

DEVELOPING THE PROFESSIONAL COMMUNICATION SKILLS OF MILITARY OFFICER TRAINEES THROUGH INTERACTIVE TECHNOLOGIES

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In the current context of transformation of the educational space, driven by digitalization, internationalization, and growing demands for professional mobility of specialists, the issue of improving language training for officer trainees at higher education institutions with specific learning conditions becomes particularly relevant. In this context, language training is seen not only as a means of mastering a foreign language but also as a key component in the formation of professional communicative competence necessary for effective interaction in intercultural, interdisciplinary, and professional environments.

An analysis of scholarly research indicates that issues related to language education in higher education institutions remain a central focus among both national and international researchers. Studies grounded in communicative and competence-based approaches emphasize the need to develop practical speaking skills closely aligned with professional activity [1, 5]. At the same time, research in pedagogy and foreign language teaching methodology substantiates the effectiveness of interactive technologies—such as project-based learning, simulations, role-playing, digital platforms, and blended learning formats—as means of enhancing learner motivation and activating instructional engagement. [4].

At the same time, most scientific works treat interactive technologies fragmentarily — as separate teaching methods or tools — without systematically integrating them into a comprehensive model of language training for officer trainees. The issue of integrating interactive technologies into language training as an

educational system that combines the goals, content, methods, forms, and results of learning into a single functional whole remains insufficiently researched.

This issue becomes particularly significant in the context of training officer trainees, whose educational process is characterized by greater intensity, strict regulation, and a strong focus on the practical application of acquired knowledge and skills. Under such conditions, traditional approaches to language education do not always ensure an adequate level of communicative competence, necessitating a reconsideration of existing educational models and the implementation of a systemic approach that actively integrates interactive technologies.

The purpose of the study is to provide a theoretical justification for integrating language training for officer trainees into the educational system and to determine the role of interactive technologies in developing their communicative competence.

Language training of officer trainees of military higher education institutions has a number of professionally determined features that influence the organization of the educational process:

- orientation toward the practical use of the English language in professional situations (international military cooperation, documentation, terminology, negotiations in multinational operations), that is, language training is not only theoretical but also functional and communicative in nature [1];

- standardization of language training in accordance with international military requirements, in particular NATO standards [2], which necessitates the acquisition of specific terms, abbreviations, command formulas, and communication protocols ensuring operational interoperability of military units from different countries;

- high requirements for the level of oral and written language proficiency, especially in the context of specialized vocabulary and phraseology;

- orientation toward communication under conditions of increased psycho-emotional stress, as military activity often takes place in stressful, dynamic, and potentially dangerous situations (which requires developing officer trainees' ability to quickly perceive and transmit information in a foreign language without loss of accuracy and semantic adequacy);

- the hierarchical nature of the military environment, which affects speech behavior, particularly the use of command, reporting, briefing, and official communication forms that must be clear, concise, and standardized;

- limited time resources and the intensive nature of training, resulting from the combination of language training with combat, physical, and specialized military training.

In such conditions, traditional reproductive methods (lectures, translation of grammatical rules, written exercises) prove to be insufficiently effective in developing communicative competence [6]. That is why interactive teaching technologies must be adapted to real models of military activity and aimed at developing not only linguistic knowledge, but also the practical communication skills necessary for professional interaction [4]. In this context, it is advisable to conduct a systematic analysis of the interactive technologies used in the teaching of military English, taking into account their implementation forms and the expected outcomes for the development of officer trainees' communicative competence (Table 1).

Table 1. Interactive teaching technologies in military English and their impact on the development of officer trainees' communicative competence

