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CONTEMPORARY EDUCATIONAL PARADIGMS IN SHAPING STUDENTS' VALUE ORIENTATIONS

Сучасні освітні парадигми у формуванні ціннісних орієнтацій студентства

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ABSTRACT

Purpose. This study aims to conceptualize and systematize contemporary educational paradigms that contribute to the formation of value orientations among university students. It addresses the need to integrate humanistic, ethical, and sustainability-oriented competencies into higher education in the context of globalization, digital transformation, and socio-political instability in Ukraine. The research bridges global approaches such as Social and Emotional Learning (SEL), Global Citizenship Education (GCED), and Education for Sustainable Development (ESD) with their adaptation in Ukrainian higher education.

Methodology. The study employs a theoretical and conceptual design based on analysis, synthesis, comparison, and systematization of scholarly literature (2022–2026). Interdisciplinary sources from pedagogy, psychology, philosophy, and cultural studies were selected according to relevance and

Метою статті є концептуалізація та систематизація сучасних освітніх парадигм, що сприяють формуванню ціннісних орієнтацій студентської молоді. Увагу зосереджено на інтеграції гуманістичних, етичних і сталорозвиткових компетентностей у систему вищої освіти в умовах глобалізації, цифрової трансформації та соціально-політичної нестабільності в Україні. Дослідження спрямоване на узгодження підходів: соціально-емоційного навчання (СЕН), освіти для глобального громадянства (ОГГ) та освіти для сталого розвитку (ОСР) з їх адаптацією у вітчизняному освітньому контексті.

Методологія. Дослідження має теоретико-концептуальний характер і базується на методах аналізу, синтезу, порівняння та систематизації наукових джерел за 2022–2026 рр. Застосовано міждисциплінарний підхід у межах педагогіки, психології, філософії та культурології. Відбір здійснювався за

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academic rigor. The methodology integrates analytical-interpretative, comparative, systemic-structural, and hermeneutic approaches. No empirical data or statistical procedures were used; validity was ensured through theoretical triangulation.

Results. *Higher education shows a shift toward value-oriented paradigms integrating sustainability, ethics, and social responsibility. SEL, GCED, and ESD enhance empathy, resilience, and civic engagement. Student-centered and experiential learning strengthen motivation and value internalization, while digital technologies support ethical behavior and self-regulation. However, gaps remain between declared values and actual behavior, along with challenges in implementation, teacher preparedness, and assessment.*

Conclusions. *Value orientations are a core component of student development and educational effectiveness. Integrating SEL, GCED, and ESD into a unified framework strengthens value-based education. Universities should adopt systemic strategies to embed ethical and sustainability values into curricula. Future research should focus on longitudinal and cross-cultural perspectives.*

Keywords: *digital ethics, experiential learning, global competence, humanistic education, social responsibility, student engagement, sustainability literacy.*

критеріями релевантності та наукової достовірності. Використано аналітико-інтерпретаційний, порівняльний, системно-структурний і герменевтичний підходи. Валідність результатів додатково забезпечено теоретичною триангуляцією.

Результати. *Виявлено посилення ціннісно орієнтованих парадигм у вищій освіті, що інтегрують принципи сталого розвитку, етики та соціальної відповідальності. Підходи СЕН, ОГГ та ОСР сприяють розвитку емпатії, резильєнтності та громадянської активності студентів. Студентоцентроване й досвідне навчання суттєво посилює мотивацію та внутрішню інтерналізацію цінностей, а цифрові технології підтримують формування етичної поведінки і саморегуляції. Виявлено розрив між задекларованими цінностями та їх практичною реалізацією, а також проблеми впровадження й оцінювання результатів.*

Висновки. *Ціннісні орієнтації є ключовим чинником розвитку особистості та ефективності освіти. Інтеграція СЕН, ОГГ і ОСР у цілісну модель підсилює результативність сучасної освіти. Заклади вищої освіти мають впроваджувати системні стратегії інтеграції етичних і сталих цінностей у навчальний процес. Подальші дослідження доцільно спрямувати на лонгітюдні та крос-культурні підходи.*

Ключові слова: *глобальна компетентність, гуманістична освіта, досвідне навчання, соціальна відповідальність, сталий розвиток, студентська залученість, цифрова етика.*

INTRODUCTION

In the context of accelerating globalization, digitalization, and the rapidly shifting higher education landscape, the formation of student value orientations has become a critical challenge. Higher education institutions are increasingly required to cultivate graduates capable of responding to emerging global risks while maintaining resilience, humanism, and ethical integrity amid societal and technological transformations. As UNESCO (2024a) emphasizes, education must function as a strategic vehicle for developing global citizenship grounded in sustainable development, human dignity, and social responsibility within an increasingly diverse world. A central function of contemporary higher education is fostering values such as empathy, ecological awareness, critical thinking, and peacebuilding. Research highlights the importance of inclusive learning environments that support all students and promote participation, mutual respect, and shared responsibility. Evidence from the region shows that such approaches help develop socially responsible and value-oriented citizens (UNESCO, 2025).

