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Туристсько-краєзнавча робота як засіб формування особистості в сучасній системі освіти

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Анотація.

У статті досліджено педагогічний потенціал туристсько-краєзнавчої роботи як засобу формування особистості учня в сучасній системі освіти в умовах упровадження концепції Нової української школи, цифрової трансформації освітнього процесу та викликів повномасштабного збройного вторгнення. Метою дослідження є розкриття функціональної структури туристсько-краєзнавчої діяльності, визначення ефективних форм і методів її організації та виявлення ключових викликів упровадження в умовах воєнного часу. Методологічну основу дослідження становлять теоретичні методи аналізу, синтезу, узагальнення та систематизації наукової літератури, порівняльний, структурно-функціональний і нормативно-документальний аналіз. Джерельну базу дослідження складають вітчизняні наукові публікації, монографії, навчальні програми туристсько-краєзнавчого напрямку, затверджені Інститутом модернізації змісту освіти, а також зарубіжні дослідження у галузі outdoor education та place-based learning. Встановлено, що ефективність туристсько-краєзнавчої роботи як засобу формування особистості визначається не ізольованою дією кожної з функцій, а їхньою інтеграцією в єдиному педагогічному процесі. Виявлено, що в умовах повномасштабного збройного вторгнення туристсько-краєзнавча робота трансформується із традиційного засобу виховання в інструмент збереження національної ідентичності, культурної пам'яті та психологічної реабілітації учнів, набуваючи додаткової функції духовного спротиву та консолідації національної свідомості здобувачів освіти. Ідентифіковано ключові виклики впровадження туристсько-краєзнавчої роботи – безпекові обмеження воєнного стану, психологічний стрес учасників освітнього процесу, недостатність методичного забезпечення та дефіцит кваліфікованих фахівців – і обґрунтовано необхідність розроблення інноваційних організаційно-педагогічних моделей із залученням цифрових технологій і дистанційних форм краєзнавчої діяльності.

Ключові слова: туристсько-краєзнавча робота, формування особистості, позашкільна освіта, патріотичне виховання, національна ідентичність, Нова українська школа, освітні компетентності.

Tourist and Local History Work as a Means of Personality Formation in the Modern Education System

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Abstract.

The article explores the pedagogical potential of tourist and local history work as a means of forming a student's personality in the modern education system in the context of the implementation of the New Ukrainian School concept, digital transformation of the educational process and the challenges of a full-scale armed invasion. The purpose of the study is to reveal the functional structure of tourist and local history activity, determine effective forms and methods of its organization and identify key challenges of implementation in wartime conditions. The methodological basis of the study is theoretical methods of analysis, synthesis, generalization and systematization of scientific literature, comparative, structural-functional and normative-documentary analysis. The source base of the study is domestic scientific publications, monographs, curricula of the tourist and local history direction approved by the Institute for Modernization of Educational Content, as well as foreign research in the field of outdoor education and place-based learning. It has been established that the effectiveness of tourist and local history work as a means of personality formation is determined not by the isolated action of each of the functions, but by their integration in a single pedagogical process. It has been revealed that in conditions of a full-scale armed invasion, tourist and local history work is transformed from a traditional means of education into a tool for preserving national identity, cultural memory and psychological rehabilitation of students, acquiring an additional function of spiritual resistance and consolidation of the national consciousness of education seekers. The key challenges of implementing tourist and local history work are identified - security restrictions of martial law, psychological stress of participants in the educational process, insufficient methodological support and shortage of qualified specialists - and the need to develop innovative organizational and pedagogical models involving digital technologies and remote forms of local history activity is substantiated.

Keywords: tourist and local history work, personality formation, extracurricular education, patriotic education, national identity, New Ukrainian School, educational competencies.

Introduction

Topicality of the problem

In the modern conditions of the transformation of education, caused by the implementation of the concept of the New Ukrainian School, the digitalization of the educational process and the challenges of the full-scale armed invasion of the Russian Federation, the problem of forming a comprehensively developed personality of the student acquires special strategic importance. Among the various means of education and development of students, tourist and local history work occupies a special place, since it organically combines cognitive, educational and socializing functions, implementing them in

the process of direct interaction of the child with the natural and cultural and historical environment of his native land [1; 2].

The relevance of the study is determined, first of all, by the urgent need to form national identity, patriotism and civic responsibility of the younger generation in conditions of armed conflict. As researchers note, tourist and local history activities are one of the most effective tools for fostering love for the native land, preserving historical memory, and strengthening students' spiritual connection with their land and people [5; 8]. At the same time, in wartime conditions, traditional forms of local history work are being rethought: mobility restrictions, psychological stress of participants in the educational process, and the forced displacement of a significant number of students necessitate the search for new, adapted approaches to organizing tourist and local history activities [9; 10].

