

MEMORY PEDAGOGY IN UKRAINE: CHALLENGES AND INNOVATIVE APPROACHES IN THE CONTEXT OF WAR AND RECONSTRUCTION

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INTRODUCTION

The pedagogy of memory in contemporary scholarly discourse is conceptualized as an interdisciplinary field that integrates approaches from history, pedagogy, sociology, cultural studies, and psychology in order to investigate the mechanisms of the formation, interpretation, and transmission of collective memory. In this context, memory emerges not merely as a form of preserving the past, but as a dynamic sociocultural construct that shapes the ways in which historical experience is understood, influences processes of identification, and forms the value orientations of society. Accordingly, the pedagogy of memory functions not only as an educational practice, but also as an instrument for constructing social reality through the interpretation of historical knowledge.

In contemporary Ukraine, the significance of memory pedagogy has become markedly more pronounced under the conditions of a full-scale war, which has triggered profound transformations in social life. The war acts as a factor that fundamentally reshapes the ways in which the past is interpreted, intensifies processes of reinterpreting historical events, and fosters the formation of new narratives oriented toward the affirmation of national subjectivity. As a result, there is a reassessment of historical symbols, events, and figures that were previously interpreted within imperial or Soviet paradigms. This transformation is accompanied by increased attention to national experience, particularly to themes of the struggle for independence, resistance to aggression, and the preservation of cultural identity.

In this process, education acquires a key role as an institutional mechanism for the formation of collective memory. It ensures not only the transmission of knowledge about the past, but also creates conditions for its critical reflection, interpretation, and integration into the contemporary social context. The pedagogy of memory, accordingly, functions as a space of interaction between individual experience and its collective forms of representation, fostering the development of a reflective attitude toward history. In this regard, particular importance is attached to the capacity of education to equip learners with skills in source analysis, interpretation of facts, and understanding the multidimensional nature of historical processes.

The relevance of this study is determined by a set of challenges related to the need to integrate the traumatic experience of war into the educational process, which entails consideration of the ethical and psychological dimensions of teaching. Equally significant is the issue of teaching complex and controversial topics, which requires a balance between the affirmation of a national narrative and adherence to the principles of academic objectivity and pluralism. Particular attention should also

be paid to the problem of disinformation and historical manipulation, which underscores the role of education in fostering critical thinking and media literacy.

At the same time, contemporary conditions create opportunities for the development of innovative approaches to memory pedagogy. This includes the application of oral history methods, project-based and research-oriented learning, the integration of digital technologies, and the incorporation of memorialization practices as an educational resource. In this context, educational institutions serve as important actors that combine the functions of knowledge transmission with active participation in processes of societal recovery.

The aim of this study is to provide a systematic analysis of the transformations of memory pedagogy in Ukraine under conditions of full-scale war and to substantiate innovative approaches to its development within the framework of post-war reconstruction.

In accordance with the stated objective, the following generalized research tasks have been formulated:

1. To analyze the impact of the full-scale war on the transformation of the collective memory of Ukrainian society and the related educational challenges, including issues of representing traumatic experiences, teaching complex historical topics, and countering disinformation.

2. To determine the role of education as an institutional mechanism for shaping national identity, critical thinking, and societal resilience under wartime conditions.

3. To substantiate innovative approaches to the pedagogy of memory during the period of Ukraine's recovery, in particular through the analysis of contemporary teaching methods, digital technologies, memorialization practices, and the role of educational institutions in processes of societal reconstruction.

The structure of the study is determined by the stated objective and provides for an analysis of the challenges facing the pedagogy of memory in wartime, as well as innovative approaches to its development during the post-war recovery of Ukraine.

1. Challenges of Memory Pedagogy in Ukraine in the Context of War

The full-scale military invasion of Ukraine has become a powerful factor in the transformation of the collective memory of Ukrainian society. Under conditions of armed confrontation, historical memory ceases to function solely as an instrument for the retrospective perception of the past and acquires an active functional significance: it serves as a resource for national consolidation, the strengthening of social resilience, and the formation of shared value orientations.

