

**Надія Сабат,**

кандидат педагогічних наук, доцент, доцент кафедри соціальної педагогіки та соціальної роботи, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Nadiya Sabat,**

PhD (Candidate of Pedagogical Sciences), Associate Professor of the Department of Social Pedagogy and Social Work, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)  
*nadiya.sabat@pnu.edu.ua*  
ORCID 0000-0002-0437-6668

**Наталія Сабат,**

кандидат педагогічних наук, доцент кафедри соціальної педагогіки та соціальної роботи, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Nataliya Sabat,**

PhD (Candidate of Pedagogical Sciences), Associate Professor of the Department of Social Pedagogy and Social Work, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)  
*nataliia.sabat@pnu.edu.ua*  
ORCID 0000-0003-1677-6690

**Денис Тимків,**

студент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Denys Tymkiv,**

student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)  
*tymkivdenys@yahoo.com*  
ORCID 0000-0002-8599-0546

УДК 37.017.4

## СОЦІАЛЬНО-ПЕДАГОГІЧНИЙ СУПРОВІД НАЦІОНАЛЬНО-ПАТРІОТИЧНОГО ВИХОВАННЯ СТАРШОКЛАСНИКІВ

**Анотація.** Мета статті – вивчити сутність та проаналізувати зміст соціально-педагогічного супроводу старшокласників закладу загальної середньої освіти. Описано результати дослідження, проведеного на базі Стрийської загальноосвітньої школи I-III ступенів № 2 ім. Героя України Андрія Корчака. У ході проведення дослідження виявлено, що національно-патріотичне виховання є вагомим складником освітньо-виховного процесу закладу загальної середньої освіти (ЗЗСО). Установлено, що соціально-педагогічний супровід національно-патріотичного виховання старшокласників здійснюють фахівці соціально-психологічної служби школи. Їхні зусилля спрямовані на створення педагогічних, соціальних, психологічних умов для ефективного й результативного національно-патріотичного виховання школярів. Головні завдання працівників соціально-психологічної служби ЗЗСО прописано нормативно, утім, добір змісту, організаційних форм та методів роботи зі старшокласниками є варіативним. Він зумовлюється як результатами діагностичних досліджень, індивідуальною ситуацією розвитку старшокласників, так і об'єктивними соціально-педагогічними умовами. Вивчено й описано зміст соціально-педагогічного супроводу національно-патріотичного виховання старшокласників, який реалізується на кількох рівнях: на рівні ЗЗСО; на рівні колективу однокласників; створення соціально-педагогічного середовища, яке було б максимально сприятливим для національно-патріотичного виховання старшокласників; на індивідуальному рівні. Увиразнено методи, засоби й форми національно-патріотичного виховання старшокласників. Доведено, що робота соціального педагога стає більш ефективною завдяки співпраці з психологом, педагогічним колективом, батьками, адміністрацією навчального закладу та спеціалістами з



різних соціальних служб, правових, медичних установ тощо. Така взаємодія дає змогу здійснювати інтегрований підхід щодо соціально-педагогічного супроводу національно-патріотичного виховання учнівської молоді за сучасних умов.

**Ключові слова:** національно-патріотичне виховання, старшокласники, соціально-педагогічний супровід, заклад загальної середньої освіти, соціальний педагог.

