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The Pedagogical Prospects for the Military Education Transformation in Ukraine based on International Experience

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Abstract. The article is devoted to the analysis of the military education transformation in Ukraine in the contemporary threats caused by russia's armed aggression. The main attention is focused on the necessity to modernise the military education system of Ukraine with consideration of international experience, in particularly of such countries as the USA, the UK, France and Germany. The authors propose to define pedagogical perspectives on the military education transformation in Ukraine based on international experience. The article emphasises the importance of forming a mental architecture that involves critical thinking, reflective culture and civil-military interaction, which is the key to success in military operations. The specifics of military education in different countries are reviewed, in particular, officer training programmes in the USA, the UK and Germany, which are aimed at developing the professional skills necessary to meet contemporary threats. The emphasis is placed on the civilian and military components integration into the educational process, which contributes to a systems approach to the military specialists training. The

article emphasises in the pedagogical context the importance of developing educational programmes based on a competence-based approach, interactive teaching methods and the critical thinking development. Such pedagogical innovations' implementation as problem-based learning, simulations and case studies make it possible to prepare military professionals capable of acting effectively in conditions of uncertainty and rapid changes in the situation. Specific attention is paid to the leadership skills, teamwork and emotional intelligence development, which is an integral part of military personnel training. The article states that military education transformation in Ukraine could be successful only if international experience has been analysed and best practices have been adapted to Ukrainian realities, taking into account the current security situation. The authors emphasise the importance of interaction between different levels of military training, modern pedagogical technologies and innovations implementation, as well as strengthening leadership skills and strategic thinking of military specialists. The article presents the results of the current trends analysis in military education in the world's leading countries and the pedagogical perspectives of adapting international experience to Ukrainian realities. The research results demonstrate that one of the key factors in ensuring the country's combat effectiveness and its resilience in the conditions of contemporary military threats is the military education reform.

Keywords: military education, transformation, international experience, leadership qualities, interactive teaching methods, pedagogical perspectives, critical thinking, civil-military interaction.

Introduction

Military education is an element of the national security fundamentals and an important tool for the professional military elite formation capable of ensuring the state's defence in the contemporary threats' conditions. Military education is considered worldwide to be a state institutional entity that is the leading and fundamental in society. Military education's fundamental nature can be explained as follows: ensuring the state's security and defence sector's combat effectiveness, training a new generation of military professionals for all military command levels.

Ukraine has the opportunity to use the world's leading countries' experience, such as the USA, the UK, France and Germany, where military education is based on innovative approaches, including the technology integration, problem-based learning and critical thinking development. These countries are not only keeping the high quality of military personnel training, but are also constantly adapting their educational programmes to respond to new national security threats. An important aspect that requires attention in the Ukrainian context is the civilian components' integration into the military educational process, which makes it possible to form a comprehensive vision of the tasks and challenges faced by the present-day military.

At the same time, it is becoming extremely important not only to study international experience, but at the same time for international partner countries, including NATO's members, to learn from us. The Armed Forces of Ukraine, in countering the russian army, one of the largest armies in the world, have gained unique experience in contemporary warfare. This experience is extremely valuable and can serve as a basis for training other countries' military personnel, particularly in terms of adapting to real combat conditions and overcoming the newest threats to national security.

Materials and Methods

The contemporary military education issues are dealt with by a number of national researchers whose studies are devoted to the innovative pedagogical technologies implementation and state information security specialists training [1-3]. A lot of studies are devoted to the review of the world experience in the military education implementation (for example [4, 5, 8]). The research on the pedagogical prospects of implementing international experience in the military education transformation by national researchers has been carried out in a fragmented manner, so there is a need

for a systematic analysis and lessons learnt generalisation. This will help to better understand the possibilities of adapting advanced approaches to the military specialists' training and education, taking into account the current conditions specific and Ukrainian society needs.

This research is based on a comprehensive analysis of international experience in military education, including practices used in countries such as the USA, the UK, France and Germany. The main sources for the analysis were scientific publications, international organisations‘ materials, and the Ukrainian military educational institutions’ experience. The collected materials included an overview of pedagogical approaches to education, military education organisation specifics and its adaptation to contemporary threats.

The main research method chosen was a comparative analysis, which allowed us to identify similarities and differences in approaches to military education in different countries, as well as the adaptation of these approaches to the Ukrainian context. The research results were based on the data obtained, which made it possible to formulate recommendations for further military education modernisation in Ukraine. Special attention was paid to the introduction of a competence-based approach and interactive teaching methods. The proposed article's content is based on the relevant scientific works of military education researchers from the UK, France, the USA and Germany.

