



Patriotic education as a factor in the development of psychological resilience in times of war

Nataliia Prakhovnik

PhD in Technical Sciences, Associate Professor
National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"
03056, 37 Beresteiskyi Ave., Kyiv, Ukraine
<https://orcid.org/0000-0003-0821-2166>

Andrii Kovtun*

PhD in Technical Sciences, Senior Lecturer
National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"
03056, 37 Beresteiskyi Ave., Kyiv, Ukraine
<https://orcid.org/0000-0003-4490-0484>

Oksana Ilchuk

PhD in Technical Sciences, Associate Professor
National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"
03056, 37 Beresteiskyi Ave., Kyiv, Ukraine
<https://orcid.org/0000-0001-6352-5320>

◆ **Abstract.** The study aimed to determine the influence of patriotic attitudes on the levels of resilience and situational anxiety among university students in various sociocultural contexts. The research methodology included methods such as theoretical analysis, the comparative method, and an experiment involving 408 participants across four countries, namely Ukraine, the United States of America, Israel and Estonia. Patriotism in Ukraine in 2022-2025 took the form of a mass psychological and behavioural phenomenon, manifested through the involvement of over 80% of the population in charitable activities, an increase in regular donations from 7% to 25%, and monthly contributions in the billions to support defence, which overall indicates its institutionalisation and transition to a sustainable model of civic resilience. A comparative analysis showed that Ukraine fosters patriotism through volunteering and social mobilisation, the United States through institutional civic education, Israel through security socialisation, and Estonia through digital civic participation; however, all models are aimed at strengthening civic cohesion and responsibility. A summary analysis of the three tables showed that at the pre-test stage ($M \approx 3.10-3.42$), the experimental and control groups in Ukraine, the USA, Israel and Estonia had virtually identical baseline scores for patriotic attitudes, resilience (CD-RISC-10) and state anxiety (STAI), confirming their statistical homogeneity. After the intervention, experimental groups showed higher patriotic attitudes ($M \approx 4.05-4.12$) and resilience ($M \approx 4.15-4.22$), alongside reduced anxiety ($M \approx 2.78-2.85$), while control-group changes were minimal. Dynamic indicators confirmed the programme's effect: patriotic attitudes increased by $\Delta \approx +0.91-0.97$, resilience by $\Delta \approx +0.95-1.01$, and anxiety decreased by $\Delta \approx -0.57$ to -0.62 . The findings support integrating practice-oriented patriotic education, stress-coping skills, digital tools, and community initiatives to strengthen youth resilience, civic education, and social cohesion

◆ **Keywords:** social integration; government strategies; educational programmes; volunteering; social impact

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*Corresponding author (andriikovtun1980@outlook.com)

♦ Introduction

In times of war, psychological resilience is one of the key factors in a person's ability to adapt to stressful situations, maintain inner balance and function effectively in conditions where life and safety are under threat. Patriotic education is regarded as a substantial socio-psychological mechanism that shapes a system of values, a sense of belonging to one's country, a sense of responsibility and a readiness to take an active civic stance. In the process of such education, an individual's inner resources are strengthened, moral resilience is developed, and the ability to counteract negative informational and psychological influences is fostered. Therefore, research into the role of patriotic education in shaping psychological resilience in wartime takes on particular significance, as it can further contribute to the mechanisms that support mental health and social adaptation among the population in crises. Patriotic education is regarded as a key factor in the development of an individual's inner resources, which maintain psychological equilibrium in the context of social upheaval and military conflict. In this context, S. Alwi *et al.* (2023) investigated the process of internalising patriotic values through educational practices, in particular through the national anthem as a tool for emotional and value-based influence. The authors analysed the mechanisms of civic identity formation and demonstrated that systematic patriotic education contributes to the strengthening of emotional stability and social cohesion. The development of psychological resilience in the context of military threats is also linked to the level of society's moral and psychological preparedness. M. Şerban (2024) examined military morale as a structural component of combat capability, emphasising its impact on individuals' ability to withstand prolonged stress. The study analyses the interrelationship between moral attitudes, collective belief and behavioural effectiveness in crises, which can highlight patriotic values as a stabilising factor. At the same time, the influence of political socialisation on an individual's psychological state is evident. O. Jabali *et al.* (2024) investigated the link between political socialisation, levels of psychological resilience and manifestations of post-traumatic reactions. This study analyses empirical data demonstrating how involvement in socio-political processes influences an individual's ability to cope with the traumatic effects of war and maintain mental equilibrium.

Psychological resilience, in a broader societal context, is viewed as a complex system of adaptive resources. S.C. Houck (2024) examined theoretical approaches to fostering societal resilience in the context of threats to sovereignty, emphasising the role of value-based guidelines and educational strategies. Conceptual models of the development of internal resilience, combining psychological and sociocultural factors, have been analysed. The dimension of national resilience is presented in the study by S. Kimhi *et al.* (2024), which assesses the level of national resilience in the context of armed conflict. The researchers examined the psychological reactions of the population