## THE SOCIAL AND PEDAGOGICAL SUPPORT FOR NATIONAL AND PATRIOTIC UPBRINGING OF HIGH SCHOOL STUDENTS

**Abstract.** The purpose of the article is to study the essence and analyse the content of social and pedagogical support for high school students of general secondary education institutions. The results of a study held on the basis of the Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2 were described. During the study, it was revealed that the national and patriotic upbringing is a significant component of the educational process of a general secondary education institution. It is established that social and pedagogical support for the national and patriotic upbringing of high school students is provided by the specialists of social and psychological service of the school. Their efforts are aimed at creating pedagogical, social, and psychological conditions for the effective and efficient national and patriotic upbringing of schoolchildren. The main tasks of the social and psychological service employees of the general secondary institutions (GSI) were prescribed in a regulatory manner, however, the selection of content, organizational forms, and methods of working with high school students are variable. It is determined both by the results of diagnostic studies, the individual situation of high school students' development, and objective socio-pedagogical conditions. The content of social and pedagogical support for the national and patriotic upbringing of high school students was studied and described, which is implemented at several levels: at the GSI level; at the level of a team of peers: creating a social and pedagogical environment that would be as favourable as possible for the national and patriotic upbringing of high school students; at the individual level. It is proved that the work of a social teacher becomes more effective due to cooperation with a psychologist, teaching staff, parents, administration of an educational institution and specialists from different social services, legal and medical institutions, etc. This interaction makes it possible to implement an integrated approach to social and pedagogical support of national and patriotic upbringing of young students in the modern conditions.

**Keywords:** national and patriotic upbringing, high school students, social and pedagogical support, general secondary education institution, social teacher.

### INTRODUCTION

**The problem formulation.** The relevance of studying the issue of the national and patriotic upbringing of high school students is determined by a number of circumstances, namely by the crisis of the traditional value system; the transformations in social, political, economic, and cultural life; the crisis state of the economy caused by the pandemic and the beginning of the Russian-Ukrainian war on February 24, 2022; the reassessment of values in the minds of people with regards to the modern events. National and patriotic upbringing is a significant factor in ensuring the integrity of Ukraine, supporting freedom and democracy. Therefore, a number of targeted programs for patriotic education were adopted at the state level. Thus, the strategic approaches to the national and patriotic upbringing of children and youth are defined in the President's Decree as of 18.05.2019 № 286/219 "On the Strategy of National and Patriotic Upbringing". The Resolution of the Cabinet of Ministers of Ukraine of 09.10.2020 № 932 approved the Action Plan for the implementation of the Strategy of National and Patriotic Upbringing for 2020-2025. The Resolution of the Cabinet of Ministers of Ukraine of 30.06.2021 № 673 approved the State Targeted Social Program of national and Patriotic Upbringing for the period up to 2025. In these documents, the patriotism is interpreted as a significant socio-cultural, spiritual resource, the use of which will contribute to the growth of patriotic activity of young people.

Against the background of military events, the civil and public initiatives are awakening, different kinds of movements are emerging, and volunteer activities are becoming more active. All this is happening against the background of people rethinking their lives and values, striving for a peaceful life. The war brought Ukrainians together, showed the best human qualities and virtues. All its citizens have risen up to defend Ukraine, and everyone is doing everything they can to bring the victory closer. Therefore, the importance of national and patriotic education in modern conditions is obvious.

The issue of patriotic education in modern science has been studied quite fully in pedagogical, psychological, sociological, philosophical and other areas. Its theoretical foundations were described by such scientists as Yu. Bondarenko, M. Boryshevskiy, M. Zubalii, V. Ivashkovskiy, V. Kuz, B. Tsymbalysty, and others. The problems of patriotic upbringing were raised in a number of dissertation studies (O. Abramchuk, T. Havlitina, O. Hevko, V. Miroshnichenko, R. Petronhovskiy, M. Tymchyk, etc.). The social and pedagogical features of patriotic upbringing were discussed in the works by A. Vishnevskiy, A. Kapska, V. Kuz, Yu. Rudenko, M. Stelmakhovych, and others. At the same time, the authors of these studies did not study the issues of social and pedagogical support for the process of patriotic upbringing. There are a number of publications devoted to the issues of social and pedagogical support in general. Among them there are works by A. Arkhipova, I. Rohalska, M. Rozhkov and other scientists, which relate either to the issue of support in general, or the work of the social and psychological service in this direction.

### AIM AND TASKS RESEARCH

The purpose of the research is to study the essence and analyse the content of social and pedagogical support for high school students of general secondary education institutions.

**RESEARCH METHODS:** theoretical ones include analysis and systematization of the sources, definition and generalization of theoretical material for highlighting the essence of the national and patriotic upbringing of high



school students; among empirical ones, there are observations, questionnaires, conversation to study the features of social and pedagogical support of the national and patriotic upbringing of high school students.

