

DOI 10.26886/2520-7474.2(56)2023.5

UDC 378.6: 355+378.147

**COMPARATIVE ANALYSIS OF THE EFFICIENCY OF FOREIGN
LANGUAGE TRAINING OF UKRAINIAN ARMED FORCES OFFICERS AT
HIGHER MILITARY EDUCATIONAL INSTITUTIONS**

Liudmyla Kanova, PhD of Pedagogical Sciences, Associate Professor

<https://orcid.org/0000-0001-9371-1343>

e-mail: ludok_maslak@yahoo.com

Korolov Zhytomyr Military Institute, Ukraine, Zhytomyr

The article analyses the efficiency of foreign language training of Ukrainian Armed Forces officers at higher military educational institutions. It also defines the levels of professional language training of servicemen and its importance in the professional activity of the Ukrainian Armed Forces officers according to NATO STANAG 6001 standard. The author also compares language education in the USA, Great Britain, Germany, Canada and Ukraine. The paper emphasizes the fact that without mastering foreign languages, it is impossible to realize the social and professional mobility of servicemen. Prospects for further research include an analysis of the content and forms of educational and special English language courses for military personnel of Ukraine, the development of an English-language training program for officers in the postgraduate education system using modern educational technologies in combination with personal-oriented training and military-professional activities.

Key words: *efficiency of foreign language training, NATO STANAG 6001 standard, Ukrainian Armed Forces officers, levels of professional training of servicemen, professional activity.*

Кандидат педагогічних наук, доцент Канова Л. П., Порівняльний аналіз ефективності іншомовної підготовки офіцерів Збройних Сил

України у вищих військових навчальних закладах / Житомирський військовий інститут імені С.П. Корольова, Україна, Житомир.

У статті аналізується ефективність іноземної мовної підготовки офіцерів Збройних Сил України у вищих військових навчальних закладах. Визначено також рівні професійної мовної підготовки військовослужбовців та її значення у професійній діяльності офіцерів Збройних Сил України за стандартом НАТО STANAG 6001. Автор порівнює мовну освіту в США, Великій Британії, Німеччині, Канаді та Україні. У роботі наголошується на тому, що без оволодіння іноземними мовами неможлива реалізація соціальної та професійної мобільності військовослужбовців. Перспективами подальших досліджень є аналіз змісту та форм навчальних і спеціальних курсів англійської мови для військовослужбовців України, розробка англійської програми підготовки офіцерів у системі післядипломної освіти з використанням сучасних освітніх технологій у поєднанні з особисто спрямованим навчанням та військово-професійною діяльністю.

Ключові слова: *ефективність іноземної мовної підготовки, стандарт НАТО STANAG 6001, офіцери ЗС України, рівні професійної підготовки військовослужбовців, професійна діяльність.*

Introduction. The dynamics of the development of higher professional education, the modernization of the educational system in Ukraine reveal the presence of contradictions between the increased demands of society to the level of foreign language proficiency of military officers and the insufficient development of the theoretical and methodological foundations of specialist training in the conditions of Euro and Atlantic integration. These contradictions caused the problem of foreign language training of the Ukrainian Armed Forces servicemen.

Solving the problem requires finding forms, means and methods of professional foreign language training of officers as well as creating the model of professional foreign language training of officers, which removes the mentioned contradictions and will ensure an effective language training of officers of the Armed Forces in accordance with NATO standards.

The need to improve language training in the system of the Ministry of Defense of Ukraine is due to a number of factors: currently, the national system of foreign language training does not fully meet European and Euro-Atlantic standards in the field of foreign language education; there is an urgent need for further development of interoperability with the relevant military structures of NATO member countries and partners; the requirements for the level of foreign language proficiency are significantly increased and the spheres of use in official activities of the personnel of the Armed Forces of Ukraine and other military formations created in accordance with the legislation of Ukraine are being expanded.

Analysis of recent research and publications. The problem of foreign language training of specialists in the field of national security and defense is revealed in scientific developments of I. Bloshchynskyi, T. Vakolyuk, O. Volobueva, O. Yefimova, L. Kanova, S. Kozak, V. Krikun, O. Lagodynskyi, S. Lazarenko, N. Shalygina, L. Yakubovska and others.

