



INTERNATIONAL SCIENTIFIC UNITY

5th International Scientific and Practical Conference
**«Progressive Approaches in Science and
Engineering»**

Collection of Scientific Papers

July 29-31, 2026
Copenhagen, Denmark

DEVELOPMENT OF FOREIGN LANGUAGE PROFESSIONAL COMMUNICATIVE COMPETENCE IN MILITARY OFFICERS AS A PREREQUISITE FOR EFFECTIVE INTEROPERABILITY

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The achievement of seamless interoperability within multinational defense frameworks relies fundamentally on the linguistic proficiency of military personnel, functioning as the invisible infrastructure that sustains coalition operations. In the contemporary security environment—characterized by multidomain warfare, hybrid threats, asymmetric conflicts, and rapid deployment requirements—traditional paradigms of military cooperation are continuously tested. Modern warfare demands the immediate, frictionless integration of allied forces across diverse geographical and operational theaters. Consequently, the development of professional communicative competence among officers transcends the acquisition of basic, conversational language skills. It necessitates the deliberate cultivation of a highly nuanced ability to navigate complex, high-stakes military contexts with absolute semantic precision and profound cultural sensitivity [21], [22].

Within NATO and allied command structures, the perception of foreign language proficiency has undergone a critical paradigm shift: it is no longer viewed merely as an administrative necessity or a diplomatic asset, but is operationalized as a critical combat multiplier. The efficacy of joint operations heavily depends on the strict standardization of tactical terminology and the unambiguous articulation of command intent. When officers lack the requisite linguistic agility, the resulting semantic ambiguity can severely degrade operational tempo, compromise secure communications, and critically increase the risk of tactical errors or fratricide. Therefore, linguistic interoperability acts as the operational linchpin that ensures multinational units can execute command and control (C2) functions seamlessly, translating strategic directives into unified tactical action across diverse linguistic landscapes.

Furthermore, the cognitive demands placed on modern officers operating in these multinational environments are unprecedented. Commanders are routinely required to process real-time intelligence, synchronize joint fires, and coordinate logistics with multinational assets in a foreign language, all under conditions of extreme psychological, physical, and operational stress [24]. This dual cognitive load—simultaneously managing complex tactical decision-making and high-level foreign language processing—requires a profound level of linguistic automaticity. The

language must be deeply internalized so that it does not impede the speed of critical thought. Consequently, advanced linguistic agility forms the fundamental bedrock of strategic leadership, tactical execution, and overall combat readiness, ensuring that officers can maintain total situational awareness and project authoritative leadership regardless of the operational environment [23].

A competency-based pedagogical approach serves as the essential cornerstone for this advanced linguistic development, fundamentally shifting the instructional focus away from abstract, theoretical grammatical mastery toward the functional, high-fidelity application of language in authentic operational scenarios [31]. Traditional academic language instruction—which frequently isolates syntax and vocabulary from their practical utility and prioritizes structural perfection over communicative effectiveness—is inherently insufficient for producing combat-ready personnel. In the military domain, where time is a critical commodity and the stakes are existential, the educational paradigm must pivot towards immersive, task-based methodologies. This necessitates a targeted andragogical framework that respects the existing tactical expertise of the officers, seamlessly integrating their professional knowledge directly into the linguistic acquisition process. By embedding language learning within simulated tactical exercises and strategic planning sessions, officers develop the communicative resilience required to maintain fluency, coherence, and cognitive clarity under the severe psychological pressures of active deployment [31].

By prioritizing the rigorous acquisition of specialized military discourse, standardized tactical terminology, and the pragmatic norms governing coalition operations, this modern pedagogical paradigm ensures that language is mastered strictly as a functional tool of warfare [26]. This functional mastery extends far beyond the rote memorization of glossaries; it demands the internalization of allied standard operating procedures (SOPs), highly structured voice procedures for radio communication, and the specific socio-linguistic registers required for operational briefings and intelligence sharing. Such an approach guarantees that officers can unambiguously articulate operational intent, execute synchronized command and control (C2) functions, and manage comprehensive situational awareness across diverse, multilingual environments. Because modern command and control relies entirely on the rapid, frictionless transmission of tactical data across allied networks, linguistic precision directly translates to operational speed, force multiplier effects, and ultimately, tactical dominance.