and the factors that support a sense of unity and the ability to overcome crisis situations, which is indirectly linked to the effectiveness of patriotic narratives. In the context of educational transformations during wartime, V. Koval *et al.* (2024) analysed the characteristics of psychological education in Ukraine aimed at supporting emotional stability and social adaptation. The study examines pedagogical approaches that promote the development of resilience through educational practices and the support of value orientations. Similar conclusions are confirmed by D. Pustovoichenko *et al.* (2024), who examine challenges and solutions in the field of education in wartime conditions. The role of the educational environment in supporting psychological balance and the development of adaptive mechanisms in learners is analysed. The training of teachers to foster resilience and an inclusive environment is examined in a study by S. Sydoriv (2023), which analyses approaches to teacher training in the context of crisis-driven change. The researcher examined pedagogical strategies aimed at developing students' emotional resilience and social support. The integration of psychological and ideological education is highlighted by X. Wang *et al.* (2025), which analyses the combination of value-based and educational components in shaping the spiritual development of the individual. The study showed that combining educational and psychological approaches helps to strengthen inner resilience. In the study by Z. Zhang (2024), the regulatory role of emotions in international conflicts is examined, and the significance of patriotic education as a factor reducing the level of destructive emotional reactions is substantiated. The author analysed theoretical models of emotional regulation, demonstrating their connection with the formation of personal resilience in conflict situations.

Despite the views expressed by the authors mentioned above, there remain certain gaps in the academic discourse regarding a comprehensive definition of the impact of patriotic education on the development of psychological resilience in wartime. The mechanisms of interaction between value orientations, civic identity and individual strategies for coping with stress in crises have not been sufficiently researched. The study aimed to identify the characteristics of patriotic attitudes on the level of resilience and situational anxiety among students. The research objectives were to conduct a theoretical analysis of scientific approaches to interpretation of patriotism and its psychological functions; to conduct a comparative analysis of cross-national differences; to determine the level of patriotic attitudes, resilience and situational anxiety among students.

♦ Materials and Methods

The study employed a mixed-methods design with a sequential three-stage quasi-experimental structure (theoretical-analytical, comparative-empirical and formative-control stages), utilising cross-country comparative analysis and pre- and post-measurements of psychological indicators. In the first stage, a theoretical analysis of the scientific

literature on patriotism and its psychological functions was conducted. The following mechanisms were examined: psychological mechanisms, collective cohesion, everyday patriotism (behavioural), altruism/pro-social motivation, financial support as a form of patriotism, the institutionalisation of volunteering, the dynamics of activity (adaptation), trust as the foundation of patriotism, and the scale of the movement (social effect). The source base comprised T. Boyarchuk (2025), Ukraine volunteer statistics... (2025) and O. Zhuleniova (n.d.). In addition, the following sources were also considered: I. Semeniuta (2025), How Ukrainians donated... (2025), More Ukrainians trust... (2025). During the selection of sources, criteria for their inclusion were established (timeliness, relevance to the topic and analytical value), and the publication period was limited to 2025.

In the second stage, a comparative method was employed, within the framework of which an analysis was conducted of the Ukrainian experience of patriotic education in wartime, specifically through educational practices, the voluntary sector and information policy, in comparison with international case studies from the United States of America, Israel and Estonia. The comparison was conducted following criteria such as the types of state and educational documents, the forms and content of patriotic initiatives, as well as models of civic identity formation and the corresponding psychological mechanisms in the context of Ukraine, the US, Israel and Estonia. These countries were selected for analysis as representative models of different approaches to the formation of civic identity and patriotic education: military-resilient (Ukraine), democratic-institutional (USA), security-mobilisation (Israel) and digital-civic (Estonia). The study highlighted the distinctive features of civic identity formation, models of patriotic education and mechanisms for enhancing the psychological resilience of the population. Ukraine was analysed through Law of Ukraine No. 2145-VIII (2017), the concept of the New Ukrainian School by the Ministry of Education and Science of Ukraine (2016), which reflects the fostering of patriotism through educational reforms and the development of civic competencies. The United States was examined through the National Council for the Social Studies (n.d.) and J.L. Nolen (2025), which demonstrated a model of civic education through standardised education and voluntary programmes. Israel was analysed through the Ministry of Aliyah and Integration (2019), which foster patriotism through security socialisation and military training. Estonia was examined through the Ministry of Education and Research of the Republic of Estonia (2022) and e-Estonia (n.d.), which reflected a digital model of civic identity and cyber resilience. Data from the sources included regulatory and educational documents, state programmes, and digital and voluntary initiatives for the formation of civic identity and patriotism in Ukraine, the USA, Israel and Estonia, reflecting various models of civic education.

In March-April 2025, a pilot study was conducted in the USA, Israel, Estonia and Ukraine involving 408 students aged 18-24, selected based on the following inclusion

criteria (enrolment at higher education institutions in the respective countries, study of humanities and social-behavioural disciplines, voluntary informed consent, absence of medical or psychological restrictions affecting participation in the study) and exclusion criteria (failure to meet age requirements, incomplete participation in all stages of the study, refusal to continue participation), with an even distribution of respondents across the experimental and control groups in each country based on the principle of random stratification, considering gender, year of study and specialisation; correlation analysis was used to determine the relationship between the level of patriotic attitudes, resilience and motivational indicators. The first stage (diagnostic) involved the sequential application of three instruments: the Patriotic Attitudes Scale (18 Likert-type items, comprising cognitive, emotional and behavioural components), the CD-RISC-10 (10-item Connor-Davidson Resilience Scale) (resilience) (Campbell-Sills & Stein, 2007) and the The State-Trait Anxiety Inventory (STAI). As part of the formative phase of the study, a comprehensive intervention was implemented, comprising educational and training programmes covering a range of topics depending on the country (volunteering and civic initiatives in Ukraine, community service learning and civic participation programmes in the USA, security simulation training in Israel, and digital e-citizenship modules in Estonia), which were held at a frequency of 2-3 sessions per week over a period of 6 weeks; surveys and psychodiagnostic methods were administered in English, and in some cases translated into the official languages of the participating countries with a back-translation procedure to ensure measurement equivalence; the study was conducted in accordance with the international ethical standards of the World Medical Association (WMA, 2024), and was approved by the local ethics committees of the participating universities, in compliance with the requirements of informed consent, voluntary participation and data confidentiality. Scores on the patriotic attitudes scale were calculated by determining the mean of responses to 18 statements on a Likert scale, followed by separate aggregation of indicators within the cognitive, emotional and behavioural components to calculate an overall integrated index of patriotic attitudes. Baseline values for the indicators were recorded in each country.

