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MEDIA LITERACY AND TECHNOLOGICAL TOOLS IN THE PROFESSIONAL DEVELOPMENT OF FUTURE OFFICERS AT MILITARY ACADEMIES

The modern challenges of the information society require military professionals not only to possess a high level of professional knowledge but also to be able to navigate the media space, critically evaluate information, and effectively employ advanced technologies in their activities. Indeed, information security, cyber threats, manipulative technologies, and hybrid forms of warfare today play a decisive role in ensuring national security. This issue is of particular importance in military academies, where the future elite and defenders of the state are being trained. It is here that classical military knowledge must be integrated with innovative media-educational approaches, the use of digital technologies, and modern communication tools. Such an approach contributes to the development of critical thinking among future officers, their ability to adapt swiftly to changes, counter disinformation, and make effective decisions under the conditions of informational threats.

That is why training programs for the military must include both theoretical knowledge and practical exercises: analysis of real information campaigns, modeling of disinformation scenarios, and practicing skills to counter psychological pressure.

After 2022, this topic became extremely relevant for Ukraine, and as a result, the Armed Forces of Ukraine are undergoing active transformation in accordance with NATO standards. The priority for the state leadership, responsible ministries, and military education institutions should be to harmonize digital transformation standards

and develop a modern military training system. The main task of this system is to train competent and highly qualified officers capable of acting effectively in conditions of hybrid threats, information and digital warfare, and rapid changes in the operational environment [1].

Our country has developed an online course on LMS Moodle entitled “Digital Technologies in the Professional Activities of Military Officers of the Armed Forces of Ukraine” based at the National Defense University of Ukraine. This is an excellent opportunity for future officers to master knowledge about the possibilities of using digital technologies and to develop the skills and abilities of military commanders to carry out effective planning, interaction, and task execution, simplify the processes of organizing and distributing official duties that require knowledge of digital means of communication, and use web applications and digital tools. Methodological recommendations have also been developed for teachers of military higher educational institutions, covering the main practical aspects of the use of digital tools: visualization (graphic design platforms); collection, processing, and generalization of information (spreadsheet software); data analytics; digital tools for planning; project implementation, as well as recommendations for protecting information in information and telecommunications networks.

With the participation of the UN, Taras Shevchenko National University of Kyiv, and the Filter project, the OSCE Training Manual “Media Literacy: Training Manual” was developed with the participation of the UN, Taras Shevchenko Kyiv National University, and the Filter project. It includes a theoretical framework and practical exercises on fact-checking, information verification, and critical thinking, and can be used as teaching material to raise awareness among cadets [2].

NATO conducts training courses for public affairs officers. These courses are multi-level and cover both basic and specialized topics aimed at developing professional competencies in the areas of communications, crisis management, and information security. Courses such as BPAC (Basic Public Affairs Course) are two-week basic courses held at the Public Affairs Regional Centre (PARC) in Skopje. It focuses on learning the basic principles of military communications, working with the media and the public, and developing basic crisis communication skills. The Crisis Communication Course (CCOM) is a specialized course dedicated to effective communication techniques in crisis situations.

The training focuses on strategic planning, rapid response, and public relations during crises. PAIO (Public Affairs in International Operations) is a program designed for officers working in NATO international operations. The course covers issues of public communications in multinational environments and interaction with different cultural and informational contexts [3].

The US TRADOC works with media education through a comprehensive and systematic approach to training US Army personnel, focusing on the development of communication skills, media literacy, information security, and crisis management. The organization's training programs integrate both theoretical knowledge and practical skills necessary for effective interaction with the media, preparation of press releases, information messages, and work with social networks. Particular attention is paid to training Public Affairs officers to respond to crisis situations where it is necessary to react quickly to information threats, confidential data leaks, or reputational risks. In addition, TRADOC actively uses modern digital technologies, including simulations, virtual and augmented reality, to practice communication scenarios and develop critical thinking about the reliability of information. Cooperation with NATO and other international partners allows for the exchange of experience, the improvement of training materials, and the training of officers capable of working effectively in multinational operations while maintaining high standards of information security and professional communication [4].

Military educational institutions in Ukraine can adapt the TRADOC approach to training Public Affairs officers, emphasizing the real needs of war and information warfare. Cadets should learn not only communication theory, but also practical skills for working with the media in crisis situations, creating press releases, social media posts, and interacting with journalists during combat operations. It is important to include training in recognizing disinformation and fake news, as well as training in protecting information from cyberattacks. Practical exercises can simulate data leaks, reputational threats, and working in stressful and dangerous conditions using VR simulations or scenarios close to combat. Instructors should improve their qualifications abroad and adapt NATO best practices to Ukrainian realities. Educational institutions can create special Public Affairs and media education centers with laboratories and simulators for practicing skills in a safe environment. Joint training with international partners will help cadets prepare for multinational operations and respond quickly to information threats. It is important to continuously evaluate the effectiveness of training and collect feedback so that programs remain relevant to modern combat conditions and the information environment.

Therefore, in today's environment, media literacy is becoming not just a skill for Ukrainian officers, but a critical competency that allows them to operate effectively on the information front. Mastering media literacy and crisis communications enables officers to respond quickly to threats and ensure strategic coordination in the complex conditions of war.

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ВИКОРИСТАННЯ ІНТЕЛЕКТУАЛЬНИХ НАВЧАЛЬНИХ СИСТЕМ НА ОСНОВІ ШТУЧНОГО ІНТЕЛЕКТУ ДЛЯ ПІДГОТОВКИ ВІЙСЬКОВИХ ФАХІВЦІВ

Штучний інтелект (ШІ) є однією з ключових технологій сучасності, що інтенсивно розвивається та інтегрується в різні сфери суспільної діяльності — бізнес, медицину, фінанси, безпеку й науку. Прогрес у напрямках Artificial Intelligence (AI), Data Science та Machine Learning (ML) забезпечує реалізацію завдань, які раніше вважалися суто фантастичними: автоматизоване розпізнавання зображень і мовлення, біометрична ідентифікація, підтримка прийняття складних рішень, прогнозування поведінкових моделей, автономне керування транспортними системами та оптимізація маршрутів [1, 2].

Сучасні виклики у сфері національної безпеки потребують якісно нового підходу до військової освіти. Традиційні методи підготовки курсантів та слухачів уже не повною мірою відповідають вимогам швидкої адаптації до змінних умов ведення бойових дій, розвитку технологій та застосування новітніх цифрових засобів. У цьому контексті інтелектуальні навчальні системи (ІНС) на основі штучного інтелекту (ШІ) постають ефективним інструментом оптимізації освітнього процесу.