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IMPLEMENTING CONTENT AND LANGUAGE INTEGRATED LEARNING IN MILITARY HIGHER EDUCATIONAL INSTITUTIONS

This article examines the application of Content and Language Integrated Learning (CLIL) within military higher education, focusing on its potential to enhance professional foreign language communicative competence among military students. The findings reveal that CLIL effectively combines language acquisition with specialized military knowledge, emphasizing the four key components of content, communication, cognition, and culture. Successful CLIL implementation is contingent upon robust interdisciplinary collaboration between language and subject-specific instructors, ensuring a balanced integration of language and content. The practical application of CLIL in military education, particularly in areas like military terminology, operational procedures, and international cooperation, demonstrates its value in developing cadets' communicative competence through simulations and scenario-based learning.

Key words: *Content and Language Integrated Learning; military higher education; foreign language communicative competence; interdisciplinary collaboration; communication; content.*

Introduction. The acquisition of foreign language proficiency is an indisputably critical component in the contemporary preparation of specialists across the military sector. Effective professional practice necessitates that service members possess fluency in both the target language and its associated professional terminology. Consequently, there is a demonstrable need for foreign language instruction tailored to specific professional domains. Higher military educational institutions are tasked to train future officers to acquire the necessary competencies, which include the ability to communicate in a foreign language in official activities during the performance of professional duties in a foreign language environment [1; 168]. In pursuit of elevating the standard of language proficiency within the Armed Forces of Ukraine, and to delineate strategies for enhancing its efficacy, alongside the formulation of a precise action plan for the establishment of a continuous foreign language competence development system for military personnel throughout their

professional engagement, the Roadmap for the Advancement of Language Training in the Armed Forces of Ukraine (2021–2025) was instituted [2]. This strategic document serves as a principal directive for all military institutions of higher education in Ukraine, and its active implementation is currently underway as a pivotal component in the refinement of educational quality and the cultivation of highly skilled specialists. According to paragraph 5 of the Roadmap, it is stipulated to 'fulfill the task of organizing the teaching of a portion of academic disciplines in foreign languages in graduating courses: from 2024 onwards – not less than 20 % (for each academic discipline)' [2; 3]. In addressing this exigency a novel pedagogical approach: Content and Language Integrated Learning (CLIL) methodology can prove quite instrumental. This methodology involves the delivery of subject content through the medium of a foreign language. CLIL pursues a dual objective: the attainment of foreign language competence and the acquisition of subject-specific knowledge.

Analysis of relevant research. An analysis of recent studies and publications indicates that the problem of successfully integrating the content of specialized disciplines with a foreign language in the context of CLIL has attracted the interest of many foreign (A. Amado, N. Boyes, , D. Coyle, L. Dale, Ph. Hood, A. Lopes, D. Marsh, P. Mehisto, O. Meyer, P. Romanowski, K.J.F. Rojas) and domestic scholars (J. Honcharova, O. Vovchenko, N. Yevtushenko, I. Korenieva, Yu. Lopata, A. Masloba, S. Nikiforchuk, Z. Ohnivenko, O. Pavlova, M. Podoliak D. Poltavenko, O. Rudychyk, Yu. Rudnik, N. Stetsenko, O. Shchebrakova, O. Yaremenko-Hasiuk). However, these studies largely pertain to general secondary education institutions, while the implementation of CLIL in military higher education institutions, in our opinion, remains insufficiently explored.»

The purpose of the article is to delineate the conceptual framework of Content and Language Integrated Learning (CLIL) and to evaluate its efficacy in fostering professional foreign language communicative competence among military students in higher education.

Research methods. A holistic methodological framework, encompassing both general scientific and domain-specific methods, was employed to investigate the utilization of Content and Language Integrated Learning within the national higher military education system. These methods included analysis and synthesis, generalization, classification, comparative analysis, and descriptive inquiry.

Results. The term Content and Language Integrated Learning was initially coined by D. Marsh in the 1990s to denote the methodology of teaching school subjects in a foreign language» [3]. J. Campillo-Ferrer, P. Miralles-Martínez and R. Sanchez-Ibañez [4] characterize CLIL as a pedagogical paradigm wherein instructors facilitate the concurrent acquisition of a foreign language and the content of non-linguistic disciplines. J. McDougald [5] posits that CLIL synergistically integrates foreign language acquisition, subject-specific content, and cognitive development. C. Urmeneta [6; 8] defines CLIL as an overarching term encompassing educational programs that utilize a foreign language as the medium of instruction for non-linguistic subjects, thereby cultivating students' linguistic competencies. This perspective is corroborated by Yu. Rudnik [7], who underscores that CLIL entails the instruction of

non-language subjects through a foreign language. Similarly, I. Tkalya, N. Cherkashyna, and Z. Ohnivenko [8; 59], conceptualize CLIL as the delivery of non-linguistic subjects in a foreign language.

