

“SOCIO-HUMANITARIAN EDUCATION” PHENOMENON REPRESENTATION IN SCIENTIFIC AND PUBLICIST DISCOURSES: A COMPARATIVE ANALYSIS



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Abstract. *In the context of the transformational challenges caused by the war, social crises and educational policy reforms, the phenomenon of “socio-humanitarian education” is gaining special attention in the Ukrainian information space. It is associated with a number of concepts that are formed under its influence (critical thinking, historical memory, social activism, civil responsibility, national identity, social resilience, etc.) and in modern conditions acquire an existential character. Based on content analysis of collected scientific and journalistic sources, the multiplicity and inconsistency of definitions of the essence of socio-humanitarian education and its insufficient research as an interdisciplinary phenomenon have been proven. It has been found that in scientific and journalistic discourses, the representation of this phenomenon differs significantly in terms of content, style, and functional purpose, which necessitates a comparative analysis of these two discursive fields. The purpose of this article is to highlight the results of a comparative analysis of scientific and publicistic texts published in Ukraine between 1991 and 2025, which represent the phenomenon of “socio-humanitarian education” and semantically related concepts (humanitarian education, humanitarian policy, humanitarian knowledge, social and humanitarian disciplines, humanities, etc.), to identify their characteristics and contribution to the study of the socio-humanitarian education impact on the resilience of society and the independence of the state. It is concluded that social and humanitarian education is an interdisciplinary concept that combines social and humanitarian knowledge to develop critical thinking, civic competencies, and democratic consciousness. Scientific discourse analyses it through the prism of postcolonial heritage, content modernization, and security challenges, applying methodologies from pedagogy, sociology, and philosophy of education. At the same time, it has a number of problems, including: fragmentation of the conceptualization of the phenomenon under study, methodological dispersion, academic isolation from politics, and insignificant participation in public discussion. Public discourse emotionally represents education*

as an indicator of a humanitarian crisis and an instrument of resistance, using figurative tropes and evaluative judgments. It is characterized by rhetoric of decline, situationality, and marginalization of humanitarian issues. Both discourses represent socio-humanitarian education as a resource for democratization, identity, and post-crisis recovery, requiring dialogue between scientific, educational, and civic institutions. The prospects for further development of the phenomenon under study lie in: the formation of an integrated paradigm, the combination of academic and civic content, the normative understanding of the humanitarian mission, the mediatization of values, and the mobilization to protect the socio-humanitarian sphere.

Keywords: *socio-humanitarian education, humanitarian education, humanitarian policy, humanitarian knowledge, humanitarian sciences, humanities, humanitarian disciplines.*

INTRODUCTION, PROBLEM STATEMENT

The relevance of the study is determined by the national and geopolitical challenges facing modern Ukraine (war and the necessity to protect territorial integrity and state sovereignty, strengthening various security areas, developing the self-sufficiency and resilience of Ukrainian society, and strengthening Ukraine's position in the international diplomatic arena). All these challenges require not only professional skills from every specialist, but also a deep understanding of people, society and the state. This will activate the attention of science and society to understanding the role of socio-humanitarian education in developing young people's readiness to face the existential challenges of today. Given the complexity of the issue, many controversial and debatable positions on this issue have emerged in the modern information field, which require scientific justification. The problem of socio-humanitarian education is represented in scientific and publicist discourses in significantly different ways in terms of content, style and functional purpose, which necessitates a comparative analysis of these two discursive fields.

LITERATURE REVIEW

Prior to Russia's aggression against Ukraine, domestic scientific discourse was dominated by classical ideas of harmonious personal development, as stated in the State National Programme "Education (Ukraine in the 21st Century)", which was linked to the socio-humanitarian education of young people. An important contribution to the development of this issue was made by Academician Ziaziun (1996, 2000a, 2000b), who substantiated a new humanistic paradigm in education, philosophical problems of humanisation and humanitarianisation of education, and a humanistic strategy for the theory and practice of the educational process. At the same time, scholars from various disciplines were already drawing attention to systemic problems with the implementation of the principles of humanisation and humanitarianisation of education, as well as the need to strengthen the axiological component in the formation of a new educational paradigm (Kremen, 2011, p. 87, 295; Pokhylo, 2008), the importance of updating the humanitarian disciplines in order to form a unified system of worldview knowledge among young people, their consciousness and ability to assess reality (Baranovska, 2012, p. 215). In the scientific field of modern Ukraine, there is a clear interdisciplinary trend towards researchers paying increasing attention to finding the causes of socio-economic and political turbulence at the national and geopolitical levels. The algorithms developed in many such studies lead to the conclusion that these processes are closely linked to the state of socio-humanitarian education. Thus, according to historian Voznyi (2024, p. 543), progress in state-building in Ukraine is only possible through the development of the social and humanitarian components of education and science, as it is these components that can provide society with professionals "who not only have special knowledge, but also a high level of responsibility to the state and civil society". Scientists increasingly associate national security with the quality of the socio-humanitarian component not only of higher education, but

also of vocational and professional pre-higher education (Radkevych & Yershova, 2022; Petrenko, 2024). A number of contemporary scientific studies have been identified, whose authors focus on highlighting the social and humanitarian aspects of education in Ukraine. The following dissertations are worth noting: of Rozhanska (2012), in which socio-humanitarian education is presented as a factor in the democratisation of Ukrainian society; of Denicheva (2015), Demchenko (2010), Levytska (2013), Naumenko (2014), Yarmolenko (2022), devoted to issues of the functioning of humanitarian education; of Mudryk (2024), Zapadynska (2016), Mytseva (2021), Kashyna (2020), Kovalchuk (2016), Tishchenko (2021), Onishchuk (2019), Prysiashniuk (2010), Senchina (2019), Khudenko (2013), Yurieva (2014), which focus on humanitarian disciplines in education systems at various levels.

