The Central Research institute
of the Armed Forces of Ukraine

Military Science. Vol. 3 No. 3 (2025)

Received: *June 17, 2025* | **Revisions Requested:** *July 10, 2025* | **Revision Received:** *October 7, 2025*
Accepted: *October 7, 2025* | **Published Online:** *December 1, 2025*

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DOI: 10.62524/msj.2025.3.3.5

Military Pedagogy and Psychology under the Conditions of the russian-Ukrainian War: Problems, Solutions and Prospects for Development

Volodymyr Hurkovskyi
Doctor of Public Administration, Professor
Chief of Branch
The Central Research Institute of the Armed Forces of Ukraine
03049, Povitrianykh Syl avenue, 28 B, Kyiv, Ukraine
e-mail: volodymyrgurkovskyi@gmail.com
ORCID: 0000-0003-2021-5204

Yevhen Romanenko
Doctor of Public Administration, Professor
Chief of Branch
The Central Research Institute of the Armed Forces of Ukraine
03049, Povitrianykh Syl avenue, 28 B, Kyiv, Ukraine
e-mail: poboss1978@gmail.com
ORCID: 0000-0003-2285-0543

Karel Nedbalek
Doctor of Law, Professor
European Professional Doctorate
Zlín, Czech Republic
e-mail: slusovice@motelgolg.cz
ORCID: 0000-0002-1010-2460

Liliia Semenenko
Senior Lecturer of the Department of Foreign Languages
National Defence University of Ukraine
03049, Povitrianykh Syl avenue, 28, Kyiv, Ukraine
e-mail: selin-ua@ukr.net
ORCID: 0000-0002-5628-3586

Roman Duzhyi
Deputy Chief of the Foreign Languages
Education and Research Centre
National Defence University of Ukraine
03049, Povitrianykh Syl avenue, 28, Kyiv, Ukraine
e-mail: romeojuliet@ukr.net
ORCID: 0000-0002-8064-1312

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of the Armed Forces of Ukraine

Military Science. Vol. 3 No. 3 (2025)

Artem Semenenko
Cadet
Military Institute of Taras Shevchenko National University of Kyiv
03189, Yulii Zdanovskaya St., 81, Kyiv, Ukraine
e-mail: aretemsemen1612@gmail.com
ORCID: 0009-0006-2753-5648

Abstract. The article is devoted to the research of the main challenges in military pedagogy and psychology in the context of the russian-Ukrainian war, which has been ongoing since 2014 and escalated in 2022, with an emphasis on foresight strategies for addressing them. The research focuses on three main areas: psychological support for the Armed Forces of Ukraine, preparing citizens for national resistance, and the social and psychological reintegration of veterans. The aim of the research is to develop a scientifically grounded foresight strategy for the advancement of military pedagogy and psychology under the conditions of the russian-Ukrainian war. This includes identifying key challenges and gaps in the system of training military educators and psychologists, justifying the need to establish an institutional framework for coordinating scientific, educational, and practical initiatives, and preparing recommendations for the establishment of a specialised department and research institution on military pedagogy and psychology within the structure of the National Academy of Educational Sciences of Ukraine.The methodological foundation includes an interdisciplinary approach, foresight methodology, content analysis of publications, as well as structural and functional and comparative analysis of the experience from NATO countries (the United States, Israel, Finland, Canada, Australia). The analysis demonstrates the effectiveness of integrating psychological and pedagogical technologies into national security systems. It is proposed to establish a Department and an Institute of Military Pedagogy and Psychology within the National Academy of Educational Sciences of Ukraine to coordinate research, develop the “Military Psychologist” professional standard, educational programmes, and rehabilitation technologies. The foresight analysis outlines baseline, optimistic, and crisis scenarios through to 2030, with the optimistic forecast anticipating a 20% reduction in cases of absence without leave (AWOL), high-quality student training, and a 15% decrease in requests for assistance.The authors highlight systemic shortcomings such as the high rate of absence without leave (80,000 cases in 2024), insufficient psychological training of personnel, and limited stress management competencies among commanders. It is noted that the basic general military training for 70,000 students, introduced under the Law No. 3633-IX from 2025, is hindered by a shortage of personnel and methodologies. The rehabilitation of 1.2 million veterans, including 500,000 combatants, is slowed by the lack of comprehensive programmes, as evidenced by 18,000 requests for psychological assistance in April 2024.The recommendations imply introducing adaptive educational programmes for basic general military training and involving international experts to adapt best practices in the sphere of stress management, resistance training, and veteran rehabilitation.

Keywords: military pedagogy, military psychology, russian-Ukrainian war, psychological support, national resistance, veteran reintegration, foresight strategies, Armed Forces of Ukraine, stress management, National Academy of Educational Sciences of Ukraine.

Introduction

russia's war against Ukraine, ongoing since 2014 and escalated into a full-scale invasion on 24 February 2022, has transformed the functional field of military pedagogy and psychology from peacetime to crisis and mobilisation mode. This shift requires a systemic restructuring of educational, scientific, and practical approaches to training military specialists, particularly in matters related to the mental and moral provision of combat capability. Training and supporting human resources under

high-intensity combat conditions has become the dominant challenge for the national security system. However, the current system of military education, training, and psychological support is struggling to adapt to the rapidly changing realities of war.

The war has changed the very nature of the educational process in higher military educational institutions: the need is growing for adaptive training programmes tailored to wartime conditions, for the integration of combat experience into pedagogy, and for the strengthening of the moral and psychological components in the education and professional development of military personnel. Outdated approaches to military and patriotic education require rethinking in light of the realities of hybrid warfare, total resistance, and civil and military integration.

