



© 2024 Hryn & Shcherbyna. This article is distributed under the terms of CC Attribution-Share Alike 4.0 International as described at <https://creativecommons.org/licenses/by-sa/4.0>

DOI: 10.31499/2306-5532.2.2024.319842

PROJECT TECHNOLOGY FOR TEACHING SOCIO-HUMANITARIAN DISCIPLINES IN CONDITIONS OF WAR

Olena Hryn

PhD in History, Associate Professor

*T. H. Shevchenko National University "Chernihiv Colehium", Chernihiv, Ukraine
<https://orcid.org/0000-0001-8307-8070>; e-mail: olenagreen5@ukr.net*

Nataliia Shcherbyna

PhD in History, Associate Professor

*Penitentiary Academy of Ukraine, Chernihiv, Chernihiv, Ukraine
ORCID: 0009-0002-5573-0505; e-mail: natalboyko@gmail.com*

The article is devoted to the analysis of the features of project technology in teaching socio-humanitarian disciplines in wartime. Particular attention is paid to the specifics of the implementation of age-based project activities in secondary and higher education institutions and the cognitive and social differences between secondary school and university students. Changes in the topics of project activities caused by the war are considered. The influence of project technology on the formation of competencies of students is determined. The types of projects that promote the development of critical thinking, civic responsibility, emotional stability, and competencies are characterized.

In the practical part of the study, the survey method was used, which allowed us to analyze the project technology from the perspective of educators and students. The theoretical part is based on the principles of nonlinear methodology of cognition, system activity, and axiological approaches.

It has been established that the use of project technology in teaching socio-humanitarian disciplines in the context of war helps to increase motivation for cognitive activity, assimilation of knowledge, supports emotional stability, develops competencies, and forms civic consciousness. It is noted that the implementation of project-based learning depends on the age and cognitive capabilities of students.

The results of the survey are analyzed, which show the positive impact of project technology on the quality of the educational process and on improving the emotional and volitional sphere, which is especially important in times of war.



Keywords: project technology, socio-humanitarian disciplines, research teaching methods, education in war conditions.

Стаття присвячена аналізу особливостей проєктної технології у навчанні соціогуманітарних дисциплін в умовах війни. Особливу увагу приділено специфіці впровадження проєктної діяльності у закладах загальної середньої і вищої освіти, з урахуванням вікових, когнітивних та соціальних особливостей учнівської та студентської молоді. Розглянуто зміни в тематиці проєктної діяльності, зумовлені війною. Визначено вплив проєктної технології на формування компетентностей здобувачів освіти. Схарактеризовано типи проєктів, які сприяють розвитку критичного мислення, громадянської відповідальності, емоційної стійкості та компетентностей.

У практичній частині дослідження використано метод опитування у формі анонімного анкетування, що дозволило проаналізувати проєктну технологію з позиції освітян та здобувачів освіти. Теоретична частина ґрунтується на принципах нелінійної методології пізнання, системно-діяльнісного та аксіологічного підходів.

Встановлено, що використання проєктної технології при викладанні соціогуманітарних дисциплін в умовах війни сприяє підвищенню мотивації до пізнавальної діяльності, засвоєнню знань, підтримує емоційну стійкість, розвиває компетентності, формує громадянську свідомість. Зазначено, що реалізація проєктного навчання залежить від віку і когнітивних можливостей здобувачів освіти. На рівні середньої освіти ключовим є формування базових навичок і командної роботи, на рівні вищої – самостійність, професійний розвиток та міждисциплінарність.

Проаналізовано результати опитування, які засвідчують зацікавленість здобувачів освіти та педагогів у використанні проєктної технології і відзначають її позитивний вплив на якість освітнього процесу та на покращення емоційно-вольової сфери, що особливо актуально в умовах війни.

Ключові слова: проєктна технологія, соціогуманітарні дисципліни, дослідницькі методи навчання, освіта в умовах війни.

Introduction. Ukrainian education has faced a number of challenges during the war, including the destruction of educational institutions, migration of students within the country and abroad, the transition to distance or blended learning, and emotional instability of participants of the educational process. An important task is the adaptation of educational technologies to new realities with special attention to the formation of psycho-emotional resilience skills and taking into account the context of war when choosing the form and content of educational tasks. The disciplines of the socio-humanitarian cycle are particularly effective in fostering active citizenship, critical thinking and patriotism, and in performing practice-oriented tasks aimed at analyzing real-life situations.

