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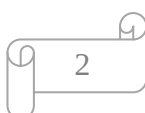


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Монографія буде корисною науковцям, викладачам, здобувачам освіти, а також широкому колу осіб, які цікавляться питаннями розвитку сучасної науки та практики. Монографія оприлюднюється за результатами проведення науково-практичної конференції «Трансформація світу: минуле, сьогодення, майбутнє». За результатами проведення конференції та оприлюднення рукописів автори отримують електронні сертифікати. Сертифікати оприлюднюються на сайті видавця (згідно Порядку підвищення кваліфікації педагогічних і науково-педагогічних працівників, затвердженого постановою Кабінету Міністрів України від 21 серпня 2019 р. № 800).

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Усю комерційну лексику, що досліджується в даній роботі, можна представити як єдину лексико-семантичну групу, в середині якої виділяється деяка кількість більш дрібних лексико-семантичних груп. Кожна з них являє собою певну сукупність слів та словосполучень, понятійно пов'язаних з головним словом, що відображає одне з категоріальних понять комерційної сфери життя. Правомірність такого принципу об'єднання словосполучень базується на тому, що кожне слово може об'єднуватись з багатьма іншими словами за різними ознаками, тобто вступати у різні лексико-семантичні зв'язки.

Семантичні поля комерційних термінів постійно перебувають у взаємодії. Це добре видно на семантичних сітках комерційних термінів. Завдяки такій взаємодії слова можуть набувати нових відтінків і вживатися у різних чи суміжних сферах людської діяльності.

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1.2. Communicative competence of officers: from foundational approaches to NATO standards

Relevance of the research problem.

In the context of the ongoing transformation of the security and defence sector, characterized by the transition toward flexibility, network-centric operations, and interoperability, the requirements for the professional training of military officers are undergoing profound changes. Communicative competence is no longer viewed merely as a set of linguistic skills but has evolved into a critical operational capability. The relevance of this research is determined by the necessity to ensure effective interaction within multinational coalition forces, where misunderstandings or inaccuracies in information exchange may result in mission failure and potentially fatal consequences during combat operations. The adaptation of national military education systems to NATO standards, particularly STANAG 6001, requires a fundamental reconsideration of pedagogical approaches, shifting the emphasis from traditional language instruction to developing readiness for professional communication under conditions of operational stress, high tempo, and intercultural diversity.

Object, subject, purpose, and research hypothesis.

Object of the research: The system of professional training of military officers at higher military educational institutions in the context of integration into the international defence environment.

Subject of the research: Pedagogical conditions, educational technologies, and instructional methods for developing officers' communicative competence in accordance with NATO standards.

Purpose of the research: To provide a theoretical foundation for and develop a conceptual model of officers' communicative competence formation that ensures a high level of professional interaction within multinational operational environments.

Research hypothesis: The development of officers' communicative competence will be more effective provided that:

Competence-based, contextual, and intercultural approaches are integrated into the educational process;

Interdisciplinary instructional models, particularly content and language integrated learning (clil), are implemented to synchronize foreign language education with military-specific disciplines;

Simulation-based educational technologies reproducing authentic professional communication scenarios in accordance with STANAG 6001 requirements are systematically incorporated into the training process.

Methodological framework.

The methodological framework of the study is based on the synthesis of contemporary educational paradigms that provide a comprehensive perspective on the research problem.

The competence-based approach serves as the foundation for designing educational outcomes, shifting the focus from the acquisition of theoretical knowledge to the ability to apply knowledge and skills effectively in dynamically changing operational environments.

The intercultural approach, drawing upon the theoretical models of Michael Byram and Darla K. Deardorff, enables consideration of the sociocultural dimensions of communication, minimizes the risks associated with cultural misunderstandings, and promotes effective, respectful interaction with representatives of allied armed forces.

The contextual approach, developed by A. A. Verbitsky, functions as a mechanism for transforming educational activities into quasi-professional experiences. It facilitates the simulation of authentic military contexts, including operational briefings, staff exercises, and command-post training, thereby enhancing the transferability of communicative skills to real operational environments.

The integration of these methodological approaches makes it possible to bridge the gap between formal foreign language instruction and the practical demands of contemporary military service, creating a holistic system for preparing a new generation of officers capable of leadership, effective communication, and professional cooperation within the global security environment.

