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IDENTIFICATION OF FACTORS THAT INFLUENCE DECISION-MAKING REGARDING RECEIVING MILITARY EDUCATION

The relevance of the need for the development of the military education system and the identification of factors influencing the decision to pursue military education have been highlighted. An analysis of trends in admission campaigns before the large-scale aggression and possible reasons for these trends has been conducted. A classification of the identified factors based on specific characteristics has been provided.

Keywords: education system, military education, motivation, factor, choice, candidate.

Statement of the problem. Today, state officials understand the need for comprehensive development of the military, particularly in the training of highly qualified specialists [1]. This is due to the destruction caused by the enemy and the reduction of able-bodied population (as a result of various circumstances), which have already caused and may become the cause of a significant decline of the Ukrainian economy in the future.

The further development of the military education system in Ukraine is constrained by a number of key factors, including[2]:

- insufficiently effective management of the military education system, as well as the lack of analytical and informational support for project implementation and decision-making;

- incomplete alignment of military training content with the experience of combat and operational training of troops, their deployment in peacekeeping operations, local conflicts, and wars;

- incomplete optimization of the network of higher military educational institutions (HMEIs), military training units of higher education institutions (HEIs), training centers, and military training units, as well as their organizational and staffing structures and personnel strength;

- insufficient effectiveness of integration processes in military education and science;

- obsolescence of training and material base, along with a lack of sufficiently modern training and simulation systems and complexes;

- insufficient financial support for the military education system;

- incomplete processing of changes to the legislative framework of the education system in the state and relevant regulatory legal acts on military education in the Ministry of Defense of Ukraine, etc.

The above-mentioned factors may affect the quality of military education after completing HMEIs. At the same time, the process of reducing the influence of the listed factors is moving apace, and its power is only increasing.

All at once, a detailed examination of the factors influencing a candidate's choice of a future military specialty will enable government officials and higher military educational institutions to review and improve the process of selecting and recruiting motivated applicants for admission to HMEIs.

Analysis of recent research and publications.

The current admission requirements for higher education institutions include the submission of a motivation letter during admission campaigns [3], the procedure for its use is regulated by the current Ukrainian legislation [4]. A motivation letter must meet the formal requirements for business letters [3], including concise content, a clear structure, the absence of emotional expressions, grammatical and stylistic accuracy, and clarity of presentation.

Additionally, some higher education institutions have already formalized the structure of the motivation letter in the form of a questionnaire [5], where applicants are asked to select several key motives from a given list that had the greatest influence on their choice of future profession.

An analysis of foreign sources (conducted in the work [6]) identified only the factors motivating young people to serve in the military. However, no

direct scientific studies specifically addressing the topic of this article were found.

Thus, the outlined research does not fully capture the entire range of factors that may influence a candidate's decision to pursue military education.

The purpose of the article is to analyze admission campaigns to higher education institutions in Ukraine, identify possible reasons for observed trends, and highlight the factors influencing a candidate's decision to pursue military education.

Summary of the main material. An analysis of the results of admission campaigns over the past five years, which took place before the start of the armed aggression by the Russian Federation, has shown that military professions were not among the most popular specialties [7–11] chosen by applicants entering higher education institutions in Ukraine (Table 1).

This trend has persisted since the collapse of the Soviet Union until 2014, possibly due to several factors:

- the state policy orientation [12] toward the gradual reduction of the size and types of the Armed Forces of Ukraine, leading to the sale of military

property [13] and a reduction in costs for the maintenance of military facilities;

- delays in payments and low financial compensation for military personnel;

- reduction of social benefits for military personnel and lack of financial incentives;

- cuts and limitations in all types of personnel support;

- declining prestige of military education and the quality of military personnel [13], among other factors.

The first year of the full-scale invasion did not change this trend [14]. The most popular specialties remained Law, Computer Science, Philology, Management, and Psychology, as in previous years. At the same time, experts note a potential increase in demand for professions related to military specialties and the defense industry [15, 16]. This may be due to the long duration of the war and the declining profitability of other sectors in the country's economy. With the expected rise in demand for military professions, a key challenge is the attraction and selection of the most talented young individuals for military education.

Table 1 – Top 10 Specialties Depending on the Year of Admission

No.	Name of Specialty by the Year of Admission Campaign				
	2017	2018	2019	2020	2021
1	Philology	Philology	Philology	Law	Philology
2	Law	Law	Law	Management	Law
3	Management	Management	Management	Philology	Computer Science
4	Medicine	Secondary Education	Computer Science	Computer Science	Management
5	Computer Science	Computer Science	Secondary Education	Secondary Education	Secondary Education
6	Tourism	Economics	Journalism	Economics	Software Engineering
7	Secondary Education	Medicine	Economics	Software Engineering	Journalism
8	Psychology	Software Engineering	Software Engineering	Finance, Banking, and Insurance	Psychology
9	Economics	Tourism	Psychology	Psychology	Economics
10	Software Engineering	Psychology	Medicine	Marketing	Marketing

It is clear that choosing the most motivated and well-prepared candidates will ultimately contribute to building a highly qualified officer corps.

Therefore, it is essential to understand the decision-making process of future applicants when choosing a military specialty at higher military educational institutions.

