

**Лариса Наконечна,**

кандидат філологічних наук, доцент, доцент кафедри педагогіки початкової освіти,  
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Larysa Nakonechna,**

Candidate of Philological Sciences, Associate Professor,  
Associate Professor of Pedagogy of Primary Education,  
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)  
*larysa.nakonechna@pnu.edu.ua*  
ORCID ID 0000-0003-0743-4576

**Оксана Кіліченко,**

кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти,  
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Oksana Kilichenko,**

Candidate of Pedagogical Sciences, Associate Professor,  
Associate Professor of Pedagogy of Primary Education,  
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)  
*oksana.kilichenko@pnu.edu.ua*  
ORCID ID 0000-0001-5641-5481

**УДК 37.018.2:372.881**

## **РОЗВИТОК ІСТОРИЧНОЇ ПАМ'ЯТІ В УЧНІВ МОЛОДШОГО ШКІЛЬНОГО ВІКУ НА УРОКАХ УКРАЇНСЬКОЇ МОВИ**

**Анотація.** Стаття присвячена актуальній проблемі сьогодення – формуванню історичної пам'яті в учнів початкової школи. Історична пам'ять є важливою складовою стратегії націокультурної політики держави, системи національно-патріотичного виховання дітей та молоді у закладах освіти різних рівнів, чинником об'єднання суспільства і національної самоідентифікації особистості. Мета статті – проаналізувати і описати ефективні шляхи формування історичної пам'яті молодших школярів у процесі вивчення української мови. Для досягнення поставленої мети були використані такі методи дослідження: аналіз та синтез, абстрагування, узагальнення, анкетування, що дозволило проаналізувати педагогічні умови формування історичної пам'яті в учнів початкової школи на уроках української мови та визначити основні напрямки цього процесу. Автори, опираючись на численні дослідження науковців, з'ясували сутність поняття «історична пам'ять» у зв'язку з іншими поняттями патріотичного виховання, розглянули її значення для суспільства як оберега нації і чинника національної самоідентифікації особистості. Зупинили свою увагу на тих нормативних освітніх документах, які визначають суть і завдання процесу формування історичної пам'яті громадян в Україні. Докладно розглянули зовнішні чинники, які впливають на історичну пам'ять особистості і які, безсумнівно, необхідно брати до уваги педагогам у роботі над формуванням історичної пам'яті вихованців. Докладно розглянуто шляхи формування історичної пам'яті молодших школярів на уроках української мови, дали рекомендації щодо змістового наповнення відповідного дидактичного матеріалу. З'ясовано, що уроки української мови у початковій школі є доброю базою для формування патріотичних почуттів та історичної пам'яті молодших школярів, для пробудження відчуття глибокого зв'язку учнів з попередніми поколіннями свого народу, його культурними та історичними здобутками, своєї причетності до величного, сильного, давнього народу, почуття гордості за свою Батьківщину.

**Ключові слова:** історична пам'ять; патріотичне виховання; початкова школа; урок української мови.

## **DEVELOPMENT OF HISTORICAL MEMORY IN PRIVATE SCHOOL STUDENTS DURING THE UKRAINIAN LANGUAGE LESSONS**

**Abstract.** The article is devoted to the topical issue of today - the formation of historical memory in primary school students. Historical memory is an important component of the strategy of national and cultural policy of the state, the system of national and patriotic education of children and youth in different levels of educational institutions, as well as a factor in the unification of society and national self-identification. The purpose of the article is to analyze and describe effective ways of forming the historical memory of primary school children in the process of learning the Ukrainian language. To achieve this goal, the following research methods were used: analysis and synthesis, abstraction, generalization, and questionnaires, which allowed them to analyze the pedagogical conditions of historical memory of primary school students in Ukrainian



language lessons and identify the main directions of this process. Based on numerous studies by scholars, the authors clarified the essence of the concept of "historical memory" in connection with other concepts of patriotic education and considered its significance for society as a guardian of the nation and a factor in national self-identification. They focused on those normative educational documents that define the essence and tasks of the process of forming the historical memory of citizens in Ukraine. External factors that affect the historical memory of the individual and which, of course, should be taken into account by teachers in working on the formation of historical memory of students are considered in detail. The authors considered in detail the ways of forming the historical memory of primary school students in Ukrainian language lessons and gave recommendations on the content of the relevant didactic material.

