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**EDUCATIONAL APPROACHES AND MECHANISMS
FOR THE DEVELOPMENT OF FOREIGN LANGUAGE COMPETENCE
OF MILITARY PERSONNEL**

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The article examines the educational approaches for organizational and pedagogical mechanisms that ensure the development of foreign language competence among military personnel in the context of modern military education reform and the growing demands of professional military activity. The phenomenon of foreign language competence is analyzed as a multidimensional construct that includes linguistic, communicative, social, cultural, and strategic components that are critical for effective communication in international military environments.

The study identifies institutional, methodological, and technological factors that influence the efficiency of foreign language training processes. Special attention is paid to competency-based, communicative, and task-oriented approaches as key methodological frameworks for enhancing the practical language skills of service members. The article emphasizes the importance of authentic learning environments, simulation tasks, digital training tools, and international collaboration formats for strengthening communicative readiness in real operational conditions.

It is concluded that the improvement of foreign language competence requires the integration of standardized training procedures, modern educational technologies, and targeted professional tasks aligned with NATO standards and multinational operational contexts. The proposed mechanisms contribute to the optimization of training models and the formation of a stable communicative proficiency that meets contemporary requirements of military interoperability.

Key words: *foreign language competence, military personnel, professional military communication, skills development, educational approaches, competency-based training, military education, interoperability.*

ОСВІТНІ ПІДХОДИ ТА МЕХАНІЗМИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ ВІЙСЬКОВОСЛУЖБОВЦІВ

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У статті здійснено теоретичне обґрунтування освітніх підходів та когнітивно-комунікативних механізмів формування іншомовної компетентності військовослужбовців у системі сучасної військово-професійної підготовки. Підкреслено, що домінуючі тенденції розвитку військової освіти, зокрема поглиблення міжнародного військового співробітництва та вимоги до сумісності у форматі НАТО, зумовлюють підвищення професійних стандартів щодо володіння англійською мовою як інструментом службово-бойової діяльності та професійної комунікації. Обґрунтовано нормативно-правові засади іншомовної підготовки військовослужбовців, окреслені положеннями національного законодавства та відомчих документів, що визначають англійську мову як одну з умов професійної придатності для низки посад у секторі оборони.

Проаналізовано сучасні педагогічні підходи до іншомовної підготовки (компетентнісний, когнітивно-комунікативний, діяльнісний), визначено їхні потенційні переваги та обмеження в контексті військової освіти. Аргументовано, що ефективне формування іншомовної компетентності передбачає інтеграцію мовної підготовки з професійними видами діяльності, застосування завдань, моделювання службово-бойових ситуацій та використання автентичних військових матеріалів. До провідних механізмів віднесено аналіз спеціалізованих текстів, рольові симуляції, кейс-орієнтовані завдання, моделювання прийняття рішень у багатонаціональному середовищі, складання та передавання наказів у стандартизованих форматах НАТО.

Доведено, що поєднання когнітивних процесів (концептуалізація, термінотворення, інформаційна обробка) з комунікативною діяльністю (усна/письмова взаємодія у професійному дискурсі) забезпечує інтегроване становлення іншомовної компетентності, яка в умовах військової служби набуває статусу операційного ресурсу та чинника успішної багатонаціональної взаємодії. Підкреслено, що результативність іншомовної підготовки залежить від системної узгодженості нормативного забезпечення, організаційних рішень військової освіти та педагогічного інструментарію. Зроблено висновок про необхідність подальшого розвитку цілісної методології формування іншомовної компетентності

військовослужбовців з урахуванням стандартів НАТО, вимог кадрової політики та оперативних потреб сектору оборони.

Ключові слова: ініціативна компетентність, військовослужбовці, військова освіта, когнітивно-комунікативний підхід, професійна комунікація, військова англійська, освітні технології, НАТО, оперативна сумісність, військово-професійна підготовка.

Problem Statement. Contemporary developments in military professional education have markedly elevated expectations regarding the professional readiness of servicemen. Personnel are now required to perform service-combat tasks with consistent efficacy amid rapidly evolving security contexts and deepening international military cooperation. A key element of this readiness is professionally oriented foreign language competence, which facilitates effective communication within multinational formations, enables meaningful participation in joint exercises and peacekeeping operations, and supports constructive engagement with foreign partners. From this point of view, foreign language acquisition emerges as an indispensable precondition for optimizing operational performance and enhancing the quality of professional interaction. Prevailing approaches to foreign language instruction in military contexts frequently fail to align fully with current educational imperatives; thereby necessitating rigorous scholarly justification and the adoption of purposefully designed pedagogical frameworks for cultivating foreign language competence within the military education system.

