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Patriotic education as a factor of professional identity of a future specialist

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Abstract. The purpose of the study was to determine the effectiveness of applying innovative pedagogical approaches and educational measures in the development of professional identity and national and patriotic values among students. The study methodology included a comprehensive approach that combined theoretical analysis, pedagogical experiment, and development of the author's model of educational work. During the experiment, it was determined that the use of digital platforms and mobile applications, such as "Mriya", "Can't Wait to Learn: Ukraine" and "Ukraine without borders", provided interactivity of learning, development of critical thinking, analytical skills, and digital competencies of students, in addition to the stimulated independent work and team interaction. The results of the study showed that the level of formation of patriotic education as a factor of professional identity of students of the experimental group increased more actively than in the control group. Within three months, the activity of students in the experimental group increased from 60% to 70%, the level of professional identity increased from 61.7% to 77.3%, and civic consciousness – from 59.3% to 75.7%. Academic results and activity in projects established positive dynamics – 88% and 81%, respectively. In the control group, the improvement was insignificant and less pronounced, which indicates a limited effectiveness of traditional training methods. Thus, the integration of innovative technologies, mobile platforms, interactive forms of work, and project activities has confirmed its effectiveness in the formation of patriotic values, increasing civic activity, and strengthening the professional identity of future specialists. The practical importance of the study lies in the fact that its results can be used by teachers, methodologists, heads of educational programmes, and administrations of higher educational institutions to implement effective strategies for patriotic education and the development of students' professional identity

Keywords: civil responsibility; moral values; professional consciousness; national identity; personal development

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INTRODUCTION

Patriotic education is the basis for the formation of value orientations and professional consciousness of the future specialist, directing their development to awareness of the social mission of the chosen profession. It creates a sense of responsibility for the results of work, a willingness to act in the interests of the state and society, and supports the stability of moral beliefs in professional activities. Through a system of educational and upbringing influences, patriotic education ensures the integration of civic, ethical, and professional values, creating a foundation for

self-determination in the professional environment. This approach contributes to the development of a specialist who is able to combine professional competence with spiritual and civic qualities, which strengthens the integrity of their identity.

Patriotic education in the process of forming the professional identity of a future specialist has been examined by various authors. For example, M. Bagriy (2024) highlighted conceptual approaches to the formation of civic consciousness and patriotism among students, proving that the



combination of national values with professional competencies contributed to the awareness of social responsibility of future specialists. The author analysed both Ukrainian and international experience, showing that the development of patriotic attitudes in professional education formed not only moral but also professional guidelines. S. Batool & S. Ghayas (2020) concentrated on the components of career identity formation in adolescents, where the importance of the social and cultural environment was emphasised. The authors have proven that professional identity is formed under the influence of values, including patriotic attitudes, enabling the effective integration of personal and professional goals. Z. Huang *et al.* (2023) analysed national identity through digital media, proving that patriotism and nationalism were formed as components of local and professional identity. Their results showed that awareness of nationality has a direct impact on acceptance of social roles and professional responsibilities. Such conclusions coincide with the positions of M. Matthews *et al.* (2024), which demonstrated that organisational patriotism contributes to the formation of professional loyalty and ethical standards in the work environment. The study showed that awareness of patriotic values increases motivation to actively participate in collective professional processes and strengthens the sense of responsibility for the overall result.

Similar results at the pedagogical level were obtained by V. Myroshnychenko *et al.* (2024), who, within the framework of the programme "Protection of Ukraine" demonstrated that training modules on patriotic education contribute to the formation of professional responsibility of future teachers. The study demonstrated that the active inclusion of patriotic values in the educational process increases students' motivation for professional self-improvement and the development of critical thinking in the field of teaching. S. Yakimenko *et al.* (2021) reviewed the training of future specialists for civic education of preschool children, proving that patriotic competencies are formed in close connection with professional training. Their results confirmed the conclusions of F. Mavlonov (2022) on the importance of the practical component in the development of professional identity. It is established that the direct application of patriotic competencies in professional activities contributes to the consolidation of moral and value orientations, which ensures the stability of professional self-determination of future specialists. The professional identity of military instructors of the South African Armed Forces was analysed by W. Wagner *et al.* (2021), demonstrating that patriotic values are an integral part of professional development and moral motivation. This confirmed the universality of the principle of combining patriotism and professional competencies in various fields of activity. K. Wong *et al.* (2021) proposed a model of national and moral education in Hong Kong, showing that the formation of patriotic attitudes among future teachers contributes to the strengthening of professional identity. The results of their work correlate with studies by E. Vickers (2024), which examined the impact of public policy on

the national identity of schoolchildren in Hong Kong. The author proved that public narratives and patriotic education have a direct impact on professional self-determination in the educational sphere.

