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CONTENT-ANALYSIS OF EDUCATIONAL AND WORK PROGRAMS ON THE MILITARY PSYCHOLOGY DISCIPLINE IN HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE IN THE 21ST CENTURY

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This article is devoted to the content analysis of educational and work programs on the discipline «Military Psychology» in higher educational institutions of Ukraine in the 21st century. Military education has gone through several stages in its development. Before the Russian invasion of Eastern Ukraine (ATO), curricula and work programs were informational support for peacetime. The Russian invasion of Eastern Ukraine led to the occupation of part of the Donbass territory. The experience of this conflict was taken into account by Ukrainian researchers in the second half of the 10s of the 21st century. The practical experience of Ukrainian military educators and military psychologists, as well as the work of foreign educators, was involved. A number of curricula and work programs, as well as syllabi, were developed. The full-scale Russian invasion of Ukraine led to a new stage in the study of military psychology and military pedagogy. This conflict is high-tech, since UAVs are used. At the moment, the best program is the work program developed by O. Shevyakov in 2023 at the Dnipro University of Internal Affairs.

The experience of the Russian-Ukrainian war, in the author's opinion, will allow for a qualitative breakthrough in the field of military psychology and military pedagogy. The curricula will be enriched with the practical experience of military psychologists who participated in a high-intensity conflict. It is worth noting that the Russian-Ukrainian war is the largest conflict since World War II. Another of its features is its high technological content, in particular the use of drones. It is worth noting that the more technological the war, the greater its impact on the psyche of its participants. Military psychologists will have experience working with a wide range of psychogenic disorders in war veterans

Keywords: military education, military pedagogy, military psychology, educational programs, work programs, syllabus, information support, content analysis

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1. Introduction

Russia's full-scale invasion of Ukraine is a continuation of the conflict that began in 2014. De jure, Ukraine is in a state of war. De facto, Ukraine has been at war with Russia since 2014. The full-scale Russian invasion is a conflict of great intensity. This war is high-tech, more so than the ATO in the Donbass in 2014–2021. Ukraine will face the issues of rehabilitation and adaptation to peaceful life of many veterans in the post-war period. In this regard, the experience of military psychological science, which studies many aspects of military psychology, will be in great demand.

2. Literature review

The least detailed is the «Military Psychology» educational program by M. Levchenko, developed back in 2007 and published in 2008. The curriculum was developed in the paradigm of the peaceful existence of Ukrainian statehood. The discipline was considered rather as a supplement to existing courses in general psychology [1]. The ATO left its mark on the curricula that

were released after 2013. The program by O. Romanovsky, Yu. Panfilov, B. Furmanets, A. Cherkashyn, V. Shapolova, developed at Kharkiv Politechnic University in 2018, is quite detailed. The main issues of military psychology are considered in two modules of the program. The course is quite detailed, and the curriculum is the best of those analyzed by us. The two modules consider the main aspects of military psychology during military conflicts [2]. L. Piletska, in her short syllabus of 2019, considered military psychology as an academic discipline. The work program developed in 2019 at the Ivan Chernyakhovsky National Defense University of Ukraine paid main attention to the problems of military collectives and military didactics [3]. The program of N. Opanasenko was developed at the Yaroslav the Wise National Law University in 2018. In military psychology discipline, the emphasis was placed on the problems of the military team and leadership. Military psychology also played a significant role [4]. O. Shevyakov from the Dnipro State University of Internal Affairs developed one of the best programs in the discipline “Military Psy-

chology". The course is quite detailed and covers all the main topics of military psychology. It should be noted that this course was developed in 2023, already during the full-scale invasion of Russian troops into Ukraine, and therefore the practical experience of a high-intensity war was taken into account. In the post-war period, the training programs of the discipline "Military Psychology" will have a higher professional level than before 2022 [5]. In 2025, the problems of military pedagogy were considered in articles by O. Luchaninova [6, 7]. In 2025, a number of publications on military psychology and military pedagogy was published. In particular, they conducted a content analysis of the information support of military psychology and military pedagogy [8, 9].