Analysis of Recent Studies and Publications. The analysis of scientific literature on this topic reveals a sustained interest among Ukrainian scholars in the issues of developing foreign language competence among military professionals as part of their professional training system. O. Velychko substantiates the managerial prerequisites for defining its content [1]. I. Savka and L. Nanivska elucidate the potential of an integrative pedagogical paradigm in the foreign language preparation of future engineering officers [9]. L. Kanova and S. Tarasenko conceptualize foreign language competence as an intrinsic constituent of the professional profile of officers in the Armed Forces of Ukraine [3]. Organizational dimensions of foreign language training in higher military educational establishments are systematically examined by V. Mirnenko, O. Nozdrachov, L. Semenenko, and V. Kostrach [5]. But A. Marushkevych concentrates on the development of foreign language communicative competence among cadets pursuing non-linguistic specializations, delineating the requisite pedagogical conditions for its advancement in military higher education institutions [4].

Meanwhile, summarizing the findings of scientific investigations allows us to conclude that there are several aspects of this issue that remain insufficiently explored. A coherent, systematic framework for the deliberate cultivation of professionally oriented foreign language competence integrating the particularities of contemporary military operations, prevailing training standards (including NATO interoperability requirements), and the operational realities of higher military educational institutions

has yet to be adequately theorized. Similarly, the pedagogical mechanisms, instructional methods, and organizational modalities required to equip military specialists for effective professional communication in intercultural and multinational settings remain insufficiently delineated. This persisting theoretical and applied uncertainty underscores the timeliness and pertinence of continued inquiry in this domain.

Aim of the Study. Theoretically substantiate the cognitive-communicative mechanisms underpinning the formation of professionally oriented foreign language competence among servicemen within the broader framework of professional military training.

Main Content of the Research. The normative foundation for developing professionally oriented foreign language competence is enshrined in Ukrainian legislation. Notably, Article 3 of the Law «On the Application of the English Language in Ukraine» [7], which mandates English proficiency for designated contract-service positions across officer, sergeant, and warrant officer categories, as determined by the Cabinet of Ministers. This statutory obligation effectively positions foreign language proficiency as a constitutive element of professional suitability.

The requirement entails functional command of English in operationally critical situations: processing specialized documentation, conducting official communication, operating in multinational environments, and rendering decisions under temporal constraints. Foreign language competence thus constitutes an integrated intellectual-communicative capacity encompassing linguistic knowledge, domain-specific meanings, and adaptive discursive strategies.

Realization of these objectives demands deliberate methodological scaffolding. Proven instruments include the analysis of authentic military-professional texts, simulation of operationally relevant communicative scenarios, execution of cognitively demanding interpretive and synthetic tasks, and problem-oriented exercises that necessitate decision-making in the target language.

Crucial to efficacy is the deliberate alignment of instructional tasks with underlying cognitive information-processing operations. Pedagogically productive activities encompass the conceptualization of military concepts, construction of terminological networks, and cross-linguistic comparative analysis of command structures practices that promote deeper assimilation of professional content and enhance the durability of foreign language proficiency.

The Roadmap for Enhancing Language Training in the Armed Forces of Ukraine (2021–2025) [2] highlights that Ukraine's integration into NATO's Enhanced Opportunities Program imposes stringent interoperability requirements, rendering adequate English proficiency a decisive enabler of professional interaction and operational effectiveness. Achievement of this standard relies on cognitive-communicative mechanisms of language acquisition that actively recruit higher-order thinking, accumulated professional experience, and strategic linguistic deployment.

Intrinsic motivation is fostered through intensification of cognitive-educational engagement, integration of diverse instructional modalities, deployment of varied pedagogical techniques, and provision of immediate, interactive feedback [2]. Within this

paradigm, particularly efficacious activities include translation of specialized military terminology, simulation of English-medium staff deliberations, and synthesis/generalization tasks drawing upon authentic military documentation.

The synergistic integration of methodological approaches with personnel management policy yields a comprehensive system for competence formation one that transcends instructional delivery to encompass structured advancement and sustained retention of linguistically proficient personnel [2]. This entails systematic talent-pool cultivation, deliberate career trajectory planning, and continuous motivational reinforcement to preserve elevated levels of both professional and linguistic competence across the duration of military service.

Among empirically validated methods in military English for Specific Purposes (ESP) training are case based analyses, role play simulations, and close reading of authentic English language military orders and directives. These techniques systematically bridge linguistic proficiency with operational capabilities, fostering robust communicative strategies essential for high stakes decision-making in multinational and intercultural contexts.

Complementing these interactive approaches is the close reading and critical scrutiny of authentic military documents such as five paragraph combat orders (SMEAC/OPOD format), situation reports (SITREPs), intelligence summaries (INTSUMs), standard operating procedures (SOPs), and NATO directives[10].

Collectively, these methods promote deep integration of language use with professional expertise, shifting instruction from decontextualized skill drills toward authentic, task-oriented performance. Empirical evidence from military ESP contexts underscores their efficacy in improving communicative competence, motivation, and long-term retention of vocationally relevant linguistic resources, ultimately contributing to enhanced interoperability and mission effectiveness in contemporary multinational operations.

Consequently, the fusion of pedagogical innovation with human resource management not only advances linguistic capability but simultaneously nurtures professional cognition, operational adaptability, and preparedness for service within multinational and international frameworks attributes indispensable to contemporary military effectiveness [2].