They found that Ukrainian language lessons in primary school are a good basis for the formation of patriotic feelings and historical memory of younger students, to awaken students' deep connection with previous generations of their people, their cultural and historical achievements, their involvement in the great, strong, ancient people, a sense of pride for their homeland.

**Keywords:** historical memory; patriotic education; Elementary School; Ukrainian language lesson.

## INTRODUCTION

**The problem formulation.** The tragic events of the Russian-Ukrainian war highlighted the vital problems of modern Ukraine, which until recently were not so sharply perceived or even rejected by a certain part of society. Perhaps the most important at this time were issues of patriotism and patriotic upbringing of children and youth, national identity and national self-identification of citizens, readiness to defend their homeland from the aggressor. At the same time, the actualization of issues of national identity and historical memory is conditioned by globalization processes and European integration of Ukrainian society. The active phase of the full-scale invasion of the Russian Federation led to a new, more massive wave of emigration (for the sake of escape from the war) of Ukrainians abroad and their integration into the international community. This, in turn, exacerbated the issue of preserving one's own national identity in the context of integration into the society of another country. Thus, the war for the fate of Ukraine, on the one hand, and globalization processes, on the other, increased the requirements for patriotic education of schoolchildren, the formation of their national consciousness, understanding of national identity and historical memory.

It is undeniable that language is a key means of national self-determination and self-identification. No wonder all the totalitarian regimes, which occupied Ukraine, and modern Russia as an aggressor country are united by such "ideologies and doctrines that would contribute to the formation of a denationalized mass of people deprived of national identity" (Oleksenko R., Sytnyk Yu. 2017, p.17).

We can clearly see this in the temporarily occupied Ukrainian territories, where the enemy completely banned the Ukrainian language, introducing its "language" at all levels, especially educational, and thus marking the occupied territories as their own, to eventually deplete the linguistic, cultural and historical memory of the residents of these territories.

**Analysis of recent research and publications.** Many scientific and pedagogical researches are devoted to the issues of patriotic education of primary schoolchildren, as well as pupils of other educational levels, search for ways to form national consciousness, development of national-linguistic personality of schoolchildren (Ivanyuk G., Kvas, O., Kirishko L., Kirik M., Musienko V., Ryabchuk M. and others). Issues of historical memory are usually scientifically substantiated by historians and political scientists. The analysis of relevant works showed a lack of research on finding effective ways to form historical memory in primary school students, in particular in Ukrainian language lessons.

**TAIM AND TASKS RESEARCH:** to analyze and describe effective ways of forming the historical memory of junior schoolchildren in the process of learning the Ukrainian language.

## RESEARCH METHODS

To achieve this goal, methods of analysis and synthesis, abstraction, generalization, questionnaires were used, which allowed to analyze the pedagogical conditions for the formation of historical memory in primary school students in Ukrainian language lessons and identify the main directions of this process.

## RESULTS OF THE RESEARCH

Historical memory is an important component of the strategy of national and cultural policy of the state, the system of national and patriotic education of children and youth in educational institutions of various levels. In the educational process, in particular in Ukrainian language lessons, the formation of historical memory is carried out through the implementation of socio-cultural content line.