We are investigating such a unique topic as content analysis of Ukrainian historiography on military pedagogy. Usually, researchers approach this problem from the point of view of military didactics and military pedagogy. Fruitful are multidisciplinary studies, where in addition to military pedagogy, historical disciplines, such as historiography and source studies are used. It is important to use the comparative method in these studies. Military pedagogy is actively developing under the conditions of the full-scale Russian invasion of Ukraine. Military pedagogy will be relevant both during the war and in the post-war period.

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 syllabus, working and educational programs 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 show the progress of educational literature for the training of military psychologists compared to peacetime in syllabus, working and educational programs.
2. Analyze the content dedicated to military pedagogy in Ukrainian historiography during the ATO.
3. Conduct a content analysis of educational and work programs during the full-scale Russian invasion of Ukraine.

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 ones that already took into account the practical developments of the ATO period. Various resources were used to search for sources of information for the study: We used educational and working programs that were available on the websites of higher education institutions.

5. Result and Discussion

The program of the discipline "Military Psychology" for bachelors was developed by M. Levchenko at the Interregional Academy of Personnel Management (Kyiv) in 2007 and published in 2008. This discipline was considered in the field of knowledge "Social and Behavioral Sciences". In it, only one section out of three was devoted to military psychology as a branch of psychological science. The content of the curriculum outlined three modules:

1. Scientific foundations of professional psychology.
2. Military psychology as a branch of science.
3. Content and features of the professional activity of a psychologist in peacetime.

These three content modules were divided into 14 topics. This was followed by questions for self-control and a list of literature [1].

At the Kharkiv Polytechnic Institute, a team of authors (O. Romanovsky, Yu. Panfilov, B. Furmanets, A. Cherkashin, V. Shapolova) developed methodological recommendations for the discipline "Military Psychology" in the field of science "Psychology" in 2018. The first point revealed the goal, competencies, learning outcomes, and the structural and logical scheme of studying the academic discipline. The second point considered organizational and methodological guidelines. The third point considered the organization of students' independent work. The fourth point considered the system of quality control of student education. The content of the academic discipline was considered separately.

There were several modules. Content module 1 includes the following items:

- 1.1. Subject, tasks, main stages of military psychology formation and development. Methods of military psychology.;
- 1.2. Emotional-sensual and volitional sphere of the personality of a serviceman.;
- 1.3. Psychological characteristics of the personality of a serviceman of the Armed Forces of Ukraine.;
- 1.4. Current problems of psychological support of military discipline and responsibility of servicemen.

Content module 2 includes the following items:

- 2.1. Military personnel. The work of a psychologist to unite the military personnel.;
- 2.2. The work of a psychologist to form the qualities of servicemen necessary for the effective performance of military service tasks.;
- 2.3. Psychological foundations of the communication process in a military environment.;
- 2.4. Psychological support of combat operations.

A list of questions and recommended literature, a list of practical tasks, and a list of exam questions have been added to the modules [2].

L. Piletska developed a syllabus for the academic discipline "Military Psychology" in the field of science "Psychology" at the Vasyl Stefanyk Precarpathian University (Ivano-Frankivsk) in 2019. It included an abstract for the course, the goal and objectives of the course, the results of the course (competences), the organization of the course, the course assessment system, the course policy, and recommended literature. Four practical clas-

ses were devoted to military psychology, which examined various issues of practical psychological activity [3].

N. Opanasenko developed a working program for the academic discipline “Military Pedagogy and Psychology” in the field of science “Law” for bachelors in 2022 at the Yaroslav the Wise National Law University. Paragraph one of section two is devoted to the description of the academic discipline. Paragraph two is devoted to the expected learning outcomes, among which general competencies, special competencies, and program learning outcomes are defined. Section three is devoted to the content of the academic discipline and it provides two content modules.

The first module considers the following topics related to military psychology:

1. Subject, tasks and methods of military psychology. The role of psychological knowledge in military-legal activities;
2. Psychology of the personality of a serviceman;
3. Psychology of the military team;
4. Psychological aspects of leadership and management in a military team.

