

FEATURES OF THE METHODS OF CONDUCTING CLASSES WITH THE ARMED FORCES OFFICERS OF UKRAINE IN ACCORDANCE WITH STANAG 6001 STANDARD

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The article emphasizes that servicemen of the Armed Forces of Ukraine, especially officers, must master foreign language at functional (SLP-2) level in accordance with the NATO STANAG 6001 international standard for military personnel in order to participate in international military exercises. The concept of professional foreign language competence and directions for improving professional foreign language training has been revealed. The methods of conducting classes with servicemen of the Armed Forces of Ukraine in accordance with the STANAG 6001 standard were considered. The most effective methods and tools of professional foreign language training were considered in details: projects, warm-ups, specific situations, brainstorming, video viewing and filming, communicative games, etc. The tools of the formation of professional foreign language competence are described: the creation of a language environment with the help of authentic sources of information, as well as the use of language laboratories and language simulators. Modern foreign language teaching technologies at higher military educational institutions are professionally oriented learning, the use of the project method in education, game technologies, intensive and distance learning technologies, the use of information and telecommunication technologies, work with educational computer programs in foreign languages, creating presentations, using Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), training systems, etc.

Keywords: NATO STANAG 6001; professional foreign language competence; professional foreign language training; language environment; projects; warm-ups; case study; brainstorming; video viewing and filming.

Fig. 1. Ref. 10.

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ОСОБЛИВОСТІ МЕТОДИКИ ПРОВЕДЕННЯ ЗАНЯТЬ З ВІЙСЬКОВОСЛУЖБОВЦЯМИ ЗБРОЙНИХ СИЛ УКРАЇНИ ВІДПОВІДНО ДО СТАНДАРТУ СТАНАГ 6001

У статті наголошено, що військовослужбовцям Збройних Сил України для участі у міжнародних військових навчаннях, особливо офіцерам необхідно володіти іноземною мовою на рівні СМР-2, відповідно до міжнародного стандарту НАТО СТАНАГ 6001 про рівень володіння іноземною мовою військовослужбовцями. Розкрито поняття професійної ініомовної компетентності та напрямів удосконалення професійної ініомовної підготовки. Розглянуто методи проведення занять з військовослужбовцями Збройних Сил України відповідно до стандарту СТАНАГ 6001.

Детально розглянуто найбільш ефективні методи й інструменти професійної ініомовної підготовки: проекти, розминки, конкретні ситуації, мозковий штурм, відеоперегляди та відеозйомки, комунікативні ігри та ін. Описано інструменти формування професійної ініомовної компетентності: створення мовного середовища за допомогою автентичних джерел інформації, а також використання мовних лабораторій та мовних тренажерів.

Ключові слова: НАТО 6001; професійна ініомовна компетентність; професійна ініомовна підготовка; мовне середовище; проекти; розминки; кейс метод; мозковий штурм; перегляд відеофільмів та відеозйомка.

Statement of the problem. Today's challenges require Ukrainian servicemen and soldiers of the Armed Forces to be fluent in English, since the instructions for using foreign-made weapons, as well as the very process of education and training for the use of these weapons, are in English. Therefore, there is an urgent need to master the English language quickly, qualitatively and in a short period of time. In addition, joining of the Armed Forces of Ukraine to the NATO Program of enhanced capabilities, there is a need for proper interoperability of the units of the Armed Forces with units of NATO member states, and the mastery of the English language by the personnel, which is one of the factors of achieving interoperability with NATO, is of great importance. Studying a foreign language will provide an opportunity for various branches of the leadership of the Armed Forces of Ukraine to freely and professionally conduct a dialogue with representatives of various professions and partner countries from the NATO countries.

The Armed Forces of Ukraine use both individual and group forms of training servicemen. For example, the following forms of organization of education are provided at the higher military educational institutions of the Ministry of Defense of Ukraine: training classes, performance of individual tasks, practical training, independent work (independent classes) of cadets (students), control measures [7].

Analysis of recent research and publications.

The scientific works of I. Bloschynskyi, T. Vakolyuk, O. Volobueva, O. Yefimova, L. Kanova, S. Kozak, V. Krikun, O. Lagodynskyi, S. Lazarenko, N. Shalygina, L. Yakubovska were devoted to the problem of foreign language training of specialists in the field of national security and defenses.

