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CONTENT ANALYSIS OF INFORMATIONAL AND ANALYTICAL SUPPORT FOR MILITARY PEDAGOGY: TEXTBOOKS AND MANUALS ON MILITARY DIDACTICS

A This article presents a content analysis of the informational and analytical support for military pedagogy, focusing specifically on textbooks and manuals on military education and military didactics. The relevance of the problem in general and its connection with important practical tasks. The ATO and the full-scale invasion of the Russian army into Ukraine posed new challenges for military psychologists and military educators. The educational content of the textbooks was brought into line with European standards and took practical issues into account. Information support for the pedagogical training of military psychologists is presented by curricula, textbooks, teaching aids, and methodological recommendations. The purpose of the article is to provide adaptive information and analytical support for pedagogical science and conduct information content analysis of textbooks, in particular in the disciplines «Military Pedagogy», «Military Education» «Military Didactics» as the main component of the educational and methodological support for the training of military psychologists in the educational process of specialized higher education institutions of Ukraine. Research methods and approaches. The comparative and problem-chronological methods were used in the study. Content analysis is also being used. Military didactics is an important element in the training of military psychologists. contributes to the fact that the military teacher is methodologically armed, understands the theory and practice of the educational discipline. He acquires skills, abilities, and competencies. A military psychologist knows the source base (legislation on military education and military pedagogy. Understands the stages of military education it has undergone in its formation. It should be noted that the experience of military educators and the use of the latest technologies contribute to the progress of military pedagogy and military psychology. The use of foreign experience in military didactics and military education is productive. Among the achievements of Ukrainian scientists in the field of military didactics, the creative work of V. Yagupov and V. Plakhuta should be noted.

Keywords: military pedagogy; military psychology; military education; military didactics; textbooks

КОНТЕНТ-АНАЛІЗ ІНФОРМАЦІЙНО-АНАЛІТИЧНОГО ЗАБЕЗПЕЧЕННЯ ВІЙСЬКОВОЇ ПЕДАГОГІКИ: ПІДРУЧНИКІВ, ПОСІБНИКІВ З ВІЙСЬКОВОЇ ДИДАКТИКИ

S Присвячено аналізу контенту інформаційно-аналітичного забезпечення військової педагогіки, зокрема підручників і посібників з військової освіти та військової дидактики. АТО та повномасштабне вторгнення російської армії в Україну поставили нові виклики перед військовими психологами та військовими педагогами. Освітній зміст підручників було приведено у відповідність до європейських стандартів і враховано практичні питання. Інформаційне забезпечення педагогічної підготовки військових психологів представлено навчальними програмами, підручниками, навчально-методичними посібниками та методичними рекомендаціями. Метою статті є забезпечення інформаційно-аналітичного забезпечення педагогічної науки та проведення аналізу інформаційного контенту підручників із відповідних дисциплін («Військова педагогіка», «Військова освіта», «Військова дидактика») як основного складника навчально-методичного забезпечення підготовки військових психологів в освітньому процесі спеціалізованих закладів вищої освіти України. У дослідженні було використано порівняльний і проблемно-хронологічний методи, метод контент-аналізу.

Військова дидактика є важливим елементом у підготовці військових психологів, вона сприяє тому, що військовий викладач методологічно озброєний, розуміє теорію та практику навчальної дисципліни. Він набуває навичок, умінь, компетенцій. Військовий психолог знає джерельну базу (законодавство про військову освіту та військову педагогіку). Розуміє етапи, які пройшла військова освіта у своєму становленні. Необхідно зазначити, що досвід військових педагогів і використання новітніх технологій сприяють прогресу військової педагогіки та військової психології. Використання зарубіжного досвіду у військовій дидактиці та військовій освіті є продуктивним серед досягнень українських учених у галузі військової дидактики, у цьому напрямі відзначимо творчий доробок В. Ягупова та В. Плахути.

Ключові слова: військова педагогіка; військова психологія; військова освіта; військова дидактика; навчальні посібники; підручники

The relevance of the problem in general and its connection with important practical tasks. The ATO and the full-scale invasion of the Russian army into Ukraine posed new challenges for military psychologists and military educators. The textbooks' educational content was brought into line with European standards and took practical issues into account. Information support for the pedagogical training of military psychologists is presented by curricula, textbooks, teaching aids, and methodological recommendations. It is worth noting that in modern Ukraine, several specialized higher educational institutions offer targeted training for military psychologists.

