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FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF FUTURE UKRAINIAN ARMED FORCES OFFICERS BY MEANS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

The article examines strategies employed in foreign language learning which involve employment of Information and Communication Technologies (ICT) in the process of language acquisition in order to create, adapt, and efficiently utilize teaching resources that contribute to the formation of foreign language communicative competence of the future Ukrainian Armed Forces officers. It has been found that the proposed strategies increase the quality of education due to a high level of authenticity and informational relevance, form a stable positive motivation to master the language both in formal and informal settings, contribute to the creation of a situation of success. The findings of the research in introducing ICT in the system of officers language training are based on the experience of teaching the disciplines "Foreign Language" and "Foreign Language for Professional Purposes" during the bachelor's level of education to cadets of the 27 Automobile Transport Specialty at the Hetman Petro Sahaidachnyi National Army Academy. The sources analysis and the description of the empirical experience of the implementation of ICT tools into the course content are the main research methods employed in the article.

The specifics of incorporating ICT in foreign language teaching are outlined in the article, specifying the didactic potential of the aforementioned technologies in increasing the intensity of the learning process, creation of more visual and interesting classes, ensuring instant feedback, enhancing motivation for learners' cognitive activity, engaging more passive learners, activating learners' mental abilities, fostering their abstract and logical thinking, and promoting individualization and intensification of learning through independent work with digital resources. Conclusion was made that due to personalization, accessibility, trust, flexibility, productivity, and interactivity, forming and active using of learners' learning strategies utilizing various ICT in the process of language learning is favourable for acquisition of foreign language competence.

Keywords: foreign language communicative competence, future Ukrainian Armed Forces officers, ICT, learning strategies.

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Introduction

Information and Communication Technologies (ICT) have become an integral component of the educational process in the majority of higher education institutions all over the world as they create ample opportunities to improve curricula and establish more productive interaction between the learning process stakeholders. Integration of ICT into Ukraine's education system is currently one of the essential steps on its path to modernization as means of opening new horizons for all disciplines, in particular for teaching languages. The benefits of ICT in this domain are numerous, including ability

to expand the context of training, build international cooperation, organizing language groups and communities, forums and chats, providing access to up-to-date authentic materials in various forms — texts, multimedia, stream television, podcasts, enabling communication with native speakers via different internet platforms, just to name a few.

However, modern Information and Communication Technologies, despite their undeniable value in tertiary education, are not fully used for formation of future officers' foreign language communicative competence. Analysis of the outlined problem indicates the presence and necessity to resolve certain

contradictions, namely between the need to introduce innovations in professional training of future officers and somewhat outdated resources employed in the process of forming their communicative competence; declared orientation of future military specialists' training towards innovation and lack of innovative methods in the educational process organization, where traditional principles implementation of content and resource provision prevail. Therefore, it is vital to adopt and utilize efficient strategies so that all the assets ICT can offer turn beneficial for acquiring foreign language communicative competence.

Analysis of the recent research and publications

Use of ICT in education has been the focus of multiple researchers including L. Bykov, I. Dichkivska H. Hurevych, M. Zhaldak, I. Ziazun, and others. A. Hussin (2018), S. Ramalingam, M Yunus, H. Hashim, (2022), N. Razak, H. Alakrash, Y. Sahboun (2018) devoted their works to the problem of combining traditional and innovative approaches in language teaching and learning. M. Kademiia and L. Vitrova (2022) researched the employment of Artificial Intelligence tools in pedagogical practice. M. Tadeyeva, L. Kupchyk, and A. Litvinchuk (2021) tackle the use of ICT tools in the foreign language classroom in non-language institutions of higher education. L. Udovychenko, N. Kuzminets, O. Stadnik, N. Kosharna, L. Petryk (2021) examine the use of blended learning technology in the training for students of pedagogical specialties. Y. Rudnik provided an overview of Augmented Reality and Virtual Reality Technologies used in teaching foreign languages. E. Revayova focuses on the specifics of teaching foreign languages for the military. However, the problem of forming effective strategies of learning a foreign language augmented by efficient utilizing ICT has not been sufficiently covered.

The aim of the study is to analyse the benefits of using ICT in the formation of foreign language learning strategies for the military and provide an overview of the efficient ICT that can turn instrumental in acquiring and developing foreign language communicative competence.

