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## MILITARY PSYCHOLOGY IN MODERN UKRAINIAN HISTORIOGRAPHY OF THE EPOCH OF ATO (2014-2021)

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*This article is devoted to the content analysis of textbooks and manuals of the epoch of ATO.*

*Information support for the pedagogical training of military psychologists is represented by curricula, textbooks, teaching aids, and methodological recommendations. It is worth noting that in modern Ukraine, several specialized higher education institutions are engaged in the targeted training of military psychologists. In the Armed Forces of Ukraine, the functions of military psychologists are now mostly performed by clergymen - military chaplains, imams, and rabbis. The experience of the ATO has enriched the educational materials with data from practical activities. Military psychology and military pedagogy have progressed significantly over the period 2014–2021. The adaptation of military veterans to peaceful life is currently carried out by social workers. There are not so many educational institutions that train military psychologists and military educators. Ukraine as a state needs to widely introduce the specialty of military psychologist and military teacher in military, medical and general higher educational institutions. A large number of people will have post-traumatic stress disorders and adaptation disorders. This will also pose a question to scientists at universities and research institutes. It will be necessary to prepare educational-methodological and educational-pedagogical support for the specialties of military psychology and military pedagogy. It will be important for Ukraine to take into account the experience of Azerbaijan, Syria, Israel and other countries that have experience of protracted conflicts.*

*After conducting a content analysis of three manuals, one textbook and one methodological recommendation, we came to the following conclusions. The manual “Psychological Resilience of a Soldier” published in 2017 by Z. Komar in collaboration with British colleagues is the best of the analyzed educational and methodological support for the disciplines “Military Psychology” and “Military Pedagogy”. Its authors widely used field material and the manual has applied value. In 2007, a manual was developed at the International Academy of Personnel Management, where the author focused on the functioning of the psyche and personality of a serviceman. The authors of the manual developed in 2020 at the Kharkiv University of Internal Affairs focused their attention on military groups and the deviant behavior of their members. It is aimed at preventing deviant behavior of servicemen. The authors of the textbook developed in 2021 at Kyiv Polytechnic Institute focused on the problems of military pedagogy. Methodological recommendations developed by the Scientific Research Center for the Humanities of the Armed Forces of Ukraine, published in 2016, focus on the problems of training military psychologists and selection of military personnel based on psychological qualities. The historiography of military psychology includes the study of existing theoretical developments in the field of military psychology and military pedagogy. Military psychology studies military psychogenic disorders and methods of adapting veterans to peaceful life in the post-war period. Knowledge of the source base, and the actual legal framework that regulates the activities of military psychologists, is also important*

**Keywords:** *textbook Psychological Resilience of a Warrior, teaching aids, textbook, methodological recommendations, military psychology, military pedagogy*

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### 1. Introduction

The relevance of the problem in general and its connection with important practical tasks is obvious. Ukraine is a participant in an imposed military conflict with a belligerent state, which has the status of a high-intensity conflict. This poses greater challenges to society than the regional conflict in Eastern Ukraine, known as the ATO. In wartime, Ukraine faces the problem of replenishing the psychological potential and restoring the

human resource of military personnel, primarily those who are fighting. The issue of future-oriented issues is also becoming more relevant – the issues of rehabilitation and adaptation to peaceful life of many veterans in the post-war period will arise. In this regard, the experience of military psychology, which studies many aspects of the training and restoration of military personnel, as well as the experience of pedagogical science, which is designed to provide a competent component of those

who must prepare such specialists as military psychologists, will be in great demand. Ukraine now needs scientific, methodological, educational manuals/textbooks that would analyze the scientific and methodological support of the activities of military psychologists. This article will consider educational manuals, a textbook and methodological recommendations prepared during the ATO and JFO in special educational institutions in 2014–2021. The objective of this article is to conduct a content analysis of Ukrainian educational manuals and textbooks on the discipline of "Military Psychology".

## 2. Literature review

An analysis of previous studies and publications has shown that recently, given the full-scale invasion of the Russian Federation and active hostilities, research has intensified to study the problems of training military psychologists. In 2016, N. Agayev, O. Skrypkin, A. Deyko, V. Polyvanyuk, and O. Evert prepared methodological recommendations, which took into account the experience of the ATO [1]. The textbook by P. Lisovsky shows the material for training a military psychologist from the point of view of methodological analysis [2]. In 2017, a significant breakthrough was achieved in the study of military psychology. Z. Komar, in collaboration with British researchers, published a textbook dedicated to the problems of psychological resilience of soldiers. The practical experience of Western military psychologists regarding the problems of military psychology and the actions of soldiers in crisis situations and the experience of overcoming them was involved [3]. The theoretical and practical experience of colleagues was summarized by G. Bondarev and P. Krut in their textbook published in 2020 [4]. The problem of military collectives and leadership was analyzed in the textbook by V. Anan'in, V. Gorlinsky, O. Puchkov, O. Uvarkina in 2021 [5]. It is worth noting that the analysis of curricula, manuals, and textbooks produced during the ATO era is carried out in the research of employees of the V. Sukhomlynsky State Scientific and Pedagogical Library. O. Luchaninova's research is devoted to the problems of pedagogical training of military psychologists and the use of Israeli experience for the training of Ukrainian military psychologists [6–8]. Together with M. Rostoka and I. Kovalenko, we analyzed the system of training military psychologists [9]. Together with O. Uglova, we analyzed the content of military psychology curricula [10]. An analysis of the content of textbooks and manuals from the perspective of content analysis and Ukrainian historiography during the ATO has not yet been conducted.