Evolution of the concept of communicative competence: Analysis of foundational approaches in military pedagogy and psychology

The transformation of the paradigm of military education from a rigidly deterministic disciplinary model to an adaptive competence-based one requires a clear conceptual definition of key categories. The evolution of the concept of “communicative competence” (cc) in military pedagogy has progressed from understanding communication as the transmission of directive signals to recognizing it as a multi-level instrument of strategic management in unstable operational environments.

Historical and pedagogical genesis.

In classical military pedagogy, communication was regarded as a unidirectional process based on the principle of command unity. However, contemporary research (e.g., military English language education: A scoping review of 30 years of research, 2024) demonstrates a shift toward bidirectional interaction. Early approaches were grounded in behaviorist theories, where emphasis was placed on the automation of speech skills through drills and repetition.

Modern psychology of military work, by contrast, emphasizes cognitive flexibility, where an officer's communicative competence is defined as the ability to effectively process information, critically evaluate context, and make informed decisions under time pressure and uncertainty.

Differentiation of conceptual apparatus.

To ensure methodological clarity of the study, it is necessary to demarcate the key definitions:

Officer professional competence is an integrative characteristic reflecting an individual's ability to apply a combination of theoretical knowledge, practical skills, and personal qualities to successfully perform official duties. It constitutes a foundational construct that includes managerial, tactical-technical, and ethical components.

Communicative competence (cc) is the officer's ability to engage in effective interpersonal and professional interaction aimed at accomplishing service-related tasks. In the military context, it includes the ability to communicate with subordinates, colleagues, and civilian personnel using verbal and non-verbal means, as well as conflict management skills. Cc presupposes a high level of situational awareness and emotional intelligence.

Foreign language communicative competence (flcc) is a specialized form of competence which, in the context of STANAG 6001, implies the ability of a specialist to function in a foreign-language environment at levels corresponding to NATO operational requirements. Flcc is not equivalent to mere language proficiency; rather, it represents the ability to transfer professional communicative strategies into a different linguistic and cultural domain. It includes mastery of specialized terminology, understanding stylistic nuances of military discourse, and the ability to adapt the logic of expression to the standards of coalition interoperability.

Interrelation and synergy.

Within the modern training model, these three components form a hierarchical structure. Professional competence provides the substantive content of communication (what is conveyed), communicative competence determines the interactional mechanism (how it is conveyed at the interpersonal level), while foreign language communicative competence serves as a tool for expanding the officer's operational space to the international level (the discourse domain in which communication is realized).

Failure to clearly distinguish between these concepts in curricula often leads to “academicism,” Where the focus shifts toward linguistic aspects (grammar, vocabulary) at the expense of the applied professional function of language. This directly contradicts the requirements of operational interoperability within the alliance framework.

Specificity of military communication: Core characteristics of officers' professional discourse

Military discourse represents a highly specialized semiotic system functioning under conditions of strict hierarchy, heightened responsibility, and extreme psycho-physiological stress. In contrast to civilian communication, where principles of cooperation and social equality dominate, officers' discourse is determined by the imperatives of mission effectiveness and operational success.

Analysis of professional discourse allows for the identification of the following constitutive characteristics:

1. Clarity and conciseness (precision and conciseness)

The fundamental principle of “absence of ambiguity” Is critical in the military environment. Military discourse strives for maximum information density: The use of standardized terminology, precise formulations of orders, and concise reporting minimizes the time required for message decoding. In the context of NATO-standard interactions, clarity becomes a key mechanism for ensuring interoperability, reducing the risk of misinterpretation in multinational headquarters and coalition operations.

2. Subordination and institutional nature

Officers' discourse is deeply institutionalized. Speech behavior is strictly regulated by doctrines, regulations, and protocols, which determine lexical choices, syntactic structures, and intonational patterns. The principle of subordination shapes the specificity of dialogic interaction: An authoritative style is used when issuing commands, while a more collaborative format is adopted during staff briefings and planning sessions, requiring a high level of discursive flexibility from the officer.

3. Stress resistance and emotional control

Professional military discourse requires depersonalization and emotional neutrality in critical situations. The cognitive load in combat or in the management of complex systems demands the communicator's ability to suppress emotional impulses. Officers' verbal strategies are aimed at conveying confidence, maintaining self-control, and preventing panic, making emotional regulation a core component of communicative competence.

4. Professional ethics (military ethics)

The ethical dimension of officers' communication regulates interaction not only with subordinates but also with civilian populations and international partners. It includes adherence to international humanitarian law, respect for the cultural specificities of allied forces, and commitment to the code of military honor. The ethical component of discourse serves as an indicator of an officer's institutional maturity and functions as a key element in shaping the image of a modern military leader.

