

УДК 378.016.811.111'243

Inna Semeniako,
PhD (Political Sciences), Associate Professor,
Military Academy
named after Yevheniy Berezniak, Kyiv
<http://orcid.com/0000-0001-6489-7986>
DOI: 10.33099/2617-1775/2024-02/142-149

ESP TEACHING (MILITARY ASPECT) IN WARTIME CONDITIONS

The article deals with the issue of providing a stable and continuous process of ESP teaching to military professionals in wartime conditions. Taking into account the peculiarities of ESP teaching at the Military Academy named after Yevheniy Berezniak, together with the expansion of online learning functions, there is a need to adhere to the traditional teaching format, which aims to preserve the key structural components and basic requirements of the training course. It is substantiated that despite being a new reality and having many advantages distance learning is not able to fully ensure the stability and continuity of the educational process in wartime conditions. In this regard, it is advisable to apply models of blended learning to combine both traditional and distance teaching technologies.

Keywords: *foreign language; military professionals; ESP teaching; wartime; distance learning; blended learning; communicative approach.*

Introduction. English for special purposes (ESP) teaching at higher military educational institutions involves acquiring professional mobility and highly specialized training in a specific field of knowledge or practical activity via learning a foreign language. Professional foreign language orientation is also determined by future specialists' need to apply knowledge acquired during professional training while carrying out communication in native speakers' environment. Within this framework, at the Military Academy named after Yevheniy Berezniak ESP teaching is an important element of educational process aimed at professional knowledge and practical skills' acquisition necessary for professionally oriented communication.

These days, due to wartime conditions both classwork and distance learning process in a synchronous mode are significantly limited, that is why educators need to regard to an asynchronous method of work with educational material, which is mostly based on self-study. Taking into account the peculiarities of professional foreign language training at the Military Academy named after Yevheniy Berezniak, together with the expansion of online learning functions, there is a need to adhere to the traditional teaching format, which aims to preserve the key structural components and basic requirements of the training course, necessary for the development of future specialists' foreign language competencies.

Analysis of relevant research shows that the problematic issues of teaching foreign languages under crisis circumstances – in pandemic and wartime conditions – have been studied by many Ukrainian and foreign scholars.

The COVID-19 global pandemic has resulted in significant changes around the world. Until the end of March 2020, many countries took radical measures to control the spread of the disease, that is why the transition to distance learning became very urgent. Under such circumstances, the term *emergency distance learning* appeared [7, p. 8], which involves a temporary transition from face-to-face or mixed forms

of education to complete distance learning in response to crisis circumstances. Ukrainian researchers V. Kukhareno and V. Bondarenko investigated the theoretical and methodological problems of implementing the educational process in the conditions of quarantine caused by the COVID-19 pandemic [2].

Foreign researchers A. Bourdebane, S. Chun, T. Russell focus on technical and pedagogical difficulties that arise during learning foreign languages online [8, 9], in particular, the availability of specially developed educational materials for online learning. They elicit two most popular modes of online learning – synchronous and asynchronous.

R. Westerlund, O. Chugai, S. Petrenko have analyzed the experience of online teaching and learning English in higher educational institutions of Ukraine in pandemic and wartime conditions, namely how COVID-19 and wartime affected social, methodological and emotional aspects of teaching and learning foreign languages during the period of 2019-2023 [11].

O. Torosyan, O. Overchuk, A. Rogulska have researched foreign languages' e-learning technologies in wartime conditions and determined distance learning as the main type of learning, as it combines online learning with a teacher and self-study [5].

T. Shchegoleva, O. Podzygun, A. Petrova, and N. Klos have studied the peculiarities of methodological approaches to ESP teaching in wartime conditions and under crisis circumstances [6, 3].

Although the problem of ESP teaching in crisis and wartime conditions holds an important place in scientific researches, it cannot be considered completely solved. Taking into account the high priority tasks and the significance of the future specialists' abilities to be linguistically prepared to perform them, often in high risk environment, ESP teaching at high military educational institutions remains open and requires a comprehensive research.

The aim of the study is to identify and analyze the current problems of ESP teaching at higher military educational institutions in wartime conditions.

Research Methods. To reach the goal the following methods were used: analysis of the researched problem; systematization and generalization of the information obtained from the theoretical sources; methods of comparative analysis, classification, abstraction, induction and deduction.

Results. The Russian war against Ukraine caused a significant number of problems in the higher education system, one of these is providing a stable and continuous educational process. In order to preserve the lives of the subjects of the educational process, a choice was made in favor of the most optimal forms of education.

