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INFORMATIONAL AND ANALYTICAL SUPPORT OF MILITARY PEDAGOGY

A This article analyzes the historiography of the development of the system of training military teachers in independent Ukraine. Information support for the pedagogical training of military psychologists includes curricula, textbooks, teaching aids, and methodological recommendations. It is worth noting that in modern Ukraine, several specialized higher education institutions are engaged in the targeted training of military psychologists. In the Armed Forces of Ukraine, the functions of military psychologists are now mostly performed by clergymen – military chaplains, imams, and rabbis. The experience of the ATO and full-scale invasion has enriched the educational materials with data from practical activities. Military psychology and military pedagogy have progressed significantly over the period 2014–2025. The adaptation of military veterans to peaceful life is currently carried out by social workers. There are not so many educational institutions that train military psychologists and military educators. Ukraine as a state needs to widely introduce the specialty of military psychologist and military teacher in military, medical and general higher educational institutions. A large number of people will have post-traumatic stress disorders and adaptation disorders. This will also pose a question to scientists at universities and research institutes. It will be necessary to prepare educational-methodological and educational-pedagogical support for the specialties of military psychology and military pedagogy. It will be important for Ukraine to take into account the experience of Azerbaijan, Syria, Israel and other countries that have experience of protracted conflicts. The first Ukrainian textbook on military pedagogy was the textbook by G. Temko and M. Tomchuk, published in 1997. The most well-prepared textbook of peacetime was the textbook by V. Yagupov “Fundamentals of Military Didactic Knowledge”, which was published in 1999. It is also worth noting that V. Ananyin, A. Koval, O. Puchkov, A. Gangal focused on issues of military pedagogy. The experience of the ATO and full-scale war was taken into account in the curriculum authored by N. Opanasenko published in 2022 and the textbook authored by V. Plakhuta published in 2024. Information and analytical support for military pedagogy is developed in parallel courses with information and analytical support for military psychology.

Keywords: military pedagogy; textbooks; curriculum; military psychology; information and analytical support for military pedagogy; historiography of military pedagogy

ІНФОРМАЦІЙНО-АНАЛІТИЧНЕ ЗАБЕЗПЕЧЕННЯ ВІЙСЬКОВОЇ ПЕДАГОГІКИ

S Присвячено аналізу історіографії розвитку системи підготовки військових педагогів у незалежній Україні. Інформаційне забезпечення педагогічної підготовки військових психологів представлено навчальними програмами, підручниками, навчальними посібниками та методичними рекомендаціями. Варто зазначити, що в сучасній Україні цільовою підготовкою військових психологів займаються кілька спеціалізованих вищих навчальних закладів. У Збройних Силах України функції військових психологів зараз переважно виконують священнослужителі – військові капелани, імами та рабини. Досвід АТО та повномасштабної війни збагатив навчальні матеріали даними практичної діяльності. Військова психологія та військова педагогіка значно просунулися за період 2014–2025 років. Адаптацію військових ветеранів до мирного життя наразі здійснюють соціальні працівники. Закладів освіти, які готують військових психологів і викладачів, не так багато. Україні як державі необхідно широко запровадити спеціальність військового психолога та військового викладача у військових, медичних, вищих і загальноосвітніх закладах освіти. Велика кількість людей матиме посттравматичні стресові розлади та розлади адаптації. Це також поставить питання перед науковцями університетів і науково-дослідних інститутів. Необхідно буде підготувати навчально-методичне та навчально-педагогічне забезпечення для спеціальностей військової психології та військової педагогіки. Україні важливо буде врахувати досвід Азербайджану, Сирії, Ізраїлю та інших країн, які мають досвід затяжних конфліктів. Першим українським підручником із військової педагогіки був підручник за авторством Г. Темко та М. Томчук (1997 р.).

Добре підготовленим навчальним посібником мирного часу є посібник В. Ягупова «Основи військово-дидактичних знань» (1999 р.). Також варто зауважити, що на питаннях військової педагогіки зупинялись В. Ананьїн, А. Коваль, О. Пучков, А. Гангал. Досвід часів АТО та повномасштабної війни був врахований у навчальній програмі Н. Опанасенко (2022 р.) та навчальний посібник В. Плахута (2024 р.). Інформаційно-аналітичний супровід військової педагогіки розвивається паралельними курсами з інформаційно-аналітичним супроводом військової психології.