5. Adaptability (contextual adaptability)

The dynamics of modern warfare require officers to switch rapidly between different communicative scenarios: From writing technical reports to conducting negotiations in intercultural environments. Adaptability is manifested in the ability to transform speech register, select appropriate communicative intentions depending on the interlocutor (command, subordinates, civilians, representatives of allied armies), and respond promptly to changes in the operational environment.

Psychological barriers and cognitive challenges: Communication problems under extreme operational loads

In the conditions of contemporary armed conflict, officers' communication is exposed to extreme factors that transform established speech strategies and cognitive processes. The transition from a training environment to an operational setting requires understanding not only linguistic norms but also the mechanisms of psychophysiological distortion of communicative acts.

1. Cognitive “tunnelization” And perceptual narrowing.

Under conditions of high combat stress, officers often experience phenomena such as “tunnel vision” And cognitive overload, in which priority is given exclusively to critical information while contextual or secondary elements of communication are disregarded. This leads to:

Simplification of syntax: A shift toward a telegraphic speech style, which may result in the loss of important nuances in orders;

Reduced feedback processing: Inability to adequately assess the interlocutor's response due to attention deficits, which is particularly critical in intercultural interaction.

2. Stress-induced communication barriers.

Stress provokes specific barriers that hinder effective information exchange:

Emotional blockage: A “combat shock” State may temporarily suppress verbal activity or provoke verbal aggression, which is unacceptable in staff-level communication;

Reduced critical thinking: Under time pressure, officers may transmit unverified information or make premature decisions without considering communicative risks;

Language interference: When operating in a foreign language (even at a high proficiency level corresponding to STANAG 6001 level 3+), stress may trigger regression to the native language (code-switching), creating significant operational security risks in multinational environments.

3. The phenomenon of “cognitive distortion of responsibility”.

A high level of responsibility may produce a paradoxical communicative effect: The tendency to minimize personal accountability for potential errors can lead to vagueness in formulations (“hedged” Or overly cautious speech). This directly contradicts the requirement of clarity in military discourse. In NATO-standard operations, this creates a high-risk zone, as the interpretation of orders across different cultural and institutional contexts requires absolute unambiguity.

4. Psychological incompatibility and cultural rigidity.

In multinational headquarters, barriers arise not only from linguistic codes but also from implicit cultural frameworks. Psychological rigidity – the unwillingness or inability of officers to adapt their communicative habits (interaction distance, style of criticism, persuasive strategies) to allied cultural contexts – becomes one of the major obstacles to achieving interoperability. The cognitive challenge lies in the conscious abandonment of habitual communication patterns in favor of standardized NATO communication norms.

Mitigation strategies

To address these challenges, the monograph proposes the concept of psycholinguistic resilience, which includes:

Algorithmic automation: The use of standard operating procedures (sops) in communication to reduce cognitive load during decision-making;

Stress-induced training: Simulation-based exercises in which trainees operate in a foreign language under artificially created time pressure and elevated emotional stress;

Metacognitive monitoring: The development of officers' reflective capacity, enabling self-assessment of internal states and regulation of speech according to stress levels and task context.

Architecture of STANAG 6001: Linguodidactic potential and level descriptors

The STANAG 6001 standardization agreement represents a fundamental linguodidactic framework ensuring the unification of language training requirements for military personnel of NATO member states and partners. Unlike academic assessment systems such as cefr, which are oriented toward general communicative competencies, the architecture of STANAG 6001 is designed exclusively for the military professional context, where language proficiency directly correlates with the execution of operational duties.

Linguodidactic potential of the standard.

The potential of STANAG 6001 lies in its functional orientation: It describes not what the learner knows about the language, but what the learner is able to do with the language under specific operational conditions. The standard covers four core skills – listening, speaking, reading, and writing – assessed on a six-level scale (0-5).

A key feature of the standard is its modularity. Its linguodidactic potential is realized through the alignment of proficiency levels with specific occupational military roles (from staff officers to communication system operators), enabling precise personnel planning for international missions.

Level descriptors: From functionality to expertise.

The structure of the standard is based on the principle of increasing complexity of context and cognitive load:

Level 0 (no proficiency): Complete absence of language skills.

Level 1 (survival): Basic survival level. The service member is able to exchange elementary information, use fixed phrases, and meet basic needs in everyday situations related to personal safety and routine communication.

