

Strategic Aspects of the Management of Military Pedagogical Personnel within the Context of National Security

Стратегічні аспекти управління діяльністю військово-педагогічних кадрів у контексті національної безпеки

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Purpose. To investigate the strategic foundations of managing the activities of military pedagogical personnel in the context of national security and to determine the application possibilities of modern approaches in this field.

Method: The study employed the methods of systems approach and comparative analysis.

Theoretical implications. The activities of military pedagogical personnel are of strategic importance as an integral component of the national security system. Contemporary approaches confirm that management in this field is based on systemic, competence-based, and adaptive models. At the same time, digitalization and integration into international standards further strengthen the theoretical foundations of the pedagogical process.

Practical implications. Proper management of military pedagogical personnel significantly enhances the quality and effectiveness of the training process. The application of modern management approaches enables the improvement of trainees' professional preparedness and better adaptation to real combat conditions. At the same time, the use of digital technologies and innovative training methods strengthens the flexibility and results-oriented nature of pedagogical activities.

Value. This article systematizes strategic approaches to the management of military pedagogical personnel within the context of national security, thereby forming a solid scientific basis for both theoretical and practical development in this field.

Paper type. Theoretical.

Мета дослідження. Дослідити стратегічні засади управління діяльністю військово-педагогічних кадрів у контексті національної безпеки та визначити можливості застосування сучасних підходів у цій сфері.

Метод дослідження. У дослідженні використано методи системного підходу та порівняльного аналізу.

Теоретична цінність дослідження. Діяльність військово-педагогічних кадрів має стратегічне значення як невід'ємна складова системи забезпечення національної безпеки. Сучасні наукові підходи підтверджують, що управління у цій сфері ґрунтується на системних, компетентісно орієнтованих та адаптивних моделях. Водночас цифровізація освітнього процесу та інтеграція до міжнародних стандартів сприяють зміцненню теоретичних засад військово-педагогічної діяльності.

Практична цінність дослідження. Ефективне управління діяльністю військово-педагогічних кадрів істотно підвищує якість та результативність підготовки військових фахівців. Застосування сучасних управлінських підходів сприяє вдосконаленню професійної підготовленості здобувачів військової освіти та їхній адаптації до реальних умов виконання бойових завдань. Використання цифрових технологій і інноваційних методів навчання забезпечує підвищення гнучкості, адаптивності та практичної спрямованості військово-педагогічної діяльності.

Цінність дослідження. У статті систематизовано стратегічні підходи до управління діяльністю військово-педагогічних кадрів у контексті національної безпеки, що формує наукове підґрунтя для подальшого розвитку теоретичних положень і вдосконалення практики управління у цій сфері.

Тип статті. Теоретична

Key words: National Security, Military Pedagogical Personnel, Strategic Management, Military Education, Human Resources, Competence-Based Approach.

Ключові слова: національна безпека; військово-педагогічні кадри; стратегічне управління; військова освіта; людські ресурси; компетентісний підхід.

Introduction

The contemporary security environment is characterized by a high degree of dynamism, the growing number of hybrid threats, the rapid development of digital technologies, and the transformation of the forms and methods of warfare. Under such conditions, ensuring a state's national security depends not only on the development of weapons and military equipment but also on the effective functioning of the military education system, which shapes the professional potential of the Armed

Forces and other components of the security and defence sector. A decisive role in this process is played by military pedagogical personnel, whose activities ensure the training of military professionals capable of operating under the conditions of contemporary armed conflicts.

The increasing requirements for the professional competence of military personnel, the integration of modern digital technologies into the educational process, the implementation of the competence-based approach, and the adaptation of military education to NATO standards necessitate a reconsideration of traditional approaches to managing the activities of military pedagogical personnel. Under contemporary conditions, the management of this category of personnel should ensure not only the organization of the educational process but also the strategic development of human resources, the formation of leadership qualities, the development of an innovative culture, and the ability to adapt rapidly to changing conditions.