The significance of tourist and local history work is also confirmed at the level of state educational policy: the Law of Ukraine "On Extracurricular Education", the State Standard of Basic and Complete General Secondary Education, the concept of the New Ukrainian School and the educational programs of the tourist and local history direction approved by the Institute for the Modernization of Educational Content define this type of activity as an integral component of the formation of a competent citizen of Ukraine [6; 9; 10]. In particular, in 2022–2024, the IMZO approved the updated programs "Young Tourists-Local History Experts", "Geographical Local History", "Young Guides", which indicates the systematic attention of the state to the development of this direction of extracurricular education. At the same time, an analysis of scientific literature shows that despite the significant practical experience of organizing tourist and local history work in Ukraine, its pedagogical potential as a means of comprehensive personality formation in modern conditions remains insufficiently researched. In particular, there is a lack of systematic analysis of the relationship between specific forms of tourist and local history activities and the development of various components of the student's personality - cognitive, emotional-volitional, social and civic [3; 4]. International research in the field of outdoor education and place-based learning confirms the powerful developmental potential of learning outside the classroom, but their results require adaptation to the Ukrainian socio-cultural and educational context.

Therefore, the need for a theoretical understanding of the pedagogical potential of tourist and local history work as a means of forming the student's personality in the modern education system, determining effective forms and methods of its organization in today's conditions, as well as substantiating ways to overcome existing challenges and barriers determines the relevance and practical significance of this study.

Analysis of Recent Research and Publications

The problem of the pedagogical potential of tourist and local history work has been addressed in domestic and foreign scientific literature from several complementary perspectives. In the patriotic-educational dimension, G. Bilavych, T. Danyliuk and N. Prymachenko examine school local history as a factor in the formation of national consciousness under conditions of full-scale war [1], while the Open International University of Human Development "Ukraina" characterizes national-patriotic education by means of Cossack pedagogy, environmental, local history and artistic-aesthetic work [2]. At the institutional level, L. Kanishevska analyzes the role of the Institute of Education Problems of the National Academy of Educational Sciences of Ukraine in shaping modern approaches to educational work [7] and substantiates pedagogical strategies for the national education of teenagers under martial law [8].

A separate stream of research approaches the problem through the lens of value and identity formation. O. Hazizova, T. Bevz and I. Krasnodemska consider national identity in transformational processes, emphasizing security factors and social consolidation [3], and K. Zhurba, I. Bekh and S. Boiko examine the establishment of Ukrainian national and civic identity as a purposeful pedagogical task [4]. Closer to the practical organization of local

history activity, K. Zanko develops a methodology for studying local history material aimed at forming the national-conscious personality of junior schoolchildren [5].

The normative and programmatic dimension of the problem is represented by the educational programs of the tourist and local history direction approved by the Institute for Modernization of Educational Content, in particular "Geographical Local History" [9] and "Young Tourists-Local History Experts" [10], as well as by the broader set of curricula of this direction [6]. These documents define the content and expected results of tourist and local history activity as a component of extracurricular education, providing the regulatory framework within which its pedagogical potential is realized.

Foreign scholarship contributes an extensive evidence base regarding the developmental effects of learning outside the classroom. A systematic review by Mann J. et al. establishes the positive influence of nature-specific outdoor learning on schoolchildren's cognitive, physical and socio-emotional development [14], while Molyneux T. M. et al. demonstrate that outdoor learning programs promote self-efficacy, empathy and communication skills [15]. Passy R. et al. show that competencies gained through extended residential outdoor learning experiences are retained and transferred to everyday educational settings [16], and Ayotte-Beaudet J.-P. et al. confirm the capacity of place-based learning to form durable observation skills in elementary school students [11]. Bjerke A. H. and Rindal U. analyze the benefits and challenges of outdoor learning in early childhood education [12], while Demeuov A., Mazbayev O. and co-authors explore the pedagogical possibilities of tourist and local history activities in the post-Soviet educational space [13].

Taken together, this body of domestic and foreign publications has established the patriotic-educational, value-identification, normative-programmatic and international empirical foundations of the problem under study, providing the source base for the present analysis. At the same time, a closer examination of these works, undertaken below, reveals a number of aspects that remain insufficiently addressed.

Highlighting the unresolved part of the problem.