The works of the following scientists: I. Rebriy, O. Shcherba, V. Zhelisco, O. Yefimova, N. Nechiporuk, Yu. Suprunchuk reveals different aspects of foreign language competence formation.

The purpose of the article is to describe the most effective methods and tools of professional foreign language competence formation: projects, warm-ups, case study, brainstorming, video viewing and filming, communicative games as well as the tools of professional foreign language training.

Presentation of the main material. It is necessary to mention, servicemen of the Armed Forces of Ukraine, especially officers, need to master a foreign language at the functional level (SLP 2), in accordance with the international standard STANAG 6001 on the appropriate level; (phonetic, morphological, lexical, syntactic) rules for constructing narrative, interrogative, imperative and exclamatory sentences; grammatical constructions and peculiarities of their use; the use of basic words and phrases of military topics; modern terminology regarding the weapons and equipment of forces (countries) of NATO members; terminological minimum for profes-

sional communication in a foreign language; peculiarities of the transfer of information of a military, military-political and military-technical content; the standardized procedure of actions in various extreme language situations during the performance of tasks; rules for drafting and maintaining documentation in English in accordance with staff culture (from writing official letters to reports); the main abbreviations and their meanings, which are used during radio telephone communication, radio exchange and in everyday communication of participants of international exercises; social and cultural features of communication in English with foreign colleagues; linguistic culture, history and realities of countries and organizations where English is the official or working language [8].

According to the Department of Military Education and Science of the Ministry of Defense of Ukraine, army language training centers have been created today, which can train 800 people a year. For this purpose, mobile groups of English teachers are sent to the military units, who teach the military at the places of service [2]. The solution of the second task is not as critical in time as the solution of the first task, and therefore, currently, various programs, distance courses are being developed, and innovative teaching methods are being implemented in order to improve the process of language training of students of higher educational institutions and officers of the Armed Forces [6].

Currently, an important question arises regarding the introduction of the latest forms and methods of learning a foreign language and special techniques and methods of learning. Within the framework of the Ukraine NATO Partnership Goal G1200 "Language Courses" Program, which provides increasing the effectiveness of the sustainable system of language training in the Armed Forces of Ukraine, aimed at ensuring the appropriate level of foreign language proficiency of the personnel, a Roadmap with the stages of gradual mastering of the English language by military personnel has been developed. The preparatory steps are: measures to organize language courses, increase academic hours when studying the discipline "Foreign Language" at higher military educational establishments, organization of extra classes, distance learning, innovative teaching methods are being implemented in order to improve the process of language training of military personnel at higher educational institutions of Ukrainian Armed Forces [3].

Professional foreign language training of military personnel (interpreted as an integrated pedagogical process aimed at the assimilation of linguistic, special and social-cultural knowledge, English and speaking skills, practical language skills; professional, communicative and general cultural development of a specialist capable of constant professional growth, continuous self-education, solving practical military tasks in the conditions of a full-scale war with the aggressor country and modern military cooperation with NATO countries. As a

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result of professional foreign language training is the professional foreign language competence formation of Ukrainian Armed Forces [1].

The important areas of professional foreign language competence formation of both cadets and officers, the result of which is the improvement of professional foreign language training, are : 1) further improvement of scientific, educational and methodological, material and technical support of servicemen of the Armed Forces of Ukraine, in particular, the organization of intensive targeted use of language laboratories, arrangement of specialized classes for independent language training of servicemen; 2) development of classroom and non-classroom language courses using various forms of distance learning based on the latest information and computer technologies; 3) development of appropriate educational and methodological materials, in particular textbooks and manuals for learning English, taking into account the requirements of legislation, the specialties of military specialists, and the specifics of their training; 4) creation and implementation of a system of centralized information support for independent language training of cadets using information technologies; 5) use of high-quality,

modern, authentic material, including guidance documents of the armed forces of NATO member countries; 6) implementation of innovative and non-traditional teaching methods in the process of professional foreign language training at higher military educational institutions; 7) improvement of faculty member development at higher educational institutions abroad [5].