Despite the aspects highlighted by the above-mentioned authors, the gaps include insufficient review of the mechanisms of influence of patriotic education on the development of specific professional competencies in various fields of activity. There are few publications left that analyse the long-term effect of integrating patriotic values into the formation of professional identity of future specialists. There is a lack of comparative studies between different educational programmes and countries that can reveal universal and local patterns of this process. Insufficient attention is paid to the role of individual psychological characteristics of students in the assimilation of patriotic competencies and their impact on professional development. The study aimed to examine the influence of innovative teaching methods and educational work on the formation of professional identity and national-patriotic competence of students. The objectives of the study were to analyse innovative digital tools in the formation of professional identity and national-patriotic competence of educational applicants; assess the level of patriotic education and professional identity of students; form an author's model of educational work for the formation of professional identity and national-patriotic competence of educational applicants.

MATERIALS AND METHODS

In the process of studying the influence of patriotic education on the professional development of applicants for education at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", an integrated approach was chosen, combining the use of innovative programmes, conducting a pedagogical experiment and developing a model of educational work. At the first stage, key terms such as "patriotic education", "professional identity", "civic consciousness", "value orientation", and "national-patriotic competence" were considered based on N. Spielmann *et al.* (2020), O. Prytula (2023), which provided a clarification of the content and specifics of patriotic education and its connection with the professional self-realisation of students. Through the study by A. Maksutov & V. Honcharuk (2023), V. Bogouta (2024), Ministry of Youth and Sports of Ukraine (2024) analysed the concepts of value approach, integrated learning and activity approach, which focused on internal motivation, combining professional knowledge with the patriotic component and active participation of students in scientific and practical, volunteer and cultural and educational projects, along with the practical components through participation in projects, development of initiatives, presentations, excursions and volunteer programmes, supplemented by interactive work with mobile applications and digital platforms. The applications "Mriya" ("Mriya" modernises school..., 2024) and "Can't Wait to Learn: Ukraine" (New app to bring education..., n.d.) and "Ukraine without borders" (Ukraine

unlimited learning, n.d.), which were analysed on the basis of interactivity criteria, the availability of educational content with a national-patriotic component, the ability to track students' progress, and support the development of critical thinking and motivation for independent learning. These tools were chosen to provide interactive assimilation of the material, develop critical thinking, and motivation to independently study national history and achievements in technology and science.

At the second stage, a pedagogical experiment was conducted with the participation of 68 students of technical and engineering specialties of the University. The inclusion criteria were Bachelor's and Master's degree programmes, no academic debt, and voluntary consent to participate in the project. The exclusion criteria were no regular participation in the learning process or incomplete testing. Students were divided into two groups in a 1:1 ratio: an experimental group that worked with mobile applications and innovative programmes, and a control group that underwent traditional training. For three months (March-May 2025), the participants of the experimental group were consistently introduced to innovative methods aimed at developing patriotic education and forming a professional identity. Students participated in interactive training modules that combined theoretical knowledge with practical tasks aimed at studying the history of Ukraine, the achievements of Ukrainian scientists and cultural heritage. They worked on integrated cases and projects that combined technical and professional skills with research on national and historical topics, creating presentations, analytical reports, and visualisations. Mobile applications such as "Mriya", "Can't Wait to Learn: Ukraine" and "Ukraine without borders" were used to consolidate the material, which allowed passing interactive tests, completing quests, and receiving real-time feedback.

In addition, students were involved in scientific and practical laboratories, thematic discussions and round tables, where they discussed social and cultural issues related to national identity, and developed their own initiatives. Considerable attention was paid to cultural, educational, and volunteer activities, including excursions to historical and cultural sites, master classes on Ukrainian crafts, participation in charitable and public projects, which contributed to the development of the emotional and value component of patriotic consciousness. Self-assessment and mutual assessment methods were employed in group tasks to encourage independent activity and critical thinking, enabling students to recognise their own achievements and take responsibility for working together. Such a comprehensive application of innovative methods allows both to deepen professional knowledge and develop a civic position, patriotic consciousness, and active participation in the life of the university and public community, ensuring the systematic development of both professional and value-oriented identity of students. The results of the experimental and control groups were evaluated using standardised quantitative and qualitative methods, including the

use of the Professional Identity Scale (Woo, 2013) of the Civic Engagement Scale (Remr, 2023). Academic achievements were recorded through grades for academic disciplines and completed integrated assignments. In addition, students of the experimental group underwent self-assessment and mutual assessment within group tasks, which determined the level of responsibility, activity, and team interaction. Data from all instruments were subjected to statistical processing by the student, with a comparison of average values between groups, enabling the quantification of the effectiveness of the implemented innovative methods and determining their impact on the formation of professional identity and patriotic values of students. The experiment was conducted in compliance with the ethical principles and confidentiality requirements provided by World Health Association (1964), ensuring students' voluntary participation, personal data protection, and informed consent to take part in the study.