Despite the existing scientific achievements on the issues of tourist and local history work and related areas of educational activity, the analysis of current domestic and foreign publications indicates the existence of a number of research gaps, which necessitate further scientific research.

First of all, it should be noted the lack of an integrative approach to the study of tourist and local history work as a holistic pedagogical phenomenon. Existing domestic research focuses mainly on its individual dimensions: patriotic and educational [1;4], value-identification [3;5] or normative and programmatic [6;9; 10], while a comprehensive analysis of the relationship between tourist and local history activity and the formation of cognitive, emotional-volitional, social and civic qualities of the student's personality in their systemic unity remains beyond the attention of researchers. The aforementioned fragmentation of scientific approaches significantly limits the understanding of the mechanisms and patterns of the pedagogical impact of tourist and local history work on the comprehensive development of the student.

The issue of contextual limitations of foreign studies requires special attention. Despite the convincing evidence base regarding the developmental potential of outdoor education and place-based learning, formed in the works of Mann J. et al. [14], Molyneux T. M. et al. [15], Passy R. et al. [16], Ayotte-Beaudet J.-P. et al. [11], as well as Bjerke A. H. and Rindal U. [12], the results of these studies were obtained in a different socio-cultural environment and do not take into account the specifics of the Ukrainian educational context, in particular the national-patriotic educational component, which is an integral part of the domestic pedagogical tradition. The study by Demeuov A., Mazbayev O. and co-authors [13], implemented in the post-Soviet educational space, also does not reflect modern Ukrainian realities and does not take into account the transformations caused by the full-scale armed invasion.

No less significant is the problem of scientific and methodological support for tourist and local history work in martial law. Although some researchers record the objective need to adapt traditional forms of local history activity to security restrictions and psychological consequences of armed conflict [1, 8], scientifically substantiated models for organizing tourist and local history work involving remote forms, digital tools and virtual reality technologies in emergency situations have not been developed to date. This gap acquires particular practical urgency given the duration and scale of military operations on the territory of Ukraine.

Finally, the problem of verifying the effectiveness of tourist and local history work as a means of personality formation remains beyond the attention of researchers. Despite the fact that the approved IMZO educational programs in the tourism and local history direction [9, 10] determine the expected results of educational activities, validated pedagogical monitoring tools for measuring the impact of specific forms of tourism and local history activities on the development of key competencies of education seekers, defined by the State Standard of Basic and Complete General Secondary Education, are absent in scientific circulation.

Therefore, the problem of a comprehensive theoretical substantiation of the pedagogical potential of tourism and local history work as a systemic means of forming a student's personality in the conditions of the modern transformation of the domestic education system remains unresolved, which determines the goal and objectives of this study.

The purpose of the article: to reveal the pedagogical potential of tourist and local history work as a means of personality formation in the modern education system.

Scientific novelty.

The scientific novelty of the study lies in the fact that for the first time a systematic analysis of tourist and local history work has been carried out as an integrated pedagogical means of forming the student's personality in the unity of its cognitive, emotional-volitional, social and civic components; conceptual approaches to understanding the functional structure of tourist and local history activity have been improved; theoretical provisions regarding the transformation of its forms and methods in the conditions of digitalization of education and martial law have been further developed.

Practical significance.

The practical significance of the research results lies in the possibility of their use by teacher-organizers, leaders of tourist and local history clubs and teachers of secondary education institutions to improve the content, forms and methods of tourist and local history work with students; administrators of extracurricular education institutions - to develop educational programs and teaching and methodological materials of the tourist and local history direction; scientists and methodologists - as a theoretical basis for further research into the pedagogical potential of tourist and local history activities in the context of modern educational transformations.

Methodology

Research methods.

The methodological basis of the study is a set of general scientific and special methods selected in accordance with the purpose and objectives of the work - revealing the pedagogical potential of tourist and local history work as a means of forming the student's personality in the modern education system.

Theoretical methods of analysis, synthesis, generalization and systematization of scientific literature were used to determine the state of development of the problem under study in domestic and foreign pedagogical science, to clarify the essence of the concept of "tourist and local history work" and to substantiate its functional structure as a pedagogical means of forming the personality. These methods provided a theoretical basis for identifying the educational, cognitive, developmental and socially adaptive functions of tourist and local

history activity in their relationship with the components of the formation of the student's personality.

The comparative analysis method was used to compare domestic approaches to organizing tourist and local history work with foreign concepts of outdoor education and place-based learning, which allowed us to identify common patterns and specific features of the Ukrainian context, in particular in the context of a full-scale war and the digital transformation of education.