The urgent task of modern education is to move away from the reproductive learning and thinking to realize the creative essence of the educational process and



its flexibility (Shakun, 2009). This is precisely what the latest reforms of Ukrainian education are aimed at (Reforma osvity ta nauky, 2024). Today's challenges require the search for new approaches in education and science that will respond to the demands of modernity and satisfy the needs of Ukrainian citizens. During the war period, it is necessary to continue reforms and carry out new transformations in the spheres of education and science aimed at the intellectual, cultural, and professional development of the individual, the formation of high-quality human capital, the unification of society to establish Ukraine as an equal member of the European community, the development of an effective, innovative, competitive economy and ensuring high standards of quality of life. A cohesive community of creative people and responsible, active citizens can ensure a strong state and a competitive economy. It is precisely such citizens that educational institutions should prepare.

In such conditions, a particularly effective form of organizing the educational process is project technology, which allows for the active involvement of students in solving real social and humanitarian problems. Project activities allow for an interdisciplinary approach, integrating knowledge from different fields of knowledge and improving the formation of key competencies: teamwork, time management, and creativity. The development and presentation of the project provide opportunities for the use of a wide variety of digital tools and online platforms, which is especially important in the context of distance and blended learning. The topics of the projects, taking into account the context of the war, allow us to support the educational motivation of students, form an active civic position and awareness of the importance of education for the country's recovery.

The purpose of the article is to analyze the features of the implementation of project technologies in the process of teaching socio-humanitarian disciplines in wartime.

Project technology is a universal and flexible learning tool effective at different levels of education: general, secondary, and higher. The article analyzes the features of project technology in general secondary and higher education institutions, which provides a comprehensive approach to its study and makes it possible to develop universal recommendations that can be adapted for different conditions and levels of education. The study of project-based learning in both schools and higher education institutions allows us to create a holistic view of its effectiveness in different learning environments and develop a systematic approach to its implementation.

The problem of developing a project culture is currently relevant for the education system, as it meets the needs of forming soft skills and developing creative activity in subjects of the educational process. The concept of "project culture" is revealed in the studies of Yu. Veselova, N. Zapesotska, I. Kolesnikova, G. Ilyin, A. Markov, V. Radionov, N. Topilina, L. Filimoniuk (Anishchenko et al., 2019). The issue of organizing project activity was studied by teachers J. Dewey, U. Kilpatrick, N. Matyash, V. Molyako, I. Pidlasy, O. Pometun, O. Pekhota, S. Sysoeva, G. Shchukina and others. The use of the project method in teaching



History in secondary education institutions was considered by K. Bakhanov, who emphasized its effectiveness in developing student competencies and active learning (Bakhanov, 2004). I. Bondar studied the features of students' project activity in history lessons by the concept of the new Ukrainian school (Bondar, 2023). L. Volnova emphasized project technology's effectiveness in training psychologists (Volnova, 2019). The possibilities of project technology in working with higher education students were considered by S. Nikolaeva, O. Tarnopolsky, S. Izbash, T. Komar, O. Oleksiuk, L. Protsay, O. Romanovsky, Yu. Smolnytsky and O. Shapran who emphasized its effectiveness in higher education since it requires integrated knowledge and research search.

However, with considerable attention to project technology in the scientific literature today, there is a need to analyze the features of its use in teaching socio-humanitarian disciplines in wartime.

Research methodology. The theoretical part of the study is based on the nonlinear methodology of cognition, which allows studying the educational process as a complex, nonlinear system that is constantly updated and developing. The systemic and interaction approach allowed us to consider the educational process as a set of interconnected systems with an emphasis on the component composition of human activity. The axiological approach will enable us to use the value attitude of all participants in the educational process to the project technology of learning.

In the practical part of the study, a survey method was used, which was carried out in the form of a questionnaire containing closed and open-ended questions, which, in our opinion, allowed the respondents to express their vision of the problem under study as accurately as possible.