In the Armed Forces of Ukraine, the functions of military psychologists are now mainly performed by clergymen – military chaplains, imams, and rabbis. The experience of the ATO and full-scale invasion has enriched the educational materials with data from practical activities. Military psychology and military pedagogy have advanced significantly over the period 2014–2025.

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 specialties of military psychology and military education in military, medical, and general higher educational institutions. A large number of people will have post-traumatic stress disorder and adaptation disorders. This will also pose questions to scientists at universities and research institutes. It will be necessary to prepare educational and methodological support, as well as pedagogical support, for the specialties of military psychology and military pedagogy. It will be necessary to prepare educational and methodological support, as well as 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 with protracted conflicts.

An analysis of previous studies and publications showed that, in recent years, amid the full-scale invasion by the Russian Federation and active hostilities, research on the problems of training military psychologists has intensified. One of the interesting topics of military pedagogy is didactics and education. It should be noted that the work of a military teacher is in demand for Ukraine in modern conditions.

The ATO and the full-scale Russian invasion of Ukraine have led to an increase in demand for military teachers and military psychologists. After the war, the state will need to adapt many military veterans to peaceful life. Specialized research institutes are being created dedicated to the problems of military psychology and pedagogy. Also, some universities provide professional training for military psychologists and military teachers.

The purpose of the article is to provide adaptive information and analytical support for pedagogical science and conduct information content analysis of textbooks, in particular in the disciplines "Military Pedagogy", "Military Education", "Military Didactic" as the main component of the educational and methodological support for the training of military psychologists

in the educational process of specialized higher education institutions of Ukraine. The task of this article is to study the historiography of military pedagogical science in Ukraine.

Research methods and approaches. The comparative and problem-chronological methods were used in the study. The method of content analysis is also being used.

Analysis of previous achievements. In 1997, a textbook was published by G. Temko and M. Tomchuk [5]. In 1999, a textbook "Fundamentals of Military Didactic Knowledge" was published by V. Yagupov [6]. In 2000, the textbook "Military Didactics" and the monograph "Theory and Methods of Military Training" [7; 8] were also published by him. His ideas were developed in the textbook "Theory and Methodology of Military Pedagogical Research" written by V. Yagupov [9].

In 2021, the textbook "Military Pedagogy: History, Theory, Practice" [2] was published. In 2023, the textbook "Psychology of Military Leadership" was published, authored by I. Burlakova, I. Ostapenko, O. Gerasymchuk, O. Shevyakov, O. Cherednichenko [1]. In 2024, the textbook "Theory of Military Training and Education: Subject and Tasks" was published, authored by V. Plakhuta [4]. In 2025–2026, we, together with colleagues, addressed the issue of work and training programs [3; 10].

Presentation of the main material. With the independence of Ukraine, the problem of creating a system of military education (hereinafter referred to as the SVE) and reforming the network of military educational institutions arose. The main measures were carried out in three stages. The first stage (1997–1998) included: development and implementation of proposals for the creation of a unified system of training military specialists in Ukraine; improvement of the structure of military education on the basis of clarification of the areas and specialties of training military specialists; optimization of the structure and functions of the management bodies of the unified system of training military specialists; clarification of the number of higher military and civilian educational institutions in which it is planned to train military specialists of various educational levels; streamlining the system of initial and professional military training; assessment of the quality of training military specialists in military and civilian universities.

The second stage (1999–2000) included: improvement of the content and technology of training military specialists of various educational institutions and scientific and pedagogical personnel; bringing the educational and material base of military universities and military training units of civilian universities into line with the requirements of the curricula; improving the structure of the military education system and rationalizing its staffing.

The third stage (after 2000) included: completing the structuring of the unified system of military education; comprehensively ensuring the effectiveness of its functioning; adjusting individual conceptual provisions; studying prognostic directions of development; assessing the effectiveness of the functioning of the unified system of military education.

The implementation of the above tasks required the creation of an appropriate regulatory framework and structural reorganization of the network of military educational institutions.

In accordance with the order of the Minister of Defense of Ukraine dated July 25, 1992 No. 133 "On Reforming the System of Military Education in Ukraine", from July 1992 to August 1996, a phased reform of all types of training of citizens of Ukraine for military service was envisaged: pre-conscription, conscription training, training in military lyceums, training of cadre and reserve officers at departments, faculties of military training and military departments of civilian universities, training of cadets and students in military educational institutions.