O. Lagodynskyi works deserve special attention, who researched the systems of foreign language training in the Armed Forces of the United States and Great Britain. Using this experience he provided recommendations to improve the system of foreign language training in the Armed Forces of Ukraine [1, p 167].

The purpose of this article is to analyze the efficiency of foreign language training of Ukrainian Armed Forces officers at higher military educational institutions and to define the levels of professional language training of servicemen as well as its importance in the professional activity

of the Ukrainian Armed Forces officers according to NATO STANAG 6001 standard.

Presenting the main material. The specific features of the professional activities of servicemen require them to be ready for effective interpersonal interaction with subordinates, colleagues, NATO officers and soldiers, as well as with citizens in everyday life and extreme situations. This makes special demands on the formation of foreign language competence of the officer that is considered to be the result of professional foreign language training.

We consider the professional foreign language training of officers as a holistic, organized process of training, education and development of military specialists within the discipline "foreign language", which contributes to the formation of experience in creative activity, spiritual development of the personality and the formation of culture, taking into account the direction of training. In other words, foreign language education involves teaching and educating students with the content and means of a foreign language, which positively affect their professional and cultural enrichment and creative development.

In military institutions of higher education (HEIs), foreign languages studying is given special importance. According to the Order of the Minister of Defense of Ukraine No. 23 dated January 18, 2016 "On the approval of the Instructions for the training and use of national contingents, national personnel in international operations to maintain peace and security", a foreign language plays an important role in the system of training military specialists [4, p.1].

Moreover, in most countries, foreign language training takes place in multicultural conditions, and students use English for special purposes, in most cases, in formal education, because the main part of communication

takes place in the native language outside educational institutions [1, p. 168].

In countries where English is the native language, it is taught to non-English-speaking immigrant students as an additional language in order for them to be able to participate in all spheres of life in an English-speaking country.

Thus, we can state the existence of two contrasting contexts for teaching English language skills: teaching English-speaking students to improve general education knowledge and skills, and teaching non-English-speaking students for their further socialization in an English-speaking environment. Common to both of these contexts, although they are contrasting, is the problem of solving the issues of increasing the effectiveness of the process of mastering English for successful learning of the content of other disciplines.

In order to standardize and generalize the requirements for the development of speaking skills of military personnel STANAG (standardized agreement) was created by NATO in 1976. Due to the need for a unified approach to the modernization of English language requirements, in 2003 NATO representatives once again turned to BILCNATO (Bureau of International Language Coordination,) which is NATO's language consultant. This organization helped to develop modern standards for the English language proficiency of military personnel and they were called STANAG 6001. 48 countries joined this agreement on standards, which developed their requirements for assigning language proficiency levels based on these standards. Ukraine was one of these countries. The specification of the language test for determining the level of foreign language proficiency was developed in accordance with the NATO standard STANAG 6001 and the recommendations of the NATO Bureau for International Language Coordination [5, p. 1]

In Ukraine and Poland, foreign language education is recognized as one of the most important components of higher education. Without mastering foreign languages, it is impossible to realize the social and professional mobility of a person. The current state of new information technologies demonstrates the new role of language education. Therefore, its improvement and raising the level of quality is the main goal of reforming higher education in our countries. The formation of foreign language education is carried out under the influence of European integration processes and the main achievements of European countries.

The analysis of the systems of foreign language training in the armed forces of the United States and Great Britain makes it possible to identify a number of characteristic features that must be taken into account in order to improve the state of such training in Ukraine [1, p. 168]. Thus, foreign language training in the armed forces of these countries is characterized by its unification and centralization.

In the USA, foreign language training is concentrated in a single specialized educational institution - the Defense Language Institute of the US Department of Defense, Monterey, California (Defense Language Institute), which functions as part of two divisions - the Center of Studying Foreign Languages (Fort Monterey, California) and the Center of Studying English Languages (Lackland, San Antonio, Texas). The Institute carries out foreign language training for specialists commissioned by the Ministry of Defense and federal services of the USA, as well as certain foreign military and special agencies [1, p 170].

The peculiarities of the military professional sphere affect all educational activities. They also influence the process of learning foreign languages in military educational institutions of higher education.

It should be noted that there are problems and contradictions in the field of professional foreign language of military specialists, which were identified

in the process of teaching foreign languages of cadets and trainees while observing educational process as well as in the analysis of modern scientific literature on the topic of research.

