MILITARY HIGHER EDUCATION IN UKRAINE: THEORETICAL AND METHODOLOGICAL PRINCIPLES, PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF LEADERSHIP QUALITIES

ENSINO SUPERIOR MILITAR NA UCRÂNIA: PRINCÍPIOS TEÓRICOS E METODOLÓGICOS, CONDIÇÕES PSICOLÓGICAS E PEDAGÓGICAS PARA O DESENVOLVIMENTO DE QUALIDADES DE LIDERANÇA

LA ENSEÑANZA SUPERIOR MILITAR EN UCRANIA: FUNDAMENTOS TEÓRICOS Y METODOLÓGICOS, CONDICIONES PSICOLÓGICAS Y PEDAGÓGICAS PARA EL DESARROLLO DE LAS CUALIDADES DE LIDERAZGO

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ABSTRACT: This study analyzed the intricacies involved in developing leadership skills in individuals undergoing training to become soldiers during the training process. The task at hand can be conditionally divided into two distinct phases: the first, which involves the exploration of the theoretical and methodological foundations underlying the development of the aforementioned leadership skills, and the second, which focuses on seeking an efficient model for enhancing these capabilities. The methodological framework of the research comprised scientific and pedagogical methods. It was observed that students in Military Higher Education Institutions must study subjects related to military theory, tactics, strategy, organization and management of military units, military equipment, and military legal aspects, among other content areas.

KEYWORDS: Modern education. Military education. Leadership. Digital didactics. Professional preparation.

RESUMO: *Este estudo consistiu na análise das particularidades envolvidas no desenvolvimento das aptidões de liderança em indivíduos em formação para se tornarem soldados durante o processo de treinamento. A tarefa em questão pode ser divisada condicionalmente em duas fases distintas: a primeira, que envolve a exploração dos fundamentos teóricos e metodológicos subjacentes ao desenvolvimento das mencionadas aptidões de liderança; e a segunda, que se concentra na busca por um modelo eficiente para o aprimoramento dessas capacidades. A base metodológica da pesquisa foi composta por métodos científicos e pedagógicos. Foi constatado que os estudantes das Instituições de Ensino Superior Militar devem engajar-se no estudo de matérias relacionadas à teoria militar, táticas, estratégia, organização e gestão de unidades militares, equipamento militar, bem como aspectos jurídicos militares, entre outros conteúdos.*

PALAVRAS-CHAVE: *Educação moderna. Educação militar. Liderança. Didática digital. Preparação profissional.*

RESUMEN: *Este estudio se centró en el análisis de las particularidades involucradas en el desarrollo de las habilidades de liderazgo en individuos en formación para convertirse en soldados durante el proceso de entrenamiento. La tarea en cuestión puede dividirse condicionalmente en dos fases distintas: la primera implica la exploración de los fundamentos teóricos y metodológicos subyacentes al desarrollo de las mencionadas habilidades de liderazgo; y la segunda se enfoca en la búsqueda de un modelo eficiente para mejorar estas capacidades. La base metodológica de la investigación estuvo compuesta por métodos científicos y pedagógicos. Se observó que los estudiantes de las Instituciones de Educación Superior Militar deben involucrarse en el estudio de materias relacionadas con la teoría militar, tácticas, estrategia, organización y gestión de unidades militares, equipo militar, así como aspectos legales militares, entre otros contenidos.*

PALABRAS CLAVE: *Educación moderna. Educación militar. Liderazgo. Didáctica digital. Preparación profesional.*

Introduction

Higher military education distinguishes itself through its theoretical and methodological peculiarities, grounded in scientific research and military doctrines. Concerning the development of students' leadership qualities, the theoretical principles of military education encompass the exploration of disciplines such as military science, theory and history, military psychology, leadership, and strategic planning (TSEKHMISTER, 2021).

Furthermore, a significant component of military education's theoretical and methodological foundations is the analysis of military psychology. Military activities require a high level of psychological stability on the part of the individual, as well as the ability to make decisions in stressful circumstances, manage emotions, and identify risks. The psychology study provides future leaders with an understanding of the psychological aspects inherent in military service, interaction with subordinates, and the ability to resolve conflicting situations. In parallel, considerable attention is given to studying the theory and history of military art. The investigation of history allows future officers to learn from past military conflicts' experiences and assess and assimilate the errors and successes of military strategies and tactics. The theory of military art enables students to understand the fundamental principles of warfare, such as strategic planning, coordination of military units, combat tactics, the interaction between different types of troops, and other elements, which enables them to develop effective war strategies and make informed decisions in real situations (SYDORENKO, 2020). The main goal of military education in Ukraine is the analysis of the current conduct of combat operations, encompassing disciplines such as military equipment, tactics, strategy, operational art, etc.