War stimulates the reinterpretation of historical events through the prism of contemporary threats, fostering the emergence of new narratives of collective memory in which factual accuracy is combined with moral and ethical evaluations of actions and events. This leads to a transformation of traditional approaches to teaching history, as memory no longer functions as a passive repository of knowledge but becomes an active instrument of societal self-awareness, community consolidation, and resistance to informational manipulation.

The theoretical conceptualization of this phenomenon is grounded in the understanding of historical or collective memory as a complex of familial, religious,

and national memory, as well as eyewitness accounts interpreted by historians, which may serve as a tool of societal influence¹.

At the same time, contemporary challenges open up new opportunities for the development of memory pedagogy: integrating historical experience into the educational process, creating platforms for discussions about the past, and fostering critical thinking among the younger generation contribute to the consolidation of national identity and moral priorities in times of crisis.

War leaves a profound mark on the psyche and cultural life of society, shaping widespread psychological, social, and cultural traumas. Its impact manifests both at the individual level – through experiences of loss, fear, destruction of homes and infrastructure, forced displacement, and witnessing violence – and at the collective level, becoming embedded in shared memory. This new experience necessitates awareness and reflection, which becomes particularly relevant in the field of education.

Memory pedagogy in a post-war society must take into account the psychological characteristics of perception and learning, as it aims to create a safe educational environment, prevent retraumatization, and at the same time foster critical analysis of historical events. This entails the implementation of specialized methods that integrate educational activities with psychological support, including engagement with eyewitness testimonies, art-therapeutic practices, interactive lessons, and other forms of active learning. Such approaches enable young people to process traumatic experiences while maintaining emotional balance and resilience against external misinformation. In this context, in Ukraine, the memory of the war is being shaped as a human tragedy that must be avoided in the future², while memory policy regarding the Second World War is being reformed in line with European integration and broader inclusion in the global community.

Teaching complex historical topics related to war, war crimes, occupation practices, and civilian resistance represents a significant pedagogical challenge. Educators must balance the objective presentation of facts with adherence to the ethical principles of the educational process, avoiding both excessive emotional traumatization of young learners and oversimplified or one-sided interpretations of events. In this context, it is particularly important to create a safe educational environment where young people can openly discuss difficult issues, express their own views, and learn to defend them in a reasoned and evidence-based manner.

The central task is the development of critical thinking and the capacity for moral reflection. This entails cultivating in young people the ability to analyze different types of sources, distinguish between facts and interpretations, and identify biases and manipulations. At the same time, it is important to foster an awareness of the ethical dimension of history – understanding human losses, responsibility for crimes, and the significance of solidarity and humanism in conditions of crises and conflicts.

¹ Чекаленко Л. Д. Українська історіографія досліджень пам'яті про Другу світову війну // Вчені записки ТНУ імені В. І. Вернадського. Серія: Історичні науки. 2025. Т. 36 (75), № 1. С. 352–361. DOI: <https://doi.org/10.32782/2663-5984.2025/1.49>.

² Nikolaiets Yu. Historical memory about Second World War in the context of threats of government in Ukraine // *Skhidnoevropeyskyi Istorychnyi Visnyk* (East European Historical Bulletin). 2019. No. 11. P. 225–240. DOI: <https://doi.org/10.24919/2519-058x.11.170716>.

Effective engagement with such topics requires an interdisciplinary approach. Combining historical analysis with literary and artistic texts allows for a deeper understanding of the era and enables one to perceive events through the lens of human experience. The use of digital platforms, interactive maps, oral histories, documentary evidence, and case-based methods stimulates the educational process and encourages young people to engage in independent knowledge acquisition. This approach helps to avoid superficial learning and fosters a holistic, multidimensional understanding of historical processes.