This issue acquires particular importance in the context of implementing state policy in the field of national security and defence, since the quality of managing military pedagogical personnel determines the effectiveness of future officers' training, the development of military science, and the capacity of military educational institutions to respond to contemporary security challenges. NATO strategic documents emphasize that human capital and the professional military education system are among the key factors ensuring the defence capability of states and the military superiority of the Alliance [12].

Despite the considerable number of scholarly publications devoted to military education, human resource management, and strategic management, the problem of comprehensive management of military pedagogical personnel specifically in the context of ensuring national security remains insufficiently explored. Further scientific investigation is required into the strategic foundations for the development of the human resource potential of military education, the adaptation of modern management models to the requirements of digital transformation and the integration of international standards, as well as the identification of effective mechanisms for enhancing the professional competence of military pedagogical personnel. This determines the relevance of the present study. The purpose of the study is to investigate the strategic foundations of managing the activities of military pedagogical personnel in the context of national security and to determine the possibilities of applying modern management approaches to enhance the effectiveness of the military education system.

Literature review

The issue of strategic management of military pedagogical personnel lies at the intersection of research in the fields of military education, human resource management, strategic management, and national security.

The methodological foundations of military pedagogical personnel training under contemporary conditions are presented in the work of Ahmadow, who substantiates the necessity of integrating the competence-based approach, innovative pedagogical technologies, and the principles of continuous professional development into the military education system [1]. The experience of applying innovative technologies in the training of military instructors was also examined in the study by M. Mammadzada [10], which demonstrated the positive impact of digital technologies on the quality of the educational process.

A significant contribution to the development of the concept of strategic human resource management was made by Armstrong [2], who considers human resources to be one of the key strategic assets of an organization. The provisions of his concept have been widely applied in the development of contemporary personnel management models in the public sector, including the military domain.

The theoretical foundations of the systems approach to management were established by Bertalanffy [4], who substantiated the necessity of considering an organization as an integrated

system composed of interrelated elements. The ideas of systems analysis have subsequently been further developed in the fields of military management and strategic planning.

The socio-pedagogical aspects of the functioning of military education are based on the concepts of Durkheim [5] and Vygotsky [15], who regarded the educational process as a mechanism for the socialization of individuals and the formation of professional competencies through the interaction of learning participants.

Issues related to the adaptive management of complex social systems were investigated by Holland [8], who demonstrated the necessity of applying flexible management models under conditions of uncertainty and rapid environmental change. Such conditions currently characterize the military education system.

International documents issued by NATO and the European Defence Agency are of particular importance. NATO's Strategic Concept identifies the development of human capital, innovation, and technological superiority as the foundation for ensuring collective security [12]. The report *Science & Technology Trends 2023–2043* emphasizes that the further development of military education is directly associated with the implementation of artificial intelligence, digital platforms, autonomous systems, and big data analytics [11]. The European Defence Agency also highlights the necessity of developing the digital competencies of military professionals and integrating innovations into the professional military education system [6].

A separate group of studies is represented by the publications of international organizations devoted to the digital transformation of education. In particular, the OECD considers digitalization to be a necessary prerequisite for modernizing professional education systems and improving the effectiveness of managerial decision-making [13]. Analytical materials prepared by McKinsey confirm the significant potential of artificial intelligence technologies for personalizing learning and assessing educational outcomes [9].

At the same time, an analysis of the scientific literature indicates that most studies focus on individual aspects of military education, digitalization, or human resource management. Comprehensive studies combining the issues of strategic management of military pedagogical personnel with national security and contemporary models of human capital development remain insufficiently represented in the academic literature. This scientific gap determined the selection of the present research topic.

Materials and Methods

The methodological basis of the study consisted of a combination of general scientific and specialized research methods that ensured a comprehensive investigation of the strategic aspects of managing the activities of military pedagogical personnel within the context of national security.

