

*Дослідження спирається на теоретичний аналіз та синтез наукових джерел, порівняння підходів, концептуальне моделювання та узагальнення методологічних рішень, що стосуються STEM-освіти вчителів. Запропонована структура інтегрує логіку проєктного навчання, навчання на основі дослідницьких досліджень, ТРАСК, грамотність даних та етичний вимір цифрової педагогіки.*

*Показано, що проєктно-дослідницький цикл включає такі взаємопов'язані етапи: формулювання дидактичної проблеми, проєктування цифрового збагаченого рішення, планування доказів, впровадження, аналіз даних та рефлексивний редизайн. Кожен етап пов'язаний зі специфічними артефактами, типами доказів та критеріями якості, що робить процес відтворюваним та педагогічно керованим. Особлива увага приділяється підготовці, оцінюванню, етичній відповідальності та методологічному узгодженню цілей, змісту, методів, технологій та оцінювання. У статті також пропонується типологія продуктивних форматів проєктів для майбутніх вчителів природничих наук та математики, включаючи цифрові експерименти, проєкти моделювання, проєкти відкритих даних, інтегровані STEM-кейси та проєкти цифрового оцінювання. Зроблено висновок, що проєктно-дослідницький підхід дозволяє перейти від вивчення цифрових інструментів до розвитку професійної практики, що базується на доказах, рефлексії та етичній обґрунтованості.*

**Ключові слова:** цифрова культура, цифрова компетентність, майбутні вчителі, проєктно-дослідницький підхід, STEM освіта вчителів, ТРАСК.

*Стаття надійшла до редакції: 13.03.2026.*

*Прийнято до друку: 18.06.2026.*

*Опубліковано: 30.06.2026.*

## ТЕОРІЯ І МЕТОДИКА ПРОФЕСІЙНОЇ ОСВІТИ

DOI: <https://doi.org/10.28925/2312-5829/2026.1.7>

UDC 378.016:811.111

**Oksana SOVHAR,**

<https://orcid.org/0000-0002-3101-7409>,

candidate of Pedagogical Science (PhD), Associate Professor, Professor of the Foreign Languages Department of the Hetman Petro Sahaidachnyi National Army Academy, 32 Heroiv Maidanu Str, 79012, Lviv, Ukraine, [okssov@yahoo.com](mailto:okssov@yahoo.com)

**Implementing an andragogical approach to foreign language training of adult military learners**

**Abstract.** *The article addresses the issue of enhancing foreign language communication training for future officers in higher military education institutions under conditions of ongoing war and intensified international cooperation. The purpose of the study is to theoretically substantiate the conceptual foundations of the andragogical approach to foreign language communication training of adult military learners within higher military education and to identify methodological principles associated with its implementation. The research employs a qualitative theoretical methodology, incorporating analytical, comparative, structural-logical, and interpretative methods applied to scientific, pedagogical, and regulatory sources in the field of military education. The study indicates that the andragogical approach, based on the principles of self-directed learning, reliance on professional experience, problem-centeredness, and practical orientation, provides a conceptual basis for organizing more professionally relevant foreign language training for future officers. The results outline that experience-based learning, contextual modelling of professional situations, simulations, role-plays, project-based tasks, and blended learning technologies are methodologically consistent with the andragogical framework and may facilitate the development of communicative competence required for participation in multinational military environments, interoperability, and joint training activities. The findings also emphasize the importance of redefining the instructor's role as a facilitator who supports reflection, feedback, and individualized learning trajectories. The study concludes that the systematic integration of andragogical principles into foreign language training constitutes a theoretical and methodological framework for improving military language education and highlights the need for its further development in line with contemporary operational and interoperability requirements.*

**Keywords:** *andragogical approach; foreign language training; military education; adult military learners; communicative competence; NATO interoperability.*

**Introduction.** The ongoing war in Ukraine has significantly transformed the security environment, increasing the requirements for the professional training of future officers, particularly in terms of foreign language proficiency. In wartime conditions, effective communication in a foreign language is crucial for interaction with international partners, participation in joint operational training, gaining access to foreign military intelligence and technical documentation, and operational effectiveness within multinational military structures. Consequently, foreign language communication has become a key component of officers' professional competence, serving as a prerequisite for effective involvement in multinational operations, joint training, peacekeeping missions, and staff activities. In contemporary military practice, foreign language proficiency is no longer viewed as an auxiliary skill, but rather as a critical operational resource that directly impacts interoperability, the quality of decision-making, and overall mission effectiveness (Kozyar et al, 2020).