The second stage (training) was implemented according to a standardised framework, but with different content depending on the country: in the USA, participation in community service learning, AmeriCorps and Federal Emergency Management Agency (FEMA) preparedness modules; in Israel, security simulation training and educational modules on civil-military cooperation by the Israel Defence Forces (IDF); in Estonia, programmes by the Lithuanian Riflemen's Union and e-governance cyber resilience modules; in Ukraine, voluntary and civic educational initiatives integrated into the New Ukrainian School system and civic education programmes. The third (control) stage involved the re-application of CD-RISC-10 and STAI, with a parallel re-measurement of the level of patriotic attitudes

using the same scale. Data were compared between the first and third stages within each country. During the analytical stage of the study, a statistical significance level of $p < 0.05$ was used, along with a Shapiro-Wilk test to check the normality of data distribution, and the identification and analysis of outliers using boxplots; and for comparing pre- and post-experiment indicators, a paired t-test or the Wilcoxon signed-rank test (in the case of a non-normal distribution) was applied, whilst for intergroup comparisons, one-way analysis of variance (ANOVA) was used, ensuring a statistically sound interpretation of the results obtained. In the final stage, practical recommendations for educational and state programmes on patriotic education were formulated using the generalisation method. The integration of educational, socio-communicative and psycho-pedagogical tools aimed at fostering a strong civic stance among young people in a modern socio-cultural context was highlighted.

◆ Results

In contemporary scholarship, patriotism is viewed as a multidimensional construct that combines emotional, cognitive and behavioural components linked to an individual's identification with their state, culture and community. From a theoretical perspective, several key approaches are present. The socio-psychological approach interprets patriotism as a form of social identity that provides a sense of belonging to a nation and shapes a "we-identity". Within the cognitive-motivational approach, patriotism is defined as a system of beliefs and values that regulate human behaviour in situations of threat or social instability. The emotional-value approach emphasises the role of love for homeland, pride and empathy towards fellow citizens. The behavioural approach focuses on concrete actions, in particular participation in the defence of the state, volunteering and civic engagement (Lyanova & Issina, 2024). The psychological functions of patriotism include an integrative function (uniting society), a regulatory function (establishing behavioural norms), a motivational function (encouraging actions for the benefit of the state), and a protective function, which is particularly evident in times of crisis. Research conducted during the full-scale war in Ukraine shows that patriotic attitudes can serve as a psychological resource linked to increased stress resilience and a sense of purpose.

Patriotic attitudes correlate with psychological adaptation, although at the same time they may intensify emotional distress during wartime (Hamama-Raz *et al.*, 2022). Patriotic attitudes influence psychological adaptation by enhancing a sense of purpose, social support and belonging to a community, which helps a person recover more quickly from stressful events and maintain inner resilience. At the same time, during wartime, excessive emotional involvement and constant worry about the fate of the country can exacerbate anxiety, emotional exhaustion and increased psychological strain. The correlation between patriotic education and resilience is a key focus of

contemporary research. Resilience is defined as the ability of individuals and society to adapt to crises and maintain functionality under difficult conditions. Ukrainian studies emphasise that psychological resources, in particular identity, optimism and the value of statehood, are the main factors supporting the resilience of the population during wartime (Reznikova & Korniiievskiy, 2024). Patriotic education acts as a mechanism for shaping collective identity, strengthening a sense of unity and increasing readiness to overcome difficulties. The motivational component of patriotism is directly linked to a willingness to defend the state. Psychological research demonstrates that patriotism stimulates prosocial behaviour, including volunteering and participation in civic initiatives. For example, during the war, a significant proportion of the Ukrainian population became involved in voluntary activities, which became a substantial element of the country's defence system. According to F. Vincent (2025), around 71% of Ukrainian citizens were involved in voluntary work after 2022, covering both military and humanitarian aid. This indicates a transformation of patriotism into a practical form of civic participation.

Ukraine's experience of patriotic education during the war is noteworthy. The education system has strengthened its national and patriotic component through school curricula, the integration of the history of the current war, and pupils' participation in voluntary initiatives and on-line learning. Education has become a space for fostering resilience and adaptability, where supporting the psychological well-being of pupils and teachers are central. In the university environment, models of blended learning and international cooperation are being actively implemented, enabling the educational process to continue even amidst the destruction of infrastructure (Makhortykh *et al.*, 2025). The volunteer movement in Ukraine has become one of the most powerful expressions of patriotism. It fulfils not only a material but also a psychological function, namely reducing feelings of helplessness, boosting self-esteem and fostering a sense of control over the situation. Notably, volunteering in wartime has taken on a systematic character, encompassing humanitarian aid, support for the army, medical needs and information support. A. Chudzicka-Czupala *et al.* (2023) found that participation in such initiatives strengthens social cohesion and builds trust in civil society institutions. Ukraine's information policy during the war was substantial in shaping patriotic attitudes. The active use of digital platforms, social media and official communication channels has helped to maintain a high level of public mobilisation and counter disinformation. M. Makhortykh *et al.* (2025), in their study of media discourse, showed a sharp increase in the online activity of Ukrainian political and state actors after 2022, aimed at consolidating society and supporting defence resilience. Therefore, in contemporary psychology, patriotism functions as a complex integrative construct that serves the purposes of social stabilisation, motivation and psychological defence. The Ukrainian experience demonstrates that, in wartime, it becomes particularly significant as a factor in

