PECULIARITIES OF TEACHING ENGLISH AT HIGHER MILITARY EDUCATIONAL INSTITUTIONS DURING THE WAR

Abstract. The article reveals the peculiarities of teaching English at higher military educational institutions in wartime. It also suggests the ways and methods of learning English during martial law. The author emphasizes that the main factors that hinder the organization of the educational process of learning and teaching the discipline are the following: participation of servicemen of higher military educational institutions in military operations; completely or partially destroyed buildings of the educational institution where training takes place; air alarms; lack of electricity and internet; lack of shelter with appropriate conditions of stay as well as instructors. There are two urgent tasks in the Armed Forces of Ukraine that need to be solved: an urgent mastery of the English language by soldiers and command staff of the Armed Forces of Ukraine for training in the use of foreign weapons; the improvement and modernization of the process of learning foreign language at higher military educational institutions.

To fulfill the task and develop motivation during the summer semester, it is suggested to implement the summer language camp methodology in order to acquire the necessary language skills; overcome the language barrier; improve speaking skills; combine learning with an exciting vacation in nature; motivate for further knowledge improvement.

Taking into account the wartime in the country and the interaction of foreign NATO experts with Ukrainian military personnel, it is important to create an authentic environment in foreign language at higher military educational institutions: to practice short informative video messages and various warm-ups in English in different classes of the humanitarian cycle; to organize foreign language days and weeks where cadets and officers will be able to communicate in English; to create the database of audio and video materials (video lessons) in English in MP3 format to use by military personnel during self-education classes; to conduct lectures in
some humanitarian and military disciplines in English with the help of military personnel who have already obtained the STANAG-6001 level, which allows them to teach; to create conditions for foreign language clubs activities (English Speaking Club, English Language Support Course); to use distance learning resources and create electronic foreign language textbooks on language testing.

**Key words:** teaching English, higher military educational institutions, Armed Forces of Ukraine, ways and methods of learning, authentic environment, summer language camp, STANAG-6001.

Канова Людмила Петрівна кандидат педагогічних наук, доцент кафедри іноземних мов, Житомирський військовий інститут імені С. П. Корольова, Проспект Миру 22, м. Житомир, 10004, https://orcid.org/0000-0001-9371-1343

ОСОБЛИВОСТІ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ У ВИЩИХ ВІЙСЬКОВИХ НАВЧАЛЬНЫХ ЗАКЛАДАХ ПІД ЧАС ВІЙНИ

**Анотація.** У статті розкриваються особливості викладання англійської мови у вищих військових навчальних закладах у воєнний час. Також запропоновано способи та методи вивчення англійської мови під час воєнного стану. Автор підкреслює, що основними чинниками, які перешкоджають організації навчального процесу вивчення та викладання дисципліни, є: участь військовослужбовців вищих військових навчальних закладів у бойових діях; повністю або частково зруйновані будівлі навчального закладу, де відбувається навчання; повітряна тривога; відсутність електрики та інтернету; відсутність притулку з належними умовами перебування, а також інструкторів. У Збройних Силах України є два актуальних завдання, які потребують вирішення: невідкладне оволодіння військовослужбовцями та командним складом Збройних Сил України англійською мовою для навчання користування іноземною зброєю; вдосконалення та модернізація процесу вивчення іноземної мови у вищих військових навчальних закладах з метою підвищення рівня володіння англійською мовою.

Для виконання завдання та розвитку мотивації протягом літнього семестру пропонується реалізувати методику мовного літнього табору з метою набуття необхідних мовних навичок; подолати мовний бар’єр; вдосконалювати мовленнєві навички; поєднуювати навчання із захоплюючим відпочинком на природі; отримати мотивацію для подальшого вдосконалення знань іноземної мови.

Враховуючи воєнний час в країні та взаємодію іноземних експертів НАТО з українськими військовослужбовцями, важливо створити у вищих військових навчальних закладах автентичне іншомовне середовище:
практикувати короткі інформативні відеоповідомлення та різноманітні розминки англійською мовою; організувати дні та тижні іноземної мови, на яких курсанти та офіцери зможуть спілкуватися іноземною мовою; створити базу даних аудіо- та відеоматеріалів (відеоуроків) з іноземної мови у форматі MP3 для використання військовослужбовцями аудіозаписів під час годин самопідготовки; проводити лекції з деяких гуманітарних та військових дисциплін англійською мовою за допомогою військовослужбовців, які вже отримали рівень STANAG-6001; створити умови для діяльності клубів англійської мови (English Speaking Club, English Language Support Course); використовувати ресурси дистанційного навчання та створювати електронні посібники мовного тестування.