## 3. The aim and objectives of the study

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

To achieve the goal, the following tasks were set:

1. To analyze the information and analytical educational support of the activities of a military psychologist during the ATO.
2. To show the progress of educational literature for the training of military psychologists compared to peacetime in textbooks and manuals during the ATO.

## 4. Materials and Methods

During the study, the problem-chronological method and the content-analysis method were used. The content-analysis method consists in the fact that we examined the content of manuals and textbooks. The problem-chronological method consists in the fact that we analyzed in chronological sequence the informational and pedagogical support of the problem in the form of educational literature. We analyzed textbooks of both the pre-war period and textbooks that already took into account the practical developments of the ATO period. It is especially worth noting the textbook by Z. Komar, which was prepared taking into account Western experience in military psychology.

Various resources were used to search for sources of information for the study: scientific databases Google Scholar, Clarivate, Web of Science, Scopus and others, which provide access to a large number of academic articles and research; electronic repositories (Electronic Library of the National Academy of Sciences of Ukraine) of higher education institutions and scientific institutions, where dissertation abstracts, scientific publications and other scientific works are stored.

## 5. Result and Discussion

**The recommendations reveal the essence** of the basic concepts of the psychological support process, present the distribution of tasks by the frequency of their implementation, provide explanations of the substantive essence of the main elements of activity. The publication will also be useful for familiarizing commanders of military units (subunits), their deputies for work with personnel for a more complete understanding of the essence and tasks of psychological support of the professional activities of the personnel of the Armed Forces of Ukraine, as well as a clear understanding of the role and place of the psychologist in this process. The concept of "psychologist of a military unit" in these methodological recommendations means the relevant official in the military unit, who is an officer or employee of the Armed Forces of Ukraine.

**The main tasks** of professional and psychological selection of personnel are: assessment of the psychological and psychophysiological suitability of military personnel for the types of activities, to which they are assigned, forecasting the success of their further professional activities during military service and performing assigned tasks; identification of personnel with neuropsychiatric instability, with asocial attitudes and those who use psychoactive substances, preparation and provision of relevant conclusions and recommendations to the leadership of military units (subunits); provision of recommendations for the rational distribution of personnel according to the level of

their development of professionally important psychological and psychophysiological characteristics in the relevant specialties in order to staff the relevant military units. The following methods are used: content – analysis (qualitative-quantitative method of studying documents); individual interview; observation; diagnosis (conducting psychological testing).

Before starting the conversation, it is necessary to clearly define the main goal, think over the sequence of asking questions, and study all available information. During the conversation, it is important to determine (or clarify and supplement): data from the analysis of the serviceman's documents; features of family status; nature of his/her orientation towards military service; level of educational and professional preparedness; organizational skills and characteristics of behavior in the team; features of upbringing and development; moral qualities and value orientations. The first section is "Activities of a psychologist during professional and psychological selection of personnel". Methodological recommendations are developed for psychologists of military units (subunits) and reveal a typical algorithm of their actions in the course of implementing psychological support for the professional activities of personnel of the Armed Forces of Ukraine. The section consists of the following paragraphs: "Professional and psychological selection of personnel: basic concepts", "Activities of a psychologist during content analysis", "Conducting individual interviews with servicemen by a psychologist", "Observation and analysis of the information received", "Conducting psychological diagnostics of servicemen by a psychologist". The section has four appendices: "Basic diagnostic blocks of necessary information about a serviceman during an interview"; "Social passport of a serviceman"; "Methodology for assessing the adaptive abilities of a person (multi-level personal questionnaire "Adaptivity-200")"; Personal questionnaire "NPN-A" (neuro-mental instability – accentuation). The second section "Activities of a psychologist during psychological training of personnel" is also divided into paragraphs, which reveal the psychological training of personnel; provide general recommendations for conducting psychological training of personnel of a military unit (subunit); provide general tasks of a psychologist during psychological training of personnel of a military unit (subunit); describe the activities of a psychologist during general/special/targeted psychological training of personnel of a military unit (subunit); pay attention to the activities of a psychologist during assessment of the quality of psychological training by personnel of a military unit (subunit), etc. The third section "Activities of a psychologist during psychological support of personnel's tasks performance". consists of two paragraphs – "Psychological support of personnel's tasks performance: basic concepts" and "Tasks of a psychologist during psychological support of personnel's tasks performance in a military unit (subunit)". The section also has three appendices: "Methodology for conducting psychological counseling; Methods recommended for psychological diagnosis of personnel"; "Methodology for conducting sociometric research in a unit, group". The fourth section "Activities of a psychologist during the provision of psychological assistance (rehabilitation) of personnel" consisted of five