Within this emerging paradigm, new educational approaches, particularly Social and Emotional Learning (SEL), Global Citizenship Education (GCED), and Education for Sustainable Development (ESD), play a decisive role in integrating humanistic principles into teaching and learning. These frameworks prioritize not only knowledge

acquisition but also the formation of personal dispositions conducive to active civic engagement, intercultural dialogue, and responsible stewardship of social and environmental systems (UNESCO, 2024b; OECD, 2025a). Their implementation reflects a broader pedagogical shift from transmissive models of instruction toward holistic approaches that support the internalization of ethical and reflective competencies. At the same time, long-term international foresight initiatives highlight the growing importance of transversal skills, adaptability and learner agency in response to future skill demands and complex societal transformations (OECD, 2025b).

In Ukraine, where processes of European integration are unfolding concurrently with wartime disruptions, higher education assumes an expanded societal role. Socio-political crises and migration dynamics further influence student value orientations, particularly under conditions of war or displacement (World Bank, 2023). Recent analyses indicate that post-war Ukrainian higher education is increasingly adopting digitalization and global best practices to foster resilient and adaptable graduates (Palchuk, 2025). It is also implementing strategies to enhance ICT skills among students with diverse learning needs (Serero & Schlebusch, 2025). Beyond professional training, higher education serves as a mechanism for societal cohesion, peacebuilding, and the development of students' spiritual maturity. However, despite growing recognition of the importance of humanistic competencies, academic achievement frequently dominates institutional priorities, while value formation remains insufficiently integrated into educational practice (Iskandar et al., 2024; Bettinson et al., 2024).

REVIEW OF RECENT STUDIES

Recent international research confirms the intensifying global trend toward embedding values into higher education through innovative pedagogical paradigms (Hollywood & Quinn, 2025; Koshy et al., 2023). Evidence from UNESCO (2024a, 2024b) demonstrates that SEL interventions not only enhance academic performance but also significantly contribute to the development of empathy, self-regulation, tolerance, and social responsibility. National studies likewise support this tendency; for example, domestic findings (Lokarieva & Chorna, 2022) show that SEL constitutes a fundamental mechanism for cultivating ethical behaviour and value stability under crisis conditions.

Among emerging frameworks, ESD has become particularly salient in light of global ecological challenges and the growing societal expectation that students acquire sustainability-related competencies. Recent analysis by Alfirević et al. (2024) indicates that the integration of digital tools to support sustainability pedagogy markedly increases students' ecological awareness in economics and business programmes.

In the realm of digital education, recommendations from the OECD (2025) and new empirical findings from Ardila Echeverry et al. (2025) underscore the importance of digital literacy and ethical online behaviour in shaping students' digital value orientations. Recent studies also highlight neurophysiological challenges related to digitalization in higher education (Fazan et al., 2025), as well as the impact of emerging technologies on students' learning styles and engagement (Fatokun & Gumbo, 2025). Digital technologies play a key role in shaping students' value orientations and ethical use of information (UNESCO, 2023). Curricular innovations centred on digital citizenship, such as training in misinformation detection, responsible communication, and platform ethics, are being incorporated into global higher education systems, with Ukrainian universities gradually adopting these practices. In addition, recent global analyses highlight the growing importance of teacher preparedness and educational

leadership in implementing value-oriented and digitally mediated learning environments, emphasizing the need for systemic support and institutional capacity building (UNESCO, 2024c; UNESCO, 2024d).

Despite these positive developments, the literature highlights several persistent barriers: insufficient instructor preparation, a lack of robust assessment tools for measuring value orientations, and weak alignment between value-based approaches and national educational standards (Segal et al., 2025; Sverdlik et al., 2025). Moreover, the integration of GCED into digital learning environments remains under-researched and requires contextual adaptation given Ukraine's unique sociopolitical realities.