Ключові слова: викладання англійської мови, вищі військові навчальні заклади, Збройні Сили України, способи та методи навчання, автентичне середовище, літній мовний табір, STANAG-6001.

Problem statement. The absurdity, audacity, cruelty, senselessness of the current war in Ukraine broke the democratic concepts of sustainable development and liberal values of Western democratic society, while the relevance of intangible values and symbols of freedom united the Ukrainian people in the struggle for the future. For Ukrainians, survival is not only a goal, it is not enough. They must win and show that they are united: the army, the people and the government.

It was Ukrainian ultimatum to the enemy and the price was too high. They fully paid the price by lives of their friends, children, relatives, their own lives and health, but they did not give up.

The Ukrainian army was strengthened by training, changes, borrowing advanced military experience, participation in international joint exercises, reception of new equipment and weapons in the battlefield.

However, the presence of a large number of traitors and collaborators in the country proves that the formation of a worldview and national self-awareness is a key educational issue nowadays. This means that the greatest attention should be paid to education. Education is not only learning or improving professional skills and habits. Education is a worldview and basic values, which are the foundation of education and condition for the person and society formation.

Nowadays, there are two urgent tasks in the ranks of the Armed Forces of Ukraine that need to be solved: an urgent mastery of English language by soldiers and command staff of the Armed Forces of Ukraine for training in the use of foreign-made weapons; the improvement and modernization of the process of learning English at higher military educational institutions in order to improve the level of English language proficiency.

Analysis of recent research and publications. The question of the professional competence of military personnel and its individual aspects attracted
the attention of many researchers. O. Barabanshchikov, V. Bachevskyi, A. Borysovskyi, K. Verbytskyi, V. Gerasymchuk, D. Ishchenko, T. Oliinyk, P. Onyshchuk, G. Piankovskyi dedicated their works to this pedagogical issue. The components of the professional competence of a military specialist were revealed in the studies of R. Aronova (pedagogical), M. Bastrukov (leadership), A. Galimova (educational), M. Zubalia (physical), and L. Chernyshov (military and practical). Pedagogical conditions for improving the quality of professional competence were also studied by O. Yevsyukov, L. Kravtsov, L. Kanova, N. Ridey, V. Savin. Development of professional skills regarding military service in unusual working conditions were analyzed by V. Balashov, S. Kapitanets, V. Nevmerzhitskyi, I. Radvanskyi. The cultural aspects of competence are regarded by L. Maslak. The process of managing the professional competence of future officers, the influence of new learning technologies on the process of professional competence formation of cadets are described in research works of A. Komarov and E. Sarafanyuk, I. Atamanova, N. Vovchasta, N. Kopylova, L. Petko, I. Stavytska, V. Urgapov and V. Chernysh dealt with issues of foreign language education. V. Balabin, L. Kanova, V. Krikun, M. Motsar, N. Nechiporuk provided justification for the concept of foreign language competence.

The purpose of the article is to reveal the peculiarities and challenges in teaching a foreign language in wartime conditions, to suggest ways and methods of learning English at higher military educational institutions during the war.

Presentation of the main material. During the war, there were new factors influencing the educational process, which did not always take place in the such as special psychological state of cadets during the war (combat operations, missing, wounded, dead) etc. Military and civilian instructors, especially during the active period of the war, tried to minimize the impact of these factors on the educational process, using various forms and methods of working with military personnel. Some higher educational institutions oriented themselves, adapted, offered colleagues to communicate, exchange ideas, and acquired experience and effective practices of ensuring the quality of education with the help of ICT tools.

Significant challenges in the field of military education today are:
1. Threat to the life and health of participants in the educational process, especially during alarms, since higher military educational institutions are military targets for the enemy.
2. Large-scale destruction of the educational infrastructure: damage of educational institutions facilities, educational material and technical base, educational and production practice bases.
3. Forced large-scale relocation of participants in the educational process within Ukraine, to various study locations as well as abroad, which led to significant losses of students, scientific and teaching staff.
4. Exacerbation of the problem of ensuring access to education for Ukrainian schoolchildren and students, violation of the continuity of the educational process.
5. Loss of managerial educational control in the territories temporarily occupied or in the zone of active military operations. Forcible reorientation of Ukrainian students to Russian curricula, textbooks, forced transition to the Russian language[1, p.5].