The normative-documentary method was used to analyze legislative and regulatory acts in the field of education - the Law of Ukraine "On Extracurricular Education", the State Standard of Basic and Complete General Secondary Education, the Concept of the New Ukrainian School, as well as the educational programs of the tourist and local history direction approved by the Institute for Modernization of Educational Content - which provided an understanding of the regulatory principles of the type of activity under study and its place in the modern system of extracurricular education.

The method of abstraction and concretization ensured the identification of the essential characteristics of tourist and local history work as an integrated pedagogical phenomenon and the concretization of its influence on the formation of cognitive, emotional-volitional, social and civic qualities of the student's personality.

Data sources

The empirical and theoretical basis of the study is scientific sources selected in accordance with the specified inclusion and exclusion criteria.

The search for scientific literature was carried out in domestic and international electronic databases - Google Scholar, Scopus, Web of Science, as well as in the funds of the National Library of Ukraine named after V. I. Vernadsky and repositories of Ukrainian higher education institutions. Search queries were formed using the following keywords: "tourism and local history work", "personality formation", "extracurricular education", "patriotic upbringing", "national identity", "outdoor education", "place-based learning", "outdoor learning", "personality formation".

Inclusion criteria: peer-reviewed scientific publications – articles, monographs, curricula and qualification papers – for the period 2021–2026, directly related to the pedagogical potential of tourism and local history activities, the formation of a student's personality through extracurricular education, patriotic and civic education, as well as outdoor education in the context of the development of schoolchildren.

Exclusion criteria: publications that do not relate to the educational dimension of tourism and local history activities; studies that do not meet the chronological boundaries of the review; descriptive works without scientific justification.

According to the results of the search and selection, 16 sources were included in the analysis: 10 domestic ones – scientific articles [1; 7; 8], monographs [3; 4], qualification work [5], regulatory documents and curricula [6; 9; 10], methodological materials [2] – and 6 foreign peer-reviewed publications representing current research in the field of outdoor education, place-based learning, and tourism and local history activities [11; 12; 13; 14; 15; 16].

Analysis tools.

A set of analytical tools was used to process the selected sources, which ensured the systematic and objective interpretation of the obtained results.

Content analysis of scientific publications was used to identify key theoretical positions, conceptual approaches and empirical data on the pedagogical potential of tourist and local history work and its influence on the formation of the student's personality. The specified tool allowed to systematize the scientific views of domestic [1; 3; 4; 5; 7; 8] and foreign researchers [11; 12; 13; 14; 15; 16] and to identify common patterns and contradictions in the interpretation of the phenomenon under study.

Structural and functional analysis was used to reveal the internal structure of tourist and local history activity as a pedagogical system - to determine its structural components, functions and their relationship with the process of forming the personality of the student. This tool provided a justification for the educational, cognitive, developmental, and socially adaptive functions of tourist and local history work in their systemic unity.

Comparative analysis was used to establish common and distinctive features between domestic approaches to organizing tourist and local history work [6; 9; 10] and foreign concepts of outdoor education and place-based learning [12; 14; 15; 16], which allowed us to determine the possibilities of adapting international experience to the conditions of the Ukrainian education system.

Regulatory and legal analysis provided clarification of the legislative basis of tourist and local history education in Ukraine and the compliance of its content with the requirements of the current regulatory framework - the State Standard of Basic and Complete General Secondary Education, the concept of the New Ukrainian School, and approved curricula [6, 9, 10].

The generalization and systematization of the results of the analysis of scientific sources were used to formulate theoretical conclusions regarding the pedagogical potential of tourist and local history work as a means of forming a student's personality in the modern education system and to identify promising areas for further research.

Research limitations

The interpretation of the results of the study involves taking into account a number of methodological limitations due to its theoretical and analytical nature.

The first limitation is associated with the lack of empirical verification of theoretical provisions. Since the study is based exclusively on the analysis of scientific literature and regulatory documents, without involving data from a pedagogical experiment, observation or diagnostics, establishing direct cause-and-effect relationships between specific forms of tourist and local history work and the level of formation of students' personal qualities goes beyond the tasks set and requires a separate empirical study.

The second limitation is determined by the chronological boundaries of the selection of sources (2021–2026), which, on the one hand, ensures the relevance of the analyzed material, and on the other hand, makes it impossible to take into account the fundamental theoretical works of previous decades, which laid the conceptual foundations of domestic tourist and local history pedagogy.