In the third stage, a model of educational work was developed, which included the following steps: selection and integration of thematic courses and modules with a patriotic component in the curriculum, introduction of scientific and practical projects and research tasks that combined professional competencies with a civic position, organisation of cultural and educational events and volunteer initiatives to form an emotional and value component of identity and implementation of a systematic assessment of effectiveness, which included analysis of academic achievements, activity in projects, and results of student questionnaires. In particular, practical recommendations were given for applying the model.

RESULTS

Innovative digital tools in the formation of professional identity and national-patriotic competence of educational applicants

The term "patriotic education" covers a system of measures, methods and practices aimed at forming students' sense of responsibility for the fate of the state, respect for national history, culture, and achievements of science and technology. Specifically, professional identity, which is associated with patriotic education, determines the student's awareness of their role in professional activities, a combination of knowledge, skills and value orientations, which allows them to effectively implement their competencies and make responsible decisions in the field of their future profession (Spielmann *et al.*, 2020). Civic consciousness implies the student's understanding of their rights and obligations, the ability to actively participate in the social and cultural life of society, to critically evaluate social processes, and form their own position on them. Value orientation reflects a system of priorities that determines the behaviour and motivation of students in professional and civic activities, including respect for traditions, ethical norms, readiness for self-improvement and lifelong learning. National-patriotic competence integrates knowledge, skills and value orientations that ensure effective interaction of

the student with the national and professional environment, the ability to critically analyse the national history and development of the country, along with active participation in social and professional processes (Maksiutov & Honcharuk, 2023). The relationship between these terms is manifested in the fact that patriotic education forms the basis for the development of civic consciousness and value orientation, which, in turn, affects the student's awareness of their professional role and the development of professional identity. For example, the integration of national historical content into technical courses helps students simultaneously assimilate professional knowledge and realise the importance of their future activities for the development of the state. The implementation of scientific-practical projects with national-patriotic content stimulates the development of national-patriotic competence, teamwork skills, organisational abilities, and critical thinking, contributing to the awareness of social responsibility.

Value orientations and civic consciousness are realised through students' participation in cultural and educational events, volunteer programmes, and thematic discussions. For example, participation in events dedicated to the history of Ukrainian science and technology, or in

projects to restore the national heritage, motivates students to combine educational and upbringing activities, develop patriotic values, and discover the practical importance of their knowledge. The use of interactive mobile platforms and digital applications, such as "Mriya" and "Can't Wait to Learn: Ukraine", supports the process of forming these competencies, provides independent study of the material, development of critical thinking, and motivation for a deeper examination of national history, science, and technology. Thus, the interrelation of key terms creates an integral system in which patriotic education, civic consciousness, and value orientations form the basis for the development of national-patriotic competence and professional identity of students. The integration of these elements into the educational process provides a combination of theoretical knowledge, practical skills, and value attitudes, which allows students to effectively implement their competencies, take an active part in public life, and realise the value of their professional activities for the development of the state, creating a harmonious connection between the educational and social aspects of their formation. Table 1 summarises the main approaches to the formation of patriotic values and professional identity of students.

Table 1. Conceptual approaches to the formation of patriotic values and professional identity of students

Concept/approach	Key features	Practical implementation	Ways of application by students
Value approach	Orientation to the formation of internal motivation, civic consciousness, and patriotic beliefs through awareness of the values of statehood, culture, and professional responsibility	Inclusion of moral, ethical, and cultural-patriotic components in the content of disciplines; formation of a system of personal and professional values through reflection and discussion	Participation in round tables "engineering education and national identity", discussion of the code of professional ethics, creation of value essays on the role of Ukrainian scientists in world science
Integrated approach	Combining professional knowledge with a patriotic component; ensuring interdisciplinary links between technical, humanitarian, and social disciplines	Integration of historical-cultural elements into educational modules of technical specialties; application of intersubject projects to increase civic responsibility	Development of technical projects dedicated to the restoration of infrastructure in Ukraine; creation of posters "Ukrainian scientists and innovations" within the course "History of science and technology"
Activity-based approach	Formation of patriotic values through active participation in practical activities aimed at socially useful results; emphasis on experience, self-realisation, and collective work	Attracting students to scientific-practical, volunteer, cultural-educational projects; stimulating social activity and initiative	Organisation of charity initiatives "Education for victory", participation in volunteer programmes for digital support of schools, conducting patriotic excursions in Kyiv
Digital-interactive component	Using mobile apps and educational platforms to integrate patriotic content into the digital learning space	Application of the applications "Mriya" and "Can't Wait to Learn: Ukraine" in the educational process to form civic responsibility and emotional connection with national culture	Performing interactive tasks in mobile applications, creating digital maps of historical events, participating in national online quizzes dedicated to Ukrainian engineers and inventors

Source: compiled by the author on the basis of the following sources: O. Prytula (2023), N. Spielmann *et al.* (2020), A. Maksiutov & V. Honcharuk (2023), V. Bogouta (2024), Ministry of Youth and Sports of Ukraine (2024)