Main material. The project method is one of the educational technologies that reflect the implementation of a personally oriented approach and the development of the ability to adapt to rapidly changing life conditions.

The project method is an educational technology that provides creative methods: research, search work, and solving problem situations. The teacher within the project acts in various roles: developer, coordinator, expert, and consultant (Sylakova, 2017).

The project technology aims to stimulate students' interest in specific problems through practical activities that involve solving one or a whole series of tasks.

Project technology involves the following stages: initiation (inventing an idea and formulating a topic, substantiating its relevance), work planning, searching and processing information, and formulating conclusions. An important component is the presentation of the results of a project activity in the form of a particular intellectual or creative product (Bondar, 2023), as well as reflection – an analysis of what is being done and what needs improvement, an exchange of impressions. The main characteristics of project activity are a focus on achieving specific goals, coordination of implementation, limited time for implementation with a clearly defined beginning and end, and uniqueness.

There are individual, pair, and group forms of project work. Project-based learning can vary in duration from one lesson to a year or more (research projects), as well as in the forms of presentation of results (presentation, defense, conference,



festival, etc.).

There are different classifications of student projects. Depending on the subject-content orientation, mono-projects, and interdisciplinary projects are distinguished. In terms of implementation time – mini-project (within the framework of an educational lesson), short-term (within the framework of studying a topic), and long-term (over a year or more).

The dominant activity distinguishes the following types of projects (Voronenko, 2016):

1. Informational – collects and analyzes information about a particular object, phenomenon, or process. The result can be presented as a report, abstract, multimedia presentation, and booklet

2. Practice-oriented – has a clearly expressed practical result, a socially helpful product (for example, social research of individual aspects of community life, a digital library of school projects).

3. Creative – does not have a clear structure, may include elements of artistic activity. Students are free to show creativity and independence when choosing a method of completing the task (collage, video clip, comic, exhibition of creative works, and book).

4. Game (role-playing) – the role of the participants of the role depending on the nature and content of the project (modeling an international conference, conducting a virtual excursion, presenting the position of historical figures, economic simulators, and court proceedings).

By the type of final product, there are letter (charter, book), material (model, multimedia presentation), and active (excursion, lesson-game) projects.

The goals and objectives of students' project activities in teaching social sciences and humanities at different levels of education are similar. These are the formation of critical thinking, the ability to independently search for information, process it and present the results, develop creativity, teamwork skills, as well as civic awareness and awareness of responsibility to society (Korniychuk, 2012). At general secondary and higher education levels, project activity requires modern digital tools and is practice-oriented.

However, several features should be considered when using project technology at different educational levels. First of all, these are age characteristics, different training levels, and students' needs. Therefore, at the level of general secondary education, projects are clearly structured, and the teacher acts as an active leader. At the same time, students in grades 8-11 implement long-term research projects, which play an important role in preparing for higher education and further professional activity in a specialized school.

In higher education institutions, project activities have a higher level of complexity and are aimed at developing professional competencies related to specific specialties, as well as preparing for real professional challenges, in particular through cooperation with state institutions, public organizations, or businesses. Projects are mostly research- or practice-oriented and require greater student independence. The topics are focused on real problems related to professional training or interdisciplinary issues. The teacher acts as a facilitator or mentor, and the degree of



independent work of the higher education applicant is higher.

After the start of the Russian-Ukrainian war in 2014 and the full-scale Russian military invasion in 2022, the topics of students' projects have undergone significant transformations, which are caused by both new social challenges and changes in the priorities of Ukrainian education, which are aimed at adapting to crisis conditions and forming national resilience. Military topics, which were previously considered in a historical or theoretical context, have become closer to real life. The students study the life of communities during the war, military everyday life, and the adaptation of displaced persons. Projects related to volunteerism and civic initiatives, the history of the Ukrainian army and cultural heritage, wartime art became relevant.