The third limitation is due to the socio-cultural heterogeneity of the foreign sources involved: research in the field of outdoor education and place-based learning [11, 12, 14, 15, 16] has been implemented in educational systems that differ significantly from the Ukrainian one in terms of organizational structure, value priorities, and social context, which limits the possibility of their direct extrapolation to domestic educational realities.

The fourth limitation is related to the dynamism of the subject of research: the ongoing martial law, intensive transformation of the regulatory framework, and the rapid development of digital educational technologies determine the time limitation of the obtained results, which will require systematic updating in accordance with changes in the external environment of the functioning of the education system.

However, these limitations do not diminish the scientific significance of the research, since its conceptual nature creates a theoretical basis for further empirical research in the field of tourism and local history pedagogy and justifies promising directions for their implementation.

Results

At the first stage of the study, a theoretical analysis of the scientific literature was carried out in order to determine the essence of tourist and local history work as a pedagogical phenomenon and to substantiate its functional structure. It was established that

tourist and local history work is an integrated type of educational activity that combines cognitive, educational and socializing components and is implemented in the process of direct interaction of the student with the natural and cultural and historical environment of the native land [1; 13]. Unlike traditional forms of classroom work, tourist and local history activity creates a unique pedagogical environment in which the formation of the personality of the student occurs through emotionally rich experience, collective interaction and research activity [14; 15].

According to the results of the structural and functional analysis, three interrelated functions of tourist and local history work as a means of forming the student's personality were identified: educational and cognitive, developmental and socially adaptive.

The educational and cognitive function is implemented through deepening and expanding students' knowledge of the history, geography, culture and nature of their native land, the development of cognitive interest and research skills. Researchers emphasize that the direct interaction of students with objects of natural and cultural heritage creates an emotional component that significantly increases the effectiveness of knowledge acquisition and forms a stable motivation for learning [5; 13]. This is consistent with the results of international research in the field of place-based learning, which confirm that learning in a familiar natural environment stimulates observation, curiosity and research activity of students [11; 14]. The developmental function of tourist and local history work ensures the formation of physical endurance, strong-willed qualities, independence, critical thinking and problem-solving skills in non-standard situations. The outdoor learning environment creates a natural context for the manifestation and development of leadership qualities, decision-making abilities and emotional regulation skills [15; 16]. The results of a systematic review by Mann J. et al. confirm that regular participation of students in activities outside the classroom has a positive effect on their cognitive development, physical health and socio-emotional skills [14]. T. Molyneux et al. prove that participation in outdoor learning programs significantly increases the level of self-efficacy, empathy and communication skills of students [15].

The social-adaptive function is decisive in the context of modern social challenges facing Ukrainian education. Tourist and local history work is an effective tool for civic and patriotic education, the formation of national identity, love for the homeland and respect for cultural heritage. In conditions of full-scale war, researchers emphasize the special role of school local history as a factor in the formation of national consciousness and psychological resilience of students. Participation in tourist and local history expeditions, excursions and research projects forms a sense of belonging to the community and nation, which becomes the basis for the civic activity of the individual. At the second stage of the study, the main forms of tourist and local history work that are most effectively used in modern educational institutions were systematized. Analysis of approved curricula of the tourist and local history direction [9, 10] and scientific literature allowed us to identify the following leading forms of organizing tourist and local history activities: hikes and expeditions, thematic excursions, local history research projects, school local history museums, participation in the All-Ukrainian expedition of student youth "My Homeland - Ukraine", as well as online local history quests and virtual excursions, the relevance of which has significantly increased in conditions of war restrictions. Each of these forms ensures the formation of specific components of the personality: hikes develop physical and volitional qualities, excursions deepen cognitive interests, research projects form research competencies, and museum work cultivates a sense of historical memory. At the third stage, key challenges for the implementation of tourist and local history work in modern educational institutions were identified. It has been established that the main barriers are: security restrictions under martial law, which make it impossible to conduct fieldwork in a significant part of the territory of Ukraine; psychological stress of participants in the educational process as a result of the armed conflict; insufficient methodological support and lack of qualified specialists in

the field of tourism and local history; problems of material and technical support; insufficient integration of digital technologies with traditional forms of tourism and local history work. At the same time, an analysis of innovative pedagogical experience shows that these challenges can be effectively overcome by introducing virtual reality technologies, digital maps, online local history projects and remote forms of student research activities, which open up new prospects for the development of tourism and local history education in today's conditions.

Discussion

Interpretation of results.

The obtained results make it possible to consider tourist and local history work as a holistic pedagogical system, in which educational and cognitive, developmental and socially adaptive functions are inextricably linked and jointly determine the process of forming the personality of the student. This approach is consistent with the modern paradigm of competency-based education, which considers the personal development of a student as an integrated process in which knowledge, values, social skills and civic position are formed in their systemic unity, and not as a result of isolated pedagogical influences [4; 7].