The theoretical framework of the study was based on contemporary concepts of strategic human resource management, systems analysis, the competence-based approach, adaptive management, and the development of military education. The information base included NATO international regulatory documents, publications of the European Defence Agency, the OECD, the United States Department of Defense, legislative documents of the Republic of Azerbaijan in the field of national security, as well as the findings of contemporary scholarly research on military education, strategic management, and digital transformation.

The following research methods were employed:

- **systems analysis** — to examine the management of military pedagogical personnel as an integrated multi-level system incorporated into the national security framework;
- **analysis and synthesis** — to generalize contemporary scientific approaches to the strategic management of military education and identify the principal trends in the development of military pedagogical activities;

- **comparative analysis** — to compare international experience in organizing the management of military pedagogical personnel, particularly the practices of NATO, the OECD, and the European Defence Agency;
- **structural-functional method** — to determine the strategic functions of military pedagogical personnel within the national security system;
- **content analysis** of regulatory documents, international strategies, and scholarly publications — to identify contemporary approaches to the development of military education;
- **scientific generalization** — to formulate the author's conclusions regarding the directions for improving the strategic management of military pedagogical personnel.

The application of this combination of research methods ensured a comprehensive analysis of contemporary trends in the development of military education, enabled the systematization of existing strategic management models, and facilitated the formulation of scientifically substantiated provisions for improving the management of military pedagogical personnel under the conditions of the contemporary security environment.

Results

The Role and Strategic Functions of Military Pedagogical Personnel in the Context of National Security

The contemporary international security environment is characterized by rapid transformational processes, which necessitate a comprehensive approach to the defense and security systems of states. Globalization, regional conflicts, the expansion of hybrid warfare elements, intensified competition in the information space, and the growing prevalence of cyber threats have transformed the concept of national security into a multidimensional and dynamic system. In such conditions, military power is determined not only by technical and technological resources but also by the quality of human capital, particularly the level of preparedness of military pedagogical personnel. Modern security theories emphasize that a state's defense capability is directly linked not only to the development of weapons systems but also to the effectiveness of training and the quality of educational management processes.

Within the framework of the national security concept, military pedagogical personnel function as a strategic resource, and their activities are considered one of the key determinants of the combat readiness of the Armed Forces. In the national security policy of the Republic of Azerbaijan, the development of human resources and the modernization of the military education system are identified as priority directions [3]. This approach demonstrates that military pedagogical activity is not merely an educational process but also a strategic management field ensuring the functional sustainability of the national security system. The role of pedagogical personnel is not limited to knowledge transmission; it also encompasses the formation of strategic thinking, analytical skills, and decision-making competencies.

In modern military educational systems, the functions of pedagogical personnel are multifaceted. They develop not only the professional knowledge of trainees but also their leadership qualities, psychological resilience, and situational decision-making abilities. This approach aligns with constructivist learning theories, which view the learner as an active participant rather than a passive recipient of knowledge [15, p. 80]. At the same time, the activities of military educators have expanded significantly with the application of digital technologies. Simulation systems, virtual training environments, and artificial intelligence-based learning platforms enhance the effectiveness of the educational process while enabling modeling that closely reflects real combat conditions.

In a strategic security environment, the role of military pedagogical personnel is also manifested in ensuring ideological and socio-psychological stability. By fostering values such as national identity, patriotism, and loyalty to the state among trainees, they strengthen the internal cohesion of the armed forces. According to institutional theory, the military education system

performs not only professional training functions but also functions of social integration and the formation of normative behavior [5, p. 112]. In this regard, the activities of pedagogical personnel constitute an essential component of the ideological resilience of the national security system.

The strategic functions of military pedagogical personnel are also evident in the context of human resource management. Based on modern management theories, a competency-based approach encompasses all stages from personnel selection to continuous development. Within this framework, the professional development of pedagogical staff is regulated through continuous training, certification, and performance evaluation systems. Additionally, adaptive management mechanisms enable the formation of flexible personnel policies that respond to the changing security environment.