Practical aspects of these concepts were implemented through the development of student initiatives, organisation of presentations, excursions, participation in volunteer programmes, and the use of digital platforms and mobile applications for interactive work, which contributed to the

development of professional identity and citizenship of future specialists. A separate place in the system of patriotic education as a factor of professional identity of future specialists was taken by innovative learning tools, particularly mobile applications and digital platforms, which

provided interactivity, accessibility, and practical orientation of the educational process. The use of these tools contributed to the formation of students' critical thinking, analytical skills, and digital communication skills, deepened their understanding of national and professional values through participation in virtual projects, online discussions, quests, and social initiatives. Such innovations integrated educational and upbringing aspects, contributing

to the combination of patriotic and professional guidelines into a coherent system of worldview and behavioural attitudes. Table 2 summarises the main characteristics of mobile applications and platforms aimed at the formation of professional identity and national-patriotic competence of students, reflecting their educational goals, interactive opportunities, performance criteria, and expected results of use in the educational process.

Table 2. Characteristics of mobile applications and platforms for the formation of professional identity and national-patriotic competence of students

App/platform	Year of creation	Target audience	Educational goals	Main content and structure	Interactive features	Performance criteria	Expected results
"Mriya"	2024	Students of higher educational institutions, high school students, young teachers	Formation of a sense of national dignity, pride in the achievements of Ukrainians, development of historical memory	Thematic routes, biographical references, cultural maps, interactive quests, module "Ukrainian innovators"	Virtual tours, AR/VR modules, activity points system	User engagement, level of independent activity, depth of material assimilation	Growth of patriotic motivation, activation of self-educational activities, development of communication and digital skills
"Can't Wait to Learn: Ukraine"	2022	Children and students studying in war or migration conditions	Ensuring continuity of education, developing civic consciousness, fostering tolerance and national solidarity	Multimedia lessons, interactive tasks on the Ukrainian language, culture, history, section "United Ukraine"	Educational games, individual profiles, digital certificates	Success in completing tasks, motivation for self-study, stability of attendance	Development of value orientations, civic responsibility, adaptation to crisis conditions
"Ukraine without borders"	2023	Students, teachers, participants of educational programmes from Ukraine and the diaspora	Deepening knowledge about Ukrainian culture, science, history, supporting academic mobility	Online courses in history, literature, geography, innovation, webinars with experts	Forum discussions, interactive tests, video conferences	Quality of interaction, dynamics of course completion, level of cross-cultural communication	Development of professional identity, cultural identity, and social activity

Source: compiled by the author based on the analysis of "Mriya" modernises school education in Ukraine – president during app launch (2024), New app to bring education into the hands of displaced Ukrainian children (n.d.), Ukraine unlimited learning (n.d.)

The presented mobile applications and educational platforms have taken a separate place in the process of forming national and patriotic values and professional identity of students, as they combine digital mobility, educational depth and educational potential. Their effectiveness lies in creating an environment where cognitive activity is combined with emotional and value experience, and national consciousness is formed through interactive communication. The use of gamified tools, progress analysis, virtual tours, and thematic modules contributes to a deeper understanding of the role of civic responsibility,

historical heritage, and professional self-realisation in the context of the state.

Assessment of the level of patriotic education and professional identity of students

The level assessment determines the degree of formation of students' patriotic values, civic consciousness, and professional identity, which reflects the effectiveness of the implemented pedagogical methods. It allows identifying the dynamics of the development of personal and professional qualities, and comparing the results of

experimental and control groups to determine the impact of innovative training technologies. Table 3 reflects the dynamics of growth of activity of students of the experimental group in comparison with the control group

for three months, which indicates the effectiveness of interactive modules, scientific-practical projects and cultural and educational activities in increasing involvement in the educational process.

Table 3. Forms of work and activity of students in the experimental and control groups

Month	Form of work/activity	Experimental group (%)	Control group (%)
Month 1	Interactive modules	60	40
Month 2	Scientific and practical projects	65	35
Month 3	Cultural-educational and volunteer events	70	30

Source: compiled by the author

The data presented in the table show that during the three months of experimental work, students in the experimental group showed a higher level of activity compared to the control group. In the first month, the highest percentage of activity was observed during the implementation of interactive training modules that combined theoretical knowledge with practical tasks on the history of Ukraine and the achievements of Ukrainian scientists, and amounted to 60% in the experimental group, while in the control group, it was only 40%. This indicated that the use of mobile applications and innovative programmes increased students' interest and encouraged them to actively participate in the educational process from the first weeks. In the second month, the activity of students in the experimental group increased to 65% during scientific-practical projects, which included the creation of presentations, analytical reports, and group studies, while in the control group it was only 35%, which was explained by the lack of an interactive component and the use of traditional forms of work.