Interpretation of the results of the analysis of the educational and cognitive function of tourist and local history work showed that its key pedagogical advantage is the ability to create an emotionally rich learning environment in which the process of cognition is inseparable from personal experience. Unlike the classroom system, where knowledge about one's native land is acquired indirectly - through textbooks and the teacher's story - tourist and local history activities provide direct interaction of the student with objects of natural and cultural and historical heritage, which significantly increases the depth of assimilation of educational material and forms a stable cognitive motivation [5, 13]. This position is confirmed in the study of Ayotte-Beaudet J.-P. and co-authors, who established that place-based learning forms stable research skills and observation in schoolchildren, which manifest themselves outside the specially organized classes [11], which indicates the prolonged and transfer nature of the pedagogical impact of tourist and local history activities on the student's personality.

The results of the analysis of the developmental function of tourist and local history work allow us to assert that its developmental effect is realized not through the purposeful formation of individual skills, but through the natural environment of joint activity, which in itself is a powerful factor of personal growth. The outdoor learning environment creates authentic situations that require participants to demonstrate strong-willed qualities, make independent decisions, coordinate joint actions and emotional self-regulation [15; 16]. A systematic review by Mann J. et al. confirms that regular participation of schoolchildren in activities outside the classroom is positively correlated with the development of cognitive abilities, physical health and socio-emotional skills [14], while the study by Passy R. et al. demonstrates that the competencies acquired during outdoor learning are preserved and transferred to the everyday learning environment [16], which confirms the stability of the developmental impact of tourist and local history work on the student's personality.

The results of the analysis of the socially adaptive function of tourist and local history work require special interpretation in the context of modern Ukrainian realities. It has been established that in conditions of full-scale armed invasion this function acquires strategic pedagogical significance, going beyond the traditional understanding of patriotic education and becoming a tool for the formation of psychological resilience, spiritual resistance and preservation of national identity of students [1;8]. G. Bilavych and co-authors emphasize that school local history in conditions of armed conflict acquires a new semantic content, turning into a means not only of education, but also of consolidation of national consciousness [1], which is consistent with the conceptual positions of K. Zhurba and co-authors on the role of educational work in strengthening civic identity [4] and O. Gazizova and co-authors on the

relationship between national identity and consolidation of society in conditions of transformational processes [3].

At the same time, the results of the study revealed a fundamental contradiction between the potential of tourist and local history work and the objective conditions of its organization in conditions of martial law. Security restrictions that make it impossible to conduct field forms of local history activity in a significant part of the territory of Ukraine contradict the essential nature of tourist and local history work, which involves real, not mediated, interaction of the student with the environment of his native land [8; 9]. The introduction of digital formats and virtual reality technologies as an alternative to traditional forms of tourist and local history activity, despite their practical feasibility in conditions of emergency situations, cannot fully recreate the authentic experience of direct interaction with the natural and cultural and historical environment, which is confirmed by the results of foreign research in the field of outdoor education [12; 16] and determines the relevance of finding the optimal balance between traditional and innovative forms of tourist and local history work in today's conditions.

Comparison with other studies.

The results of the conducted study are generally consistent with the conclusions of domestic and foreign scientists, while expanding and deepening the existing scientific ideas about the pedagogical potential of tourist and local history work as a means of forming the student's personality.

In the context of domestic pedagogical science, the results obtained correlate with the provisions of L. Kanishevskaya regarding the leading role of the Institute of Educational Problems of the National Academy of Sciences of Ukraine in the development of modern approaches to the organization of educational work [7] and her research on pedagogical strategies for the national education of adolescents under martial law [8]. At the same time, the results of this study specify the above provisions, identifying tourist and local history work as one of the leading practical tools for implementing these strategies, which ensures the unity of patriotic education, cognitive development and socialization of students.