Results

As a result of the analysing Western military education researchers, research works has shown that the military education quality affects on military achievements. Therefore, for Ukrainians who have been resisting russian aggression, the military education transformation is one of the key tasks.

Pedagogical perspectives in the context of military education transformation in Ukraine are opportunities and directions for the educational process development resulting from the implementation of new approaches, methodologies and standards based on international experience. They cover the training programmes adaptation to the war needs, innovative technologies implementation, academic and teaching staff qualification improvement and international cooperation strengthening aimed at training military specialists in the war conditions and ensuring national security.

Let us study the military education features in the world's leading countries, such as the USA, UK, France, Germany, and determine the content of military education in these countries is aimed at. Military education in these countries is aimed at striving for excellence and using the experience of peacekeeping missions, counter-terrorism, and disaster response. Future military personnel in these countries are aware of their professional tasks' complexity and need the appropriate knowledge, as it is impossible to foresee all the challenges. For example, contemporary military education in the United States is focused on increasing the performance effectiveness of military operations. By effectiveness, American military experts mean the ability to achieve tactical superiority in a battle by being ahead of the enemy. American military education institutions provide military training are based on contemporary approaches to military tactics, which require effective communication and coherent coordination between the armed forces branches. This allows keeping the initiative and limiting the enemy's ability to manoeuvre. Such a tactical system in the US regular army is called “combined arms manoeuvre”, which is primarily aimed to reduce lethality during large-scale land combat operations (for example, during operations in Iraq and Syria). The value of the Western approach to military education lies in the fact it is based on the analysis of the lessons learned from past military and peacekeeping operations, as well as on arms testing, commanders' actions and leadership skills development.

Analysing the US military education development, it is worth pointing out that after gaining independence from the UK, the US did not have any formal military education programme. Army officers were recruited from the highest social groups, but they did not have proper professional training. This was not the consequence of negligence, but of social stereotypes. Under the George

Washington presidency, a formal system of military education began to be formed, especially for the junior officers' training. The first military academy was established in the United States at West Point, which contributed to the military education development and military knowledge accumulation. American military education has the following characteristics: programme development, first studied theoretically and then drilled on the battlefield; combination of officer's combat skills with practical experience; conducting field tactical exercises; and ensuring sufficient financing. In general, US military education is aimed at forming skills and abilities for decision-making by individuals on command positions. The state requirements for military education include planning and conducting military operations, military command and control, and national security concept development, taking into account political, social, economic and psychological aspects [5]. Table 1 shows the features and innovations in key US military education institutions.

Table 1. The USA military education institutions' network

Military education institution	Education level	Features	Innovations and pedagogical technologies
The U.S. Military Academy at West Point	Bachelor's degree	The main institution for educating officers of the US Army. Military strategy is the main focus	Simulation exercises for skill development
The U.S. Naval Academy	Bachelor's degree	Education of officers for the Naval Forces. Navigation is the main priority	Interactive training platforms
The U.S. Air Force Academy	Bachelor's degree	Education of officers for the Air Forces. Aviation technology is the main focus	Using virtual reality for training
National Defense University	Master's degree	A multidisciplinary institution for the education of strategic leaders	Innovative technologies integrated into the educational process

It should be pointed out that each US military branch (Army, Navy and Air Force) has its own specialised educational institution. All of these institutions have units for additional professional military education; a sufficient number of classrooms, dorms and lands; are actively building new facilities; and cooperate with outsourcing companies.

Prior to russia's full-scale invasion of Ukraine, there were financial and environmental constraints in US military education. However, since 2022, the US leadership has increased funding for these institutions, removing constraints on the implementation of additional functions and activities' expansion [6]. Due to these changes, the US Army is allowed to provide additional specialised training to improve the military personnel's qualification, particularly medical personnel and lawyers. It is worth emphasising that the US military education system has an Officer Candidate School (hereinafter – OCS), which is a productive and consistent process of officer education and training that begins at the stage of preparation for duty and continues at the basic, tactical command and higher levels. This OCS creates opportunities for the basic officer course, provides for a three-stage programme consisting of pre-enlistment, appointment and initial training aimed at developing the junior officers' leadership skills, building competencies, confidence and skills in commanding small units.

The Advanced Course covers the leadership, tactical and technical training required to perform the company commander's duties. The Captains Course trains officers to be effective commanders at the company level. The Staff Course focuses on developing the staff officer skills and leadership abilities required to serve at the higher levels of battalion command.