N. Vilabona and J. Cenoz [9; 37] elucidate that CLIL programs represent an approach to English or other foreign language acquisition that seamlessly integrates language and subject content. They identify the core characteristic of this methodology as the holistic integration of subject matter and foreign language instruction. N. Yevtushenko [11; 46] articulates that CLIL enables students to acquire curriculum-based knowledge through the medium of a foreign language. I. Shevchenko and O. Kordiuk [12; 53] delineate CLIL as the simultaneous instruction of two subjects, with a flexible emphasis on either the non-linguistic subject or the foreign language. Consequently, the language is deployed to address specific communicative objectives. CLIL frequently incorporates cooperative learning modalities, with a focus on developing communicative proficiencies. Fernandez [14; 13-15] categorizes CLIL as a form of foreign language instruction for specific purposes, wherein the foreign language is studied in conjunction with professional terminology and discourse. He highlights that CLIL is designed to facilitate the acquisition of new topics intrinsically linked to professional domains.

V. Vazquez and V. Benítez propose the establishment of collaborative project networks between foreign language and subject-specific instructors. This collaborative approach, they contend, is crucial for effective CLIL implementation, particularly in the development of instructional materials. Such projects should encompass the integration of subject matter, pedagogical strategies, instructional resources, and equitable student assessment procedures. In this context, educators must possess three core competencies: discipline-specific knowledge, foreign language proficiency, and methodological expertise. [15; 199–200].

Learning through the CLIL technology necessarily includes 4 components – the so-called 4 Cs: 'content,' 'communication,' 'cognition,' and 'culture,' which are deciphered as follows:

Content – encompasses the constant stimulation of the information assimilation process with the development of the ability to engage subject content from various fields of knowledge. Moreover, the content of the integrated curriculum itself should be multimodal, which involves the use of various resources by learners during the assimilation of new material – articles, video and audio files, illustrations, interdisciplinary projects, blogs, library sources, games, interviews, etc. This material should be meaningful, authentic, and problem-solving in nature, as well as related to the previous knowledge and experience of the learners. [15; 202];

Communication – involves the readiness to produce subject content in written and oral forms, where language acts as a means of communication during collaborative interaction in teacher-student and student-student modes. Unlike traditional learning, where knowledge is transferred from the teacher to predominantly passive listeners, the technology of content and language integrated learning stimulates the development of collaborative work, allowing learners to interact, constantly using a foreign language, and thus developing the necessary skills of speaking, listening, writing, language use,

and non-verbal communication. To effectively implement such a model in practice, scaffolding, cooperative learning, visual aids, translation of language and/or related languages are used, which helps students acquire knowledge of both subject content and a foreign language, i.e., 'learning to use language and using language to learn' occurs [15; 204];

Cognition – aims to develop thinking from lower to higher order, solve problem situations, accept challenges and reflect on them, encourages learners to develop their own ways of understanding language and content. Particular emphasis is placed on the development of higher order thinking skills, which are developed by answering questions 'why?', 'how?', and 'what is the evidence?' and, according to Bloom's taxonomy, include information analysis, evaluation of acquired knowledge, and creativity. An important aspect of developing higher order cognitive skills is the use of student-centered activities, in which learners actively participate. Such activities include the development of adaptive skills that can be applied in the future, the selection of the best learning strategies and individual learning trajectories [13; 90].

Culture – combines the development of cultural knowledge, awareness of common and different features of cultures and ethnicities, the ability to consider different points of view, and the cultivation of multiculturalism. This helps to cultivate in students a connection between the subject being studied and the surrounding world, as well as promotes international understanding and the development of such important life qualities as empathy, respect for others, and tolerance [13; 205].

The application of Content and Language Integrated Learning (CLIL) within military officer cadet training presents a valuable approach for enhancing both language proficiency and specialized military knowledge. Key applications of CLIL in Military Cadet Training can include:

Specialized Military Terminology: CLIL allows for the contextualized learning of military-specific vocabulary and terminology. Cadets can learn these terms while engaging with authentic military materials, such as operational manuals, strategic documents, and international military communications.