The role of innovative educational and research clusters is increasing, combining the resources of higher military educational institutions, research establishments, public and veterans' organisations, military units, and psychological support centres. At the same time, due to the absence of a coordinated state strategy for the development of military pedagogy and psychology, it is not currently possible to establish a stable institutional foundation for such cooperation.

The primary challenges include:

The continuous increase in the number of personnel, particularly due to mobilisation, which overloads the infrastructure of military educational institutions and the psychological support system;

The insufficient quality and quantity of methodological materials relevant to the conditions of modern warfare, especially those reflecting the combat experience of 2022–2025;

The absence of unified and scientifically validated methods for the psychological selection, training, support, and rehabilitation of servicemen and veterans;

The underdevelopment of an institutional system for psychological and social rehabilitation, leading to the underestimation of issues such as post-traumatic stress disorder (PTSD), depression, suicidal behaviour, and so on;

The organisational fragmentation of scientific and educational cooperation between the structures of the Ministry of Defence of Ukraine, the Ministry of Education and Science of Ukraine, the National Academy of Educational Sciences of Ukraine, and other security sector actors.

Thus, the main scientific problem lies in the absence of a systemic foresight-based strategy for the development of military pedagogy and psychology, one that would address the challenges of hybrid warfare and ensure a stable institutional response to the growing mental, educational, and organisational needs of the security and defence sector.

The key problems of psychological support within the Defence Forces of Ukraine are presented in Figure 1.

The hypothesis of this research is that the establishment of an institutional platform within the state will make it possible to consolidate the intellectual resources of academic military education and military science, introduce effective mechanisms for the preparation, support, and rehabilitation of servicemen, and ensure systematic scientific support for the transformation of military education under wartime conditions.

In view of the outlined problems and challenges faced by the system of military education and psychological support under wartime conditions, there arises the need for a scientifically grounded approach to forming a foresight strategy for the development of military pedagogy and psychology. To this end, it is necessary to analyse the current academic discourse, refine the research objective, and justify the methodological approaches employed.

Literature review

The methodological basis also includes the works of leading Ukrainian researchers, in particular: V. Luhovyi and V. Kremen regarding quality management in higher education under crisis conditions [1–5]; Zh. Talanova, A. Hoshovska, and K. Vashchenko in the field of public administration of higher education development [6–10]; S. Maksymenko in the field of applied and

developmental psychology [11]; V. Panko in the context of psychological research during wartime and the professional training of psychologists [12, 13]; O. Panchenko, O. Naumenko, A. Kabantseva, and I. Serdiuk in the field of clinical psychology [27].

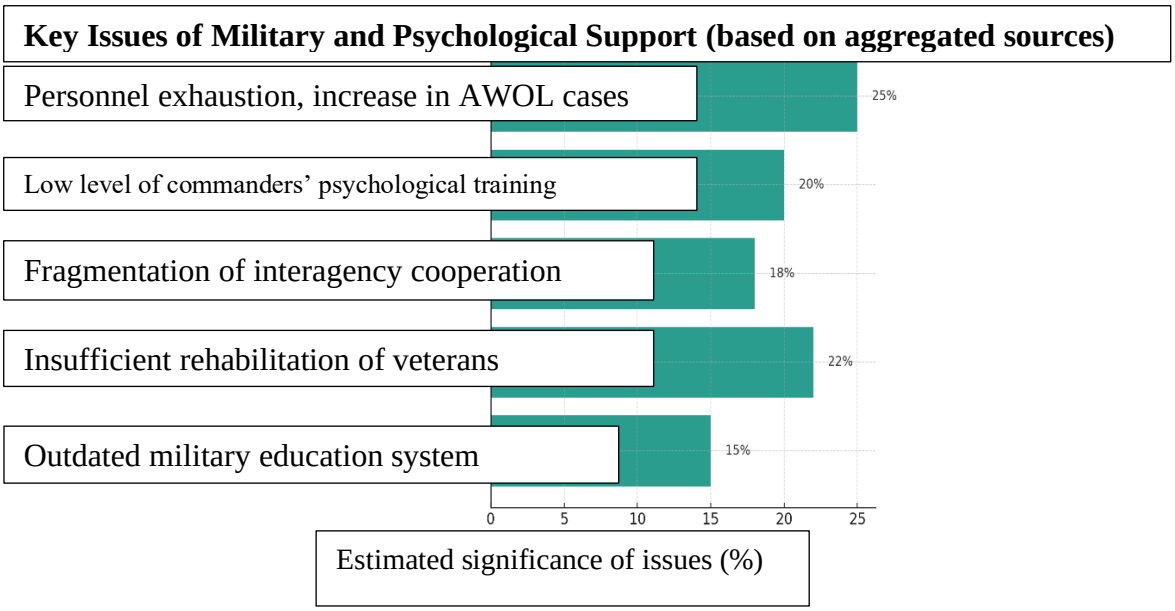


Figure 1. Key problems of psychological support within the Defence Forces of Ukraine

The problematic of pedagogical prospects for transforming military education in Ukraine based on international experience has been examined by V. Kyrylenko, V. Hurkovskyi, L. Semenenko, and O. Verbovenko [26]. The researchers argue that the problems faced by the national education system under the conditions of full-scale war are multifaceted. They involve not only material losses but also challenges related to psychological support, adaptation to new educational formats, and the necessity of introducing innovative technologies into the educational process

Foreign approaches are also of considerable interest, in particular: a review of studies on psychological resilience competencies (Frontiers in Psychology) – self-organisation, mental flexibility, and strength of character as core skills [14]; analysis of international experience in supporting Ukraine (NATO, EU) in terms of psychological rehabilitation and staff training [15]; international resilience programmes such as the NATO Resilience Reference Curriculum, which offers standardised approaches to developing psychological resilience; and the Norwegian Operational Resilience Training (ORT), developed with consideration of Ukraine's experience and regarded as one of the most practical courses on stress management.