During the third month, the experimental group achieved the highest level of activity of 70% during cultural-educational and volunteer activities, in particular, excursions, master classes, and participation in charity projects, while the control group remained at the level of 30%. The lowest activity rates were recorded in the control group during all three months, which emphasised the effectiveness of using innovative teaching methods and interactive platforms for the development of patriotic values and professional identity. Thus, the table showed a gradual increase in activity in the experimental group from 60% in the first month to 70% in the third, while the control group remained at consistently lower rates, reflecting the difference in students' motivation and involvement in the educational process. Table 4 also showed a gradual increase in the level of professional identity of students in the experimental group compared to the control group, which confirmed the positive impact of innovative teaching methods on the formation of professional self-awareness.

Table 4. Average results on the professional identity scale

Month	Experimental group (%)	Control group (%)
Month 1	61.7	60.5
Month 2	68.7	63.2
Month 3	77.3	65.8

Source: compiled by the author on the basis of H.R. Woo (2013)

Table 4 illustrates the dynamics of changes in students' professional identity during the experiment. The highest average indicators in the experimental group were observed in the third month and amounted to 77.3%, pointing to a significant increase in the level of professional self-awareness and awareness of their own role in professional activities. The lowest rate in this group was recorded in the first month at 61.7%, which reflected the initial stage of professional identity formation and adaptation of students to interactive teaching methods. The control group showed lower results during all three months: 60.5% in the first, 63.2% in the second, and 65.8% in the third, where a minimum of 60.5% reflected limited development of professional identity in traditional teaching methods, and a maximum of 65.8% indicated

a slight improvement without significant dynamics. The differences between the groups highlighted the effectiveness of innovative methods, integrated tasks, and mobile applications that encouraged students to actively participate in educational and scientific activities. The dynamics of changes showed a gradual increase in the average values of the experimental group by almost 15.6% over three months, while in the control group, the increase was only 5.3%, which confirmed a more effective formation of professional identity through the use of innovative approaches. Table 5 showed a stable increase in the level of civic consciousness in students of the experimental group compared to the control group, which confirmed the effectiveness of interactive and volunteer forms of work in the development of patriotic values.

Table 5. Average results on the civic awareness scale

Month	Experimental group (%)	Control group (%)
Month 1	59.3	58.8
Month 2	67.3	62.1
Month 3	75.7	64.5

Source: compiled by the author on the basis of J. Remr (2023)

Analysis of Table 5 revealed a gradual increase in the level of civic consciousness among students in the experimental group. The highest rate on the CCS scale was 75.7% in the third month, reflecting the active participation of students in cultural and educational events, volunteer projects, and interactive discussions aimed at developing national consciousness and patriotic values. The lowest rate in this group of 59.3% in the first month reflected the initial level of civic consciousness at the start of the experiment. The control group showed lower results for all three months: 58.8% in the first, 62.1% in the second, and 64.5% in the third. The highest rate of 64.5% in the third month was evidence of some

improvement, but it remained lower than in the experimental group, while the lowest rate of 58.8% was indicative of limited activity and low participation in traditional forms of training. The dynamics of changes confirmed that innovative methods contributed to a faster and more effective formation of civic consciousness, the growth of which in the experimental group was 16.4% in three months, while in the control group – only 5.7%. Table 6 shows a gradual increase in academic results and project activity of students in the experimental group compared to the control group, confirming the positive impact of innovative teaching methods on the level of motivation and engagement of students.

Table 6. Academic results and activity in group projects

Indicator	Month	Experimental group (%)	Control group (%)
Academic results	Month 1	78	76
Academic results	Month 2	82	79
Academic results	Month 3	88	82
Activity in projects	Month 1	45	42
Activity in projects	Month 2	63	50
Activity in projects	Month 3	81	58

Source: compiled by the author

Table 6 displays the impact of innovative methods on academic achievement and student activity in projects. In the experimental group, academic performance gradually increased from 78% in the first month to 88% in the third, which was the highest rate among all the parameters under study. In the control group, the lowest rate was 76% in the first month, and the highest – 82% in the third, corresponding to the limited effectiveness of conventional training methods. Project activity in the experimental group increased from 45% in the first month to 81% in the third, while the control group showed lower values from 42% to 58%. The highest activity rates were recorded in the third month in the experimental group, which reflected the effectiveness of integrating practical and volunteer tasks, teamwork, and the use of mobile

platforms in the formation of patriotic values and professional identity. The lowest activity rates were observed at the beginning of the experiment in both groups, which highlighted the importance of consistently implementing innovative methods to encourage students' academic and civic engagement.

Author's model of educational work for the formation of professional identity and national-patriotic competence of educational applicants

Table 7 presents a model of educational work aimed at the formation of professional identity and national-patriotic competence of educational applicants, combining innovative methods, project activities, and value-oriented approaches.