Today, military professionals are required to communicate in foreign languages under conditions of high responsibility, time constraints, and psychological stress. This necessitates a shift from traditional academic models of language instruction toward approaches that emphasize contextualization, professional relevance, and practical application. As noted by Lahodynskyi et al. (2023), insufficient foreign language competence may hinder operational coordination and negatively affect the outcomes of multinational cooperation. Therefore, the relevance of this research lies in the urgent need to modernize foreign language training in higher military education institutions in accordance with real service demands and international standards. Therefore, the andragogical approach has become a promising framework for addressing this challenge, as future officers are predominantly adult learners with prior life and professional experience, self-awareness, and a clear orientation toward practical outcomes.

**The purpose** of this article is to theoretically substantiate the conceptual foundations of the andragogical approach to foreign language communication training for future officers within the system of higher military education and to identify the methodological principles associated with its implementation in the professional training of adult military learners.

**Methodology.** The study is based on a qualitative theoretical research design. Analytical and interpretive methods were used to examine the conceptual foundations of the andragogical approach in the context of foreign language communication training of future officers. Descriptive and comparative analysis enabled the systematization of scientific, pedagogical, and methodological sources related to adult learning and higher military education. Structural and logical analysis was applied to identify the relationships between andragogical principles and the professional training of military learners. Theoretical synthesis was used to formulate the main methodological implications and conclusions of the study.

**Analysis of scientific research and publications.** The theoretical foundations of andragogy were outlined by Malcolm Knowles, who conceptualises adult learning as a process where self-directedness, reliance on learners' experience, readiness to learn, and problem-centred orientation are key (Knowles, Holton & Swanson, 2015). These principles are crucial in military education, as military cadets are expected to take responsibility for their learning and apply acquired competencies in professional contexts.

Within contemporary educational research, andragogical ideas have been further developed through transformative learning theory, which emphasises critical reflection and the transformation of learners' frames of reference (Mezirow, 2018). This perspective is quite instrumental in military foreign language training, as it can help overcome psychological barriers, increase intercultural awareness, and develop communicative confidence in stressful professional situations.

In Ukrainian pedagogical research over the past decade, the issues of professional military education and subject-subject interaction have been actively explored. Shabunina et al (2023) and Kuzmenko et al (2021) stress that military education has traditionally been influenced by authoritarian pedagogical models, which make it impossible to prepare officers capable of critical thinking, autonomous decision-making, and productive communication. These scholars argue that the integration of andragogical principles contributes to the development of an officer's professional autonomy and communicative competence.

Recent studies highlight the importance of professional pragmatics in foreign language learning. Tarnopolskyi and Dehtiarova (2011) suggest that future officers exhibit significantly higher motivation to learn a foreign language when they clearly understand its role in ensuring interoperability with NATO forces and completing real-world missions. This position is also reflected in NATO-oriented research, which emphasises the necessity of aligning language training with the STANAG 6001 standard and real-world communicative scenarios (Monaghan, 2012). Specifics of foreign language training for military specialists within the context of learning frameworks have been thoroughly examined by Skilleås, H. K., & Grande, B. (2024). Their research substantiates the effectiveness of modeling real combat, staff, and operational communication situations in the educational process. According to these authors, foreign language instruction should not focus purely on transition to task-based, communicative methods, with language being an operational tool rather than an object of abstract study. In addition, recent publications by Purwati et al (2022). Highlight the competency-based dimension of adult foreign language education. These studies shift the focus from the accumulation of grammatical knowledge to the formation of the ability to function effectively in multinational military teams, emphasising communicative flexibility, intercultural competence, and professional adaptability.

At the same time, an analysis of recent research reveals a significant scientific gap. Despite the substantial consideration of andragogical principles by foreign and domestic scholars, the mechanisms of their implementation in the regulated environment of higher military education institutions remain insufficiently explored. Most existing studies concentrate on linguistic or methodological aspects. At the same time, the andragogical tools for developing communicative confidence, learner autonomy, and resilience of future officers under conditions of high stress and responsibility require further theoretical substantiation and practical validation. Thus, the importance of the present study is determined by the need to theoretically substantiate and methodologically justify the andragogical approach to foreign language training of future officers. Addressing this gap will contribute to the development of an effective and practice-oriented system of foreign language education that meets both the existing environment and the educational needs of adult military learners.