These sources made it possible to determine that in most NATO member states, the training of military psychologists and pedagogues follows clearly defined stages: initial selection, training under standardised programmes, deployment support in combat zones, rehabilitation, and reintegration into society. In Ukraine, however, this logic has not been institutionally replicated; it remains significantly fragmented and unevenly resourced.

The aim of this research is to develop a scientifically grounded foresight strategy for the development of military pedagogy and psychology under the conditions of the russian-Ukrainian war, which includes:

identifying the key challenges and gaps in the national system for training military educators and psychologists;

substantiating the need to establish an institutional foundation for coordinating scientific, educational, and applied initiatives in this field;

preparing recommendations for the establishment of a department and research institution within the structure of the National Academy of Educational Sciences of Ukraine specialising in military pedagogy and psychology.

In the following section, the problems outlined in the introduction will be analysed, followed by the systematisation of foresight directions. A structured table will be presented to offer a comparative analysis of challenges, opportunities, and institutional scenarios for the development of military pedagogy and psychology in Ukraine. These challenges require a coordinated scientific and managerial approach for their resolution.

Methodological Framework

The methodological basis of this research is a combination of an interdisciplinary approach and foresight methodology adapted to the sphere of national security. The emphasis is placed on the integration of experience in military pedagogy, applied psychology, public administration, and forecasting under the conditions of the ongoing military aggression.

In the context of this research, foresight is viewed not as a forecast, but as a tool for strategic vision and the mobilisation of stakeholders around a shared vision of the desired future for military pedagogy and psychology. The core concept is “foresight as action”, meaning foresight as a mechanism for change through the development of policies, educational strategies, and inter-institutional cooperation.

The research methods imply:

content analysis of open-access academic publications in professional journals and reports by international organisations (NATO DEEP, DARPA),

structural-functional analysis of the educational and scientific infrastructure in Ukraine, including a review of the Priority Areas (Topics) of Scientific Research and Scientific-Technical (Experimental) Developments of the National Academy of Educational Sciences of Ukraine (NAES) for 2023–2027,

comparative analysis of approaches to the training of military specialists in NATO countries.

Results

The research findings indicate that the development of military pedagogy and psychology requires continuous improvement of training methods and a systematic shift towards the demands of modern warfare. As Janusz Korczak once noted: “To reform the world means to reform education” (uk.wikipedia.org). This principle underscores that the improvement of the training system (including psychological training) for Defence Forces personnel in line with advanced standards and requirements depends on the introduction of new scientifically grounded approaches to its organisation, as well as the implementation of effective measures to overcome current challenges.

Insufficient Psychological Support in the Armed Forces of Ukraine (AF of Ukraine)

Despite the efforts of the state, civil society, and volunteer communities, psychological support for Defence Forces personnel remains a vulnerable element of the national security system. The relevance of the issue is confirmed not only by practical observations but also by empirical studies, including reports by the NGO “Come Back Alive” and the Centre for Strategic Communication and Information Security. According to the latter, as of 2024, there has been a rise in the number of unauthorised absences (UA) from units, often linked to psychological exhaustion rather than ideological or motivational breakdowns [17].

Military commanders do not always possess sufficient training in tactical psychology, crisis response, and psychological prevention. This becomes a critical factor in emergency situations. According to available open-source information, only 37% of commanders have basic training in military psychology. Research conducted by the Main Directorate for Morale, Welfare and Recreation of the AF of Ukraine indicates that it is only through commanders’ awareness of the

importance of the human factor in achieving victory, the consistent execution by personnel of relevant exercises to improve communication throughout the unit, self-regulation, and psychological first aid provision, and through the systematic repetition of these practices, that psychological readiness to fulfil assigned tasks can be developed [18].

In the United States, stress management programmes developed by DARPA include stress control training, cognitive-behavioural techniques, and the use of technologies such as biometric sensors to monitor psychological condition (DARPA, 2023). These programmes are integrated into the military personnel training system, allowing psychological resilience to be strengthened even before the onset of combat operations. For example, the "Resilience Training" programme provides for regular sessions on emotional regulation and decision-making in stressful situations, which reduces the risk of psychological breakdowns.

In Israel, psychological training is an integral part of military education. Officer courses include modules on leadership development, teamwork, and psychological resilience under combat stress (Israel Defense Forces, 2023). Particular attention is paid to PTSD prevention through the early identification of signs of psychological exhaustion. This experience may be useful for Ukraine, where similar modules need to be introduced into the training of commanders and personnel.

Adapting these approaches to the Ukrainian context requires developing short-term training courses for the Armed Forces of Ukraine, which could be delivered directly within military units. For instance, the development of a "Military Psychologist" standard could include mandatory training for officers in the basics of psychological support, thereby increasing the effectiveness of unit management.

Absence Without Leave and Desertion

The statistics on absence without leave and desertion in the Armed Forces of Ukraine indicate the seriousness of the problem: in 2023, over 7,000 criminal proceedings were registered under Articles 407–408 of the Criminal Code of Ukraine (Office of the Prosecutor General, 2024), while unofficial estimates suggest the actual scale could reach 100,000–150,000 cases [16].