Research Focus

This article analyzes the theoretical and methodological principles that guide higher military education in Ukraine. The relevance of the selected topic lies in the urgent need to cultivate a highly qualified military force capable of effectively executing strategic tasks and developing leadership competencies. The theoretical and methodological principles of military education constitute critical elements of the education system to achieve these objectives.

Objectives and Research Questions

The central purpose of this article is to investigate and evaluate the progress of contemporary military education in Ukraine amid a context of large-scale aggression. The proposed research questions are as follows:

1. Investigation of the theoretical model supporting the process of professional readiness formation for self-realization of individuals working in law enforcement agencies;

2. Determination of the impact of social and psychological factors on the formation of readiness for professional self-realization in performing roles within law enforcement institutions;

3. Analysis of the effectiveness of methods contributing to the formation of professional self-realization among military personnel.

Literature Review

Anishchenko *et al.* (2023), emphasized the relevance of investigating the impacts of military invasion on higher education in Ukraine. In this context, the research meticulously analyzed the latest literature sources related to this theme, encompassing articles, scientific studies, and reports from widely recognized sources. Smirnov's (2019) study addressed the issue of professional training of future officers of the Ukrainian Armed Forces, with an emphasis on the military education system. Konokh *et al.* (2020) investigated the activity of cadets in physical education at military higher education institutions, adopting a systemic approach to gather comprehensive information on the subject and analyze various aspects present in the training of these individuals.

The research conducted by Tytova and Mereniuk (2022), explored different methods and tools of online education that can be employed in training future teachers in military education institutions. The authors highlighted the importance of providing digital resources and online learning opportunities and incorporating innovative technologies and communication into educational practices.

Anggraini and Handayani (2022) comprehensively analyzed critical aspects of digitization processes in the educational system. In a study conducted by Vasishhev *et al.* (2022), the impact of Russian military aggression on the psychological health of young Ukrainians was explored. It is worth noting that psychological and pedagogical conditions play a fundamental role in developing leadership skills in military personnel training. The

psychology study assists future officers in understanding the psychological nuances inherent in military service and effectively interacting with personnel in various situations.

The enhancement of leadership qualities also occurs by studying tactics and strategy. Exploring the theory of military science enables individuals to understand the fundamental principles of warfare, types of combat operations, and tactics employed by different armed forces (NECHYPORUK, 2021).

Furthermore, to complement theoretical education, practical preparation represents a substantial component of military higher education. Future officers have the opportunity to apply and refine their skills during natural military operations exercises. This practice provides them with essential experience in various combat situations, strengthening their decision-making abilities under pressure and refining their leadership skills in a practical context.

Summarizing the obtained results, it can be concluded that the development of military education in Ukraine remains an urgent issue that requires immediate attention. Research shows that the Ukrainian educational system needs reforms and modernization, especially concerning adopting innovative technologies and implementing digital content. The introduction of new approaches in military education, along with the incorporation of innovative technologies, can have a significant impact on strengthening the country's defense capabilities.

Materials and Methods

The research was structured into three stages of development. The first phase involved data collection, serving as the fundamental foundation for subsequent analysis and investigations. In the second stage of the research, pre-existing models of military education were analyzed, along with the definition of organizational and pedagogical conditions and the formulation of criteria and indicators to assess their effectiveness. The third stage involved the processing and analysis of collected data.

This article is dedicated to exploring the development of contemporary military education in Ukraine, where the research methodology was based on the analysis of previously published scientific studies (BADER; OLEKSIIENKO; MERENIUK, 2022; NECHYPORUK, 2021; KORYLCHUK *et al.*, 2022; SHEVCHENKO, 2019). Analyzing these scientific studies allowed for identifying current challenges and trends in the research topic. The literature search was conducted through recognized databases (Google Scholar, Research Gate, and Web of Science), using a combination of comprehensive terms such as "higher education," "global

educational services," "military education," "leadership," and "professional readiness." Subsequently, relevant information was reviewed, collected data were organized, and results were summarized (SMIRNOV, 2019; RIDEI, 2021; MA *et al.* 2022). The selected articles for further analysis underwent a rigorous examination to identify the concept that best captures the relevance of the research topic.