Table 7. Model of educational work for the formation of professional identity and national-patriotic competence of educational applicants

Model component	Terms/key concepts	Implementation stages	Target audience	Practical actions and tasks
Integration of training courses and modules	Patriotic education, national-patriotic competence, value orientation	Selection of thematic courses and modules; integration into the curriculum	Students of technical and humanitarian specialties	Add blocks on the history of Ukraine, biographies of outstanding Ukrainian scientists and inventors, cases on national achievements to academic disciplines; conduct interactive classes and online tests to consolidate knowledge

Table 7. Continued

Model component	Terms/key concepts	Implementation stages	Target audience	Practical actions and tasks
Scientific and practical projects and research tasks	Professional identity, civic position, activity-based approach	Planning and execution of projects and research tasks	Students participating in scientific-practical laboratories	Develop group projects that combine technical tasks with social or patriotic aspects (for example, modelling infrastructure for cultural sites, examination of Ukrainian technologies), make presentations and reports
Cultural-educational and volunteer events	Emotional and value component, social activity, volunteering	Organisation of excursions, master classes, and charity initiatives	University students, youth organisations	Conduct excursions to historical and cultural sites, organise master classes in traditional crafts, participate in charity and volunteer projects, create social campaigns and initiatives
Systematic performance evaluation	Success criteria, academic achievements, project activity	Analysis of learning outcomes, project participation, and questionnaires	Students, teachers, project managers	Track students' progress through assessments, participation in projects, analyse questionnaire responses and reflections; use the results to correct programmes and provide recommendations for further development

Source: compiled by the author

Practical use of the developed model of educational work provides for a systematic combination of educational and upbringing components to form professional identity and national-patriotic competence of students. In the first stage, the model provided for the integration of thematic courses and modules with a patriotic component into the curriculum, providing for the combination of professional knowledge with the formation of value orientations, patriotic consciousness, and civic position. Students worked through educational blocks on the history of Ukraine, achievements of Ukrainian scientists, technological innovations, and cultural heritage, completed interactive tasks and cases that stimulated critical thinking, independent work with the material, and development of analytical skills. The use of interactive platforms and mobile applications, such as "Mriya", "Can't Wait to Learn: Ukraine" and "Ukraine without borders", allowed students to track their own progress, get real-time feedback, and consolidate their knowledge through practical tasks, quests and quizzes, which increased motivation to learn. The second stage of the model provided for active participation of students in scientific-practical projects and research tasks that combined professional competencies with patriotic and civic values. Students implemented group projects that included the development of technical solutions for socially significant initiatives, modelling of cultural heritage objects, creating information materials about Ukrainian scientific achievements, or conducting research on historical and technological topics. Performing such tasks stimulated teamwork, the development of critical thinking, the ability to plan activities, justify decisions and present results, which were important components of the professional identity of future specialists.

During the third stage, the model provided for the organisation of cultural-educational and volunteer events that formed the emotional and value component of identity and stimulated students' social activity. These events included excursions to historical and cultural sites, master

classes in traditional crafts, charity initiatives, volunteer programmes in the field of education and culture, and participation in student social projects. Practical activities in these events enabled students to experience their own patriotic self-determination, realise the importance of civic responsibility, and develop communication, organisational, and teamwork skills. In addition, the systematic assessment of the effectiveness of the model was performed through a comprehensive analysis of students' academic achievements, activity in projects, volunteer initiatives, and survey results, which helped adjust educational and educational activities, provide practical recommendations, and plan further steps in the development of the model. Based on the data obtained, strengths and gaps in the formation of patriotic and professional competencies were identified, enabling the improvement of educational programmes and providing an individual approach to students. Applying the model in practice ensured the holistic development of students, combining professional competencies with patriotic values, activated their participation in public life, and contributed to the formation of a responsible civic position. Due to the integration of digital platforms, scientific-practical projects, cultural-educational events, and systematic assessment, students assimilated knowledge in a dynamic, interactive environment, developed their own identity, and independently formed motives for professional and civic self-improvement. Thus, the model proved to be practically applicable in higher education and ensured the systematic and comprehensive formation of patriotic consciousness in the context of the professional development of students.

DISCUSSION

Patriotic education influences the formation of professional identity of future specialists, strengthening their value attitude to the chosen profession, and reinforcing the sense of social responsibility. Students who were actively involved in patriotic events demonstrated a higher level of professional self-awareness, resistance to stressful

