

ПОРІВНЯЛЬНА ПЕДАГОГІКА

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DOI <https://doi.org/10.52726/as.pedagogy/2025.2.11>**O. V. HUBSKYI***Postgraduate Student,**V. N. Karazin Kharkiv National University, Kharkiv, Ukraine**E-mail: oleksii.hubskiy@student.karazin.ua**<https://orcid.org/0009-0001-5727-8535>***INTEGRATING ARTIFICIAL INTELLIGENCE (AI) INTO
MARKETING EDUCATION: A CURRENT LITERATURE REVIEW**

Artificial Intelligence (AI) is fundamentally reshaping various industries, including marketing and marketing education. The rapid integration of AI requires the urgent development of specific AI competencies among future marketing professionals. Essential for enhancing productivity, personalization, speed, and often quality of marketing work, proficiency in AI-driven workflows is increasingly becoming a critical requirement for successful careers in the field of marketing. AI offers significant benefits, such as mimicking real-world marketing tasks, enhancing learning by reducing routine assignments, and acting as a study partner, while also transforming education through its impact on cost, personalization, creativity, and effectiveness. Nevertheless, considerable challenges remain, including AI's tendency to make errors, inherent biases, and the significant risks of plagiarism, alongside privacy concerns. Strategic thinking, nevertheless, remains an irreplaceable human prerogative, complementing generative AI with evaluative AI for accuracy. A disparity currently exists between academic offerings and industry demands for Generative AI (GenAI) competencies. This necessitates urgent adaptation due to AI's rapid development and its profound impact on marketing workflows, emphasizing the crucial human factor for successful integration. This article presents a current literature review examining the academic and professional discourse surrounding the imperative of integrating AI into modern marketing curricula. It highlights diverse perspectives from various authors regarding AI's role in marketing education and showcases critical areas for future pedagogical and curricular investigation. The review underscores the need for educational institutions to adapt their offerings to prepare students for an AI-driven marketing landscape.

Key words: artificial intelligence, AI, generative AI, GenAI, competence, AI competence, prompt engineering, large language models, marketing curricula, marketing competence.

Introduction. Artificial Intelligence has emerged as a transformative force, profoundly reshaping industries and particularly influencing the marketing landscape. This widespread implementation of AI is critical, as proficiency in AI is increasingly becoming a crucial competency for marketing specialists across all levels, from a junior level position to executive roles. The discourse surrounding AI's disruptive impact within the marketing industry has gained significant momentum over recent years. For instance, a study by SurveyMonkey highlights that a substantial 73% of respondents report AI playing a key role in crafting personalized customer experiences, with 50% utilizing AI for content creation and 51% employing AI tools to optimize content for various campaigns, such as email marketing and search engine optimization (*10 Eye Opening AI Marketing Stats in 2025*, n.d.).

Further evidence of AI's rapid ascent can be observed through its unprecedented user adoption rates. For example, OpenAI's ChatGPT achieved its first 100 million users in just two months, a pace significantly faster than TikTok (nine months) and Instagram (two and a half years) (HBS Online, 2024).

Demis Hassabis, the chief executive of Google DeepMind articulates the following "I would also say immerse yourself now; that's what I would be doing as a teenager today in trying to become a sort of ninja using the latest tools. I think you can almost be sort of superhuman in some ways if you got really good at using all the latest, coolest A.I. tools. But don't neglect the basics too because you need the fundamentals. And then I think teach meta skills – learning to learn. The only thing we know for sure is there's going to be a lot of change over the next ten years." (Roose & podcast, 2025). This direct quote from a leading

pioneer in AI projects illustrates the importance of learning and accents that one should make to become a successful individual in the next decade.

Despite the discourse on AI across various mediums, the academic community has just begun to systematically analyze the strategies for developing and integrating AI competencies into the marketing curricula. This article aims to synthesize the academic perspectives regarding AI in marketing education, recognizing its crucial role in shaping future marketing competence. By highlighting the most common aspects, it provides an up-to-date overview of the current scientific literature and discourse.

Main part. While the discourse on AI integration in marketing curriculum is only beginning to shape within academia, it is crucial to systematize practical experience and integrate it into educational programs. This urgency derives from the rapid pace of AI development, the extensive benefits it offers, and the profound threats and issues it presents to every sphere of human activity.

