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Integration of Project-Based and Volunteer Activities in the Training of Future Teachers for National and Patriotic Education

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Abstract. *The article examines the integration of volunteer and project-based activities in the professional training of future teachers for national and patriotic education of children and youth. The significance of the activity-based approach in the formation of civic responsibility, social engagement, and national consciousness among students is substantiated. The main forms of integrating volunteering and project-based activities and their impact on the development of future teachers' professional competencies are identified.*

Keywords: *volunteering, project-based activities, professional training, future teachers, national and patriotic education.*

Under the current conditions of the development of Ukrainian society, the issue of professional training of future teachers capable of effectively implementing national and patriotic education of children and youth is becoming increasingly relevant. The educational process in higher education institutions should be aimed not only at the formation of professional competencies but also at the development of civic responsibility, national consciousness, social engagement, and readiness of future specialists to implement educational functions in their professional activities [2]. In this context, the integration of volunteer and project-based activities becomes particularly important as an effective means of preparing future teachers for shaping the national worldview of learners [9].

Volunteer activities contribute to the development of humanistic values, empathy, social responsibility, and the ability to cooperate. At the same time, project-based activities ensure the formation of research, communication, organizational, and creative skills. Their integration creates conditions for the active involvement of students in socially significant activities, contributing to the awareness of the teacher's role as a bearer of national and spiritual values [4].

The issues of professional training of future teachers, national and patriotic education, and the activity-based approach were studied by I. Bekh, O. Savchenko, N. Bibik, A. Bohush, and other scholars. The theoretical foundations of project-based learning were substantiated in the works of John Dewey and William Heard Kilpatrick [7; 8].

The purpose of the article is to substantiate the significance of integrating volunteer and project-based activities in the professional training of future teachers for shaping the national worldview of children and youth.

The integration of volunteer and project-based activities in the process of professional training of future teachers creates favorable conditions for combining theoretical preparation with practical experience of social interaction. Students' participation in charitable campaigns, civic initiatives, cultural and educational projects, and patriotic events contributes to the development of an active civic position, the formation of moral values, and readiness for professional activity in modern society. Such activities not only provide practical experience but also develop in future teachers a sense of social responsibility, empathy, tolerance, and effective interpersonal communication. Under modern social challenges, practical participation in socially significant activities contributes to understanding the importance of the teaching profession as a factor in the development of civil society and the preservation of national values [4].

Project-based activities in teacher training ensure the development of skills to plan, organize, and implement educational initiatives. They promote the development of critical thinking, independence, creativity, and teamwork skills. During the development and implementation of projects, students learn to analyze current socio-pedagogical problems, identify ways to solve them, predict the outcomes of activities, and evaluate the effectiveness of implemented measures. Particular importance is attached to the development of teamwork, leadership, time management, and responsibility for collective results [2]. Project-based activities also encourage students to search for innovative forms and methods of organizing the educational process, which is an important component of the professional competence of a modern teacher [3].

Volunteer activities, in turn, ensure the direct involvement of students in solving real social problems, thereby strengthening the practical orientation of professional training. Through participation in volunteer initiatives, future teachers gain experience in social partnership, interaction with different categories of the population, organization of educational activities, and implementation of socially beneficial projects. A special role is played by volunteer activities related to supporting children, internally displaced persons, military personnel, and socially vulnerable groups, as they contribute to the formation of a humanistic worldview, patriotic feelings, and readiness for active civic participation. The combination of volunteer and project-based activities creates a holistic educational environment in which the future teacher acts not only as a learner but also as an active participant in social transformation capable of effectively implementing the tasks of national and patriotic education in professional practice [9].

Effective forms of integrating volunteer and project-based activities include:

- organization of charitable and patriotic campaigns;
- implementation of educational and cultural projects;
- participation in civic initiatives;
- conducting thematic educational events;
- cooperation with educational institutions, public organizations, and volunteer centers;
- development of socially significant student projects [9].

An important role in shaping the national worldview of future teachers is played by their participation in activities related to the promotion of Ukrainian culture,

language, history, and traditions. Such activities contribute to students' awareness of the importance of national values, the development of patriotic feelings, and readiness to transmit these values to future generations.

The integration of volunteer and project-based activities also contributes to the formation of future teachers' professional competencies. Students gain experience in organizing collective activities, communication, pedagogical interaction, decision-making, and responsibility for the results of their own activities. This ensures the preparation of a competitive specialist capable of effectively working in the modern educational environment [6].

Thus, the integration of volunteer and project-based activities is an important component of the professional training of future teachers. It ensures the formation of a national worldview, the development of civic consciousness, social engagement, and readiness to implement national and patriotic education in professional practice.

Prospects for further research include the development and experimental verification of models for integrating volunteer and project-based activities in higher pedagogical education institutions, as well as studying the possibilities of using digital technologies for organizing volunteer and project initiatives of students.

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