Particular attention must be given to working with sensitive and controversial subjects. It is essential to adhere to the principles of historical accuracy, interpretive pluralism, and respect for diverse experiences. The educator acts not only as a knowledge provider but also as a facilitator of dialogue, guiding students toward independent conclusions without imposing predetermined judgments. Equally important is the development of media literacy, which enables learners to critically evaluate information within the context of the contemporary information landscape.

An important role in this process is played by the appeal to the history of education and the pedagogical heritage. As noted in studies on the history of education, it possesses significant potential for preserving historical memory and shaping national identity³. Reflecting on the experiences of previous generations of educators, analyzing their approaches to teaching complex subjects, and examining pedagogical biographies contribute to a deeper understanding of the role of education in societal transformations.

The utilization of the research and findings of contemporary Ukrainian and foreign scholars, the integration of best educational practices, and the promotion of the ideas and creative legacy of Ukrainian educators of the past contribute to the consolidation of civic consciousness. This, in turn, fosters an understanding of education as a strategic factor in the development of the state, ensuring not only the transmission of knowledge but also the cultivation of responsible, conscious citizens capable of critically reflecting on the past and actively shaping the future.

Education during wartime plays a decisive role in the development of national identity, civic consciousness, and societal resilience. It functions not only as a source of knowledge but also as a space where the younger generation internalizes the collective experiences of the nation, recognizes the significance of democratic values and humanitarian principles, and develops preparedness to respond to social and crisis challenges.

In this context, historical memory assumes particular importance, as it constitutes one of the key components of national identity⁴. During the Russian-Ukrainian war, ongoing since 2014, historical memory has become a crucial factor in maintaining unity and reinforcing the identity of Ukrainians.

³ Березівська Л. Д. Історія освіти як засіб збереження історичної пам'яті та утвердження української національної ідентичності у майбутніх педагогів // Вісник НАПН України. 2025. № 7 (1). С. 1–4. DOI: <https://doi.org/10.37472/v.naes.2025.7119>.

⁴ Чупрінова Н. Ю., Севрук І. І., Соколовська Ю. В. Історична пам'ять та національна ідентичність в умовах російсько-української війни (2014–2024 рр.) // Вчені записки ТНУ імені В. І. Вернадського. Серія: Історичні науки. 2024. Т. 35 (74), № 3. С. 95–99. DOI: <https://doi.org/10.32782/2663-5984.2024/3.15>.

Through the educational process, both historical events and contemporary challenges are critically examined, fostering the development of critical thinking, moral reflection, and an active civic stance. Educational institutions serve as platforms for integrating knowledge from diverse fields, promoting an interdisciplinary approach to complex historical and sociocultural topics.

Particular importance is attached to preparing educators to work with learners who have experienced traumatic events. This involves the application of innovative teaching methods, the cultivation of emotional support, and the creation of a safe educational environment. Within such an environment, social responsibility, solidarity, and readiness for collective action are nurtured, ultimately positioning education as an active factor in strengthening national identity and shaping conscious, responsible citizens.

Contemporary armed conflicts are of a hybrid nature, manifesting not only through physical actions but also through the widespread dissemination of disinformation, information attacks, and attempts to distort historical facts. This complex character of war poses new challenges for society, particularly for educational institutions, as they find themselves at the forefront of the struggle against false narratives and propaganda. In this context, the pedagogy of memory acquires particular significance – a methodological approach that integrates traditional history teaching with the development of information literacy, critical thinking, and the ability to evaluate sources of information. It involves educating young people in methods of fact-checking, analyzing historical documents, cultivating skills for reasoned judgment, and fostering a conscious understanding of diverse historical narratives, including those that are controversial or disputed.

The pedagogy of memory becomes particularly relevant in the context of Russia's full-scale military aggression, which is being attempted to be justified through false hostile propaganda based on fabricated and pseudo-scientific historical myths⁵. Overcoming such narratives not only safeguards historical truth but also contributes to the formation of historical memory among youth that corresponds to actual events and the development of the Ukrainian nation. This, in turn, influences the development of civic consciousness and patriotic values, as young people not only acquire knowledge but also are shaped into socially responsible, active, and critically thinking members of society.