paragraphs, which discussed psychological assistance, the activities of a psychologist in providing psychological assistance to personnel of a military unit (subunit) during their stay at a permanent deployment point or in areas of task performance (conducting combat operations), etc. An assessment of the effectiveness of psychological assistance provided to personnel is presented. The section also has two appendices [1].

Textbook "Military Psychology: Methodological Analysis" (P. Lisovsky). The textbook outlines the basics of military psychology, which consider current issues of the behavior of a soldier-defender of the country. This will allow you to master the methodological foundations of important knowledge and practical skills, in particular, in the field of social psychology. At the same time, attention is focused on the noble (virtuous, volunteer, knightly) constitution of the personality, which is given a conceptual analysis. The textbook will help students master the basics of military psychology. From this textbook you can learn about the structural organization of the personality of a serviceman and the peculiarities of the psychology of the military team. The history of the emergence of the discipline of military psychology and how it changed in the past are considered. The first section "Military Psychology as a Subject of Methodological Analysis" consists of three paragraphs: "Historical Origins of Military Psychology", "Basic Methods of Study", "Functions of Military Psychology". The second section, "Structural Organization of Personality," consists of five paragraphs, which provide information on the concept and definition of personality in military psychology; sensory-mental acts in personality development; formation and genesis of personality as a warrior-defender of the family; wisdom as the basis of spiritual development of personality; mental-values guidelines of wisdom as humane conceptual views in personality development. In the third section, "Cognitive Processes in the Psychology of a Military Serviceman," on the pages of seven paragraphs, we talk about the mental life of a person as self-reflection of consciousness; sensation as a sensory action; thinking as a logically conditioned action; memory and its phenomenality; imagination and representation as noble images of culture; rhetoric in public speech; observation as a prerogative of intelligence and counterintelligence activities. The fourth section, "Phenomenal Receptions of the Character of a Warrior." A section of four paragraphs – 1) Temperament as a defining specific of a soldier's character, 2) Psychological mechanisms of influence on the development of a soldier's personality, 3) Creative features of a soldier, 4) Wisdom as a value-social quality of a personality and its development. The fifth section "Psychology of a military collective (department, platoon, company)". It consists of three paragraphs – 1) Structural organization of a military collective, 2) Leadership of a military collective, 3) Methods of work of a commander in a military collective. The sixth section is entitled "Force of spirit as the core of the working activity of a military collective". It has two paragraphs – 1) Irrational qualities of a personality in a collective, 2) Rational qualities of a personality. The seventh section is entitled "Psychology of management of military collectives in the ATO zone in Donbass". It consists of three paragraphs:

- 1) Diagnostics in the management of military personnel;
- 2) Preventive security in military personnel;
- 3) Innovative ways to combat the war syndrome.

The manual will be useful to students of psychological specialties, as well as employees of special services, cadets and military personnel; will help prepare for work with the military; reveals the specifics of working with this category of people. Also in the book, students will find control questions and topics for essays, which will be helpful in their studies [2].

Textbook "Psychological Resilience of a Soldier" (Z. Komar et al.). The textbook is designed and recommended for familiarization with psychologists of military units, commanders and their deputies for work with personnel. The publication of this manual was made possible thanks to the financial support of the Embassy of Great Britain in Ukraine within the framework of the project "Overcoming the social consequences of the conflict in Donbas and the illegal annexation of Crimea with the help of state structures in Ukraine and civil society", which is implemented by the Canadian non-governmental organization Stabilization Support Service. The views expressed in this publication belong to the authors and may not coincide with the official position of the Government of Great Britain. Military psychology is not only one of the areas of applied psychology, it covers much more. Observing the historical development of psychological science, we can confidently say that military psychology is the mother of almost all areas of applied psychology. It is worth noting that today in different modern armies military psychology is developing differently. Even within NATO, there are no clear rules regarding the place and role of military psychology, and this issue remains the prerogative of individual member states of this organization. In general, two dominant approaches can be distinguished within the framework of military psychology: the traditional one, in which military psychologists are located at the higher command, within research centers and special departments that are directly subordinate to the command of the Ministry of Defense and the General Staff, and the staff one, in which each larger independent unit (battalion, brigade) has one or more military psychologists in its composition with a clearly defined professional hierarchy and autonomous activities. The traditional approach has advantages due to the concentration of a larger number of psychologists in one place and the ability to solve complex military-psychological problems. In the traditional model, psychologists are not necessarily military, but mostly civilians who are engaged to perform individual military tasks. On the other hand, the staff model relies on a network of psychologists as military personnel, members of military units, who are in constant contact with rank and file and have the opportunity to solve everyday psychological problems before, during and after combat operations. The traditional model operates in countries with a long military tradition, in particular in Great Britain and France (it seems that the military tradition is a kind of barrier to the development of military psychological service), while the modern staff model is