The conclusions regarding the role of tourist and local history work in the formation of national identity and civic consciousness of students are consistent with the conceptual provisions of the monographs of K. Zhurba et al. [4] and O. Gazizova et al. [3], which prove that a stable national identity is a necessary condition for the consolidation of society in the conditions of transformation processes. However, unlike the aforementioned works, in which national identity is considered mainly as a social phenomenon, the proposed study focuses on the pedagogical mechanisms of its formation at the level of the student's personality by means of tourist and local history activity. The results of a comparative analysis of domestic approaches to the organization of tourist and local history work and foreign concepts of outdoor education and place-based learning revealed both common patterns and significant differences. Common is the recognition of the leading role of the learning environment outside the classroom in ensuring the comprehensive development of the student's personality [11; 12, 14; 15; 16]. In particular, the conclusions of Mann J. et al. on the positive impact of the natural learning environment on the cognitive, physical and socio-emotional development of schoolchildren [14] and the results of T. Molyneux et al. on the development of socio-emotional skills in the process of outdoor learning [15] confirm the universal nature of the developmental potential of tourist and local history work, which goes beyond the specific socio-cultural context. At the same time, a fundamental difference has been identified between domestic tourist and local history pedagogy and foreign concepts of outdoor education, which consists in the value and semantic content of these approaches. While foreign studies focus mainly on the individual development of the student - the formation of personal competencies, physical health and socio-emotional intelligence [12; 16], domestic tourist and local history pedagogy organically combines individual development with the

tasks of national-patriotic education, the formation of collective identity and the preservation of cultural and historical heritage [1; 3; 4]. This difference is due to the specifics of the Ukrainian socio-cultural context and acquires particular importance in the conditions of a full-scale war, when tourist and local history work becomes not only a pedagogical, but also a socially significant tool for preserving national memory and identity.

The study by A. Demeuov, O. Mazbayev and co-authors [13], implemented in the post-Soviet educational space, is the closest to the domestic context among foreign sources and confirms that tourist and local history activities retain their pedagogical relevance in the conditions of socio-economic transformations, transforming traditional forms of extracurricular work in accordance with new educational requirements. However, this study does not reflect the specifics of organizing tourist and local history work in the conditions of armed conflict and active digitalization of education, which confirms the scientific novelty and practical significance of the results of this study in the general array of scientific publications on the studied issues.

Scientific novelty

The scientific novelty of the study is determined by the set of theoretical provisions and conclusions that expand the existing scientific ideas about the pedagogical potential of tourist and local history work as a means of forming the student's personality in the modern education system.

For the first time, a comprehensive systemic analysis of tourist and local history work as an integrated pedagogical means of forming the student's personality in the unity of its cognitive, emotional-volitional, social and civic components in the conditions of the modern transformation of the domestic education system has been carried out. Unlike existing scientific works, in which tourist and local history activities are considered mainly in the context of individual educational tasks - patriotic education, the formation of national identity or normative and methodological support for extracurricular education, the proposed study substantiates for the first time its systemic nature as a holistic pedagogical phenomenon that provides a simultaneous impact on all areas of the personal development of the student. For the first time, the functional structure of the pedagogical potential of tourist and local history work, which includes educational and cognitive, developmental and socially adaptive functions in their interconnection and interdependence, has been determined and theoretically substantiated. It is proven that the effectiveness of tourist and local history work as a means of personality formation is determined not by the isolated action of each of the functions, but by their systemic integration in a single pedagogical process, which fundamentally distinguishes it from other forms of extracurricular educational activity and determines its unique developmental potential.

Conceptual approaches to understanding the socially adaptive function of tourist and local history work in the context of modern social challenges have been improved. In particular, it has been substantiated that in conditions of full-scale armed invasion, the socially adaptive function of tourist and local history activity is transformed, acquiring a new semantic content: along with the traditional tasks of patriotic education and socialization, it begins to perform the function of psychological rehabilitation, spiritual resistance and preservation of the national identity of students in conditions of existential threat. Such an expanded understanding of the socially adaptive function of tourist and local history work is fundamentally new in the context of domestic pedagogical science and has no analogues in foreign studies of outdoor education.

Theoretical approaches to the comparative analysis of domestic tourist and local history pedagogy and foreign concepts of outdoor education and place-based learning have been improved. For the first time, common patterns and fundamental differences between these approaches have been systematized, which allowed us to determine the limits of applicability of international experience in the Ukrainian educational context and to substantiate the need

to develop an original domestic model of tourist and local history education, which would organically combine the advantages of foreign concepts with the national-patriotic educational component inherent in the Ukrainian pedagogical tradition.

Further development was made of theoretical provisions on the transformation of forms and methods of tourist and local history work in the conditions of digitalization of education and martial law. In particular, the objective contradiction between the essential nature of tourist and local history activity, which involves real interaction of the student with the natural and cultural and historical environment, and security restrictions that make it impossible to implement it in traditional forms on a significant part of the territory of Ukraine, was substantiated. Promising directions for overcoming this contradiction were identified through the integration of digital technologies, virtual reality technologies and remote forms of local history research activity, which expands scientific ideas about the adaptive potential of tourist and local history education in emergency situations.