Work began on the creation of the Academy of the Armed Forces of Ukraine and other military educational institutions. With the gaining of independence by Ukraine, the modern history of the Odessa School of Military Education begins. Based on the Resolution of the Cabinet of Ministers of Ukraine dated August 19, 1992 No. 490 and the Order of the Minister of Defense of Ukraine dated July 25, 1992 No. 133, in 1993, on the basis of three Odessa and one Kyiv military schools, the Odessa Institute of the Ground Forces was established, the legal successor of which is the Military Academy, where specialists of highly mobile landing forces, marines, military intelligence and special forces, logistics and missile and artillery specialists are trained. The Military Academy (Odesa) was officially founded on June 30, 2011 at the initiative of the President of Ukraine.

Today, this military university trains military specialists at basic levels and degrees of higher education for the Armed Forces of Ukraine and other military formations, provides language training for servicemen and employees of the Armed Forces of Ukraine, improves the qualifications of servicemen and scientific and pedagogical workers, and implements a reserve officer training program. In the context of reforming the military education system, the Lviv Higher Military-Political Order of the Red Star School was renamed the Lviv Higher Military School. During the period of independence, the institution was named the Military Institute of the National University "Lviv Polytechnic".

On November 18, 2000, by the Decree of the President of Ukraine, the Institute was named after Hetman Petro Sahaidachny. On September 21, 2015, in accordance with the Decree of the President of Ukraine No. 551/2015, the Hetman Petro Sahaidachny Academy of the Ground Forces was granted the status of National.

Today, the National Academy of the Land Forces named after Hetman Petro Sahaidachny is the leading higher military educational institution of the Ministry of Defense of Ukraine, which includes four faculties that train specialists for officer positions, as well as provide advanced training for officers of the Land Forces; the Military College of Sergeants and Non-commissioned Officers – designed to train middle and senior non-commissioned officers; the Scientific Center of the Land Forces – conducts scientific research on the use of troops and the development of weapons and military equipment; training centers and military support units – provide professional training for military personnel for the positions of privates and entry-level sergeants, prepare personnel and units for participation in peacekeeping operations. In addition, they provide practical training for units and parts of troops deployed in the region.

An important milestone in the development of military education was the creation of a higher educational institution for training military specialists of the operational-strategic level – the Academy of the Armed Forces of Ukraine (hereinafter referred to as the AFU) on the basis of the disbanded Military Academy of Air Defense of the Ground Forces named after Marshal of the Soviet Union A. M. Vasylevsky – in May 1994, a faculty for training specialists of the operational-tactical level was established at the AZSU.

On March 16, 1999, No. 394 of the Academy of the Armed Forces of Ukraine was renamed the Academy of Defense of Ukraine, and in accordance with the Decree of the President of Ukraine dated April 14, 1999 No. 377/99, the Academy received national status and was renamed the National Academy of Defense of Ukraine. In honor of this date, April 14 was declared Academy Day. The Academy was awarded a new Battle Banner. In accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 1089 of December 23, 2008, the National Defense Academy of Ukraine was reorganized into the National University of Defense of Ukraine (hereinafter referred to as the NUDU).

On February 22, 2003, taking into account the high performance of the NUDU in training highly qualified officer personnel for the Armed Forces of Ukraine and taking into account the special merits of the illustrious son of the Ukrainian people, the outstanding commander of the army, General of the Army Ivan Danylovych Chernyakhovsky, by the Decree of the President of Ukraine the National University of Defense of Ukraine [2, c. 74–78].

Modern didactics notes that the tasks of the educational process are not only the formation of knowledge, skills and abilities. Education has a complex impact on the personality, despite the fact that the educational function is the most specific for this process. Education is often understood not only as acquired theoretical knowledge, special skills, but also general educational skills and abilities. Education itself involves the formation of not only knowledge and skills, but also certain qualities, worldview, ideology, morality of the individual, etc. The educational function involves, first of all, the assimilation of scientific knowledge, the formation of special and general educational skills and abilities.