clearly present in Croatia, the Netherlands and Israel. Based on previous experience, it can be noted that a combined approach with specialized military psychological centers and an extensive network of psychologists would be optimal for meeting the needs of modern military systems. In any case, military psychology has been developing rapidly in different directions in different countries in recent decades, becoming an indispensable factor in military conflicts of any kind.

Military psychologists in modern armies perform a number of functions. A detailed overview of the list of their most frequent tasks is provided by the results of a study conducted in 1995-1996 by American military psychologists Remy Adler and Paul Barton, collecting information on military psychological activities in 23 European and North American countries. According to the study, military psychologists most often perform the following types of activities – As can be seen, selection and consulting of command is carried out in almost all (surveyed) armies, and in a large number of countries military psychologists are engaged in research, clinical work with the military and training. Somewhat less often, activities in the field of prevention, participation in psychological operations (psychological warfare) and defense planning are used, and least of all (less than 30% of the surveyed countries) military psychologists work with families of military personnel. In different armies, a different amount of attention is paid to a particular type of activity or groups of activities, and it should be emphasized that the list of functions of a military psychologist depends on the characteristics of the military direction and the unit, in which he/she works. For example, it is clear that the work of military psychologists in the ground forces is somewhat different from the work of their colleagues working in the air force, navy or special forces; the work of military psychologists in military educational institutions differs from work in research centers or special operations units. The next important factor is working conditions. Thus, the list of functions of a military psychologist depends on the nature of military operations. For example, his/her involvement in a defensive war poses different tasks for the psychologist than it would be in the case of his/her participation in peace-keeping operations. In general, based on previous practice, the tasks of military psychologists can be divided into several categories. These are: selection and qualification, monitoring combat readiness, education, training, psychological prevention and support, and activities within the framework of psychological operations. In addition to these main areas of work, military psychologists are often involved in scientific and applied research, work in the field of psychosocial assistance to war victims and their family members, and recently a separate discipline has been increasingly developing – operational psychology, which studies methods of interrogation, surveying, developing psychological portraits of the enemy and is engaged in the selection and training of candidates for intelligence and counterintelligence. To a much lesser extent, military psychologists are engaged in ergonomic work in the development of new weapons and equipment, military zoopsychology and other activities.

The first section of the textbook is entitled “Development of Military Psychology. Main Tasks and Features of the Work of Military Psychologists”. It contains the following topics:

- 1) The Place and Role of Psychology in the Modern Army,
- 2) The Main Tasks of Military Psychologists,
- 3) Military Psychological Selection and Classification,
- 4) Monitoring Psychological Combat Readiness,
- 5) Education and Training,
- 6) Psychological Prevention and Support,
- 7) Psychological Operations (PSIOP),
- 8) Operational Psychology, Ethical Rules of Conduct for American Military Psychologists,
- 9) Staff Military Psychologist,
- 10) Cooperation with Other Military Services,
- 11) Features of the Work of Military Psychologists in the Air Force, Navy, and Special Forces,
- 12) Tasks of a Psychologist in the Air Force,
- 13) Tasks of a Psychologist in the Navy,
- 14) Tasks of a Psychologist in Special Forces.

The second section is entitled “Psychological training and psychological combat readiness of military personnel in the army”. The section consists of the following topics:

- 1) Psychological training of recruits,
- 2) Psychological preparation for combat operations,
- 3) Psychological training for the prevention of fear and combat stress,
- 4) Psychological training for aggressive behavior and the use of combat force,
- 5) Psychological training for attitudes towards enemy military personnel and civilians,
- 6) Specifics of psychological training of military personnel for possible captivity and behavior in captivity,
- 7) Direct psychological training for combat operations,
- 8) Actions of full-time military psychologists directly before, during and after combat operations,
- 9) Creation and development of military teams,
- 10) Cohesion of military teams,
- 11) Psychological combat readiness,
- 12) Elements of psychological combat readiness,
- 13) Definition and measurement of PBG.

The third section is entitled “Psychological prevention and support”.