### RESULTS OF THE RESEARCH

Our people's heroic resistance to Russian aggression has been going on for almost a year. Ukrainian women and men continue their hard and bloody struggle for their freedom and the establishment of the democratic values. Given the current situation, it is necessary to strengthen the national and patriotic education of high school students, because only patriotically educated young people will be able to protect the future of their own and their children, defend our native land, and preserve the independence and sovereignty of Ukraine.

Among the basic principles of state policy in the field of education and the principles of educational activities, Article 6 of the Law of Ukraine On Education notes the upbringing of patriotism, respect for historical and cultural values of Ukraine, readiness to comply with the Constitution and the laws of Ukraine. Thus, the national and patriotic upbringing of young students based on national and universal values, principles of pride in Ukraine is now a priority task of the education system. Therefore, the role of the social teacher, the teacher's assembly, the administration of the GSI, parents, the public, and all those involved in the upbringing of children and youth increases.

At the present stage of society's development, the institution of general secondary education is called upon to prioritize the education of patriotism as a component of the worldview of young students, their attitude to Ukraine, and its unity. Today, the content of academic subjects is being actively rebuilt. The new educational technologies are being introduced that will contribute to the education of a patriot citizen, a Ukrainian who is ready to protect and protect his native land. According to the First Deputy Minister of Education and Science A. Vitrenko, in the 2022-2023 academic year, a number of changes will be made to the Defense of the Fatherland educational curriculum aimed primarily at strengthening the practical orientation of this subject and its patriotic and educational impact. It is planned to introduce a separate block on mine countermeasures in the list of topics (Ukraine will change...).

In order to solve this issue effectively, it is important to provide social and pedagogical support for high school students, which will ensure the optimal educational environment of the institution of general secondary education.

The issue of social and pedagogical support is currently quite fully developed in the scientific literature and has a clear legislative basis. In the legislation, it is interpreted as a special type of social work aimed at implementing social care, assistance, and patronage of those categories of children and young people who are socially vulnerable, in order to help them overcome life difficulties, preserve and improve their social status. Thus, the social support is interpreted through the prism of social work and considered in the context of comprehensive social assistance of a material, psychological, and social nature, which requires the involvement of professionally trained specialists. In turn, the social and pedagogical support is necessary for the student so that he or she can be successfully adapted and able to make effective solutions in different life moments related to the personal self-determination. The purpose of social and pedagogical support is to promote the effective activity of professionals and these are the teachers, social educators, psychologists, social specialists and others, with regards to the support of students, integrating the educational potential of both the GSI and the social environment (Coladenko, 2013, 112). As you can see, the social and pedagogical support is interpreted as a special area of activity of a specialist focused on interaction with the child to provide him or her with support for the personal growth and adaptation in the society.

Scientific sources define the concept of social and pedagogical support in this way: it is a type of social and pedagogical activity designed to provide assistance or support to those categories of people who have been affected by difficult life circumstances; this is a whole range of preventive, educational, diagnostic, correctional measures aimed at predicting and implementing the working conditions of a social teacher in order to effectively socialize children; the method that helps to create conditions for a person to choose the best solutions in different situations of the life choice (Psychological Service at School, 1994, p. 13). The dominant goal of social and pedagogical support is to organize the activities of professionals working with the child.

Thus, the social and pedagogical support is aimed at helping the child to solve life's difficulties. It has its own structure; the algorithm by which it is implemented; a set of forms, methods and means of implementation. M. Fedoruts states that "social and pedagogical support is a type of social and pedagogical technology aimed at overcoming the life difficulties of the individual in a certain period of time with the involvement of different specialists.

Many scientific sources say that social and pedagogical support is a series of activities, the ultimate goal of which is the successful socialization of the individual. Traditionally, this is a set of measures, an element of pedagogical support and its component. However, the support is usually required for a child in times of crisis, and all schoolchildren, without exception, need support, even in stable life periods, in order to maintain the proper level of socialization.

The social and pedagogical support is interpreted as a complex process aimed at ensuring optimal pedagogical, psychological, and social conditions for the successful development of the individual, its formation and life. Undoubtedly, the support is closely related to social education and social training.