Methodology

In order to investigate the specifics of forming effective learning strategies with the use of ICT both theoretical and empirical methods were applied. Theoretical analysis of existing research publications enabled determining learning strategies classification. Considering the aim of the research, methods of observation and synthesis were applied to process the findings of the research. To validate the educational potential of ICT implementation in future officers' professional training the description of the empirical experience was also used.

Research results

The success of ICT, e-learning, and multimodality within foreign language acquisition lies very much in the fact, that all of the related approaches, methods, platforms fit perfectly to the differing needs of the users, they allow to be tailored to the specifics of the circumstances (Révayová, 2022). The formation of educational and communicative strategies by cadets and equipping them with the skills to operate those strategies enables future military professionals to develop their foreign language communicative competence in a qualitative and quantitative manner throughout their lives, which involves both improving the command of foreign language, and, possibly, mastering other languages (Sovhar, 2021).

The concept of "strategy" has been introduced into linguistics, linguistic didactics, and sociolinguistics relatively recently and is defined differently depending on the goals and research paradigm. It is extrapolated into linguistic-pragmatic studies from other sciences (military domain, politics) related to planning and purposeful activity. The concept of "strategy" has been introduced into linguistics, linguistic didactics, and sociolinguistics relatively recently and is defined differently depending on the goals and research paradigm. It is extrapolated into linguistic-pragmatic studies from other sciences (military domain, politics) related to planning and purposeful activity. Educational strategy is defined as an organized, purposeful, and regulated sequence of specific actions undertaken by a learner to facilitate learning», a communicative strategy is a conscious line of communicative behaviour in a specific communication situation, which is used to ensure communication with other people and overcome difficulties caused by insufficient linguistic and social experience of communication in a foreign language (Tadyeva, 2021). At present there are various classifications of language learning strategies. Bozkurt (2020) has identified three main subcategories: metacognitive (strategies that involve planning of learning, reflecting on the learning process, monitoring one's own results and evaluating learning results after completion of studies), cognitive (limited to specific learning tasks which include revision, translation, grouping, contextualization, transfer, etc.), and socio-affective (social activity and communication with others). Scholars single out three main types of strategies that directly or indirectly affect the educational process: educational (cognitive and metacognitive), communicative and social (Tadyeva, 2021). Some view educational strategies as the formation of communicative competence, dividing them into two classes: direct (memorization, cognitive, and compensatory strategies) and indirect (metacognitive, affective and social). Five language-learning strategies are outlined: management and planning, cognitive, communicative, interpersonal, and affective strategies. Ukrainian researchers

(Tadyeva, 2021) distinguish between indirect and direct learning strategies. Indirect strategies, being primarily about the educational process organization are quite relevant for the communicative act. These are social, affective, and metacognitive strategies. Social strategies cover the ability to communicate with peers, friends, teachers, and native speakers, which involves the ability to ask questions, cooperate with others, perform various communicative roles, that is, possess the skills of using various communicative clichés. Affective strategies are aimed at overcoming fear, promoting and stimulating communication, and realizing one's own feelings about the educational process. Metacognitive strategies focus on the language learning process, its planning, management, organization of assessment and self-assessment. Direct learning strategies that involve work with language and speech material for acquisition of language and speech competences include cognitive strategies, memorization strategies, and compensatory strategies. For example, exercises for grouping material, creating antonymous and synonymous series, schemes, associations, using various methods of visualization, audio recordings and computer programs, methods of intensive repetition, use in practical activities, etc. are used for memorization. Cognitive strategies involve the analysis and transformation of educational content, which is implemented through a number of exercises, such as combining words and putting them into context to learn lexical content, independently deriving rules based on examples of the use of grammatical structures, or independently selecting examples of grammatical rules with the aim of successful assimilation of grammatical material. For the development of reading and listening skills, a number of strategies are singled out namely: strategies that help determine the type of text, its actors, time, and action. Cognitive strategies of global or detailed reading foster comprehension of what is read, and the selection of relevant lexical and grammatical material, formulation of the plan of expression, notation of the main content, use of cliché phrases are relevant strategies for the formation of oral and written communicative competence.