It consists of the following topics:

- 1) Anxiety, fear and panic in war,
- 2) Combat stress,
- 3) Mechanism of stress impact on the body,
- 4) Procedure of psychological unloading after combat operations,
- 5) Analysis of the completed task,
- 6) Primary support of the commander (defusing),
- 7) Recapitulation of a stressful event (debriefing),
- 8) Process of gradual return (decompression),
- 9) Role of the commander in the gradual unloading process,
- 10) Psychological crisis interventions,
- 11) Psychological prevention of emergency situations and undesirable manifestations in the army,

12) Alcoholism and other types of addiction in the army. The fourth section is entitled “Psychosocial problems of military veterans with post-traumatic stress disorder.”

The section included the following topics:

- 1) Problems of psychosocial adaptation of those returning from war,
- 2) Post-traumatic stress disorder,
- 3) Types and signs of traumatic war experience – stressors,
- 4) Symptoms and diagnosis of PTSD,
- 5) Factors of occurrence and development of PTSD,
- 6) Prevalence, prevention and treatment of PTSD,
- 7) Research on the prevalence of PTSD,
- 8) Suicides of military veterans,
- 9) Suicides of military veterans (Croatian experience),
- 10) Suicide prevention.

The fifth section is entitled “Communication skills in the army”. It consists of the following topics:

- 1) Myths and prejudices about communication,
- 2) Communication within the organization,
- 3) Downward and upward communication,
- 4) Verbal and non-verbal communication,
- 5) Verbal communication,
- 6) Paraverbal communication,
- 7) Non-verbal communication,
- 8) Speaking and listening skills,
- 9) Listening and non-verbal communication,
- 10) Silence,
- 11) Active listening techniques,
- 12) Conducting individual consultation sessions,
- 13) Presentation skills,
- 14) Planning,
- 15) Preparation,
- 16) Training,
- 17) Execution,
- 18) Peculiarities of communication of field psychologists,
- 19) Communication with the commander,
- 20) Communication with soldiers,
- 21) Communication with colleagues according to professional hierarchy,
- 22) Public speaking and communication with the media,
- 23) Communication with family members of a serviceman.

The sixth section is entitled “Techniques for self-regulation of psychophysical state”. The section contains the following topics:

- 1) General requirements,
- 2) Exercises for muscle relaxation,
- 3) Isometric exercises,
- 4) Creative visualization,
- 5) Mindfulness exercises for concentration of attention,
- 6) Body-conscious exercises,
- 7) Meditation and faith,
- 8) Autogenic training.

The textbook will be useful for students of psychological specialties, as well as employees of special services, cadets and servicemen; will help prepare for work with the military; reveals the specifics of working

with this category of people. The textbook is developed and recommended for familiarization with psychologists of military units, commanders and their deputies for work with personnel [3].

Textbook “Fundamentals of Military Psychology” (G. Bondareva and P. Krut). The book consists of eight chapters. The first chapter of the textbook is devoted to “Psychology, its subject, and features of study”. The first paragraph studies the object, subject, and branches of psychology. The second paragraph examines Military Psychology, its specifics, tasks, and research methods. The second chapter is entitled “Natural Scientific Foundations of Psychology” and consists of two paragraphs:

- 1) The concept of the psyche,
- 2) The psyche and the brain,
- 3) The reflex theory of the psyche.

The third topic consists of paragraphs:

1) The concept of personality in psychology, its essence and content,

2) The psychological structure of the personality of a serviceman,

3) The methodology for studying individual psychological characteristics of a personality by a commander.

The fourth topic is “Psychological classification of deviant behavior”. The topic is divided into the following paragraphs:

1) The essence and classification of deviant behavior,

2) Features of deviations in behavior in conditions of military service,

3) Forms of deviant (abnormal) behavior in military personnel.

The fifth topic is entitled “Psychology of a small group and collective. Its consideration in the activities of the unit commander”. The topic is divided into the following paragraphs:

1) The concept of a group in psychology, types and characteristics of groups,

2) Military collective as a socio-psychological phenomenon,

3) The essence and structure of collective psychology;

4) Leadership in a collective. The sixth topic is entitled “Study of a collective and management of its socio-psychological phenomena”.

The topic is divided into paragraphs:

1) Methods of studying the psychology of a military collective;

2) Styles of management of a military collective.

The seventh topic is entitled “Conflicts in military collectives”. The topic is divided into the following paragraphs:

1) Socio-psychological characteristics of the conflict;

2) Ways of preventing and resolving conflicts.

The eighth topic is entitled “The impact of combat on the psyche of military personnel”. It is divided into the following paragraphs:

1) Psychological foundations of the effectiveness of military personnel's combat activities;

2) Deviations as a form of destructive behavior of soldiers in a combat situation;

3) Peculiarities of the manifestation of group psychology in conditions of combat activities;

4) Psychological aspects of managing a military team in battle.