A didactic system is a set of elements that form a single integral structure that serves to achieve the objectives of education. The description of the system involves a description of the goal, tasks, content of education, didactic processes, methods, means, forms of learning and its principles. Summarizing the existing didactic concepts, it is necessary to highlight the three most significant ones: traditional, pedocentric and modern. Each of them consists of a number of directions, pedagogical theories. The division of concepts into three groups is carried out on the basis of how the learning process, the object and subject of didactics are interpreted. The modern didactic system is based on the proposition that teaching and learning are integral components of the learning process, and their didactic relationship in the structure of this process is the subject of didactics.

According to the subject, the contours of the modern didactic system are determined, which has certain features: its

methodological basis is the objective laws of the philosophy of knowledge (epistemology), materialism, humanism, humanistic psychology, with the help of which modern didactics was able to overcome the one-sided approach to the analysis and interpretation of the learning process, characteristic of the philosophical systems of pragmatism, rationalism, empiricism, technocracy; the essence of learning is not reduced to the transfer of ready-made knowledge to students, nor to the independent overcoming of difficulties, nor to the own inventions of those who are learning; is based on an updated scientific and pedagogical methodological paradigm, and the technological form of implementation of this paradigm should be subject-subject relationships between teachers and students [4, p. 14–36].

There is still no single modern didactic system in pedagogy, instead there are a number of concepts with common features and patterns. These concepts of learning in most approaches provide not only for the formation of knowledge, but also for the general comprehensive and harmonious development of the individual, his acquisition of spiritual, intellectual, physical and other skills and abilities, the formation of his motivation for educational and cognitive and future full-fledged meaningful life activities.

They are aimed at the “holistic personal growth” of the individual as a subject of learning, at his general development, including cognitive, emotional-volitional, moral and aesthetic. The content of learning, according to modern concepts, is based mainly on academic subjects, although integrative courses can also be conducted.

The educational process must adequately meet the goals and content of the training, and in this regard, it is distinguished as two-way and managed by a teacher who manages educational and cognitive activities, organizes them, stimulates independent work, while avoiding the extremes of traditional and pedocentric didactics and using their strengths.

Programmed learning is a method of teaching a person using a management program (often called a training program) for the process of mastering knowledge, skills, and abilities, compiled in such a way that at each stage of the educational process the knowledge, skills and abilities that must be mastered are clearly stipulated, and the process of mastering is controlled. The main goal of programmed learning is to manage learning, educational, and cognitive activities using a curriculum. The main concept is a curriculum, understood as an algorithm of cognitive actions comprising sequential microstages for mastering a unit of knowledge or action.

Military training is a planned, organized, joint and bilateral purposeful activity of those who teach and those who learn, aimed at the conscious, strong and deep mastery by the latter of the system of military-professional knowledge, skills and abilities, the process during which military education is acquired, the upbringing, development and psychological training of military personnel and military units takes place, the formation of a worldview, the assimilation of the military experience of humanity and military activity. The general concepts of military didactics as a military-pedagogical science are: the purpose of

training, teaching, learning, education, the content of training, curriculum, curriculum, educational subject, educational material, educational situation, teaching method, object of training, subject of training, self-education.

Teaching is the activity of those who teach, and learning is the activity of those who learn. The role of the subject of training in the military-didactic process is extremely large and diverse:

a) acts, first of all, as an organizer, leader, senior comrade and commander in the educational and cognitive activities of soldiers;

b) creates conditions under which the objects of training can most purposefully, meaningfully, optimally, rationally and effectively learn, master the foundations of military skill;

c) acts as a source of military-professional knowledge, skills and abilities in combat and humanitarian training;

d) provides timely assistance to soldiers when there is such a need;

e) acts as an educator;

f) is a commander and superior for subordinates;

g) takes care of the comprehensive development of the personality of soldiers;

h) controls and evaluates the progress and results of the educational and cognitive activities of soldiers, etc.

Training is a system of educational and cognitive actions of soldiers aimed at mastering military-professional knowledge, skills and abilities for their application in military activities, forming the properties of a defender of the Fatherland.

The prerequisites for the soldier's educational activity are:

a) the presence of a goal that stimulates the soldier to purposeful meaningful educational and cognitive activity;

b) the presence of motivation for educational and cognitive and military-professional activity;

c) the presence of socio-psychological readiness for service in the ranks of the Armed Forces of Ukraine;

d) the presence of independence and activity of soldiers in educational and cognitive activity, with a focus on mastering military-professional skills.

The structure of the educational activity of the object of study should include three interrelated aspects: motivational, procedural, and substantive.