Before considering the essence of the concept of "historical memory" and ways of its formation in primary school, we first focus on how the normative educational documents define the essence of the related, broader, more familiar to the educational sphere of "national-patriotic education". Thus, national-patriotic upbringing of children and youth is "a complex systematic and purposeful activity of public authorities, educational institutions, all public organizations, families and other social institutions to form a high patriotic consciousness, loyalty, love for the Motherland, care on the well-being of its people, readiness to fulfill its civic and constitutional duty to protect the national interests, integrity, independence of Ukraine, and to promote its establishment as a legal, democratic and social state. The most important priority of national-patriotic education is the formation of the value attitude of the individual to the Ukrainian people, homeland, state, nation" (Natsionalno-patriotychne vykhovannia). At the same time, one of the educational tasks of patriotic education, as noted, is "the establishment in the minds and feelings of the individual of patriotic values, beliefs and respect for the cultural and historical past of Ukraine" (Natsionalno-patriotychne vykhovannia). This is where we come across the words "historical past", which are related to the concept of "historical memory".



The patriotism of the current generation of citizens is also formed through their awareness of the patriotism of the past, the patriotism of previous generations, in other words, through the awakening of this historical memory, the restoration of a sense of connection with great-grandparents.

In 2010, the "Conceptual Principles of State Memory Policy" were developed, emphasizing: "Historical memory is an integral part of national identity. Awareness of the common historical destiny, along with language and cultural traditions, unites individuals, separate social groups in the nation, gives its members a sense of spiritual kinship. Such collective ideas about the past are an important socio-cultural phenomenon of collective and individual self-identification" (Kontseptualni zasady derzhavnoi polityky pam'ati, 2010).

Thus, historical memory is, first of all, a factor in the unification of society and national self-identification, which, among other things, is especially emphasized by researchers of the phenomenon of historical memory.

Thus, M. Kozlovets notes: "historical memory as an integral part of the identification of the individual, social group, nation is not only the sum of knowledge, but is a powerful source of retransmission of historical experience" (Kozlovets M. A. 2009, p. 498).

Ja. Kalakura points out that "historical memory is the ability of people to capture, preserve and reproduce in their minds the historical past, is a complex phenomenon that affects their perception of the present and largely determines their actions" (Kalakura Ya. 2014, p. 461).

L. Zashkilnyak writes: "By historical memory we mean the ability of the human mind to preserve the individual and collective experience of human relations and to form on its basis the idea of history as such and its place in it. Historical memory - individual and collective - is the result of the interaction of the individual and the social environment" (Zashkilniak L. 2006-2007, p. 855).

N. Yakovenko emphasizes: "Historical memory is the foundation of national identity. Because thanks to the common image of the past, more or less the same for millions of I, we identify ourselves with the victories and defeats of previous generations, with our common heroes, with sacred places of remembrance for the nation, with the achievements of our culture, etc." (Iakovenko N.M.).

We consider especially valuable in the process of forming the historical memory of primary school students that "historical memory allows a person to realize his role as a protagonist of history, predict the future, feel a descendant of the great Ukrainian people and feel confident in a globalized world. Analyzing the past, we better understand the future. It socializes a person, acquaints with cultural values and adds optimism" (Hotra O. 2015, p. 152).

We fully share L.Nagorna's view that "historical memory is not so much a mass knowledge of the past as a perception of the past as a heritage that becomes an instrumental value" (Nahorna L.P. 2012, p. 311-312).

In other words, the process of forming the historical memory of the individual, in particular the primary school student, can not be reduced to a formal acquaintance of students with the past of the people, it should aim to form values of personality, spiritual, ideological development, patriotism and love for the homeland through effective interaction between teacher and students.

After all, the formation of historical memory as a component of patriotic education is "a process of teacher-student interaction, the content of which is love for the Fatherland, devotion, pride in its past and present desire to protect the interests of the Motherland" (Filosofskyi slovnyk 1986, p. 712).

At the same time, we believe that the process of education and in particular the formation of historical memory, as well as the process of learning, should be stimulated and motivated. The process of "stimulation is considered as a complicated, complex, multifaceted system of methods, techniques and tools that are determined by social goals, psychological and pedagogical nature of student learning, individual and age characteristics in their personal qualities" (Kilichenko O., Nakonechna L. 2021, p. 130).