Besides, the training of officers and cadets in accordance with NATO standards has its own features, forms, methods and training tools (see Fig. 1).

Modern foreign language teaching technologies at higher military educational institutions are: professionally oriented learning, the use of the project method in education, game technologies, intensive and distance learning technologies, the use of information and telecommunication technologies, work with educational computer programs in foreign languages, creation of presentations, using Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), training systems, etc. [4].

Let's consider the methods and tools of formation of professional foreign language competence of military personnel in more details (see Fig. 1).

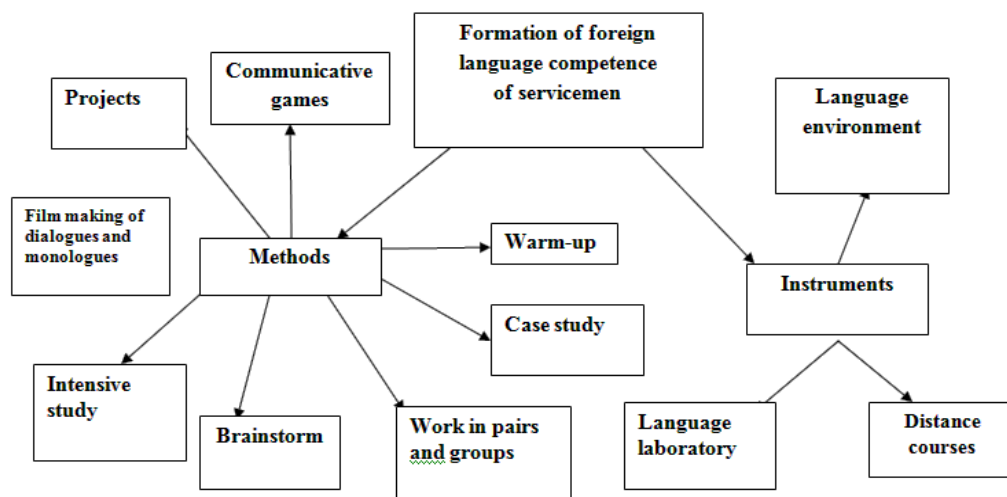


Fig. 1. Methods and tools of formation of professional foreign language competence of military personnel

One of the interactive methods of work of military personnel, which develops creativity and individual independence, is warm-up in the morning before studying the main educational material. Officers are invited to prepare informational, motivational, musical, cognitive, patriotic messages in order of priority, which may contain video fragments with mandatory tasks for the group. The main requirements for such messages are that they should be interesting, meaningful, promote mental activity, immerse in a foreign language environment, and involve servicemen in the group work [8].

The case study method (method of specific situations) is a set of authentic text materials on a certain

educational topic, related to real problematic life or professional events. The task of military personnel consist is to carefully study the details of the situation, develop several options for solving the problem, followed by the group discussion. This method contributes to the formation of such important professional competencies in military personnel as communication skills, analytical skills, creative thinking, and the ability to discuss and cooperate in teams.

Project work is an interactive method that allows military personnel to work together in stages, in detail, on a certain topic, using Internet resources, and come up with concrete practical proposals for solving the problem.

The group of project executors distributes the prepared material among themselves, prepare group presentation and thus defends their research. During foreign language classes, the group of officers presented the projects “Prominent military commanders, leaders of the present and past”. Everyone prepares a part of the general presentation and presents it to the group in turn. This type of work allows servicemen to learn thematic vocabulary and learn to work with a large amount of foreign language information.

Pair work and work in small groups gives all group members the opportunity to take part in the process of assimilating language and speech material on a specific educational topic, as well as to additionally practice such interpersonal communication skills as the ability to hear the interlocutor’s opinion, react to his idea, reach an agreement and develop a joint decision. Working in a small group is an integral part of many interactive activities in foreign language classes, such as dialogue, discussion, role-play, round table talk, mini-conference, doing crossword puzzles, etc.

Brainstorming technology is also often used in foreign language classes. The participants of the discussion are invited to express in a foreign language as many proposals or options for answers as many as they can within 3–4 minutes. The most successful ones are selected for further discussion and practical use.