The second module is devoted to military pedagogy and presents the following topics:

1. The place and role of pedagogical knowledge in the process of training military personnel;
2. Military-pedagogical process;
3. Principles of training and pedagogical conditions for their application in military-legal activities;
4. Methods and forms of training and pedagogical conditions for their application in military-legal activities;
5. The essence and characteristics of the process of educating military personnel;
6. Principles and methods of educating military personnel, pedagogical conditions for their application in military-legal activities.

The scope and structure of the academic discipline, forms of pedagogical control and means of assessing learning outcomes, criteria for assessing learning outcomes, pedagogical control for full-time/part-time higher education students are separately outlined [4].

In 2019, the National Defense University of Ukraine (Kyiv) developed a curriculum “Military Pedagogy and Psychology” for bachelors in the field of knowledge “Education/Pedagogy”. Unfortunately, the program itself did not indicate its authors. The program consisted of four modules. The first module studied the basics of military psychology. The second module examined the problem of the military team and the role of servicemen. The third module was devoted to military didactics, that is, it considered military pedagogy. The fourth module was devoted to military education, that is, it again concerned military pedagogy [10].

In 2023, the Dnipro State University of Internal Affairs developed a program for the academic discipline “Military Psychology” in the field of Social and Behavioral Sciences. The course was divided into nine topics. The first topic examined the basic concepts and range of problems of military psychology. The second topic was devoted to military psychology and its main tools. The third topic was devoted to the psychology of military activity. The fourth topic was devoted to the subject of

study and the main research methods in military psychology. The fifth topic was devoted to the characteristics of the psychological effectiveness of activity in the military sphere. The sixth topic was devoted to the role of psychological processes in the formation of military activity. The seventh topic was devoted to war and activity. The eighth topic was devoted to psychological expertise in military activities. The ninth topic was devoted to the work of a psychologist in the field of political activity [5].

The study has limitations that are due to the purpose and objectives of the article. It primarily analyzes content related to military pedagogy. In the development of military pedagogy, data from practice will be used. Foreign experience from the countries of the European Union and Israel should be taken into account. Research that will be interdisciplinary in nature has great prospects. Researchers will use work on military didactics and military education in the study of military psychology. The use of educational materials on military psychology is also important.

6. Conclusions

1. The least detailed is the program of M. Levchenko, developed back in 2007 and published in 2008. The curriculum was developed back in the paradigm of the peaceful existence of Ukrainian statehood. The discipline was considered more as a supplement to existing courses in general psychology. The war in eastern Ukraine in the ATO left its mark on the curricula that were released after 2013.

2. The program by O. Romanovsky, Yu. Panfilov, B. Furmanets, A. Cherkashin, V. Shapolova, developed at KhPI in 2018, is quite detailed. The main issues of military psychology are considered in two modules of the program. The course is quite detailed and the curriculum is the best of those analyzed by us. The two modules consider the main aspects of military psychology during military conflicts. The program by N. Opanasenko, developed at the Yaroslav the Wise National Law University in 2018, emphasized the problems of the military team and leadership in military psychology. Military psychology also played a significant role. L. Piletska in her short syllabus of 2019 considered military psychology as an academic discipline. The working program developed in 2019 at the National Defense University of Ukraine paid main attention to the problems of military collectives and military didactics.

3. O. Shevyakov from the Dnipro State University of Internal Affairs developed one of the best programs in the discipline “Military Psychology”. The course is quite detailed and touches on all the main topics of military psychology. It should be noted that this course was developed in 2023 already during the full-scale invasion of Russian troops into Ukraine and therefore the practical experience of a high-intensity war was taken into account. In the post-war period, the curricula of the discipline “Military Psychology” will have a higher professional level than before 2022.

Conflict of interest

The authors declare that they have no conflict of interest in relation to this research, whether financial,

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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.

Authors' contributions

Yaroslav Pylypchuk: Formal analysis, Writing – original draft, Writing – review & editing.

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