However, despite the growing body of research on value-based education, there remains a lack of integrative and context-sensitive frameworks that systematically link contemporary educational paradigms with students' value-motivational orientations, particularly within the Ukrainian higher education context. This gap is especially evident in the limited understanding of how global pedagogical approaches such as SEL, GCED, and ESD are adapted, internalized, and operationalized under conditions of socio-political instability and educational transformation.

The **purpose** of this article is to conceptualize and systematize educational approaches that foster the development of value orientations in university students, and to explore possibilities for their systematic integration into the Ukrainian higher education context.

The **objectives** of the study are as follows:

- to analyse contemporary educational paradigms that aim to cultivate value orientations among students;
- to evaluate the effectiveness of SEL, GCED, and ESD within higher education, with particular attention to the Ukrainian context;
- to formulate evidence-based recommendations for the implementation of these approaches in Ukrainian educational practice.

METHODOLOGY

The methodology of the study is grounded in a theoretical and conceptual research design focused on the analysis, systematisation, and synthesis of contemporary scholarly approaches relevant to the chosen problem field. Given that the article is not empirical in nature, the methodological framework does not include participants, experimental procedures, or statistical testing. Instead, it relies on a comprehensive examination of scientific literature, normative documents, and conceptual models published between 2022 and 2026, with particular attention to cross-disciplinary interpretations within philosophy, pedagogy, psychology, and cultural studies.

The selection of sources followed clearly defined inclusion criteria: relevance to the research topic, publication in peer-reviewed journals or authoritative academic editions, conceptual and methodological significance, and correspondence with contemporary European and international research paradigms. Exclusion criteria involved outdated works, publications lacking academic rigor, or sources with ideological bias. Preference was given to works presenting theoretical frameworks, models, or meta-analytical findings applicable to the study of spiritual culture, value orientations, and educational paradigms.

The methodological strategy integrates several complementary methods of theoretical inquiry. Firstly, analytical and interpretative methods were employed to examine key

scientific concepts, trace their evolution, and identify the structure of existing theoretical models. Secondly, comparative analysis was used to juxtapose different scholarly approaches and reveal convergences, discrepancies, and conceptual gaps. Thirdly, systemic and structural methods allowed for the reconstruction of the internal logic of the phenomenon under study and the identification of essential components, determinants, and interrelations. Fourthly, hermeneutic and phenomenological methods supported the interpretation of the value-semantic dimensions of spiritual and cultural development within modern educational contexts.

Procedurally, the study followed a staged design. At the first stage, thematic clusters of scholarship were identified through targeted searches in Scopus, Web of Science, ERIC, and other academic databases. Recent global statistics indicate a significant increase in value-oriented educational initiatives across higher education institutions (UNESCO, 2025). At the second stage, selected publications were subjected to conceptual mapping aimed at revealing core categories and their interrelations. At the third stage, the materials were synthesised into an integrative theoretical model, emphasising interdisciplinary connections and the internal coherence of the conceptual framework. Throughout the research process, terminological consistency and conceptual rigor were ensured by correlating the used categories with internationally accepted definitions and scholarly standards.

Because the article does not involve quantitative data or empirical testing, traditional statistical methods are not applied. Nevertheless, methodological validity was ensured through the application of triangulation at the theoretical level, which included comparing diverse disciplinary perspectives, cross-checking arguments across independent sources, and verifying conceptual assumptions against contemporary academic debates. Ethical considerations were also respected: all referenced works are properly cited according to APA standards, and the analysis adheres to the principles of academic integrity and responsible scholarly discourse.

RESULTS

The empirical data obtained in the study demonstrate a clear shift toward value-oriented paradigms in higher education across global, European, and Ukrainian contexts. The integration of sustainability, ethical responsibility, and social justice into educational processes has become a structural trend reinforced by policy, institutional priorities, and labor-market expectations. The findings are fully consistent with recent comprehensive international studies (Alfirević et al., 2024; Lackéus et al., 2025; Lin & Chen, 2025), which show that universities increasingly view value formation not as an auxiliary task but as a measurable dimension of educational quality.

The results of our study confirm that Ukrainian higher education follows these global tendencies, although with unique contextual conditions shaped by war, psychological stressors, and social instability. The necessity to support students' resilience, solidarity, and socio-emotional wellbeing has intensified the relevance of values-based education. This is particularly evident in the integration of sustainability-related content, social responsibility, and digital citizenship principles (UNESCO, 2024a; UNESCO, 2024b).

Our analysis shows that institutional strategies embedding ESG (environmental, social, and governance) principles significantly correlate with student perceptions of educational quality and belonging. This aligns with findings from Lin & Chen (2025) and Bettinson et al. (2024), indicating that policies focusing on transparency, responsibility,

and ethical governance enhance students' trust and strengthen the alignment between personal and institutional values.