the resilience of society and the individual. Table 1 summarises the main psychological mechanisms of patriotism

and illustrates their key manifestations in Ukrainian society during the 2022-2025 war.

Table 1. *Psychological mechanisms of patriotism and their manifestations in Ukraine during the war*

Psychological mechanism	Contributing factors	Data	Form of manifestation/social indicator
Team spirit	Widespread public participation in providing assistance	86% of Ukrainians are involved in charity	Widespread public participation in volunteering
		62% of Ukrainians donated or volunteered in 2025	Consistent civic engagement
Everyday patriotism (behavioural)	Regular donations as the norm	Proportion of regular donations has risen from 7% to 25%	Normalisation of financial support for the army
Altruism/pro-social motivation	Assisting strangers	77% helped strangers	Expansion of boundaries of the "social circle of trust"
Financial support as a form of patriotism	Mass donations to the army	67% made donations	Widespread financial mobilisation of society
		≈UAH 2.95 billion in monthly donations (2025)	Systematic financial support for defence
		UAH 32.47 billion in 11 months of 2025	Macroeconomic impact of civic participation
Institutionalisation of volunteering	Increase in the number of organisations	107,000 NGOs + 33,000 charitable foundations	Development of a structured civil society
		≈11,800 official volunteers (2025)	Official registration of volunteers
Activity dynamics (adaptation)	Changes in the intensity of support	21% reduced their participation, 14% increased it	Polarisation of engagement levels
		Donations decreased by 19% in 2025	Signs of fatigue from a prolonged conflict
Trust as the foundation of patriotism	Trust in volunteers	Trust has increased compared with the pre-war period	Strengthening social capital
Scale of the movement (social impact)	Major charity campaigns	UAH 77.7 billion – United24	State-run international fundraising platform
		UAH 26.2 billion – "Come Back Alive"	Public support for the military
		UAH 1.97 billion – the Prytula Fund	Personalised charitable initiatives

Source: compiled by the authors based on *Philanthropy trends: Numbers...* (2025), *Ukraine volunteer statistics...* (2025), *I. Semeniuta* (2025), *How Ukrainians donated...* (2025), *More Ukrainians trust volunteers...* (2025), *T. Boyarchuk* (2025), *O. Zhuleniova* (n.d.)

An analysis of the data presented shows that volunteer patriotism in Ukraine between 2022 and 2025 has a broad grassroots base and a high level of social inclusion. In particular, the involvement of 86% of the population in charitable activities and 62% of citizens who directly donated or volunteered in 2025 indicate the formation of a sustainable model of collective solidarity. Significantly, 77% of respondents reported helping strangers, indicating an expansion of social trust and a transformation of interpersonal relationships in times of crisis. At the same time, the rise in the proportion of regular donations from 7% to 25% reflects the institutionalisation of behavioural patriotism, where one-off emotional acts are gradually evolving into a systematic practice of civic engagement. The financial dimension of volunteering further underscores its structural nature: monthly donations amounting to approximately UAH 2.95 billion and a total of UAH 32.47 billion over the first 11 months of 2025 demonstrate the macroeconomic significance of civic engagement. At the same time, the development of the institutional framework (107,000 civil society organisations, 33,000 charitable foundations and around 11,800 official volunteers) indicates a transition from spontaneous volunteering to a structured civil sector. At the same time,

the trend in participation (21% reduced their activity, 14% increased it, and an overall 19% decline in donations) reflects the process of adaptation fatigue characteristic of prolonged crises. Despite this, the continued high level of trust in volunteers and the scale of major campaigns (United24: UAH 77.7 billion, "Come Back Alive": UAH 26.2 billion, the Prytula Foundation: UAH 1.97 billion) indicate the stability of patriotic motivation and its transition into a long-term institutional form of social support. Every country has a unique approach to fostering patriotism and civic identity, shaped by its historical experience, political system and the scale of security challenges it faces. Different models emphasise civic education, the development of democratic participation, security socialisation, collective responsibility and the use of digital technologies as tools for engaging citizens in state processes. Patriotism is realised through education, social engagement, institutional mechanisms or digital services; however, in all models it fulfils a common function, namely ensuring social cohesion, fostering a responsible civic stance and supporting social resilience. Table 2 summarises a comparative analysis of patriotic education initiatives and the corresponding psychological mechanisms in various countries, namely Ukraine, the USA, Israel and Estonia.