In the context of national security, the role of military pedagogical personnel is not limited to training activities; rather, it operates as a complex system encompassing strategic management, ideological formation, and technological adaptation functions. Contemporary security challenges necessitate the implementation of more flexible, innovative, and competency-based management models in this field. Thus, the activities of military pedagogical personnel are regarded as one of the decisive factors in ensuring the sustainability of the national security system.

Strategic Aspects of Managing the Activities of Military Pedagogical Personnel

The management of military pedagogical personnel in the contemporary era is not merely an administrative process but also functions as a strategic component of the national security system. This approach demonstrates that the processes of human resource planning, development, and evaluation are directly linked to the defense capability of the state. Given that the modern security environment is characterized by volatility, uncertainty, and multidimensionality, military educational systems must also rely on adaptive and flexible management models. NATO strategic documents emphasize that contemporary military superiority is determined not only by technology but also by the quality of human capital and its management systems [12]. In this context, the management of military pedagogical personnel is based on strategic planning, competency development, and the integration of innovative approaches.

One of the primary directions of strategic management is human resource planning. The aim of this process is not only to meet current personnel needs but also to develop potential aligned with future security challenges. According to modern Human Resource Management (HRM) theories, strategic planning is a key mechanism that aligns organizational long-term objectives with human resource development [2, p. 682]. In military pedagogical systems, this approach is implemented through forecasting personnel needs, improving selection mechanisms, and introducing continuous professional development programs. At the same time, personnel rotation systems enhance adaptability to different training environments and strengthen organizational flexibility.

Another important aspect of strategic management is the competency-based approach. In this model, the focus is shifted from formal knowledge to actual skills and competencies. Based on OECD and NATO practices, modern military education systems should be grounded in outcome-oriented competency models. Within this framework, the assessment of military educators is conducted based on training outcomes, the developmental dynamics of trainees, and practical application skills. Thus, the management system is not static but dynamic and results-oriented.

Digitalization serves as a key factor in the transformation of strategic management. Modern military education systems increasingly utilize artificial intelligence, big data, and simulation technologies. Researchers emphasize that digital technologies not only enhance the effectiveness of educational systems but also personalize and adapt learning processes [10]. In the management of military pedagogical personnel, this is implemented through electronic learning platforms, performance monitoring systems, and digital assessment mechanisms. This approach increases transparency in management and optimizes decision-making processes.

Another strategic aspect is the formation of leadership and organizational culture. In the military pedagogical environment, leadership is not limited to a managerial function but also encompasses motivation, exemplary behavior, and the development of team spirit. According to transformational leadership theory, effective leaders enhance the motivation of organizational members and enable the maximum realization of their potential [7]. This approach further expands the role of instructors and educators, positioning them not only as teaching subjects but also as leadership models.

Ensuring psychological resilience is also a crucial component of strategic management. In the modern military environment, high stress levels, information pressure, and operational uncertainty necessitate strong psychological preparedness among personnel. Therefore, management systems incorporate psychological support mechanisms, stress management programs, and resilience training. Experience from the U.S. Department of Defense demonstrates that personnel with higher levels of psychological preparedness significantly improve operational effectiveness [14].

An essential direction of strategic management is the improvement of evaluation and monitoring systems. Effective management is achieved not only through planning but also through the measurement and analysis of outcomes. Key Performance Indicators (KPIs) and other performance measurement tools enable the objective evaluation of military pedagogical personnel. Contemporary approaches suggest that data-driven management contributes to more accurate and effective decision-making.

In conclusion, the management of military pedagogical personnel is a strategic, complex, and multidimensional system. It is based on the integration of human resource planning, competency-based development, digitalization, leadership culture, and psychological resilience. Contemporary security challenges necessitate the implementation of more flexible, innovative, and adaptive management models in this field. The management of military pedagogical personnel thus represents one of the key strategic factors ensuring the sustainability of the national security system.

