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PSYCHOLOGICAL MECHANISMS OF INTERNATIONAL MARKETING DECISION-MAKING IN THE MANAGEMENT SYSTEM OF EDUCATIONAL SERVICES

The article explores the psychological mechanisms underlying international marketing decision-making within the management system of educational services. It emphasizes the interplay between analytical reasoning and human cognition in forming strategies that balance rational evaluation with emotional and social dimensions of organizational behavior. Special attention is given to the role of psychological factors – motivation, perception of institutional image, emotional regulation, and trust – in shaping both the effectiveness and legitimacy of managerial choices. Using Yantai Nanshan University as an empirical example, the study integrates economic and psychological analysis, illustrating salary dynamics, expenditure structures, funding diversity, SWOT assessment, and evaluations of institutional image by faculty and students.

Keywords: decision-making, educational services, international marketing, organizational behavior, psychological mechanisms.

JEL classification: D91, M14, M31.

Problem statement. Modern university management functions within a dual framework where analytical reasoning intersects with psychological mechanisms shaping decision-making. In international marketing of educational services, this interaction defines how institutions interpret market signals, align values with stakeholder expectations, and translate information into strategic action. The internationalization of universities further amplifies the need to reconcile economic objectives with reputational considerations, cultural sensitivity, and long-term sustainability of institutional positioning. Despite technological progress, the psychological foundations of decision-making – motivation, perception, emotion, and feedback – remain insufficiently studied, necessitating analysis of how these factors affect the quality and adaptability of managerial choices in higher education. This gap becomes particularly evident in environments characterized by uncertainty, digitalization, and rapidly evolving student expectations, where purely analytical approaches may fail to capture the behavioral and cognitive dimensions influencing strategic outcomes.

Analysis of research and publications. Recent studies reveal a growing synthesis of psychological and analytical approaches in university management. Ahmed H. O. K. [1, p. 81] and Feng L. [3, p. 5] emphasize the role of data-driven models, expert systems, and data mining techniques in enhancing the quality and objectivity of strategic decision-making in higher education institutions, particularly in contexts characterized by limited resources and structural transformation. At the same time, Zhang W., Yu J., Diao L., and Qi S. [8]

explore managerial decision-making from behavioral science and neuroscience perspectives, demonstrating that cognitive biases, emotional regulation, and neural mechanisms significantly influence how managers interpret information and assess strategic alternatives. The works of Shabunina V., Sarancha V., and Tur O. [7] examine the influence of social and psychological factors on information activity and managerial decision-making, highlighting the impact of communication patterns, informational environments, and group dynamics on strategic outcomes. Boamah F. A., Zhang J., Wen D., Sherani M., Hayat A., and Horbanenko O. [2] focus on knowledge management enablers, demonstrating how organizational learning and knowledge-sharing cultures shape managerial effectiveness and strategic adaptability. Sabirovna J. G. [6, p. 21] emphasizes the role of international experience and cross-border educational practices in transforming institutional strategies and aligning them with global standards. Additional insights are offered by Nguyen T., Sun Q., and Ganesh G. [4, p.238], who analyze decision-making factors in international student marketing engagement, identifying economic, social, and perceptual determinants that influence institutional positioning in global education markets. In addition, Oliveira J. S., Hultman M., Boso N., Hodgkinson I., Hughes P., Nemkova E., and Souchon A. [5] offer a comprehensive overview of decision-making in international marketing, outlining theoretical developments and future research directions that integrate cognitive, strategic, and contextual dimensions.

Formulation of the article's objectives. The purpose of this article is to examine the structure and content of



psychological mechanisms influencing the adoption and evaluation of international marketing decisions in educational service management.

The paper main body. Decision-making in higher education represents a dynamic integration of management science, organizational psychology, and communication theory. Within a university setting, decisions shape not only administrative efficiency but also the intellectual environment, strategic direction, and the institution's overall reputation. Every managerial action – whether concerning academic programs, resource allocation, or marketing approaches – emerges from a process of cognitive and emotional operations through which information is gathered, interpreted, and transformed into actionable steps.

Rationality plays a central role in evaluating alternatives using measurable factors, such as costs, anticipated benefits, or performance metrics. However, the psychological dimension introduces subjective influences on managerial judgment, such as values, motivations, societal expectations, risk assessment, and personal accountability. In the realm of educational management, this interplay explains why decision outcomes often hinge not only on analytical reasoning but also on factors such as interpersonal trust, leadership approaches, and the emotional tone within the organization.