They should act in a complex. Therefore, the essence of learning is not so much the mastery of certain military-professional knowledge, skills, and abilities, but rather the ability to learn and master the methodology of self-improvement, that is, self-education.

The concept of education is used in three understandings:

1) as a process of intellectual preparation of an individual for the conditions of life in society by assimilating systematic knowledge and forming on this basis skills, abilities, and a worldview of a practical order;

2) as a result of the learning process and the level of achievement of the level of education, the formation of skills and abilities;

3) as a set of educational guidelines. Thus, education is both a process and a result of soldiers' assimilation of systematized military-professional knowledge, skills, and abilities, the

formation of a scientific worldview, moral and other qualities on their basis, and the development of their creative powers and abilities.

The curriculum is a document that defines the content of training, the system of military-professional knowledge, skills, and abilities that soldiers must master during the military training process in each subject of combat and humanitarian training, as well as the content of sections and topics, with their distribution across years of training. In each type and branch of the troops, there are combat training programs for the units in that branch. They are approved by the commanders of the branches of the Armed Forces of Ukraine.

Curriculum – a state document that defines the list of subjects in combat and humanitarian training studied in specific military training systems (higher military educational institutions, training centers, military units and units, etc.), the sequence of their study and the number of hours allocated to the study of each of them by years of training, weekly, and annual number of hours. They are compiled into military units and formations, as well as higher educational institutions, for the training of each military specialist.

A subject is a scientifically based system of knowledge, skills and abilities, which is selected for study in various military training systems. Their specific list and interrelationships are determined by curricula, structural, and logical schemes for the training of relevant military specialists. The main subject of combat training in military units is tactical-special; the main subjects are tactical, special, technical, fire, and combined arms training. Special attention is paid to humanitarian training of military personnel of the Armed Forces of Ukraine, which is also the main subject of training. Modern military didactics, based on world positions and relying on modern concepts of training, opens up new phenomena in the educational process - computerization, cybernetization, active teaching methods, etc.

It addresses the following problems: defines the goal and justifies the content of military personnel training; investigates the essence, patterns and principles of training, as well as ways to increase its developmental and educational impact on soldiers; studies the patterns of soldiers' educational and cognitive activity and ways to activate it in the training process; justifies the system of teaching methods and the conditions for their effective application and improvement; defines and improves organizational forms of educational work in military units and parts; justifies effective and objective criteria for assessing the effectiveness of both the entire military-didactic process and the teaching activities of subjects of training and the educational and cognitive activities of training objects, etc. General military

didactics studies the general theory and methodology of training and accordingly provides their justification. The specifics and peculiarities of teaching individual academic disciplines are studied by partial methodologies.

General military didactics studies the general theory and teaching methodology and accordingly provides their justification. The specifics, features of teaching individual academic disciplines are studied by partial methodologies. Because, for example, humanitarian training is significantly different from teaching tactical-special or special training. Even more specific is the conduct of physical training classes. In this regard, general military didactics studies only the general theoretical principles of the training process and partial methodologies, using these recommendations and conclusions to justify the organization of training in individual academic subjects of combat and humanitarian training. Naturally, general military didactics and partial methodologies develop in close connection with each other and are mutually enriched, because they have a common object of scientific research - the military-didactic process. The partial methodology highlights in this object what is specific to teaching combat and humanitarian training in particular.

Thus, military didactics refers to a partial methodology, from theory to practice. Thus, military didactics is a branch of military-pedagogical science that studies, investigates, generalizes, and justifies the goals, patterns, principles, content, forms, and methods of the educational process, the interaction of subjects and objects of education, the influence of these pedagogical phenomena on the formation of the personality of a serviceman, and the combat coordination of military units [6, c. 19–23].

Conclusions. After conducting the research, we came to the following conclusions: military didactics is an important element in the training of military psychologists. It contributes to the fact that the military teacher is methodologically armed, understands the theory and practice of the educational discipline. He acquires skills, abilities, and competencies.

The military psychologist knows the source base (legislation on military education and military pedagogy. Understands the stages of military education that have passed in its formation. It should be noted that the experience of military educators and the use of the latest technologies contribute to the progress of military pedagogy and military psychology. The use of foreign experience in military didactics and military education is productive. Among the achievements of Ukrainian scientists in the field of military didactics, the creative work of V. Yagupov and V. Plakhuta should be noted.

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