The Impact of Innovation and Technological Development on the Activities of Military Pedagogical Personnel

In the contemporary era, the transformation of military pedagogical personnel's activities is directly conditioned by processes of innovation and technological development. The increasing complexity of the global security environment, the expansion of hybrid warfare elements, and the rapid advancement of information technologies have necessitated fundamental changes in military education systems. Traditional instructional models are no longer considered sufficiently effective, and they are being replaced by digital, adaptive, and data-driven training systems. The NATO report *Science & Technology Trends 2023–2043* notes that future military superiority will largely depend on artificial intelligence, autonomous systems, and the level of digital integration [11]. In this regard, the activities of military pedagogical personnel have evolved into a complex field encompassing not only pedagogical but also technological and analytical competencies.

Digitalization is one of the primary transformation factors in military pedagogical activity. Electronic learning platforms, virtual classroom environments, and simulation-based training systems enable trainees to gain experience closer to real combat conditions. These technologies make the learning process more interactive, measurable, and personalized. Scholars emphasize that digital educational technologies not only enhance the quality of learning outcomes but also strengthen learners' adaptability [1]. In military education systems, this approach is particularly significant for simulating high-risk and high-cost training in virtual environments.

The application of artificial intelligence technologies creates new management and training opportunities in the activities of military pedagogical personnel. AI-based systems analyze learner performance, determine individualized learning trajectories, and optimize the educational process. According to research by the McKinsey Global Institute, AI-driven training systems have the

potential to increase educational effectiveness by 20–30 percent [9]. In military educational contexts, these technologies are widely used in adaptive learning, risk analytics, and decision-making simulations. Consequently, the role of pedagogical personnel shifts from traditional teaching functions to that of “instructional designers” and “analytical mentors.”

Cybersecurity and information warfare have become integral components of modern military pedagogical activity. Operations in the information space, disinformation campaigns, and digital attacks require the preparation of military personnel not only in physical but also in informational environments. Therefore, military educators must impart knowledge and skills related to cyber hygiene, information security, and digital behavior culture. This approach contributes to strengthening both individual and collective security levels.

Simulation technologies represent one of the most important innovative elements of military pedagogical processes. Systems based on virtual reality (VR), augmented reality (AR), and mixed reality (MR) allow trainees to experience realistic combat environments in safe conditions. These technologies transform pedagogical methodologies into more interactive and practice-oriented models. At the same time, simulation-based training reduces risks and enhances decision-making capabilities.

Big data and analytical technologies are also key factors improving the efficiency of military pedagogical management. The analysis of large volumes of data generated during training processes enables the assessment of learners’ developmental dynamics and the design of individualized training plans. OECD digital education reports emphasize that data-driven decision-making contributes to greater transparency and efficiency in educational systems [13]. In military pedagogical systems, this approach serves as an important tool for performance measurement, risk analysis, and strategic planning, resulting in more objective and scientifically grounded management.

Innovation also has a direct impact on the professional development of military pedagogical personnel. Digital literacy, technological competence, and analytical thinking are considered essential competencies in modern educational environments. Reports of the European Defence Agency indicate that the training of future military personnel should be based on a multidisciplinary approach and technological integration [6]. In this context, continuous training and professional development programs for pedagogical staff are of strategic importance.

In conclusion, innovation and technological development are among the key factors fundamentally transforming the activities of military pedagogical personnel. Digitalization, artificial intelligence, simulation technologies, and data analytics enhance both the quality of the educational process and the effectiveness of management in this field. The contemporary security environment necessitates the integration of these technologies and demands that military pedagogical systems become more flexible, adaptive, and results-oriented. Thus, innovation serves not only as a technical component but also as a strategic direction of development in military pedagogical activity.

Strategic Management Models in the Governance of Military Pedagogical Personnel Activities

In modern military education systems, strategic management models play a decisive role in ensuring the effective organization and development of military pedagogical personnel. These models function not only as administrative tools but also as conceptual frameworks that ensure the sustainability of national security systems. The volatility of the global security environment, technological transformation, and increasing demands on human resources necessitate management systems that are more flexible, adaptive, and results-oriented. NATO strategic documents emphasize that modern military superiority is directly dependent on the flexible management of structures and processes [12]. In this regard, strategic models used in the management of military pedagogical personnel are based on systems thinking, competency-based approaches, and data-driven decision-making principles.