One of the most valuable and accessible means of forming a person's historical memory is his language. After all, the communicative function of language is only one of many, including: accumulative (language preserves the achievements of previous generations), identification (language is a means of distinguishing peoples), nation-building / state-building (language is the main feature of the nation and unifying factor of its citizens), educational (language is a means of education and persuasion). Language is the genetic code, the oldest amulet, which for centuries has been the core of the nation's identity.

The turbulent events of the Russian-Ukrainian war have proved this once again, and the defending soldiers who previously spoke Russian, realizing the importance of the language for preserving Ukraine's independence and for their own security, are switching to Ukrainian language. At the same time, we are witnessing mistakes and errors in language education policy and patriotic education in Ukraine. As it turned out, many schoolchildren in the central, southern, and eastern regions of Ukraine often have very low levels of knowledge and proficiency in the Ukrainian language. In this situation, obviously, it is not a question of developing the historical memory of these students. The war exposed almost the most pressing problems of Ukrainian society in this regard and thus indicated what to do and in which direction to move.

The primary school teacher should not only teach students to use Ukrainian fluently, give them certain language skills, develop speech skills, teach speech culture, but also capture the beauty, richness and melodiousness of Ukrainian as the native language of students or the state language of Ukraine.

At the same time, we are convinced that junior schoolchildren should be acquainted with the facts of the history of the language, which testify to its age-old antiquity, the key role in state-building and preserving the identity of the



Ukrainian people. Pupils of 1-2 grades should be able to tell intelligibly about the origin and antiquity of the Ukrainian language, about written and historical monuments, about ancient customs and traditions of Ukrainians. Numerous facts and reasons for banning the Ukrainian language, how and when the Ukrainian alphabet originated, about "repressed" letters in Soviet times, words, grammatical forms (removal of the letter Г, exclamatory case, a number of proper Ukrainian words), to explain the importance of the Ukrainian language for preserving the independence of Ukraine as a state, the role of the Ukrainian language as the state language.

We believe that when teaching elementary school students literary language, the teacher should also give them the concept of folk, dialectal speech as such, which is the primary, historical, original, also to some extent normative, source of literary language, speech of their grandparents and often modern environment. In this way, the teacher instills respect for dialectal speech, students' understanding of its importance for the language development of the people and a sense of the need to preserve it.

In the process of forming the culture of speech, it is advisable to enrich students' speech with Ukrainian forms of speech and formulas of speech etiquette, interest in their origins, identify links with folk customs and traditions, draw students' attention to these forms when reading texts.

Another interesting way for younger students to form historical memory is the use of small and large forms of folklore texts in lessons: colloquialisms, nursery rhymes, proverbs and sayings, lullabies, games, ritual songs, fairy tales, ballads, etc. It is known that folklore texts are the oldest works of art and games, so introducing them into the didactic material of primary school, the teacher should emphasize their antiquity, that these folklore forms "lived" many centuries because in his childhood great-grandmother and the grandfathers of schoolchildren also read the same fairy tales, studied the same proverbs and sayings, played the same folk games, sang the same folk songs. In other words, the samples of ancient folk art, despite their artistic and ideological value, have one of their functions, the connection of generations, the formation of the historical memory of Ukrainians.

In the process of studying the rules of capitalization in proper names (cities, villages, rivers, seas, mountains, etc.), we propose to include material on the geography of Ukraine, use the map of the country. Such integration contributes, firstly, to a better memorization of language material, and secondly, to the expansion of the worldview, knowledge about the Motherland, about its natural diversity. At the same time, it is still possible to partially delve into historical moments, such as to invite children to tell about the ancient names of the Dnieper and the Danube, to work out an artistic text-description of the river.

