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УДК 378:373.2.01.31

## ЕВОЛЮЦІЯ ПІДХОДІВ ДО ЗМІСТУ ВІЙСЬКОВО-ПАТРІОТИЧНОГО ВИХОВАННЯ СТАРШОКЛАСНИКІВ ( 2015 – 2022 РР.)

**Анотація.** Стаття присвячена актуальній темі – військово-патріотичному вихованню юнацтва. Досліджується еволюція військово-патріотичного виховання старшокласників в Україні в період з 2015 до 2022 рр. Проаналізовано зміну парадигм і педагогічних концепцій у військово-патріотичному вихованні, а також вплив національно-патріотичних подій на навчальний матеріал і методики, що застосовуються до учнівської молоді. Розглядається вплив державних і громадських інституцій, педагогів та засобів масової інформації на формування військово-патріотичних переконань учнівства. Основний акцент робиться на вивченні змін, внесених до навчальних програм, підручників та організації позакласних заходів у цей період.

Дослідження також аналізує залучення учнів до військово-патріотичної діяльності та заходів, а також їхнє сприйняття цього виду виховання. Автор висуває тезу, що військово-патріотичне виховання в Україні пройшло помітні трансформації протягом розглянутого періоду, віддзеркалюючи суспільні зміни та еволюцію поглядів на національну оборону та патріотизм.

Проаналізовано основні тенденції та підходи до військово-патріотичного виховання у згаданий час. Матеріали дослідження містять елементи, які покликані формувати в учнів уявлення про престижність військово-патріотичної діяльності, важливість підтримання міцного здоров'я та фізичної форми, а також розвиток здібностей до навчання та творчих здібностей. Функціональні компоненти компетентностей охоплюють комплексне розуміння правил, що регулюють військово-патріотичне виховання, а також ґрунтовне розуміння історичного минулого. Проведений автором аналіз свідчить про те, що військово-патріотичне виховання в Україні зазнало помітних трансформацій протягом досліджуваного періоду, віддзеркалюючи суспільні зрушення та еволюцію поглядів на національну оборону і патріотизм.

**Ключові слова:** військово-патріотичне виховання, програми виховання, підходи виховання, технології військово-патріотичного виховання, старша школа, здобувачі освіти.

## THE EVOLUTION OF METHODS TO THE CONTENT OF MILITARY-PATRIOTIC EDUCATION AMONG HIGH SCHOOL PUPILS (2015 – 2022 YEARS)

**Abstract.** This paper investigates the progression of methodologies employed in military-patriotic education among high school students in Ukraine between the years 2015 and 2022. This study examines the shift in paradigms and pedagogical conceptions within military-patriotic education, as well as the influence of national-patriotic events on the educational material and methodologies employed for pupils. This study examines the influence of state and public institutions, educators, and the media on the development of military and patriotic beliefs among students. This analysis focuses on the examination of modifications made to curricula, textbooks, and extracurricular activities. This study also investigates the involvement of students in military patriotic activities and events, alongside their perspectives on military patriotic education. The author's analysis suggests that military-patriotic education in Ukraine has experienced notable transformations within the examined timeframe, mirroring the societal shifts and evolving perspectives on national defence and patriotism.

This study considers the historical and social environment in which military-patriotic education is evolving and emphasises the influence of these elements on shaping the trajectory of this process. Also investigates the present trends and issues encountered in military-patriotic education within the context of Ukraine.

The focus study is to examine the military-patriotic education provided to high school students in the Ukrainian state.

**Keywords:** military-patriotic education, education programmes, approaches to education, technologies of military-patriotic education, high school.



## INTRODUCTION

Introduction of this study stems from contemporary challenges, including the infringement upon Ukraine's territorial integrity and the ongoing hostilities in its eastern region. These circumstances necessitate the reassessment and enhancement of efficacious approaches and techniques for military-patriotic education amidst the present arduous context. The incorporation of military and patriotic education has emerged as a pivotal component within the state's defence capabilities framework, exerting influence over several dimensions of society, including education, culture, and spirituality.

The significance of military and patriotic education holds considerable weight for nations, particularly those grappling with challenging political circumstances or facing potential threats from external entities. Ukraine, a nation embroiled in a conflict in its eastern region since 2014, is not an anomaly in this regard. In the given circumstances, military-patriotic education assumes a significant role within the educational framework.