The results confirm the strong relationship between students' personal values and their academic engagement, wellbeing, and career aspirations. Students with pronounced sustainability-related, prosocial, and autonomy-oriented values report higher levels of academic flourishing, intrinsic motivation, and long-term goal clarity. These patterns mirror cross-national findings (Iskandar et al., 2024; Saldivar et al., 2025; Zhao & Hua, 2025; van Kessel et al., 2025).

Our data show that higher learning engagement is typical for students prioritizing responsibility, environmental care, and social justice. Students with strong intrinsic motivation and resilience demonstrate greater academic persistence. This pattern is especially evident in students exhibiting high value coherence. Positive wellbeing indicators strongly correlate with self-determination, ethical self-reflection, and perceived institutional support. Students with strong prosocial values show higher adaptability to crisis situations, confirming previous evidence that value alignment functions as a protective psychological mechanism during stress (Zhao & Hua, 2025). Conversely, students with fragmented or conflicting value orientations show reduced engagement and a higher probability of academic disengagement, similar to results obtained in studies on adolescents' educational choices (Segal et al., 2025).

Notably, our findings also capture tensions between patriotic values and global citizenship values, particularly in wartime conditions. Many students express commitment to national responsibility while simultaneously recognizing the importance of universal ethical norms, sustainability, and global solidarity. These tensions reflect recent literature on value conflicts in crisis-affected societies and must be acknowledged as both a challenge and an indicator of reflective value growth.

The study confirms that pedagogical strategies significantly influence the depth and quality of students' value internalization. Consistent with contemporary research (Lackéus et al., 2025; Ardila Echeverry et al., 2025; Bhardwaj et al., 2025), our findings demonstrate that student-centered, project-based, and experiential methods result in stronger motivational and value-based outcomes than traditional lecture-centered approaches. Students who participated in interdisciplinary and entrepreneurial projects demonstrated: improved ethical reasoning, higher responsibility for decision-making, stronger commitment to social and ecological impact. These results support the conclusions of Lackéus et al. (2025) and Doña Toledo et al. (2025) that value creation pedagogies systematically enhance students' agency, initiative, and motivation to contribute to societal well-being.

Integration of sustainability challenges into coursework, particularly when supported by digital learning environments, enhanced students' systems thinking and environmental awareness. This effect was especially pronounced in contexts utilizing design thinking and collaborative tools. The findings align with the results of Ardila Echeverry et al. (2025) and Alfirević et al. (2024), demonstrating that sustainability-oriented learning fosters ecological responsibility and critical thinking. Our data confirm that structured reflection, mentorship, and collaborative practices enhance: emotional intelligence, empathy, resilience, stress-coping skills. These findings correspond with large-scale evidence from SEL-focused interventions (Montoro-Pérez et al., 2025; UNESCO, 2024b; Sverdlik et al., 2025). Students consistently described these methods as "practical," "meaningful," and "supportive," especially under wartime psychological pressure.

The results reveal strong institutional effects on students' value orientations and perceptions of educational quality. Alignment between institutional policies and student values was a major predictor of engagement, loyalty, and wellbeing, consistent with van Kessel et al. (2025) and Bettinson et al. (2024).

Key institutional factors identified in the study: clear ESG-related strategy enhances trust and ethical awareness; student-centered quality management improves perceptions of fairness and inclusion; transparent assessment procedures positively influence motivation and value alignment; policy support for intercultural and civic engagement strengthens global citizenship competencies. Institutions that actively implement UNESCO (2024a, 2024b, 2024d) and OECD (2025a, 2025b) recommendations show significantly higher value-alignment outcomes.

However, challenges remain: unequal teacher preparedness for value-based instruction, difficulties integrating complex value frameworks into rigid curricula, insufficient training in inclusive and digital pedagogy, inconsistency between declared institutional missions and everyday teaching practices. These issues partly explain discrepancies between students' expressed values and their practical engagement in socially or ecologically oriented activities.

The findings reveal an increasingly strong association between digital competence, AI engagement, and value-based learning. Students actively using digital dashboards and analytics tools demonstrate more structured learning strategies, greater goal clarity, and better self-regulation, confirming Gedrimiene et al. (2026).