Publicism is a genre of literature and journalism that focuses on covering current socio-political and social issues, shaping public opinion and influencing political processes. Unlike scientific texts, journalistic articles, essays, reports, interviews, and blogs have a more accessible style of presenting ideas and, therefore, a shorter path to the reader's consciousness. In search of criteria for determining the necessary aura of publicistic texts, we drew attention to the research of Afanasiev (2014, p. 9), which, in terms of humanitarian knowledge, distinguishes between the humanitarian sciences, which function according to classical ideals of scientificity, and humanities, which ignores them. If the humanitarian sciences apply precise mathematical models, rigorous methods and verified theories, they require a number of mandatory characteristics (valence, general significance, explicitness, validity, referentiality, reflexivity), so the humanities, according to the scholar, are in a sense non-scientific, since it consciously rejects a number of scientific requirements (such as philosophy rejects experimentation or memoir writing rejects objectivity) or tends towards non-scientific emotionality (such as emotive vocabulary in journalism). Thus, humanities under the umbrella of 'non-science' unite a large number of different humanitarian ideas that are subjects of various fields of knowledge and consciously conflict with certain scientific standards, demonstrating significantly greater freedom in their research. With this approach, the humanities are an interdisciplinary field of knowledge that comprehensively studies humans as bearers of culture, morality, and spirituality; encompasses philosophy, history, literature, art, religious studies, cultural studies, etc.; it emphasises intersubjectivity, dialogue, narrativity and the value dimension of knowledge; it differs from the natural sciences not only in its object but also in its methods (it is not so much the facts that are important as their interpretation). New research by the Analytical Centre for Contemporary Humanities (n.d.) leans towards the idea of unity in the social and humanitarian sphere due to the rapid development of digital humanities, which is characterised by a multiplicity of definitions, providing access to this field for various specialists, institutions and communities (Hulai et al., 2025, p. 6).

The study also took into account the results of telephone and diary surveys, statistical and analytical materials prepared by domestic and international institutions, where socio-humanitarian education is presented in the context of the peculiarities of the development of society and the state (United States Agency for International Development (USAID), Kyiv International Institute of Sociology (KIIS), OPORA Civil Network, International Foundation for Electoral Systems (IFES). Published analytical and statistical reports indicate the presence of issues in the Ukrainian information field concerning: the crisis in social sciences and humanities (decline in their prestige, marginalisation in educational policy), marginalisation of social sciences and humanities (reduction in teaching time, deterioration of funding, decline in motivation to study socio-humanitarian disciplines); powerful ideological challenges (Russian aggression aimed at destroying Ukrainian and European value systems, which highlights the role of socio-humanitarian education as an outpost of democracy).

According to the analysis of the research sources, there are multiple and contradictory definitions of the essence of socio-humanitarian education, and it has not been sufficiently studied as an interdisciplinary phenomenon. Therefore, the process of covering the phenomenon of “socio-humanitarian education” in scientific and journalistic discourses in Ukraine needs to be rethought and scientifically substantiated.

METHODOLOGY

The aim of the study is to conduct a comparative analysis of scientific and journalistic texts published in Ukraine in 1991–2025, which represent the phenomenon of “socio-humanitarian education” and semantically related concepts, identifying their characteristics and contribution to the study of the impact of socio-humanitarian education on the stability of society and the independence of the state. Given the interdisciplinary nature of the research subject, an interdisciplinary approach was used to achieve the set goal, which made it possible to expand the range of methods necessary for its study.

To form the source base, an information and analytical review was conducted: scientific works in electronic databases (National Repository of Academic Texts (hereinafter: NRAT), ResearchGate, Google Scholar), publications on the official websites of scientific institutions (Institute of Higher Education of the National Academy of Educational Sciences of Ukraine), publications on popular Internet publications (“Dzerkalo Tyzhnia”, “Ukrainskyi Tyzhden”, Texty.org.ua, Liga.net), analytical materials from the websites of well-known research centres (Institute for Analytics and Advocacy, Centre for Humanitarian Education of the National Academy of Sciences of Ukraine, Save the Children, Cedoss), results of telephone and diary surveys, statistical and informational-analytical materials from domestic and international organisations (United States Agency for International Development (USAID), Kyiv International Institute of Sociology (KIIS), civil network OPORTA, International Foundation for Electoral Systems (IFES).