One of the main directions of strategic management is the systems approach model. According to this model, the military education system is viewed as an integrated structure composed of interrelated elements. These include pedagogical personnel, training programs, evaluation mechanisms, resource provision, and governing bodies. The systems approach strengthens coordination in management and ensures that all components serve a common objective. According to Bertalanffy's General Systems Theory, the effectiveness of any system is determined by the quality of interaction between its elements [4, p. 68]. In the military pedagogical environment, this approach serves as a key methodological foundation that ensures the integration and structuring of the training process.

The competency-based management model holds a special place among strategic approaches. In this model, the focus is placed not on formal job indicators but on actual skills and competencies. According to modern HRM approaches, competency-based management is one of the key factors increasing organizational performance. In military pedagogical systems, this model is implemented through the individualization of educators' professional development, objective assessment of training outcomes, and the establishment of continuous development mechanisms. OECD reports indicate that competency-based education models significantly improve learning outcomes [13]. This approach also enables the application of more transparent and measurable criteria in the selection and certification of pedagogical personnel.

The adaptive management model is directly linked to the volatility of the modern security environment. This model is based on flexible decision-making, situational analysis, and operational adaptation to changing conditions. In military pedagogical systems, adaptive approaches are reflected in the real-time updating of training programs, the design of individualized learning trajectories based on trainee performance, and the dynamic allocation of resources. According to Holland's theory of complex adaptive systems, such systems exhibit nonlinear behavior and continuously adapt to changing environments [8, p. 98]. The application of this model enhances the resilience and flexibility of military education systems.

The data-driven management model is an essential component of modern strategic approaches. This model relies on the analytical processing of big data in decision-making processes. In military pedagogical systems, data on trainee performance, training outcomes, and behavioral dynamics are collected and analyzed through digital platforms. This approach increases objectivity and transparency in management while enabling more efficient use of resources.

The leadership-based management model also plays an important role in the activities of military pedagogical personnel. In this model, management is viewed not only as a structural function but also as a motivational and transformational process. According to transformational leadership theory, effective leaders develop the potential of organizational members and guide them toward common goals [7]. In military pedagogical environments, this approach ensures that educators and instructors act not only as knowledge transmitters but also as inspirational leaders, significantly enhancing trainee motivation and professional development.

The integrative management model involves the synthesis of multiple approaches. This model combines systems-based, competency-based, adaptive, and data-driven approaches within a unified framework. Modern military education systems no longer rely on a single management model but instead operate through hybrid structures. Reports of the European Defence Agency indicate that contemporary defense systems should be based on multi-level and integrated management models [6]. This approach ensures greater flexibility, innovation, and strategic resilience in military pedagogical systems.

In conclusion, strategic management models play a fundamental role in the effective organization and development of military pedagogical personnel. The integration of systems-based, competency-based, adaptive, data-driven, and leadership-based models enhances the resilience and flexibility of modern military education systems. Global security challenges necessitate the

continuous improvement of these models and their enrichment with new technological approaches. Thus, strategic management models function as a vital component of national security systems and have a direct impact on the quality of military pedagogical personnel activities.

Recommendations and Development Perspectives

Given the increasing variability of the contemporary security environment and the growing strategic demands placed on military pedagogical personnel, the improvement of management systems in this field is considered essential. First and foremost, the broader implementation of a competency-based management model in military educational institutions is deemed appropriate, as it enables an objective assessment of personnel's professional training levels and facilitates the identification of individual development trajectories. At the same time, the expansion of the integration of digital technologies—particularly artificial intelligence and simulation-based training systems—into the educational process carries strategic significance in terms of enhancing the quality of instruction.