Level 2 (functional): Functional level. The officer is able to perform routine service tasks, participate in simple discussions, describe everyday activities, and produce standard documents. This represents the minimum threshold for basic operational interoperability within a unit.

Level 3 (professional): Professional level. The key “combat” Standard for officers. The service member can effectively participate in discussions, briefings, and negotiations, argue positions, analyze complex situations, and produce analytical reports. At this level, communication becomes an instrument of decision-making.

Level 4 (expert): Expert level. The officer operates fluently with abstract concepts, participates in high-level strategic negotiations, and takes into account subtle sociocultural and political nuances. Speech is characterized by precision, stylistic flexibility, and deep understanding of military discourse.

Level 5 (highly proficient / native-like): Near-native proficiency. Characterized by full command of stylistic registers, deep cultural adaptability, and the ability to use language creatively in unique, unstructured situations.

Analytical significance of the architecture

The structure of STANAG 6001 defines the trajectory of the entire training system: From the formation of basic communicative skills to the development of discursive and strategic competence. Its linguodidactic value also lies in the strict specification of assessment criteria, which minimizes subjectivity in military certification procedures.

The use of these descriptors enables the design of educational pathways aligned with the real requirements of multinational headquarters. Progression between levels is not merely quantitative vocabulary accumulation but a qualitative expansion of the officer’s operational capabilities in the international security environment.

Operational interoperability as a communication goal: The role of english as a lingua franca

Operational interoperability is a central concept in modern NATO military theory. It is defined as the ability of allied forces to train and operate together effectively by sharing information and resources. In this context, communication ceases to be a supporting process and becomes the “nervous system” Of coalition command and control.

English as a functional tool (lingua franca)

In multinational operations, english functions as a lingua franca – a unified working instrument that minimizes translation costs and the risk of cognitive distortions. However, within military discourse, the status of english as a global language transforms into its specialized form – military english.

The functional role of english in staff work and combat operations includes the following:

Standardization of operational procedures (sops): The use of unified vocabulary and syntax in staff documents (opord, frago, sitrep) ensures consistent understanding of orders across coalition participants regardless of nationality.

Synchronization of decision-making: In high-tempo combat conditions, an officer’s ability to rapidly interpret incoming information in english directly influences the speed of the ooda cycle (observe-orient-decide-act).

Minimization of ambiguity: The use of standardized NATO terminology eliminates the possibility of subjective interpretation of orders, which is critical for personnel safety and mission effectiveness.

Communication in multinational operations and staff work.

Staff work in multinational structures imposes specific requirements for language proficiency (typically not lower than STANAG 6001 level 3):

Briefings and meetings: Officers must be able not only to present facts but also to argue tactical decisions, conduct professional discussions, and respond to objections under strict time constraints.

Interagency interaction: Communication often extends beyond the military domain, involving civilian institutions, international organizations, and local populations. In this context, english functions as an instrument of soft power, facilitating mission objectives through diplomatic engagement.

Communication as an element of operational reliability.

Operational interoperability is achievable only when language competence reaches an automated level. In staff work, this means that officers operate not through translation from their native language but directly through professional concepts in english.

Thus, in NATO, english is not a subject of study but a means of producing operational outcomes. Its role is to create a unified information space in which each coalition participant understands their role, responsibilities, and partners' intentions. Insufficient communicative competence at the strategic level generates "friction," Reducing the overall combat effectiveness of coalition formations.

Intercultural communicative competence (icc): Integration of cultural awareness, behavioral adaptability, and linguistic skills

In the contemporary architecture of collective security, the success of coalition operations is determined not only by the technical interoperability of systems but also by the ability of personnel to function effectively in conditions of cultural diversity. Intercultural communicative competence (icc) in the military context is defined as the officer's ability to successfully interact with representatives of other cultures by overcoming barriers caused by differences in value systems, communication styles, and behavioral models.

Theoretical foundation: Models of m. Byram and d. Deardorff.

For the development of officer training systems, it is appropriate to rely on a synthesis of two classical icc models:

M. Byram's model (savoirs) proposes five "savoirs" (types of knowledge) that are critically important for military professionals:

Savoirs (knowledge): Awareness of social groups and processes in partner countries;

Savoir-être (attitudes): Readiness for decentering and rejection of ethnocentrism;

Savoir-comprendre (skills of interpretation and relating): Ability to interpret and relate meanings across cultures;

Savoir-apprendre / faire (skills of discovery and interaction): Ability to apply knowledge in real communicative acts;

Savoir-s'engager (critical cultural awareness): Ability to evaluate events from both one's own and others' cultural perspectives.