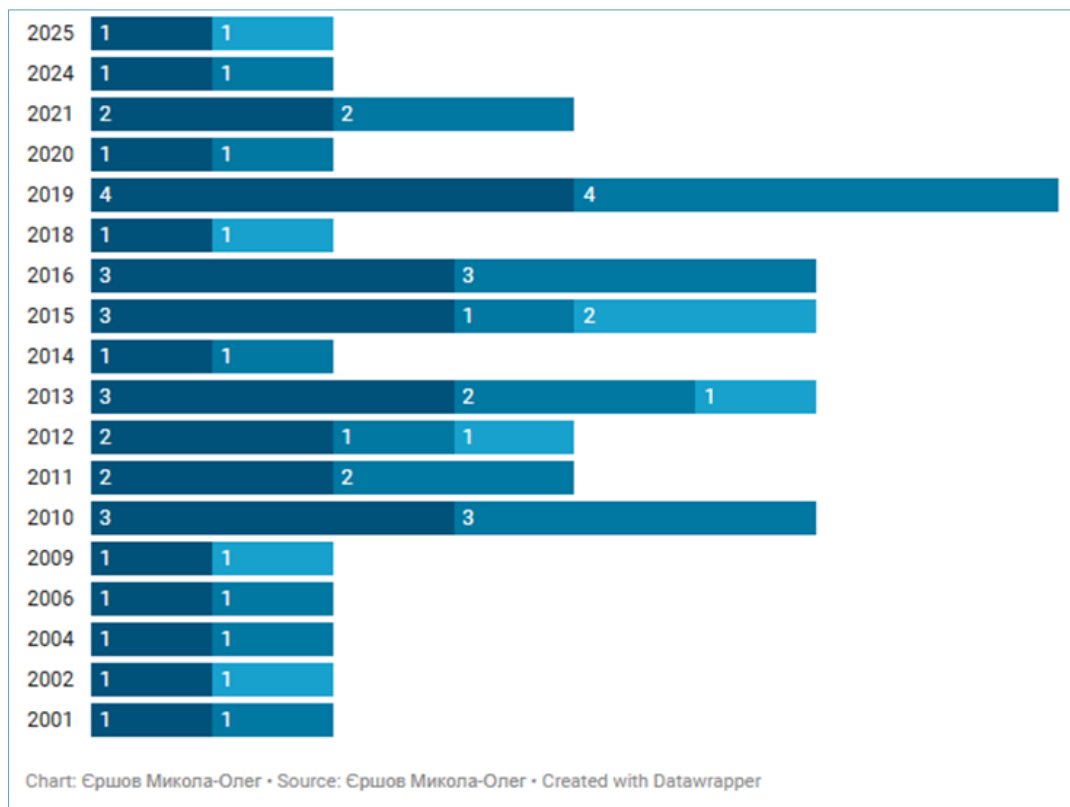
To process the source base, the content analysis method was used and a number of requirements regarding its object were observed: a significant sample range (1991–2025), which makes it possible to identify trends in the development of the phenomenon under study; a sufficient volume of analysed sources (210, of which 106 are scientific and 104 are journalistic); the uniformity of their content (two collections of scientific texts (dissertations from the NRAT scientific database; publications from the official website of the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine) and two collections of publicistic texts (a list of sources generated using Copilot AI; a list of publications from the archive of the online publication “Dzerkalo Tyzhnia”). To form the text corpora, a terminological search method was used based on keywords, which included the phenomenon of “socio-humanitarian education” and semantically similar concepts – humanitarian education, humanitarian sciences, humanitarian policy, humanitarian disciplines, and humanitarian knowledge. The choice of keywords is determined by their relevance to the research objects of various scientific fields (philosophy of education, pedagogy, political science, psychology, sociology, public administration, journalism, etc.), which confirms its interdisciplinary nature.

Semantic maps of the studied concepts were created to visualise the frequency and context of keyword usage. A method was used to compare the frequency of mentioned concepts in scientific and publicistic texts. Using the multifunctional visualisation tool Datawrapper, graphs showing the mentions of key research concepts by year were constructed and published, and their interpretation was carried out.

The data obtained were summarised, illustrating the peculiarities of scientific and publicistic discourses in the study of the transformation of social and humanitarian education in Ukraine and enabling relevant prognostic conclusions to be drawn.

MAIN RESULTS

In accordance with the scientific search algorithm presented in the methodology, an information and search analysis of dissertation research in the NRAT database for 1991–2025 was carried out (Fig. 1). It enabled us to identify 33 sources whose titles contained concepts semantically close to the phenomenon of “socio-humanitarian education”. However, only one dissertation was devoted directly to the problem of the development of socio-humanitarian education, which is considered a factor in the democratisation of Ukrainian society (Rozhanska, 2012). The titles of the other 32 dissertations use the phenomenon of “humanitarian education” and semantically related concepts (humanitarian culture, humanitarian knowledge, humanitarian education, humanitarian development, humanitarian thinking, humanitarian subjects, humanitarian disciplines, humanitarian specialities, humanitarian profile, humanitarian component of education).



- Total number of dissertations
- Number of dissertations defended in the field of education and pedagogy
- Number of dissertations defended in non-pedagogical fields

Figure 1. Information and analytical review of dissertation research on issues of socio-humanitarian education and the humanities (2001–2025) based on data from the National Repository of Academic Texts

Source: developed by the author using Datawrapper: <https://datawrapper.dwcdn.net/zVsMy/1/>

The body of dissertation texts is divided (Fig. 1) into two groups: educational, pedagogical (24) and non-pedagogical (9). The first group includes dissertations in the following specialities: 13.00.01 – General Pedagogy and History of Pedagogy (10), 13.00.04 – Theory and Methods of Professional Education (11), 13.00.09 – Theory of Education (1), 011 – Educational and Pedagogical Sciences (2), 017 – Physical Culture and Sports (1). Non-pedagogical specialities: 09.00.03 – Social Philosophy and Philosophy of History (2), 09.00.04 – Philosophical Anthropology, Philosophy of Culture (1), 09.00.10 – Philosophy of Education (1),

08.00.08 – Money, Finance and Credit (1), 22.00.02 – Physical Culture, Physical Education of Various Population Groups (1), 22.00.04 – Special and Sectoral Sociology (1), 07.00.01 – History of Ukraine (1). The topics of dissertations defended in non-pedagogical specialities that are indirectly related to education and pedagogy confirm the interdisciplinary nature of the problem under study.

It is important to note that even in dissertations prepared in non-pedagogical specialities, researchers focus their scientific attention on phenomena directly related to the functioning of the education system: socio-philosophical analysis of humanitarian education (Hrytsayenko, 2009), philosophy of education as a priority area of humanitarian knowledge (Sukhova, 2002), historical aspects of the development of humanitarian education (Levytska, 2013), financing of education (Buchkovska, 2015), humanitarian dimensions of medical education (Romaniuk, 2015), humanistic education and upbringing in the system of training athletes (Kostiuchenko, 2025), etc.