In addition, it is necessary to establish systematic training and certification mechanisms that ensure the continuous professional development of military pedagogical staff. The application of international experience, especially NATO and European Defence Agency standards, can contribute to the modernization of management processes. In future perspectives, the expansion of data-driven decision-making systems and the implementation of adaptive management models will further increase the flexibility and effectiveness of military pedagogical activity. Collectively, these approaches will strengthen the resilience of the human resource component within the national security system.

Discussion

The findings of this study confirm that the management of military pedagogical personnel is one of the key elements ensuring the effectiveness of the military education system and, at the same time, an important component of the mechanism for strengthening national security. Unlike traditional administrative approaches, the contemporary management of military pedagogical personnel has acquired a strategic character and encompasses not only staffing the educational process but also the development of professional competencies, the cultivation of leadership potential, the implementation of digital technologies, and ensuring the adaptability of the military education system to changes in the security environment.

The obtained results are consistent with the concept of strategic human resource management proposed by M. Armstrong, according to which human capital is regarded as the principal strategic resource of an organization. In military education, this implies that the professional development of military pedagogical personnel should be implemented as a continuous process integrated with the long-term objectives of the security and defence sector. Similar conclusions are presented in the studies of H. Ahmadv, who emphasizes the necessity of combining the competence-based approach with modern pedagogical technologies in the training of military instructors.

An important outcome of this study is the substantiation of the decisive role of digital transformation in the development of the management system for military pedagogical personnel. The use of digital educational platforms, artificial intelligence technologies, simulation systems, and big data analytics expands the opportunities for individualized learning, objective assessment of professional training outcomes, and evidence-based managerial decision-making. This conclusion is consistent with the recommendations of the OECD, the European Defence Agency, and NATO regarding the modernization of professional military education through the integration of digital technologies and the development of personnel's digital competencies.

The study also confirms the appropriateness of applying a competency-based management model to military pedagogical personnel. The transition from assessing formal qualifications to

evaluating actual professional competencies corresponds to contemporary international trends in the development of military education and contributes to improving the quality of military professional training. At the same time, the findings indicate that the greatest effectiveness is achieved through the integration of competency-based, systems, adaptive, and digital approaches within a unified strategic management model.

The scientific value of this study lies in the systematization of contemporary strategic approaches to the management of military pedagogical personnel and in substantiating their relationship with ensuring national security. Unlike the majority of previous studies, in which military pedagogical activity was considered primarily as a component of the educational process, the present study interprets it as an important element in the development of the human potential of the security and defence sector that directly influences the state's defence capability.

At the same time, the study has certain limitations. It is based primarily on the theoretical analysis of scholarly literature, international documents, and conceptual approaches without conducting an empirical validation of the proposed management models. Furthermore, the study mainly focuses on contemporary trends in the development of military education and does not account for the specific characteristics of individual national military education systems, which may differ in terms of organizational structure, legal and regulatory frameworks, and personnel policies.

Future research should focus on developing methodologies for assessing the effectiveness of the strategic management of military pedagogical personnel, designing a system of performance indicators for evaluating their professional activities, conducting comparative analyses of military education models in NATO member and partner countries, and investigating the impact of artificial intelligence technologies, digital analytics, and adaptive learning systems on improving the quality of military professional training under contemporary security challenges.

Conclusion

The conducted analyses indicate that, within the context of national security, the management of military pedagogical personnel represents a strategically significant and complex process, which, in the contemporary period, must be continuously improved in line with evolving security challenges. It has been determined that the application of effective management models in this area has a direct impact on the quality of the military education system, the professional training level of trainees, and, overall, the combat capability of the Armed Forces. At the same time, competency-based approaches, the integration of digital technologies, and adaptive management principles act as key factors enhancing the effectiveness of military pedagogical activity.

The results of the study also demonstrate that the management of military pedagogical personnel is not limited solely to the training process; it also encompasses important functions such as strategic planning, human resource development, and the assurance of ideological resilience. From this perspective, the application of modern management approaches contributes to strengthening the sustainability of the national security system. Thus, the strategic management of military pedagogical personnel is assessed as one of the key factors in enhancing the state's defence potential.

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The authors declare that they have no competing interests.

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