In contemporary society, there is an increasingly evident tendency toward the manipulative use of historical and collective memory, which often becomes an instrument of political influence. Through selective interpretation of historical facts, emphasizing certain events while silencing others, a distorted perception of the past is formed. This, in turn, is employed to legitimize specific political decisions, ideologies, or power practices, or, conversely, to delegitimize them. Such a situation poses risks to the development of objective historical thinking and civic consciousness, particularly among young people who are in the process of forming their worldview orientations.

⁵ Romantsov V., Romantsova N. Methods of shaping the historical memory among higher education students // *Skhid (East)*. 2022. Vol. 3, Issue 1. P. 41–46. DOI: [https://doi.org/10.21847/1728-9343.2022.3\(1\).271479](https://doi.org/10.21847/1728-9343.2022.3(1).271479).

In this context, the need for a thorough theoretical understanding of the phenomenon of historical memory, as well as the development and practical implementation of effective strategies for the political education of the younger generation, becomes particularly relevant. This concerns not only the transmission of knowledge about the past but also the cultivation of the ability to critically analyze historical narratives, recognize manipulations, and adopt a responsible attitude toward historical heritage. One of the key components of such education is historical memory as an element of civic identity, which contributes to the awareness of the continuity of historical development, the formation of value orientations, and the strengthening of the democratic foundations of society⁶.

In this context, a crucial aspect of memory pedagogy is the development, among learners, of the ability to distinguish facts from manipulation, recognize propagandistic techniques, and critically evaluate information sources. This approach not only facilitates the restoration of historical accuracy but also fosters an active civic stance, the capacity for independent analysis of contemporary events, and critical reflection on the flows of information circulating within the media space. Moreover, integrating information literacy into educational curricula contributes to the development of media competence, which is essential for countering disinformation and cultivating a society capable of making informed decisions based on verified data.

Thus, the pedagogy of memory in Ukraine under conditions of war emerges as a complex, multidimensional system encompassing educational, psychological, socio-cultural, and informational dimensions. It requires a holistic and interdisciplinary approach, the integration of contemporary teaching methodologies, the preparation of educators to work with students' traumatic experiences, and the creation of a safe and supportive learning environment. Through such an integrated approach, critically thinking, psychologically resilient, and socially responsible individuals are formed – capable of comprehending the complexity of historical and contemporary contexts, resisting disinformation, actively participating in the reconstruction of societal structures, and contributing to the strengthening of democratic values.

2. Innovative Approaches to the Pedagogy of Memory in the Period of Ukraine's Recovery

Innovative approaches to memory pedagogy in the period of Ukraine's recovery involve the integration of contemporary teaching methods, technologies, memorialization practices, and the active role of educational institutions. These approaches are aimed at fostering historical consciousness, developing critical thinking, and promoting social responsibility among learners.

In the contemporary Ukrainian context, collective memory constitutes a dynamic and complex construct that is continuously shaped and reinterpreted, where

⁶ Тимків І. Прагматичні концептуалізації історичної пам'яті у проблемному полі політичного виховання // Проблеми гуманітарних наук: збірник наукових праць Дрогобицького державного педагогічного університету імені Івана Франка. Серія: Історія. 2020. Вип. 4/46. С. 371–382. DOI: <https://doi.org/10.24919/2312-2595.4/46.215325>.

competing narratives vie for dominance, and current events – particularly the war – give rise to new cultural and civic practices⁷.

The formation of Ukrainian memory is an active process of cultural and political self-assertion that enables society to consciously define its place in the world on the basis of sovereign interpretations of the past.