Traditional format of ESP teaching to military professionals has a number of special features in comparison to other more theoretically oriented disciplines. The basis of the traditional face-to-face format is a special foreign text that contains specific vocabulary and terminology. In the future, in order to master professional speaking skills, it is necessary to do special training exercises that are close to real life professional situations, which are «reproduced» by means of a dialogic speech. Learning a foreign language by means of information and communication technologies is a process that is constantly being changed and updated from the point

of view of technological innovations. In this context, the established traditional ideas about learning foreign languages undergo significant changes.

Under current circumstances, the distance form of education is dominant. In accordance with the order of the Ministry of Education № 120 from 02.15.24, the distance form of education provides education that takes place mainly through the mediated interaction of distant participants in the educational process in a specialized environment that functions on the basis of modern psychologically pedagogical and information communication technologies [4].

As it is noted by I. Bloschynskyi, distance education is a system of both information and communication technologies and innovative teaching methods that provide interaction between educators and learners at various stages of educational process including self-study that presumes working with educational materials online [1].

In wartime conditions, the Internet enables such distance learning formats as synchronous, asynchronous and mixed, depending on the technological abilities of the participants of the educational process, the availability of electricity, access to the Internet, etc. In general, synchronous learning is interpreted as cooperation between the educator and learners or a group of learners with each other in real time. Asynchronous learning presumes time division during the interaction of the participants of the educational process [8, 9]. Distance learning within the framework of ESP teaching at the Military Academy includes synchronous classes (practical group classes in special digital services, project work, etc.) and asynchronous classes (presentation of grammar material in the form of recorded lectures, processing of video and audio materials, electronic correspondence regarding the completion of tasks assigned for self-study, testing, etc.).

Among the advantages of distance learning within the framework of ESP teaching we can mention the following: modernization of online education, efficiency of self-study, increase in motivation to study a foreign language, control and computer testing, encouraging educators' professional skills and motivation to create electronic teaching aids. Moreover, it should be noted that self-study contributes to the formation of speech competences, activates cognitive activities, encourages learners to search and process a significant amount of educational material from various sources. The use of various interactive methods and learning technologies, namely role-plays, quests, group discussions, the project method, case technologies etc. has become an important motivation factor to learn a foreign language in an online format.

Despite the fact that distance learning is characterized by high interactivity and involves differentiation and individualization of the educational process, in wartime conditions it is significantly different from the distance format in the quarantine period. Due to powercuts, lack of access to the Internet, air alarms and the need to move to a shelter, distance learning cannot fully ensure the stability and continuity of the educational process, as well as full-fledged foreign language communication and successful use of interactive teaching methods. The issue of future specialists' professionalism caused a change in teaching approaches, namely the introduction of innovative methods and learning technologies while preserving the key structural components and basic requirements of the ESP teaching to military professionals.

Taking into consideration the mentioned before, we can state that blended learning is of particular importance in modern realities. According to Ukrainian scholars V. Kuharenko and V. Bondarenko, blended learning is based on a fusion of traditional teaching methods and the introduction of new information teaching technologies into the educational process; the fusion of various technologies into a single integrated educational approach [2, p. 50]. So, we can conclude that an important factor for the effective implementation of blended learning models is the fusion of traditional and distance learning technologies. In this regard, the main goal of educators is to interact actively with learners, monitor their progress and help when it is necessary.

The practical experience of ESP teaching at the Military Academy named after Yevheniy Berezniak shows that the acquisition of foreign language competence in the military environment (compared to the civilian environment) is carried out in specific conditions, which affect the quality and efficiency of the educational process. The peculiarities of military specialists' training require a strict regulation both of the training time and the training process itself, as learners have to combine their education with the performance of their official duties. So, in our opinion, the following blended learning scenarios can be effective for ESP teaching in our institution:

classroom work with online elements, for example, checking grammar online, doing lexical-grammatical exercises and test tasks;

classroom work supplemented with communicative elements in an online format, for example, learners receive tasks by e-mail and are encouraged to use authentic language materials for their implementation;

consistent change of classroom work to online classes, for example, application of the project method followed by the discussion in a group, virtual communication between subjects of education;

communicative interaction between the subjects and objects of education in the virtual educational space, for example, supervised by the educator self-study, the presence of a virtual audience that ensures group work [6].