The overall dynamics of mentions of these key concepts, shown in Fig. 2, demonstrate their clear correlation with socio-political events: revolutions, war, and reforms in education. The key concepts reflected in the graph are: socio-humanitarian education, humanitarian education, humanitarian knowledge, humanitarian disciplines, and humanitarian policy. The titles of dissertations also included the terms “humanitarian subjects”, “humanitarian specialities” and “humanitarian profile”, which are included in the “humanitarian disciplines” indicator. Dynamic analysis of the use of these concepts shows a gradual shift in emphasis in the research field from general humanitarian concepts to more complex and integrative categories, including the phenomenon of “socio-humanitarian education”, which appeared in the title of a dissertation research only in 2012.

In 2022–2025, there will be a conceptual convergence of issues related to humanitarian education with questions of national security, identity, and recovery, which explains the emergence of a number of semantic clusters: “identity and culture” (the most frequently

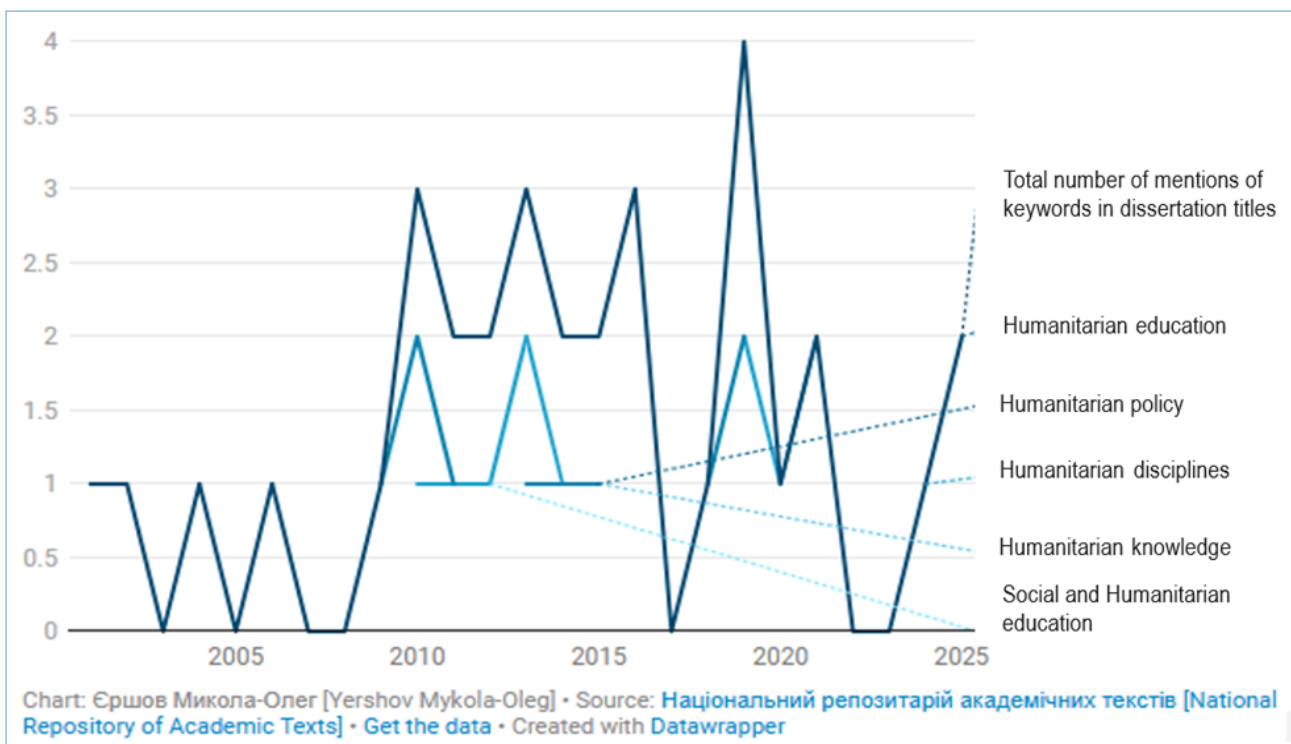


Figure 2. Information and analytical review of dissertation research on issues of socio-humanitarian education and the humanities (2001–2025) based on data from the National Repository of Academic Texts

Source: developed by the author using Datawrapper: <https://datawrapper.dwcdn.net/zVsMy/1/>

mentioned terms in this cluster are national identity, cultural heritage, language; education is seen as a factor in self-awareness); “resilience and security” (semantically related concepts – social cohesion, civic education, security; the main research focus is on understanding the role of humanitarian education in times of crisis); “integration and reforms” (contextually related concepts – European integration, modernisation, transformation of the education system; educational changes are viewed through the prism of political transformations); “methodology and interdisciplinarity” (related concepts – humanitarian knowledge, interdisciplinary approach; used in the context of theoretical understanding of the state of the humanitarian field in Ukraine and related to the awareness of the need for its interdisciplinary study); “pedagogy, educational practice” (contextual concepts – educational programmes, educational technologies, key competences; activated and used in the process of understanding the problems of practical implementation of humanitarian education). Thus, the semantic halo nodes of key and related terms of the phenomenon of “socio-humanitarian education” includes: “humanitarian policy”, which is contextually linked to such concepts as identity, security, and sustainability; “humanitarian disciplines”, which bring into focus concepts related to training and pedagogical practices; “humanitarian knowledge”, which directs the attention of scholars to the analysis of the philosophical and methodological foundations of all spheres of social and public life functioning, “humanitarian education”, which returns scientific attention to the problems of humanisation and humanitarianisation of education and all spheres of social life.