The analysis made it possible to identify a significant number of factors that will influence the decision when choosing a future military educational specialty. To simplify perception, it is proposed to group them according to certain characteristics, including: 1) national-patriotic; 2) social; 3) economic; 4) family-traditional; 5) moral-psychological; 6) physical-geographical; 7) personal-professional; 8) factors that characterize military educational institutions.

The following factors will be included in the first group: level of national consciousness; level of patriotism; level of cultural and spiritual awareness. The above group of factors is formed in the future applicant in advance, during preschool and school years, through strengthening national-patriotic education, carrying out measures to increase the level of experience (for example, regarding the achievements of the Ukrainian people since its emergence) to the above areas.

The second group includes: the level of personal status in the social group (current and future); the scope of the circle of communication/interaction (current and future); the level of general experience (in the near and distant future). The above group of factors can be formed at the stage of acquainting a prospective candidate with the content of the military specialty and understanding of the current and future prospects in case of mastering it.

The third group will include: the level of material support (current and in the future), the amount of expenses for meeting personal needs (for education, accommodation, food, clothing, etc.), the number of socio-economic packages. An increase in the level of influence of such a group of factors is most likely formed with the direct participation of the state.

The fourth group includes: family succession, the example of relatives, the influence of parents. This group of factors is formed at the stage of interaction in the family and contacts with members of the family circle.

The fifth, moral and psychological, group will include factors of the desire for: independence, self-reliance, influence.

The sixth group will be understood as: the proximity factor, characterized by the distance from home to the higher military educational institution;

the regional factor (depends on the region where the military educational institution is located); the infrastructure factor.

The seventh group will consist of: the level of interest (passion from childhood); health status; quality of previous education; number of specialties (that can be obtained during study at the military educational institution).

The last, eighth, group will include: the prestige of the higher military educational institution; quality of educational services; level of educational and material base; availability of academic mobility; number of forms of education etc. The increase in the level of influence of this group of factors will depend on the military educational institution itself and the quality of its achievements in the field of education.

It is quite obvious that such factors may influence the said decision currently and in the future, in addition, the highlighted list is not exhaustive, and in each individual case the number of factors that will influence the decision itself will be different.

Conclusion

The gradual reduction of the influence of factors that hinder the development of the military education system in Ukraine is one of the priority tasks that both leadership of higher military educational institutions and the state leadership face.

A full understanding of the identified factors that influence the decision to receive military education can further serve as the basis for developing approaches that make it possible to increase the prestige of training in higher military educational institutions and attract the most talented and experienced candidates to training.

Further research should focus on ranking and determining the significance of each of the above factors.

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ВИОКРЕМЛЕННЯ ЧИННИКІВ, ЯКІ ВПЛИВАЮТЬ НА ПРИЙНЯТТЯ РІШЕННЯ ЩОДО ОТРИМАННЯ ВІЙСЬКОВОЇ ОСВІТИ

Мета статті полягає у проведенні аналізу вступних кампаній у заклади вищої освіти України та можливих причин таких тенденцій, а також у виокремленні чинників, які впливатимуть на вибір кандидата на навчання щодо отримання військової освіти.

У ході досліджень були використані такі наукові методи: спостереження, опису, порівняння, аналізу, синтезу, індукції, аналогії.

Проведений аналіз дав змогу виокремити значну кількість чинників, які впливатимуть на рішення під час вибору майбутньої військової освітньої спеціальності. Для спрощення у прийнятті запропоновано провести їх групування за певними ознаками, серед яких: національно-патріотичні; соціальні; економічні; родинно-традиційні; морально-психологічні; фізико-географічні; особистісно-професійні; чинники, які характеризують вищий військовий навчальний заклад.

До першої групи будемо відносити такі чинники: рівень національної свідомості; рівень патріотизму; рівень культурної та духовної обізнаності.

До другої групи можна віднести: рівень особистого статусу у соціальній групі (поточній та майбутній); обсяг кола спілкування/взаємодії (поточній та майбутній); рівень загальної досвідченості (у найближчій та подальшій перспективі).

До третьої групи належатимуть: рівень матеріального забезпечення (поточний та в перспективі), обсяги витрат щодо задоволення особистих потреб (на навчання, проживання, харчування, одяг та ін.), кількість соціально-економічних пакетів.

До четвертої групи віднесемо: родинну спадкоємність, приклад родичів, вплив батьків.

До п'ятої, морально-психологічної, групи входять чинники прагнення до: самостійності, незалежності, впливовості.

Під шостою групою розумітимемо: чинник наближеності, що характеризується відстанню від домівки до вищого військового навчального закладу; чинник регіональності; чинник інфраструктури.

Сьому групу становитимуть: рівень зацікавленості (захоплення з дитинства), стан здоров'я, якість попередньої освіти, кількість спеціальностей.

Остання, восьма, група міститиме: престижність вищого військового навчального закладу, якість надання освітніх послуг, рівень навчально-матеріальної бази, наявність академічної мобільності, кількість форм навчання та ін.

Ключові слова: *система освіти, військова освіта, мотивація, чинник, вибір, кандидат.*

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