Furthermore, the precise alignment of training curricula with internationally recognized frameworks, specifically NATO STANAG 6001, provides vital structural integrity to this competency-based model [26]. This standardization ensures that an officer's linguistic output is directly correlated with specific, observable professional tasks, effectively shifting the evaluation metric from subjective language proficiency to objective operational capability [28]. Adhering to the Standardized Language Profile (SLP) requirements guarantees that instructional design meticulously mirrors the exact communicative duties officers will perform in the theater of operations. Consequently, this rigorous alignment effectively eliminates the semantic ambiguity and cross-cultural misinterpretation that frequently disrupt multinational operations. By treating

linguistic precision as an indispensable component of operational risk management, this pedagogical framework actively prevents the catastrophic communication breakdowns that could otherwise lead to critical tactical errors, mission failure, or incidents of fratricide, thereby safeguarding both allied personnel and strategic objectives [28].

The intentional fostering of intercultural communicative competence is absolutely essential to mitigate the inherent operational friction found in multi-agency and multinational cooperation. Military operations remain fundamentally human endeavors, even in an era dominated by advanced weaponry. The Clausewitzian concept of "friction"—the myriad of unforeseen difficulties and systemic resistances that impede the execution of a plan on the battlefield—is frequently exacerbated by cross-cultural misunderstandings, deeply ingrained implicit biases, and divergent national operational cultures rather than purely kinetic, logistical, or tactical failures [21], [24]. In a multinational coalition, the failure to comprehend the socio-cultural underpinnings of an ally's decision-making process can lead to misaligned priorities, fractured command structures, and severely degraded mission execution. Therefore, linguistic proficiency devoid of corresponding cultural fluency represents an incomplete, and potentially hazardous, operational capability.

When officers are equipped with the socio-linguistic capacity to decode complex, context-specific nuances, the overall effectiveness of collaborative missions is significantly enhanced. This advanced cultural dexterity enables commanders to navigate varying cultural paradigms of leadership, decode rigid hierarchical communication protocols, and interpret indirect negotiation tactics that might otherwise stall joint planning processes [22]. By dynamically adapting their communication style to meet the specific psycho-linguistic and cultural expectations of international partners, officers transcend the role of mere communicators to become strategic liaisons. This vital capability allows commanders to build rapid, foundational trust, facilitate highly cohesive joint planning sequences, and maintain a seamless unity of effort within highly diverse multinational task forces, ensuring that cultural friction does not degrade coalition combat power.

Consequently, the systematic development of professional language skills must be fundamentally reimagined and aggressively prioritized by modern defense establishments. It can no longer be viewed through an outdated, bureaucratic lens as a supplementary training objective, a peripheral academic requirement, or a peacetime administrative hurdle to be cleared for promotion. Rather, it must be universally recognized as a non-negotiable strategic requirement intrinsic to national security and coalition survivability [20]. To achieve this critical level of linguistic and cultural proficiency, military educational institutions must decisively pivot away from rigid, legacy curricula. They must instead institutionalize highly flexible, immersive, and contextualized training environments that cater directly to the intense cognitive and professional demands of adult learners operating within the military profession [25].

By integrating rigorous, scenario-driven methodologies—such as joint-staff wargaming, simulated multi-domain crisis response briefings, and high-stress tactical communication drills—academies can create high-fidelity microcosms of the modern

theater of operations. These advanced pedagogies accurately reflect the volatile, uncertain, complex, and ambiguous (VUCA) realities of contemporary warfare, forcing officers to apply their linguistic skills under conditions of simulated exhaustion and informational chaos. Ultimately, this comprehensive educational transformation ensures that military personnel are not merely linguistically fluent in a sterile academic setting, but are tactically ready to operate with unyielding command authority, exceptional cognitive resilience, and precise strategic foresight within the interconnected, high-stakes global security landscape [20], [27].

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РИЗИКИ ДОЗВІЛЄВОЇ СФЕРИ У ФОРМУВАННІ СТЕРЕОТИПІВ ПОВЕДІНКИ НЕПОВНОЛІТНІХ

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Організація проведення вільного часу дітьми складає вагомому частину педагогічної діяльності у межах забезпечення їх соціально-правового захисту. Це завдання можливо виконати за умови спільних зусиль органів у справах дітей, педагогів навчальних закладів та працівників інших структур органів державної виконавчої влади і місцевого самоврядування. На жаль, роль педагога дуже часто