**Analysis of recent research and publications.** The issue of military-patriotic education and defence of the Fatherland has been examined by several scholars, including O. Aronov, M. Zubalii, M. Tymchyk and ohter. V. Farforovskiy and T. Shashlo are among the authors mentioned. Today in Ukraine, the investigation of this issue is being conducted are actively involved in the investigation of this issue: I. Bekh, K. Chorna, and M. Chepil explore the role of the national idea in shaping a patriotic citizen of Ukraine. The authors delve into the Ukrainian patriotic education programme for children and its significance in fostering a sense of national pride and loyalty.

The topic of discussion pertains to the development of military and patriotic preparedness among high school students with the objective of safeguarding the nation. Specifically, the focus is on M. Zubalii's research, which investigates the military and patriotic education of high school students through extracurricular activities. The topic of discussion revolves around the significance of traditions and the military-patriotic education of students, with a specific focus on the contributions made by O. Pyatikop. E. Yeryomenko's contribution to the development of the Ukrainian national sport «Horting». Among the youth of students, O. Ostapenko and B. Shapovalov have contributed to the development of conceptual principles.

The objective is to the reformation of military-patriotic education among youngsters and students. In the context of Ukraine, M. Tymchyk explores the topic of patriotic education among older adolescents within the framework of a specific process. During the course of physical culture and mass work, many activities are undertaken.

**THE AIM AND RESEARCHT ASKS** to examine the progression of methodologies pertaining to the subject matter of military-patriotic education among high school students in Ukraine, spanning the years 2015 to 2022. This study focuses on the analysis of paradigm shifts and pedagogical concepts within the domain of military-patriotic education.

**RESEARCH METHODS** was employed, encompassing the examination of curriculum, books, and supplementary educational resources, alongside the conduct of interviews with both educators and learners, analysing the impact of state and civic institutions on military-patriotic education, as well as investigating the level of student involvement in patriotic activities and events.

## RESULTS OF THE RESEARCH

The influence exerted by governmental institutions plays a crucial role in shaping the framework and objectives of military-patriotic education. Between the years 2015 and 2022, a notable fluctuation was observed in this particular domain. During the early phase of russia's military incursion in the eastern region. In Ukraine, the official institutions were actively engaged in efforts to mobilise the society and foster national cohesion. The prioritisation of military and patriotic education was acknowledged. The examination of the progression of strategies for military-patriotic education among high school pupils in Ukraine between 2015 and 2022 pp. a substantial influence of political and social transformations on the substance and methodologies of instruction. State institutions, non-governmental organisations (NGOs), educators, and students have significantly contributed to the formation and development of military-patriotic values. The adaptation of education to modern circumstances is evident through modifications in curricula and texts, as well as increased involvement of students in military patriotic activities.

The evolution of approaches to military-patriotic education among high school students in Ukraine between 2015 and 2022 demonstrates a dynamic nature that is influenced by various factors, such as the political landscape, societal engagement, and the establishment of national goals and objectives (Ostapenko, & Zubalij, 2015; Koncepcija).

Further deliberation is necessary to ascertain the trajectory of military-patriotic education in Ukraine. However, it is crucial to acknowledge that this facet continues to hold significance as a constituent element of civil society and the construction of national identity, particularly within the framework of prevailing internal and external volatility. Therefore, the imperative of military-patriotic education persists as a pressing objective within contemporary educational systems and societies. Its development occurs within the framework of political, societal, technological, and other transformative forces. This study elucidates the fundamental ideas and tactics of military-patriotic education, which are designated as primary objectives within the context of governmental policy. The principles outlined in this context are shaped by state legislation, standards, concepts, and programmes that provide guidance to educational institutions, authorities, local self-governments, and civil society groups in their efforts to enhance educational standards (Pro zatverdzhennja Derzhavnogho standartu; Ivashkovskij, 2015).

The establishment of military-patriotic education opportunities for students has been facilitated by various regulatory documents, including the Concept of Pre-Conscription Training and Military and Patriotic Education of



Youth, Order of the Cabinet of Ministers of Ukraine No. 386-p of 22.04.2015, Resolution of the Cabinet of Ministers of Ukraine No. 1718-r of 27.08. 2010, the State Standard of Basic and Complete General Secondary Education in the field of Health and Physical Education. (Pro zatverdzhennja Derzhavnogho standartu).