The efficacy of language preparation is contingent upon the systemic coherence of the military education architecture, which harmonizes national regulatory frameworks, NATO interoperability standards, and European educational benchmarks. The distinctive character of military specialist formation entailing elevated risks to life and health alongside operational and combat responsibilities renders the unity of upbringing and instruction foundational. This integration creates optimal conditions for embedding cognitive-communicative mechanisms into foreign language competence development and for elevating overall professional efficacy [6].

Illustrative instructional tasks encompass a range of cognitively and communicatively demanding activities explicitly aligned with the operational realities of military

service and the interoperability demands of multinational environments. These tasks are deliberately designed to bridge linguistic proficiency with professional decision-making and situational awareness, thereby fostering the integrated development of foreign language competence in contextually authentic settings.

Representative examples include the parsing of English-language combat orders (such as five-paragraph SMEAC-format directives or fragmentary orders) while simultaneously simulating tactical decision contexts. Learners must identify critical elements including the commander's intent, main effort, decisive points, and supporting tasks then articulate reasoned interpretations and proposed courses of action under constrained timelines, replicating the cognitive load and urgency characteristic of real operational environments [10].

Finally, interactive role-plays systematically replicate conditions of multinational military collaboration. Scenarios may involve coordinating joint fires support, conducting cross-national staff briefings, negotiating rules of engagement in mixed-force environments, requesting medical evacuation (MEDEVAC/CASEVAC) using the standard nine-line format, or managing crisis response in coalition headquarters. These simulations introduce variables such as communication barriers, cultural nuances, time pressure, and incomplete information, compelling participants to deploy adaptive linguistic strategies, negotiate meaning, and exercise intercultural competence in high-stakes professional interactions [6].

Collectively, these tasks operationalize the cognitive-communicative paradigm by embedding language practice within authentic military decision cycles, thereby ensuring that linguistic gains are not isolated but directly transferable to enhanced operational effectiveness in joint and multinational contexts.

The competency-oriented paradigm seeks to equip servicemen to execute foreign language communicative tasks with operational proficiency accurately receiving, transmitting, and analyzing vocationally relevant information [1]. This competence transcends mastery of specialized lexicon, syntax, and terminology to encompass prompt decision-making, situational modeling, and adaptive behavioral regulation in authentic operational settings. Within the cognitive-communicative framework, such competence manifests as an integrative attribute of the individual, synthesizing linguistic, cognitive, and sociocultural dimensions and thereby securing enduring readiness for professional foreign language interaction and effective intercultural/multinational adaptation.

Independent study encompasses translation and annotation of authentic professional literature, systematic refinement of grammatical and lexical mastery, processing of vocationally salient texts, and cultivation of oral and written communicative proficiency within realistic service scenarios. Particular emphasis is accorded to fostering intercultural tolerance and readiness for uninhibited interaction through comprehension of international communicative dynamics, role consciousness, and strategic linguistic application [4].

A genuinely systemic orientation transcends the mere structural acquisition of linguistic forms (phonology, morphology, syntax, and lexicon). Instead, it mandates their

deliberate and recursive integration into applied professional practice through task-based, simulation-driven, and problem-oriented activities that mirror real-world military scenarios. Such integration effects a comprehensive development of competence, bridging declarative knowledge (knowing about the language) with procedural and strategic mastery (knowing how to use the language effectively in context). The outcome is markedly heightened preparedness for missions conducted in multinational and international environments, where linguistic proficiency directly contributes to interoperability, situational awareness, force protection, and overall mission success. In this way, foreign language training evolves from a peripheral skill into a core operational enabler, fully aligned with the demands of contemporary joint and coalition operations.

Conclusions and Prospects of Further Research. The investigation establishes that the formation of professionally oriented foreign language competence among servicemen constitutes a coherent, normatively regulated, and methodologically orchestrated process wherein cognitive and communicative mechanisms of foreign language information processing are inseparably conjoined. Within this paradigm, language preparation transcends its conventional status as a supplementary educational component to emerge as a critical determinant of operational effectiveness, capacity for collaborative action with international partners, and overall readiness to discharge service-combat responsibilities.

The efficacy of this developmental trajectory hinges upon precise coordination among statutory mandates, organizational parameters of military education, and the cognitive-communicative intentionality of instructional tasks that authentically replicate professional foreign language interaction. Such tasks systematically advance servicemen's capacity to analyze, interpret, and functionally deploy a foreign language in professional contexts, seamlessly integrating linguistic resources with experiential knowledge and operational exigencies.

Particularly consequential are analytical-interpretive, productive-modeling, and situational-communicative exercises, which effectuate the fusion of linguistic proficiency with professional signification and engender stable communicative strategies for decision-making. Engagement in these activities stimulates strategic cognition and situational responsiveness within foreign language professional milieus, thereby ensuring reliable transferability of acquired competencies into actual military practice.

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