Intense professional activity during the solution of military service tasks obliges an officer to purposefully form the psychological readiness, emotional and volitional stability of personnel to effectively ensure the national security of Ukraine. The performance of official duty in modern conditions requires a military personnel to have an updated psychological and pedagogical mindset, the search for adequate social and managerial solutions, and an appropriate general and psychological-pedagogical culture. In addition, it is important for an officer to learn to perceive him/herself, to understand his/her own internal mental state, to sensitively perceive the degree of implementation of the goals set for him/herself, to analyze the nature of relationships with subordinates and colleagues in order to timely adjust his/her activities and behavior. All this can be mastered only thanks to deep knowledge of the basic principles of psychology.

Unfortunately, officers, especially at the beginning of their practical activity, often make mistakes in practical activity, which indicates, first of all, an insufficient level of their psychological knowledge and the absence of the main components of psychological readiness for working with personnel.

Modern curricula for military educational institutions provide for a certain psychological training of cadets and students. But it so happened that this process often does not keep up with the requirements for training officer personnel, which are growing rapidly every year, and what was relevant today turns out to be hopelessly outdated tomorrow. The purpose of publishing the textbook is to fill this gap and thereby really help cadets and students master the basics of the branch of science about the human psyche, the psychology of a small group and a military collective. Moreover, the textbook is aimed at enriching cadets and students with socio-psychological knowledge. In this book, future officers will find answers to the following questions: the history of the development of general and military psychology; the subject of general, military and social psychology; the personality of a serviceman and its structure; the place of the biological and social in the personality; mental properties of the individual in conditions of military activity and ways and methods of their self-improvement in servicemen; mental processes of the individual in conditions of military activity; mental states of servicemen and their detection in the military-pedagogical process; mental formations; methodology for studying the mental properties of servicemen; the socio-psychological structure of the military collective and methods of its study; psychological foundations of communication; psychological conditions for preventing and resolving conflicts in military collec-



tives; the impact of combat on the psyche of servicemen, the essence of deviant behavior in a combat situation, psychological aspects of managing a military collective in battle.

Concisely covering the main topics of the educational unit "Fundamentals of Military Psychology", the authors did not set a goal to comprehensively reveal all the problems of military and social psychology, but defined their task as focusing the attention of cadets and students on these problems, to arouse a certain interest in them and a desire to continue their independent study.

The manual is prepared in accordance with the curriculum of the discipline "Military Training". It is the basis for the formation of the necessary knowledge, skills and abilities in students and cadets of higher education institutions that will be needed in their further work with personnel. The manual will be useful to students of psychological specialties, as well as employees of special services, cadets and military personnel; will help prepare for work with the military; reveals the specifics of working with this category of people. The textbook is developed and recommended for familiarization with psychologists of military units, commanders and their deputies for work with personnel [4].

Textbook "Psychology and Pedagogy of Military Collectives" (V. Ananyin, V. Gorlynsky, O. Puchkov, O. Uvarkina). The presentation of the initial material on the academic discipline "Pedagogy and Psychology of Military Collectives" is systematized, taking into account the orientation of training modern military specialists in the field of special communications, information protection, cybersecurity and experience in conducting joint operations. The psychological principles of service relations and professional activity in the military collective, the pedagogical foundations of service and professional activity are revealed.

The gender component of psychological and pedagogical knowledge and the organization of service activity in the units of the State Special Communications Service are highlighted. The basic concepts, control questions, essay topics, and a list of recommended literature are added to each topic. The first section is entitled "Pedagogy and Psychology of Military Collectives as an Academic Discipline." It consists of four paragraphs:

- 1) Tasks of the academic discipline "Pedagogy and Psychology of Military Teams",
- 2) The significance of socio-psychological knowledge in the management of military teams,
- 3) Pedagogy as a theoretical and methodological basis of the academic discipline,
- 4) Gender principles of psychology and pedagogy of military teams.

The second section is entitled "Psychological principles of service relations in a military team". The first topic is entitled "Psychological foundations of studying the personality of a serviceman". It consists of four paragraphs:

- 1) The concept of personality and views on its psychological structure,
- 2) Orientation and temperament of the personality in the organization of service activities,
- 3) Character and abilities of the personality and their influence on service relations,

4) Methods of studying the personality of a serviceman by a leader.

The second topic is entitled Socio-psychological principles of communicative interaction in a military team. It consists of four paragraphs:

- 1) Interpersonal communication and its role in military service,
- 2) Communication and the specifics of its manifestation in interpersonal relationships,
- 3) Socio-psychological influence as a phenomenon of communicative interaction,
- 4) Gender-sensitive communications in the military environment.

The third topic is entitled "Military collective as an object of socio-psychological study". It consists of four paragraphs:

- 1) Military collective as a social group,
- 2) Formation factors and psychological structure of the military collective,
- 3) Socio-psychological methods of studying the military collective,
- 4) Socio-psychological conditions for the effectiveness of military service.

The fourth topic is entitled "Socio-psychological principles of managing military collectives". It has four paragraphs:

- 1) The essence and principles of military personnel management,
- 2) The structure and functions of management activities,
- 3) Factors of management optimization and leadership styles,
- 4) Gender approaches in unit management.