M. Fedoruts defines the following tasks of social and pedagogical support: social development of the child, assimilation of the norms of social experience, those roles, norms, and values that are necessary for successful self-realization; social and pedagogical support aimed at determining (together with the child) its priority interests, goals, and opportunities; social and pedagogical assistance can be understood as providing real assistance to a person in overcoming the difficulties that arise; personal assistance in self-development and self-realization in a rapidly changing world; social protection, building an atmosphere of comfort and security; social and pedagogical prevention of socialization difficulties and certain deviations in the child's development (Fedoruts, 2019, 172).



Social and pedagogical support is provided both for individuals and for groups of children and students. The professional activity of a social teacher has a number of features. Its essence lies in the fact that, unlike a teacher or social worker, a social teacher deals in its professional activity with a child and a teenager in the process of their development and social formation.

It should be noted that a practical psychologist and a social educator are the specialists who cannot be interchanged. Each of them, in accordance with their specialty, has its own methodology of work, tools, directions, and content of activities that correspond to their functional responsibilities. The psychologist is more focused on the inner world of the child, but the social teacher will definitely try to help to socialize. That is, to realize oneself without falling outside the boundaries of society, to find one's place there, and at the same time to be useful to others (Niemceva, 2015, 164).

The activity of a social teacher in educational institutions involves the interaction of creating conditions for the successful socialization and adaptation of the child, as a process of acquiring social competence, its formation and asserting as a person, entering into active social life. A social teacher is a key figure in an educational institution that is designed to unite the efforts of the family, school, and the public to help the child. Therefore, it should be noted the work of a social teacher in any direction becomes more effective due to cooperation with a psychologist, teaching staff, parents, administration of an educational institution, and specialists from different social services, legal and medical institutions, etc. This interaction makes it possible to implement an integrated approach to social and pedagogical support of young students in the modern conditions (National and Patriotic Upbringing of Students in General Education Institutions, 2017, 201).

We conducted a study on the basis of Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2 (Lviv region). In total, the study covered 36 students in 10-11 grades. We also talked with the administration of the institution, the teachers' assembly, and employees of the psychological service. We studied the level of national and patriotic education of high school students and the work of the educational institution in this direction. The teachers' assembly adheres to the position that the national and patriotic upbringing of children and youth is a complex, systematic and purposeful activity of state and local government bodies, educational institutions, families, public associations and charitable organizations, religious organizations, as well as other institutions to form a high patriotic consciousness among the young generation, a sense of loyalty, love for the Motherland, concern for the benefit of their people, readiness to fulfil the civil and constitutional duty to protect national interests, integrity, independence of Ukraine, and promote its formation as a legal, democratic, and social state. The most important priority of national and patriotic education is the formation of a person's value attitude to the Ukrainian people, homeland, state, and nation. The goal of the national and patriotic upbringing is the formation of a self-sufficient patriotic citizen of Ukraine, a humanist and democrat ready to fulfil civil and constitutional duties, to inherit the spiritual and cultural achievements of the Ukrainian people, to achieve a high culture of relationships, the formation of an active civic position, the establishment of the national identity of citizens on the basis of the spiritual and moral values of the Ukrainian people, national identity. national and patriotic education should contribute to the unity of the Ukrainian people, and strengthen the socio-economic, spiritual, and cultural foundations for the development of Ukrainian society and the state.

The national and patriotic upbringing for the students today is the main task of the institution of general secondary education. This process has its own theoretical regularities, and also proceeds in different ways, according to its own specific laws and conditions, in a specific educational environment, because each general secondary education institution builds its activities on the basis of legislative documents and, at the same time, develops its own development strategy, taking into account the region, history and traditions of the school, and the needs of society.

Regarding the Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2, first of all, we note that the institution bears the name of Hero of Ukraine Andrii Korchak with honour. Such an honourable mission obliges all the participants in the educational process to carefully perform their duties in order to be worthy of the hero's name. Of course, all the students, without exception, know who Andrii Korchak is. They know about his glorious life and feat. Even the story of the hero itself is already a powerful factor in the national and patriotic upbringing, because it tells about a specific guy who gave own life for his native Ukraine. This is a powerful motivation for high school students to be worthy of the Hero's name and continue his work.