Viewing video materials is a very popular form of interactive activity, which is used at various stages of learning a specific topic. Military personnel watch full-length films in the original language, fragments from them or educational video stories as additional material for independent work. Sometimes the method of filming a dialogue or monologue is used. It is prepared in advance, using appropriate vocabulary and grammatical structures, and then presented to the audience. It helps to accumulate the knowledge gained by military personnel during training, to thoroughly prepare for classes and to develop communication skills. Video materials are used during warm-ups, as a demonstration of new material, as well as for commenting on various situations when the video goes without sound. During professional foreign language training classes, the principles of both communicative and intensive training methods are used, since officers must develop professional foreign language competence during four months language training of intensive classes [8].

The basic principles of intensive methods of foreign language learning include: – the principle of group interaction (learners actively communicate with others, expand their knowledge, improve their skills and abilities); – the principle of personally-oriented communication is no less significant (during communication, each learner influences and is influenced by other learners); – the principle of role-based organization of the educational process (role-play is one of the effective means of creating a motive for students’ foreign language co-

munication); – the principle of concentration in the organization of educational material and the educational process (encourages instructors to work in constant search of new forms of presenting the material); – the principle of multifunctionality of exercises reflects the specificity of the system of exercises in the intensive teaching methodology and provides for simultaneous and parallel mastering of language material and speech activity [9].

The leadership and educational institutions of the Armed Forces of Ukraine face the task of implementing innovations such as: training in pairs and group work; brain method, exchange of ideas; paired interviews; simulation of the situation; discussions, debates. The following instruments can serve as tools for achieving the set goal: information and communication technologies; multimedia programs; use of the worldwide Internet; remote technologies; language laboratories; language simulators for pilots.

As tools for the formation of professional foreign language competence, we consider the creation of a language environment with the help of authentic sources of information, as well as the use of language laboratories and language simulators.

Besides, multifunctional language laboratory for the system of higher language education can serve as a means of optimizing the educational autonomy of military personnel in the process of mastering a foreign language and the educational and methodological activities of the instructor, focused on the use of information and communication technologies in the linguistic didactic process, on the stimulation of foreign language activity of students, accounting their individual, age and personal characteristics, real or virtual immersion in foreign language multimedia education environment, as well as bases for the development of electronic educational complexes and platforms for their implementation and use.

One of the important learning tools is remote foreign language courses for those who cannot undergo intensive language training.

Starting from 2017, Ukrainian higher military educational institutions within the framework of the DEEP Program (military education improvement program) also have access to the resources of the online educational platform ADL (NATO/DEEP-owned Advanced Distributed Learning (ADL) Portal), which made it possible to improve the process of development, storage and use during classes of materials of specialized distance learning courses of the English language [10].

Conclusions and prospects for further research. Therefore, even in the conditions of martial law, it is necessary to develop military education, to train military specialists capable of possessing professional foreign language competence at the international level. Provides for the professionalization of the Armed Forces of Ukraine and other components of the defense forces, the integration of military education management bodies, the

**FEATURES OF THE METHODS OF CONDUCTING CLASSES WITH
THE ARMED FORCES OFFICERS OF UKRAINE IN ACCORDANCE WITH STANAG 6001 STANDARD**

network of military educational institutions, current education standards, professional standards, the legislative and regulatory framework into a single complex of components of the military education system to provide the defense forces with military specialists. The professionalization of military education involves the construction of a modern model of professional military education, which ensures the training of military specialists on the basis of their continuous professional development, taking into account the general trends in the development of the national and international security system, changes in the principles and methods of conducting armed struggle, new requirements for the quality of military education, and the formation of integrity based on NATO standards.

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“Вчиться так, немов ви постійно відчуваєте брак своїх знань, і так, немов ви постійно боїтеся розгубити свої знання”.

*Конфуцій
давньокитайський філософ*

“Роби те, до чого народжений, будь справедливий і миролюбний громадянин, і досить із тебе”.

*Григорій Сковорода
український філософ-містик, богослов, поет, педагог*

“Ідіть впевнено у напрямку до мрії. Живіть тим життям, яке ви самі собі придумали”.

*Генрі Девід Торо
американський письменник*

“Здатність закладена заздалегідь, але вона повинна стати умінням”.

*Йоганн Вольфганг Гете
німецький поет, прозаїк*