The third section is entitled "Pedagogical foundations of professional activity in units of the State Special Communications Service". It is divided into four topics. The first topic is entitled "Pedagogical process in units of the State Special Communications Service". It consists of four paragraphs:

- 1) Structure and content of the pedagogical process,
- 2) General pedagogical laws and principles of the educational process,
- 3) Traditional and modern concepts of education,
- 4) Ways of organizing the pedagogical process in units of the State Special Communications Service.

The second topic is entitled "Organizational principles of education in units of the State Special Communications Service". It is divided into four paragraphs:

- 1) Basic methods and forms of training and conditions for their application,
- 2) Teaching aids and methods of their application in the educational process,
- 3) Distance learning technologies,
- 4) Ways and methods of activating the educational and cognitive activity of military personnel.

The third topic is entitled "Pedagogical culture and pedagogical skills of a military leader". It has four paragraphs:

- 1) Pedagogical activity and pedagogical culture of an officer,
- 2) Pedagogical skills of a military leader and ways of its formation,

3) Gender competence of participants in the security and defense sector of Ukraine,

4) Professional ethics of a serviceman of the State Service for Special Communications.

The fourth topic is entitled "Education of subordinates as a component of the management of the unit leader". It consisted of four paragraphs:

1) The essence, principles, tasks and organization of the educational process,

2) The structure and content of the educational process in the military collective,

3) Individual educational work and gender education of subordinates,

4) Methods of education and self-education of military personnel.

"Pedagogy and Psychology of Military Collectives" is an academic discipline of the cycle of social and humanitarian training, which is designed to form professional consciousness, culture and psychological-pedagogical competencies in the field of professional activity of the personnel of the State Special Communications Service units. This is a theoretical and methodological basis for organizing psychological, educational and upbringing work, which aims to methodologically and theoretically prepare cadets for future professional activity in the ranks of the State Special Communications Service. The subject of the discipline "Pedagogy and Psychology of Military Collectives" is the main theoretical provisions, laws of psychology and pedagogy, principles, methods and techniques aimed at the formation of psychological and pedagogical knowledge, skills and competencies of future specialists in the field of special communications, information protection and cybersecurity. The academic discipline is designed to promote mastery of methods for consciously resolving socio-psychological issues (conflicts) in the service and professional activities of a military specialist in the field of special communications, information protection and cybersecurity, taking into account the experience gained during the joint forces operation (JFO).

When preparing the gender component of psychological and pedagogical knowledge and competencies of future military specialists, the "Methodological recommendations for the integration of gender approaches into the system of training specialists for the security and defense sector of Ukraine" were used.

In determining the goals and objectives of studying the academic discipline "Pedagogy and Psychology of Military Collectives", the legal principles of the activities of the State Service for Special Communications and Information Protection of Ukraine, as defined in the Law "On the State Service for Special Communications and Information Protection of Ukraine", the Regulations on Military Service (Training) by Servicemen of the State Service for Special Communications and Information Protection of Ukraine, orders of the Head of the State Service for Special Communications and Information Protection of Ukraine and other regulatory legal acts, are of fundamental importance. When preparing the textbook, the authors, in particular, took into account that the statutes of the Armed Forces of Ukraine and the legisla-

tion of Ukraine, which establish the general procedure and conditions for military service, and the requirements of the Military Oath, apply to servicemen of the State Service for Special Communications. The structure and content of the textbook consists of three sections containing educational topics according to the program of the academic discipline. The methodological support for each topic includes educational questions that reveal the theoretical content of the topic, a list of basic concepts, test questions, recommended topics for preparing essays, and educational literature.

The manual serves as a necessary element of the systematic study of the academic discipline along with legislative acts recommended for study, methodological recommendations and plans for seminar classes, lecture notes and a dictionary.

When preparing the manual, the ideas and principles set forth in textbooks and monographs of domestic scientists, military researchers, analysts, and educators, to whom the authors of the manual express their gratitude, were taken into account.

When preparing the manual, the authors proceeded from the fact that the academic discipline "Pedagogy and Psychology of Military Collectives" is a complex discipline that is based on the methodological and theoretical principles of such sciences as psychology, social psychology, pedagogy, management and administration, ethics, cultural studies, and law, and is closely related to professionally oriented disciplines. Its content includes fundamental psychological, pedagogical, ethical, managerial and legal knowledge and competencies that are necessary for a specialist for managerial activities, training and education of subordinates, own self-education and self-upbringing. The textbook was prepared taking into account the requirements of the guiding documents of the Ministry of Education and Science of Ukraine.

The manual will be useful to students of psychological specialties, as well as employees of special services, cadets and military personnel; will help prepare for work with the military; reveals the specifics of working with this category of people. The textbook is developed and recommended for familiarization for psychologists of military units, commanders and their deputies for work with personnel [5].