Changes in the topics of projects can be traced to the example of curricula for general secondary education institutions. Thus, to the program on the History of Ukraine 2022 for the 11th grade, new project topics were included: "Russian propaganda clichés "Banderivtsy", "Ukrainian Nazis", "the Ukrainian nation does not exist", "the Ukrainian state is a fake" as instruments of war and genocide", "Native land in the context of all-Ukrainian events during the Russian-Ukrainian war", the topic "In 1918 Ukraine gained independence, in 1991 it restored it, today it protects it" acquired new meanings, dedicated to compiling an interactive timeline that shows the continuity and succession of state-building processes in the 20th–21st centuries), from world history – the topics of the projects "Models of historical memory about the Second World War and their influence on the formation of citizens' identity", "The role of propaganda in a totalitarian society (on the example of Hitler's Germany, Stalin's USSR/USSR, Putin's Russia)" (Istoriya Ukrayiny. Vsesvitnya istoriya. 6–11 klasy. Navchalna prohrama dlya zakladiv zahal'noyi serednoyi osvity, 2022).

The 2022 Ukrainian history curriculum for grade 10 includes topics that allow for historical parallels: "For the Great Russian People!: Russian nationalism as the dominant stalinist ideology and propaganda during the German-Soviet War", "Stalin's Generals and the Price of Human Life", "The World of Childhood in Ukrainian Literature on the Holocaust" and "History of the native land in the context of the all-Ukrainian events of World War II. 1939–1945" (Istoriya Ukrayiny. Vsesvitnya istoriya. 6–11 klasy. Navchal'na prohrama dlya zakladiv zahal'noyi seredn'oyi osvity, 2022).

In the conditions of the ongoing war, the topic of war, which is important for personification, is being used with deserved attention by students – the study of the activities of the heroes of the Russian-Ukrainian war – military personnel, volunteers, doctors, all those who act against the aggressor both in the all-Ukrainian and regional dimensions.

In war conditions, honoring the memory of the dead is not only a moral duty of society but also an important component of youth education. Integrating this topic into project activities improves the formation of civic consciousness, patriotism, and emotional connection among students to the history of their land. Projects aimed at honoring the memory of the dead help young people realize the price of freedom and independence. Studying the stories of heroes, researching



their life paths, or participating in the creation of memorials improves the formation of such values as respect for life, dignity, responsibility for the future, and the development of emotional intelligence. The materials created by the students as a result of the project – a digital memory book, a poster, a video – are of practical importance and benefit to the community.

It should be considered that the integration of commemoration of those who died in the war into the educational process requires responsibility and sensitivity. It is important to be tactful, not to involve sensitive materials, to adapt information to the age of students, to maintain confidentiality, and to take care of the emotional safety of participants in the educational process. In order to avoid re-traumatization of students or their occurrence of vicarious trauma, it is necessary to ensure a safe environment, carefully select materials, and, if possible, involve psychological support. If there are children in the class who have lost relatives, psychologist S. Royse advises creating opportunities for them to talk. In her opinion, this will help “transform the taboo topic of death into something that creates a sense of inclusion and the opportunity to share memory and feelings” (Makarevych et al., 2024).

During the war, it is important to be flexible when choosing a topic and formulating the stages of project implementation, taking into account the disease in the country, as well as the psychological state of students, their technical capabilities, and the specifics of the situation in the country. Thus, in the spring of 2022, when Chernihiv region was liberated, and the educational process in educational institutions resumed, students carried out mini-projects aimed at helping to understand the complex issues associated with the beginning of a full-scale invasion. Long-term research projects were not appropriate due to unstable Internet connections, the traumatic experience that the student had, and the educational losses that had to be compensated.

Among the examples of successful mini-projects that were carried out by students of the Chernihiv Regional Scientific Lyceum at this stage of studying history, we note the following:

- “The World with Ukraine” (World history, grade 11, topic “International Relations”) – creating photo collages that were supposed to demonstrate the support of the world community for Ukraine during the Russian-Ukrainian war of the 21st century.

- “I dream...” (World history, grade 11, topic “Everyday life and culture”) – students added their image to a monument of world culture that they plan to visit. As a result of the project, a video was edited.

Among the information projects lasting about a month were the following:

- “Rashism as a type of totalitarian ideology” (World History, grade 11, topic “International Relations”) – comparing the ideology of the Putin regime in Russia with the totalitarian ideologies of the 20th century and presenting the results of the research.