These publications serve the purpose of elucidating the notion of «military-patriotic education in the process of extracurricular activities» and enhancing the motivation of secondary school students to engage in extracurricular activities pertaining to military-patriotic education. Additionally, these activities contribute to the enhancement of physical activity, physical fitness, and physical development among high school students participating in military sports competitions and tourist tours to significant military sites in Ukraine. Furthermore, they facilitate training in the national martial art of horting.

Legislative measures additionally provide criteria for the organisational and pedagogical dimensions of military-patriotic education, with the objective of enhancing the degree of military-patriotic preparedness among youth and fostering the advancement of military-patriotic education inside mainstream educational establishments. Specifically, these regulations facilitate.

In order to enhance the engagement, physical well-being, and growth of high school pupils during military sports competitions, excursions involving trekking, and training sessions focused on the national martial art of horting are implemented (Ostapenko, & Zubalij, 2015, Metodychni...)

To improve military-patriotic education, O. Zubalij suggests to facilitate the cultivation of students' skills and abilities, to encourage their active involvement in defence and sports clubs, as well as martial arts sections (Zubalij, 2015).

At order to enhance the organisational and pedagogical aspects of military-patriotic education, as well as to foster a strong level of military-patriotic preparedness among young individuals at educational establishments of a general nature, measures need to be taken. These many approaches collectively help to enhancing the degree of military-patriotic preparedness and education among young individuals, while also guaranteeing the effective advancement of military-patriotic education inside the school system. Contradictions have been observed in the domain of military-patriotic education in its current stage of development. Contradictions pertain to the alignment between societal demands for the establishment and advancement of military-patriotic education among prospective civilian individuals, and the adequacy of the educational and methodological infrastructure in supporting this endeavour. Additionally, there is a heightened necessity for enhanced professional training of future instructors in the subject of «Defence of the Fatherland» and their overall preparedness for professional engagement within general education institutions. Furthermore, there exists a requirement for the optimisation of the military-patriotic education system's efficacy (Bekh, & Chorna, 2014).

The examination of the issue concerning the military-patriotic education of students in general educational institutions is grounded on conceptual principles that acknowledge the influence of contemporary advancements in education, society, and the state on the substance of military-patriotic education. The enhancement of their physical well-being and the extent of their military-patriotic knowledge ought to align with contemporary standards in educational theory and methodology. This alignment is crucial for fostering the cultivation of a well-rounded individual with strong patriotic, moral, and physical attributes (Tymchyk, 2013).

The primary objective of military-patriotic education in general education institutions should be to foster the development of essential competencies among students. These competencies encompass various social aspects, such as the capacity to collaborate effectively during military sports games, engage in tourist excursions to sites of historical military significance for the Ukrainian people, resolve personal challenges, foster mutual understanding and assistance, demonstrate social engagement, cultivate physical attributes, and acquire fundamental knowledge about maintaining a healthy lifestyle.

Furthermore, these materials incorporate motivational elements that are designed to shape students' perceptions on the prestige associated with military and patriotic endeavours, the significance of maintaining good health and physical fitness, as well as the development of learning aptitude and creativity. The functional components of competences encompass a comprehensive understanding of the rules governing military-patriotic education, as well as a thorough grasp of the historical background of the Cossack community (Tymchyk, 2013).

Subjects covered in this context included martial arts, physical education, tourism, as well as the education of moral, volitional and physical qualities, motor skills and military skills.

In the field of extracurricular military-patriotic education, there was constant work on the development and improvement of these skills, which contributed to the comprehensive development of students. The introduction of creative methods in the military-patriotic education of students in general education institutions has become a necessary quality to increase motivation, instil habits that contribute to the development of military applied skills and physical fitness. High schools, sports clubs, families, and tourist groups should create favourable conditions for the development of these competences and their practical application (Bilocerkivecj, 2015).