The work “Re-Imagining Marketing Education for Career Readiness in the GenAI Era” by (Mehmet et al., 2025) significantly contributes to the discussion regarding AI in marketing education. This work highlights how previous scholarly literature showcases marketing curricular redesigns necessitated by the emergence of social media marketing (Brocato et al., 2015), (Crittenden, 2024), (Muñoz & Wood, 2015) shifts in retail marketing paradigms (Guha et al., 2024) the swift pedagogical integration of digital marketing competencies (Cowley et al., 2021) and, more recently, the inclusion of data analytics into marketing curricula (Kurtzke & Setkute, 2021). These historical progressions demonstrate a consistent responsiveness among marketing academics to critical industry trends during subject design. Furthermore, such developments underscore a continuous and pressing need for marketing education to keep pace as practical marketing methodologies evolve. Even though the marketing curriculum has adapted under the pressure of these disruptors, AI possesses the ability to fundamentally alter the entire marketing workflow. While topics like digital and social media marketing are already

incorporated into the educational programs of many U.S. universities, AI’s full integration is yet to come. Crittenden, in his editorial for Volume 46 of the *Journal of Marketing Education*, also emphasizes that educators are still conceptualizing the optimal approach for incorporating AI into the modern marketing curriculum (Crittenden, 2024).

Weege & Zweigle in their work mentions a comprehensive 2023 study by SHR Berlin University of Applied Science, titled “Künstliche Intelligenz – die Zukunft des Marketings 202”, surveyed 170 marketing managers in Germany, yielding significant insights into the perceived future of AI in marketing. The research indicated that approximately 86% of these marketers are convinced that AI’s importance will continue to increase, foreseeing its more intensive integration across the entire marketing management process, covering consumer insights, strategy, marketing mix, and performance management. Furthermore, 77% of marketing managers who currently utilize AI in their work confirm its status as a key factor, predicting its even greater future significance. Consequently, the study emphasizes that leveraging AI’s full potential for corporate success critically depends on the human factor, highlighting the essential need for enhanced knowledge, targeted training, and practical experience among marketing professionals. (Weege & Zweigle, 2025).

Further in the work they explore how AI can leverage strategic marketing framework based on the article by (Huang & Rust, 2021) where the scholars covered the ways where AI can be used on the example of the three steps marketing framework which consist of three stages during which three types of AI can be leveraged: “Mechanical AI”, which can cover routine tasks, “Thinking AI” which can analyze the acquired results and “Feeling AI” which can interpret the results and tailor the appropriate messages for the potential target audience.

Weege & Zweigle also outline a comprehensive framework for AI integration within marketing, encompassing three key areas: marketing research, which involves data collection, market analysis, and customer understanding; marketing strategy, focusing on market segmentation, targeting, and positioning; and marketing action, char-

acterized by message standardization and personalization according to the selected target audience, as well as relationalization through post-purchase support or customer engagement via chatbots and virtual agents. (Weege & Zweigle, 2025).

Kumar et al. in their 2024 paper proposed a comprehensive framework titled “Marketing areas where AI can bring about transformative effects,” that identifies key domains where Artificial Intelligence can yield transformative effects within marketing. This model showcases six interconnected areas, categorized under three overarching capabilities: Technological marketing capabilities (programmatic advertising, bid placements, automated email campaigns, chatbots etc.), Analytical marketing capabilities (data analysis, marketing performance analysis, data-drive decision making etc.), and Strategic efficiency capabilities (streamlined operations in marketing actions to improve efficiency in marketing, e.g. automated workflows, real-time customer interaction, direct engagement, e.g. using emotional AI etc.). Specifically, AI’s profound impacts are observed in automated marketing strategies, the consideration of ethical implications, enhancing customer experience, identifying growth opportunities with AI implementation, generating AI-driven customer insights, and improving market performance measurement. This framework collectively highlights AI’s influence across the strategic and operational dimensions of modern marketing. (Kumar et al., 2024)

Jatmika et al. in their work discuss Artificial intelligence marketing (AIM) which utilizes AI to automate the extensive collection and analysis of marketing mix data, thus generating actionable insights. This knowledge subsequently enables the automation of various marketing processes, such as market intelligence. A revolutionary feature of AIM is its capacity for highly individualized personalization, tailoring marketing efforts to each customer’s needs and preferences. Distinct from traditional marketing, which typically focuses on firm-level strategies and acquisition-centric activities, AIM provides granular understanding by analyzing individual customer behavior across the entire product or service lifecycle, including acquisition, consumption, and disposal (Jatmika et al., 2024). While the concept of personalization is not new, AI significantly

enhances its capabilities by leveraging vast client datasets to, for example, tailor brand messages to specific customer profiles.

