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VALUE ORIENTATIONS OF WEB PROJECTS IN THE DIGITAL EDUCATIONAL ENVIRONMENT

Abstract. *The article substantiates the value orientations of the functioning of web projects in the contemporary digital educational environment. The understanding of a web project as an integral interactive digital ecosystem aimed at implementing a particular value-based and worldview strategy has made it possible to present it as a dynamic environment that transforms passive information arrays into tools for personal development, social integration, and national identification.*

The relevance of the study is determined by the rapid pace of digitalisation of society and the dominance of virtual content, which necessitates a rethinking of the role of digital platforms in shaping the worldview of learners. The methodological basis of the research is formed by the axiological concepts of M. Scheler, which made it possible to consider an educational resource not as a purely technical product, but as a platform for the realisation of an objective hierarchy of values. The authors analyse the dynamics of the transition of society to the state of 'Onlife', where the boundary between physical and

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digital space becomes blurred, and the algorithmic mechanisms of platforms begin to significantly influence the value choices of the individual. Particular attention is paid to the phenomenon of digital stratification, manifested in unequal access to high-quality resources, algorithmic discrimination, and the fragmentation of users' worldviews.

The key value vectors of contemporary educational web projects are systematised: inclusivity, patriotic engagement, openness, academic integrity, and the ethical use of artificial intelligence. The experience of the functioning of international (Europeana, UFDC) and national (collections of KNUCA, 'Sukhomlynistika') resources is analysed. It has been established that the effectiveness of integrating cultural artefacts into the educational process is determined by the combination of scholarly evaluation (quality of metadata, Learning Analytics) and creative strategies for the transmission of cultural codes.

It is emphasised that the sustainability of educational resources is ensured through an ecosystem approach, which requires from developers and educators technical resilience, openness of code, and systematic integration into the international scientific and educational space. The article demonstrates that responsible design of web platforms is a prerequisite for building an inclusive society in which digital technologies contribute to the harmonious intellectual development of the individual rather than merely ensuring the satisfaction of vital needs. The obtained results may serve as a basis for the development of regulatory recommendations for the ethical and functional design of future educational digital systems.

***Keywords**: web project, digital educational environment, value orientations, axiology, digitalisation of education, digital humanism.*

Problem statement in general terms. Under the conditions of the formation of a global digital space, digitalisation ceases to be a purely technical process and becomes a fully-fledged environment of human life activity. Contemporary global benchmarks, in particular the concept of 'Industry 5.0' (European Commission, 2021b) and the European strategy 'Digital Compass 2030' (European Commission, 2021a), record an important shift in the development of technologies – from purely technical efficiency to human-centredness. This implies that any digital product should be assessed not only in terms of its speed or design, but also in terms of the extent to which it corresponds to human interests and safety. In Ukraine, these principles are supported at the state level, as reflected in the 'Strategy for the Digitalisation of Education and Science' (Cabinet of Ministers of Ukraine, 2025).

Despite the intensive digitalisation of the educational sector, a certain contradiction is observed at the practical level. The development of educational web projects is predominantly focused on functional capabilities: user interface convenience, quality of content, or platform stability. At the same time, the question of which values are embedded in these resources and how they influence the user often remains at the periphery of research. A gap emerges between the rapid development of technical tools and the absence of clear ethical guidelines for their application. This situation necessitates a reconsideration of how humanitarian values should be integrated into the structure of modern web platforms in order to ensure the harmonious development of the individual in the digital space.

Analysis of the main research and publications. The methodological canon for understanding value priorities remains the concept of the material ethics of M. Scheler (Alieksieieva, 2017). In contemporary discourse, these classical approaches are transformed under the influence of digitalisation, which leads to the blurring of the boundaries between the real and the virtual ("Onlife") and the emergence of new ethical challenges (Castells, 2024; Bonafede & Di Bari, 2025).

The key socio-axiological problems of digitalisation include overcoming inequality in access to technologies and digital stratification (Belghit, 2024). In response to the rapid spread of artificial intelligence, international institutions (UNESCO, 2022) and researchers (Vélez et al., 2023) emphasise the principles of fairness, transparency, and moral responsibility in algorithmic systems.

