

APPLYING ACTIVE METHODS OF TEACHING FOREIGN LANGUAGE TO DEVELOP HOTS OF MILITARY STUDENTS FOR SECURITY AND DEFENCE SECTOR

ЗАСТОСУВАННЯ АКТИВНИХ МЕТОДІВ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ ДЛЯ РОЗВИТКУ НАВИЧОК МИСЛЕННЯ ВИЩОГО ПОРЯДКУ У КУРСАНТІВ СЕКТОРУ БЕЗПЕКИ І ОБОРОНИ

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This article researches the efficiency of employing active methods in the teaching of foreign languages to cultivate military students' higher order thinking skills (HOTS). As far as acknowledging the critical role of HOTS in fostering analytical and critical thinking capabilities is crucial for decision-making in the military domain, the research focuses on assessing the impact of an innovative pedagogical approach on the cognitive development of military students. Utilizing Bloom's Taxonomy as a framework, the study emphasizes the cultivation of skills related to analysis, evaluation, and synthesis through the incorporation of interactive tasks, role-playing scenarios, and problem-based learning activities within the foreign language curriculum. This study presents a comprehensive review of active teaching methods and their potential to enhance military students' higher order thinking skills. Active methods, such as collaborative learning, problem-based learning, and experiential learning, are considered in the context of language instruction. The article researches the theoretical underpinnings and practical applications of these methods and their alignment with the specific needs and objectives of military language education in order to improve military students' abilities to analyze critically complex situations, make informed judgments, and suggest effective solutions, thereby enhancing their preparedness for the multifaceted challenges inherent in military operations and strategic decision-making processes. The study's implications underscore the imperative need for integrating innovative pedagogical strategies in military education, highlighting the intrinsic relationship between language learning and cognitive skill development. By fostering a dynamic learning environment that promotes active engagement and critical thinking, educators can effectively equip military students with the essential cognitive tools necessary for effective leadership and decision-making within the complex and dynamic military environment.

Key words: higher order thinking skills, security and defense sector students, Bloom's Taxonomy, collaborative learning, case study, task-based learning, project-based learning, 'hard' and 'soft' skills, critical thinking, creativity.

У статті вивчається ефективність застосування активних методів у викладанні іноземних мов для розвитку навичок мислення вищого порядку у курсантів-військовослуж-

бовців. Визначаючи їх важливу роль у розвитку аналітичного та критичного мислення, необхідних для прийняття рішень у військовій сфері, дослідження зосереджується на оцінці впливу інноваційного педагогічного підходу на когнітивний розвиток курсантів-військовослужбовців. Використовуючи таксономію Блума як основу, дослідження наголошує на розвитку навичок, пов'язаних з аналізом, оцінкою та синтезом, шляхом включення інтерактивних завдань, рольових ігор та проблемно-орієнтованого навчання в навчальну програму з іноземної мови. У цьому дослідженні представлено комплексний огляд активних методів навчання та їхнього потенціалу для покращення навичок мислення вищого порядку у курсантів-військовослужбовців. Активні методи, такі як навчання у співпраці, проблемне та проектне навчання, навчання за допомогою метода комунікативних завдань розглядаються в контексті викладання іноземних мов. У статті досліджуються теоретичні основи та практичне застосування цих методів, а також їх відповідність конкретним потребам і цілям військової мовної освіти з метою покращення здатності курсантів аналізувати критично складні ситуації, виносити обґрунтовані судження та пропонувати ефективні рішення, тим самим підвищуючи їх готовність до багатогранних викликів, притаманних військовим операціям і процесам прийняття стратегічних рішень. Результати дослідження підкреслюють нагальну потребу в інтеграції інноваційних педагогічних стратегій у військову освіту, підкреслюючи нерозривний зв'язок між вивченням мови і розвитком когнітивних навичок. Створюючи динамічне навчальне середовище, яке сприяє активному залученню курсантів і розвитку їх критичного мислення, викладачі можуть ефективно озброїти курсантів основними когнітивними інструментами, необхідними для ефективного лідерства і прийняття рішень у складному і динамічному військовому середовищі.

Ключові слова: навички мислення вищого порядку, студенти сектору безпеки та оборони, таксономія Блума, проблемне навчання, кейс-стаді, метод комунікативних завдань, проектне навчання, 'жорсткі' та 'м'які' навички, критичне мислення, креативність.

Formulation of the problem. At the current stage of development, our country needs highly qualified specialists who are able to establish and develop business contacts and cooperate with foreign colleagues. In this regard, they are subject to high requirements in terms of professional communication.