Scheier and Held emphasize that despite AI’s capacity to enhance numerous marketing tactical operations, strategic thinking and formulation remain an irreplaceable human prerogative. They warn that without human-defined guidelines and clear starting points that describe business context in details, AI risks generating generic and uncontrolled outputs or just hallucinations, meaning the results that doesn’t fit the marketing problem. The authors further introduce a crucial distinction between generative and evaluative (or analytical) AI: while generative AI can produce plausible yet potentially inaccurate outputs, evaluative AI ensures accuracy through extensive data analysis. For instance, in brand positioning, evaluative AI can refine the outputs of generative AI to align with a company’s brand policy (Scheier & Held, 2024).

Acar in their work “Reimagining marketing education in the age of generative AI” points that GenAI is transforming marketing education through three key dimensions:

- Cost and scale;
- Personalization and access;
- Creativity and Innovation.

Economically, GenAI significantly reduces the cost of “intelligence,” easing educators’ administrative burdens, (like checking standard test assignments) and freeing time for meaningful student interaction. This enables the unprecedented scaling of high-quality education, making sophisticated pedagogical approaches, like providing detailed feedback at much cheaper cost than human experts. For example, generating automated feedback through Generative AI is at least one and up to three orders of magnitude cheaper than human expert feedback, using the app in an educational setting might free up educators’ resources and save costs (Jürgensmeier & Skiera, 2024) thus, hardly scalable. This manuscript evaluates how well Generative Artificial Intelligence (AI. Pedagogically, GenAI democratizes personalized learning, allowing educators to tailor materials to diverse student needs and empowering learners to adapt content to their preferred formats, pace, and modality. AI tutors

(e.g., Khanmigo) enhance learning effectiveness and dramatically improve accessibility for non-native speakers, dyslexic, and visually impaired students through multi-modal and multilingual content conversion. Finally, GenAI boosts educators' creativity by serving as a thought partner for idea generation and democratizing complex skills like design and coding, enabling the effortless creation of visuals, presentations, and even audio/video content. This fosters innovative, authentic learning activities, including AI-moderated focus groups, product launch simulations, and AI role-playing scenarios (Acar, 2024).

The emergence of GenAI highlights existing limitations within traditional marketing education, revealing a disparity between current academic offerings and the GenAI-driven competencies demanded by industry. This situation suggests a critical re-evaluation by educators and industry stakeholders to redefine the essential skills for marketers. A collaborative approach here is vital, aiming to produce marketing graduates who are both proficient in GenAI and possess a solid foundation in core marketing principles which helps to prompt AI-tools correctly. Analysis of GenAI's application in marketing, as identified by Mehmet et al., revealed key confrontational gaps. These gaps, derived from secondary data sources, covering six primary themes:

- GenAI for digital marketers;
- GenAI for content creation;
- GenAI in research and insights;
- GenAI skills development;
- Ethics in the age of GenAI;
- Limitations and negative impact of GenAI on workforce.

These broad categories are subdivided into secondary themes, which cover specific aspects within each primary domain. Finally, the most detailed level comprises tertiary themes, which articulate the precise confrontational gaps, the specific issues or limitations that require further research and resolution in the context of marketing education. For instance, the theme concerning GenAI for digital marketers identifies critical gaps related to GenAI-enhanced marketing techniques and strategic GenAI integration. This includes challenges in effectively integrating GenAI into broader marketing

strategies, ensuring personalized customer engagement, and automating complex tasks such as ad copy generation, SEO work like titles and description generation, and product recommendations. It also points to gaps in improving customer journey analysis through GenAI and leveraging predictive analytics for deeper marketing insights and GenAI-powered chatbots for customer service.

Similarly, in the area of GenAI for content creation, the framework highlights gaps within content automation & optimization and GenAI tools for creativity. These involve difficulties in efficiently automating the creation of blog posts, videos, and graphics, email chains and achieving genuine personalization in content generation. Furthermore, the use of GenAI for creative content (e.g., Midjourney, DALL-E) and the crucial skill of prompt engineering for artistic content are areas where significant gaps are noted.