An effective element of partnership activities in the social and pedagogical support of national and patriotic upbringing of high school students is a cooperation with state and non-state organizations, on which the relevant agreements have been concluded. Volunteers cooperate with students, attract them to charity events and activities in support of the Armed Forces of Ukraine. We note with confidence that such partnership cooperation forms the patriotic traits of young students, so each of the parties shows the desire for cooperation, the ability to solve complex problems in difficult situations; students demonstrate the skills to adapt and be mobile, the ability to achieve success, make their own choices, set goals and achieve them, quickly navigate the socio-cultural and spiritual space of modern Ukrainian society; make personal and collective decisions, taking into account the needs and the interests of society and the state.

The organizational and mass work of the GSI contributes to the social and pedagogical support of national and patriotic education of high school students. Together with representatives of student self-government, the social and psychological service of the school organizes a number of events, namely, student conferences, charity and social events. High school students are engaged in volunteer activities, which is of a high need now. The events organized by



high school students for elementary school students (contests, quizzes, fun) are another interesting form of work. This form of work has already become traditional for Secondary School of Stryi of I-III grades No. 2.

Also holding marathons, games, and competitions by the social and psychological service of the institution became traditional for the school, which develops dexterity, and endurance, and helps in physical training. Video lectures and class teacher's hours are popular, where meetings are organized with participants of the ATO/JFO, and representatives of the military enlistment office. During the traditional school week of tolerance, a number of events are held both of a national and patriotic nature and dedicated to the formation of a tolerant attitude towards the representatives of other cultures, nationalities, and faiths. The high school students, together with representatives of the military enlistment office, have developed memos on national and patriotic upbringing of young people, which can be used in practical activities by classroom teachers, employees of the social and psychological service of the school.

Current events in the state have crystallized new facets of the volunteer movement. In times of crisis for Ukraine, the students and teachers do not stand aside. Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2 is the centre of volunteer work in Stryi. The pupils of the school and teachers collected food packages, clothing, basic necessities for internally displaced persons, soldiers of the Armed Forces of Ukraine. They are actively involved in weaving camouflage nets, sewing underwear and camouflage coats, knitting warm clothes, making rosaries, amulets, etc. High school students realize that at present, the volunteer activity is not only a significant support of the state, but also an effective way of national and patriotic education of high school students, an optimal opportunity to gain valuable experience by participating in socially useful affairs.

Through their daily activities, the student community and the GSI teachers' meeting defend the National idea, native language, Ukrainian customs and traditions, and tolerant attitude towards the representatives of other nationalities. Recently, the organization of "Ukraine is One Country", "Together We Are United" patriotic flash mobs and others has become very popular. The pupils form symbolic circles of unity, create the coat of arms of Ukraine, arranged in a certain order and in the appropriate clothing. By participating in such flash mobs, students demonstrate their active civic position, have the opportunity to express their own opinion, active social position, and show their great love for Ukraine. We have repeatedly participated and co-organized such events, felt the atmosphere that prevailed at that time, and we confidently confirm that our country has a future with these patriotic students.

Traditional events are also held annually on the occasion of Defenders Day of Ukraine. Usually, this is a dance flash mob, and during the last time, the students unfurled a multi-meter blue and yellow flag. High school students of the Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2 demonstrated their patriotic position to everyone and convinced them that Ukrainians are a strong nation who will defend their native land and their native state to the last.

The communication and joint events with high school students, the stories of classroom teachers, the specialists of the social and psychological service of the school allow us to state that students of the Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2 have an active civic position; they are patriots of Ukraine, respect the law and human rights; strive for justice, honesty, responsibility; respect national history, culture, language and traditions. All this, of course, contributes to the national and patriotic education of young students.

Youth organizations like Plast, Jura, Sokil, Sich, Ukrainian Cossacks, Meadow, SUM, Young Enlightenment, and Trident play a special role in the formation of readiness of growing youth to defend Ukraine, in the awakening of national consciousness and pride, with the help of which the combination of the commandments of Christian morality and national virtues with the ideas of the Ukrainian nation and its statehood (education of a mature, patriotic, intelligent attitude to their nation, active social position, love for Ukraine, national dignity and self-awareness, readiness to defend one's native country; ability to have a deep psychological understanding of life events and situations).