The School of Advanced Military Studies provides training for officers at a high level of military excellence to develop commanders and general staff officers capable to perform tasks in both peace and war time, including planning interagency operations. The Command and General Staff College prepares senior officers, civil employees, and international leaders to work at strategic management levels.

In general, military education in the United States is aimed at developing the officers' ability to plan and employ army forces in various types of operations, address issues that affect national security decision-making, develop military strategies and doctrines, ensure interoperability, and anticipate key challenges for allies. [5]

Military education in the United Kingdom deserves special attention, as this country has a long history of military education and is located on the opposite side of the Atlantic from the United States.

Military education in the UK is carried out in special staff colleges, and its priority is to prepare for ‘core activities’, i.e. high-quality staff officer training. Those responsible for British military education believe that military specialists should be trained at all military education levels, from secondary to higher education. Therefore, military education offers graduating officers the opportunity to study for a master's degree. The latest trends in the military education transformation in the UK include the following features:

development of officer training programmes with more focused military topics relevant to the future officer's practice;

growing scepticism about the role of civilian researchers in the field of military education;

understanding the existence of a challenging security environment in the world;

the new technologies emergence (in particular, artificial intelligence) that may have an unpredictable impact on the warfare nature;

the demographic resource loss within the UK and around the world;

terrorist activities based on innovative communication technologies, etc.

These trends in military education are typical not only for the UK, but also for many Western European countries, which take into account Ukraine's experience in resisting russian aggression in their reforms. As russia and its allies seek to change the world order and the global security architecture, other countries are forced to respond appropriately.

The main direction of changes in military education in the UK is the transition from generalised educational programmes to strategically oriented ones, which allows for a wider range of topics to be covered in the future British Army officers' training. The UK military colleges' main task is to develop critical thinking, communication, analytical skills, etc.

As part of the British military education transformation, courses in management, artificial intelligence, and human resources management have been developed. According to British defence and security leaders, a modern officer needs skills that will contribute to his or her professional development [7]. Before the war in Ukraine, the main problem in military education in the UK and other NATO member and partner countries was the reduction in funding for professional military training. However, in 2022, the situation changed dramatically.

At British staff colleges, educational programmes combine military topics with academic education elements, which can be called a kind of academic compromise in new approaches to education. Based on the recommendations of the various branches of the UK armed forces‘ commanders, the following measures have been implemented: involvement of highly qualified officers in teaching activities; integration of civilian academic staff into the staff colleges’ educational process to develop future officers' systemic mindset, critical thinking skills, analytical skills, cognitive diversity and ability to implement innovations.

The uniqueness of the British military education system lies in the combination of experienced officers' knowledge and civilian lecturers, which creates an opportunity for future officers to gain a

diverse educational experience, alternative views, quality education and access to high quality research [8].

Table 2 shows the UK's military education institution network. It summarises the key military education institutions in the UK, highlighting their educational levels, features, innovations and specific pedagogical technologies.

Table 2. The UK military education institutions network

Military education institution	Education level	Features	Innovations and pedagogical technologies
Royal Military Academy Sandhurst	Bachelor's degree	The main institution for training officers. Training: tactics, strategy, leadership	Simulation training for skill development; interactive exercises for decision-making
Britannia Royal Naval College Dartmouth	Bachelor's degree	Trains naval officers. Focus on navigation and battle management	Modern ship control technologies application; virtual reality for navigation training
Royal Air Force College Cranwell	Bachelor's degree	Air Force Officer Training. Focus on engineering and navigation	Online education platforms; practical seminars for pilot training
Defence Academy of the United Kingdom	Master's degree	A multidisciplinary facility for military personnel and civilian employees	Interdisciplinary approaches; technology integration in strategic planning

It is worth noting that Ukraine actively cooperates in matters related to military specialist professional development. For example, the training programmes implemented by the UK covered 42,000 Ukrainian servicemen and women and were aimed at developing tactical skills and improving the ability to operate modern military equipment, such as Leopard tanks [5].

An analysis of the current state and changes in military education in Germany is also worthy of attention. The Federal Republic of Germany opened its first military universities only in 1973, after the Second World War. German society created a new army and military education system that was not based on ideals but on a rational approach. The core idea of German military education is that it is as necessary as secondary education. Military educational institutions in Germany require discipline and military tactics knowledge. The state fully funds the future officers' training, which ensures a high level of professional training and education. Germany has a large number of military institutions and specialised training programmes. This military education system is valued worldwide for its unique combination of German culture, active lifestyle and historical experience [5].