**Results.** The theoretical synthesis of research on adult education and military pedagogy enabled the conceptualization of the andragogical approach

as a methodological foundation for foreign language communication training of future officers in higher military education institutions. The study draws on the adult learning theory of Malcolm Knowles (Knowles, 1984), who conceptualizes adult learners as self-directed individuals characterized by internal motivation, accumulated experience, and goal-oriented learning. In this study, these principles are interpreted as foundational for military foreign language training, where cadets are considered active participants responsible for managing their professional and linguistic development. Further theoretical grounding is provided by the transformational learning theory of Jack Mezirow (Mezirow, 1991), which emphasizes the role of prior experience as a cognitive structure for integrating new knowledge. In military foreign language education, this perspective supports the interpretation of operational and professional experience as a basis for acquiring communicative competence in authentic service-related contexts. The analysis of military-oriented pedagogical research further refines this conceptual framework. Sookermany (2017) emphasizes reflective practice as a core mechanism for developing adaptive and professionally aware military personnel. This idea informs the present study's interpretation of reflection as a condition for consolidating foreign language competence in operational contexts. Zacharakis & Van der Werff (2012) highlight learner autonomy as a structural condition of adult education, which in this study is interpreted as a prerequisite for self-directed foreign language acquisition in military environments. The work of Moll (2024) contributes to the understanding of task-based operational learning, where language acquisition is embedded in authentic professional scenarios such as briefing, reporting, and coordination activities. On the methodological level, Kuzmenko et al. (2021) conceptualize blended learning as an integration of digital autonomy and classroom-based interaction, which in this study is interpreted as a mechanism for supporting flexible and individualized foreign language training. The communicative and interactive dimension of military language education is informed by Tarnopolskyi & Dehtiarova (2011), who emphasize simulation-based and task-based interaction as a means of reproducing authentic communicative environments. Finally, motivational aspects are supported by the findings of Skilleås & Grande (2024), who underline the importance of goal-oriented learning in increasing engagement among adult learners.

#### *Conceptual framework of andragogical foreign language training*

As a result of the theoretical synthesis, the study proposes a conceptual framework of andragogical foreign language training for future officers, which includes the following interrelated components:

- system of andragogical principles in military education (self-directed learning, experiential learning, problem-centered instruction, and professional relevance);
- transition from directive instruction to facilitative and mentoring interaction within hierarchical military education;

- instructional forms and methods, including simulations, role-plays, problem-based tasks, project-based learning, and blended learning environments;
- integration of professional experience into learning process through the use of operational, communicative, and service-related experience as a cognitive resource;
- motivational orientation of learning, entailing strengthening engagement through alignment of language tasks with professional military objectives.

*Pedagogical conditions for implementing the andragogical approach*

The study systematizes a set of pedagogical conditions required for the effective implementation of the andragogical approach in military foreign language education. These conditions constitute an integrated system rather than isolated recommendations:

- *Professional orientation*: aligning foreign language content with authentic military communication tasks supports the alignment of instruction with the real communicative demands of military service;
- *Instructional design*: the integration of operational and situational contexts allows cadets to acquire linguistic competence through engagement with scenarios that reflect actual professional activities;
- *Methodological framework*: the application of interactive, problem-based, and experiential learning methods is intended to facilitate active knowledge construction and the development of functional communicative skills in realistic settings;
- *Learner autonomy*: the recognition of cadets as autonomous and self-directed adult learners emphasizes their role as active participants responsible for managing their own learning process;
- *Reflective practice*: the systematic use of structured feedback mechanisms contributes to the continuous improvement of both linguistic performance and professional awareness;
- *Facilitation*: the methodological preparedness of instructors for facilitative and mentoring roles is essential for the guidance of learners within a learner-centered educational environment;
- *Technological support*: the implementation of blended learning technologies supports individualized learning trajectories by combining traditional instruction with digital tools that enable flexible and adaptive learning pathways.

These conditions function as an interconnected pedagogical system ensuring the practical applicability of the andragogical approach in military education settings.

**Discussion.** The results of the study are interpreted as a coherent andragogical framework for foreign language communication training of future officers, which integrates pedagogical principles, instructional methods, and implementation conditions into a unified system. Unlike fragmented interpretations of adult learning in existing literature, this framework emphasizes systemic coherence between learner autonomy, experiential

learning, instructional facilitation, and professional contextualization within military education.

This perspective moves beyond cognitive-centered interpretations of language learning by emphasizing its direct integration with operational military communication and decision-making contexts. Foreign language competence is therefore conceptualized not as an isolated academic skill but as a functional component of professional military performance. This interpretation extends traditional views of language acquisition as knowledge reproduction toward its operational realization in authentic service environments.

