

THE ROLE AND INFLUENCING FACTORS OF THE SCHOOL EDUCATIONAL ENVIRONMENT IN THE PROCESS OF NATIONAL IDENTITY AWARENESS

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Abstract. This thesis analyzes the pedagogical and social significance of the school educational environment in the formation of national identity awareness. The content-related, organizational, and socio-psychological factors of the educational environment are highlighted as key means for developing students' national consciousness, cultural identity, and civic responsibility. In addition, the potential of the school educational environment in shaping national values is theoretically and scientifically substantiated.

Keywords: national identity awareness, educational environment, national identity, school education, pedagogical factors.

In the context of rapid globalization processes in modern society, the formation of national identity awareness among the younger generation is considered one of the priority tasks of the education system. National identity awareness is manifested as a process in which an individual consciously perceives belonging to a nation and develops a stable attitude toward national values, traditions, language, and cultural heritage. In this complex process, the school educational environment plays a particularly important role as a significant socio-pedagogical factor.

The school educational environment represents an integrated system that serves not only students' acquisition of knowledge but also their moral, ethical, social, and cultural development. The consistent and systematic teaching of national history, mother tongue, literature, and culture within the educational process creates a foundation for the development of students' national consciousness and self-awareness. Through these subjects, students begin to comprehend the continuity of national heritage and its role in the development of society.

One of the important factors influencing the process of national identity awareness is teachers' professional competence and personal example. Through pedagogical culture, commitment to national values, and an effective educational approach, teachers enrich the content of the educational environment. At the same time, the socio-psychological climate of the school, extracurricular educational activities, and effective cooperation between family and school enhance the effectiveness of national identity formation. National identity represents the process through which an individual perceives national values, history, cultural heritage, and their place in society. This concept is essential for cultural identification and social adaptation, and the integration of national content into the educational environment contributes to the development of national pride and values.

Conclusion

The school educational environment is a key formative factor in the process of national identity awareness, and its pedagogically well-organized structure enables the education of individuals who are nationally conscious, culturally mature, and socially responsible. The concept of national identity

awareness occupies a central position in an individual's cultural, psychological, and social development. Studying this process through scientific approaches contributes to the development of national pride, respect for values, and cultural harmony within society. The application of national content in the educational environment and the systematic implementation of pedagogical methods create effective pathways for fostering national identity awareness.

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