Table 3 provides information about the military education institutions operating in Germany and the country's key military education institutions, highlighting their educational levels, features, innovations and specific pedagogical technologies. Officers' schools have been established, where officers with basic military training teach and impart leadership skills and professional knowledge to future military leaders. After graduating from these schools, cadets continue their education at Bundeswehr universities, where they complete their master's degree programmes. In Germany, military education is based on educational programmes that are approved by the Federal Ministry of Defence and agreed with the relevant federal states.

All military educational institutions are integrated into the European educational space and can send their cadets to civilian educational institutions for academic studies. In particular, after completing their academic studies, cadets who have studied at civilian institutions can undergo additional professional military training. Thanks to ongoing reforms, military education in Germany is considered to be of high quality, as it successfully combines civilian and military components.

Let's take a closer look at France, where educational institutions are organised in such a way that not all graduates reach high military ranks after graduation. The French military education system is a combination of national peculiarities, historical experience and European cultural traditions.

There are specialised military and civilian educational institutions in France that implement the programme ‘preparation of civilian students for service as reserve officers’ (Préparation Militaire Supérieure - PMS). The number of military and civilian higher education institutions changes as a result of ongoing reforms, when the government decides to close or open new facilities and institutions. [5]. In general, analysing military education in Western countries, we can say that it is a complex area that is constantly undergoing numerous changes and adjustments. Table 4 contains data on the French military education system's specific features and key military education institutions in this country.

Table 3. Federal Republic of Germany's military education institutions network

Military education institution	Education level	Features	Innovations and pedagogical technologies
University of the Bundeswehr Munich (Universität der Bundeswehr München)	Bachelor’s degree	Training officers in various specialities, including engineering and logistics	Modern teaching methods applied, integration with industry for practical experience
Bundeswehr Command and Staff College (Führungsakademie der Bundeswehr)	Master’s degree	Intended to train highly qualified officers for strategic management	Simulation training for strategic planning and management
Artillery school (Artillerieschule der Bundeswehr)	Bachelor’s degree	Artillery officer training. Combat skills training	Using virtual reality for combat training
Bundeswehr Medical Academy (Sanitätsakademie der Bundeswehr)	Bachelor’s degree	Medical officers training for military personnel	Modern medical technologies and simulations for practical training

Table 4. French Republic's military education institutions network

Military education institution	Education level	Features	Innovations and pedagogical technologies
Special Military School of Saint-Cyr (École Spéciale Militaire de Saint-Cyr)	Bachelor’s degree	The main institution for French army officer training. Focus on tactics and strategy	Simulation training to develop team skills and decision-making
French Air and Space Force Academy (École de l'air et de l'espace)	Bachelor’s degree	Training officers for the air & space force, focus on aviation technology	Using virtual reality for pilot training and management skills
Military school for future doctors and pharmacists (École de Santé des Armées)	Bachelor’s degree	Training medical officers serving in the army	Modern medical technologies and simulations for practical training
The Institute for Higher National Defence Studies (Institut des Hautes Études de la Défense Nationale)	Master’s degree	Multidisciplinary institution for training strategic managers in the defence sector	Interdisciplinary approaches and technology integration in the educational process

Discussions

The research results show that the implementation of the world's leading countries' experience and modern pedagogical approaches of interactive teaching methods will help to improve the quality of Ukrainian military education and bring it closer to international standards. This will make it possible to train military professionals who can quickly adapt to changes in combat conditions and

effectively interact with both military and civilian structures. However, there are also certain difficulties associated with the international experience implementation, such as the lack of sufficient funding, human resources and the need to adapt the existing military education institutions' infrastructure to new requirements.

Recommendations

1. Taking into account the results of the US, UK, French and German military education systems analysis, it is recommended to introduce a competence-based approach to the educational process. The use of interactive teaching methods, such as simulations, problem-based learning and case study, which is widely used in Western countries, would help improves the training quality of officers. This will help to prepare military professionals for effective decision-making in the conditions of instability and change.
2. Officer training programmes in the United States and the United Kingdom pay considerable attention to developing leadership skills and interaction between armed forces components. Ukraine needs to adopt similar approaches to promote effective leadership at all levels and coordination during post-war reconstruction.
3. The French experience of integrating civilian educators into military education could be useful for Ukraine. This will contribute to the formation of a wider worldview among military personnel, understanding of socio-political aspects and interagency cooperation.
4. Germany's experience shows that adequate funding and support from the state are critical for the successful reforms' implementation. In Ukraine, it is necessary to ensure adequate funding to adapt the infrastructure, introduce the latest technologies and improve the education programmes' quality.