D. Deardorff's process model emphasizes the procedural nature of icc. It focuses on the transition from internal components (attitudes, knowledge, skills) to external outcomes (behavior and effective interaction). In military practice, this implies a shift from intellectual understanding of another culture to concrete outcomes such as achieving consensus in staff work or preventing conflict during joint patrol operations.

Integration into coalition operations.

Within coalition operations, officers' icc is expressed through three main vectors:

Cultural awareness: Understanding how allies' cultural backgrounds influence decision-making processes. For instance, recognizing the difference between high-context cultures (where meaning is implicit in situational context) and low-context cultures (where meaning is explicit) is crucial during briefings and operational planning.

Behavioral adaptability: The ability to modify one's actions depending on cultural context. This includes not only verbal communication but also non-verbal behavior such as interpersonal distance, gestures, and the level of formality used when addressing officers of different national armed forces.

Linguistic skills as an icc instrument: Within the icc model, language is not an end in itself but a carrier of cultural codes. An officer with high icc uses english not merely as a "data transmission code," But as a means of expressing respect for the cultural identity of partners, significantly enhancing trust-building within coalition structures.

Practical significance for officers.

Icc functions as a form of "soft power" Within a rigid military discourse. An officer with well-developed icc is capable of:

Mitigating the risk of intercultural conflict during operational planning;

Effectively managing "cultural friction" That inevitably arises in multinational force integration;

Acting as a cultural broker in interactions with civilian populations in areas of responsibility, which is essential for modern hybrid and peacekeeping operations.

Psychological and pedagogical conditions for developing readiness: Modeling professional realities in a foreign-language educational environment

The formation of officers' communicative readiness for work in multinational environments requires overcoming the gap between abstract language learning and the realities of operational activity. The key psychological and pedagogical condition in this regard is the creation of a quasi-professional foreign-language environment that shifts the focus from linguistic form to the performance of professional functions.

1. Principles of modeling professional realities.

To ensure training effectiveness, the educational environment must meet the criteria of authenticity, variability, and operational proximity:

Contextual authenticity: Training materials should include real samples of NATO military documentation (STANAGs, allied joint doctrines), video recordings of authentic briefings, and radio communication transcripts. This enables officers to adapt to the specific features of “military english,” Including professional jargon and accented speech of allied personnel.

Simulation of uncertainty: Psychological readiness can only be developed when elements of unpredictability are introduced into the learning process (changes in input data, sudden communication failures, emergence of contradictory information). This forces officers to move away from memorized phrases toward active communication strategies.

2. Key formats of communicative exercises.

The training system should be based on the practice of standard staff scenarios in which language serves as a tool for implementing managerial decisions:

Briefings: Practice of situation report (sitrep) and mission briefing formats. The emphasis is placed on structured delivery (logic of presentation: “situation – task – plan – execution”) and conciseness (bluf principle – bottom line up front).

Issuing orders: Training in the composition of operational orders (opord) according to NATO formats. Officers learn to formulate commands in a way that eliminates ambiguity while maintaining a strictly regulated communicative register.

Reporting: Training in formal writing, where accuracy of data, adherence to standards, and terminological precision are prioritized. This develops the ability to rapidly transform operational information into structured reports.

Staff negotiations: Simulation of collective decision-making processes. Officers learn to argue their positions, actively listen to partners, reach compromise solutions, and manage discussions under time constraints and differing cultural approaches to problem-solving.

3. Psychological and pedagogical mechanisms of training.

For effective development of readiness, intervention is required at three levels of the learner’s psychological structure:

Motivational level: Formation of the understanding that foreign-language competence is both a career resource and a tool for ensuring personnel safety in operational environments.

Cognitive level: Acquisition not only of linguistic rules but also of cognitive algorithms characteristic of NATO staff culture (logic of reasoning, reporting formats, decision-making structures).

Reflective level: Development of the ability to analyze one’s own communicative errors after task completion. Video recording and subsequent debriefing sessions with peers enable officers to observe their actions from an external perspective and evaluate their effectiveness.

Role of the instructor-facilitator

In such an environment, the instructor ceases to be a “source of knowledge” And becomes a facilitator and operational trainer. Their task is not to correct grammatical errors during performance but to evaluate whether communication achieved its intended operational goal: Was the order understood? Was the argumentation persuasive? Were cultural factors taken into account?