Results

One of the crucial theoretical and methodological foundations underpinning higher military education in Ukraine lies in its adaptation to the demands inherent in contemporary conflicts and threats to national security. Given the changes in the global military and political landscape, it becomes imperative for this educational system to align with the needs of modernizing the armed forces, ensuring, in particular, the training of professionals capable of implementing practical innovations in the conduct of military operations. Furthermore, the military education system must comply with international norms and standards established by NATO, especially concerning military training and the development of leadership skills (VASISHHEV *et al.,* 2022).

Another crucial challenge in developing military education in Ukraine is applying an integrated approach to professional training. This means that, throughout their studies, students must acquire broad knowledge and skills that extend beyond technical and tactical military aspects to include competencies in areas such as management, organization, administration, and communication. Figure 1 illustrates the psychological and pedagogical conditions conducive to developing leadership skills.

Figure 1 - Psychological and Pedagogical Conditions for the Development of Leadership Qualities

Military discipline	Morality and ethics	Trust among peers	Communication skills	Teamwork
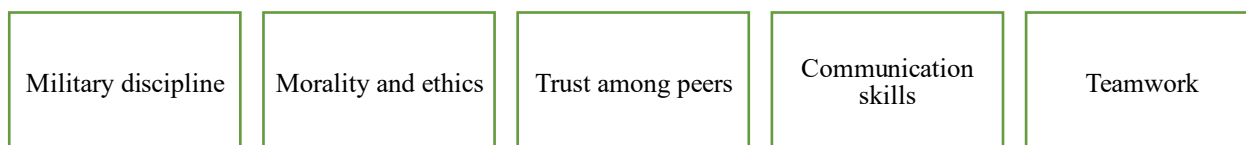
Source: Elaborated by the authors

One of the central elements in enhancing these characteristics lies in applying active learning methods, which empower students to address authentic professional tasks (BUKLIV; KUCHAK; VASYLYUK-ZAITSEVA, 2023). Such methods encompass strategies such as project-based learning, role-playing games, military simulations, training, and debates. These procedures allow students to confront real situations that occur in authentic military environments (Table 1).

Table 1 - Active Learning Methods

Method	Explanation
Project-Based Training	This method involves developing and implementing a project focused on a specific topic to acquire new information and skills.
Role-playing Games	Role-playing games involve creating situations that use behavioral models to assist students in understanding specific material, assimilating content, and demonstrating their skills. In this context, students take on different roles as the game requires.
Military Simulations	Military simulations involve the recreation of military scenarios using specialized equipment and resources. This approach allows students to experience a situation close to reality, giving them a deeper understanding of military equipment and tactics.
Training Sessions	Training sessions involve the conduct of meticulously planned classes intending to develop specific skills and knowledge. Students actively participate in these interactive learning sessions.

Source: Elaborated by the authors

Additionally, a crucial component in enhancing leadership skills is the creation of conducive environments for self-development and self-improvement of students (RIDEI, 2021). This includes opportunities for conducting independent studies and research, engaging in scientific investigations, publishing scientific articles, and participating in academic conferences. Furthermore, ensuring access to modern educational resources, libraries, laboratories, training grounds, and other essential infrastructure is imperative. These factors

significantly contribute to developing leadership qualities in professionals (BADER; OLEKSIIENKO; MERENIUK, 2022).

Psychological support plays a fundamental role in nurturing the leadership skills of students. This support may encompass the use of psychological tests, training programs focused on personal development, individual and group counseling, as well as psychological assistance during professional challenges. Ensuring students' psychological well-being and emotional security is a critical aspect that contributes to their effective development as future military leaders.

Among the various psychological and pedagogical conditions that must be considered, the importance of education in moral and ethical values stands out (Table 2).

Table 2 – Fundamental ethical principles and moral values of future officers

Honesty	Integrity is an unwavering principle that governs the officer's behavior, compelling them to always act sincerely and honestly in all circumstances.
Devotion to Service	Dedication to service and the country they have sworn to protect is an unalienable commitment for the officer, urging them to demonstrate unwavering loyalty and commitment to their responsibilities.
Discipline	The officer is required to strictly adhere to all relevant rules and orders pertaining to their duty, maintaining discipline as an essential foundation in their conduct.
Responsibility	The officer is vested with profound responsibility for their actions and decisions, reflecting on the importance of fully accepting the consequences of their deeds.
Patriotism	The officer must cultivate deep love and devotion for their country and the armed forces they represent, manifesting as a true patriot.
Professionalism	The relentless pursuit of excellence and mastery in their profession are fundamental attributes that should characterize the officer, ensuring a high level of competence and knowledge in their duties.
Relationships with Subordinates	The officer must demonstrate genuine respect for their subordinates, ensuring their well-being and promoting an environment of camaraderie and mutual support.
Justice	Even in challenging contexts, the officer is compelled to act with impartiality and fairness, rigorously adhering to the principles of justice.
Culture of Communication	The officers should adopt a culture of effective and compassionate communication with those around them, fostering an environment of open and respectful dialogue.
Self-Improvement	The relentless pursuit of continuous improvement, both in their professional and personal skills, is a fundamental responsibility that falls upon the officer.