An analysis was also carried out of the second body of scientific texts, consisting of 73 scientific, industrial-practical and reference publications, which are the results of 26 scientific studies by the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine, published in open access on the official website of the scientific institution during 2012–2024 (Fig. 3).

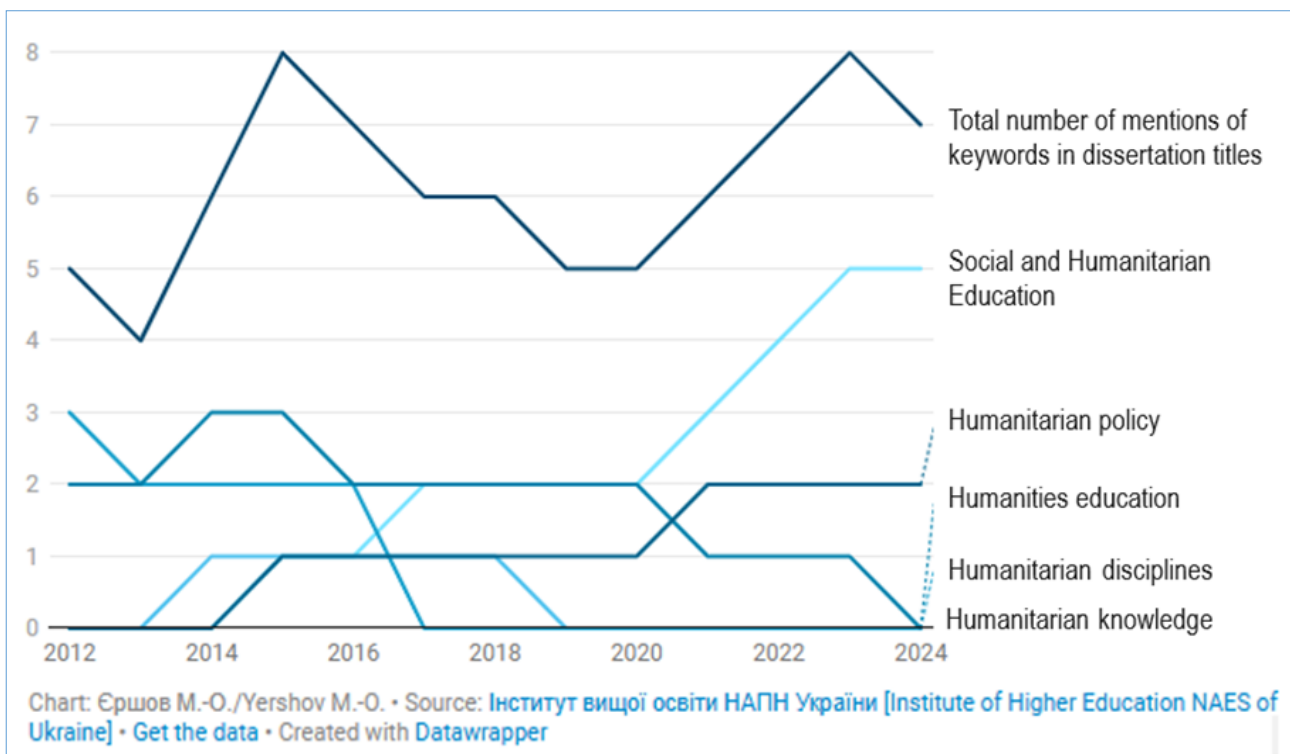


Figure 3. Dynamics of references to the phenomenon of ‘socio-humanitarian education’ and semantically related concepts in the corpus of scientific texts of the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine in 2012–2024

Source: developed by the author using Datawrapper: <https://datawrapper.dwcdn.net/9qfrj/3/>

A number of thematic clusters and their contextual concepts were identified, and the main focus of research attention was determined. The main clusters are: “institutional development” (autonomy, governance, financial autonomy; the main focus is on improving education management mechanisms); “humanitarian transformation” (humanisation, humanitarian policy, identity; the main thematic focus is on the values underlying education); “resilience and security” (social responsibility, social cohesion and resilience, national security, civic competencies; socio-humanitarian education is seen as a factor of resistance); “open science” (research capacity, openness of science; focus on modernisation of education); “European integration” (quality of education, internationalisation of education), in the subject area – strategic guidelines for the development of education and science.

Thus, in the scientific discourse of the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine, the phenomenon of “socio-humanitarian education” has emerged as a systemic concept, the evolution of which reflects a profound transformation in the role of higher education – from technocratic knowledge to a humanities-centred environment for the formation of personal resilience in complex socio-economic and geopolitical conditions. Socio-humanitarian education is not just a field or a set of disciplines, but a value framework that combines knowledge, civic competencies, responsibility, ethical stance, and the ability to act in times of social crisis. Scientists include this concept in strategic studies on university autonomy, social responsibility, open science, European integration, and education as a tool for sustainability, which is a reflection of the integration of this phenomenon into state education policy.

Given the relevance of the humanities to the key concepts of our research, Copilot AI was used to create another corpus of texts containing the 70 most cited publications from 1991 to 2025 from well-known online sources (“Ukrayinskyi Tyzhden”, Texty.org.ua, Cedos, Liga.net, ResearchGate, the Centre for Humanitarian Education of the National Academy of Sciences of Ukraine, etc.), in which the concept of ‘socio-humanitarian education’ and related terms were used. The key themes of the collected publications are: identity, humanism, post-soviet heritage, the crisis in the humanities and ideological transformations, educational infrastructure during wartime, digital humanities, and security issues. Based on the analysis of the created corpus sources, a graph of the dynamics of mentions of the studied concept was constructed (Fig. 4).