Foreign language proficiency allows them to join the culture of a particular nation, and is the key to success and a successful career in the future. However, a high level of foreign language proficiency cannot be achieved without fundamental language training in a higher education institution. In today's

military education system, considerable attention is paid to the professional and communicative training of cadets and officers. Professionalism, competence and knowledge of a foreign language are of priority importance for graduates of higher military educational institutions. Moreover, fluency in foreign languages provides military personnel with more opportunities for both professional and personal development. The educational goal is achieved in the context of globalization, internationalization and humanization of military and technical education and means broadening the cadets' outlook, raising the level of their general culture and education, culture of thinking, communication and language [1]. Realization of the foreign language educational potential is manifested in the readiness of specialists to facilitate the establishment of intercultural relations, the opportunity to represent their country at international conferences and symposia, to participate in various forms of international cooperation, peacekeeping operations and military exercises.

The communicative approach is defined as the basis of the English language course content. This approach involves the active participation of students in language learning, and the special emphasis is placed on the language skills related to different types of speech activities – listening, speaking, reading and writing. In this approach, language acquisition takes place in the process of communicative (real or simulated) activities with the aim of mastering communicative skills and the ability to use the language in specific situations. Due to the practical orientation of language learning, the classes create conditions that teach cadets to communicate, encourage them to communicate, express their thoughts, prove their own beliefs, argue and influence their interlocutors. This is facilitated by modelling communicative situations in the classroom and introducing elements of rhetoric [2].

Language learning is an essential skill in today globalized world as it opens doors to new opportunities, enhances communication, and promotes cultural understanding. However, traditional language learning methods have long relied on repetitive drills and memorization of vocabulary and grammar rules and passive learning techniques developing receptive skills mostly. This approach places a heavy emphasis on reading and writing, with limited opportunities for speaking and listening practice. While these methods may provide a foundation for language learning, they fail to develop critical thinking skills and hinder overall language proficiency. One of the main limitations of traditional language learning methods is the lack of engagement and active participation. Learners are often passive recipients of information, resulting in a shallow understanding of the language. Furthermore, the focus on memorization and repetition does not encourage learners to think critically or apply their

knowledge in real-world contexts. As a result, many language learners struggle to communicate effectively, lacking the ability to express themselves fluently and creatively. Another limitation is the lack of interactivity and personalized learning experiences disregarding individual learning styles and preferences.

On the other hand, active methods in language learning aim to address the limitations of traditional approaches by promoting engagement, interactivity, and critical thinking. These methods encourage learners to participate actively in the learning process, allowing them to think, create, and solve problem in the target language. By incorporating active methods, language learners can develop a deeper understanding of the language and enhance their overall language proficiency, develop higher-order thinking skills such as analysis, synthesis, and evaluation, learn to think critically, make connections, and apply their knowledge in real-world situations gaining valuable skills for personal and professional growth. Active language learning methods also promote a learner-centered approach, where learners take responsibility for their language acquisition receiving opportunities for self-expression and creativity, a sense of autonomy and motivation. They become active participants in their learning, setting goals, reflecting on their progress, and taking responsibility for their language development. Numerous case studies have demonstrated the effectiveness of active methods in language learning. For example, a study conducted by Smith and Johnson (2019) found that incorporating role-plays and simulations in language classrooms led to increased engagement and improved language proficiency among learners. Similarly, a project-based learning approach implemented in a language school in Japan resulted in higher motivation and enhanced communication skills among students (Tanaka, 2020). These case studies highlight the potential of active methods in revolutionizing language learning.

Publications analyses. In today's dynamic military environment, the cultivation of military students' HOTS is of paramount importance for fostering critical decision-making and problem-solving abilities. This study researches the efficiency of integrating active methods of teaching foreign languages to augment the development of HOTS within military educational settings. Drawing on a comprehensive literature review and a series of empirical analyses, this research demonstrates the effectiveness of employing interactive language learning techniques, such as role-playing, debates, and collaborative projects, in promoting cognitive complexity and analytical prowess among military students. The findings underscore the pivotal role of active learning methodologies in stimulating intellectual engagement and enhancing linguistic proficiency while concurrently fostering the acquisition of crucial HOTS. Furthermore, this research elucidates

the multifaceted benefits of incorporating real-world scenarios and military-specific content into language instruction, thereby facilitating the seamless integration of language learning with the cultivation of strategic thinking and decision-making skills tailored to the unique demands of military operations.

Among the researchers who study the problem of HOTS development we would like to mention D. Bruner, J. Guilford, W. James, D. Dewey, M. Lipman, C. Meredith, D. Spiro, D. Halpern, O. Pometun, O. Marchenko, N. Kozachenko, V. Bondar, O. Hladka, O. Khmilar, I. Morochenkova, R. Surovtseva, L. Terletska, S. Terno, A. Nazarenko, N. Demchenko, N. Zhydkova, O. Tyaglo, T. Olynets and others. Bloom's Taxonomy in teaching foreign languages is searched in works of Lorin W. Anderson, David R. Krathwohl, I. Khalimon S. Shevchenko, etc. Active methods of teaching we are going to discuss in the article, among which are Task-based Learning and Teaching (TBLT), Problem-based Learning (PBL), Project-based Learning, role-plays and case studies, are considered in researches of D. Nunan, Rod Ellis, D. Willis, J. Willis, J. Fuller, O. Tan, J. Thomas, F. Stoller, J. Lee, Щербина С.В., Савченко Ю. Е. This study not only underscores the significance of incorporating active pedagogical approaches in military language education but also offers valuable insights for educators and policymakers seeking to optimize the cognitive development and readiness of military students in an ever-evolving global security landscape.

