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PEDAGOGICAL OPPORTUNITIES FOR DEVELOPING MILITARY-PATRIOTIC COMPETENCIES AMONG YOUNG PEOPLE THROUGH ARTIFICIAL INTELLIGENCE

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Abstract. *This thesis analyzes the pedagogical opportunities for developing military-patriotic competencies among young people through the use of artificial intelligence technologies. It examines the nature of military-patriotic competencies and the role of digital educational resources and intelligent learning tools in fostering them. Furthermore, it proposes pedagogical approaches aimed at developing young people's historical thinking, civic responsibility, ability to make independent decisions, and commitment to national values.*

Keywords: *artificial intelligence, military-patriotic competence, youth education, digital pedagogy, civic responsibility, historical thinking, national values, competency-based approach.*

INTRODUCTION

One of the key objectives of the modern education system is to educate young people as well-rounded individuals who demonstrate social responsibility, respect national values, and understand their responsibility for the development of their homeland. Military-patriotic education occupies a special place in this process, as it contributes to the development of historical awareness, civic engagement, discipline, teamwork skills, and a sense of responsibility for national security among young people.

Today, the integration of artificial intelligence technologies into education is expanding opportunities for presenting knowledge, analyzing learning outcomes, and creating educational content tailored to students' individual needs. Therefore, the use of these technologies in military-patriotic education should be examined not merely as a technological innovation but as a pedagogical tool that contributes to the development of relevant competencies among young people.

Main Body

The competency-based approach focuses not only on learners' acquisition of theoretical knowledge but also on their ability to apply that knowledge in different situations. Within the framework of military-patriotic education, this approach involves developing such qualities as understanding historical events, respecting



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national values, recognizing civic duties, participating in teamwork, and making responsible decisions.

Artificial intelligence-based educational tools can be purposefully used to develop these competencies. For example, intelligent question-and-answer systems can support the study of historical topics, virtual scenarios can help learners analyze challenging situations, and adaptive assignments can reinforce students' knowledge. This approach helps tailor the educational process to young people's individual needs and encourages their active participation.

One of the important capabilities of artificial intelligence is its ability to present learning materials at different levels of complexity. For instance, some groups of young people may study historical information at a basic level, while others may complete assignments focused on analyzing the causes and consequences of historical events. As a result, teachers can organize the learning process in accordance with students' levels of preparedness.

Developing historical thinking is also essential in fostering military-patriotic competencies. Artificial intelligence can be used to organize educational materials about historical figures, significant events, and national heritage, prepare comparison tables, and develop analytical questions. However, historical information generated by artificial intelligence must be verified against reliable sources. Otherwise, the spread of inaccurate information may negatively affect young people's understanding of history.

Particular attention should also be paid to developing civic responsibility and independent thinking. Through discussing various social situations, comparing evidence, completing group projects, and developing solutions to problem-based tasks, young people can strengthen their ability to justify their opinions. Artificial intelligence can serve as a supporting tool for preparing questions, scenario-based assignments, and discussion materials for such activities.

At the same time, military-patriotic competencies cannot be developed solely through digital tools. They are also fostered through teachers' personal example, teamwork, historical awareness, national traditions, moral and educational activities, and the practical demonstration of social responsibility. Therefore, it is advisable to integrate artificial intelligence technologies with traditional forms of education and character development.

The following pedagogical areas may be proposed for developing military-patriotic competencies among young people:

1. Developing the knowledge component. Studying reliable information about historical events, national heroes, state symbols, and national defense.



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2. Fostering the values component. Organizing educational activities aimed at cultivating love for the homeland, respect for national heritage, appreciation of peace, and awareness of civic duties.

3. Developing the practical component. Using assignments that promote teamwork, discipline, the analysis of challenging situations, and responsible decision-making.

4. Strengthening the reflective component. Applying self-assessment, discussion, and feedback methods that encourage students to analyze their own knowledge, attitudes, and behavior.

5. Developing digital literacy. Fostering the ability to use artificial intelligence responsibly, verify the reliability of information, and protect personal data.

When implementing these areas, teachers should take into account young people's level of engagement, knowledge, and educational needs. In addition, ensuring the security of personal data, preventing the spread of misinformation, and encouraging independent thinking are important when using artificial intelligence.

Determining the effectiveness of this approach requires conducting experimental studies in educational institutions, establishing appropriate assessment criteria, and scientifically analyzing the results. Such studies may examine changes in young people's historical knowledge, civic responsibility, participation in teamwork, and independent thinking skills.

Conclusion

In conclusion, the use of artificial intelligence technologies creates additional pedagogical opportunities for developing military-patriotic competencies among young people. These technologies can serve as useful tools for adapting educational content, reinforcing historical knowledge, analyzing challenging situations, and supporting students' individual development.

However, military-patriotic education should not be limited to the use of technological tools. Young people's loyalty to their homeland, respect for national values, civic responsibility, and independent thinking develop through systematic pedagogical activities, personal example, and practical educational experiences. Therefore, the capabilities of artificial intelligence should be integrated with humanistic principles, national educational values, and pedagogical supervision.

In the future, further research in this area, the improvement of assessment criteria for military-patriotic competencies, and the practical testing of artificial intelligence-based pedagogical approaches may contribute to the development of the scientific and methodological foundations of this field.



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