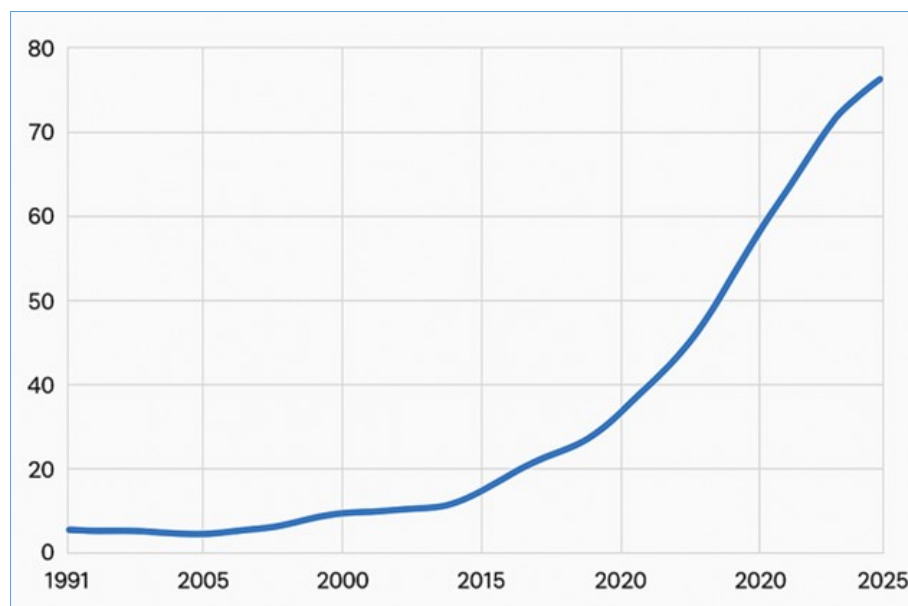


Figure 4. Dynamics of references to the concept of “socio-humanitarian education” and related terms in the media (1991–2025)

Source: developed by the author using Copilot AI

The key terms taken into account remained unchanged. The type of mention: direct (term in the title or keywords) and contextual (within the text). Media activation of key research concepts took place after 2014, when the media began to actively quote scientific reports, analytical notes and speeches by education experts on issues of socio-humanitarian education. The peak of mentions falls on 2022–2025, related to the war, reforms of the Ministry of Education and Science of Ukraine, and plans for the reintegration of de-occupied territories. It should be noted that the terms “humanities” and “humanisation of education” are often used synonymously in the mass media. The most frequently cited sources in media discourse are scientific and analytical reports by the National Academy of Educational Sciences of Ukraine.

The study of semantic connections between key concepts made it possible to identify several thematic clusters and related terms: “educational crisis” (demographics, migration, marginalisation, educational gaps, educational losses); “humanities” (commercialisation of education, methodological crisis, humanitarian crisis, digitisation of education, cultural and information security, media literacy, interdisciplinarity); “identity and humanism” (national consciousness, national identity, postcolonialism, ethics, morality and moral values, critical thinking); “humanitarian policy” (standards, strategies, legislative initiatives, educational reintegration).

An analysis of Internet sources has allowed us to draw a number of conclusions regarding the contextual features of the “socio-humanitarian education” phenomenon use and semantically related concepts. The modern education system is characterised by the marginalisation of social sciences and humanities (Not for Profit, 2010; Yershov, 2025), low funding for relevant scientific and educational projects, slow methodological renewal, and poor integration of socio-humanitarian research findings into educational policy (Yershova, 2022; Kohut at all, 2023). The Ukrainian media landscape pays considerable attention to the digitisation of education, which has led to the emergence of digital humanities. This opens up new opportunities for interdisciplinary analysis of the phenomenon under study, but requires institutional and scientific support. Socio-humanitarian education in Ukraine is undergoing systemic transformation caused by war, digital challenges and the need to rethink identity. Its ideological transformation (from the soviet legacy to civilisational modernisation) remains incomplete and requires strategic rethinking and methodological support (Brik, 2022). Solid and deep socio-humanitarian knowledge is a key resource for building national resilience, democratic agency, and critical thinking, especially in the context of hybrid warfare (Petrushenko, & Kryvonos, 2022). The study and development of socio-humanitarian education are of geopolitical importance, as they influence society’s ability to resist propaganda, shape narratives of dignity, and secure international support for Ukraine (Ukrainskyi instytut natsionalnoi pam’iaty, 2025; Muhal, 2023).

To confirm the growth trend identified by artificial intelligence in online sources of interest in the concept of “socio-humanitarian education” and related terms, another collection of journalistic texts was formed, taken from the archive of the Ukrainian online publication “Dzerkalo Tyzhnia” for 2005–2025. The collection contains 35 texts in which references to the key concept of our study and semantically similar terms (“humanitarian education”, “humanitarian policy”, “humanitarian sciences”, “humanities”) were found. All articles in the collection are grouped by year, without duplication, and references to terms are confirmed in the context of educational policy, humanisation, social challenges and war. This journal was selected based on the following criteria: the newspaper was founded in 1994 and is still actively operating (which corresponds to the chronological framework of our study); it systematically covers educational issues (which meets the requirements for content analysis); it is aimed at Ukrainian- and russian-speaking audiences, the vast majority of whom (79.7 %)

have higher education and represent a wide range of professions (which is important given the purpose of our study); it published materials by journalists, educational and cultural figures, ministers and oligarchs with different ideological preferences (which testifies to its influence in various spheres of public and state life); the editors and staff of the publication have received numerous national awards and honours at various periods of Ukrainian statehood (which testifies to their professionalism and objectivity).