Interactive technology/method	Forms of implementation in military English	Military-professional communication skills outcomes
Military Simulation of Situational Role-Playing	Simulation of briefings, orders, reports, patrols, and interaction with allies	ability to use standardized military vocabulary; development of oral command communication skills
Communicative Simulations of Operational Situations	Reproduction of conditions of peacekeeping operations, checkpoints, evacuations, and crisis scenarios	development of verbal responsiveness and quick decision-making in English
Military Case Study	Analysis of real or simulated military situations, incidents, and missions	developing analytical thinking and professional argumentation skills in English
Task-Based Learning	Performing language tasks with a clear military purpose (briefing, coordination, reporting)	integrating language skills into professional activities; functional language proficiency
Educational Debates on Military and Security Issues	Discussing international security issues, rules of engagement, and NATO standards	developing reasoned speech, critical thinking, and intercultural communication
Military English Projects	Presentation preparation, mission plans, and joint reports in English	developing professional writing, public speaking, and teamwork skills
Use of Authentic Military Materials	Working with orders, instructions, briefings, and NATO training videos	developing listening and reading comprehension skills in military English
Digital platforms and online simulators	Use of LMS, interactive tests, and communication simulators	automating language skills, individualizing the pace of learning
Pair / Group Work	Work in small units, team tasks in English	developing cooperative communication and interaction in subordinate situations
After Action Review	Analysis of completed language tasks and mistakes after simulations	conscious improvement of speech, development of metacommunicative skills

It should be noted that the combination of interactive technologies with a systematic conceptual approach to learning makes the process comprehensive and effective, as it not only activates individual skills but also forms the competence profile of a speaker capable of acting in real intercultural and professional situations.

It is important to emphasize that in a military environment, language errors can have serious consequences. This underscores the need not only for theoretical language study but also for the development of stable functional and communicative skills that enable rapid and accurate information transmission in stressful conditions [7].

In order for interactive technologies to be systematically integrated into language training at military universities, the following pedagogical conditions are necessary:

1. A balance between traditional and innovative instructional forms, which ensures logical sequencing and structural coherence of training sessions.

2. The methodological competence of the instructor, capable of organizing communicatively oriented learning activities based on the active involvement of officer trainees.

3. The implementation of digital tools, online platforms, and multimedia content, which ensures learner autonomy, adaptability, and access to authentic English-language resources.

4. The integration of professional military vocabulary and situational contexts, which brings the learning process closer to real-life language tasks encountered in military practice.

Conclusions. The analysis allows us to consider the language training of officer trainees at military higher education institutions as a multi-component and integrated educational system, within which English serves as a means of professional interaction and intercultural communication. Under such conditions, the effectiveness of language training is largely determined not by the amount of material learned, but by officer trainees' ability to use English in typical and non-standard professional situations.

The application of interactive teaching technologies in the process of teaching military English creates opportunities to bring the educational process closer to the real conditions of military activity. Modeling professional scenarios, performing communication-oriented tasks, participating in role-playing games, simulations, and project work help activate officer trainees' speech activity and develop their readiness for professional communication in English.

In this context, interactive technologies should be viewed not as separate methodological techniques, but as an element of the systematic organization of language training that ensures the interconnection between the content of training, the professional context, and the expected results. It is this integration that allows officer trainees to develop comprehensive communicative competence, combining linguistic, sociocultural, and professional components.

In summary, it can be argued that the systematic introduction of interactive technologies into the language training of officer trainees at military higher education institutions meets modern requirements for the training of military specialists and lays the groundwork for further improvement of educational models for teaching foreign languages in a military environment.

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MULTIMODALITY IN ENGLISH MEDIA DISCOURSE

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The rapid development of digital technologies has significantly transformed the structure and functioning of media discourse. Modern English media texts are no longer exclusively verbal; instead, they represent complex multimodal constructions integrating linguistic, visual, graphic, and audiovisual elements. This transformation requires a reconsideration of traditional approaches to discourse analysis and highlights the importance of multimodal research frameworks.

Media discourse today operates within a digital ecosystem where meaning is produced through the interaction of multiple semiotic systems. Online news articles combine headlines, photographs, video fragments, hyperlinks, typography, layout design, and interactive features. Consequently, communication becomes polycode in nature, and interpretation depends on the coordinated functioning of verbal and non-verbal components.

The aim of this article is to analyze multimodality in English media discourse and to identify the mechanisms of interaction between verbal and non-verbal elements in digital news communication.

The concept of the polycode text provides a methodological foundation for multimodal analysis. According to Humenyuk, a polycode text integrates heterogeneous semiotic codes within a unified communicative structure, ensuring the realization of text-centric educational and communicative strategies [1]. Although the concept is frequently applied in pedagogical contexts, it is equally relevant for analyzing media discourse, where textual meaning emerges from the synergy of linguistic and visual resources.