**Applied research results:** The conducted information analysis of the curricula in the discipline "Military Psychology" showed that, along with the study of military psychology, aspects of military pedagogy are certainly actively used. To ensure access of specialists to current literature, in the context of fulfilling the tasks of the applied scientific research "Information and Analytical Support of Psychological Science in the War and Post-War Periods of Ukraine", the Department of Scientific Information and Analytical Support of Education of the State Scientific and Pedagogical Library of Ukraine (Head – M. Rostoka) analyzed, systematized, prepared and published applied scientific achievements - articles, electronic resources - and tested them at scientific and practical events of domestic and foreign formats, as evidenced by the published abstracts of the researchers' reports [4]. In particular, articles were prepared that high-



lighted the source base for supporting the activities of military psychologists in the Armed Forces of Ukraine, in particular, legislative acts and other regulatory documents, analyzed the system of training military psychologists, the periodization of its development and the language context in the system of information and analytical support for the training of military psychologists. The source base of the study was used in the creation of electronic resources that will be useful for the training of military psychologists in Ukraine.

**Research limitations.** Our article is limited to an analysis of the historiography of information and analytical support for the discipline of Military Psychology during the ATO period of 2014–2021.

**Prospects for further research.** The needs for training military psychologists are a promising scientific problem, since the problem of rehabilitation of military veterans will require a significant number of specialists, not to mention the fact that the preparation of military personnel for conducting high-intensity military operations is also a matter of high-quality military-pedagogical and military-psychological armament with knowledge, skills, abilities formed in accordance with competencies and acquired proficiencies. In this regard, the number of scientific institutions that will train specialists in the areas of "Military Psychology" and "Military Pedagogy" will increase. Foreign experience, especially Israeli, will be widely used. Enriched with field material (practical experience of combat operations), military psychologists will develop increasingly advanced programs. The historiography of the activities of military psychologists will be replenished with new material, which will need to be systematized, generalized and published for study by the general public. As part of our scientific research, in 2025, applied results were published – a digest of leading specialized publications in psychological sciences and an information and analytical guide, which included materials developed during the research.

## 6. Conclusions

1. Information support for the pedagogical training of military psychologists is represented by curricula, textbooks, teaching aids, and methodological recommendations. It is worth noting that in modern Ukraine, several specialized higher education institutions are engaged in the targeted training of military psychologists. In the Armed Forces of Ukraine, the functions of military psychologists are now mostly performed by clergymen – military chaplains, imams, and rabbis. The experience of the ATO has enriched the educational materials with data from practical activities. Military psychology and military pedagogy have progressed significantly over the period 2014–2021. The adaptation of military veterans to peaceful life is currently carried out by social workers. There are not so many educational institutions that train military psychologists and military educators. Ukraine as a state needs to widely introduce the specialty of military psychologist and military teacher in military, medical

and general higher educational institutions. A large number of people will have post-traumatic stress disorders and adaptation disorders. This will also pose a question to scientists at universities and research institutes. It will be necessary to prepare educational-methodological and educational-pedagogical support for the specialties of military psychology and military pedagogy. It will be important for Ukraine to take into account the experience of Azerbaijan, Syria, Israel and other countries that have experience of protracted conflicts.

2. After conducting a content analysis of three manuals, one textbook and one methodological recommendation, we came to the following conclusions. The manual "Psychological Resilience of a Soldier" published in 2017 by Z. Komar in collaboration with British colleagues is the best of the analyzed educational and methodological support for the disciplines "Military Psychology" and "Military Pedagogy". Its authors widely used field material and the manual has applied value. In 2007, a manual was developed at the International Academy of Personnel Management, where the author focused on the functioning of the psyche and personality of a serviceman. The authors of the manual developed in 2020 at the Kharkiv University of Internal Affairs focused their attention on military groups and the deviant behavior of their members. It is aimed at preventing deviant behavior of servicemen. The authors of the textbook developed in 2021 at KPI focused on the problems of military pedagogy. Methodological recommendations developed by the Scientific Research Center for the Humanities of the Armed Forces of Ukraine, published in 2016, focus on the problems of training military psychologists and selection of military personnel based on psychological qualities. The historiography of military psychology includes the study of existing theoretical developments in the field of military psychology and military pedagogy. Military psychology studies military psychogenic disorders and methods of adapting veterans to peaceful life in the post-war period. Knowledge of the source base, and the actual legal framework that regulates the activities of military psychologists, is also important.

## Conflict of interest

The authors declare that they have no conflict of interest in relation to this research, whether financial, personal, authorship or otherwise, that could affect the research and its results presented in this article.

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## Data availability

Data will be made available on reasonable request.

## Use of artificial intelligence

The authors confirm that they did not use artificial intelligence technologies in creating the submitted work.

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