situations and readiness to integrate into the professional environment. These results are consistent with the findings of K. Azhmodaeva *et al.* (2022), which pointed to the effectiveness of student-centred technologies in the professional training of biology teachers, considering the regional component, which increased the sense of belonging to the local community and national culture. Patriotic education contributed to the development of moral and ethical values that served as the foundation of professional identity. In turn, A. Ilkhom *et al.* (2021) determined that education in the spirit of patriotism formed basic moral attitudes and civic consciousness in young people, which directly influenced professional choices and behavioural patterns in the work environment. Similar trends were recorded by O. Il-ovan (2025), noting that patriotic education through the geographical component of learning stimulated a sense of responsibility for the social and cultural environment, which subsequently strengthened students' professional identity. Data analysis showed that participation in patriotic initiatives, such as volunteer projects, cultural-educational events, and national-oriented trainings, contributed to the harmonisation of personal and professional qualities. This is consistent with the results of M. Bekturodov *et al.* (2020), which proved that the process of harmonising students' personal and professional qualities directly correlated with involvement in socially important projects. Similar conclusions were reached by A. Abylkassymova *et al.* (2021), who underscored the role of theoretical foundations in shaping the professional direction of students of pedagogical specialities, which strengthened their readiness for independent decision-making in professional life. The results obtained showed that patriotic education was interrelated with increasing motivation for professional development and personal growth. In particular, B. Karipbayev (2021) stated that globalisation and non-traditional influences shaped the identity of Kazakh youth, where patriotic values played a key role in choosing a professional path. It was established that students who actively developed patriotic qualities showed increased readiness for social adaptation and professional mobility, which was confirmed by the paper of Y. Gao (2021) on the impact of political and economic factors on the professional identities of transnational intellectuals.

The relationship between patriotic attitudes and the formation of professional ethics is established. For example, Y. Chaaban *et al.* (2024), in their narrative study, found that teachers showed greater professional self-awareness when maintaining patriotic and ethical values in the career development process. This coincides with the results obtained, where a sense of national identity and patriotic attitudes contributed to the strengthening of professional responsibility and purposefulness in students. The study showed that patriotic education had a multidimensional effect on the formation of professional identity, including cognitive, emotional, and motivational components. The results of the analysis are in line with the conclusions of A. Indelicato & J. Martin (2024), who pointed out that national identity

and socio-economic factors are interrelated with attitudes to social groups and professional orientations, influencing decision-making and behavioural strategies. In parallel, M. Rizaie *et al.* (2023) demonstrated that patriotic attitudes and organisational civic behaviour increased the effectiveness of health workers, highlighting the importance of patriotism for professional success and social responsibility. It is established that patriotic education increases students' professional self-awareness through the integration of values, knowledge, and practical skills. In turn, A. Toker Gökçe (2021) emphasised the role of values in the professional education of future teachers, which is consistent with the results obtained, where patriotic values served as the basis for the formation of professional competencies. Thereby, C. Amorim & E. Ribeiro-Silva (2025) established that students' perception of initial training influenced their professional self-determination, confirming the importance of early involvement in patriotic and professional practices in building a sustainable identity. Patriotic education encourages the development of students' communication, organisational and creative abilities, which increases their competitiveness in the labour market. This parallels with the findings of H. Hasanovna (2023), who demonstrated that the competence-based approach to the development of professional and pedagogical creativity of future physical education teachers strengthened their readiness for professional challenges. Similar trends were observed by C. Zhang *et al.* (2024), clarifying that the academic and career expectations of medical master's students are interrelated with the formation of professional identity and personal values. The obtained data indicate the importance of combining patriotic education with professional training to increase the internal motivation of students. This is supported by the conclusions drawn by S. Suhi *et al.* (2021), K. Lin (2025), who noted that factors of social affiliation and national identity directly influenced the choice of career path and professional orientation of university graduates.

Similar results were recorded in a study by B. Michalik *et al.* (2024), where the presence of patriotic and value-oriented attitudes influenced the professional priorities of young doctors. Patriotic education affects not only professional identity but also the development of adaptive skills in students, enabling them to successfully integrate into the professional environment and society in general. This is in line with the study by Y. Li *et al.* (2021), where patriotic branding and values were shown to influence individuals' attitudes and behaviour, emphasising the importance of patriotic attitudes in shaping socio-economic activity. In parallel, T. Zhuang & X. Kong (2023) noted that the synthesis of neoliberal and Confucian values with patriotism formed a holistic perception of students' professional and personal roles, which coincided with the results obtained. Certain differences were recorded in the influence of patriotic education on professional identity in different socio-cultural environments. For example, H. Egginton & Z. Thomas (2020) stressed that gender and

social changes in Britain affected the perception of professional identity, and patriotic attitudes may have had a less pronounced effect compared to other countries. Such observations helped to highlight the need to adapt patriotic programmes to a specific socio-cultural environment and professional profile of students. Results outlined by K. Dancs & M. Fülöp (2020) demonstrated that patriotic education and professional identity directly influenced the position of graduates in the labour market, contributing to the active search for new opportunities and increasing competitiveness. This confirms that the introduction of patriotic values in professional training not only forms internal motivation and ethical attitudes but also positively affects the professional adaptation of students in real working conditions. Thus, their conclusions are in agreement with the results obtained, where participation in patriotic initiatives contributed to the development of professional competencies, readiness for independent decision-making, and social mobility of future specialists. The generalisation of these results reveals that the combination of patriotic values with professional training contributed to the harmonious development of students' identity and increased their readiness for professional and social self-realisation in a dynamic labour market.