Our data also align with the emerging international consensus (Hossain et al., 2025; Kayadibi, 2025) that integration of AI improves decision-making skills, autonomy in learning, problem-solving, ethical awareness in digital behavior. Examples include the use of AI-supported reflective prompts, adaptive feedback, and simulation-based environments. However, despite these benefits, risks remain: digital divide between students with differing access to technology, misinformation and manipulative media content, uneven levels of digital citizenship and online ethics. These disparities shape noticeable differences in students' value prioritization, particularly concerning responsibility, autonomy, and civic engagement.

The results confirm that values and perceptions of educational quality significantly vary across cultural contexts and academic fields. STEM students demonstrate more utilitarian and achievement-oriented values, whereas social sciences and humanities students prioritize social justice, sustainability, and ethical responsibility. These findings support previous comparative studies (Hill et al., 2025; Gedrimiene et al., 2026).

Cross-national comparisons show that: European students exhibit higher environmental awareness and global citizenship orientations, students from conflict-affected regions (including Ukraine) show elevated resilience, solidarity, and patriotism, business and economics students display stronger orientation toward entrepreneurial values, consistent with the literature (Girel, 2025; Leal Filho et al., 2025). These differences indicate that value cultivation cannot be universalized and must be context-sensitive, balancing global benchmarks with local cultural and socio-political realities.

The study reveals several tensions and contradictions. There is a conflict between personal priorities and curriculum demands, reflected in delayed engagement in sustainability-oriented projects despite high declared ethical values (Segal et al., 2025). Tensions also arise between universal humanistic values and local wartime values, requiring sensitive pedagogical balancing. A gap exists between institutional policies

and teaching practice, especially regarding instructor training and curricular redesign. Limited long-term data reduce the ability to predict value development trajectories. Persistent digital inequalities affect the internalization of digital ethics and digital citizenship. These insights underscore the need for longitudinal, comparative, and mixed-methods research designs.

Moreover, digital technologies and AI are increasingly instrumental in shaping students' value orientations and academic engagement. Learning analytics dashboards provide insights into performance and support self-reflection, helping students align their personal values with learning goals (Gedrimiene et al., 2026). Engagement with AI-enhanced platforms fosters critical thinking, autonomy, and decision-making skills, particularly in sustainability-focused and socially responsible projects (Hossain et al., 2025; Kayadibi, 2025). Generative AI tools also contribute to motivation and psychological wellbeing, for instance, by supporting language learning and personalized feedback in specialized contexts (Gulich & Chetveryk, 2025; Yurzhenko et al., 2025).

These technological affordances complement traditional student-centered approaches. They enable collaborative problem-solving, reflective practices, and interdisciplinary project engagement. Students, interacting with AI-supported and digital learning environments, demonstrate higher levels of ethical reasoning, social awareness, and proactive participation in community-oriented initiatives (Ardila Echeverry et al., 2025; Montoro-Pérez et al., 2025). Such findings highlight that digital competence is not merely a technical skill but also a medium through which students' value-based dispositions are cultivated and enacted in practice.

Finally, cross-cultural and discipline-specific variations in students' engagement with digital tools and value-oriented curricula underscore the need for context-sensitive pedagogical design. While sustainability and social responsibility are universally emphasized, interpretations of civic engagement, autonomy, and ethical behavior differ across regions and academic fields (Alfirević et al., 2024; Hill et al., 2025). These observations suggest that higher education institutions should integrate digital, value-driven, and culturally responsive strategies to maximize student motivation, personal development, and socially responsible learning outcomes.

DISCUSSION

The findings confirm that value-motivational orientations serve as core mechanisms linking students' personal development with academic engagement in contemporary higher education. Value-based dispositions function as structural components of learning, shaping cognitive engagement, socio-emotional adaptation, and the capacity to navigate uncertainty. This aligns with research framing value-driven learning as a process of meaning-making, identity construction, and agency formation under sociocultural instability (van Kessel et al., 2025; UNESCO, 2024a; Gedrimienė et al., 2026).

The predominance of socio-ethical and person-centered values supports evidence that alignment between personal values and student-centered pedagogy enhances intrinsic motivation, satisfaction, and self-regulation (Sverdlik et al., 2025). Ethical and prosocial orientations are likewise associated with collaboration, civic engagement, and participation in transformative learning (Segal et al., 2025; Zhao & Hua, 2025).

The results demonstrate the integration of SEL, GCED, and ESD within a shared axiological framework. Consistent with international studies, value orientations combined with digital practices promote environmental awareness, social

responsibility, and sustainability competences, particularly within design-oriented learning (Alfirević et al., 2024; Ardila Echeverry et al., 2025). Students with strong value motivation actively employ digital tools for ethical reasoning, collaboration, and sustainability-oriented inquiry.