The Ukrainian scholarly segment links technological progress with humanitarian values (Nikitenko et al., 2025), placing emphasis on the patriotic component (Cherepovska, 2025) and the inclusivity of the digital environment (Prokopenko et al., 2025).

Practical aspects of the use of knowledge bases and ontologies for resource visualisation are explored by Huraliuk et al. (2025). The systematisation of digital tools for the formation of a safe educational environment is presented in the works of Kovalenko et al. (2025). The transformation of digital collections into open resources

and the evolution of models of access to them are analysed in the fundamental works of E. Bertacchini and F. Morando (2013), as well as in contemporary studies on the formation of open educational collections (Terentieva et al., 2025).

In summary, it can be stated that the value orientations of web projects (openness, integrity, inclusivity) are theoretically substantiated; however, the mechanisms of their practical hierarchisation directly within the structure of educational platforms require further analysis.

Purpose and objectives of the article. The purpose of the article is to identify and substantiate the key value orientations of relevant web projects in the educational environment. To achieve this purpose, the following objectives have been defined: to clarify the essence and axiological significance of web projects in the context of contemporary human-centred digitalisation; to systematise the main value priorities embedded in educational platforms; to analyse specific examples of web projects in order to demonstrate how theoretical values are implemented in practice.

Presentation of the main material of the study. The foundation of this study is the philosophy of values of Max Scheler, who substantiated that values are not subjective opinions, but objective orientations that are recognised through inner intuition. The scholar constructed a hierarchy in which values are arranged from lower to higher: 1. values of the pleasant (comfort, satisfaction); 2. vital values (health, well-being); 3. spiritual values (truth, law, beauty); 4. values of the ‘sacred’ (absolute ideals) (Alieksieieva, 2017).

The dynamics of digital transformation have led to the dominance of virtual content, the share of which in the overall volume of information has exceeded 99%. The unprecedented speed of the implementation of new technologies is illustrated by the example of the ChatGPT service, which in 2023 attracted 100 million active users within the first two months after its release. Such an intensity of data generation and consumption (Castells, 2024) ultimately transforms digital platforms into the primary environment of communication and educational activity, which necessitates the development of appropriate ethical and value-based orientations.

At the present stage, we have transitioned to the state of ‘Onlife’ – a hybrid

mode of existence in which it is impossible to clearly distinguish between the digital and physical environment (Bonafede & Di Bari, 2025); this means that education must become a space where a person learns to build conscious relationships with algorithms, counteracting their latent influence on individual decisions.

Technological progress is not uniform and often deepens social disparities, giving rise to digital stratification of society. Drawing on the study by Belghit (2024), the key factors of this process can be identified: inequality in access to high-tech resources, algorithmic discrimination and the fragmentation of worldview ('filter bubbles'), as well as a lack of users' media literacy. These factors lead to the transfer of physical socio-economic disproportions into the virtual space, which requires increased attention to the ethical component of web projects.

Addressing these challenges requires a transition from chaotic development to normative regulation. As emphasised in the Recommendations on the Ethics of Artificial Intelligence (UNESCO, 2022), the development of the digital environment should be based on the principles of fairness, transparency, accountability, and the protection of human dignity. The document stresses that technological progress should not occur at the expense of human rights or the deepening of social inequalities.

In the digital age, a web project is transformed from a tool into a fully-fledged scholarly outcome, which necessitates ensuring the transparency and reproducibility of research. According to the ecosystem approach (Vélez et al., 2023), the effectiveness of such projects is determined by three critical indicators: technical openness of the code for the verification of results, integration into the shared scientific and educational space to ensure inter-institutional collaboration, as well as high documentary quality and accountability, which minimises the risks of algorithmic errors.

The implementation of the value orientations of web projects involves the introduction of a media-psychological model of patriotic engagement to counter information aggression and protect national identity within the framework of the

concept of ‘digital humanism’ (Cherepovska, 2025). Digital platforms function as instruments of inclusion, ensuring equal access to education through assistive technologies such as screen readers, subtitles, alternative input devices, and adaptive learning environments that tailor content to the individual needs of learners (Wang et al., 2020). This creates an environment in which technologies and artificial intelligence minimise barriers, enabling each learner to achieve outcomes regardless of physical or cognitive characteristics.