Interdisciplinary integration: Synchronization of language training with core military disciplines (clil)

Interdisciplinary integration implemented through the clil methodology (content and language integrated learning) represents one of the most effective responses to the challenges of modern officer training. In military education, clil transforms english from a “subject of study” Into a “tool for mastering professional disciplines,” Which fundamentally alters learners’ cognitive load and motivational profile.

Conceptual essence of clil in military higher education.

In the traditional model of military education, language training and professional (tactical and operational) training are often separated in time and content. Clil introduces a dual focus:

Content: Acquisition of tactical and operational knowledge (e.g., NATO-standard operational planning);

Language: Mastery of discursive strategies, specialized terminology, and stylistic norms required for the implementation of this content.

Thus, the officer does not study “english for military purposes” But rather “military science through the medium of english”.

Models of synchronization.

Integration is achieved through several levels of interaction:

Thematic synchronization: English language curricula fully mirror the sequence of tactical-cycle disciplines. When the tactics department studies “defensive operations,” Language classes simultaneously focus on relevant terminology, drafting operational orders (opord), and conducting briefings on the same topic.

Co-teaching simulation: Integrated classes conducted jointly by an english language instructor and a tactical instructor. This enables the assessment of both linguistic accuracy and the correctness of professional military decision-making.

Use of authentic military content: Partial or full instruction of professional disciplines in english using original NATO documents (allied joint publications, STANAGs). This creates a cognitive necessity for language as the only means of accessing professional knowledge.

Advantages for competence formation.

Functional literacy: Officers learn to think in professional categories in a foreign language, eliminating internal translation processes and significantly increasing response speed in staff operations.

Increased motivation: Learners perceive a direct link between language training and professional effectiveness. Language ceases to be perceived as a purely humanitarian subject and becomes a core operational skill.

Reduction of cognitive barriers: The use of language within familiar professional contexts reduces psychological constraints typically associated with discussing abstract topics in a foreign language.

Challenges and risks of implementation.

Effective implementation of cil requires substantial preparation of teaching staff:

Specialization of language instructors: Language teachers must possess sufficient understanding of tactics and staff culture to avoid semantic distortions.

Adaptation of tactical instructors: Subject-matter instructors must have an english proficiency level sufficient for active professional communication (recommended not lower than STANAG 6001 level 3).

Innovative technologies and project-based learning: Tools for developing functional communication skills

In contemporary officer training for multinational operations, traditional classroom methods are insufficient for developing operational responsiveness. The integration of innovative technologies and project-based learning creates an environment in which communicative competence is tested “in action,” Simulating the dynamic realities of multinational operations.

1. Simulation-based training.

Simulation is considered a “gold standard” Of training, enabling communication to be transferred into practical activity.

Virtual reality (vr) and augmented reality (ar): Immersive scenarios in which officers interact with virtual coalition personnel or civilian populations under stress conditions. This allows practice of dialogue management, decision-making, and ethical compliance in operational contexts.

Command-and-staff exercises (cax) with language integration: Virtual staff exercises conducted entirely in english. The innovation lies in the use of systems simulating command-and-control (c2) environments, where linguistic output is embedded in operational data exchange processes.

2. Ict solutions: Digital communication environment.

Information and communication technologies ensure continuity and adaptability of training:

Artificial intelligence and llms (large language models): Deployment of specialized chatbots trained on NATO military document corpora (allied joint publications, STANAGs). Officers can practice negotiations, reporting, and operational clarification 24/7, with ai providing immediate feedback on lexical accuracy and stylistic appropriateness.

Cloud-based collaborative platforms: Learning management systems adapted for military education enable joint operational planning, real-time document editing, and scenario discussions in secure environments.

3. Case method and project-based learning (pbl).

Project-based learning shifts the focus from knowledge acquisition to complex problem-solving:

Case studies: Analysis of real historical and contemporary coalition operations (“lessons learned”). Officers examine communication failures that led to coordination breakdowns and develop alternative interaction strategies. This enhances critical thinking and risk anticipation in communication.

Project work: Officers design comprehensive communication plans for hypothetical missions, integrating tactical, logistical, and linguistic competencies. This requires presentation and defense of solutions before an “international staff” (expert or instructor panel).

Synergistic effect.

The integration of these technologies creates a “full immersion” Effect, ensuring:

High communication density: Significantly increased production of professionally oriented language output compared to traditional instruction;

Emotional engagement: Gamification and stress-simulation enhance motivation and realism;

Objective assessment: Ict tools enable automated evaluation of communicative performance based on STANAG 6001 standards, reducing instructor subjectivity.