The domain of GenAI in research and Insights reveals gaps concerning customer insights through GenAI and market & trend analysis. This points to challenges in deriving actionable insights from customer data, automating market research processes, and effectively personalizing marketing strategies based on data analysis. Additionally, gaps exist in utilizing GenAI to forecast customer behavior and trends, and in applying Natural Language Processing (NLP) for sentiment analysis (analyzing text data to determine the emotional tone of message).

The essential theme of GenAI skills development underscores critical gaps in how GenAI can function as a coach, mentor, tutor, and critique. It identifies specific needs in improving prompt engineering techniques for GenAI outputs, customizing GenAI models for business needs, and building advanced GenAI tools. Foundational skills like ideation, writing, and critical thinking, which are increasingly influenced by GenAI, also feature as important areas where development is required.

In addition, the framework dedicates significant attention to ethics in the age of GenAI, categorizing gaps related to addressing bias and fairness in GenAI-driven content, privacy and data security in GenAI usage, and social responsibility and the ethical use of GenAI tools. Specific ter-

tiary themes under this category include critical issues like bias, fairness, privacy, broader social and environmental impacts, the impact on mental health, and the overall responsibility associated with AI deployment.

Finally, the categorization addresses the limitations and negative impacts of GenAI on the workforce. This includes concerns about the impact on long-term human capabilities and specific limitations related to technological output and accuracy. Identified tertiary gaps point to issues such as the reliability of GenAI, the tendency for users to take shortcuts which can lead to lowering overall quality of marketing work, limitations in creative outputs compared to human-generated content, the risk of bias in output, monotonous content generation, and the persistent need for continuous monitoring and human oversight. (Mehmet et al., 2025).

Guha and Grewal point that marketing and marketing education are already profoundly affected by digital disruptions brought by GenAI, a trend set to continue, and that educators must integrate digital technologies into the classroom. Given widespread predictions that ChatGPT will substantially alter learning in business schools, Guha and Grewal pose a critical question: How should marketing educators conceptualize and plan for the use of ChatGPT, effectively balancing its benefits with its downsides? Based on their comprehensive literature review, interviews, and survey results, they offer a series of recommendations which cover the importance for marketing educators to designing assignments that emulate real-world marketer interactions with ChatGPT, much like current curricula train students on specialized marketing software. The authors provide examples of such assignments in an appendix to their work, noting that these could be further refined based on employer feedback and actual industry uses. (Guha et al., 2024). Furthermore, Guha and Grewal assert that ChatGPT can significantly enhance the learning experience, from institutions like London Business School and Yale University regarding its value in supporting assignments, generating suggestions, and providing feedback (“London Business School ChatGPT Basics,” n.d.). The authors argue that by offloading cognitively easy but time-consuming “busywork” to ChatGPT,

educators can enable students to devote more cognitive resources to demanding or creative tasks, drawing an analogy to how calculators free up students to interpret numerical meaning rather than performing manual calculations. They also emphasize that ChatGPT can facilitate the development of more effective arguments by providing counterarguments or alternate ideas, citing their own experience with students using it to anticipate objections in competition pitches, paralleling classroom debates described by other researchers. Finally, Guha and Grewal identify ChatGPT as a constantly available study partner, capable of rapidly generating flashcards and outlines, thereby accommodating diverse learning styles, though they caution that students must learn to protect against the risk of incorrect information. The authors extensively address the significant downsides of ChatGPT. They state that ChatGPT makes errors, underscoring the user’s responsibility to verify all provided information. The risks of plagiarism are problematic in academic context, as ChatGPT can produce grade-worthy responses that are difficult for existing detection systems to prove as non-original work. Guha and Grewal explore the evolving ethical question of disclosing ChatGPT use, referencing APA guidance which holds authors responsible for any errors or plagiarism from AI-generated content. They also consider the challenge of designing “ChatGPT-proof” assignments, noting that solutions like oral exams are not easily scalable. Finally, privacy concerns are raised, as uploading sensitive data to ChatGPT could expose it to unauthorized access, potentially limiting its use in certain contexts. (Guha et al., 2024)

