HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

TRENDS IN THE DEVELOPMENT OF MILITARY EDUCATION SYSTEMS IN THE WORLD'S LEADING COUNTRIES

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doi:https://doi.org/10.5281/zenodo.22830045

Abstract. This article examines current trends in the development of military education systems in leading countries. The experiences of the United States, the United Kingdom, Germany, France, and South Korea are considered, with particular attention to professional competence, practical training, simulation technologies, military leadership, and research-oriented education. The study shows that modern military education increasingly combines academic knowledge with practical and decision-making skills.

Keywords: military education, military personnel, professional competence, military leadership, simulation, practical training.

Introduction. In today's international security environment, the requirements placed on servicemen are changing considerably. Modern military operations demand a high level of technological support, rapid exchange of information, independent decision-making in complex situations, and effective cooperation among specialists from different fields. For this reason, in developed countries military education has acquired a broader content than a simple system of professional training and is now oriented toward developing the intellectual, managerial, technological, and communicative potential of the serviceman. Under such an approach, the task of military education is not merely to convey existing military knowledge, but to form a specialist capable of independently acquiring new knowledge and analyzing complex situations under changing conditions [1; 2; 3].

The experience of the world's leading countries shows that military education systems are being improved in direct connection with national security strategy, defense policy, and the technological development of armed forces. In the United States, the system of professional military education places great emphasis on developing strategic thinking, leadership, and command potential. In the United Kingdom, military education seeks to combine academic preparation, professional military knowledge, and practical service experience. In Germany and France, the alignment of military education with professional standards, the national education system, and the practical requirements of military service occupies an important place. In the experience of South Korea, particular importance is attached to the unity of advanced technological training, discipline, and modern military management competencies.

Research Methodology. The study employed the comparative method to examine military education systems in the world's leading countries. To identify the common and distinctive features of the experiences of the United States, the United Kingdom, Germany, France, and South Korea, scholarly literature, materials from military educational institutions, and research on professional military education were analyzed. Systemic analysis, comparison, generalization, and pedagogical modeling were also applied. The content of military education, teaching methods, practical training,

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leadership preparation, and the use of technological tools were established as the main analytical criteria.

Results. The results of the study show that the development of military education in leading countries is characterized, first of all, by the strengthening of the competency-based training model. A modern officer is no longer required merely to possess knowledge of regulations and military tactics. He or she must be able to assess situations, analyze alternative options, make decisions under conditions of uncertainty, lead a team, and foresee the consequences of his or her own decisions. For this reason, leading military education institutions are increasing the share of problem-based situations, practical exercises, case studies, command-staff exercises, and decision-oriented assignments. Such methods encourage the trainee to develop a solution suited to the given situation, rather than simply reproducing a ready-made answer [4].

The second important trend concerns the convergence of military education and actual service activity. In leading countries, the training process is not organized in isolation from real military activity. Knowledge acquired in theoretical classes is reinforced through subsequent practical exercises. Cooperation between military academies and the armed forces enables trainees to prepare under conditions close to real service tasks. This is especially important in the fields of command and management, as it develops an officer's ability to translate theoretical knowledge into prompt practical decisions [6].

The third trend is the expansion of simulation and virtual modeling tools. Modern military education makes use of technologies that allow various operational and tactical situations to be modeled in a safe environment. Through simulators, a trainee can review complex situations multiple times, compare the outcomes of different decisions, and analyze his or her own mistakes. In particular, performing high-cost or high-risk exercises first in a virtual environment increases the effectiveness of the training process. Such technologies are becoming an important tool in the training of pilots, artillery specialists, armored vehicle crews, staff officers, and other military specialists [8].

The fourth trend manifests itself in the growing attention paid to developing military leadership and strategic thinking. Military academies in leading countries place great emphasis on preparing officers not merely as executors, but as leaders capable of managing a team, viewing situations from a broad perspective, and making long-term decisions. To this end, methods such as studying historical military experience, analyzing strategic situations, group discussions, and the independent development of decisions on problem-based situations are used. As a result, the content of military education is enriched, beyond tactical knowledge, with components of management, communication, and strategic thinking [5].

The fifth trend is the integration of military education with research activity. In developed countries, military academies also function as centers conducting research in new military technologies, security issues, strategic studies, cybersecurity, artificial intelligence, and other promising fields. This contributes to the regular updating of educational content. Trainees are engaged in the scholarly study of military problems through academic articles, analytical reports, applied research, and project work [7].

The sixth trend concerns the strengthening of the principle of continuous military education. An officer's education does not conclude with graduation from a military academy. As his position and stage of service change, the need arises to acquire new knowledge and skills. For this reason, many countries are developing short-term courses, professional development programs, command courses,

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distance learning, and opportunities for independent study. This approach is aimed at ensuring the professional development of the serviceman throughout his entire period of service [1; 3].

Discussion. A comparative analysis of the experience of leading countries shows that there is no single universal model for the development of military education. Each country forms a model suited to its own military doctrine, security environment, system of government, and education system. Nevertheless, their experiences share common features that are closely related to one another. In particular, combining theoretical knowledge with practical activity, developing independent thinking, forming leadership qualities, using modern technologies, and continuing education throughout service emerge as important directions in almost all advanced systems.

In the American experience, professional military education is oriented predominantly toward developing strategic thinking and command potential, whereas in the United Kingdom great attention is given to the connection between academic preparation and professional military education. In the German model, the integration of civilian higher education with military training is of great importance. In the French experience, alongside a high level of academic and strategic preparation, emphasis is placed on forming military management competencies. In South Korea, the interconnection of technological development, discipline, and operational readiness is strongly manifested.

These experiences also make it possible to draw certain methodological conclusions for military education in Uzbekistan. First, it is necessary to regularly improve the ratio between theoretical subjects and practical training in military education programs. Second, methods that develop future officers' skills in situational analysis and independent decision-making can be used more extensively. Third, it is advisable to apply simulation, virtual modeling, and digital educational resources together with practical training. Fourth, by strengthening the research potential of military education institutions, new technologies and contemporary security problems can be incorporated into the training process more quickly.

At the same time, it is not advisable to directly transplant foreign experience. The model of military education must be adapted on the basis of the characteristics of the national defense system, the existing material and technical base, the traditions of military service, and personnel-training needs. Thus, the principal value of international experience lies not in adopting a ready-made model, but in the opportunity to identify effective mechanisms and adapt them to national conditions.

Conclusion. The process of developing military education systems in the world's leading countries is proceeding on the basis of several interrelated trends. These include competency-based training, the strengthening of practical exercises, the use of simulation technologies, the development of military leadership, the integration of research activity with education, and continuous professional development. These trends serve to form a military specialist not merely as an employee who has mastered existing knowledge, but as a specialist capable of adapting to new situations, thinking independently, and resolving complex professional tasks.

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