Adaptation of assessment systems: Transition from traditional academic examinations to evaluation of functional communicative readiness

The assessment of officers’ communicative competence represents one of the most conservative components of the military education system. Traditional academic examinations focused on grammar rules, vocabulary size, and translation skills have lost their validity in contemporary conditions as instruments for measuring operational readiness. The transition to NATO standards requires a fundamental paradigm shift: From “testing knowledge about language” To “assessing the ability to act through language.”

From academicism to functionality: Key shifts in the assessment paradigm

The adaptation of testing systems is based on three strategic principles:

Functional validity: Assessment tasks must simulate real operational scenarios. If an officer’s task is to produce an operational order, the examination should require exactly that, rather than abstract essay writing.

Integrated assessment: Evaluation must measure the ability to use all four skills (listening, speaking, reading, writing) in an integrated manner. In staff work, these skills are not isolated; officers listen to briefings, read operational orders, and produce written responses – testing must reflect this cycle.

Criterion-based assessment according to STANAG 6001: Transition from percentage-based grading systems (0-100) to NATO descriptor-based evaluation. The focus is not on the number of errors but on the achievement of communicative objectives (whether information was correctly understood and appropriate decisions were made).

Transformation of assessment formats

The adaptation process includes replacing outdated testing formats with modern, professionally oriented instruments:

Oral proficiency interview (opi): Introduction of standardized interviews conducted by certified examiners using NATO methodology. The interview is structured not as a question–answer session but as a professional dialogue or role-play (e.g., briefing a senior coalition officer on the operational situation).

Performance-based writing tasks: Written assignments requiring the preparation of staff documents such as frago, sitrep, and memoranda. Evaluation focuses not only on grammatical accuracy but also on adherence to prescribed formats and precision of operational information.

Integrated listening–speaking simulations: Use of audiovisual materials (briefings, radio communications) followed by tasks requiring decision-making or transmission of operational instructions. This assesses the ability to process information rapidly under stress conditions.

The role of descriptors in progress monitoring

The assessment system must function as a continuous monitoring tool rather than a final checkpoint. Level descriptors (from level 1 to level 4) serve as a developmental roadmap for officers:

Transparency: Officers clearly understand the functional requirements for progression to the next level (e.g., what distinguishes the functional level from the professional level).

Individualization: Test results form the basis for personalized professional development plans, optimizing training time and learning trajectories.

Barriers to implementation.

The main obstacle in transitioning to new assessment models is the inertia of academic teaching staff and the lack of automated systems capable of adequately processing military discourse. A potential solution is the establishment of inter-university NATO-standard testing centers, where certification is conducted by independent experts using objective, validated operational cases.

Criteria and performance indicators: Measuring communicative acts in real operational scenarios

Measuring the effectiveness of communication in military operations requires a shift from linguistic evaluation (number of lexical units or grammatical structures) to an operational-functional approach. In combat and staff environments, the criterion of communication quality is not linguistic “correctness” But its contribution to mission success.

Conceptual framework of assessment: “communicative reliability”.

The effectiveness of an officer’s communicative act is measured through the prism of communicative reliability – the ability to transmit information without distortion, within required time limits, and in a format suitable for decision-making.

Key performance indicators (kpis) of communication.

1. Information accuracy (data accuracy & integrity):

Indicator: Number of critical distortions in transmitted operational information (coordinates, time, unit status, directives).

Criterion: Zero tolerance for inaccuracies affecting tactical decision-making.

2. Communication latency (operational timeliness):

Indicator: Time required for preparation, transmission, and confirmation of receipt of orders/reports.

Criterion: Compliance with ooda cycle (observe-orient-decide-act) time thresholds. Delays beyond defined limits are classified as inefficiency.

3. Discursive adequacy (register & protocol compliance):

Indicator: Level of adherence to formalized communication protocols (opord, frago, sitrep formats).

Criterion: Degree of standardization of communication. Use of non-regulated language or stylistic deviations that hinder decoding is considered a violation of professional discourse norms.

4. Cultural and situational adaptability (icc index):

Indicator: Number of recorded “interpretation conflicts” Or misunderstandings in multinational interactions.

Criterion: Absence of negative feedback from allied partners and successful achievement of consensus in staff negotiations.

5. Stress resilience in communication:

Indicator: Degree of preservation of coherent speech under simulated stress conditions (high tempo, contradictory inputs).

Criterion: Ability to maintain clear, logically structured orders without verbal degradation.