The chronological analysis of the formed collection content (Fig. 5) made it possible to identify four key periods of intensive use of key research concepts: 1995–2000 (high level of references to the concept of “humanitarian education”); journalistic focus on general educational reforms), 2001–2013 (growing interest in the concept of “socio-humanitarian education” in the context of covering democratisation and European integration processes), 2014–2021 (a sharp increase in the frequency of references to the concept of “humanitarian policy”, where education is presented as a security resource), 2022–2025 (consolidation of educational discourse on post-war recovery tasks).

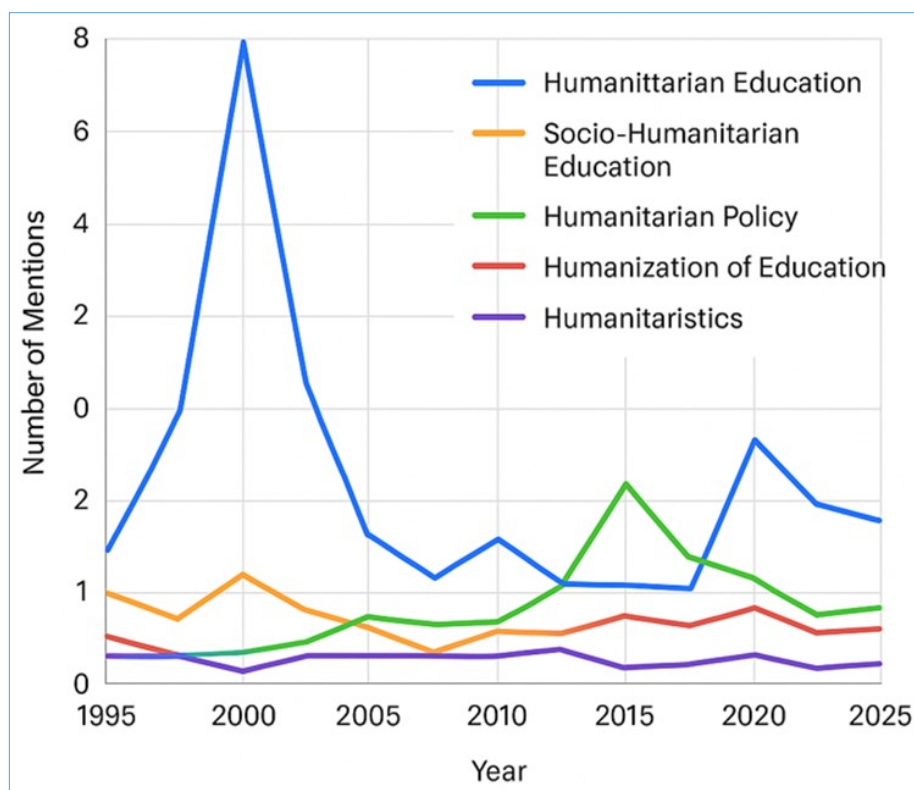


Figure 5. Dynamics of references to the concept of “socio-humanitarian education” and semantically similar concepts in the newspaper “Dzerkalo Tyzhnia” (based on the publication’s archive for 1995–2025)

Source: developed by the author using Copilot AI

A certain pattern has also been identified, consisting of increased use of key research concepts against the backdrop of major social upheavals (the Orange Revolution, the Revolution of Dignity, the annexation of Crimea, Russian aggression in eastern Ukraine, full-scale invasion). It was these events that brought to the fore the discourse on the role of education in preserving national identity and shaping the stability of a democratic state and its society.

The most frequently used term is “humanitarian education”, which is mentioned in 75 % of the texts in the collection (Fig. 6). The concept of “socio-humanitarian education” is consistently used in public discourse as part of broader educational strategies, but its representation increases precisely during periods of national challenges. In times of socio-economic instability, this phenomenon is used as a term indicating transformation (initially episodic,

but since 2015 it has appeared as strategic). The term “humanitarian policy” actively appears in articles from the 2000s, mainly in the contexts of identity and culture. After 2014, it became the focus of cultural security issues. The concept of “humanities” is mentioned as an intellectual tradition, without any systematic understanding of it.