Practical significance.

The practical significance of the research results is determined by their direct focus on improving the organization of tourism and local history work in modern educational institutions and covers several levels of practical application.

At the level of educational policy, the research results can serve as a theoretical basis for improving the regulatory and legal support for tourism and local history education in Ukraine, in particular for developing state programs to support the tourism and local history direction of extracurricular education under martial law, updating the curricula of tourism and local history in accordance with the requirements of the competency approach and the State Standard for Basic and Complete General Secondary Education, as well as forming recommendations for integrating the tourism and local history component into the content of educational programs of general secondary education institutions in the context of implementing the concept of the New Ukrainian School.

At the level of methodological support, the results obtained can be used by methodologists of education departments and institutes of postgraduate pedagogical education to develop teaching aids, methodological recommendations and didactic materials on the organization of tourist and local history work, taking into account modern challenges - security restrictions, digitalization of education and psychological consequences of armed conflict [1; 8]. In particular, the theoretically grounded three-functional structure of the pedagogical potential of tourist and local history work can become a conceptual basis for the development of integrated methodological systems that ensure the simultaneous development of cognitive, emotional-volitional, social and civic qualities of the student's personality. At the level of pedagogical practice, the results of the study have direct applied significance for various categories of pedagogical workers. Leaders of tourist and local history clubs can use research-based forms and methods of organizing tourist and local history activities to increase the effectiveness of the educational impact on the student's personality and optimize the educational process in accordance with the requirements of approved curricula [9; 10]. Teacher organizers and class teachers of secondary education institutions receive theoretical justification for integrating the tourist and local history component into the system of educational work with students, which will contribute to the formation of their national identity, patriotism and civic responsibility [3; 4]. Teachers of geography, history, natural sciences and other subjects can use the results of the study to enrich the content of lessons with local history material and organize students' educational and cognitive activities outside the classroom, relying on the proven developmental potential of place-based learning in foreign studies [11; 12].

At the level of training and advanced training of pedagogical personnel, the results of the study can be used by teachers of higher pedagogical education institutions and institutes of postgraduate pedagogical education to improve the content of training courses on the theory

and methodology of educational work, extracurricular education and pedagogy of tourist and local history activities. Substantiated theoretical provisions on the transformation of tourist and local history work in the conditions of digitalization and martial law can become the basis for the development of advanced training programs for teachers of the tourist and local history direction, aimed at forming their readiness for the organization of innovative forms of local history activities using digital technologies and virtual reality technologies.

At the level of scientific research, the results of the work form a theoretical basis for further empirical research in the field of tourism and local history pedagogy, in particular, the development and validation of pedagogical monitoring tools for the effectiveness of tourism and local history work as a means of forming a student's personality, studying the long-term impact of tourism and local history activities on the development of key competencies of education seekers, as well as comparative studies of the effectiveness of traditional and digital forms of tourism and local history work under martial law.

Conclusions

According to the results of theoretical analysis of scientific literature and regulatory documents, it was established that tourist and local history work is an integrated pedagogical means of forming the student's personality, which organically combines cognitive, educational and socializing components and simultaneously exerts a targeted influence on the cognitive, emotional-volitional, social and civic spheres of the personality in their systemic unity, which determines its unique place in the modern education system.

The three-functional structure of the pedagogical potential of tourist and local history work is theoretically substantiated, which includes educational-cognitive, developmental and socially-adaptive functions in their inextricable relationship. It is proved that the effectiveness of tourist and local history work is determined not by the isolated action of each of the functions, but by their systemic integration in a single pedagogical process.

It was found that in conditions of a full-scale armed invasion, tourist and local history work is transformed from a traditional means of education into a tool for preserving national identity, cultural memory and psychological rehabilitation of students, acquiring an additional function of spiritual resistance and consolidation of the national consciousness of education seekers.

The key challenges of implementing tourist and local history work in modern conditions are identified - security restrictions of martial law, psychological stress of participants in the educational process, insufficient methodological support and a shortage of qualified specialists - and the need to develop innovative organizational and pedagogical models involving digital technologies and remote forms of local history activity is substantiated. The results of the comparative analysis established a common pattern of domestic tourist and local history pedagogy and foreign concepts of outdoor education — recognition of the leading role of the educational environment outside the classroom — and a fundamental axiological difference: the domestic approach organically integrates the individual development of the student with the tasks of national-patriotic education and preservation of cultural and historical heritage, which justifies the need to develop an original domestic model of tourist and local history education.

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