It should be noted that official statistics on absence without leave and desertion in the AF of Ukraine are rarely published in open sources. This is explained both by the state of martial law and by national security considerations.

The prevalence of absence without leave and desertion is closely linked to low psychological resilience, emotional exhaustion, and burnout. Many cases of absence without leave and desertion are associated with a lack of rotations, mobilisation without sufficient psychological foundation ("busification"), low morale and psychological condition among conscripts, the absence of systematic psychological support, and a weak institutional system for psychological training. Gaps in the system of morale, welfare and recreation increase the risk of absence without leave and desertion, which undermines defence capability and creates conditions for vulnerable sections along the front line. Moreover, modern hybrid warfare, which combines physical combat with informational and psychological pressure, demands high psychological resilience from personnel, which is often lacking.

Lack of Unified Psychological Selection Methodologies

The absence of unified psychological selection methodologies in the Defence Forces of Ukraine remains one of the main issues in personnel policy, negatively impacting the effectiveness of staffing and training of personnel. Despite the existence of the Instruction on the Organisation of Professional Psychological Selection, approved by Order No. 525 of the Ministry of Defence of Ukraine dated 20 October 2009, which outlines the core principles and procedures of selection, in practice there is significant variability in the application of psychodiagnostic methods [32]. As a result, there are no common standards for assessing candidates' professional suitability for military service. In particular, N. Onishchenko's research points out that within the National Guard of Ukraine, psychodiagnostic tools are fragmented and incomplete, highlighting the need for updated scientific research on the

methodological and organisational foundations of optimal professional psychological selection for various categories of specialists [33]. These factors hinder the effective long-term forecasting of s servicemen's professional suitability.

Current approaches to assessing the psychological readiness of servicemen are outdated and fail to reflect the specific nature of modern combat operations. For example, the methods used for selecting candidates for the Armed Forces of Ukraine do not always allow for the identification of individuals with low stress resilience, thereby increasing the risk of absence without leave.

The lack of standardised training programmes for military psychologists complicates the implementation of modern psychological practices such as cognitive behavioural therapy or stress management training.

It is worth noting that this issue is not limited to military pedagogy and psychology. Research conducted by leading Ukrainian scholars – V. Pank, O. Panchenko, O. Naumenko, A. Kabantseva, and I. Serdiuk – confirms that one of the major challenges in the field of clinical psychology is the absence of unified approaches to the certification of specialists as a guarantee of professional competence. At present, certification in clinical psychology has no legally established procedure, which complicates the recognition of clinical psychologists as part of the national healthcare system [27].

For comparison, it is worth mentioning the experience of Israel, which, following the Yom Kippur War (1973), reorganised its military education system with a focus on integrating psychological training, selection, support, and rehabilitation. At that time, a separate research institution was established under the auspices of the Ministry of Defence, combining academic science with combat experience. This institute became the source for developing standardised psychological methodologies, crisis response systems, and innovative educational programmes for commanders and military psychologists [20]

The Weak Development of the Institutional System for Psychological and Social Rehabilitation

The psychological and social rehabilitation of veterans after rotations or discharge from service remains systematically underestimated. The existing infrastructure is limited due to a shortage of specialists, a lack of methodological resources, and the absence of a unified model of interagency cooperation. Studies conducted by the NGO "Legal Hundred" and the Ukrainian Veterans' Foundation indicate that nearly 60% of veterans did not undergo any psychological rehabilitation during the year following demobilisation [19].

Psychological and social rehabilitation of veterans after rotations or discharge from service remains systematically undervalued. The existing infrastructure is limited due to an insufficient number of specialists, a lack of methodological resources, and the absence of a unified model of interagency cooperation. Studies conducted by the NGO "Legal Hundred" and the Ukrainian Veterans' Foundation indicate that nearly 60% of veterans did not undergo any psychological rehabilitation during the year following demobilisation [19].

According to the Ministry of Veterans Affairs of Ukraine, the Unified State Register of War Veterans includes 1.2 million individuals, of whom 500,000 are combatants. Estimates suggest that over 4 million people –around 10% of Ukraine's population –will require psychological support after the war. Between September 2023 and June 2024, more than 91,000 individuals used the diagnostic system for assessing mental health conditions. This indicates a high demand for psychological assistance among veterans and their family members. In particular, based on the Mississippi Scale for post-traumatic stress reactions, PTSD probability was identified in 33.3% of respondents who require the support of professional psychotherapists and psychiatrists (mva.gov.ua, 2024).

Current rehabilitation programmes are fragmented and do not correspond to the scale of the need. Most initiatives are focused on medical assistance, while psychological and social reintegration remain insufficient. For example, veterans often face difficulties with employment due to the lack of vocational retraining programmes tailored to their experiences and psychological condition. This

increases the risk of social isolation and psychological disorders, such as post-traumatic stress disorder (PTSD).

According to the data from Kyiv Independent (2024), approximately 30% of servicemen and veterans display symptoms of PTSD, a figure significantly higher than that among the civilian population. Studies conducted among Ukrainian refugees and internally displaced persons confirm that servicemen who have experienced intense combat or captivity suffer the greatest psycho-emotional strain, which, if unsupported, can lead to chronic exhaustion, desertion, and problems with social adaptation [16, 29].