Ключові слова: військова педагогіка; підручники; навчальні посібники; навчальна програма; військова психологія; інформаційно-аналітичне забезпечення військової педагогіки; історіографія військової педагогіки

The relevance of the problem in general and its connection with important practical tasks. The ATO and the full-scale invasion of the Russian army into Ukraine posed new challenges for military psychologists and military educators. The educational content of the textbooks was brought into line with European standards and took into account practical issues. Information support for the pedagogical training of military psychologists is presented by curricula, textbooks, teaching aids and methodological recommendations. It is worth noting that in modern Ukraine, several specialized higher educational institutions are engaged in targeted training of military psychologists. In the Armed Forces of Ukraine, the functions of military psychologists are now mainly performed by clergymen – military chaplains, imams and rabbis. The experience of the ATO and full-scale invasion has enriched the educational materials with data from practical activities. Military psychology and military pedagogy have advanced significantly over the period 2014–2025. The adaptation of military veterans to peaceful life is currently carried out by social workers. There are not so many educational institutions that train military psychologists and military educators. Ukraine as a state needs to widely introduce the specialty of military psychologist and military teacher in military, medical and general higher educational institutions.

A large number of people will have post-traumatic stress disorders and adaptation disorders. This will also pose questions to scientists at universities and research institutes. It will be necessary to prepare educational and methodological and educational and pedagogical support for the specialties of military psychology and military pedagogy. It will be necessary to prepare educational and methodological support, as well as pedagogical support, for the specialties of military psychology and military pedagogy. It will be important for Ukraine to take into account the experience of Azerbaijan, Syria, Israel, and other countries that have experience of protracted conflicts. An analysis of previous studies and publications showed that, in recent years, given the full-scale invasion of the Russian Federation and active hostilities, research on the problems of training military psychologists has intensified.

Analysis of previous achievements. However, there is still no special study where a content analysis of Ukrainian textbooks and textbooks on the discipline "Military Pedagogy" would be conducted. In 1997, the textbook "Military Education in Ukraine: History of Development and Modern Problems" was published, authored by G. Temko and M. Tomchuk [8]. In 1999, the textbook "Fundamentals of Military Didactic Knowledge" by V. Yagupov was published at the Kyiv National University named after T. Shevchenko [9]. In 2000, the textbook "Theory and Methods of Military Training" was published [10]. In 2003, the National Technical University "Kyiv Polytechnic Institute" published a textbook entitled "Military Training and Education" by V. Anyanin and A. Koval [1]. In 2009, the same educational institution published a textbook with a similar title by V. Anyanin, O. Puchkov, and A. Gangal [2]. In 2021, a lecturer at the Ivan Chernyakhovsky National Defense University published a textbook "Military Pedagogy" [4]. The Military Law Institute at the Yaroslav the Wise National Law University in Kharkiv

published a curriculum for the disciplines "Military Psychology" and "Military Pedagogy" authored by N. Opanasenko [5]. In 2024, during the full-scale Russian invasion of Ukraine in Cherkasy, the Cherkasy Regional Institute of Postgraduate Education named after V. Plakhuta published a textbook titled "Theory of Military Training and Education: Subject and Tasks" [10]. In 2024, Ya. Pylypchuk and L. Ponomarenko published an article dedicated to military psychology and military pedagogy [6].

In the Department of Scientific and Information Support for Education, together with my colleagues, I continue to research the issues of information support for military psychology and military pedagogy [7; 8; 9].

The purpose of the article is to provide adaptive information and analytical support for pedagogical science and conduct information content analysis of textbooks and teaching aids, in particular in the discipline "Military Psychology", as the main component of the educational and methodological support for the training of military psychologists in the educational process of specialized higher education institutions of Ukraine. The task of this article is to study the historiography of military pedagogical science in Ukraine.

Presentation of the main material. In 1997, a textbook was published entitled "Military Education in Ukraine: History of Development and Modern Problems" by G. Temko and M. Tomchuk [11]. In 1999, the Kyiv National University named after Taras Shevchenko published a textbook entitled "Fundamentals of Military Didactic Knowledge" by V. Yagupov. The first section was entitled "Military Didactic Process" and had the following paragraphs:

1. Subject and Objectives of Military Didactic.
2. Main Components of the Military Didactic Process.
3. Contradictions of the Military Didactic Process.