In the context of blended learning, it is worth noting the expediency of using external (Moodle) and internal platforms (Duolingo Macmillan Education Everywhere, ELT Platform). In addition, the Lingva.Skills platform is quite popular today, which contributes to the formation of foreign language grammatical and lexical competence of future specialists [10]. Unfortunately, dependence on technical learning aids is one of the main disadvantages of blended learning. These days' challenges make it necessary to review the approaches to ESP teaching at the Military Academy named after Yevheniy Berezniak. It is advisable to develop and implement a combined model of the educational process, which should be clearly structured and comprehensive. Such a model requires the development of appropriate educational tasks, the selection of effective interactive methods and technologies, implementation in accordance with the educational results of current and final evaluation.

Conclusions. One of the efficient ways to provide a stable and continuous ESP teaching process at the Military Academy named after Yevheniy Berezniak is distance learning, since classroom work and learning in a synchronous mode are not always possible in wartime conditions. It is advisable to use e-learning platforms that allow you

to effectively distribute educational materials and monitor the results. The distance form of learning has many advantages, but in wartime conditions it is significantly different from distance learning format during the quarantine period. Due to the influence of external factors caused by the war, the distance form of learning does not ensure complete communicative interaction with learners and successful application of interactive learning methods during the ESP teaching process.

The peculiarities of ESP teaching at the Military Academy named after Yevheniy Berezniak require a strict regulation of training time and training process itself, as learners have to combine their education with the performance of their official duties. In this regard, ESP teaching requires using blended learning models, which, on one hand, enable the learners to choose the place, pace, rhythm and time for learning on their own and, on the other hand, use their strongest points while minimizing the weak ones. The issue of future specialists' professionalism within the framework of ESP teaching also determines the introduction of innovative educational methods and technologies while simultaneously keeping key structural components and basic requirements of educational disciplines.

Prospects for further research – implementation of foreign experience in the dissemination of blended learning models within the framework of ESP teaching process.

ЛІТЕРАТУРА

1. Блощинський І. Г. Сутність та зміст поняття “дистанційне навчання” в зарубіжній та вітчизняній науковій літературі. Вісник *Національної академії Державної прикордонної служби України*. 2015. Вип. 3. URL: http://nbuv.gov.ua/UJRN/Vnadps_2015_3_4. (дата звернення: 15.08.2024).

2. Кухаренко В. М., Бондаренко В. В. Екстрене дистанційне навчання в Україні: монографія. Харків: Вид-во КП “Міська друкарня”, 2020. 409 с.

3. Подзигун О. А., Петрова А. І., Клос Н. С. Використання проблемно-орієнтованого навчання засобами інформаційно-комунікаційних технологій у формуванні іншомовної компетентності майбутніх фахівців. *Інформаційно-комунікаційні технології в сучасній освіті: досвід, проблеми, перспективи*: збірник наукових праць. 2017. Вип. 5. С. 269–272.

4. Про затвердження Положення про особливості організації освітнього процесу у вищих військових навчальних закладах Міністерства оборони України, військових навчальних підрозділах закладів вищої освіти, закладах фахової передвищої військової освіти: Наказ МОУ від 15.02.2024 р. № 120. URL: <https://zakon.rada.gov.ua/laws/show/z0453-24#Text> (дата звернення: 15.08.2024).

5. Технології електронного навчання іноземній мові під час воєнного стану. Торосян О. та ін. *Вісник науки та освіти. Серії: філологія, культура і мистецтво, педагогіка, історія та археологія, соціологія*. 2023. № 1(7). С. 260–270.

6. Щеголева Т. Актуальні проблеми викладання дисципліни “Іноземна мова за професійним спрямуванням” в умовах воєнного стану. *Академічні візії*. 2023. Випуск 17. DOI: <http://dx.doi.org/10.5281/zenodo.7998225>.

7. Appel C., Robbins J. Language Teaching in Times of COVID-19: The Emotional Rollercoaster of Lockdown. *Emergency Remote Teaching and Beyond: Voices from World Language Teachers and Researchers*. Cham, Switzerland: Springer. 2021. P. 3–22.

8. Bouderbane A. Enhancing the Quality of Teaching and Assessment: Teaching English in Algeria. In F. Kilickaya, J. Kic-Drgas, & R. Nahlen (Eds.), *The Challenges and Opportunities of Teaching English Worldwide in the COVID-19 Pandemic*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing. 2022. P. 5–10.

9. Chun C., Russell T. An Australian Narrative Coordinating an Economic English Course During COVID-19. *Cases on Teaching English for Academic Purposes (EAP) During COVID-19: Insights From Around the World*. IGI Global. 2022. P.1–28.