The identified contradictions and problems are:

1) inconsistencies in the requirements to the individualization of education due to necessity of team work during service activities of military personnel;

2) strict regulation of procedures and actions in the emerging military environment which can be an obstacle to the development of creative ways of solving tasks;

3) formation of tolerance and readiness to "destroy" a person at the same time during performance of combat, service-combat tasks;

4) insufficient use of the time scheduled for study in connection with service activities of military personnel;

5) insufficient understanding by "civilian" teachers of a foreign language peculiarities of professional training of military personnel;

6) inconsistencies of modern pedagogical requirements to foreign language learning and conditions of the professional sphere of higher military education [6, p. 109]

A similar form of centralization has the system of foreign language training in Great Britain, which is responsible for the Defense Language and Culture Center (Shrivenham military base), which operates as part of the Defense Academy of Great Britain (Defence Center for Languages and Culture). Currently, about 50 world languages are taught here in the interests of the Ministry of Defense of the country, as well as foreign countries within the framework of international aid provided by the British government.

England is aimed to studying Arabic language. All military personnel undergo intensive training before going to Iraq as part of the British forces. Training can last a week (basic level, greetings, etc.), six, nine or twelve

months (for a n interpreter or intelligence officer). Great importance is attached to the cultural component (servicemen get to know the culture, tradition, and religion of Arab countries; trips to Jordan and Oman can be organized for them)[1, 180].

Centralization makes it possible to create a powerful training center which attracts the best linguists and teachers, helps to create a fundamental scientific and methodological base for their professional development. It also allows you to create, test and apply your own unique methods of foreign language training, which have become a unique brand of these educational institutions and are used far beyond their borders.

In Germany, the NATO School operates in Oberammergau as a training center for military and civilian personnel from both NATO and partner countries. Its courses are continuously updated and adjusted according to developments in the Joint European Command and the Joint Atlantic Command. A wide range of courses are taught each year on topics such as the use of weapons; protection against nuclear, biological and chemical weapons; means of electronic warfare; command and control; forces that can be mobilized; multinational forces; maintaining peace; environmental Protection; crisis management and general information about NATO.

The course program includes issues of general international policy as well as political-military aspects of security and stability in relation to NATO member countries and partners. At the beginning of each course, participants are assigned to multinational joint committees chaired by college faculty. Daily lectures are given by invited scientists, politicians, military and civilian people.

It's necessary to mention Royal Military College that is located in Canada, where one of the best language centers for military personnel is based. English and French language training for officers of the countries participating in the Partnership for Peace (PfP) program is intended to

improve mutual understanding during operations under the auspices of NATO. Foreign language courses are held for various categories of servicemen; they have different direction, duration (10-17 weeks), different representation (from four to 13 or more countries) and number of participants (from 40 to 200 people). The foreign language training program also includes a program for learning a second foreign language. There are also courses on teaching English as a foreign language for servicemen and civilians of foreign armies. The main purpose of such courses is to provide servicemen with knowledge of special professional vocabulary, mainly military topics. They also practice: short-term intensive targeted courses in military English for the audience that will be deployed to perform special tasks; correspondence form of education, in particular online education; virtual learning (e.g. Canadian Open University [2, p.1])

In Ukraine, language training courses are held at the National Academy of Land Forces named after Hetman Petro Sahaidachny, Odesa Military Academy, Military Institute of Taras Shevchenko Kyiv National University, KorolovZhytomyr Military Institute as well as National Defense University of Ukraine.

Today, at most language courses at Ukrainian higher military educational establishments, introductory (at the beginning of courses to form study groups), intermediate (can be performed several times during the course to assess students' success and educational achievements), as well as final testing is carried out using the ALCPT (American Language Course Placement Test) qualification tests. These tests have limited capabilities, as they make it possible to diagnose the speech competence of servicemen only from listening and partially from reading, as well as to roughly check the knowledge of grammar and vocabulary of the American English language. One of the main advantages of such tests is the possibility of a differentiated

generalized assessment of the specified speech competencies on a one-point scale[3].

Therefore, the ALCPT tests can continue to be used as an additional, auxiliary tool for diagnosing the students' success and educational achievements during their studies in the courses.