The second section was devoted to the main concepts of training and the possibility of their use in training military personnel. It had the following paragraphs:

1. Traditional Didactic Concepts.
2. Programmed Concept of Training.
3. Theory of Phased Formation of Mental Actions.
4. Problem-Based Learning.
5. Modern Concepts of Training.

The third section examines the patterns and principles of training military personnel. The following were considered:

1. Laws, patterns and principles of training.
2. Characteristics of the principles of training military personnel.

The fourth section examined the content of training military personnel. It analyzed:

1. The concept of "training content".
2. Pedagogical concepts of selecting training content.
3. Plans, programs and planning of combat training.

The fifth section contained methods of training military personnel. The paragraphs analyzed:

1. Training methods and their classification.
2. Characteristics of traditional methods of training military personnel.

The sixth section is devoted to active training methods. The paragraphs contained the following components:

1. Methods of activating the cognitive activity of soldiers in the didactic process.
2. Classification of active training methods and their varieties.
3. Non-imitation active training methods.

The seventh section examines the psychological preparation of military personnel for combat operations as an integral part of military-didactic processes. Its paragraphs consider:

1. Formation of fighting spirit as a psychological and pedagogical problem.
2. The essence of psychological training of military personnel and its pedagogical content.
3. Didactic foundations of the organization of psychological training.

The eighth section analyzes the Forms of organization of military personnel training. The section contained the following paragraphs:

1. The concept of forms of organization of military personnel training.
2. Classification of forms of organization of soldiers training.

The ninth section characterizes the Control and evaluation of the results of soldiers' educational and cognitive activity. The section contained the following paragraphs:

1. Control and evaluation as didactic concepts.
2. Types, forms and methods of control assessment of soldiers' preparedness.
3. Assessment of knowledge, skills and abilities.

The tenth section considered pedagogical skill and innovation. The section is divided into the following paragraphs:

1. Structure of an officer's pedagogical activity.
2. Pedagogical skill of an officer and its elements.
3. Main directions of military-didactic innovation.

The eleventh paragraph considers the Methodology and techniques of military-didactic research. The paragraphs were titled:

1. Methodology of researching problems of military personnel training
2. Methodology of researching problems of military training [12].

In 2000, the textbook "Theory and methods of military training" was published [13]. In 2003, the national technical university "Kyiv Polytechnic Institute" published a textbook authored by V. Ananyin and A. Koval under the title "Military training and upbringing" [1]. In 2009, the same educational institution published a textbook with a similar title authored by V. Ananyin, O. Puchkov, A. Gangal [2]. These were textbooks from the pre-war period, which were more concerned with theoretical foundations.

The experience of the ATO was used by military educators. In 2021, a lecturer at the Ivan Chernyakhovsky National Defense University published the textbook "Military Pedagogy". The first section of the textbook was devoted to the Conceptual Principles of Military Psychology. The section considered:

1. Pedagogy as a Science.
2. Subject and Tasks of Military Pedagogy.
3. Formation and Development of Military Pedagogy.
4. Genesis of Military Pedagogical Thought.
5. Domestic School of Military Pedagogy.

The second section was devoted to the scientific foundations of military training and education. It was divided into the following paragraphs:

1. Basic Concepts, Categories, Regularities, Principles of Military Training.
2. Theoretical Principles of Organizing the Military Pedagogical Process.
3. Methods, Techniques, and Means of Training Military Personnel.
4. Basic Forms of Organizing the Military Pedagogical Process.
5. Methods, Forms, and Means of Training Military Personnel.

The third section was devoted to Modern technologies of training and education of military personnel. The section considered:

1. Technologization of the military-pedagogical process.
2. Interactive learning technologies.
3. Information and communication technologies of training.
4. Organization of independent work of military personnel in the training process.
5. Establishment of gender interaction in the military collective.
6. Training technologies of organization of pedagogical interaction.