A key contribution of the study lies in the systemic interpretation of pedagogical conditions. Rather than being treated as isolated methodological recommendations, they are conceptualized as an interdependent structure in which each element reinforces the effectiveness of the others. The interaction between learner autonomy, experiential learning, interactive instruction, and reflective practice forms the internal logic of the proposed framework, ensuring its functional integrity in military educational settings.

At the same time, the hierarchical structure and regulatory specificity of military education represent contextual constraints that shape the implementation of learner-centered approaches. These constraints should not be viewed solely as barriers but as defining conditions that require adaptation of instructional design and methodological flexibility. Effective integration of the proposed framework therefore depends on institutional support, instructor readiness for facilitative roles, and alignment between pedagogical innovation and formal military requirements.

From a practical perspective, the proposed framework has implications for curriculum design in military higher education institutions. It suggests a shift toward task-based and simulation-based instruction, increased use of blended learning environments, and systematic development of cadets' autonomy in foreign language learning. In this context, instructors function primarily as facilitators of communicative and professional development rather than as exclusive sources of knowledge transmission.

The study is limited by its theoretical design, as it does not include empirical validation of the proposed framework. In addition, the conclusions are based on the analysis of existing pedagogical literature and may be influenced by the specificity of military educational systems, where hierarchical structure and regulatory constraints significantly shape instructional practices. Therefore, the applicability of the proposed framework requires further empirical verification in different educational and operational contexts.

Future research should follow a staged validation logic. First, empirical studies are required to test the internal validity of the proposed framework. Second, research should focus on measuring the impact of andragogical principles on specific communicative competencies, such as briefing, reporting, and operational coordination. Finally, longitudinal studies are needed to assess

how these competencies translate into broader indicators of operational effectiveness and adaptability in multinational military environments.

**Conclusions.** The study theoretically substantiates the conceptual foundations of the andragogical approach to foreign language communication training of future officers within the system of higher military education. In the context of contemporary security challenges and intensified multinational cooperation, foreign language communication competence may be regarded as an important component of professional military training associated with operational interaction and intercultural communication.

The analysis indicates that the implementation of andragogical principles, including self-directed learning, reliance on learners' prior experience, problem-centeredness, and professional orientation, creates favorable methodological conditions for organizing foreign language training of adult military learners. These principles contribute to increasing the practical relevance and professional orientation of language education within military contexts.

The study identifies methodological approaches and instructional practices that are conceptually consistent with the andragogical framework of military foreign language education, namely simulations, role-plays, project-based learning, and blended learning technologies. Such approaches may support the development of communicative competence, critical thinking, and intercultural awareness required for professional interaction in multinational environments.

It is also concluded that the andragogical approach requires reconsideration of the instructor's role in military education. Within this framework, the instructor functions not only as a source of knowledge but also as a facilitator who supports reflection, feedback, and learner autonomy. This approach corresponds to contemporary learner-centered tendencies in professional military training.

At the same time, the study identifies institutional and organizational constraints related to the hierarchical nature of military education systems. Addressing these challenges requires methodological support for instructors and instructional strategies that balance regulatory requirements with learner-centered educational practices. The research contributes to the conceptual understanding of the andragogical approach in military foreign language education and may serve as a theoretical framework for further empirical research on adult learning practices in higher military education institutions.

### References

- Antrobus, S., & West, H. (2022). 'This is all very academic': Critical thinking in professional military education. *The RUSI Journal*, 167(3), 78–86. <https://doi.org/10.1080/03071847.2022.2112521> (Scopus, WoS)
- Becker, W., & Schatz, S. (2010). Higher order cognitive skills training in support of contemporary military operations. *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*, 54(27), 2228–2232. <https://doi.org/10.1177/154193121005402702> (Scopus)
- Bibik, N. M., Vashchenko, L. S., Lokshyna, O. I., Ovcharuk, O. V., & Parashchenko, L. I. (2004). *Kompetentnisnyi pidkhid u suchasnii osviti: svitovyi dosvid ta*

*ukrainski perspektyvy* [Competency-based approach in modern education: Global experience and Ukrainian perspectives]. K.I.S. (ukr).