Discussion

Continuous development of computer technologies directs the process of learning a foreign language in new directions as the rapid development of science, technology, and multimedia has created new favourable models and set new tenets in language training. Today, global trends in teaching and learning a foreign language are aimed at the accessibility and flexibility of education and require a successful combination of traditional forms of education with innovative ones. In today's reality, upon graduating from the higher military education institution, a cadet of non-linguistic specialties must be able

to communicate in a foreign language in the military-professional field in accordance with his specialty, interact with military personnel from other countries, be familiar with main specifications of the weapons and military equipment of the NATO armies and the enemy, and their methods of operation. Therefore, the teacher faces a number of challenges and tasks, among which are the search for authentic and creation of one's own military-related materials, appropriate military terminology, development of efficient activities and assessment tasks, etc. Multimedia technologies and specialized software prove beneficial for cadets in the process of acquiring professional foreign language communicative competence.

The electronic interactive smartboard is one of the most modern multimedia tools for teaching, which is a multi-functional complex that significantly expands the possibilities of learning and demonstrating material while teaching cadets. In particular, the interactive smartboard is a decent tool for presenting the material in PowerPoint, which helps to make the lesson more structured, with structure that is clearer and more understandable for the cadets. Using a smartboard for videos and video presentations when learning English for Military Purposes has a number of advantages — it provides an access to novel military material that is not yet included in textbooks (for example, specifications of the latest models of military equipment and weapons, etc.), cadets learn specific military terminology and listen to its pronunciation by native speakers. The teacher can use the board to show authentic video materials in order to practise consecutive interpretation, set the video sequence played on the screen of the interactive board, which will contribute to a better understanding of the audio material. The use of a smartboard during foreign language training of cadets optimizes the visualization educational material in general. Thus, the board enables the teacher to employ such interactive elements as tests and tasks with nested answers, multiple choice, filling in missing words, dragging words into the text, dragging on the picture, etc., which contribute to the activation of mental activity of the cadets, as well as serve as engaging means of self-assessment. In addition, the integration of an interactive board with computer workstations with access to the Internet and Niebelung software enables creating an interactive multimedia environment (an interactive class for learning a foreign language, a language laboratory), enables conducting classes in special language training, including assessment and evaluation of cadets using testing programs. Through an interactive board or a main computer, the teacher (through the local network) can manage the educational process by sending audio and video resources, various text documents and graphic materials to cadets. Such an integration of multimedia means enhances

the effectiveness of classes and enables a wide range of educational activities, forming separate group chats for various tasks when working in groups, role-playing telephone conversations (especially effective for conducting classes in radio communication and issuing orders). Moreover, the teacher can organize work of the group in this interactive class, using the capabilities of the BigBlueButton platform. This platform allows the teacher to create separate tasks for each separate group of cadets, to distribute tasks between them both in the classroom and remotely, to provide cadets with links to audio, video, graphic and printed materials on the topic, links to external resources (for example, Quizlet, Youglish), and to assess and evaluate their performance. In addition, the platform allows the teacher and cadets to use it in a chat format for setting, clarifying, correcting and checking tasks, etc. A significant advantage of this multimedia environment is that it ensures the simultaneous involvement of all participants in the educational process and can be used in the classroom and for independent training of cadets.

Hetman Petro Sahaidachnyi National Army Academy conducts a Course in Intensive Language Training for military personnel from various units of the Armed Forces, which comprises 500 classroom hours with the teacher, 170 hours of self-study, and 100 hours of competing a English Distance Learning Course (EDLC) — an e-learning course in Military English, developed by the teachers of the Department of Foreign Languages and Military Translation of the Academy, which is located on LMS Moodle. Moodle is an online learning platform used by many educational institutions around the world. It provides teachers with space for organization of its courses, as well as resources and assignments for learners, and facilitates communication and collaboration. Having completed the course, the graduates were asked to provide feedback about the e-learning course by taking the survey. The research results show that majority of respondents have positive attitudes in terms of the ease of use and usefulness of this platform. The graduates found the EDLC a valuable tool for language learning. They consider it a highly effective platform for development of all language skills. In their opinion, one of the key benefits of using the platform is its ability to provide access to authentic materials and resources as teachers upload audio files with native speakers, video recordings of real conversations, articles from foreign sources. Thanks to these authentic materials, course participants develop their listening and reading skills, as well as learn new vocabulary and expressions. For example, studying the topic «Boot Camp» learners are to watch a series of authentic videos about camps in the US and UK, and then complete tasks on understanding the main idea and details of the video material and