Researchers of historical memory claim that everyone has their own historical memory, just as communities of people have a collective (social) historical memory, which can be national, ethnic, racial, gender, religious, etc. Because a person may belong to different social groups, he or she may be a bearer of different types of collective memory. Such a memory is able to unite, consolidate communities, but at the same time split society (for Horodnia N. 2018, p. 28). Therefore, we believe that it is extremely important to form historical memory on the examples of national history and culture that unite the modern generation, make it stronger, proud, and strengthen the sense of patriotism.

Ukraine covers a large territory, is multinational, with different historical destinies of its parts, the historical memory of Ukrainians from different regions and localities can also differ significantly. This should be taken into account by teachers when developing a system of work on the formation of historical memory of their students.

As you know, the idea of the past, the achievements of previous generations in the individual is formed under the influence of certain factors. Based on the study of Natalia Gorodnaya (Horodnia N. 2018), we highlight the following factors in the formation of historical memory, which should be taken into account by primary school teachers in the process of forming historical memory of students in Ukrainian language and reading lessons in particular: experience of older generations. The historical memory of the people is formed due to the close connection of generations. Older generations pass on to their descendants the memory of personal experiences and information received from their predecessors; stories of friends, acquaintances, trusted colleagues; testimony of eyewitnesses and contemporaries of events that do not belong to a close circle; personal experience; books (scientific, popular science and fiction), films (documentaries and fiction), cartoons, media, mostly the Internet and television programs; historical monuments, museums, exhibitions; environment - birth in a certain place and in a certain family, family upbringing. The historical destiny of the small homeland; belonging to a certain social group; the influence of the school (teachers and textbooks), university (teachers, textbooks, research papers, historical sources and the scientific environment that teaches critical and analytical thinking); state policy of historical memory, in particular regarding the patriotic upbringing of children and youth (for Horodnia N. 2018, p.30).

Almost all of these factors become the ones that shape a person's historical memory, if they affect the emotional sphere of perception, affect the emotions, if they are very impressed, engraved in the memory.

"Events that make a great impression on people, evoke strong emotions in them, both positive (joy, pride, respect, laughter, etc.) and negative ones (regret, indignation, pain, sadness, disappointment, tears) are engraved in the memory. This is what allows them to remain in the memory for a long time, not only for the life of one or several generations, but also for centuries" (Horodnia N. 2018, p. 29-30).

We believe that all these factors should be used and taken into account in the process of forming historical memory in junior high school students in Ukrainian language lessons. It should be noted that "external factors are the real motivating cause of activity only under the special stimulating efforts of the teacher, which are aimed at



perceiving, understanding the objective values of external factors, their acquisition of personal meanings" (Kilichenko O., Nakonechna L. 2021, p. 129).

In primary school children are already beginning to realize themselves as members of a certain "family": their own family, children's team, a resident of their locality, a citizen of their country. Therefore, at this time it is important to instill in them love and respect for the small homeland, culture, traditions, emphasize the responsibility of every citizen to preserve and increase the natural, cultural, economic wealth of their homeland.

As you know, for young students and younger children, the authority is their older relatives, and therefore their touching stories from their own lives are engraved in the memory of children, forming the baggage of historical memory.

We believe that a primary school teacher should use this factor to form the historical memory of their students in Ukrainian language lessons and offer them a number of tasks, projects that would be based on: testimonies of relatives about certain historical events, their perception of these events, experiences related to these events; stories about the life path or certain life events of those family members whose patriotic deeds should be remembered and told to others; stories of relatives or fellow villagers about the history, traditions, customs and rituals of the village where students live.

At the same time, children should be encouraged to include photos and documents in these stories, which encourage them to learn more and always enliven and express projects. It is also important to teach students to preserve this documentary evidence of history, to record manually or on a dictaphone the stories of relatives in order to preserve them in the memory of their descendants.

According to researchers, "in the historical memory of even the young generation of Ukrainians are dominated by negative traumatic emotions associated with defeats, losses, casualties" (Horodnia N. 2018, p. 32). In our opinion, the work of a teacher is aimed at forming a positive historical memory, so that students have reason to be proud of the achievements, victories, feats of all their people and outstanding compatriots.