Recommendations for the military education modernisation in Ukraine based on international pedagogical approaches are presented in Figure 1.

Conclusion

Based on the data analysis of international experience presented in this article, several important conclusions could be drawn regarding the military education modernisation in Ukraine from a pedagogical perspective.

First, international experience, in particular from such countries as the USA, the UK, France and Germany, can be successfully adapted to reform Ukrainian military education. By introducing a competence-based approach, the training quality can be improved, ensuring that personnel are able to act effectively in crisis situations and in the post-war reconstruction process.

Secondly, interactive teaching methods, which are widely used in Western countries, promote critical thinking and quick decision-making. If applied in Ukrainian military education, they would help to prepare the military for instability conditions and adapt them to the rapidly changing combat and reconstruction conditions.

Thirdly, the leadership skills development and civilian teachers' integration into the educational process, as is done in France, contributes to the wider worldview formation of future officers and prepares them for interaction with civilians and other society sectors. This is an important element of specialist training for the successful country's post-war reconstruction. Also, the development of critical thinking and a reflective culture are important factors that influence military education's effectiveness.

Ensuring adequate funding, resources and support from the state are key factors for the successful military education system modernisation, as the German experience confirms. Without adequate funding, it will be impossible to implement new programmes and innovative approaches.

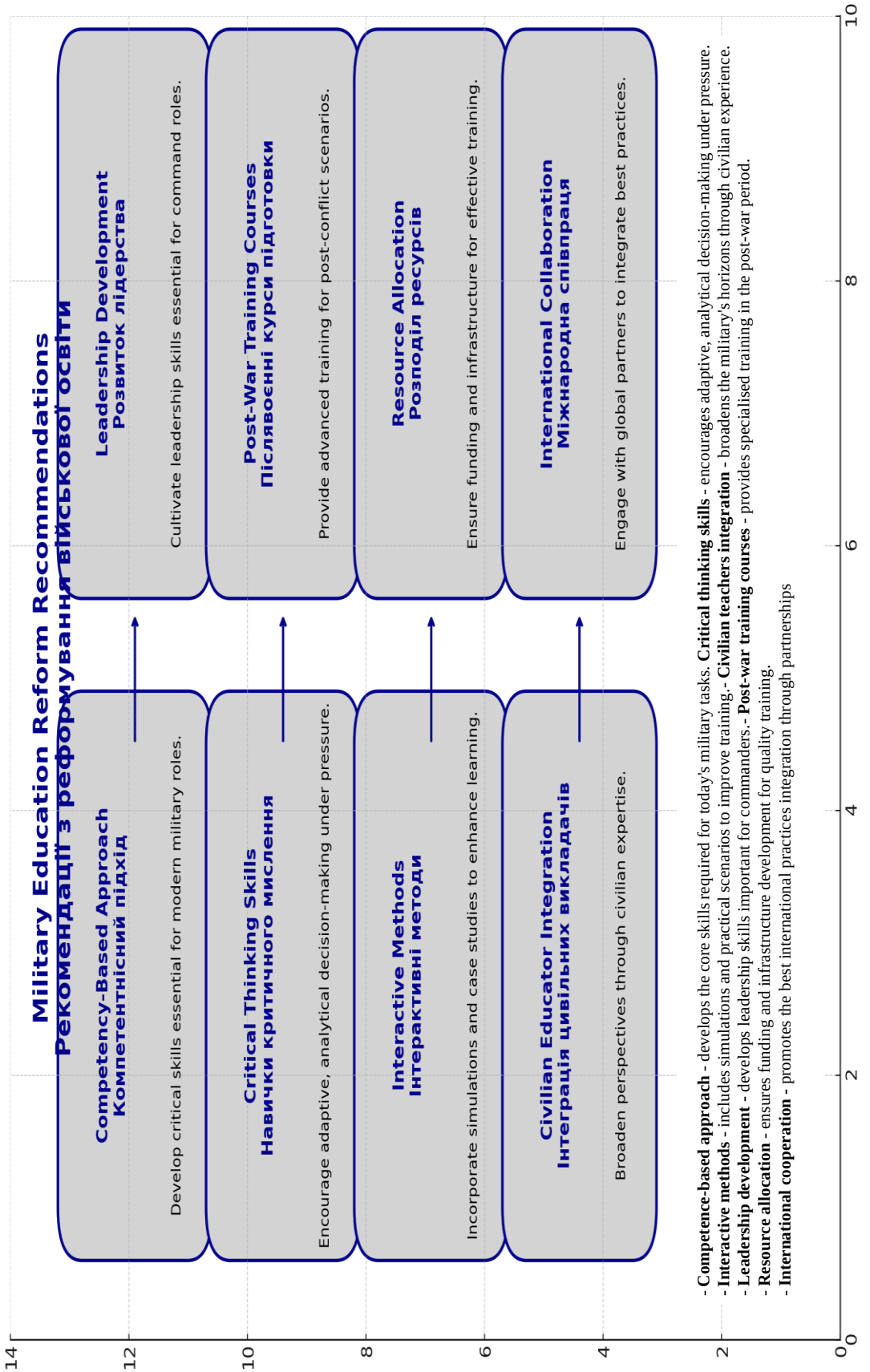


Figure 1. Recommendations for the military education modernisation in Ukraine based on international pedagogical approaches

Cooperation with international partners, such as NATO, and foreign military education institutions will facilitate the experience exchange and participation in international educational programmes. By implementing a education monitoring and quality assessment system ([taking] into account international experience), it would become possible to ensure the education programmes' adaptation to current conditions and increase the professional training efficiency both during martial law and in the post-war period.

All these measures will contribute to strengthening the Armed Forces of Ukraine's defence capabilities and their readiness to restore the country after the war.

It should be emphasised that due to its unique combat experience and active cooperation with international partners, Ukraine can not only learn from experience, but also share it, making it an important player in the international military community. This knowledge exchange, experience in combat action and innovative solutions implementation strengthens collective defence strategies and improves the world's armies' training level.

