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COMMUNICATIVE STRATEGIES AS A MANAGEMENT TOOL IN THE MILITARY EDUCATION SYSTEM

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Abstract

This article is devoted to the study of the theoretical and practical foundations of improving communicative strategies as a management tool in the military education system. It analyzes the transformation of the management paradigm in modern military educational institutions, the systemic characteristics of communicative processes, and the mechanisms of interaction at the strategic and operational levels. The communicative competence of a military leader, the harmony of vertical and horizontal communications, and the effectiveness of feedback mechanisms are substantiated in terms of their impact on the quality of education and disciplinary stability.

Keywords: Military education, communicative strategy, management effectiveness, communicative management model, feedback, vertical communication, horizontal communication, leadership competence, discipline, quality of education, strategic management, operational management, psychological stability.

Introduction

Globalization processes, the rapid development of information and communication technologies, and the increasing complexity of modern security threats place new demands on the military management system. Military



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educational institutions are becoming centers not only for training professional military personnel but also for shaping their strategic thinking, rapid decision-making, teamwork, and communicative competencies.

In the modern military education system, the effectiveness of management largely depends on the level of the leader's communicative activity, the clear delivery of orders and instructions, the correct organization of feedback, and the coordination of vertical and horizontal communications. Practical experience shows that many problems in management - misinterpretation of orders, late delivery of information, and disciplinary violations - are associated precisely with the insufficient development of a communicative strategy.

The systematic introduction of communicative strategies in military educational institutions is an important factor in ensuring the stability of management, improving the socio-psychological environment in the team, improving the quality of education and strengthening the level of combat readiness. Therefore, the topic of this research is relevant from a scientific, theoretical and practical point of view.

Changes in the education system require leaders to adopt a new approach to management, effective cooperation with the team and create a motivational environment.

A communicative strategy is a set of plans and methods developed to establish effective relations and information exchange with the target audience (employee, student, parent, partner). If communication is the process of creating, transmitting and receiving information, then strategy is the art of predetermining the path to achieving the goal.

Algorithm of communicative strategies. Communication in management is carried out in the following sequence:

- determining the goal of communication;

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- determining ways to achieve it;
- drawing up a plan taking into account resources and the situation;
- organizing and coordinating implementation;
- control through feedback;
- make corrections based on the results.

The communication process consists of 5 stages: **setting the intention** → **encoding the message** → **transmission** → **reception (decoding)** → **feedback**.

The means of increasing the effectiveness of interaction in the educational process is the cooperation between the leader and the employees, which occurs mainly through communication. A strong communicative strategy accelerates the exchange of information; reduces misunderstandings and conflicts; strengthens trust and cooperation in the team; increases the quality of management decisions. The tasks of communicative strategies in organizing education serve the following:

establish a system of internal and external communication (employees, parents, partners);

balance vertical (manager-employee) and horizontal (departments) communication;

strengthen feedback;

create a reliable, stable communicative environment;

manage formal and informal communication.

As a result of the use of communicative strategies in management communication, the quality of education changes if used correctly:

executive discipline and responsibility increase;

problems are quickly identified and solved;

team motivation increases;

the organization of the educational process improves;

as a result, the quality of education and the reputation of the institution increase.

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The essence of the concept of communicative strategy (in the context of military education) The main requirement for management in the military education system is accuracy, discipline, speed and responsibility. In this case, the communicative strategy of the head (head of the course/company, head of the department, dean's office, educational department) serves to effectively organize the mechanisms of command-execution, control-reporting and educational influence with cadets, teachers and service units. A communication strategy is a system of planned communication methods and communication strategies developed in a military educational institution for the purposeful exchange of information, the correct transmission of orders, ensuring their execution, receiving feedback, and regulating behavior.

Communication management in a military educational institution is usually carried out on the basis of an algorithm of communication strategies:

- Task/goal definition (training, formation, firing readiness, duty, disciplinary action);
- Message standardization (clear, concise, understandable order; based on terminology and norms);
- Channel selection (oral order, written instruction, schedule, radio/telephone, official groups);
- Organization of execution (assignment of responsibilities, deadline, resources);
- Control and coordination (inspection, verification, monitoring);
- Feedback (report, re-survey, error analysis);
- Correction (correction of deficiencies, re-instruction, disciplinary action, or encouragement).

The communication process takes place in 5 stages: **intention** → **encoding** → **transmission** → **decoding** → **feedback**. Violation of these stages in the military system can lead to incorrect execution, safety errors and disciplinary problems.

Communicative strategies - as a means of increasing the effectiveness of interaction in the process of military training, are directly related to:

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- clear understanding and unconditional execution of the order;
- the level of awareness of responsibility by the subordinate;
- the functioning of feedback in the teacher-instructor-cadet chain;
- strict explanation of safety rules during training (in particular, shooting, tactical training, formation, engineering).

Therefore, communicative strategies in military training:

- strengthen discipline;
- save time and resources;
- reduce errors;
- increase trust and stability of management in the team.