Table 2. *A comparative analysis of patriotism initiatives and their psychological mechanisms (Ukraine, the USA, Israel, Estonia)*

Country	Educational and political documents	Initiatives/practices	Significance of the identity formation model
Ukraine	Law of Ukraine No. 2145-VIII (2017); The Concept of the New Ukrainian School; The Concept of Civic Education	Integration of civic education at all levels of education; widespread volunteering among school and university students; programmes offering psychological support and resilience training	Development of a military-resilient civic identity, in which patriotism is expressed through active participation, solidarity and society's ability to act in the context of a threat

Table 2. Continued

Country	Educational and political documents	Initiatives/practices	Significance of the identity formation model
USA	C3 Framework for Social Studies Standards; national standards for civic education	AmeriCorps as a volunteer service scheme; community projects in schools	Development of a democratic and institutional identity centred on human rights, democratic participation and social responsibility through institutions
Israel	National Civic Studies Programme; educational standards for civic and security education	IDF as a key institution of socialisation; the army's educational programmes; crisis preparedness	Development of a security and mobilisation identity, in which patriotism is related to collective defence, discipline and constant readiness to face threats
Estonia	National Curriculum for Basic Education; Digital Competence Framework	e-Estonia (n.d.) as a digital citizenship system; Kaitseliit as a voluntary defence force; cyber education programmes	Development of a digitally resilient identity, in which patriotism is expressed through digital participation, cybersecurity and trust in the e-government

Source: compiled by the authors based on Ministry of Education and Science of Ukraine (2016), Ministry of Aliyah and Integration (2019), Ministry of Education and Research of the Republic of Estonia (2022), Ministry of Education and Science of Ukraine (2024), J.L. Nolen (2025), National Council for the Social Studies (n.d.)

A comparative analysis reveals fundamental differences between the approaches to fostering patriotism in the countries under study, which are determined by differing historical experiences, levels of security threats and the institutional structure of society. Ukraine is developing a model in which patriotic identity is formed in conditions of war and high social mobilisation, making practices of mutual aid, volunteering and psychological resilience key. The USA relies on a stable democratic environment, where civic consciousness is built through educational standards and institutionally organised participation in public life. Israel demonstrates a model in which patriotism is closely linked to the national security system and early socialisation in conditions of constant risk. Estonia, for its part, is shaping a digital model of citizenship, where participation in state processes largely

takes place through electronic services and cyber infrastructure. For Ukraine, elements of all models are highly relevant; however, the USA experience in systematic civic education through educational platforms and voluntary programmes, as well as Estonia's experience in digitising civic participation and building trust through digital services, are of particular practical value. At the same time, the Israeli approach is substantial as an example of how to prepare society psychologically for prolonged crises and foster a high level of collective responsibility. Integrating these approaches strengthen the Ukrainian combination of educational, digital and socio-psychological mechanisms of patriotic education, forming a more resilient model of civic identity in the context of military challenges and post-war recovery. Table 3 presents the results of the pre-test.

Table 3. Pre-test results

Country	Group	Patriotic attitudes (M ± SD)	CD-RISC-10 (resilience) (M ± SD)	STAI (anxiety) (M ± SD)
Ukraine	CG	3.10 ± 0.82	3.18 ± 0.80	3.40 ± 0.82
	EG	3.12 ± 0.81	3.20 ± 0.81	3.42 ± 0.81
USA	CG	3.15 ± 0.83	3.22 ± 0.79	3.38 ± 0.83
	EG	3.14 ± 0.80	3.21 ± 0.80	3.41 ± 0.80
Israel	CG	3.18 ± 0.79	3.19 ± 0.78	3.39 ± 0.82
	EG	3.20 ± 0.80	3.23 ± 0.79	3.40 ± 0.81
Estonia	CG	3.11 ± 0.82	3.17 ± 0.80	3.37 ± 0.81
	EG	3.13 ± 0.81	3.21 ± 0.81	3.41 ± 0.80

Source: compiled by the authors

The pre-test results in Table 3 showed generally similar baseline values between the experimental and control groups in all countries, confirming their comparability before the intervention: the level of patriotic attitudes ranged from $M \approx 3.10$ -3.20, resilience (CD-RISC-10)

$M \approx 3.17$ -3.23, and state anxiety (STAI) $M \approx 3.37$ -3.42, whilst minor differences between the groups ($\Delta M \leq 0.03$ -0.05) were not statistically significant and indicated the homogeneity of the sample before the experimental intervention. Table 4 summarises the post-test results.

Table 4. Post-test results

Country	Group	Patriotic attitudes (M ± SD)	CD-RISC-10 (resilience) (M ± SD)	STAI (anxiety) (M ± SD)
Ukraine	CG	3.22 ± 0.80	3.28 ± 0.78	3.35 ± 0.80
	EG	4.08 ± 0.75	4.15 ± 0.74	2.85 ± 0.76
USA	CG	3.25 ± 0.81	3.30 ± 0.78	3.33 ± 0.81
	EG	4.05 ± 0.76	4.18 ± 0.73	2.80 ± 0.75
Israel	CG	3.30 ± 0.78	3.27 ± 0.77	3.34 ± 0.80
	EG	4.12 ± 0.74	4.20 ± 0.72	2.78 ± 0.74
Estonia	CG	3.23 ± 0.80	3.29 ± 0.78	3.32 ± 0.79
	EG	4.10 ± 0.75	4.22 ± 0.73	2.82 ± 0.75

Source: compiled by the authors

The post-test results in Table 4 showed an increase in scores in the experimental groups across all countries compared with the control groups; in particular, the level of patriotic attitudes rose to $M \approx 4.05-4.12$, and resilience (CD-RISC-10) to $M \approx 4.15-4.22$, whilst situational anxiety (STAI) scores decreased to $M \approx 2.78-2.85$, indicating a

positive effect of the intervention; in the control groups, changes were minimal ($M \approx 3.22-3.30$ for patriotic attitudes, $M \approx 3.27-3.30$ for resilience and $M \approx 3.32-3.35$ for anxiety), confirming the absence of a significant effect without a specially organised programme. Table 5 presents the results by scale.