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of Adult Education*, 39(2), 25–35. <https://eric.ed.gov/?id=EJ930244>

Forrest, S. P., & Peterson, T. O. (2006). It's called andragogy. *Academy of Management Learning & Education*, 5(1), 113–122. <https://doi.org/10.5465/AMLE.2006.20388390> (Scopus, WoS)

Gleiman, A., & Zacharakis, J. (2016). Continuing professional education in the military. *New Directions for Adult and Continuing Education*, 2016(151), 81–90. <https://doi.org/10.1002/ace.20197>

Goode, C. (2019). Best practice principles for professional military education: A literature review. *Journal of Defense Resources Management*, 10(2), 5–20. <https://www.cceol.com/search/article-detail?id=812181>

Holton, E. F., III, Wilson, L. S., & Bates, R. A. (2009). Toward development of a generalized instrument to measure andragogy. *Human Resource Development Quarterly*, 20(2), 169–193. <https://doi.org/10.1002/hrdq.20014> (Scopus, WoS)

Jeanes, E. (2021). A meeting of mind(sets): Integrating the pedagogy and andragogy of mindsets for leadership development. *Thinking Skills and Creativity*, 39, 100758. <https://doi.org/10.1016/j.tsc.2020.100758> (Scopus, WoS)

Johansen, R. B., Sookermany, A. M., & Isaksen, G. (2021). Twisting the pedagogy in military education: Experiences drawn from a problem-based teaching approach. In *Transformations of the Military Profession and Professionalism in Scandinavia* (pp. 236–259). <https://doi.org/10.31374/book2-k> (Scopus)

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Cambridge Adult Education.

Knowles, M. S. (1984). *Andragogy in action: Applying modern principles of adult education*. Jossey-Bass.

Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2020). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.

Knoch, U., & Macqueen, S. (2020). *Assessing English for professional purposes*. Routledge.

Knoch, U., Fairbairn, J., & Jin, Y. (2021). *Scoring second language spoken and written performance: Issues, options and directions*. Equinox.

Kozyar, M. M., Naniwska, L. L., Romanyshyna, O. Ya., Romanyshyn, A. M., & Yakimets, Y. M. (2020). Communicative competence formation of future officers in the process of foreign language training. *International Journal of Higher Education*, 9(7), 153–165. <https://doi.org/10.5430/ijhe.v9n7p153> (Scopus)

Kuzmenko, Y., Kovalchuk, T., & Ivanitska, I. (2021). Formation of foreign language communicative competence among future military officers: International experience. *Comparative Professional Pedagogy*, 11(1), 101–108. [https://doi.org/10.31891/2308-4081/2021-11\(1\)-14](https://doi.org/10.31891/2308-4081/2021-11(1)-14) (Scopus)

Lahodynskyi, O., Shcherbyna, O., Borynskyi, V., Bloshchynskyi, I., & Zinchenko, A. (2023). ESP teaching and learning at military academies in Ukraine: Psychological and sociocultural aspects. *Forum for Linguistic Studies*, 5(3), Article 1956. <https://doi.org/10.59400/fls.v5i3.1956> (Scopus)

Loeng, S. (2023). Pedagogy and andragogy in comparison: Conceptions and perspectives. *Andragoška Spoznanja*, 29(2), 1–14. <https://doi.org/10.4312/as/11482> (Scopus)

Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass.

Mezirow, J., & Associates. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. Jossey-Bass.

Merriam, S. B., & Baumgartner, L. M. (2020). *Learning in adulthood: A comprehensive guide* (4th ed.). Wiley.

Moll, I. (2024). A psychological critique of Knowles' andragogy as a theory of learning. *Andragoška Spoznanja*, 30(1), 151–170. <https://doi.org/10.4312/as/16396> (Scopus)

Monaghan, R. (2012). Language and interoperability in NATO: The Bureau for International Language Co-ordination (BILC). *Canadian Military Journal*, 13(1), 23–32. <https://doi.org/10.31374/sjms.221>

Persyn, J. M., & Polson, C. J. (2012). Evolution and influence of military adult education. *New Directions for Adult and Continuing Education*, 2012(136), 5–16. <https://doi.org/10.1002/ace.20031> (Scopus).

Purwati, D., Mardhiah, A., Nurhasanah, E., & Ramli, R. (2022). The six characteristics of andragogy and future research directions in EFL: A literature review. *Elsya: Journal of English Language Studies*, 4(1), 86–95 <https://doi.org/10.31849/elsya.v4i1.7473>

Shabunina, V., Bilous, B., Romaniuk, V., Solodka, A., & Berezna, Marharyta. (2023). Development of professional communication in English (experience of Ukrainian military officers). *Revista Amazonia Investiga*. 12. 132-142. <https://doi.org/10.34069/AI/2023.69.09.11> (Scopus).