The social and pedagogical support for the national and patriotic upbringing of high school students is provided by the specialists of social and psychological service of the school. Their efforts are aimed at creating pedagogical, social, and psychological conditions for the effective and efficient national and patriotic upbringing of schoolchildren. The main tasks of the social and psychological service employees of the general secondary institutions (GSI) were prescribed in a regulatory manner, however, the selection of content, organizational forms, and methods of working with high school students are variable. It is determined both by the results of diagnostic studies, the individual situation of high school students' development, and objective socio-pedagogical conditions.

### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

Our research does not exhaust all aspects of the outlined issue. The selection of optimal forms and methods for national and patriotic upbringing, cooperation of specialists of the social and psychological service with state and non-state institutions, organizations within the direction of national and patriotic upbringing of high school students may be the subject of the subsequent researches. These issues do not lose their relevance, because only patriotically educated young people with a high level of national consciousness, and awareness of their duty to the state are the key to preserving the territorial integrity and sovereignty of Ukraine.

### **REFERENCES**

- Coladenko, S. (2013). The Semantic and Methodological Analysis for the Concept of "Social and Pedagogical Support". Scientific Journal of National Pedagogical Drahomanov University. Series 11. Social Work. Social Pedagogy: a Collection of Scientific Works, 17(1), 110–118.



- Fedoruts, M.W. (2019). Social and pedagogical support for the formation of social competence of high school students. Scientific Bulletin of Mukachevo State University. Series: Pedagogy and Psychology, 1(9), 171–174.
- National and Patriotic Upbringing of Students in General Education Institutions : coll. Monograph. (2017). Kherson: Kherson Academy of Continuous Education, 247 s.
- Niemceva, T.O. (2015). Innovative forms of work with high school students of general education institutions in order to foster civic initiative. Domestic Science at the Turn of the Century: The Problems and Prospects for Development: Materials of XVII All-Ukr. Scien. and Pract. Conf. / Pereyaslav-Khmelnitskyi State Pedagogical University named after Hryhoriy Skovoroda. Pereyaslav-Khmelnitskyi, 164–167.
- On approval of the Action Plan for the Implementation of the National and Patriotic Upbringing Strategy for 2020-2025: Resolution of the Cabinet of Ministers of Ukraine of 09.10.2020 № 932. URL: <https://zakon.rada.gov.ua/laws/show/932-2020-%D0%BF#Text>
- On approval of the State Target Social Program of National and Patriotic Upbringing for the period up to 2025 and amendments to certain resolutions of the Cabinet of Ministers of Ukraine: Resolution of the Cabinet of Ministers of Ukraine of June 30, 2021 № 673. URL : <https://www.kmu.gov.ua>
- On Education: Law of Ukraine of September 5, 2017 № 2145-VIII // Database Legislation of Ukraine / VR of Ukraine. URL : <https://zakon.rada.gov.ua/laws/show/2145-19#Text>
- On the Strategy of National and Patriotic Upbringing: Decree of the President of Ukraine 286/2019, adopted on 18.05.2019. URL: <https://zakon.rada.gov.ua/laws/show/286/2019#Text>
- Patochina, T. (2020). Patriotic Education as a Subject of Comparative Pedagogical Research. Pedagogical Sciences: Theory, History, Innovative Technologies, 2(96), 285–292.
- Piren, M. & Karmaliyk, S. (2022). Socio-managerial component of patriotic education of young people in the context of the Ukrainian state development. Scientific Bulletin: Public Administration, 1(11), 150–165.
- Psychological Service at School (1994). Uzhhorod: Uzh. Publishing House.
- Ukraine will change educational curricula in some subjects: what disciplines are we talking about / News of Ukraine and the World Today: TSN. URL: <https://tsn.ua/ukrayina/v-ukrayini-zminyvat-osvitni-navchalni-programi-z-deyakih-predmetiv-pro-yaki-disciplini-ydetsya-2080681.html>

*Received*

02.08.2022

*Accepted*

19.08.2022