The main language exam for students after they complete the curriculum of the courses is the final (graduation) test using standardized language tests in accordance with the requirements of the NATO standard STANAG 6001 [1, p. 2–12] because the training is carried out within the framework of Standardized Language Profile (SLP): SLP 0 (Lack of practical skills); SLP 0+ (Memorized minimum); SLP 1 (Survival); SLP 1 + (Survival +); SLP2 (Functional); SLP 2+ (Functional +); SLP3 (Professional); SLP 4 (Expert) [5, p.2].

When conducting language training courses, it is necessary to ensure the fundamental military principle of subordination and subordination, according to which it is necessary to allocate servicemen to different courses and into separate training groups according to two main categories: 1) private, sergeant and senior staff; 2) junior, senior and senior officers; perform thorough research and practical experiments on the implementation of remote testing based on the use of the latest online platforms in combination with offline training during the large-scale war in Ukraine.

Therefore, instructors must not only perfectly master modern learning technologies, but also know under what conditions and limitations to apply them, understand the meaning and nature of the laws that are the basis of the methodology of teaching foreign languages

Conclusion

The peculiarity of foreign language training in foreign countries is not only mastering the vocabulary minimum of military terms, but also the acquisition of social and cultural knowledge, the use of the latest learning

technologies, specially developed programs, etc. An important aspect of foreign language training in the conditions of military-professional activity is the formation of foreign language competence. Prospects for further research include an analysis of the content and forms of educational and special English language courses for military personnel of Ukraine, the development of an English-language training program for officers in the postgraduate education system using modern educational technologies in combination with personal-oriented training and military-professional activities, as well as in disclosed the specifics of the implementation of the experience of standardized assessment of the level of knowledge according to the NATO standard (SLP - Standardized Language Profile), which today in Ukraine is conducted in the form of exam in accordance with the order of the Minister of Defense of Ukraine .

References:

1. Lahodynskyi O. S. (2019). Inshomovna pidhotovka u zbroinykh sylakh Spoluchenykh Shtativ Ameryky ta Velykoi Brytanii: dosvid dlia Ukrainy [Foreign language training in the Armed Forces of the United States of America and Great Britain: experience for Ukraine]. *Collection of scientific works of the National Academy of the State Border Service of Ukraine. Series: Pedagogical Sciences*.no 3. 164-179[in Ukrainian].
2. Canadian Open University. Retrieved from <https://www.athabascau.ca/> [in English] (2023, May, 08).
3. Odne z problemnykh mistv Zbroinykh syl Ukrainy – volodinnia anhliiskoiu movoiu [One of the problems of the Armed Forces of Ukraine is English language proficiency]. Retrieved from <https://www.depo.ua/ukr/war/khomchak-nazvav-slabke-mistse-zsu-201910091042384>. [in Ukrainian](2023, May, 07).

4. Nakaz Ministerstva oborony Ukrainy № 23 vid 18.01.2016."Pro zatverdzhennia Instruksii z pidhotovky ta vykorystannia natsionalnykh kontynhentiv, natsionalnoho personalu v mizhnarodnykh operatsiakh z pidtrymannia myru ta bezpeky". [Order of the Minister of Defense of Ukraine No. 23 dated January 18, 2016 "On the approval of the Instructions for the training and use of national contingents, national personnel in international operations to maintain peace and security"]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/z0206-16/>. [inUkrainian]. (2023, April, 21).
5. STANAG 6001. Retrieved from: https://nuou.org.ua/assets/documents/dodb_stanag_6001.pdf[inEnglish](2023, April, 20).
6. Kanova L.P.(2021) Foreign language training as a component of professional training of Ukrainian officers. *Innovative pedagogy*. V 1. no 41. 108–113[in English].

Citation: Liudmyla Kanova (2023). COMPARATIVE ANALYSIS OF THE EFFICIENCY OF FOREIGN LANGUAGE TRAINING OF UKRAINIAN ARMED FORCES OFFICERS AT HIGHER MILITARY EDUCATIONAL INSTITUTIONS. Frankfurt. TK Meganom LLC. Paradigm of knowledge. 2(56). doi: 10.26886/2520-7474.2(56)2023.5

Copyright Liudmyla Kanova ©. 2023. This is an openaccess article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) or licensor are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.