Siegel, A., Vance, M., & Nilsson, D. (2024). Military English language education: A scoping review of 30 years of research. *Innovation in Language Learning and Teaching*, 19, 1–19. <https://doi.org/10.1080/17501229.2024.2370986> (Scopus).

Skilleås, H. K., & Grande, B. (2024). Language lessons learned? NATO requirements and Norwegian officer cadets. *Scandinavian Journal of Military Studies*, 7(1), 1–12. <https://doi.org/10.31374/sjms.221> (Scopus)

Sookermany, A. M. (2017). Military education reconsidered: A postmodern update. *Journal of Philosophy of Education*, 51(1), 310–330. <https://doi.org/10.1111/1467-9752.12224> (Scopus).

Sovhar, O. M. (2021). Using ICT to form foreign language communicative competence of future armed forces officers. *Information Technologies and Learning Tools*, 85(5), 259–269. <https://doi.org/10.33407/itlt.v85i5.4442> (WoS).

Sovhar, O. (2024). Forming foreign language communicative competence of future Ukrainian Armed Forces officers by means of information and communication technologies. *Educological Discourse*, 45(2). <https://doi.org/10.28925/2312-5829.2024.2.8>

Tarnopolskyi, O. B., & Dehtiarova, Yu. V. (2011). Autentychnist navchalnykh materialiv u navchanni anhliskoi movy dlia profesiinoi komunikatsii u nemovnykh vyshakh [Authenticity of instructional materials in teaching English for professional communication in non-linguistic higher education institutions]. *Visnyk Lvivskoho derzhavnoho universytetu bezpeky zhyttiedialnosti*, 5(2), 242–245 (ukr).

Zacharakis, J., & Van der Werff, J. A. (2012). The future of adult education in the military. *New Directions for Adult and Continuing Education*, 2012(136), 89–98. <https://doi.org/10.1002/ace.20038> (Scopus/)

## Оксана Совгар,

<https://orcid.org/0000-0002-3101-7409>

кандидат педагогічних наук, доцент, професор кафедри іноземних мов Національної академії сухопутних військ імені гетьмана Петра Сагайдачного, вул. Героїв Майдану, 32, м. Львів, 79012, Україна,  
[okssov@yahoo.com](mailto:okssov@yahoo.com)

## Впровадження андрагогічного підходу до іншомовної підготовки майбутніх офіцерів ЗСУ

**Анотація.** Стаття присвячена проблемі вдосконалення іншомовної комунікативної підготовки майбутніх офіцерів у закладах вищої військової освіти в умовах триваючої війни та посилення міжнародного співробітництва. Метою дослідження є теоретичне обґрунтування концептуальних засад андрагогічного підходу до іншомовної комунікативної підготовки дорослих військових здобувачів освіти у системі вищої військової освіти та визначення методологічних принципів, пов'язаних із його впровадженням. У дослідженні застосовано якісну теоретичну методологію, що включає аналітичний, порівняльний, структурно-логічний та інтерпретаційний методи, які використовувалися для опрацювання наукових, педагогічних і нормативних джерел у сфері військової освіти. Встановлено, що андрагогічний підхід, заснований на принципах самостійного навчання, опори на професійний досвід, проблемної спрямованості та практичної орієнтації, створює концептуальне підґрунтя для організації більш професійно релевантної іншомовної підготовки майбутніх офіцерів. Результати дослідження окреслюють, що досвідне навчання, контекстуальне моделювання професійних ситуацій, симуляції, рольові ігри, проєктні завдання та технології змішаного навчання є методично узгодженими з андрагогічною концепцією та можуть сприяти розвитку іншомовної комунікативної компетентності, необхідної для участі в міжнародних військових операціях, забезпечення взаємосумісності та спільної підготовки. Також підкреслюється важливість переосмислення ролі викладача як фасилітатора, який підтримує рефлексію, зворотний зв'язок та індивідуальні освітні траєкторії. У висновках зазначено, що системна інтеграція андрагогічних принципів в іншомовну підготовку становить теоретико-методологічне підґрунтя для вдосконалення військової іншомовної освіти та потребує подальшого розвитку відповідно до сучасних оперативних і вимог взаємосумісності.

**Ключові слова:** андрагогічний підхід; іншомовна підготовка; військова освіта; майбутні офіцери; комунікативна компетентність; взаємосумісність із НАТО.

Стаття надійшла до редакції: 16.03.2026

Прийнята до друку: 18.06.2026

Опублікована: 30.06.2026