One of the key instruments of contemporary memory pedagogy is oral history, which makes it possible to document not only official facts but also personal recollections of eyewitnesses, local narratives, and testimonies about life under conditions of social and military conflict. Through oral history, young people gain a unique opportunity to perceive the human dimension of the past, develop empathy, and cultivate critical thinking as well as skills for working with diverse sources of information. In the process of collecting and analyzing testimonies, they actively engage with the community and explore the sociocultural and historical context of events, which contributes to the formation of a well-informed and substantiated historical perspective.

Project-based learning serves as a natural complement to oral history, providing learners with opportunities to conduct independent research, create multimedia materials, develop interactive maps and video narratives, and implement local and national initiatives aimed at preserving historical memory. Participation in such project-based activities fosters deeper critical reflection on historical processes, cultivates skills in analyzing archival documents, comparing diverse sources and perspectives, and enables participants to form their own assessments of complex historical events.

Furthermore, this type of engagement promotes the development of organizational abilities, interpersonal communication, and social responsibility, thereby rendering the educational process more practice-oriented and better integrated into the contemporary life of the community.

In this context, particular importance is attached to the study, discussion, and dissemination of the history of ideas of distinguished thinkers, cultural and educational figures whose interests encompassed the problems of childhood and the interaction of the individual with society, culture, and religion. Their works demonstrate the existence of both cross-national convergences in approaches to addressing these issues and certain differences, while simultaneously enriching even established conceptions with new perspectives⁸.

Modern digital technologies are increasingly being integrated into the field of memory pedagogy, serving as a key instrument for the formation and preservation of collective historical consciousness. Digital archives, online museums, interactive maps, and systematized databases of historical documents provide multidimensional access to a vast array of materials, thereby creating conditions for in-depth and independent research into historical phenomena. The use of these platforms enables

⁷ Vitov A., Tymofieieva H. Collective Memory in Ukraine as a Factor in Identity Formation in the Context of Postmodernity // *Skhid (East)*. 2025. Vol. 7, Issue 2. P. 43–48. DOI: <https://doi.org/10.21847/2411-3093.2025.726>.

⁸ Дічек Н. П. Історична пам'ять як знаряддя міжкультурного діалогу: рецепція ідей Януша Корчака // *Освіта та педагогічна наука*. 2025. № 3 (190). С. 113–123. DOI: [https://doi.org/10.12958/2227-2747-2025-3\(190\)-113-123](https://doi.org/10.12958/2227-2747-2025-3(190)-113-123).

the implementation of collaborative scholarly and educational projects, the organization of virtual memorials and interactive exhibitions, and fosters active user engagement in the processes of reconstructing and interpreting the past.

An important aspect of the application of digital technologies is the stimulation of interest in historical topics, the development of information literacy, and the formation of essential digital skills required for working with large volumes of data and modern information resources. Furthermore, the integration of innovative platforms into pedagogical practice contributes to the strengthening of critical thinking, the development of research competencies, and the support of an interdisciplinary approach to the study of history. In the long term, this creates the conditions for the systematic preservation of collective memory and ensures its transmission to society, which is of critical importance for the formation of the historical consciousness of the new generation.

One of the key initiatives in this direction is the activity of the V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine in developing biographical online projects⁹, which serves as a compelling example of how contemporary initiatives can preserve historical memory and pedagogical heritage while simultaneously contributing to the advancement of education, society, and the strengthening of national security.

The implementation of contemporary pedagogical approaches and digital technologies in the educational process significantly fosters the development of critical thinking among the younger generation. A conscious understanding of historical events requires the systematic analysis of diverse sources of information, the comparison of different accounts, the identification of potential manipulations, and the comprehension of complex cause-and-effect relationships that shape the course of history.

Through this process, young people acquire the skills necessary to form objective assessments of the past, develop the ability to pose relevant questions, and make reasoned and well-founded decisions. In the context of modern conditions, the development of such competencies is of particular importance. It not only prepares educated citizens capable of critically evaluating information, but also promotes their active participation in the formation of a democratic, historically aware, and socially responsible society.