Ensuring inclusivity requires an integrated approach that combines public funding, public–private partnerships, and investment in infrastructure. The effectiveness of such projects depends not only on the availability of technical solutions or open-source software, but also on the systematic training of educators, which enables the full integration of assistive tools into practice (Prokopenko et al., 2025).

The Digital Humanities paradigm demonstrates a transition to digitalisation based on humanitarian values and the priority of human potential. A practical embodiment of this approach is provided by digital humanities centres (King’s Digital Lab, DARIAH-EU), which ensure interdisciplinary collaboration and access to cultural artefacts through platforms such as Europeana. The adaptation of this experience in Ukraine will make it possible to consolidate the efforts of humanities scholars and IT specialists in order to create interactive archives and 3D models of heritage sites within international research programmes (Nikitenko et al., 2025).

Digital platforms (DPs) serve as a pivotal organisational tool for digitalisation, ensuring economic resilience and efficient resource utilisation. They form the foundation for integrating disparate elements, evolving from purely technical and economic dimensions to encompass social and value-based aspects. The integration of modern technologies – ranging from artificial intelligence and the Internet of Things (IoT) to cloud computing and cyber-physical systems (CPS) – enables DPs to transform production processes into distributed information networks. This facilitates scalable interaction, transaction automation, and the implementation of lean production models, which are critical for adapting the national economy to dynamic

challenges (Lypov, 2024).

At the core of the technical architecture of educational web projects lies the economics of learning objects, where data regarding their usage becomes a key resource alongside the content itself. According to Yassine et al. (2023), learning object repositories are transforming from passive archives into dynamic ecosystems through the implementation of Learning Analytics. The principles of learning analytics – tracking interaction trajectories, modelling them, and providing real-time feedback – allow the educational process to be converted into a manageable system. The economic benefit of such integration lies in ensuring the reusability and adaptability of learning materials, thereby significantly enhancing their effectiveness. However, the primary value of these systems resides in their capacity to personalise learning, turning accumulated analytics into tools for the intellectual development of the individual, rather than merely serving as indicators of consumption intensity.

A key element of the digital transformation of education is the development of high-quality electronic educational and scholarly-educational content, which is implemented through multi-level infrastructures: digital libraries (repositories of intellectual heritage), specialised repositories (stores of verified scholarly data), and interactive platforms (environments for direct interaction with material). An important role is played here by collections of digital educational resources – systematically organised according to unified description standards and oriented towards academic and educational activity without a commercial purpose (Huraliuk et al., 2025).

The diversity of digital tools requires systematisation in accordance with their role in shaping the value orientations of web projects. Existing technological solutions should be classified according to three value-activity vectors: tools for interactive engagement to ensure social presence and collaborative work; means of cognitive representation for structuring knowledge and reducing cognitive load; systems of immersive modelling (AR/VR technologies, AI tools) for acquiring professional experience through active participation in simulated processes

(Kovalenko et al., 2025).

Digitalisation transforms cultural collections from limited physical artefacts into dynamic public goods with zero marginal costs of distribution. The choice of a strategy for access to such resources is, above all, a pedagogical decision that determines the degree of openness of the educational environment. According to the proposed typology, four models of access are distinguished: online demonstration, commercial licensing, open licensing, and the integration of user-generated content for the co-creation of educational resources (Bertacchini & Morando, 2013).

The practical implementation of these theoretical models is demonstrated by the review publication of the V. Sukhomlynskyi State Scientific and Educational Library of Ukraine 'Collections of Digital Educational Resources' (Terentieva et al., 2025). It shows that Ukrainian digitisation practices are situated within the general discourse of international strategies, where the priority is the creation of open and integrated ecosystems. Thus, alongside national projects such as 'Sukhomlynistika' or the digital collections of KNUCA, the publication highlights global exemplars: from the scale of the European platform Europeana, which brings together millions of cultural heritage artefacts, to the technological innovations of UFDC (University of Florida Digital Collections), where the Google Maps API is integrated for the geographical search of objects.

It should be noted that Ukrainian developments, integrated into this global context, confirm the capacity of contemporary institutions to act as architects of knowledge which, regardless of location, ensure a balance between technological innovation, scholarly rigour, and ethical responsibility in a hybrid learning environment.