Table 5. Results by scale

Country	Group	Δ Patriotic attitudes	Δ CD-RISC-10 (resilience)	Δ STAI (anxiety)
Ukraine	CG	0.12	0.10	-0.05
	EG	0.96	0.95	-0.57
USA	CG	0.10	0.08	-0.05
	EG	0.91	0.97	-0.61
Israel	CG	0.12	0.08	-0.05
	EG	0.92	0.97	-0.62
Estonia	CG	0.12	0.12	-0.05
	EG	0.97	1.01	-0.59

Source: compiled by the authors

The results in Table 5 show that the experimental groups in all countries exhibited significantly greater positive changes compared with the control groups: the increase in patriotic attitudes was $\Delta \approx +0.91-0.97$, in resilience (CD-RISC-10) $\Delta \approx +0.95-1.01$, and the reduction in state anxiety (STAI) $\Delta \approx -0.57$ to -0.62 , whereas in the control groups the changes were minimal ($\Delta \approx +0.10-0.12$ for positive indicators and only -0.05 for anxiety), confirming the statistically significant effect of the experimental intervention. The practical recommendations formulated based on the results of the study called for the implementation of a comprehensive set of educational, social and psychological measures aimed at fostering strong patriotic values, enhancing resilience and reducing anxiety levels among students. In particular, the area of focus was the organisation of regular volunteering programmes with clearly structured tasks, which included participation in humanitarian initiatives, support for socially vulnerable groups, assistance to internally displaced persons, and involvement in local community projects. Such activities ensured the acquisition of practical experience in social responsibility, the development of empathy, and the fostering of collective cohesion as a substantial psychological mechanism of patriotism.

The second component involved the introduction of regular training sessions on psychological resilience, which took the form of interactive sessions using cognitive-behavioural regulation techniques. These sessions focused on stress management techniques (breathing exercises, relaxation methods), the development of emotional self-regulation, and skills for cognitively reframing complex or crises. It is also necessary to develop the ability to recognise emotional reactions and to develop adaptive behavioural strategies in conditions of uncertainty, which directly contributed to a reduction in anxiety levels. The third approach involved the use of simulation-based educational technologies, within which students were engaged in modelling real-life social and civic situations. This included examining ethical dilemmas, making decisions in conflict situations,

assigning roles within team dynamics, and subsequently analysing the consequences of the decisions made. This approach combined theoretical knowledge with practical experience, fostering skills in reasoned decision-making and responsible behaviour. In addition, the active use of digital educational platforms was recommended, which included interactive case studies, video scenarios, online discussions and reflective tasks. This ensured the continuity of the learning process, increased student engagement and promoted the development of critical thinking in a digital environment. Together, the implementation of these measures created an integrated model of patriotic education that combined social practice, psychological support and digital learning, which proved effective in increasing resilience and reducing anxiety among students.

◆ Discussion

Patriotic education fosters a sense of belonging to the community, which strengthens an individual's psychological resilience during times of military threat. This is consistent with M. Arif *et al.* (2023), in which the researchers outlined ways to strengthen patriotism in the educational environment and demonstrated the role of values-based education in the development of responsibility and discipline. The study describes how the systematic cultivation of a sense of belonging enhances young people's inner readiness to overcome difficulties. Preparing the younger generation in the spirit of military-patriotic values contributes to the development of resilience and readiness to act in crises, which is consistent with K. Azamat (2023). The researcher highlighted the importance of military-patriotic education for social development and the formation of young people. The article notes that such training fosters discipline, determination and the ability to withstand external challenges. Psychological resilience in war relies not only on values but also on the development of personal qualities such as self-control and endurance. This assertion is also reflected in the work of S. Breen & S. Cotterill (2025). The study focuses on the psychological traits that ensure the success

of special forces operators. The study shows that emotional regulation, resilience and the ability to perform under pressure form the basis of resilient behaviour in extreme conditions. Civic education, built on patriotic values, fosters a responsible attitude towards society and enhances personal adaptability, a point also addressed by the researcher S. Chen (2024). The author examined the concept of civic education through the lens of a shift from individual self-assurance to social responsibility. The study demonstrated that fostering civic maturity enhances an individual's readiness to respond constructively to social crises.

Patriotic cultural practices promote emotional well-being and help people cope with the aftermath of war. In the post-test, the experimental groups demonstrated significant improvements across all indicators: patriotic attitudes rose to $M \approx 4.05-4.12$, resilience to $M \approx 4.15-4.22$, and anxiety decreased to $M \approx 2.78-2.85$. This contrasted with the control groups, where the level of change remained minimal and fluctuated between $M \approx 3.22-3.30$ and $M \approx 3.27-3.35$, respectively. This is consistent with J.N. Clark (2023), who reviews the role of music and the sound environment during the war in Ukraine. It is shown that music sustains hope, strengthens solidarity and promotes psychological recovery in people. Maintaining the basic conditions of childhood during the war supports children's inner resilience and reduces the level of trauma. The study results in the experimental groups showed an increase in patriotic attitudes to $M \approx 4.05-4.12$ and resilience to $M \approx 4.15-4.22$, as well as a reduction in anxiety levels to $M \approx 2.78-2.85$. In the control groups, the changes were insignificant: the indicators remained at $M \approx 3.22-3.30$ on the positive scales and $M \approx 3.27-3.35$ for anxiety. This is also highlighted in the study by A. Glos (2025), in which the researcher analysed the significance of children's right to play in the context of wartime events. The opportunity to play supports emotional stability, a sense of security and children's ability to adapt to threats. Reflecting on war and peace in teacher training contributes to the formation of stable value orientations among future teachers. This is consistent with the findings of G. Gursel-Bilgin *et al.* (2023), and A.E. Fernandez-Osorio & S. Upadhyaya (2025). This study examines future teachers' perceptions of war, peace and peace education. A critical definition of conflicts fosters a sense of responsibility and the ability to support others in times of crisis. Victory in prolonged conflicts depends on the moral resilience and cohesion of the community. Multidimensional factors of successful leadership in irregular warfare were identified, demonstrating that morale, trust and shared values strengthen a group's resilience in conditions of prolonged conflict.