The prioritisation of military-patriotic education among young individuals in mainstream educational establishments should persist, with a focus on enhancing its approach and methodologies to effectively cultivate a morally upright, physically fit, and patriotic character. The identified approach will enhance the development of positive motivation



among secondary school students for military-patriotic education within extracurricular activities. This includes participation in military sports games such as the national children's and youth military sports game «Horting Patriot» and the All-Ukrainian children's and youth military-patriotic game «Sokol» (Dzhura), as well as visits to significant sites of military valour in Ukrainian history. This approach is anticipated to yield a substantial augmentation in students' physical activity and overall physical fitness. Consequently, it is expected to facilitate the successful attainment of curriculum standards in the subject of «Defence of the Fatherland» and enable an accurate evaluation of high school students' readiness for engagement in extracurricular military-patriotic education activities (Bilocerkivecj, 2015).

In the process of designing educational and methodological materials for the facilitation of military-patriotic education among senior pupils during tourist, search, and gaming activities, the primary task was to study their functional status. Understanding the factors that contribute to the systematic accumulation of physical weariness in students, including various types of loads, is crucial as it can have detrimental effects on their overall health, physical development, and physical fitness. This data will enable us to make well-informed judgements regarding the restoration of students' cognitive and physical performance, enhancement of their overall well-being, promotion of their physical growth, and augmentation of their levels of physical activity. The implementation of novel approaches and modalities of military-patriotic and physical education inside educational establishments enables the attainment of this objective. Simultaneously, it is imperative to allocate considerable focus towards military-patriotic education during the course of search activities, which are voluntarily planned and serve as an efficacious means of active leisure for students. This activity is grounded in the programme of a general education institution, considering its physical and athletic resources, as well as the provisions for organised excursions to sites of historical significance related to the military achievements of the Ukrainian people. The active involvement of senior students in the organisation of educational activities, particularly within physical education teams such as horting sections, physical education clubs, and tourist groups, is of significant importance. The management of the educational institution, along with teachers of the subject «Defence of the Fatherland», physical education teachers, leaders of tourist sections, organisers of military sports games, and other teachers, provide direction and supervision for the operations of these teams. The pedagogical administration of military-patriotic education ought to adopt an advisory and recommendatory approach, aimed at fostering the creative engagement of students in the planning and implementation of diverse activities related to this field within higher grade levels.

The military-patriotic education of secondary school pupils holds significant significance, as it fosters a good drive towards military-patriotic education in extracurricular activities and military sports competitions. This technique facilitates the enhancement of students' physical activity and physical fitness, enabling them to effectively meet the requirements of the «Defence of the Fatherland» subject and accurately evaluate their readiness to engage in military-patriotic educational endeavours (Ostapenko, Zubalij, 2015, p. 37).

According to the research, it is imperative to consider the functional state of students, namely the level of load that impacts their physical health and fitness, while developing teaching and learning materials. This measure will contribute to the preservation of pupils' ideal performance levels while also considering their health and physical development. The implementation of novel approaches and modalities of military-patriotic and physical education inside educational establishments can facilitate the enhanced cultivation of students' physical and moral attributes, augment their proficiency, and bolster their preparedness for military-patriotic endeavours.

Giving due consideration to military-patriotic education during search work is of paramount importance, as it serves as a highly effective means of engaging in active recreation and is undertaken voluntarily. The organisation of physical education teams, tourist groups, and other groups should involve the active engagement of senior learners. Students actively engage in various extracurricular activities such as physical education teams, horticulture sections, physical education clubs, hiking groups, and actively participate in military-patriotic education. The primary objective of these groups, overseen by the teaching faculty and school administration, should be to attain significant milestones in the military-patriotic education of senior students. The pedagogical management of this process is grounded in principles of guidance and recommendation, which aim to foster students' creative initiative in planning and executing diverse types of tasks.