10. Rossett A., Frazee R. Blended learning opportunities. URL: https://www.researchgate.net/profile/Rebecca_Frazee/publication/228669485_Blended_Learning_Opportunities/links/55c1564508aed621de154484/BlendedLearningOpportunities.pdf. (дата звернення: 16.08.2024).

11. Westerlund R., Chugai O., Petrenko S., Zuyenok I. Teaching and learning English at higher educational institutions in Ukraine through pandemics and wartime. *Advanced Education*. 2023. Issue 22, P. 12–26. DOI: 10.20535/2410-8286.283353.

REFERENCES

1. Bloschynskyi I. H. (2015) Sutnist ta zmist poniattia "dystantsiine navchannia" v zarubizhnii ta vitchyzniani naukovii literaturi [The essence and content of the concept "distance learning" in foreign and domestic scientific literature]. *Visnyk Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy*, 3. URL: http://nbuv.gov.ua/UJRN/Vnadps_2015_3_4 (date of application: 15.08.2024).

2. Kukharenko V. M., Bondarenko V. V. (2020) Ekstrene dystantsiine navchannia v Ukraini: monohrafiia. [Emergency distance learning in Ukraine: monograph]. Kharkiv: Miska drukarnia, 409.

3. Podzyhun O. A., Petrova A. I., Klos N. S. (2017) Vykorystannia problemno-orientovanoho navchannia zasobamy informatsiino-komunikatsiinykh tekhnolohii u formuvanni inshomovnoi kompetentnosti maibutnikh fakhivtsiv [The use of problem-oriented learning by means of information and communication technologies in the formation of future specialists' foreign language competence]. *Informatsiino-komunikatsiini tekhnolohii v suchasnii osviti: dosvid, problemy, perspektyvy: zbirnyk naukovykh prats*, 5, 269–272.

4. Pro zatverdzhennia Polozhennia pro osoblyvosti orhanizatsii osvitnoho protsesu u vyshchyykh viiskovykh navchalnykh zakladakh Ministerstva obrony Ukrainy, viiskovykh navchalnykh pidrozdilakh zakladiv vyshchoi osvity, zakladakh fakhovoi peredvyshchoi viiskovoi osvity [About the approval of the Regulation on the peculiarities of the organization of the educational process in higher military educational institutions of the Ministry of Defense of Ukraine, military educational units of higher education institutions, institutions of professional pre-higher military education] Nakaz MOU vid 15.02.2024. № 120. URL: <https://zakon.rada.gov.ua/laws/show/z0453-24#Text> (date of application: 15.08.2024).

5. Torosian O. (2023) Tekhnolohii elektronnoho navchannia inozemni movi pid chas voiennoho stanu [Technologies of electronic foreign language teaching in wartime]. *Visnyk nauky ta osvity. Serii: filolohiia, kultura i mystetstvo, pedahohika, istoriia ta arkhelohiia, sotsiolohiia*, 1(7), 260–270.

6. Shchepochieva T. (2023) Aktualni problemy vykladannia dystsypliny "Inozemna mova za profesiinym spriamuvanniam" v umovakh voiennoho stanu [Current issues of ESP teaching in wartime conditions]. *Akademichni vizii*, 17. DOI: <http://dx.doi.org/10.5281/zenodo.7998225>.

7. Appel C., Robbins J. (2021) Language Teaching in Times of COVID-19: The Emotional Rollercoaster of Lockdown. *Emergency Remote Teaching and Beyond: Voices from World Language Teachers and Researchers*. Cham, Switzerland: Springer, 3-22

8. Bouderbane A. (2022) Enhancing the Quality of Teaching and Assessment: Teaching English in Algeria. In F. Kilickaya, J. Kic-Drgas, & R. Nahlen (Eds.), *The Challenges and Opportunities of Teaching English Worldwide in the COVID-19 Pandemic*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 5–10.

9. Chun C., Russell T. (2022) An Australian Narrative Coordinating an Economic English Course During COVID-19. *Cases on Teaching English for Academic Purposes (EAP) During COVID-19: Insights From Around the World*. IGI Global, 1–28.

10. Rossett A., Frazee R. Blended learning opportunities. URL: https://www.researchgate.net/profile/Rebecca_Frazee/publication/228669485_Blended_Learning_Opportunities/links/55c1564508aed621de154484/BlendedLearningOpportunities.pdf.

opportunities/links/55c1564508aed621de154484/BlendedLearningOpportunities. pdf. (дата звернення: 16.08.2024).