Armed conflicts highlight the importance of psychological resilience as a resource for maintaining personal functioning. This is consistent with the findings of M.S. Iancu (2024). This article examines the psychological dimension of resilience using the examples of conflicts in Ukraine and Israel. The study described that the ability to adapt to threats and maintain motivation determines the effectiveness of overcoming crises. Patriotic education

influences young people's emotional reactions and strengthens their bond with the state. This is highlighted in the study by W. Li (2024), in which the author examined students' affective reactions to patriotic education. Positive emotional engagement contributes to the development of confidence, solidarity and psychological resilience. Rationally structured patriotic education promotes moral maturity and strengthens psychological resilience in crises. This correlates with the study by J.C. Lin & L. Jackson (2023). In their study, patriotism is presented as a component of moral education, and the need for its balanced integration into the educational process is substantiated. It has been demonstrated that the combination of moral and civic values supports responsible behaviour and the ability to overcome difficulties. The post-war recovery of young people depends on the development of internal resources, mental health and access to education. N. Mayengo *et al.* (2025) also addressed the transition of youth to professional self-fulfilment in post-conflict societies. The study showed that psychological well-being and educational support strengthen the resilience of the younger generation and their readiness for independent living. Information security is a component of an individual's psychological resilience in wartime. This is consistent with the findings of D. Midler & M. Żółtowski (2025), who analysed the factors contributing to the population's resilience to disinformation and ways of countering manipulative influences. Critical thinking, civic awareness and trust in public institutions mitigate the destructive impact of propaganda.

Solidarity and mutual support among people strengthen collective and individual resilience during times of war. This is confirmed by L. Morska *et al.* (2024). The study examines letters written by Poles to Ukrainians as a form of public response to the war. It is described that empathy, mutual aid and moral support strengthen the psychological resources of the community. National cultural heritage is an effective means of patriotic education and the development of emotional resilience in young people. This is evident in the study by N. Musayev (2023). The article highlights folk musical heritage as a tool for educating students in the spirit of patriotism. An appeal to cultural symbols fosters pride in the nation, unity and inner resilience. Patriotic education influences the formation of social attitudes and behavioural patterns among citizens. S.L. Perry *et al.* (2023) also echo this view, specifically analysing support for compulsory patriotic education in schools through the prism of ideological convictions. Educational practices can influence civic mobilisation and attitudes towards social processes. Art from wartime can strengthen national identity and support the psychological resilience of young people. This is reflected in the study by T. Zhang (2024), which explores the influence of engravings from the Anti-Japanese War period on the spiritual identity of young people. Artistic depictions of historical struggles reinforce a sense of unity and a readiness to overcome difficulties. The state's education policy can serve as a mechanism for the systematic development of patriotic values and civic consciousness.

This is consistent with the views of E. Vickers (2023) and A. Weckman (2026). The paper examines the role of patriotism in the school curriculum and its impact on pupils' collective memory. The curriculum shapes young people's perceptions of the state, the community and civic duty. A sense of belonging to a wider community strengthens society's readiness to provide mutual support in times of war. The link between a sense of unity and support for military aid to allies is examined. Solidarity and a shared identity strengthen the cohesion and resilience of the population. The ability to counteract the enemy's psychological pressure is an essential component of personal resilience during war. This is logically consistent with G. Weimann & D. Weimann-Saks (2024). Methods for overcoming psychological warfare during the conflict in Gaza are highlighted. Information literacy, emotional regulation and social support reduce the destructive impact of enemy campaigns. Thus, patriotic education emerges as an effective factor in the formation of psychological resilience, as it contributes to the development of civic consciousness, internal cohesion, moral fortitude and readiness to overcome crises. The combination of values-based education, cultural memory, information literacy and social support strengthens the adaptive resources of individuals and society in wartime conditions.

◆ Conclusions

Between 2022 and 2025, patriotism in Ukraine emerged as a sustained psychological phenomenon, combining high levels of civic engagement with financial support for the defence effort. The data show that 86% of the population were involved in charitable giving and 62% in donations or volunteering, reflecting the development of a collective sense of unity. Regular donations rose from 7% to 25%, and monthly contributions reached around UAH 2.95 billion, demonstrating the institutionalisation of behavioural patriotism. Over 107,000 organisations and large-scale campaigns, such as United24, confirm the structural nature of the movement. Despite a partial decline in activity, high levels of trust and the resilience of society remain intact. A comparative analysis has shown that approaches to fostering patriotism vary significantly across different countries, depending on historical circumstances, the level of security challenges and the development of institutions. In Ukraine, the dominant model focuses on social mobilisation and the practical participation of citizens in overcoming crises. The USA is characterised by a stable system of civic education and institutional participation, which fosters democratic responsibility. Israel demonstrates a security-oriented model with a high level of collective readiness, whilst Estonia is developing a digital model of civic identity with an

emphasis on electronic interaction with the state. A common feature is the focus on strengthening social cohesion and civic responsibility.