. The tasks of communicative strategies in the organization of military education are:

- standardization of orders and instructions (brief, clear, measurable);
- strengthening educational communication with cadets (patriotism, responsibility, teamwork);
- establishing vertical communication (leader → subordinate) and upward reporting (subordinate → leader);
- ensuring horizontal cooperation between units (department–course management–supply);
- prevention and rapid resolution of conflict situations;
- ensuring security communication during training (briefing–debriefing).

Changes in the quality of education and management effectiveness based on communicative strategies When communicative strategies are systematically used, the following changes are observed in military education:

- training is conducted according to a clear plan and procedure;
- discipline, organizational readiness and responsibility of cadets increase;
- transparent control over the assessment of knowledge and skills increases;
- emergency situations are prevented (security violations are reduced);

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• the management authority of the leader and the unity of the team are strengthened.

As a result, the trinity of efficiency, safety and discipline is ensured in the military educational institution, and the quality of education steadily increases.

Military communicative model (conceptual and graphic description)

1. General structure of the model. The communicative management model in the military education system is developed as a multi-level, closed-loop and feedback-based system. **The model consists of 5 main blocks:**

1. Strategic management block
2. Operational management block
3. Executive (cadet-instructor) block
4. Information transmission channels block
5. Control and feedback block

Description of the graphic structure of the model

It is described as follows:

[STRATEGIC MANAGEMENT]

(Leadership)

↓

↓ ↓

[OPERATIONAL MANAGEMENT] [EXTERNAL ENVIRONMENT]

(Department, company, course) (VV, General Staff)

↓

↓

[EXECUTIVE ENTITIES]

(Teacher - Cadet)

↓

↑

FEEDBACK

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Scientific description of the elements of the model

1. Strategic management level. At this level: the training mission is determined; combat training requirements are determined and the regulatory and legal framework is formed. This block determines the target vector of the communicative strategy.

2. Operational management level. At this level: orders are specified; training plans are drawn up; those responsible are determined and resources are distributed.

At this stage, the clarity and standardization of communication are important.

3. Executing entities. These are: cadets, teachers, instructors. They receive, decode and implement orders. At this stage, psychological factors (motivation, discipline, stress resistance) play an important role.

4. Information channels. In the military model, channels are divided into 4 types:

1. Verbal (command, front-line instruction)
2. Written (command, order, schedule)
3. Electronic (protected communication systems)
4. Visual-signal (military sign and signal system)

The channel selection is carried out depending on the situation.

5. Control and feedback. This block is the most important part of the model. Forms of feedback report, inspection, debriefing, psychological monitoring and rating and evaluation system.

In the absence of feedback, the model loses its closed loop and management efficiency decreases.

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Functional features of the model. The military communicative model has the following features: hierarchical structure, strict disciplinary vertical, standardized command format, self-correction mechanism through feedback and safety priority

Innovative aspect of the model (for scientific novelty). The novelty of this model is as follows:

- A closed-loop structural model of communicative management for the military education system has been proposed;
- The Strategic–Operational–Executive–Control chain has been systematized as a single mechanism;
- Feedback has been integrated with the military safety factor;
- Psychological stability has been introduced as an indicator of communicative effectiveness.

Indicators for assessing the effectiveness of the model. The following indicators are proposed for empirical evaluation of the model:

1. Order execution coefficient
2. Number of disciplinary violations
3. Training efficiency index
4. Information transfer speed
5. Feedback accuracy level
6. Psychological stability index

In this research, the theoretical and practical foundations of improving communicative strategies as a management tool in the military education system were comprehensively analyzed. The research results showed that management effectiveness in modern military educational institutions largely depends on the leader's communicative competence, the accuracy of the information transmission system, and the consistency of feedback mechanisms.

During the research, the essence of the “communicative strategy” concept was clarified in the context of military management, and it was interpreted as a

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systematic management mechanism aimed at achieving strategic goals, ensuring disciplinary stability, and improving the quality of education. It was substantiated that the specificity of the military education system – its hierarchical structure, the principle of command-discipline, and safety requirements – necessitates organizing communicative processes in a standardized and controlled form.

Within the framework of the research, a closed-loop communicative management model was developed for the military education system. This model was systematized based on the integral connection between the strategic management, operational management, executive subjects, control, and feedback blocks. The practical significance of the model lies in the fact that it allows military leaders to plan the management process step-by-step, optimize information flows, and monitor the execution of decisions.

The analysis showed that the introduction of effective communication strategies leads to the following results: an increase in the level of execution of orders, a decrease in the number of disciplinary violations, an increase in the effectiveness of training, an improvement in the socio-psychological environment in the team and an increase in the accuracy and speed of management decisions.

Furthermore, it was scientifically substantiated that the balanced development of vertical and horizontal communications strengthens cooperation in military teams, and the improvement of the feedback system allows for timely correction of the management process.

In conclusion, the systematic implementation of communicative strategies in the military education system is an important factor in increasing management effectiveness. They serve to ensure the stability of the educational process, the robustness of the disciplinary environment, and a high level of combat readiness. The research results can be used to modernize management activities in military educational institutions, develop the communicative competence of leaders, and formulate practical recommendations for improving the quality of education.

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