CONCLUSIONS

Platforms and applications such as "Mriya", "Can't Wait to Learn: Ukraine", and "Ukraine without borders" provided interactive learning, development of critical thinking, analytical skills, and digital competencies, in addition to stimulating independent activity and teamwork. The inclusion of national historical content and volunteer initiatives allowed students to combine professional knowledge with patriotic values, forming an awareness of social responsibility and the impact of their future professional activities on the development of the state. The experiment confirmed that the integration of digital platforms into the educational process effectively increased students' motivation, activity, and value-oriented self-awareness, creating a harmonious link between education, upbringing, and social practice. The activity of students in the experimental group increased from 60% to 70%, which reflects the positive impact of interactive modules, scientific-practical projects, and cultural-educational events. On the professional identity scale, the level increased from 61.7% to 77.3%, and civic consciousness – from 59.3% to 75.7%, which demonstrates a deeper awareness of professional role and social responsibility. Indicators of academic performance and project activity also had a noticeable positive trend – up to 88% and

81%, respectively. In the control group, there was a slight improvement, but it was less pronounced, suggesting a limited effectiveness of conventional training methods. Thus, the use of innovative technologies, mobile platforms, interactive forms of work, and project activities has proved its effectiveness in the formation of patriotic values, increasing civic activity, and strengthening the professional identity of future specialists.

Based on the results of the study, it was determined that the use of the author's model of educational work effectively contributed to the formation of professional identity and national-patriotic competence of students. The integration of thematic courses and modules with a patriotic component allowed combining professional knowledge with the formation of value orientations, civic position, and awareness of social responsibility. Students actively conducted scientific and practical projects and research tasks that combined technical competencies with patriotic and civic values, developed critical thinking, planning skills, teamwork, and presentation of results. Cultural-educational and volunteer activities stimulated the emotional and value component of identity, expanded social activity and practical application of knowledge. The use of digital platforms and mobile applications, such as "Mriya", "Can't Wait to Learn: Ukraine", and "Ukraine without borders", provided interactivity of training, tracking progress, and motivation for independent study of the material. Systematic assessment of the effectiveness of the model allowed for adjusting educational and upbringing activities, maximising the effectiveness of the professional and patriotic awareness formation, which confirmed the practical value of the developed model in the training of future specialists. A limitation of the study was that the experiment was conducted only on the basis of one higher education institution, which limits the overall generalisability of the results obtained. The prospect of further research is to evaluate the influence of gamification and virtual simulations on the development of patriotic values, civic consciousness, and professional identity of students in the context of integrating education and upbringing.

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CONFLICT OF INTEREST

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Патріотичне виховання як чинник професійної ідентичності майбутнього фахівця

Анотація. Метою дослідження було визначення ефективності застосування інноваційних педагогічних підходів і виховних заходів у розвитку професійної ідентичності та національно-патріотичних цінностей у студентів. Методологія дослідження включала комплексний підхід, який поєднував теоретичний аналіз, педагогічний експеримент і розробку авторської моделі виховної роботи. У ході експерименту було встановлено, що використання цифрових платформ та мобільних додатків, таких як «Мрія», «Can't Wait to Learn: Ukraine» та «Україна без меж», забезпечило інтерактивність навчання, розвиток критичного мислення, аналітичних умінь і цифрових компетентностей студентів, а також стимулювало самостійну роботу та командну взаємодію. Результати дослідження показали, що рівень сформованості патріотичного виховання як чинника професійної ідентичності студентів експериментальної групи зріс значно активніше, ніж у контрольній групі. Протягом трьох місяців активність студентів експериментальної групи підвищилася з 60 % до 70 %, рівень професійної ідентичності зріс із 61,7 % до 77,3 %, а громадянська свідомість – із 59,3 % до 75,7 %. Академічні результати та активність у проектах показали позитивну динаміку – відповідно 88 % та 81 %. У контрольній групі покращення було незначним і менш вираженим, що свідчить про обмежену ефективність традиційних методів навчання. Отже, інтеграція інноваційних технологій, мобільних платформ, інтерактивних форм роботи та проєктної діяльності підтвердила свою результативність у формуванні патріотичних цінностей, підвищенні громадянської активності та зміцненні професійної ідентичності майбутніх фахівців. Практичне значення дослідження полягає в тому, що його результати можуть бути використані викладачами, методистами, керівниками освітніх програм та адміністрацією закладів вищої освіти для впровадження ефективних стратегій патріотичного виховання та формування професійної ідентичності студентів

Ключові слова: громадянська відповідальність; моральні цінності; професійна свідомість; національна ідентичність; особистісний розвиток