- “Restoring historical justice: on the issue of renaming streets” – conducting a survey of Chernihiv residents on their attitude to the de-sovietization of the city, developing a booklet with information about figures of the imperial and



Soviet era, after whose names the streets were named at that time, and about the alternative – prominent Ukrainians, in whose honor it was proposed to rename these streets.

During the full-scale Russian military invasion, students are implementing long-term research projects dedicated to the modern Russian-Ukrainian war, rethinking the experience of past wars and the national liberation movement. Among students, these are projects submitted for the competition defense of the Small Academy of Sciences, reports at student conferences, students of higher education – scientific reports, articles, and qualification works. For example, during the work of the XI Chernihiv Regional Historical and Local History Conference of Schoolchildren, 14 reports were presented in the section “Modern History of Chernihiv Region”. Two of them were about the First World War, three were about the totalitarian nature and crimes of the USSR, two reports were devoted to the Holocaust and the genocide of the Roma, three were about the current Russian-Ukrainian war, the restoration of Ukraine's independence in 1991 was considered as a natural result of historical development and the attitude of the population of Chernihiv region to European integration processes.

After the start of the full-scale Russian invasion, the project activities of students aimed at recording oral testimonies intensified. Thus, from 2022 at the O.M. Lazarevsky Educational and Research Institute of History, Social Sciences and Humanities of the T.H. Shevchenko National University “Chernihiv Colehium”, within the framework of the summer ethnographic practice, project work is being carried out by students at the topic “The Universal Life of the Population of the Chernihiv Region in Conditions of a Full-Scale Russian Invasion of Ukraine”. According to the questionnaires, students record oral testimonies, transcribe them, analyze them, and present the results at roundtables and scientific conferences, and publish them in scientific publications (Dorokhina & Kovalenko, 2024).

At the level of general secondary education, research projects submitted to the Small Academy of Science for Students are dedicated to the topic of war and its oral history. Thus, in the 2022–2023 academic year, students of the Chernihiv Regional Scientific Lyceum collected oral testimonies about the daily life of civilians in Chernihiv region in the spring of 2022. Thirty-eight respondents from this educational institution, born in 1956–2007, were interviewed. Thus, the recorded interview reflects the everyday life of war through the eyes of representatives of one community. The results of the study are presented by the author's research, at that time an 11th-grade student, at several conferences and student research competitions.

During the war, a number of civic initiatives emerged to stimulate students' research activity. For example, in Brno, Czech Republic, the project “Legacy of the Past: Research into World Family History” as part of the “Culture Helps” grant program, facilitated by a partnership between the “Ukrainian Initiative of South Moravia” and the organizations “Post Bellum CZ” and “Post Bellum Ukraine” was implemented for Ukrainian children aged 10-14 in 2024. Within the framework of the project, workshops were organized to study the roots of one's family, and students was training the skills of oral history interviews. The final result was a



presentation of an interview with one of the representatives of their family. The lecturer of the project, psychologist Alyona Kekukh, noted the importance of the project for children who found themselves abroad, fleeing from a full-scale war: “When someone is forced to leave their home, knowing their roots provide a foundation to rely on... This project helps restore a sense of belonging and brings back the warmth of home” (Legacy of the past: exploring the world of family history, 2024.)

While teaching the course “Fundamentals of Scientific Research and Academic Integrity” at the Penitentiary Academy of Ukraine, we also used the project learning method. After studying the relevant theoretical base, higher education applicants performed some tasks in practice, which ultimately represented a small scientific work so that we can classify it as research. The project consisted of several stages, which were implemented over the course of one or two training sessions. The first stage – informational – consisted of selecting literature on the chosen topic in the library using card and electronic catalogs. The next step was to structure the information and write an abstract in accordance with the requirements for this type of work. This project lasted three class sessions and also involved independent work at home. At the final stage, which was held in the form of a scientific conference (role-playing game), the students prepared reports on the results of their research work. An anonymous survey conducted among cadets and students showed that the majority of them found the experience of the speech to be an interesting and useful event. At the same time, some of the applicants had some difficulty writing their essays. In general, most of the cadets believe that the course was interesting and useful precisely because of its practical focus.