Methods of measurement in real scenarios

To translate qualitative characteristics into measurable indicators during training, the following tools are used:

Standardized NATO rubrics: Instructor observation tools used during exercises, where each communicative act is assessed on a scale from “unacceptable” To “exemplary.”

After action review (aar): Retrospective evaluation of communication after mission or exercise completion. Assessment focuses not only on the act itself but also on its impact on mission outcomes, establishing a direct correlation between communication and operational success.

Ict-based automated monitoring: Specialized software analyzing radio communications and staff correspondence for compliance with standardized terminology and discourse protocols.

Strategic perspectives: Institutionalization of standards in the military education system

The institutionalization of international standards (STANAG 6001) in the system of officer training is not merely an update of curricula but a profound transformation of military education culture. The strategic perspectives of this process lie in the creation of a sustainable ecosystem of continuous professional development (cpd) capable of adapting to rapidly evolving global security challenges.

1. Challenges of institutionalization.

The transition to international standards faces several systemic barriers:

Academic inertia: Overcoming the traditional approach in which military education is separated from language training. This requires a complete redefinition of foreign language instruction from a secondary subject to a core operational tool.

Human resource deficit: Institutionalization is impossible without developing a pool of instructor-facilitators proficient in clil methodology and experienced in real coalition operations.

Resource base limitations: The need to establish modern infrastructure (simulation centers, digital immersive platforms) requires significant investment and coordination with defense budgets.

2. Continuous professional development (cpd) model.

The strategic goal is the transition from a “university-based education model” To a “lifelong learning model.” This includes:

Horizontal integration: Creation of a continuous language support system for officers throughout their careers—from cadet to staff officer level. Each career stage must be accompanied by certification and advancement within the STANAG 6001 scale.

Lifelong certification system: Implementation of periodic re-certification mechanisms ensuring that communicative competence corresponds to the officer’s current position, particularly prior to assignment to multinational headquarters.

Micro-credentialing of competencies: Development of short specialized courses in narrow domains (military logistics, cybersecurity, medical support in english), enabling officers to acquire targeted discursive skills aligned with functional specialization.

3. Strategic development directions.

The institutionalization of international standards is defined by several key vectors:

Digital transformation of education: Creation of national virtual learning environments providing officers with access to updated NATO databases, methodological resources, and training simulators. Artificial intelligence will serve as a tool for personalized learning, adapting training load to individual cognitive profiles.

Globalization of cooperation: Integration of national military academies into NATO’s international network of education and training centers (partnership training and education centres, ptec), ensuring standardized training and exchange of best practices (“lessons learned”).

Research development base: Advancement of applied military linguistics as an independent scientific field focusing on communication effectiveness in real operations, enabling continuous refinement of training standards based on empirical data.

Conclusion.

This study has systematized and conceptualized the problem of developing officers’ communicative competence as a fundamental factor ensuring operational interoperability within NATO standards.

Synthesis of research findings

The study has demonstrated that modern officers’ communicative competence is a multi-level construct integrating professional expertise, discursive flexibility, and intercultural sensitivity.

Theoretical foundation: It has been established that traditional pedagogical approaches focused on academic language acquisition are insufficient for contemporary armed conflict conditions. A shift toward a functional communication paradigm is required, where language serves as a tool for operational decision-making (orders, briefings, staff interaction).

Role of standards: The STANAG 6001 architecture functions not merely as an assessment system but as a linguodidactic framework defining the trajectory of training – from survival level to expert level supporting strategic leadership in multinational environments.

Methodological synergy: The integration of competence-based, intercultural, and contextual approaches implemented through cilil methodology has proven to be the most effective training instrument, ensuring synchronization of linguistic and tactical components.

Cognitive dimension: It has been established that communication effectiveness is directly correlated with the officer’s ability to mitigate psychological barriers and cognitive distortions arising under stress and high-risk conditions.

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1.3. Теоретико-методологічні засади організації культурно-мистецьких акцій та їх візуальної комунікації

У сучасних умовах розвитку культури культурно-мистецькі акції набувають особливого значення як ефективний засіб популяризації мистецтва, культурної спадщини, творчих практик та суспільно важливих ідей. Вони є важливою складовою соціокультурного простору, забезпечуючи взаємодію між культурними інституціями, митцями, творчими спільнотами та різними групами аудиторії. Розвиток креативних індустрій, цифрових технологій і нових комунікаційних платформ суттєво трансформуює підходи до організації культурно-мистецьких подій, розширюючи їхні функції, формати та засоби взаємодії з суспільством.