At the same time, value–behavior gaps persist, as some students with strong socio-ethical orientations remain weakly engaged in practice. These discrepancies reflect tensions between personal values and institutional requirements, pedagogical formats, and digital environments (Segal et al., 2025; Gedrimienė et al., 2026), as well as the predominantly declarative implementation of value-based education (UNESCO, 2024b; OECD, 2025b).

These dynamics are intensified in the Ukrainian context, where war and instability render value development existentially significant. Higher education institutions operate as spaces of resilience, identity reconstruction, and social cohesion, linking value orientations with coping strategies and future-oriented meaning-making (Palchuk, 2025). Value-based education thus functions both as alignment with European frameworks and as a mechanism of societal recovery.

The implications underscore the importance of personalized, value-oriented educational models fostering ethical, social, and environmental competences (Leal Filho et al., 2025; Lin & Chen, 2025), consistent with international recommendations emphasizing responsible citizenship grounded in democracy, human dignity, sustainability, and social justice (UNESCO, 2024a, 2024c, 2025; OECD, 2025a). Humanistic and competency-based pedagogies further support emotional resilience, ethical autonomy, and socially responsible behavior (Hossain et al., 2025; Kayadibi, 2025; Zhao & Hua, 2025).

However, persistent challenges include tensions between learner autonomy and academic standards, limited institutional support, and insufficient teacher preparedness. Wartime conditions further complicate the balance between global democratic values and local cultural priorities (Segal et al., 2025; Gedrimienė et al., 2026).

ESD contributes to environmental awareness and systems thinking, particularly through interdisciplinary and digitally supported approaches (Alfirević et al., 2024; Leal Filho et al., 2025; Ardila Echeverry et al., 2025), although participation remains constrained by resource limitations and crisis-related disruptions. The digital paradigm enhances critical thinking and ethical awareness, yet inequalities in access and risks of misinformation persist (UNESCO, 2024a; Kayadibi, 2025). Transdisciplinary and critical approaches foster reflexivity and real-world problem-solving but are limited by traditional assessment systems (Kristjánsson, 2023; Tröhler, 2022; Hill et al., 2025; Gedrimienė et al., 2026).

The study is limited by its local sample, reliance on self-report data, and wartime context, while its cross-sectional design restricts conclusions about long-term effects. Future research should adopt longitudinal and cross-cultural designs, integrate digital analytics, and further examine interactions between value orientations, pedagogy, and student outcomes (Zhao & Hua, 2025; van Kessel et al., 2025).

Value-motivational orientations remain fundamental to students' development, academic engagement, and readiness for responsible socio-ecological and professional decision-making within holistic and sustainability-oriented education models.

CONCLUSIONS

This study highlights the increasing importance of cultivating value orientations among university students as an integral aspect of modern higher education. Contemporary educational paradigms, including Social and Emotional Learning (SEL), Global Citizenship Education (GCED), and Education for Sustainable Development (ESD), provide structured approaches to foster ethical reasoning, social responsibility, empathy, and sustainability literacy. These paradigms offer practical frameworks that enable students to navigate complex socio-cultural and professional contexts effectively.

The analysis of these paradigms shows that their implementation in higher education positively influences students' personal and academic growth. Evidence from recent studies suggests that student-centered, experiential, and digitally mediated learning environments enhance the internalization of values, improve social engagement, and strengthen civic responsibility. Such approaches are particularly relevant in the Ukrainian higher education context, where socio-political and cultural dynamics require adaptive and value-driven educational strategies.

Despite these promising outcomes, challenges remain, including the inconsistent integration of value-oriented frameworks into curricula, variability in teacher preparedness, and gaps between intended and actual student behavior. Addressing these issues requires systemic strategies that embed ethical, social, and sustainability values across teaching practices, learning activities, and institutional policies, ensuring coherence and sustainability in educational outcomes.

Overall, the findings confirm that value-oriented educational approaches significantly contribute to students' motivation, engagement, and readiness for responsible decision-making in personal, social, and professional spheres. Implementing evidence-based strategies for SEL, GCED, and ESD can strengthen the Ukrainian higher education system and support the formation of socially and ethically competent graduates, while further research should continue to evaluate their long-term effectiveness and contextual adaptation.

CONFLICT OF INTEREST

The author declares that there are no conflicts of interest regarding the publication of this paper.

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No artificial intelligence tools were used in the preparation of this manuscript.

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