In the course of the study, we conducted a survey among teachers and students of secondary and higher education on the use of project technologies in the educational process. The interviewed respondents studied or worked at the T.H. Shevchenko National University “Chernihiv Colehium”, the Penitentiary Academy of Ukraine, and the Chernihiv Regional Scientific Lyceum. The total number of survey participants was 162. The questionnaires posted on Google forms were developed by the authors of the study and contained both open-ended and closed-ended questions.

The majority (64.3%) of the teachers we surveyed work in higher education institutions and have more than 10 years of teaching experience (92.9%). Project-based learning technology is constantly used by 32.1% of teachers, 42.9% – sometimes, 25% – rarely. 79.2% of survey participants say that the war has affected the organization of project activities, but at the same time, new opportunities for their implementation have emerged. 14.3% of respondents believe that the use of project technologies has become much more difficult in war conditions, while 10.7% of educators believe that there have been no changes.

Among the changes made by educators in the formulation of project objectives in the context of a large-scale war, 75% noted the use of online tools, and 50% of teachers and lecturers stated a change in research topics – at the current stage, it is related to the war.



The results of educators' responses to the question: "What difficulties arise when organizing project activities?" are presented in Figure 1.

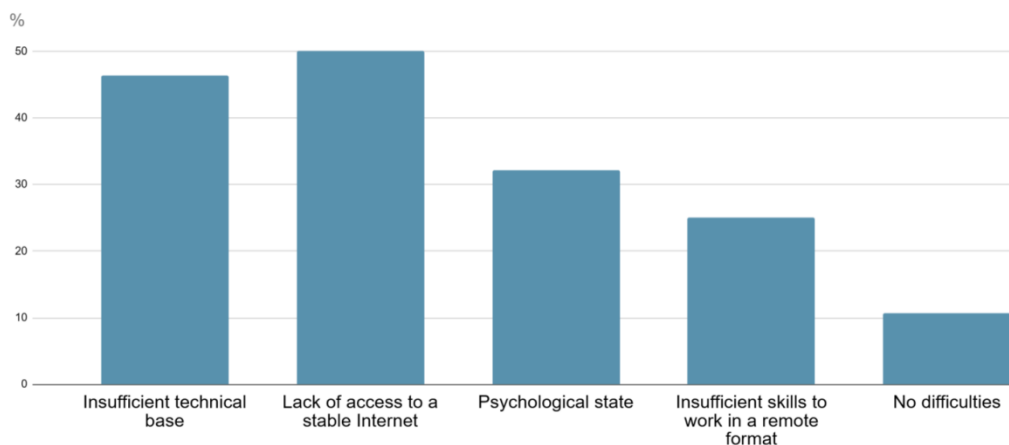


Figure 1. *Distribution of educators answers to the question "What difficulties arise when organizing project activities?"*

4.2 percent of teachers are highly motivated to organize project-based learning, and more than 80 percent rate their motivation as mediocre. All respondents note the impact of project activities on the educational process as positive, while 46.4% say that this impact is insignificant, and 53.6% consider it significant.

92.9% agree that the use of project-based learning develops teamwork skills, 78.6% note a positive impact on communication competence, 75% emphasize the development of critical thinking, 53.6% of respondents believe that project-based technologies have a positive impact on students' problem-solving skills, and 35.7% note the development of leadership skills of their students.

67.9% of educators note an improvement in the level of emotional stability of students due to project activities, while 32.1% do not notice such changes.

To organize project activities, most educators use the Zoom video conferencing platform, digital tools such as Google, Moodle, Miro, Canva, Padlet, and ChatGPT.

As for suggestions for improving the methodology for organizing project activities, teachers offer the following:

- involvement of international partners;
- improving the material and technical base;
- conducting trainings to develop digital competence, introducing an academic discipline to study the theory and methodology of project activities;
- accessibility of participation in project activities for all students;
- clear planning of project activities;
- to single out separate lessons for project activities.

The number of secondary and higher education students who responded was approximately the same: 50.7% and 49.3, respectively. 29.1% rated their own



motivation to participate in projects as high, 61.2% as medium, and 9.7% as low.

Teachers and students were asked to rate the level of students' involvement in project activities on a 5-point scale, where 1 is very low and 5 is very high. The results are presented in Table 1.