Given these risks, it is particularly important to provide systematic support for veterans and servicemen released from captivity—support that combines psychological rehabilitation, social adaptation, and medico-psychological provision. Gaps in current rehabilitation programmes and the insufficient level of psychological preparation during service exacerbate the risks of PTSD and social maladjustment. Effective initiatives should include regular psychotherapeutic sessions, peer support groups, mental health monitoring, and training in stress resilience skills. Research by Ukrainian scholars O. Savchenko, L. Kolesnichenko, V. Chyzhykova, O. Berezhna [30], and V. Klochkova [31] demonstrates that a systematic approach significantly enhances veterans' resilience and supports their successful reintegration into civilian life, which is critical for the long-term security and stability of Ukrainian society.

Due to the lack of coordination between psychological services in the security sector and civilian institutions, the problem becomes even more complex. For example, psychological services in the education system and the defence sector operate in isolation, leading to duplication of efforts and inconsistency in approaches. This reduces the effectiveness of rehabilitation programmes and leaves veterans without adequate support, which may result in increased social tension in the post-war period.

Access to psychological rehabilitation is uneven: there are a number of specialised centres, mostly located in western regions with challenging logistics and limited resources. It is evident that, due to the high incidence of trauma and PTSD among veterans released from captivity, long-term support is required – as of July 2025, the centres are providing assistance but cannot meet the widespread demand.

Obstacles in Preparing Citizens for National Resistance

The Law of Ukraine No. 3633-IX of 11 April 2024 and Resolution of the Cabinet of Ministers of Ukraine No. 734 of 21 June 2024 provide for the introduction of basic general military training for 70,000 students in higher education institutions starting from 1 September 2025 (Law of Ukraine No. 3633-IX, 2024; CMU Resolution No. 734, 2024). This initiative aims to foster civic identity and competencies for national defence; however, its implementation faces significant obstacles. The Armed Forces of Ukraine and the education system lack a sufficient number of qualified instructors, as well as standardised programmes for the integrated course "Defence of Ukraine" (Law of Ukraine No. 1556-VII, 2017, Article 14). This limits the state's ability to cultivate citizens who are prepared for national resistance.

Current training programmes often rely on outdated approaches that do not reflect the asymmetric nature of hybrid warfare, including cyberattacks, information operations, and partisan tactics. For instance, the "Defence of Ukraine" course in schools mainly focuses on theoretical aspects such as the history of wars, while practical skills –such as basic tactical training or psychological resilience – are largely overlooked. This reduces the effectiveness of preparing young people to face real threats.

Moreover, the absence of coordination between educational institutions and military structures complicates the implementation of the programme. Higher education institutions tasked with delivering basic general military training do not receive clear instructions regarding the course content or qualification requirements for instructors. This results in inconsistent training quality across

different regions, which is particularly problematic during the decentralization of the education system in Ukraine.

The experience of foreign countries is noteworthy and underestimated. For example, Finland has one of the most effective systems for preparing young people for national resistance, covering 80% of individuals of conscription age (Finnish Defence Forces, 2024). The programme includes basic military skills such as shooting and tactics, as well as psychological training for crisis response. A distinctive feature is the involvement of civilian instructors, which ensures flexibility and accessibility of training. This approach could be adapted for Ukraine through the development of pilot programmes in higher education institutions [21].

In Poland, civil-military cooperation programmes involve collaboration with public organisations and local communities to prepare the population for resistance (Polish Ministry of National Defence, 2024). For instance, the "Territorial Defence Forces" programme combines military training with civic initiatives, promoting the development of civic responsibility. In Ukraine, similar programmes could be implemented through cooperation between universities, local authorities and the Armed Forces of Ukraine to deliver the "Defence of Ukraine" course [22].

Adapting these practices to Ukrainian realities requires the development of modular educational programmes that take into account regional specificities and modern threats such as cyberattacks and information operations. For example, the "Defence of Ukraine" course could include practical sessions on the fundamentals of cybersecurity and countering disinformation.

Organisational Fragmentation in Scientific and Educational Cooperation

At the same time, it should be noted that the low level of coordination between the humanitarian units of the Defence Forces (the Armed Forces of Ukraine, the National Guard, the Ministry of Internal Affairs) and civilian research institutions remains a common issue across all the aforementioned domains. Information exchange between these structures is limited to occasional events such as conferences or round tables, which are often ineffective and unsystematic. Different actors – veterans, the Armed Forces of Ukraine, volunteers, and researchers – operate in isolation, without a centralised platform for sharing findings. This leads to a dispersal of resources and a decline in the quality of research in the fields of military pedagogy and psychology.

The lack of unified methodologies for psychological selection, support, training, and rehabilitation creates additional barriers. For example, the methods used in the Armed Forces of Ukraine sometimes do not meet modern scientific standards and fail to take into account advanced international experience.

This situation is further complicated by a lack of funding and personnel. Research institutions that could develop new methodologies are limited in resources, while military structures lack sufficient specialists to implement modern approaches. This creates a vicious circle in which problems accumulate and systemic solutions are not developed.

Table 1 visualises the interrelation between key challenges, opportunities, and institutional development scenarios for military pedagogy and psychology in Ukraine.

To overcome these systemic challenges, a clear structural response is required. It is evident that the existing fragmentation and lack of coordinated resources necessitate the establishment of a specialised coordinating body. Such a body can become the core of the unified methodology development and implementation, the integration of international practices, and the provider of methodological and scientific support to commanders, military psychologists, rehabilitation centres, academic personnel of military higher education institutions and educational and scientific programmes at higher education institutions, as well as instructors at training centres.