It is important to emphasize the best features of national character, achievements of Ukrainians in the field of national culture, traditions, history. Positive historical memory contributes to the formation of children's sense of belonging to the heroic, political, cultural achievements of their own nation, promotes the development of students' faith in their strengths and abilities, encourages them to action, improvement, new achievements. "A nation with a mentality of sacrifice and inferiority can not be successful, unlike a nation - a fighter who has something to be proud of" (Horodnia N. 2018, p. 32-33).

In this regard, the Conceptual Principles of the State Policy of Memory reads: "We need to get rid of the complex of sacrifice and suffering of the Ukrainian nation, to focus not only on its losses, but on the achievements and positive moments of national history. The processes of restoration of historical truth should not be reduced to the complete degeneration of the historical past, which produces a complex of national inferiority" (Kontseptualni zasady derzhavnoi polityky pamiati. 2010).

Indeed, the Ukrainian primary school teacher has enough material to form a positive image of Ukraine in his students, there are many examples of Ukraine's heroic past and present, from the achievements of Kiev Rus to the exploits of Ukraine's defenders in the Russian-Ukrainian war.

At the same time, the use of texts on the beauty and uniqueness of nature and sights of Ukraine, on the historical past of the state and its famous people (writers, artists, athletes, actors, historical figures and courageous warriors of the present) is successful in Ukrainian language lessons. the origin of the names of settlements and parts of the native village / city of students.

Ivanyuk G., Chesnova M. well describe the pedagogical situations of patriotic education of primary school students (Ivaniuk H. I., Chesnova M. Ye. 2016). We believe that their detailed recommendations should be read by primary school teachers. After all, "the main task of the teacher in the education of patriotism - to learn to create and use in school life situations that would allow students to realize and develop their knowledge and abilities, values in practice" (Ivaniuk H.I., Chesnova M.Ye. 2016, p. 445). Researchers consider these situations from three positions: 1) the degree of approximation to real life; 2) by the nature of occurrence; 3) by the nature of the educational impact. Among them are situations-imitations, specially planned situations, spontaneous situations, impromptu situations, role-playing games, situations of choice, situations that require long-term willpower (Ivaniuk H. I., Chesnova M. Ye. 2016, p. 442-444).

### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

We fully agree with Olena Gotra 's statement that historical memory, especially historical truth in the conditions of information warfare, is the basis of enlightenment. We must show the world our historical achievements, it will increase the authority of the state in the world. In the conditions when our history is appropriated, we must defend the historical memory, fight against inferiority complexes precisely because of values" (Hotra O. 2015, p.152-153). And this must be done persistently and systematically, starting with kindergarten and at all levels of the educational process. Early school age is especially conducive to the effective formation of students' patriotic feelings and historical memory in particular. After all, "primary school age is sensitive. That is why a primary school student (6-12 years old) perceives and assimilates essential concepts, facts, phenomena both on the emotional and on the intellectual and effective levels" (Ivaniuk H. I., Chesnova M. Ye. 2016, p.441).

Ukrainian language lessons in primary school are a good basis for the formation of patriotic feelings and historical memory of primary school children, to awaken students' deep connection with previous generations of their nation,



their cultural and historical achievements, to develop pride in their homeland and involvement to the great, strong, ancient people.

This process will be effective in terms of conscious patriotic position of the primary school teacher, well selected for the content and age and intellectual criteria of didactic material, creating a favorable moral and psychological climate, using various types, forms and methods of education and stimulation, creative, child-centered approach to work with younger students, interaction with students' families and the public.

In order to organize the process of forming historical memory in younger students we consider it necessary to continue research in this area, especially to determine the relevant online resources, as well as the requirements and conditions of their use.

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*Received*

12.02.2022 p.

*Accepted*

02.03.2022 p.