Table 1. *The level of students' involvement in project activities from the point of view of the teacher and the student (5 – maximum score)*

Respondents	The level of involvement				
	1	2	3	4	5
Teachers	0	3,6	39,3	53,6	3,6
Students	3,7	8,2	35,8	40,3	11,9

Students are most interested in historical topics (56.7%), human rights (48.5%), and social issues (38.8%). 53.7% of applicants call war-related projects very relevant and 39.6% rather relevant.

The results of students responses to the question: “What difficulties arise when organizing project activities?” are presented in Figure 2.

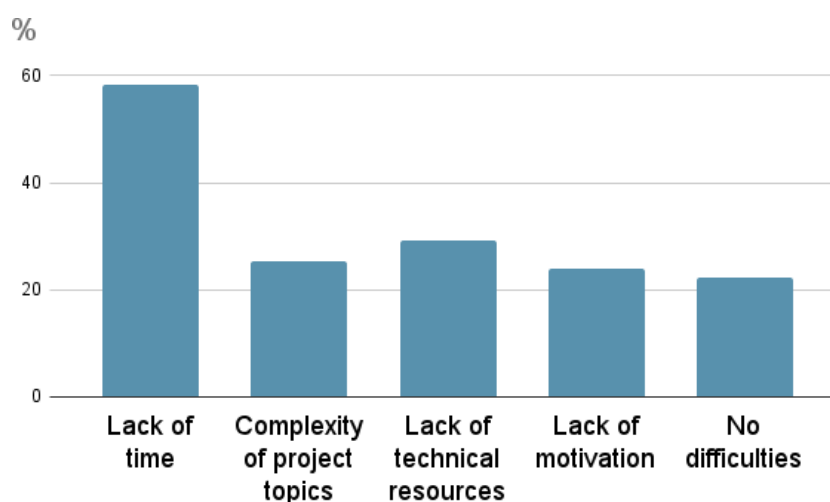


Figure 2. *Distribution of students answers to the question “What difficulties arise when organizing project activities?”*

Among the positive outcomes of project-based learning, the most frequently mentioned by students are: improved subject knowledge (78.4%), development of teamwork skills (64.9%), development of practical skills (64.2%), and increased self- confidence (53.7%). 53% of respondents said that they sometimes have to work on projects in a team, 37.3% said that they often do. 57.5% of respondents indicated that projects help them better understand the educational material, 37.3% believe that they partially do, and 5.2% do not see a positive impact of projects. According to the students, project activities develop the following competencies:



communication skills (84.3%), critical thinking (68.7%), problem-solving (59%), and leadership (54.5%).

Regarding the impact of project activities on their professional future, the majority of 59% of higher education students rather positively assess it, 30.6% - very positively, 9% believe that it has no impact, and 1.5% reported a negative impact.

Conclusions. Project technology in teaching socio-humanitarian disciplines in wartime is a form of learning and a means of supporting emotional stability, forming civic consciousness, and developing competencies necessary for the post-war reconstruction of society. Project activity in schools and higher education institutions is a tool for forming key competencies, but its features depend on students' age and cognitive abilities. The key at the secondary education level is the formation of basic skills and teamwork; at the higher education level – independence, professional development, and interdisciplinarity. In wartime, the subject of students' projects has undergone significant changes and reflects the legal, social, humanitarian, and historical consequences of military actions. This makes project activity a means of learning and a tool for participation in the country's life.

The results of our poll prove that project technology in education has a positive impact among students and teachers, and most of them believe that it has a positive impact on the process of education as well as contributes to their mental health, which makes it extremely important in the conditions of war.

Prospect for further scientific research is to develop methodological recommendations for the implementation of project technology in the field of social sciences and humanities, taking into account the rapid development of digital technologies, especially artificial intelligence. A promising direction is to study the professional needs of teachers in the context of project-based learning, as well as to study the impact of project activities in wartime on students.