Operational Procedures and Tactics: Military training often involves. CLIL can be used to teach complex operational procedures and tactical maneuvers in a foreign language, enhancing cadets' ability to understand and execute them in international contexts.

International Military Cooperation: Modern military operations increasingly require international cooperation. CLIL can prepare cadets for these by teaching them how to communicate effectively with foreign military personnel, understand international protocols, and participate in joint exercises.

Geopolitics and Strategic Studies: Understanding geopolitics and strategic studies is crucial for military officers. CLIL can facilitate the learning of these subjects in a foreign language, exposing cadets to diverse perspectives and enhancing their analytical skills.

Simulation and Scenario-Based Learning: Military training often utilizes simulations and scenario-based exercises. CLIL can be integrated into these activities,

requiring cadets to use the target language to communicate, make decisions, and execute tasks.

Development of Communicative Competence: CLIL fosters the development of communicative competence in military cadets, which encompasses the ability to use the target language effectively in various military contexts, including giving and receiving orders, participating in briefings, and engaging in negotiations.

Conclusions. The Content and Language Integrated Learning (CLIL) methodology is an effective approach for integrating foreign language learning with the subject content of military disciplines. CLIL facilitates the simultaneous development of language skills and the deepening of knowledge in specialized military fields. It includes four essential components: content, communication, cognition, and culture, which are interconnected and contribute to the comprehensive development of students. Successful implementation of CLIL requires close collaboration between foreign language instructors and instructors of specialized military disciplines. Such collaboration ensures a balance between language and subject content in instruction. CLIL can be effectively applied to the study of military terminology, operational procedures, international military cooperation, geopolitics, and strategic studies. The use of simulations and scenario-based exercises based on CLIL promotes the development of cadets' communicative competence in real military situations.

Further research is seen in developing and implementing effective CLIL strategies in military education and conducting quantitative and qualitative research to assess the actual impact of CLIL on military cadets' language proficiency and subject-specific knowledge acquisition.

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РЕЗЮМЕ

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Імплементація предметно-мовного інтегрованого навчання у військових вищих навчальних закладах

У контексті зростаючої міжнародної співпраці у військовому секторі, набуття високого рівня інішомовної комунікативної компетентності є критично важливим для військових фахівців. Необхідність ефективного викладання іноземних мов, адаптованого до специфіки військової діяльності, вимагає інноваційних педагогічних підходів. Метою статті є визначення концептуальних рамок предметно-мовного інтегрованого навчання (CLIL) та оцінка його ефективності у розвитку професійної інішомовної комунікативної компетентності серед військових студентів у вищих навчальних закладах. Для дослідження застосування CLIL у національній системі вищої військової освіти було використано комплексний методологічний

підхід, що включає загальнонаукові та спеціальні методи, такі як описовий метод, аналіз, синтез, класифікація, узагальнення та порівняльний аналіз.

Дослідження показало, що CLIL ефективно поєднує вивчення іноземної мови зі спеціалізованими військовими знаннями, наголошуючи на чотирьох ключових компонентах: зміст, комунікація, когніція та культура. Успішна реалізація CLIL залежить від міждисциплінарної співпраці між викладачами мови та предметних дисциплін, що забезпечує збалансовану інтеграцію мови та змісту. Практичне застосування CLIL у військовій освіті, особливо у вивченні військової термінології, оперативних процедур та міжнародного співробітництва, демонструє його цінність у розвитку комунікативної компетентності курсантів через моделювання та сценарії.

Наукова новизна полягає у специфічному застосуванні CLIL до військової освіти, підкреслюючи його практичне значення у розвитку професійної комунікативної компетентності курсантів ВВНЗ. Результати дослідження мають практичне значення для розробки та впровадження ефективних CLIL-стратегій у військовій навчальній програмі. Перспективи подальших досліджень включають розробку та впровадження адаптованих CLIL-стратегій для військової освіти, а також проведення кількісних та якісних досліджень для оцінки фактичного впливу CLIL на рівень володіння мовою та засвоєння спеціалізованих знань курсантами.

Ключові слова: предметно-мовне інтегроване навчання (CLIL); вища військова освіта; інішомовна комунікативна компетентність; міждисциплінарна співпраця; комунікація; зміст.