At the same time, the capacities of the National Academy of Educational Sciences of Ukraine (NAES of Ukraine) remain untapped, despite its significant expertise in the psycho-pedagogical domain. It could act as a coordinator between civilian and military institutions. Analytical data on the activities of this academic institution indicate that NAES scientific institutions have the potential to

participate systematically in the development of professional training for the Armed Forces of Ukraine, as well as in the formation of a new academic school of military pedagogy and psychology. In particular, the priority areas (themes) of scientific research and scientific-technical (experimental) developments of the NAES of Ukraine for 2023–2027, as approved by the resolution of the General Assembly of the NAES of Ukraine on 7 April 2023, No. 1-1/1-3, under Section 1, "Education, Pedagogy and Psychology for Victory over the russian Aggressor and Post-War Recovery of Ukraine", envisage systematic work on improving methods, techniques and technologies for psychological assistance and overcoming the social and psychological war consequences.

Table 1. Correlation between key challenges, opportunities, and institutional development scenarios for military pedagogy and psychology in Ukraine

Challenge	Opportunities	Institutional development scenarios
Chronic psycho-emotional exhaustion of the personnel	Integration of NATO practices for morale enhancement	Implmentation of psychopreventive units within combat formations
Insufficient tactical psychological training of commanders	Use of Ukrainian combat experience to update training standards	Institutionalisation of military psychology in officer training
Absence without leave as a symptom of systemic failures	Analysis of AWOL case studies to improve command programmes	Implementation of an interagency programme for monitoring AWOL risk factors
Lack of unified methods for psychological selection and support	Adaptation of international psychological readiness assessment systems (e.g. MMPI-2, CAF-HRA)	Standardisation of selection using a unified psychodiagnostic scale
Weak development of the institutional system for social and psychological rehabilitation	Establishment of interagency rehabilitation centres based in communities	Development of the National Veteran Reintegration Programme incorporating international practices
Fragmented interaction between the Ministry of Defence of Ukraine, Ministry of Education and Science of Ukraine, the National Academy of Educational Sciences of Ukraine, and other actors	Development of a shared digital platform for managing educational and research projects in the security sector	Establishment of a coordinating centre for military pedagogy and psychology within the National Academy of Educational Sciences of Ukraine

As of 2025, the structure of the National Academy of Educational Sciences of Ukraine does not have any department specifically dedicated to the scientific support of military education, particularly in the fields of pedagogy and psychology. Therefore, there is a need to establish: a specialised Department of Military Pedagogy and Psychology within the structure of the NAES of Ukraine; and later – an institute that would ensure the development of fundamental and applied research, the establishment of standards and methodologies, the training and support of specialists in the field of military pedagogy and psychology within the security and defence sector, and so forth.

Proposals:

Given the systemic shortcomings and a certain degree of organisational disconnection between the main actors in the security and education sectors, it appears advisable to establish a specialised Department of Military Pedagogy and Psychology within the structure of the NAES of Ukraine, followed by the formation of the Institute of Military Pedagogy and Psychology. This institutional entity could serve as a scientific and methodological centre, a coordinator of interagency cooperation, a curator of interdepartmental interaction for the development of unified training programmes and rehabilitation protocols, as well as a channel for transferring best international practices in the field of morale, welfare and recreation under the conditions of the russian-Ukrainian war and post-war

recovery. Developing the Department and the Institute could ensure the systematisation of scientific and methodological support for military pedagogy and psychology at the national level through coordinated strategic planning by civilian and military researchers. The Department would serve as a coordination body responsible for foresight planning, the expert review of scientific research, and the implementation of research outcomes in the practice of the security and defence sector. The Institute, in turn, could focus on organising fundamental and applied research, developing psychological support methodologies, innovative pedagogical programmes and rehabilitation technologies, as well as interactive teaching methods. This approach corresponds with the principles of public administration focused on systemic coordination and resource synergy [26]. Developing such structures would contribute to the achievement of national security strategic objectives, in particular by enhancing the psychological resilience of servicemen, fostering civic competence for resistance, and supporting the effective reintegration of veterans and servicemen following their release from captivity. The Department and the Institute may perform complementary functions aimed at addressing the key challenges of military pedagogy and psychology. Their main areas of activity:

1. Development of the professional standard "Military Psychologist" and stress management programmes. The Department would coordinate the development of a standard defining qualification requirements for military psychologists, including competencies in cognitive-behavioural therapy, crisis psychology, and the prevention of post-traumatic stress disorder. The Institute would develop stress management programmes for commanders and personnel, based on modern psychological technologies such as biofeedback methods and resilience training (DARPA, 2023) [23]. This would help to reduce the number of absences without leave cases, which reached 80,000 incidents in 2024 (Ministry of Defence of Ukraine, 2024).

2. Developing adaptive educational programmes for basic general military training. In accordance with the Law of Ukraine "On Education" (Article 14) and Law No. 3633-IX, the Institute would develop modular programmes for the "Defence of Ukraine" course and for the basic training of 70,000 students starting in 2025 (Law of Ukraine No. 1556-VII, 2017; Law No. 3633-IX, 2024). These programmes should include practical components such as counteraction to information and psychological threats, tailored to the specifics of hybrid warfare. The Department is expected to coordinate the development of training standards for academic and teaching staff, ensuring their compliance with the operational needs of the defence forces.

3. Conducting fundamental and applied research on the psychological rehabilitation of veterans. The Institute should focus on the development of rehabilitation technologies, including programmes for vocational retraining and socio-psychological adaptation for 1.2 million veterans, of whom 500,000 are combatants (mva.gov.ua, 2024). The Department must ensure the evaluation of research and its implementation in practice through cooperation with the Ministry of Veterans Affairs of Ukraine. This would contribute to a reduction in the number of requests for psychological assistance. The Institute will develop standardised methodologies for psychological selection, support, and rehabilitation, based on leading international practices such as the Canadian model of comprehensive veteran support (Veterans Affairs Canada, 2023) [24, 25].

4. Coordination of open dissertation research topics in the field of military pedagogy and psychology. The Department will identify priority areas for humanitarian research in the field of security and defence, engaging leading scholars to explore issues related to military pedagogy, psychology, and social reintegration. The Institute will ensure the development of a conceptual foundation and the development of the methodological research framework. However, the success or failure of this initiative will depend on a broader range of factors: political decisions, resource provision, institutional synergy, and the system's readiness for change. In this regard, there is a need to analytically model possible development scenarios for military pedagogy and psychology in Ukraine in the medium term. This approach makes it possible not only to assess the boundaries of what is feasible, but also to identify critical intervention points for state policy, science, and education.

Three indicative hypothetical scenarios are presented below, based on the analysis of current trends, the operational practices of relevant institutions, and the dynamics of social demand:

Foresight Scenarios for the Military Pedagogy and Psychology Development

Foresight approaches enable the forecasting of the development of the military pedagogy and psychology system up to 2030, taking into account current challenges and available resources. Based on trend analysis, statistical data, and international experience, three scenarios have been developed: the baseline (inertial), the optimistic, and the crisis scenario.

Scenario 1: the Primary One (Inertial)

This scenario anticipates the continuation of current practices without systemic change. Psychological support within the Armed Forces of Ukraine will remain fragmented, with limited funding and a lack of unified methodologies. Basic general military training for students will be implemented in a disorganised manner due to the absence of standards and qualified instructors. Veteran rehabilitation will remain uncoordinated, focusing primarily on medical assistance rather than socio-psychological adaptation.

Consequences: an increase in the number of service-related health cases (over 80,000 annually), low training efficiency (fewer than 50% will acquire the necessary competencies), and an overloaded rehabilitation system (the number of requests could reach up to 25,000 per month by 2030). This would result in a decline in the combat readiness of the defence forces and heightened social tension in the post-war period.

Scenario 2: the Optimistic One

This scenario envisions the establishment of the Department and the Institute of Military Pedagogy and Psychology in 2025, the unification of methodologies, and the integration of international best practices. The Department would coordinate scientific activity, while the Institute would develop stress management programmes, educational modules for the “Defence of Ukraine” course, and veteran rehabilitation technologies.

Consequences: a 20% reduction in service-related health cases by 2027, high-quality training of 70,000 students for national resistance, and a 15% decrease in requests for psychological assistance by 2027. This would enhance the combat readiness of the defence forces, strengthen civic competence, and contribute to social stability in the post-war period.

Scenario 3: the Crisis One

This scenario anticipates the neglect of problems due to a lack of funding and political will. Psychological support for the defence forces would remain at a low level, training would fail to meet requirements, and veteran rehabilitation would be limited to isolated initiatives. There would be no coordination between civilian and military institutions.

Consequences: an increase in service-related health cases to 100,000 annually, failure of the training programme (fewer than 30% acquiring the necessary skills), and a sharp rise in requests for psychological assistance (over 30,000 per month by 2030). This would lead to a deterioration in the morale and psychological condition of the defence forces, a decline in civic readiness, and social crises in the post-war period.

Conclusion

The development of military pedagogy and psychology in Ukraine under wartime conditions requires systemic transformation. An analysis of the current challenges has revealed fragmented interaction between defence and educational institutions, a lack of modern psychological support methodologies and commander training, and the absence of unified rehabilitation and professional selection standards. The war has exposed the problem of weak institutionalisation of military pedagogy as a scientific and practical field.

A timely and relevant step, according to the authors of the research, is the establishment of a specialised Department of Military Pedagogy and Psychology and an Institute of Military Pedagogy

and Psychology within the structure of the National Academy of Educational Sciences of Ukraine. The Department should be responsible for coordinating scientific activity, assessing research, and facilitating the implementation of research findings, while the Institute should focus on organising interagency fundamental and applied research. This aligns with the provisions of the Law of Ukraine "On Scientific and Scientific-Technical Activities" (Article 19) and will contribute to achieving the strategic goals of national security (Law of Ukraine No. 848-VIII, 2015). The proposed foresight development scenarios – baseline (inertial), optimistic, and crisis – reflect possible trajectories and underline the need to shift from a reactive to a proactive model. The analysis has shown that without systemic changes (baseline scenario), these problems will intensify, whereas the establishment of the Department and Institute of Military Pedagogy and Psychology (optimistic scenario) could result in a 20% reduction in service-related health cases, high-quality training of students, and a 15% decrease in requests for psychological assistance by 2027.

The implementation of the optimistic scenario through the establishment of the Department and Institute within the National Academy of Educational Sciences of Ukraine will contribute to overcoming current challenges, building a resilient system of psychological training within the Defence Forces of Ukraine, and providing psychological support to civilians in the post-war period.

Thus, the formation of an institutional foundation for military pedagogy and psychology may become a decisive factor in ensuring psychological resilience, emotional stability, and the reintegration of veterans. Further research should focus on institutional design, pedagogical models, and mechanisms for implementing interagency synergy in the field of military education policy.

Recommendations

Based on the conducted analysis, a set of recommendations is proposed to ensure the systematic enhancement of military pedagogy and psychology in Ukraine:

1. Developing a professional standard for the role of "Military Psychologist". The standard should include competences in crisis psychology, PTSD prevention, and stress management, drawing on the experience of the United States and Israel (DARPA, 2023; Israel Defence Forces, 2023) [20–21].

2. Implementing adaptive educational programmes for basic general military training. Programmes for the "Defence of Ukraine" course and the training of 70,000 students should include modules on tactical training, cybersecurity, and psychological resilience, tailored to the challenges of modern hybrid warfare. Standards for instructor training must be developed based on the Finnish experience (Finnish Defence Forces, 2024) [23].

3. Engaging international experts. Cooperation with experts from the United States, Canada, and Finland to adapt best practices in stress management, resistance training, and veteran rehabilitation. For example, the implementation of the Canadian model of regional rehabilitation centres (Veterans Affairs Canada, 2023) [24–25] could be realised through pilot projects in major Ukrainian cities.

Conflict of Interest

The authors declare that they have no conflict of interest.

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Військова педагогіка та психологія в умовах російсько-української війни: проблеми, рішення і перспективи розвитку

Володимир Гурковський
доктор наук з державного управління, професор
начальник відділу
Центральний науково-дослідний інститут Збройних Сил України
03049, проспект Повітряних Сил, 28 Б, Київ, Україна
e-mail: volodymyrgurkovskyi@gmail.com
ORCID: 0000-0003-2021-5204

Євген Романенко
доктор наук з державного управління, професор
начальник відділу
Центральний науково-дослідний інститут Збройних Сил України
03049, проспект Повітряних Сил, 28 Б, Київ, Україна
e-mail: poboss1978@gmail.com
ORCID: 0000-0003-2285-0543

Карел Недбалек
доктор юридичних наук, професор
Європейський професійний докторат
Злін, Чеська Республіка
e-mail: slusovice@motelgolg.cz
ORCID: 0000-0002-1010-2460

Лілія Семененко
старший викладач кафедри іноземних мов
Національний університет оборони України
03049, проспект Повітряних Сил, 28, Київ, Україна
e-mail: selin-ua@ukr.net
ORCID: 0000-0002-5628-3586

Роман Дужий
заступник начальника навчально-наукового центру іноземних мов
Національний університет оборони України
03049, проспект Повітряних Сил, 28, Київ, Україна
e-mail: romeojuliet@ukr.net
ORCID: 0000-0002-8064-1312

Артем Семененко
курсант
Військовий інститут Київського національного
університету імені Тараса Шевченка
03189, вулиця Юлії Здановської, 81, Київ, Україна
e-mail: aretemsemen1612@gmail.com
ORCID: 0009-0006-2753-5648

Анотація. Статтю присвячено дослідженню основних проблем військової педагогіки та психології в контексті російсько-української війни, що триває з 2014 року та ескалувала у 2022-му, з акцентом на форсайт-стратегії їхнього вирішення. Дослідження фокусується на трьох основних напрямах: психологічному забезпеченні Збройних Сил України, підготовці громадян до національного спротиву та соціально-психологічній реінтеграції ветеранів. Мета дослідження полягає у створенні науково обґрунтованої форсайт-стратегії розвитку військової педагогіки та психології в умовах російсько-української війни. Вона передбачає виявлення ключових викликів і прогалин у системі підготовки військових педагогів та психологів, обґрунтування необхідності формування інституційної бази для координації наукових, освітніх і практичних ініціатив, а також підготовку рекомендацій щодо заснування у структурі НАПН України спеціалізованого відділення і наукової установи з військової педагогіки та психології. Методологічна основа включає міждисциплінарний підхід, форсайт-методологію, контент-аналіз публікацій, структурно-функціональний та компаративний аналіз досвіду країн НАТО (США, Ізраїль, Фінляндія, Канада, Австралія). Аналіз демонструє ефективність інтеграції психологічних і педагогічних технологій у системи національної безпеки. Пропонується створення Відділення та Інституту військової педагогіки і психології в НАПН України для координації досліджень, розроблення стандарту “Військовий психолог”, освітніх програм і технологій реабілітації. Форсайт-аналіз передбачає базовий, оптимістичний і кризовий сценарії до 2030 року, з оптимістичним прогнозом зменшення кількості випадків самовільного залишення частини (СЗЧ) на 20%, якісної підготовки студентів і зменшення

кількості звернень по допомогу на 15%. Автори висвітлюють системні недоліки, такі як високий рівень самовільного залишення військових частин (80 тис. випадків у 2024 році), недостатня психологічна підготовка особового складу та обмежені компетенції командирів у стрес-менеджменті. Зазначено, що базова загальновійськова підготовка для 70 тис. студентів, запроваджена Законом № 3633-IX з 2025 року, ускладнена через дефіцит кадрів і методик. Реабілітація 1,2 млн ветеранів, серед яких 500 тис. учасників бойових дій, гальмується через відсутність комплексних програм, про що свідчать 18 тис. звернень по психологічну допомогу в квітні 2024 року. Рекомендації передбачають запровадження адаптивних освітніх програм для базової загальновійськової підготовки, залучення міжнародних експертів для адаптації кращих практик у сфері стрес-менеджменту, підготовки до спротиву, реабілітації ветеранів.

Ключові слова: військова педагогіка, військова психологія, російсько-українська війна, психологічне забезпечення, національний спротив, реінтеграція ветеранів, форсайт-стратегії, Збройні Сили України, стрес-менеджмент, НАПН України.