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Педагогічні перспективи трансформації військової освіти в Україні на основі міжнародного досвіду

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Анотація. Статтю присвячено аналізу трансформації військової освіти в Україні в умовах сучасних загроз, пов'язаних зі збройною агресією росії. Основну увагу спрямовано на необхідність модернізації системи військової освіти України з урахуванням міжнародного досвіду, зокрема таких країн, як США, Велика Британія, Франція та Німеччина. Автори пропонують визначення педагогічних перспектив, що стосуються трансформації військової освіти в Україні, на основі міжнародного досвіду. У статті підкреслено значення формування ментальної архітектури, яка передбачає критичне мислення, рефлексивну культуру та

цивільно-військову взаємодію, що є основою успіху у військових операціях. Розглянуто специфіку військової освіти в різних країнах, зокрема проаналізовано програми підготовки офіцерів у США, Великій Британії та Німеччині, які спрямовані на розвиток професійних навичок, необхідних для протидії сучасним загрозам. Акцентовано на інтеграції цивільних та військових компонентів в освітній процес, що сприяє системному підходу до підготовки військових фахівців. У педагогічному контексті у статті наголошено на важливості розроблення навчальних програм, які базуються на компетентнісному підході, інтерактивних методах навчання та розвитку критичного мислення. Упровадження таких педагогічних інновацій, як проблемно-орієнтоване навчання, симуляції та кейс-стаді, дає можливість підготувати військових фахівців, здатних ефективно діяти в умовах невизначеності та швидких змін обстановки. Особлива увага приділяється розвитку лідерських якостей, навичок командної роботи та емоційного інтелекту, що є невід'ємною складовою підготовки військових кадрів. У статті зазначається, що трансформація військової освіти в Україні може бути успішною лише за умови аналізу міжнародного досвіду та адаптації найкращих практик до українських реалій з урахуванням поточної безпекової ситуації. Автори наголошують на важливості взаємодії між різними рівнями військової підготовки, впровадження сучасних педагогічних технологій та інновацій, а також посилення лідерських якостей і стратегічного мислення військових фахівців. У статті наведено результати проведеного аналізу сучасних тенденцій у військовій освіті провідних країн світу та педагогічних перспектив адаптації міжнародного досвіду до українських реалій. Результати дослідження вказують на те, що реформування військової освіти є одним із ключових чинників забезпечення боєздатності країни та її стійкості в умовах сучасних загроз, які мають воєнний характер.

Ключові слова: військова освіта, трансформація, міжнародний досвід, лідерські якості, інтерактивні методи навчання, педагогічні перспективи, критичне мислення, цивільно-військова взаємодія.