Source: Elaborated by the authors

Substantial attention must be directed toward enhancing students' communication skills, considering that a military team leader must be proficiently capable of interacting effectively with subordinates, peers, and higher-ranking officers. Communication competencies encompass listening attentively, conducting constructive dialogues, expressing thoughts and concepts clearly, and utilizing various communication channels and techniques. Therefore, higher military education must provide opportunities for students to refine their communication skills through specialized training, simulations, role-playing games, and other pedagogical methods.

A distinct aspect of leadership skill development among students involves the formation of decision-making competencies. A military leader must be capable of agile and objective analysis of situations, considering various alternatives, identifying the best option, and making responsible decisions (BUKLIV; KUCHAK; VASYLYUK-ZAITSEVA, 2023).

Leadership in military contexts requires a high standard of moral values and ethical awareness. In this regard, higher military education should include an exploration of ethical norms and principles inherent to military activity and an analysis of ethical aspects related to the resolution of military tasks. It should also instill in students a sense of responsibility towards fulfilling their official duties and interacting with subordinates and colleagues.

Furthermore, higher military education should emphasize the importance of forming a military ethos in students. The development of personal attributes in future military leaders also requires special attention. A leader must possess high self-awareness, be competent in managing their emotions, and have self-reflective and self-regulation skills. Therefore, a crucial component of military education is promoting personal maturity, independence, and responsibility among future military leaders. To achieve this goal, military education must employ appropriate pedagogical approaches such as student-centered guidance, active interactions with instructors, encouragement of self-development, cultivation of self-discipline, and stimulation of independence.

Discussion

Research into the theoretical and methodological principles and the psychological and pedagogical conditions that foster the development of leadership capabilities among students in higher military education institutions is an urgent priority. There is significant emphasis placed on enhancing leadership skills among future officers, as evidenced by Nevzorov (2021). Leadership is a central component in the training of officers responsible for leading military units and carrying out tasks related to protecting the nation's interests. In this regard, cultivating leadership skills among future officers is a complex process that requires the application of psychological and pedagogical approaches. These individual characteristics have the potential to contribute to the development of professional competencies, enabling the fulfillment of obligations to society. Only a well-formed personality, endowed with strong willpower and solid leadership skills, can effectively contribute to the consolidation of civil society.

Project-based learning, role-playing games, military simulations, training, and debates represent effective methods for enhancing leadership qualities among students in higher military education institutions, as corroborated by the research of Ridei (2021) and Ma *et al.* (2022). The project-based approach promotes the development of creative skills and innovation capabilities among students. Role-playing games and military simulations allow students to acquire the skill of making decisions in volatile and challenging scenarios. Encouraging innovative thinking is fundamental to promoting leadership qualities (SHEVCHENKO, 2019).

The relevance of the psychological dimension in developing leadership competencies is prominent in higher military education. This emphasis is supported by research conducted by Fernández-Cerero, Montenegro-Rueda and Fernández-Batanero (2023). A military leader must maintain a high degree of self-awareness, proficiency in management, emotional intelligence, the ability to understand and control their own emotions, the capacity to interact effectively with individuals of different profiles, and the aptitude to cultivate empathy. Military education, therefore, should play a fundamental role in cultivating the psychological competence of students, offering training that includes strategies for dealing with stressful situations, enhancing self-regulation skills, and reinforcing stress resilience. The emotional support provided to students during their educational process includes individual counseling, psychological training, the development of communication skills, and conflict resolution abilities.

Final consideration

This analysis highlights the underlying theoretical and methodological principles of higher military education in Ukraine and the crucial psychological and pedagogical conditions for developing leadership qualities among future officers. Several active learning methods have been analyzed to aid in developing these talents, including project-based learning, role-playing games, military simulations, training, and debates. It was found that future officers' important moral and ethical values include patriotism, devotion to the state, honesty, justice, dignity, and professionalism. The results of this study can be applied to the future development of military education in Ukraine, contributing to the enhancement of officer training, considering their leadership qualities and moral and ethical values. The overall model for professional self-realization of officers should incorporate the development of a training program to ensure students' adequate preparation for future challenges. To raise the level of readiness for professional self-realization, it is essential to create methods that help students deepen their understanding of the trajectory of their future professional activities.

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