Among the main additional factors that hindered the organization of the educational process of learning and teaching the discipline at higher military educational institutions, we consider the following:

- participation of servicemen of higher military educational institutions in military operations;
- completely or partially destroyed facilities of the educational institution where training takes place;
- air alarms;
- lack of electricity and internet;
- lack of shelter with appropriate conditions of stay;
- lack of instructors[2, p.4].

The war changed the usual schedule of an instructor at a higher military educational institution during a full-scale invasion. Among the features of working with military personnel, we can name the following: conducting training sessions at various locations both in buildings and tents; lack of educational and material means of conducting classes; termination of the learning process due to anxiety; decrease in the quality of education due to frequent lack of sleep and performance of various military service tasks (ritual, professional, household); lack of military personnel to study and learn a foreign language in wartime due to the desire to go and defend the Motherland. In addition, the death of friends and relatives, participation in hostilities in Kyiv region of Korolov Zhytomyr Military Institute cadets led to the problems with hearing as a result of concussion, depression, and deviant behavior during classes.

Therefore, the main task of scientific and pedagogical staff was to improve the morale of military personnel and to motivate them to learn English. Besides, international cooperation with allied states for the sake of joint victory over the terrorist state was expanding, increasing the foreign language communication of military personnel in various forms of professional training within the framework of the international military cooperation, learning foreign languages and the formation of professional foreign language competence according to the international NATO standard STANAG-6001[3, p.2] has become a topical issue nowadays.

To fulfill the task and develop motivation during the summer semester, it is suggested to implement the language summer camp methodology in order to develop the necessary language skills; to overcome the language barrier; to improve speaking; to combine learning with an exciting vacation in nature; to get motivation for further improvement of knowledge of foreign language.
Table 1.

Work plan of a language camp for military personnel as a part of studying foreign language (English) program

<table>
<thead>
<tr>
<th>Days</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Portfolio</td>
</tr>
<tr>
<td></td>
<td>Speaking club: family traditions, military traditions</td>
</tr>
<tr>
<td>2</td>
<td>You’re in the Army now</td>
</tr>
<tr>
<td></td>
<td>Music: song listening and singing</td>
</tr>
<tr>
<td>3</td>
<td>We’re warriors of the World</td>
</tr>
<tr>
<td></td>
<td>Music: song listening and singing</td>
</tr>
<tr>
<td>4</td>
<td>Make your bed</td>
</tr>
<tr>
<td></td>
<td>Motivational video from US Navy Admiral, William H. McRaven &quot;What do you do to change the world&quot;</td>
</tr>
<tr>
<td>5</td>
<td>You’re simply the best</td>
</tr>
<tr>
<td></td>
<td>Music: song listening and singing</td>
</tr>
<tr>
<td></td>
<td>Character and appearance description</td>
</tr>
<tr>
<td>6</td>
<td>Day of Space</td>
</tr>
<tr>
<td></td>
<td>Excursion to the museum of Cosmonautics</td>
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<tr>
<td>7</td>
<td>Day of picnic</td>
</tr>
<tr>
<td></td>
<td>Scavenger hunt: what’s in your shopping list</td>
</tr>
<tr>
<td>8</td>
<td>Day of films and music</td>
</tr>
<tr>
<td></td>
<td>Watching and discussing films (Bucket list)</td>
</tr>
<tr>
<td>9</td>
<td>Giving directions</td>
</tr>
<tr>
<td></td>
<td>The day of a tourist</td>
</tr>
<tr>
<td></td>
<td>Giving directions and looking for presents</td>
</tr>
<tr>
<td>10</td>
<td>NATO day</td>
</tr>
<tr>
<td></td>
<td>Interoperability crossword</td>
</tr>
</tbody>
</table>

During the summer language camp, it is necessary to divide groups into a high, medium and low level of knowledge. During the first day (Portfolio) there is an introduction of military men by means of showing presentations, where servicemen show various photos with relatives, friends, free time, hobbies, travels, achievements, funny and sad situations of their own lives. After the speech of a fellow student, the cadets ask him (her) different questions to find out some additional information about the person (see table 1).

The second and the third days of language training are devoted to the army, the daily routine, vocabulary units of military terminology. The main type of activity is the military songs "You're in the Army now", "We're warriors of the World". It includes all stages of working with it: presentation of the vocabulary of the song, filling in the gaps in the text while listening to it, translation and reproduction of the songs by the choir as well as individually. We believe that such classes contribute to the improvement of the emotional state and motivate to study vocabulary by the means of musical art.