11. Westerlund R., Chugai O., Petrenko S., Zuyenok I. (2023) Teaching and learning English at higher educational institutions in Ukraine through pandemics and wartime. *Advanced Education*, 22, 12–26. DOI: 10.20535/2410-8286.283353.

АНОТАЦІЯ

Інна Семеняко,
кандидат політичних наук, доцент
Воєнна академія
імені Євгенія Березняка, м. Київ

Фахова іншомовна підготовка (військовий аспект) в умовах воєнного стану

Постановка проблеми. Фахова іншомовна підготовка у ВНЗ є важливим елементом навчального процесу, спрямованого на набуття професійних знань і практичних навичок, необхідних для подальшої фахової діяльності. В умовах воєнного стану дистанційне навчання є новою реальністю та має багато переваг, проте воно не здатне повною мірою забезпечити стабільність і безперервність навчального процесу. У зв'язку з цим доцільно застосовувати моделі змішаного навчання, що надають можливість поєднання традиційних і дистанційних технологій. Враховуючи особливості фахової іншомовної підготовки у Воєнній академії імені Євгенія Березняка, разом із розширенням функцій онлайн-навчання, виникає необхідність у дотриманні традиційного формату навчання, спрямованого на збереження ключових структурних компонентів та базових вимог навчального курсу.

Мета. Визначити та проаналізувати актуальні проблеми фахової іншомовної підготовки у ВНЗ в умовах воєнного стану.

Методи. Комплексний науковий аналіз проблеми дослідження; систематизація та узагальнення інформації, отриманої з наукових і методичних джерел; методи порівняння, класифікації, абстрагування, індукції та дедукції.

Виклад основного матеріалу. Зазначено, що фахова іншомовна підготовка є процесом, який постійно змінюється та оновлюється з погляду технологічних інновацій. У цьому контексті усталені традиційні уявлення про навчання іноземних мов зазнають значних змін.

Обґрунтовано, що питання професіоналізму майбутніх фахівців зумовлює зміни підходів до викладання, а саме впровадження інноваційних методів та технологій навчання зі збереженням ключових структурних складових та основних вимог навчального курсу.

Доведено, що за сучасних реалій особливого значення набуває змішане навчання. На думку авторки, важливою умовою для ефективної реалізації моделей змішаного навчання є поєднання традиційних і дистанційних технологій.

Новизна. Авторка доводить, що важливим чинником ефективної реалізації моделей змішаного навчання в рамках фахової іншомовної підготовки є поєднання традиційних і дистанційних технологій навчання. Оскільки підготовка військових фахівців вимагає суворої регламентації як навчального часу, так і самого навчального процесу, а також поєднання навчання з виконанням службових обов'язків, авторка пропонує сценарії змішаного навчання, які можуть бути ефективними для викладання іноземної мови професійного спрямування у ВНЗ.

Висновки. Одним із ефективних шляхів вирішення проблемного питання здійснення фахової іншомовної підготовки у ВА імені Євгенія Березняка на основі стабільності та безперервності є застосування дистанційної форми навчання, оскільки аудиторне навчання та проведення занять у синхронному режимі не завжди є можливими в умовах воєнного стану. Дистанційна форма навчання має багато переваг, проте в умовах воєнного стану вона значно відрізняється від того дистанційного формату, що був у період карантину. У зв'язку із впливом зовнішніх чинників, дистанційна форма не забезпечує повноцінної комунікативної взаємодії та успішного застосування інтерактивних методів навчання.

Особливості фахової іншомовної підготовки у ВНЗ зумовлюють жорстку регламентацію навчального часу і безпосередньо навчального процесу, яка спричинена суміщенням навчання з виконанням службових обов'язків. У зв'язку із цим доцільно

застосовувати моделі змішаного навчання, що надає здобувачам освіти можливість самостійно обирати місце, темп, ритм та час для навчання, а також використовувати їх найсильніші сторони й мінімізувати слабкі. Питання професіоналізму майбутніх фахівців у контексті іншомовної підготовки також зумовлює впровадження інноваційних методів та технологій навчання зі збереженням ключових структурних складових та основних вимог навчального курсу.

Перспективи подальших досліджень – впровадження зарубіжного досвіду в поширення моделей змішаного навчання у процесі фахової іншомовної підготовки у ВВНЗ.

Ключові слова: іноземна мова; військові фахівці; фахова іншомовна підготовка; воєнний стан; дистанційне навчання; змішане навчання; комунікативний підхід.