compare and contrast with military training centres in Ukraine. Such activities not only help improve listening comprehension, but also introduce learners to different accents and speaking styles, encourage critical thinking and foster discussion. In addition, Moodle offers a range of assessment options that can be tailored to the needs of language learners. Teachers can create quizzes and tests to assess learners' understanding of grammar, vocabulary, and reading comprehension. They can also develop written tasks where learners can demonstrate their ability to express ideas clearly and coherently. Moreover, teachers can provide feedback using comments, annotations and rubrics. It helps learners identify learning gaps and improve their language skills.

Conclusions

The priority of the competence approach in the process of foreign language learning in non-language higher education institutions promotes the implementation of a complex and systematic formation of the foreign language competence of the future specialists, which is carried out through language, speech, linguo-sociocultural material, and educational and communicative strategies. Learning strategies, which are divided into direct (cognitive, memorizing, and compensatory) and indirect (social, affective, metacognitive), are characterized as an important component of successful and effective language learning of in the conditions of formal and informal education, which contributes to the lifelong formation of language learning skills. Since such strategies are developed during the assimilation of foreign language (linguistic, speech, and lingual-sociocultural) material, such forms, methods, and means of learning are relevant, which help to create an educational environment that is an interactive platform in which the student becomes an active participant in the formation of the content of authentic educational materials, acquires the ability and skills to carry out continuous education. The use of ICT in foreign language classes at higher education institutions makes it possible to create more visual and interesting classes, increases the intensity of the learning process, promotes instant feedback, enhances motivation for cognitive activity, engages passive learners, activates mental abilities, forms abstract and logical thinking, and promotes individualization and intensification of learning through independent work with digital resources.

Prospects for further research development

This article provides an overview of applying learning strategies incorporating the ICT into the language training of future Ukrainian Armed Forces officers. Prospects for further research are envisioned in developing methodology for foreign language teaching using the ICT.

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ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ОФІЦЕРІВ ЗСУ ЗА ДОПОМОГОЮ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ

У статті розглянуто використання інформаційно-комунікаційних технологій (ІКТ) при формуванні навчальних стратегій у процесі оволодіння іноземною мовою з метою створення, адаптації та ефективного застосування навчальних ресурсів, які сприяють формуванню іноземної комунікативної компетенції у майбутніх офіцерів Збройних сил України. Встановлено, що запропоновані стратегії підвищують якість освіти за рахунок високого рівня достовірності та інформаційної актуальності, формують стійку позитивну мотивацію до формування та розвитку комунікативної іноземної компетентності.

сті як у офіційній, так і неформальній обстановці, сприяють створенню ситуації успіху. Результати дослідження щодо впровадження ІКТ у систему мовної підготовки офіцерів ґрунтуються на досвіді викладання дисциплін «Іноземна мова» та «Іноземна мова за професійним спрямуванням» на освітньо-кваліфікаційному рівні «бакалавр» курсантам спеціальності «27 — Автомобільний транспорт» у Національній академії сухопутних військ імені гетьмана Петра Сагайдачного. Основними методами дослідження у статті є аналіз джерел та опис емпіричного досвіду впровадження засобів ІКТ у зміст курсів. У статті також окреслено особливості впровадження ІКТ у процес вивчення іноземних мов, визначено дидактичні можливості зазначених технологій, що полягають у підвищенні ефективності освітнього процесу, створенні більш наочних і цікавих занять, забезпеченні миттєвого зворотного зв'язку, посиленні мотивації та пізнавальної діяльності курсантів, залучення до участі більш пасивних курсантів, активізації розумових здібностей курсантів, розвитку їхнього абстрактного та логічного мислення, сприянні індивідуалізації та інтенсифікації навчання шляхом самостійної роботи з цифровими ресурсами. Зроблено висновок про те, що завдяки персоналізації, доступності, довірі, гнучкості, продуктивності й інтерактивності формування та активне застосування курсантами навчальних стратегій з використанням різноманітних ІКТ у процесі вивчення мови є сприятливим для набуття ініомовної компетентності.

Ключові слова: навчальні стратегії, ініомовна комунікативна компетентність, майбутні офіцери ЗСУ.

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