Conclusion. Artificial Intelligence is profoundly changing marketing, making it crucial for education to adapt. This article has shown that while academic discussion on AI in marketing education is still in its early days, there’s an urgent need to integrate practical AI experience, given AI’s rapid growth, its benefits, and the new challenges it presents. Marketing education has always adapted to new technologies like social media and digital marketing as showcased by (Mehmet et al., 2025). Yet, AI brings a deeper shift, altering entire marketing workflows. Most marketers already see AI as increasingly important and a key to success

as highlighted by (Weege & Zweigle, 2025). For educators, AI, like ChatGPT, offers real benefits: it can help students practice real-world marketing tasks, enhance learning by reducing routine “busywork” to free up time for creative thinking, and act as a consistent study partner. However, AI integration comes with significant challenges. AI tools can make errors, exhibit biases, and pose serious risks of plagiarism and privacy breaches. Educators must also teach about AI more broadly, not just one tool like ChatGPT, as the technology is still evolving (Guha et al., 2024).

Crucially, the “human factor” remains central. While AI is brilliant at certain tasks, human critical thinking, strategic judgment, and ethical considerations are irreplaceable. Challenges

remain in areas like AI for marketers, content creation, and ethics, underscoring that students need more knowledge, training, and experience to use AI effectively and responsibly for business success.

In summary, marketing education faces a vital turning point. Wisely integrating AI competencies is not merely optional but essential to prepare future marketing professionals. This requires a balanced approach that leverages AI’s advantages while directly addressing its limitations, with a strong focus on developing human critical thinking and strategic skills. Future research should continue to bridge these emerging gaps to ensure marketing education is not years behind industry trends.

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О. В. ГУБСЬКИЙ

здобувач третього (освітньо-наукового) рівня вищої освіти,

Харківський національний університет імені В. Н. Каразіна, м. Харків, Україна

Електронна пошта: oleksii.hubskyi@student.karazin.ua

<https://orcid.org/0009-0001-5727-8535>

**ІНТЕГРАЦІЯ ШТУЧНОГО ІНТЕЛЕКТУ (ШІ) В МАРКЕТИНГОВУ ОСВІТУ:
ОГЛЯД СУЧАСНИХ ДЖЕРЕЛ**

Штучний інтелект (ШІ) кардинально змінює різні галузі, включаючи маркетинг та маркетингову освіту. Швидка інтеграція ШІ вимагає термінового розвитку конкретних компетенцій у сфері ШІ серед майбутніх фахівців з маркетингу. Вміння працювати з процесами на основі ШІ, яке є необхідним для підвищення продуктивності, персоналізації, швидкості та часто якості маркетингової роботи, все більше стає критичною вимогою для успішної кар'єри в галузі маркетингу. ШІ пропонує значні переваги, такі як імітація реальних маркетингових завдань, покращення навчання за рахунок зменшення рутинних операцій та виконання функції партнера по навчанню, а також трансформацію освіти завдяки впливу на вартість, персоналізацію, креативність та ефективність. Проте залишаються значні виклики, включаючи схильність ШІ до помилок, упередження та значні ризики плагіату, а також проблеми конфіденційності. Стратегічне мислення, тим не менш, залишається незамінною прерогативою людини, доповнюючи генеративний ШІ оцінювальним ШІ для забезпечення точності. В даний час існує розбіжність між академічними пропозиціями та вимогами маркетингової індустрії щодо компетенцій в контексті використання ШІ. Це вимагає термінової адаптації через швидкий розвиток ШІ та його глибокий вплив на робочі процеси в маркетингу. У цій статті представлено огляд актуальних джерел, в якому розглядається академічний та професійний дискурс щодо необхідності інтеграції ШІ в сучасні навчальні програми з маркетингу. У ній висвітлюються різні точки зору різних авторів щодо ролі ШІ в маркетинговій освіті та представлені критичні області для майбутніх педагогічних, та навчальних досліджень. Огляд підкреслює необхідність адаптації навчальних закладів до вимог ринку, щоб підготувати студентів до маркетингового середовища, яке ставить ШІ на перше місце.

Ключові слова: штучний інтелект, ШІ, генеративний ШІ, компетенція, компетенція в галузі ШІ, промт-інжиніринг, великі мовні моделі, навчальні програми з маркетингу, маркетингова компетенція.

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