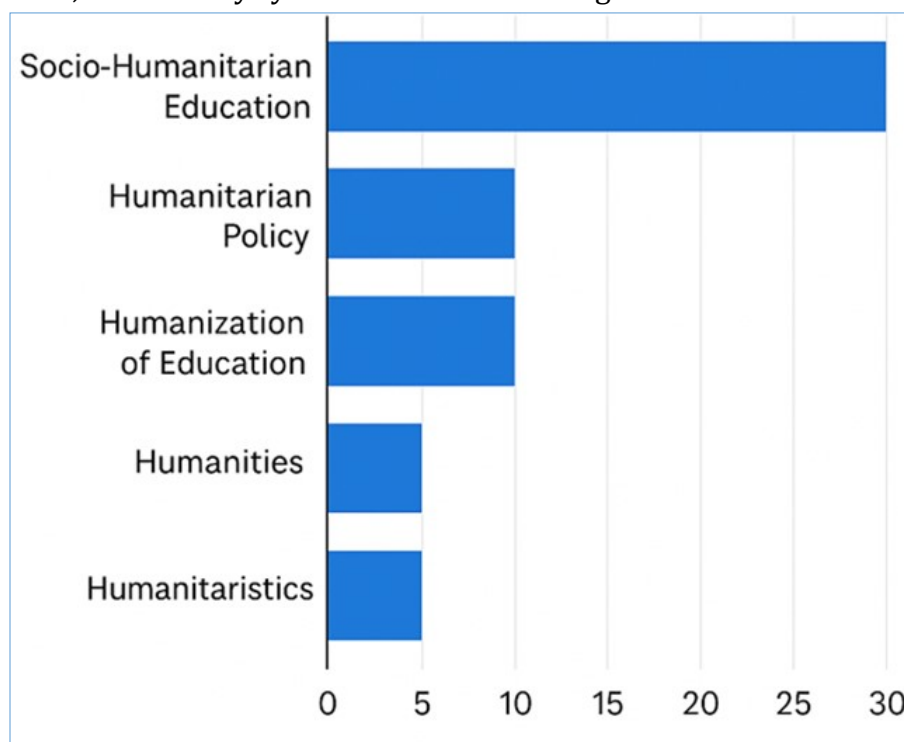


Figure 6. Frequency of the term “socio-humanitarian education” and semantically similar terms use in publicistic articles in the newspaper “Dzerkalo Tyzhnia” (based on the publication’s archive for 1995–2025)

Source: developed by the author using Copilot AI

Thus, the narrative in the pages of “Dzerkalo Tyzhnia” shifts from academic to existential, with humanitarian concepts increasingly viewed as tools for social mobilisation and resistance. It can be said that the educational discourse in “Dzerkalo Tyzhnia” is a barometer of political and cultural upheavals, a reflective field where education is understood through moral, political and cultural prisms. References to key terms not only record a certain scientific interest, but also create a semantic framework for national survival. Key contextual words (crisis, war, reforms, identity, trust, democracy, values, mission, resilience) form an emotionally charged context in which socio-humanitarian education emerges as a tool for society to respond to challenges and an important moral and strategic resource.

CONCLUSIONS

The In scientific discourse, socio-humanitarian education appears as an interdisciplinary concept that combines social and humanitarian knowledge aimed at forming critical thinking, civic competencies and democratic consciousness. The authors of academic works consider it through the prism of educational transformations related to the post-colonial legacy, modernisation of educational content, and adaptation to new security challenges. The discourse is characterised by consistency, reasonableness, and categorisation. The methodological approaches of various sciences (pedagogy, sociology, philosophy of education) are used for analysis, with the involvement of classifications, theoretical models, typologies of subjectivity and educational resilience. The main goal of scientific reflection is to construct a paradigmatic basis for socio-humanitarian education in conditions of social destabilisation and the search for a new educational logic. At the same time, scientific discourse has a num-

ber of problems: the fragmented conceptualisation of the phenomenon under study (despite the gradual consolidation of the term, its interpretation often lacks clear boundaries – the concept of “socio-humanitarian education” coexists with “humanitarian education”, “humanitarian disciplines”, and “humanitarian knowledge” without having an established definition); methodological fragmentation (dissertations demonstrate an interdisciplinary approach, but not always a coordinated one – there is competition between pedagogical, sociological and philosophical paradigms); academic isolation from politics and public discourse (research lacks reflection on how humanitarian education functions in media, political or military contexts).

Unlike scientific discourse, publicistic discourse focuses on the emotional and reflective components of the phenomenon. Socio-humanitarian education is presented as an indicator of deeper social processes – humanitarian degradation, marginalisation of social and humanitarian knowledge, loss of identity – and as a tool of resistance in wartime. The rhetoric of publicistic authors is dominated by figurative tropes (“mission”, “humanitarian catastrophe”, “survival”, “degradation”), which serve as ethical markers of social crisis. The style of discourse is emotional, expressive in a publicistic manner, and saturated with evaluative judgments. The main function of publicistic reflection is to bring humanitarian issues to the forefront of public discourse and create a resonant discourse capable of mobilising elites to rethink cultural policy and educational strategies. The journalistic discourse also has certain problems: thematic emotionality and crisis rhetoric (in publications, the term is often used in contexts of degradation, decline, and catastrophe, which narrows the discussion to a reactive plane); lack of consistency and conceptual depth (socio-humanitarian education is mentioned situationally, without any attempt at theoretical reflection, often as a symbol of cultural decline or the need for mobilisation); marginalisation of humanitarian issues in the public sphere (columnists often note the insufficient emphasis on humanitarian issues in public administration, education reform, and security policy).

Certain prospects have been identified for scientific and publicistic discourse on the phenomenon of “socio-humanitarian education”, namely: the formation of an integrated paradigm of socio-humanitarian education (the transition from descriptive research to conceptual modelling of socio-humanitarian education as a holistic interdisciplinary system), combining academic and civic content in the study of the phenomenon under investigation (expanding the concept by including topics such as resilience, identity, resistance, participation in the defence of the country and its post-war recovery), institutional recognition and educational policy (consolidation of the phenomenon in state strategies, educational reforms, international projects as a factor of democratic development). In publicistic discourse, the following are promising: normative understanding of the humanitarian mission of socio-humanitarian education (transition from rhetoric of catastrophe to formulation of alternatives, highlighting humanitarian education as a resource for solidarity, critical thinking, national self-assurance), mediatisation of humanitarian values (more active representation in the media of the educational role in conditions of war, reforms, threats to national identity), mobilisation for the social protection of the humanitarian sphere (creation of a new ethical framework where socio-humanitarian education is seen as a social good rather than an optional extra).

Thus, scientific discourse forms a cognitive field for strategic rethinking of socio-humanitarian education, while publicistic discourse expresses public concern and moral response to the state of the educational sphere. Despite their differences, both discourses jointly represent socio-humanitarian education as a key resource for democratisation, identification and post-crisis recovery of Ukrainian society. In general, socio-humanitarian education is transforming from a peripheral concept into a core concept of humanitarian policy, combining values, knowledge, sustainability and civic participation. Its development re-

quires dialogue between the NAES of Ukraine, community, the media, educational institutions and civil society.

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