The findings highlight the value of combining educational, digital and socio-psychological approaches to enhance the effectiveness of patriotic education. The results obtained generally demonstrated the clear effectiveness of the experimental intervention, as a significant increase in the level of patriotic attitudes was observed in the experimental groups across all countries, from approximately $M \approx 3.12-3.20$ to $M \approx 4.05-4.12$, along with an increase in resilience (CD-RISC-10) from $M \approx 3.20-3.23$ to $M \approx 4.15-4.22$, and a simultaneous decrease in state anxiety (STAI) from $M \approx 3.40-3.42$ to $M \approx 2.78-2.85$, indicating a positive trend in psychological adaptation and value orientations. In contrast, in the control groups, changes remained minimal and statistically insignificant: indicators of patriotic attitudes and resilience increased only to $M \approx 3.22-3.30$ and $M \approx 3.27-3.30$, whilst anxiety levels decreased by no more than to $M \approx 3.32-3.35$, confirming the absence of any significant effect without targeted intervention. Thus, a comparative analysis of pre- and post-tests and dynamic changes ($\Delta \approx +0.91-1.01$ for positive indicators and $\Delta \approx -0.57$ to -0.62 for anxiety in the experimental groups) demonstrated a statistically and substantively significant effect of the programme on the development of psychological resilience and patriotic attitudes. The study recommends the implementation of a comprehensive programme combining voluntary activities, psychological training and simulation-based educational techniques, with the aim of fostering strong patriotic values, enhancing resilience and reducing anxiety levels among students. Such measures are aimed at developing social responsibility and collective cohesion through participation in practical community initiatives, building skills in emotional self-regulation and stress resilience, as well as improving the ability to think critically and make informed decisions in simulated ethical and social situations. Prospects for further research include broadening the age range of the sample and analysing the long-term impact of patriotic attitudes on psychological resilience in the post-conflict period.

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Патріотичне виховання як чинник формування психологічної стійкості особистості в умовах війни

Наталія Праховнік

Кандидат технічних наук, доцент

Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського»
03056, просп. Берестейський, 37, м. Київ, Україна

<https://orcid.org/0000-0003-0821-2166>

Андрій Ковтун

Кандидат технічних наук, старший викладач

Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського»
03056, просп. Берестейський, 37, м. Київ, Україна

<https://orcid.org/0000-0003-4490-0484>

Оксана Ільчук

Кандидат технічних наук, доцент

Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського»
03056, просп. Берестейський, 37, м. Київ, Україна

<https://orcid.org/0000-0001-6352-5320>

♦ **Анотація.** Метою дослідження було визначити вплив патріотичних установок на рівень резильєнтності та ситуативної тривожності студентів університетів у різних соціокультурних контекстах. Методологія дослідження охоплювала теоретичний аналіз, порівняльний метод та експеримент за участю 408 респондентів із чотирьох країн, а саме України, Сполучених Штатів Америки, Ізраїлю та Естонії. Патріотизм в Україні у 2022-2025 роках набув форми масового психологічного й поведінкового феномену, що виявлявся через залучення понад 80 % населення до благодійної діяльності, зростання частки регулярних донатів із 7 % до 25 %, а також щомісячні внески в мільярдних обсягах на підтримку оборони. У сукупності це свідчить про його інституціоналізацію та перехід до сталої моделі громадянської резильєнтності. Порівняльний аналіз показав, що в Україні патріотизм формується через волонтерство та соціальну мобілізацію, у США – через інституційну громадянську освіту, в Ізраїлі – через безпекову соціалізацію, в Естонії – через цифрову громадянську участь. Водночас усі ці моделі спрямовані на зміцнення громадянської згуртованості та відповідальності. Узагальнений аналіз трьох таблиць засвідчив, що на етапі попереднього тестування ($M \approx 3,10-3,42$) експериментальні й контрольні групи в Україні, США, Ізраїлі та Естонії мали майже однакові вихідні показники патріотичних установок, резильєнтності за шкалою CD-RISC-10 та ситуативної тривожності за шкалою STAI, що підтверджує їхню статистичну однорідність. Після інтервенції в експериментальних групах було зафіксовано вищі показники патріотичних установок ($M \approx 4,05-4,12$) і резильєнтності ($M \approx 4,15-4,22$), а також зниження рівня тривожності ($M \approx 2,78-2,85$), тоді як у контрольних групах зміни були мінімальними. Динамічні показники підтвердили ефективність програми: патріотичні установки зросли на $\Delta \approx +0,91-0,97$, резильєнтність – на $\Delta \approx +0,95-1,01$, а тривожність знизилася на $\Delta \approx -0,57$ до $-0,62$. Отримані результати обґрунтовують доцільність інтеграції практикоорієнтованого патріотичного виховання, навичок подолання стресу, цифрових інструментів та громадських ініціатив для зміцнення резильєнтності молоді, громадянської освіти й соціальної згуртованості

♦ **Ключові слова:** соціальна адаптація; державні стратегії; освітні програми; волонтерство; соціальний ефект