Memorialization practices constitute a powerful educational tool that integrates learning with active social and cultural engagement, thereby creating conditions for a deeper understanding of history and the formation of a responsible civic stance. Such practices include the creation of both physical and digital memorials, the organization of excursions to historical and cultural sites, participation in the restoration of architectural and cultural objects, as well as the implementation of thematic exhibitions, lectures, seminars, and educational programs.

These forms of activity contribute not only to the intellectual enrichment of participants but also to the development of empathy and critical thinking. Through

⁹ Березівська Л. Д., Золотаренко Т. О., Середа Х. В. Педагогічна спадщина України: використання онлайн-проектів для збереження історичної пам'яті // Інноваційна педагогіка. 2025. Вип. 83. Т. 2. С. 9–12. DOI: <https://doi.org/10.32782/2663-6085/2025/83.2.1>.

direct engagement with historical artifacts and collaborative efforts in their restoration, young people are afforded the opportunity to appreciate the weight of the past, to recognize its influence on the present, and to understand their own role in preserving cultural heritage. Such practices foster a sense of responsibility, the ability to work collaboratively, and an appreciation for the diversity of cultural traditions.

Moreover, memorialization fosters active participation in civic life and motivates initiatives in the fields of culture, education, and social interaction. Engagement in the development of local and digital projects enables young people to perceive their own impact on community development, strengthens social ties, and contributes to the formation of a dynamic cultural environment. At the national level, such initiatives support the preservation of cultural heritage, enhance overall historical awareness, and promote the formation of values essential for the sustainable development of society.

In general, memorialization practices function as a bridge between the past and the present: they not only facilitate the understanding of history but also transform it into a living experience that inspires actions aimed at strengthening cultural identity and fostering active participation in community life.

Educational institutions play a fundamental role in the reconstruction of society following periods of crisis, as they not only transmit knowledge but also shape the values that define the cultural, social, and civic consciousness of citizens. Schools, as the foundational level of the educational system, serve as key centers for fostering historical awareness. It is within these institutions that the foundations of national identity, patriotism, and civic competencies are laid, forming the prerequisites for cultivating responsible and active citizens in contemporary democratic societies.

Through integrated educational programs, thematic projects, museum and memorial excursions, as well as history lessons and extracurricular activities, students are afforded the opportunity to comprehend the significance of historical events for present-day life. This approach contributes to the development of a holistic understanding of social processes, stimulates critical thinking, and directs young people toward active participation in societal life. International educational experiences demonstrate that fostering historical consciousness in students through practical and interactive methods enhances their capacity for social adaptation and their sense of responsibility for their own actions in the future.

Higher education institutions complement this function by serving as centers for scientific analysis, methodological development, and professional training. Universities develop innovative pedagogical approaches, conduct comprehensive research in the fields of memory pedagogy and historical education, train specialists in national history, cultural heritage, and civic education, and support community initiatives aimed at restoring societal values. Such university activities not only ensure the preservation of cultural memory but also foster critical thinking, historical literacy, and social responsibility among young people – key factors in the sustainable development of society.

The synergy between schools and universities creates an educational platform for transforming social consciousness, promoting social cohesion, and cultivating generations capable of actively participating in the reconstruction and development of the state. International experience demonstrates that the integration of formal

education with universities' research activities is an effective mechanism for enhancing societal resilience after conflicts or social crises, ensuring the continuity of democratic values and cultural identity¹⁰.

Innovative Approaches to Memory Pedagogy during Ukraine's Recovery Period are comprehensive and multidimensional, combining contemporary educational methodologies, digital technologies, memorialization practices, and the active role of educational institutions. They are aimed not only at transmitting knowledge about the past but, above all, at fostering critical thinking, social responsibility, and the formation of a conscious historical perspective among the younger generation. Ultimately, such pedagogy integrates knowledge, technology, and civic engagement, promoting the development of historically aware and responsible youth capable not only of reflecting on the past but also of actively contributing to the construction of a democratic, culturally rich, and socially cohesive future for Ukraine.