Universities function as complex social systems that rely on collective decision-making processes. These involve various stakeholders, including administrators, faculty members, students, and external partners, whose divergent perspectives and goals must be harmonized. This participatory framework lends a communicative aspect to university management; decisions are shaped through negotiation, justification, and consensus-building. Consequently, psychological dynamics like persuasion, empathy, and social alignment become critical factors influencing the success and effectiveness of decision-making in higher education [2, 8].

Equally important is the temporal and cyclical character of decision-making, which incorporates continuous learning from feedback. The mechanism of implementation and feedback adjustment may be represented through the following model (Table 1).

This model embodies the principle of organizational self-learning, where each managerial cycle generates information that serves as the foundation for the next one. Psychologically, it corresponds to cognitive feedback mechanisms – perception of outcomes, evaluation of success or failure, and the modification of future behavior.

In universities, such iterative learning is evident through regular monitoring of teaching quality, student satisfaction, research productivity, and marketing efficiency, allowing the administration to refine its strategic trajectory.

The quality of managerial decision-making in universities is primarily shaped by psychological factors that influence how people perceive goals, interpret incentives, and interact with institutional values. Motivation, as the core driving force of organizational behavior, combines internal aspirations for professional fulfillment with external rewards and recognition. Both intrinsic and extrinsic motives interact to determine the consistency, creativity, and responsibility of decision-makers.

Yantai Nanshan University, located in Longkou City, Yantai, China, operates two campuses – Donghai and Nanshan – covering a total area of 3,028 mu, with a building space of 823,800 m². The university boasts a green coverage rate exceeding 50%, a library spanning 38,000 m² that houses 2.1 million printed and 1.8 million electronic books, and 17 cross-disciplinary experimental centers featuring 225 laboratories and training rooms. The total value of teaching and research equipment amounts to 135 million Yuan, reflecting the institution's strong infrastructure and commitment to modern educational development.

Quantitative indicators of motivation often appear in the analysis of salary dynamics, as remuneration serves not only an economic but also a psychological function – it signals recognition, status, and trust in professional competence (Table 2).

In 2022, the average teacher's salary was 5000 units. This increased to 5200 units in 2023 and further to 5500 units in 2024. This represents an overall increase of 500 units over the three years.

The steady growth in salaries demonstrates the administration's understanding of the motivational impact of economic incentives, reinforcing perceptions of stability and fairness. Such dynamics strengthen organizational commitment, reduce resistance to change, and encourage participation in collective decision-making. Yet, sustainable engagement also relies on non-material factors such as trust, communication, and recognition of individual contributions. When these psychological elements align with material support, universities create an atmosphere where decisions are collaboratively formed rather than imposed.

The managerial process in higher education is inherently analytical. Every strategic decision – financial, organizational, or marketing – emerges from the evaluation

Table 1 – Implementation stage and feedback adjustment

Process	Short characteristic
Implementation stage	The primary task of this stage is to convert the decision plan into specific actions and operations, including allocating resources, clarifying responsibilities, creating schedules and processes, and organizing and coordinating departments and personnel to ensure effective implementation.
Feedback adjustment stage	If, after the implementation of the new teaching reform measures for a period of time, it is found that the teaching quality of some courses has not been significantly improved, or teachers and students have not responded well to the reform measures, the university should timely adjust the strategy based on the feedback information, which may be to optimize the teaching method, or strengthen communication and interpretation to improve the acceptance and implementation of the reform and ensure the effective implementation of the decision. While the feedback adjustment stage ensures that the decision can adapt to changes, it continues to optimize and ultimately achieve the expected goals.

Source: Systematized by the authors from [1, p. 85; 3, p. 5; 5]

Table 2 – Teachers' salary dynamics in Yantai Nanshan University, Yuan/month

The Academy	2022	2023	2024	Deviation 2024-2022, +/-
Yantai Nanshan University	5000	5200	5500	500

Source: Authors' own research

of data and the interpretation of that data through human cognition. Decision-making, therefore, operates simultaneously as an economic calculus and as a psychological act of judgment. Administrators and academic leaders interpret numbers not only as objective indicators but also as meaningful symbols of institutional priorities, progress, and identity.

A crucial aspect of managerial analysis is the allocation of resources, which reflects the university's hierarchy of values. Expenditure structures reveal how leadership perceives the relative importance of teaching quality, infrastructure, research, and student support (Table 3). At the psychological level, these allocations communicate trust, attention, and reward to different stakeholder groups, reinforcing motivation and organizational identification.

The pattern indicates consistent financial growth across all categories, signifying managerial stability and balanced development. Psychologically, this equilibrium fosters confidence among internal stakeholders, reinforcing perceptions of competence and fairness. The incremental rise in research and scholarship expenditures also communicates a strategic emphasis on intellectual advancement, which indirectly strengthens the institution's international marketing image as a research-oriented and student-supportive university.

The second component of analytical decision-making concerns the sources of financial activity, which reflect

the level of stakeholder engagement and institutional legitimacy (Table 4).

The diversity of funding sources embodies the social psychology of trust and cooperation. Governmental support signifies political confidence; students and alums' contributions demonstrate satisfaction and loyalty; and corporate sponsorship reflects external recognition of the university's value proposition. In marketing terms, these relationships form a network of stakeholder interdependence – a symbolic market of reputation and credibility that sustains the institution's image internationally.

From a cognitive-behavioral perspective, administrators must continuously evaluate these financial indicators to balance rational objectives with psychological outcomes. Overreliance on a single source may create a perceived vulnerability, while diversification conveys security and autonomy – two attributes that significantly influence external partners' decisions to collaborate.

The analytical foundation of decision-making also requires a systematic evaluation of the institution's internal and external environment. A SWOT analysis serves as both a strategic and psychological tool, structuring collective perception and guiding how managers and faculty conceptualize strengths, weaknesses, opportunities, and threats (Table 5). This framework reflects the collective cognition of the organization – a structured mental map through which it interprets reality.

Conducting a SWOT analysis serves as a reflective process that enhances collective awareness and cohesion while guiding adaptive international marketing strategies for effective global positioning.

A university's image functions as a complex psychological construct that integrates perceptions of credibility, responsibility, and value coherence shared within the academic community. At Yantai Nanshan

Table 3 – The amount and structure of expenditure of Yantai Nanshan University

Spending clause	2022		2023		2024		Deviation 2024-2022, +/-
	Sum, thous. Yuan	Specific weight, %	Sum, thous. Yuan	Specific weight, %	Sum, thous. Yuan	Specific weight, %	
Faculty and staff salaries	50000	33,3	52000	32,3	53000	31,4	3000
Acquisition of teaching equipment	20000	13,3	21000	13	22000	13	2000
Academic research grants	15000	10	16000	9,9	17000	10,1	2000
Infrastructure	30000	20	32000	19,9	33000	19,5	3000
Student scholarships and grants	10000	6,7	11000	6,8	12000	7,1	2000
Other daily operating expenses	25000	16,7	26000	16,1	27000	16,0	2000
Total payout	150000	100	161000	100	169000	100	19000

Source: Authors' own research

Table 4 – The amount and structure of activity funds of Yantai Nanshan University

Sources	2022		2023		2024		Deviation 2024-2022, +/-
	Sum, thou. Yuan	Specific weight, %	Sum, thou. Yuan	Specific weight, %	Sum, thou. Yuan	Specific weight, %	
College financial grants	5000000	56,8	5500000	56,7	6000000	57,4	1000000
Student activity fees	2000000	22,7	2200000	22,7	2300000	22,0	300000
Alums and social donations	1000000	11,4	1100000	11,3	1150000	11,0	150000
Corporate sponsorship	800000	9,1	900000	9,3	1000000	9,6	200000
Total	8800000	100,0	9700000	100,0	10450000	100,0	1650000

Source: Authors' own research

Table 5 – SWOT Analysis of Yantai Nanshan University

Strengths	Weaknesses
1. Strong government support and favorable educational policies 2. Increasing research output and citations in core and international journals 3. Comprehensive academic programs and robust faculty development 4. Strong community engagement and social responsibility initiatives	1. Limited international recognition compared to top-tier global universities 2. High reliance on domestic student enrollment and funding sources 3. Limited online course offerings and digital infrastructure 4. Bureaucratic delays and inefficiencies in administrative processes
Opportunities	Threats
1. Expanding international collaborations and partnerships 2. Growing demand for higher education and professional development in the region 3. Increasing use of educational technology and online learning platforms 4. Potential for increased corporate sponsorships and industry partnerships	1. Changes in government policies or funding allocations 2. Economic downturns affecting funding and student enrollment 3. Rising competition from other higher education institutions, both domestically and internationally 4. Cybersecurity threats and data privacy concerns

Source: Authors' own research

University, the internal evaluation conducted among teachers (Table 6) explored how faculty perceive the institution's reputation, fulfillment of social responsibilities, and the effectiveness of its communication and branding practices. This assessment reveals critical psychological dimensions of organizational identity, demonstrating how institutional values are experienced, interpreted, and emotionally internalized by educators, and highlighting areas where perception may diverge from strategic intent.

The data indicate a predominantly positive perception among faculty members. Psychologically, these findings suggest high levels of organizational identification, as teachers associate their professional self-concept with the university's prestige and perceive leadership as legitimate. Such positive internal attitudes serve as emotional capital,

supporting strategic implementation and innovation. Where satisfaction with identity and management is intense, decision acceptance increases, and internal resistance diminishes. Conversely, the medium scores for communication and event management highlight areas where informational transparency and emotional engagement could be further developed to enhance collective motivation.

Complementary to internal evaluations are the perceptions of students, whose attitudes reflect the external or consumer dimension of institutional image. Students respond to the symbolic attributes of the university – its credibility, attractiveness, responsiveness, and social presence – factors that shape their loyalty and word-of-mouth behavior, crucial in international educational markets (Table 7).

Table 6 – Teachers' evaluation of corporate image of Yantai Nanshan University

Elements of corporate image	Indicator weights	Teacher evaluation of indicators (points)		Analysis
		First graders		
		Evaluation criteria	Wi*Vi	
Corporate identity	0,15	5	0,75	Strong institutional reputation and social responsibility.
Information design	0,1	4	0,4	Effective but improvable communication materials and digital content.
Relationships with state agencies	0,05	3	0,15	Moderate collaboration; requires better visibility.
Management style	0,1	4	0,4	Efficient organization and transparent leadership.
The style of business relationships	0,1	4	0,4	Professional interaction with partners and suppliers.
The university logo's relationship with the media	0,05	3	0,15	Average media visibility.
Personal culture of staff and students	0,1	4	0,4	Favorable internal climate and work ethic.
Communication in social networks	0,05	3	0,15	Timely responses but limited creative engagement.
Partnerships with a commercial university	0,1	4	0,4	Active and beneficial cooperation.
Event management	0,05	3	0,15	Adequate organizational level; potential for enhancement.
Overall evaluation	0,15	4,5	0,68	High general image and internal approval.

Source: Authors' own research

Table 7 – Students' evaluation of the corporate image of Yantai Nanshan University

Elements of corporate image	Indicator weights	Student evaluation of indicators (points)		Analysis
		First graders		
		Evaluation criteria	Wi*Vi	
Corporate identity	0,15	4	0,6	Students perceive professionalism and institutional reliability.
Information Design	0,1	3,5	0,35	Straightforward and user-friendly communication materials.
Relationship with state agencies	0,05	3	0,15	Neutral perception of governmental interaction.
Management style	0,1	4	0,4	Efficient administration and student-friendly governance.
Style of business relationship	0,08	3,5	0,28	Professional cooperation with partners.
The university's logo for its relationship with the media	0,08	4	0,32	Strong visual recognition and public visibility.
The personal culture of employees and students	0,12	4	0,48	Positive behavioral norms and interpersonal respect.
Communication in social networks	0,08	3,5	0,28	Prompt digital engagement and accessible interaction.
Cooperation with a commercial university	0,08	3,5	0,28	Active academic partnerships.
Event Management	0,08	3,5	0,28	Efficient organization of academic and cultural events.
Overall assessment	0,1	4	0,4	High overall satisfaction and emotional loyalty.

Source: Authors' own research

The consistency between faculty and student evaluations confirms the psychological alignment between internal and external audiences. For both groups, high scores in identity, management, and culture reveal a coherent organizational narrative – an essential condition for sustainable brand reputation. From a psychological marketing standpoint, this alignment means that the university communicates authentic values that align with its students' lived experiences. Authenticity, in turn, enhances credibility and trust, two key emotional factors that influence consumer choice in educational markets.

The moderate results in digital communication highlight the growing challenge of translating institutional identity into an engaging online presence. In the global education market, digital platforms have a significant influence on initial impressions and institutional credibility.

Information systems in universities support reliable data access, analytical modeling, transparency, and feedback – reducing uncertainty and strengthening users' sense of control. Psychologically, they serve as cognitive frameworks that guide managerial reasoning and build collective trust in organizational decisions.

Their technological foundation – databases, analytical dashboards, and feedback interfaces – integrates performance indicators from teaching, research, and marketing. Developing and improving such systems demands both investment and behavioral adaptation, as decision-makers learn to interpret data and translate insights into strategic action. The estimated costs and timeframes for these enhancement stages are presented in Table 8.

The data in Table 8 illustrate the rational structuring of an information project that supports managerial cognition. Each stage contributes to a different psychological aspect of decision-making.

The integration of datasets increases informational transparency and reduces ambiguity, fulfilling a cognitive need for order. The investment in security ensures emotional safety, protecting users' sense of trust in the system. Visualization tools, by translating abstract numbers into comprehensible images, enhance perceptual fluency – the ease with which information is mentally processed – and thereby increase confidence in conclusions.