To increase motivation to serve in the Armed Forces of Ukraine, it is recommended to watch motivational video materials with US Navy Admiral William H. McRaven, who gives advice to servicemen and encourages them to perform ordinary tasks, which are the starting point for achieving success. Pre-viewing, during video viewing, and post-viewing tasks are performed.
On "You're simply the best" day, the description of the appearance and character traits of a person, a true friend, a military leader is reviewed. The song by Tina Turner concludes the day of human appearance and character.

Military personnel can spend Space Day at S. Korolov Cosmonautics Museum where the excursion is conducted in English. This makes it possible to activate the vocabulary of the topics "Space", "Satellite communication", "Space exploration", prepare a photo report and comment on the pictures after the excursion by means of English.

It should be noted that servicemen are fond of various communicative card games such as "guess the word", "alliance games" in teams as well as «scavenger hunt" – a game in which individual teams are sent to look for, without buying, a series of ordinary, surprising or humorous objects and the winner is the person or team that returns first with all objects. When the task of all cards is completed, all objects are found (can be various fruits, types of cookies, chocolate) – a picnic is organized as a result of a successful day [4, p.172].

Indoor and outdoor games promote productivity and improve physical and mental health, as well as reduce stress and increase creativity, which is a very important issue in wartime.

To improve English speaking skills, it is quite effective to spend days of movies and music that develop listening skills and military can learn slang that is often used in everyday situations.

Giving directions day helps to review different directions of movement in English, introduces the NATO map and features of working with it. In addition, military personnel are faced with various situational tasks using the directions of movement: how to get to the BX (PX), military base, hospital, canteen, training ground, city center, etc.

NATO day introduces cadets to the history of its creation, NATO member countries, the purpose and importance of the military and political alliance for our country. As one of the types of interactive tasks, it is suggested to form as many words as possible from the word interoperability, working in small teams without using modern communication means [5, p.109].

Taking into account the wartime in the country and the interaction of foreign NATO experts with Ukrainian military personnel, it is important to create an authentic environment in foreign language at higher military educational institutions: to practice short informative video messages and various warm-ups( cognitive, challenging, musical, military, scientific) in English in different classes of the humanitarian cycle; to organize foreign language days and weeks where cadets and officers will be able to communicate in English; to create the database of audio and video materials (video lessons) in English in MP3 format to use by military personnel during self-education classes; to conduct lectures in some humanitarian and military disciplines in English with the help of military personnel who have
already obtained the STANAG-6001 level, which allows them to teach; to create conditions for foreign language clubs activities (English Speaking Club, English Language Support Course); to use distance learning resources and create electronic foreign language textbooks on language testing[5, p.110].

Considering the fact that young people constantly use modern means of communication in the process of language training, it is necessary to use all methods, including using programs for learning English, which are mostly free and can be downloaded for free. Programs can be downloaded to a computer (PC) for Windows, as well as to a tablet or phone of the operating system.

Among them:
- Anki is a program for memorizing English words;
- ETrainer 4800 is a program for learning the English language;
- Grammar is a program for learning English grammar;
- Irregular verbs IV - memorizing English verbs;
- BX Language Acquisition is a program for learning words;
- Words Teacher is a program for learning words;
- Clever English is a listening program [6, p.1].

Therefore, even under martial law, it is necessary to develop military education, train military specialists capable of possessing professional foreign language competence on the international stage. Professionalization of the Armed Forces should take place at different levels and provides professionalization of the Armed Forces of Ukraine and other components of the defense forces, the integration of military education management bodies, networks of military educational institutions, current educational standards, professional standards, legislative and regulatory framework into a single complex of components of the military education system to provide the defense forces with military specialists[7, p. 1036].

**Conclusions.** The article has high lightened the peculiarities of teaching English at higher military educational institutions and suggested the ways and methods of learning English during the wartime. Significant challenges in the field of military education as well as additional factors that hindered the organization of the educational process of learning and teaching today have been mentioned. The idea of summer language camp for servicemen as well as methods of work with cadets and officers have been introduced including using programs for learning English which can be downloaded for free.

Dynamic changes in the modern world, the rapid development of innovative technologies, the growing volume of information have actualized the need to acquire foreign language competence at the functional level. The **prospects** for further scientific research we consider in investigating the foreign language competence of servicemen according to STANAG 6001 level at higher military educational institutions.
References:

Література: