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- що українці є нащадками давньої й унікальної не тільки культури, а й Трипільської цивілізації, на сьогодні це, до речі, генетично підтверджено.

TEACHING HUMANITIES IN TIME OF WARFARE

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In the current historical reality, it is increasingly expected that lecturers and tutors teach warfare, especially at the undergraduate level. Research and public discussions have considered many assumptions about how to teach various aspects of warfare in general, and especially contemporary warfare, in classrooms with student cohorts who have experienced warfare themselves or have families in the war conflict zone

Cook argues that “the ability to teach students who have experienced warfare is an important skill to have” [3, p. 38]. It might include:

- trauma-informed teaching practices
- critical evaluation of facts and interpretations
- engaging in critical cultural analysis [3, p. 39].

In the class, the teaching of war histories incorporates critical thinking strategy with the reality of dealing with often confronting content and confronting ideological lies of Russian propaganda and historical narratives [4, p.168]. Acquiring critical thinking skills can also support students who have experienced warfare or organised conflict to empathise and reflect on their fellow students’ experiences, without the need for direct peer-to-peer confrontation.

Teaching critical thinking skills became as vital as teaching the right content. According to Brookfield, what we understand under the term ‘critical thinking’ is a process that happens when we “discover the assumptions that influence the way we think and act...check whether our assumption is valid and reliable, accurate ... and we take action” [2, p. 12].

Having these skills students effectively would navigate their learning through the curriculum topics such as the Euromaidan, the Revolution of Dignity, the annexation of Crimea and the beginning of the war in the Donbas in 2013/14, current invasion of Ukraine by Russia.

When focusing on specific theatres of war, and warfare in Ukrainian history, student learning can be supported by initially deflecting the focus from content that may be distressing for them (current war) to similar examples found in the Ukrainian history of the early XX century. By asking the students to research and critically analyse the different examples of Ukrainian history over time, the students learn about many forms of warfare while also becoming aware that war has been an almost present part of Ukrainian history.

An important aspect of teaching is to help students to build resilience while dealing with fake news and data, including ‘Russia’s psychedelic propaganda’, and make sense of various of the Russian war in Ukraine [5, p. 2].

Limitations of teaching warfare are subjectivity and emotional components present in both educators and learners [1, p.205].

Therefore, educators must continue to develop their pedagogy and teaching strategies and support to students. Certainly, when both educators and students embrace their responsibilities for creating a learning community, with strong critical thinking it becomes empowering.

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РОДИЛЬНА ОБРЯДОВІСТЬ ЯК МАРКЕР УКРАЇНСЬКОЇ ІДЕНТИЧНОСТІ

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Провідне значення для утвердження національної самосвідомості та визначення ідентичності мають народні звичаї та традиції. Сімейна обрядовість є тим компонентом традиційної культури, який виступає маркером етнічної іден-