a tool for promoting Ukraine in the international information space. Such forms of work contribute to the formation of national identity, the development of creative self-realization, media literacy, and a positive attitude toward intercultural dialogue [2; 11; 15; 16].

Examples of implementing this approach can be seen in the digital projects with a military-patriotic focus presented in Table 1.

The projects presented in the table demonstrate the potential to integrate Art, English, and digital technologies into students' military-patriotic education. Let

Table 1. Themes and educational potential of digital projects with a military-patriotic focus

Project Title	Subject Integration	Digital Product	Educational Outcome
«Ukraine through Art»	Art + English	video clip, digital presentation	formation of civic consciousness, development of intercultural communication, and popularization of Ukrainian culture
«Heroes among us»	Art + English	virtual exhibition	formation of civic consciousness and patriotic values
«Colours of Freedom»	Art + English	digital poster	formation of national identity and an emotional-value attitude toward Ukraine

What shapes Ukrainian culture?

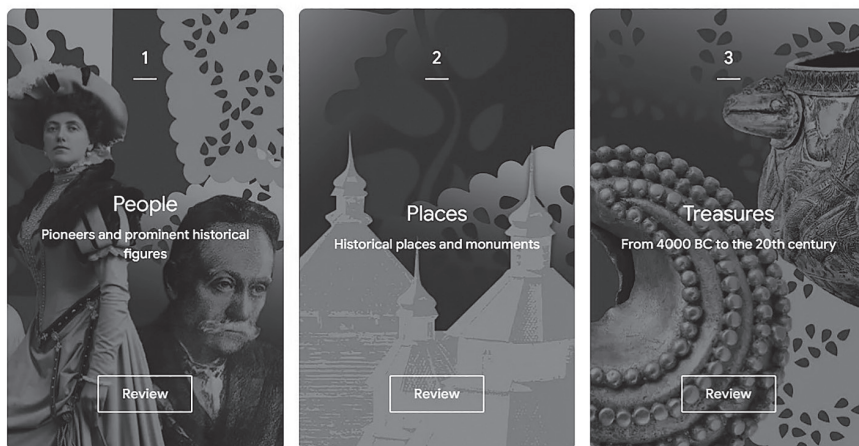


Fig. 1. Digital Resources of the «Ukraine is Here» Project on the Google Arts & Culture Platforms

us consider the specifics of their implementation, content, and educational potential in greater detail.

Practical Examples of Digital Educational Projects

The «Ukraine through Art» Project

The presented project aims to popularize Ukrainian culture internationally and to form students' national identity through integrated Art and the foreign (English) language. The practical component involves students creating English-language digital posters dedicated to prominent Ukrainian artists, cultural symbols, and Ukraine's unique artistic traditions.

The technological foundation for implementing this initiative is the digital space, specifically the resources of the «Ukraine is Here» project on the Google Arts & Culture platform (<https://artsandculture.google.com/project/ukraine>) (Fig. 1). Owing to the use of interactive stories, virtual galleries, 3D models of historical artefacts, as well as authentic video and audio content, Ukrainian cultural heritage becomes accessible and comprehensible to a global audience. The final results of the students' work are presented as a collaborative online gallery. The project effectively contributes to the development of students' creative abilities, foreign-language speaking competence, and digital literacy in the modern educational environment.

ensures the integration of retrieval activities, the development of foreign-language communicative competence and media literacy, and the emotional-value comprehension of contemporary history, while also fostering psychological resilience in youth and preserving national memory.

The «Colours of Freedom» Project

The distinctive feature of this case study is the combination of artistic creativity, digital presentation of results, and foreign-language communication. Participation in the project contributes to students' awareness of the role of culture as a component of national resilience in wartime conditions. At the core of the project is the creation of an online exhibition of students' patriotic works dedicated to national symbols, freedom, and the cultural heritage of Ukraine, where each work is accompanied by an English-language description on the *Saving Ukrainian Cultural Heritage Online (SUCHO)* platform (<https://gallery.sucho.org/>) (Fig. 3). Implementing this initiative in cooperation with domestic cultural institutions allows for not only activating the creative self-realization and intercultural communication of student youth but also presenting the objective context of Ukrainian history, intellectual life, and current artistic trends to the international community.

The «Heroes among us» project aimed at forming civic responsibility, patriotic consciousness, and respect for the defenders of Ukraine, volunteers, and community representatives. Its research component involves students studying the life stories of contemporary heroes based on materials from the «Memorial» Memory Platform (<https://memorial.ua/>) (Fig. 2). Students transform the verified data into English-language digital storytelling, video interviews, and multimedia presentations. Implementing this project



Fig. 2. Digital Resources on the «Memorial» Memory Platform

"Children
Draw War, not
Flowers"

Introduction

Ages 4-9

Ages 10-13

Age 14- 16 &
other

Introduction



«Перемога», Марія С. (11 років)
"Victory", Mariia S. (11 years)

«Війну, а не квіти,
малюють діти»

Виставка малюнків
дітей України, які
бачать і переживають
війну.

Fig. 3. Online Exhibitions of Students' Patriotic Works on the SUCHO Platform

Conclusions. The research provides grounds to assert that implementing digital projects with a military-patriotic focus in the curricular and extracurricular work of educational institutions is an effective means of fostering national consciousness, civic responsibility, patriotic values, and students' creative activity. Using a project-based approach within the digital educational environment ensures active learner engagement in research, creative, and communicative activities, contributing to the development of critical thinking, digital literacy, media literacy, and teamwork skills.

It has been established that the educational potential of digital projects is significantly enhanced by integrating Art with English. Artistic activity provides an emotional-value comprehension of historical events, national traditions, and the cultural heritage of the Ukrainian people, creating conditions for students' creative self-expression and the formation of their cultural identity. The English language serves as an effective tool for intercultural communication, enabling the presentation of project-based activity results to an international audience, the popularization of Ukrainian culture, and the formation of a positive image of Ukraine in the global information space.

It has been determined that the use of modern digital platforms facilitates the organization of students' collaborative activities, expands opportunities to create and disseminate digital content, and increases motivation to learn and participate in educational events. The use of platforms such as Canva, Padlet,

Genially, Google Sites, YouTube, and Google Classroom helps integrate creative, communicative, and cognitive activities, thereby ensuring the comprehensive development of the student's personality.

Therefore, digital projects with a military-patriotic focus represent a promising way to integrate educational work by combining the capabilities of modern digital technologies, arts education, and foreign-language communication. Their use contributes to the formation of national identity, the development of students' creative potential, and the preparation of the younger generation for active participation in public life in a digital society.

Prospects for further research lie in developing methodological recommendations for creating and implementing integrated digital projects with a military-patriotic focus for different age categories of students, as well as in studying the effectiveness of specific digital tools and platforms in the process of forming civic and patriotic competencies of learners.

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Implementing digital military-patriotic educational projects in curricular and extracurricular activities through Art and English

The article highlights the specific features of implementing digital projects with a military-patriotic focus in the curricular and extracurricular activities of educational institutions. The essence of the educational digital project has been clarified, and its structural components have been defined. The educational potential of digital projects in forming students' national identity, patriotic values, civic responsibility, and historical memory is substantiated. The possibilities of integrating Art and the English language in the process of creating digital content on military-patriotic themes have been characterized. Examples of digital projects aimed at popularizing Ukrainian culture and developing intercultural communication have been presented. The expediency of using digital projects as an effective means of combining students' educational and creative activities has been proven.

Keywords: military-patriotic education, digital educational project, digital technologies, art education, English language, content and language integrated learning (CLIL), extracurricular activities.

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