The fourth section considered Pedagogical skill as a guarantee of effective interaction in the military collective:

1. Theoretical and methodological principles of pedagogical interaction in the military collective.
2. Professional competence and professionalism of a military teacher.
3. Pedagogical skill of a military leader – the way to establish effective interaction.
4. Fundamentals of pedagogical techniques of a military leader.
5. Methodological techniques of organization of pedagogical communication in the military collective.

The textbook is decorated with test questions for self-control, creative tasks [4].

Military didactics and military pedagogy continued to develop during the full-scale Russian invasion of Ukraine. In 2022, the Military Law Institute at the Yaroslav the Wise National Law University in Kharkiv published a curriculum for the disciplines "Military Psychology" and "Military Pedagogy" authored by N. Opanasenko. The introduction outlines the goal and objectives of the academic discipline, the status of the academic discipline, subject competencies, and a list of learning outcomes. In the part devoted to military pedagogy, the place and role of pedagogical knowledge in the process of training military personnel, the military-pedagogical process, the principles of training and pedagogical conditions of their application in military-legal

activities, the methods and forms of training and pedagogical conditions of their application in military-legal activities, the essence and characteristics of the process of educating military personnel, the principles and methods of educating military personnel, pedagogical conditions of their application in military-legal activities [5].

In 2024, already during the full-scale invasion of the Russian army into Ukraine in Cherkasy, the Cherkasy Regional Institute of Postgraduate V. Plakhuta Education published a teaching and methodological manual "Theory of Military Training and Education: Subject and Tasks". This teaching and methodological manual considers:

1. Subject and tasks of military didactics.
2. Functions of the educational process in military training.
3. Main components of the process of training pre-conscripts.
4. Modern concepts of training.
5. Laws and principles of military training of pre-conscript youth.
6. Characteristics of the principles of training pre-conscripts.
7. The content of training pre-conscripts in military affairs.
8. Methods of initial military training of pre-conscripts.
9. Concept and characteristics of forms of training of pre-conscripts.
10. Active methods of training military personnel.
11. The place and role of control over the educational and cognitive activities of pre-conscripts.
12. Methodology for conducting interactive forms of training: role-playing, business games and brainstorming in classes on initial military training [10].

It should be noted that in 2021, V. Vasylshchev's dissertation for the degree of candidate of pedagogical sciences was defended at the Poltava National Pedagogical University on the topic "Development of general pedagogical culture of future officers in the process of professional training in a military educational institution" [3].

Conclusions. Thus, having conducted a study of the content, we came to the following conclusions. Information support for

the pedagogical training of military psychologists is presented by curricula, textbooks, study guides and methodological recommendations. It is worth noting that in modern Ukraine, several specialized higher educational institutions are engaged in targeted training of military psychologists. In the Armed Forces of Ukraine, the functions of military psychologists are now mainly performed by clergymen - military chaplains, imams and rabbis. The experience of the ATO and full-scale invasion of Russians in Ukraine has enriched the educational materials with data from practical activities. Military psychology and military pedagogy have made significant progress over the period 2014–2025. The adaptation of military veterans to peaceful life is currently carried out by social workers. There are not so many educational institutions that train military psychologists and military teachers. Ukraine as a state needs to widely introduce the specialty of military psychologist and military teacher in military, medical and general higher educational institutions. A large number of people will have post-traumatic stress disorders and adaptation disorders. This will also pose questions to scientists at universities and research institutes. It will be necessary to prepare educational and methodological and educational and pedagogical support for the specialties of military psychology and military pedagogy. It will be important for Ukraine to take into account the experience of Azerbaijan, Syria, Israel and other countries that have experience of protracted conflicts. The first Ukrainian textbook on military pedagogy was the textbook by G. Temko and M. Tomchuk, published in 1997. The most well-prepared textbook in peacetime was the textbook by V. Yagupov "Fundamentals of Military-Didactic Knowledge", which was published in 1999. It is also worth noting that V. Ananyin, A. Koval, O. Puchkov, A. Gangal focused on issues of military pedagogy. The experience of the ATO and full-scale war was taken into account in the curriculum authored by N. Opanasenko published in 2022 and the textbook authored by V. Plakhuta published in 2024. Information and analytical support for military pedagogy is being developed in parallel courses with information and analytical support for military psychology.

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