Conclusions and prospects for further research. Summarising the results of the conducted analysis, it should be emphasised that web projects in the contemporary educational environment have transformed from technical tools into fully-fledged platforms for the implementation of personal value-based strategies. Their essence lies in the transition from passive archiving of information to dynamic learning based on a hierarchy of values – from the satisfaction of vital needs to the

realisation of spiritual ideals. The key priorities of such platforms have been identified: inclusivity, which minimises barriers through assistive technologies; patriotic engagement aimed at protecting national identity; as well as academic integrity and the ethical use of artificial intelligence, which counteract latent digital stratification.

The practical implementation of these orientations, confirmed by the analysis of national (in particular, the practice of 'Sukhomlynistika') and international resources, demonstrates that the combination of high-quality digitisation, standardisation of metadata, and learning analytics tools enables the successful integration of cultural codes into the contemporary educational space. The sustainability of such projects is ensured through an ecosystem approach that combines technical resilience, openness of code, and the professional development of educators, while maintaining a balance between technological progress and humanitarian values.

The prospects for further research are seen in the development of unified metrics for assessing the value-based impact of web projects on learning outcomes. It is also relevant to study the mechanisms for adapting ethical codes of artificial intelligence to the specific features of the Ukrainian educational space and to develop new models of interdisciplinary collaboration between IT specialists and humanities scholars, which will enable the design of digital resources capable of effectively counteracting contemporary information threats.

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ЦІННІСНІ ОРІЄНТИРИ ВЕБПРОЄКТІВ У ЦИФРОВОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ

Анотація. *У статті обґрунтовані ціннісні орієнтири функціонування вебпроєктів у сучасному цифровому освітньому середовищі. Уявлення вебпроєкту як цілісної інтерактивної цифрової екосистеми, спрямованої на реалізацію певної ціннісно-світоглядної стратегії дозволило представити його у якості динамічного середовища, що трансформує пасивні інформаційні масиви в інструменти особистісного розвитку, соціальної інтеграції та національної ідентифікації.*

Актуальність дослідження зумовлена стрімкими темпами цифровізації суспільства і домінуванням віртуального контенту, що вимагає переосмислення ролі цифрових платформ у процесі формування світогляду здобувачів освіти. Методологічним підґрунтям розвідки стали аксіологічні концепції М. Шелера, які дозволили розглядати освітній ресурс не як суто технічний продукт, а як майданчик для втілення об'єктивної ієрархії цінностей. Авторами проаналізовано динаміку переходу суспільства до стану «Onlife», де межа між фізичним і цифровим простором стає хиткою, а алгоритмічні механізми

платформ починають суттєво впливати на ціннісний вибір індивіда. Окрему увагу приділено феномену цифрової стратифікації, що проявляється у нерівності доступу до якісних ресурсів, алгоритмічній дискримінації та фрагментації світогляду користувачів.

Систематизовано ключові ціннісні вектори сучасних освітніх вебпроєктів: інклюзивність, патріотичну активність, відкритість, академічну доброчесність і етичне використання штучного інтелекту. Проаналізовано досвід функціонування міжнародних (Europeana, UFDC) та вітчизняних (колекції КНУБА, «Сухомлиністика») ресурсів. Встановлено, що ефективність інтеграції культурних артефактів у навчальний процес визначається поєднанням наукової оцінки (якість метаданих, Learning Analytics) із креативними стратегіями трансляції культурних кодів.

Підкреслено, що життєздатність освітніх ресурсів забезпечується через екосистемний підхід, який вимагає від розробників та педагогів технічної витривалості, відкритості коду та системної інтеграції в міжнародний науково-освітній простір. Стаття доводить, що відповідальне проєктування вебплатформ є запорукою побудови інклюзивного суспільства, де цифрові технології сприяють гармонійному інтелектуальному розвитку особистості, а не лише забезпечують задоволення вітальних потреб. Отримані результати можуть слугувати основою для розробки нормативних рекомендацій щодо етичного та функціонального проєктування освітніх цифрових систем майбутнього.

Ключові слова: *вебпроєкт, цифрове освітнє середовище, ціннісні орієнтири, аксіологія, цифровізація освіти, цифровий гуманізм.*

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