CONCLUSIONS

Memory Pedagogy in Ukraine today functions as an important interdisciplinary instrument for the formation of national identity, civic consciousness, and social resilience. In the context of the full-scale war, it acquires particular significance, as historical memory ceases to be merely a repository of knowledge about the past and becomes an active factor in national consolidation, the development of moral and ethical values, and the counteraction of informational manipulation. The war radically transforms the ways in which historical events are interpreted, stimulates the emergence of new narratives that combine factual accuracy with moral evaluation, and emphasizes the necessity of integrating traumatic experiences into the educational process. This generates a series of challenges for education: balancing the objective presentation of complex and painful historical topics with ethical standards, fostering critical thinking and the ability to analyze information flows, and creating a safe educational environment for learners who have experienced the war and its consequences.

In the post-war recovery period, memory pedagogy must integrate innovative approaches that combine contemporary teaching methods, digital technologies, memorialization practices, and the active involvement of educational institutions at various levels. Oral history enables the documentation of personal recollections of witnesses and local narratives, fostering the development of empathy, critical thinking, and skills for working with diverse information sources. Project-based learning allows young people to create multimedia materials, interactive maps, video stories, and implement local and national initiatives that preserve and transmit collective memory.

Contemporary digital technologies significantly expand the capabilities of memory pedagogy by providing multi-faceted access to archival materials, online museums, interactive maps, and databases. This not only enhances the informational and digital literacy of learners but also stimulates active youth participation in the

¹⁰ UNESCO. *Global Education Monitoring Report 2020: Inclusion and Education – All Means All*. Paris: UNESCO, 2020. 328 p. URL: <https://unesdoc.unesco.org/ark:/48223/pf0000373725> (дата звернення: 20.03.2026).

reproduction, research, and interpretation of historical events. Practices of memorialization – from the creation of physical and digital memorials to thematic exhibitions and the restoration of cultural objects – integrate educational activities with social engagement, fostering a sense of responsibility, empathy, and awareness of one's role in the preservation of cultural heritage.

Educational institutions at various levels play a pivotal role in the post-war recovery of society. They shape foundational competencies, national identity, and civic consciousness, while providing research support, methodological guidance, and professional training for educators. The synergy of these elements creates a platform for transforming societal consciousness, fostering social cohesion, and nurturing generations capable of actively participating in the reconstruction of the state.

Thus, memory pedagogy in Ukraine today represents a comprehensive system that integrates knowledge, technology, and social engagement. It cultivates a critically thinking, historically aware, and socially responsible generation, capable of understanding the past, resisting disinformation, and contributing actively to the rebuilding of a democratic, culturally rich, and cohesive society. Through this approach, Ukraine not only preserves its cultural and historical heritage but also strengthens national identity and societal resilience in the long term.

SUMMARY

The article examines transformations in memory pedagogy in Ukraine under conditions of full-scale war and explores prospects for its development during the post-conflict reconstruction period. It is revealed that the war significantly affects the collective memory of Ukrainian society, creating educational challenges related to the representation of traumatic experiences, the teaching of complex historical topics, and the countering of disinformation. The study investigates the role of education as a mechanism for shaping national identity, critical thinking, and societal resilience. Attention is drawn to the challenges of integrating wartime experiences into curricula and the necessity of adapting pedagogical strategies to contemporary realities.

The article substantiates innovative approaches to memory pedagogy, including the use of digital technologies, interactive learning methods, and memorialization practices. The role of educational institutions in processes of societal reconstruction and post-conflict recovery is analyzed. The study demonstrates that the implementation of modern technologies and methodologies enhances the effectiveness of cultivating collective memory and social cohesion. It concludes that a systematic approach to memory pedagogy, combining traditional and innovative methods, is essential. The integration of war experiences and reconstruction into educational processes contributes to the formation of critically thinking and socially conscious citizens. The results of the study may inform the development of educational strategies in the context of post-war recovery in Ukraine.

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