Table 8 – Estimated Costs and Timeframes for Data Processing Enhancement Stages

Stage of development	Planned cost (thous. Yuan)	Timeframe (months)	Main objectives
Data collection and integration	300	3	Unify internal and external datasets; establish consistent data formats.
Data storage and security	250	2	Create protected servers; ensure data privacy and accessibility.
Data analysis and visualization	400	4	Implement analytical dashboards and performance indicators.
System maintenance and feedback	150	2	Monitor accuracy; integrate user feedback for continuous improvement.
Total	1100	11	Comprehensive modernization of the institutional data processing system.

Source: Authors' own research

The feedback component of the system represents a crucial learning mechanism, as it enables the organization to evaluate the consequences of previous actions and adjust subsequent ones. In psychological terms, this feedback loop embodies the principle of self-regulation – the ability of the system to monitor, evaluate, and correct its own behavior. When information systems include participatory interfaces that allow teachers and administrators to provide input, they also strengthen the sense of involvement and ownership, which directly enhances motivation and compliance with managerial directives.

In the domain of international marketing, information technologies provide strategic intelligence about global trends, partner institutions, and student behavior. By combining quantitative analytics with behavioral insights, universities can personalize their communication, forecast demand, and tailor programs to meet the expectations of international audiences. Such data-driven decisions not only improve operational efficiency but also create a psychological sense of coherence between institutional identity and external representation.

Conclusions. Psychological mechanisms in international marketing decision-making within the management system of educational services represent the dynamic interplay between analytical logic and human cognition. Decision-making extends beyond administrative procedures to encompass processes of perception, evaluation, communication, and adaptation that align individual thinking with institutional strategy.

Information and technological systems strengthen both analytical precision and psychological confidence by providing reliable data, transparency, and feedback, thus fostering clarity and accountability. In the competitive global education market, effective marketing decisions rely not only on data-driven analysis but also on emotional intelligence, trust, and intercultural sensitivity.

Therefore, psychological mechanisms form the foundation of international marketing decisions, influencing how information is interpreted, strategies are validated, and institutional actions gain legitimacy. Harmonizing analytical reasoning with psychological insight ensures that decisions are not only strategically sound but also emotionally persuasive and socially credible.

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ПСИХОЛОГІЧНІ МЕХАНІЗМИ ПРИЙНЯТТЯ МІЖНАРОДНИХ МАРКЕТИНГОВИХ РІШЕНЬ У СИСТЕМІ УПРАВЛІННЯ ОСВІТНИМИ ПОСЛУГАМИ

Стаття присвячена дослідженню психологічних механізмів міжнародного маркетингового прийняття рішень у системі управління освітніми послугами. У центрі уваги перебуває взаємодія аналітичної раціональності та психологічних чинників, які визначають якість, легітимність і адаптивність управлінських рішень у закладах вищої освіти. Авторами доведено, що процес ухвалення рішень у сучасному університеті виходить за межі технічних чи адміністративних дій і виступає динамічним поєднанням когнітивних, мотиваційних, комунікативних і емоційних процесів, що узгоджують індивідуальне мислення з колективною логікою організації. У роботі підкреслено значення інформаційних та технологічних систем як когнітивних основ управлінської діяльності. Розкрито роль мотивації, сприйняття, емоційної регуляції та зворотного зв'язку як базових психологічних механізмів, що впливають на формування стратегій міжнародного маркетингу у сфері освіти. Особлива увага приділяється питанню взаємозв'язку між раціональним аналізом даних і психологічними чинниками довіри, відповідальності та залученості персоналу. На прикладі Університету Янтай Наньшань здійснено практичний аналіз динаміки заробітної плати викладачів, структури витрат, джерел фінансування, а також результатів SWOT-аналізу й оцінювання корпоративного іміджу викладачами та студентами. Отримані результати демон-

струють високий рівень організаційної ідентифікації, довіри до керівництва та позитивне сприйняття соціальної відповідальності університету, що формує емоційний капітал для підтримки інновацій і стратегічних змін. Здатність адміністрації гармонізувати раціональні розрахунки з психологічним розумінням мотивацій, очікувань і комунікативних стратегій визначає ефективність міжнародного позиціонування університету. Стійкий успіх у міжнародному освітньому середовищі можливий лише за умови поєднання аналітичного планування з психологічним баченням, адже з психологічної точки зору прийняття управлінських рішень є процесом соціальної взаємодії та емоційної узгодженості, що надає їм не лише економічної обґрунтованості, але й емоційної переконливості та соціальної достовірності.

Ключові слова: прийняття рішень, освітні послуги, міжнародний маркетинг, організаційна поведінка, психологічні механізми.

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