References

- Anishchenko, V.M. et al. (2019). *Teoriya i praktyka proektnoho navchannya v profesiyno-tekhnichnykh navchal'nykh zakladakh* [Theory and practice of project-based learning in vocational and technical educational institutions]. Zhytomyr: Polissya [in Ukrainian].
- Bakhanov, K.O. (2004). *Innovatsiyni systemy, tekhnolohiyi ta modeli navchannya istoriyi v shkoli* [Innovative systems, technologies and models of teaching History in school]. Zaporizhzhya: Prosvita [in Ukrainian].
- Bondar, I. (2023). Proektna diyal'nist' uchniv na urokakh istoriyi za kontseptsiyeyu novoyi ukrayins'koyi shkoly [Project activity of students in history lessons according to the concept of the new Ukrainian school]. *Teoriya i metodyka navchannya suspil'nykh dystsyplin: naukovo-pedahohichnyy zhurnal – Theory and methods of teaching social disciplines: Scientific and pedagogical journal*, 11, 4-27 [in Ukrainian].
- Dorokhina T. & Kovalenko O. (2024). Selo Chernysh v umovakh tymchasovoyi rosiys'koyi okupatsiyi 2022 r. (za usnoistorychnymy doslidzhennyamy) [Chernysh village under the temporary Russian occupation in 2022 (based on



- oral history research). *Siveryans'kyi litopys – Siverian Chronicle*, 4, 173–177 [in Ukrainian].
- Istoriya Ukrayiny. Vsesvitnya istoriya. 6–11 klasy. Navchal'na prohrama dlya zakladiv zahal'noyi seredn'oyi osvity* [History of Ukraine. World History. Grades 6–11. Curriculum for general secondary education institutions] (2022). Retrieved from <https://cutt.ly/2eCV3Qmw> [in Ukrainian].
- Korniychuk, O.P., Burova, L.M. (2012). Osvitnya tekhnolohiya “metod proektiv”: stan rozrobky v naukovo-metodychniy literature [Educational technology “project method”: the state of development in scientific and methodological literature]. *Medychna osvita – Medical education*, 4, 67–69 [in Ukrainian].
- “Legacy of the past: exploring the world of family history”. *Methodological Recommendations* (2024). Brno. Retrieved from <https://cutt.ly/TeCg2Gis>.
- Makarevych, A., Panarin, O., & Okhrimenko O. (2024). *Yak hovoryty pro rosiys'ko-ukrayins'ku viynu v shkoli. Uroky stiykosti, borot'by ta peremoh: posibnyk*. [How to talk about the Russian-Ukrainian war at school. Lessons of resilience, struggle and victories: a manual]. Retrieved from <https://cutt.ly/3eChd9U6> [in Ukrainian].
- Reforma osvity ta nauky [Education and Science Reform] (2024). *Uryadovyy portal – Government Portal*. Retrieved from <https://cutt.ly/ueVKM9ee> [in Ukrainian].
- Shakun, N.V. (2009). Transformatsiya osvity v umovakh hlobalizatsiyi [Transformation of education in the context of globalization.]. *Visnyk Chernihiv's'koho derzhavnogo instytutu prava, sotsial'nykh tekhnolohiy i pratsi. Seriya: Pravo. Ekonomika. Sotsialna robota. Humanitarni nauky – Bulletin of the Chernihiv State Institute of Law, Social Technologies and Labor. Series: Law. Economics. Social work. Humanities*. Chernihiv: CHDIPSTP, 1, 282–286 [in Ukrainian].
- Sylakova, T.T. (2017). Proektni tekhnolohiyi navchannya studentiv [Project technologies for training students]. *Visnyk natsionalnoho aviatsiynoho universytetu. Seriya: Pedagogika. Psykholohiya – Bulletin of the National Aviation University. Series: Pedagogy. Psychology*, 11. Retrieved from <https://cutt.ly/ieVK0gEW> [in Ukrainian].
- Volnova, L.M. (2019). *Proektna diyalnist yak zasib pidvyshchennya rivnya profesiynoyi pidhotovky maybutnikh psykholohiv: metodychni rekomendatsiyi* [Project activity as a means of improving the level of professional training of future psychologists: methodological recommendations]. Kyiv. Vydavnytstvo Natsional'noho politekhnichnoho universytetu imeni M.P. Drahomanova [in Ukrainian].
- Voronenko, T.I. (2016). Klasyfikatsiya navchalnykh proektiv [Classification of educational projects]. *Problemy suchasnoho pidruchnyka – Problems of the modern textbook*, 17, 76–91 [in Ukrainian].