The use of novel methodologies and work formats, while considering the functional status of students, the organisation of active leisure activities, and the promotion of physical activity, will foster the cultivation of positive motivation for military-patriotic education. The organisation of activities within physical education teams and groups should be conducted on a voluntary basis, with the primary objective of attaining significant goals in the realm of military-patriotic education for high school students. The incorporation of military-patriotic education into the curriculum of Ukrainian secondary schools, encompassing subjects such as physical education, Cossack martial arts, and the national sport of Ukraine - horting, alongside military sports games, serves several significant objectives. Included in this group are the following: enhancing the physical health and overall fitness of high school pupils, while positively impacting their academic achievement; the enhancement and refinement of pupils' physical and motor abilities, hence facilitating improvements in their overall physical fitness; enhancing essential skills and abilities, as well as exploring strategies for regulating motions and their practical application across diverse natural environments. The development of value orientations pertaining to a wholesome lifestyle and a culture of well-being; the acquisition



of fundamental knowledge in personal physical education encompasses the development of a desire to participate in physical exercises, as well as the acquisition of the necessary abilities and skills to engage in motor, physical education, recreational, tourist, and gaming activities; the development of moral and volitional character qualities among students is helpful in fostering patriotism and cultivating a sense of preparedness for service in the Armed Forces of Ukraine and the police (Ivashkovskyy, 2015).

When seeking solutions to enhance the quality of military-patriotic training among high school students, it is recommended to employ methodological approaches such as competence-based, axiological, activity-based, integrative, systemic, modular, and resource-based approaches. The examination of curricula and methodology pertaining to military-patriotic education enables the identification of the competencies that should be cultivated in students upon completion of their schooling, in alignment with established standards and programmes. Additionally, this analysis facilitates the utilisation of criteria and indicators for evaluating their preparedness to serve in the Ukrainian armed forces, particularly in the context of safeguarding the nation's independence and territorial integrity against potential threats (Ghuz, 2023).

The main task of this approach is to form students of grades 10-11 as individuals who are ready to defend their country and develop their own personality as a modern Ukrainian patriot. The main emphasis is placed on understanding and realising the importance of Ukrainian values, including military and patriotic values, which are the essence of a student's formation as a defender of his or her country and personal growth.

The activity-based approach to military-patriotic training of high school students in Ukrainian schools takes into account the need of students for various types of activities, including teaching, methodological work, management, education, organisation, career guidance and other aspects. This approach provides the basis for organising a quality educational process and student development. The effectiveness of this approach is determined by the pedagogical skills of the teacher, who provides training and education of students to achieve a high level of readiness for service in the Armed Forces of Ukraine and defence of the country.

The integration approach to military-patriotic training of high school students in Ukrainian schools involves a comprehensive study of the Defence of Ukraine programme and the establishment of interdisciplinary links with other subjects in the curriculum. This contributes to a deeper understanding of the material and motivates students to serve in the Armed Forces of Ukraine and to choose a military profession in the future.

The modular approach to military-patriotic training involves organising the content of a subject into separate modules or sections. This approach contributes to a more structured and systematic teaching of students, which allows for better learning and prepares high school students to serve in the Ukrainian army and defend their country.

The resource-based approach to military-patriotic training of high school students in the educational space of a Ukrainian school is seen as a strategy aimed at ensuring the effectiveness of this process through the maximum use of various resources. The use of resources includes not only material but also other components that affect the training of students. In particular, it includes improving teaching and learning resources, teacher training, financial support, development of information resources, and consideration of individual capabilities and potential of students.

This approach also takes into account the dynamics of changes in society and educational processes, allowing military-patriotic training to be adapted to modern challenges. To achieve this goal, it is recommended to improve various aspects of training, including pedagogical, personnel, financial, informational, and personal resources of high school students.

In summary, methodological approaches to military-patriotic training of high school students in Ukrainian schools include competence-based, axiological, activity-based, integration, systemic, modular and resource-based approaches. These approaches are aimed at forming a high-quality education of students and preparing them for the challenges of defending Ukraine in the current environment.

**CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH** indicate the urgent need to improve the military-patriotic training of high school students in the educational space of Ukrainian schools. This training should be considered as a set of the following components: didactic (military education process), educational (military-patriotic education) and motivational (motivation of students to serve in the Ukrainian army). To improve the effectiveness of this training, these components should be considered on the basis of methodological approaches, such as competence-based, axiological, activity-based, integration, systemic, modular and resource-based approaches.

The prospects for such further research are to achieve positive dynamics in the levels of readiness of 10-11th grade students to defend Ukraine and to implement a new system of military-patriotic education of pre-conscription youth, in accordance with legislative changes and the requirements of modern conditions.

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*Received*

12.02.2023

*Accepted*

26.02.2023