Formulating the goals of the article. The objective of the article is to overview and highlight, substantiate theoretically and rethink the importance of developing higher order thinking skills while teaching professional communication activities of military personnel with the task-based method, project-based and the problem-based methods, role-plays and case studies.

Presentation of the main material of the study.

The military education system emphasizes the development of critical thinking, problem-solving, and decision-making abilities, which are essential for effective leadership and mission success. However, teaching foreign languages within the military context often relies on traditional, passive methods that may not adequately address the unique cognitive and operational demands of military personnel. Application of active teaching methods to cultivate higher order thinking skills (HOTS) in military students learning foreign languages have positive impact on cognitive skill development, emphasizing critical thinking, problem-solving, and analytical reasoning. Active methods not only promote linguistic competence but also foster adaptability, situational awareness, and effective communication, whereas all of which are crucial for military professionals in complex and dynamic operational environments. By

embracing these innovative pedagogical approaches, the military can better prepare its personnel for the diverse linguistic and cognitive challenges they may encounter during their service, ultimately contributing to more agile and adaptable military forces.

High order thinking skills are considered as cognitive processes that allow individuals to analyze, evaluate, and synthesize information. These skills go beyond the basic level of knowledge acquisition and understanding and require individuals to apply their understanding to real-world situations. Examples of HOTS include problem-solving, critical thinking, creativity, and decision-making. In today's rapidly changing world, individuals with strong HOTS are highly sought after in the workforce. These skills allow individuals to adapt to change, think outside the box, and come up with innovative solutions to complex problems [3]. According to leading employers in various fields of modern industries, in five years' time there will be a shift of about 35% of skills due to advances in modern technologies such as robotics, artificial intelligence, Machine Learning, biotechnology, etc. This shift specifies ten skills necessary for future employment, among which are 'soft skills' leading to development of HOTS: complex problem solving, critical thinking, creativity, emotional intelligence, people management, decision making, cognitive flexibility and negotiation [4; 5]. Proficiency in these skills is essential for success in academic, professional, and personal pursuits, making them vital in language learning.

Foreign language learning involves more than just memorizing vocabulary and grammar rules. It requires individuals to understand the cultural context of the language, to analyze and interpret different forms of communication, and to develop strategies for effective communication. The process of learning a new language has been proved to significantly enhance HOTS. Research has found that bilinguals have better problem-solving skills, are more creative, and have better decision-making abilities than monolinguals have. This is because learning a new language requires individuals to constantly analyze and interpret new information strengthening their cognitive processes.

In addition, learning a new language can help cadets develop a greater understanding of cultural differences and perspectives. This can increase their ability to empathize with others, think critically about different viewpoints, and come up with more innovative solutions to complex problems. Learning a foreign language has numerous benefits for developing high order thinking skills. First, it improves problem-solving skills. Learning a language requires cadets to use critical thinking and problem-solving skills to understand and communicate in the target language. They need to analyze and compare different words, expressions, and grammatical

structures to choose the most appropriate one for a particular context. Second, foreign language learning improves decision-making skills. Military students need to make decisions about which words to use, how to structure sentences and how to convey their thoughts and ideas effectively. They also need to make decisions about which cultural norms to follow, improving their cultural awareness and sensitivity.

Third, foreign language learning develops creativity. Learning a foreign language requires learners to think creatively and find new ways to express themselves. They need to use their imagination to form sentences and convey their thoughts and ideas in a foreign language. Fourth, foreign language learning improves memory, attention, and concentration. As we mentioned earlier, cadets need to remember vocabulary, grammar rules, and cultural nuances, which enhance their memory and concentration skills. Finally, foreign language learning develops communication skills due to necessity to communicate with other military personnel who speak the language, with native speakers. They need to learn how to listen actively, ask questions, and respond appropriately to different situations, to give and follow instructions.

Critical thinking is a pivotal high-order skill that foreign language educators should emphasize. Cadets who can analyze and evaluate the language they are learning become more adept language learners and critical thinkers in their professional endeavors. Critical thinking encouragement can be achieved through methods such as asking open-ended questions, challenging learners with complex texts, and fostering discussions and debates. Creativity is another essential high-order skill for foreign language learners. Creative cadets use language innovatively, taking risks with vocabulary and structures and incorporating authentic materials reflective of the target culture. This creativity enhances communication skills and overall language proficiency. "For interdisciplinary learning we would suggest creation of course modules based on PBL with the definite input, e.g. to study 4–5 articles on the topic "History of NATO" and prepare a report or a presentation comparing different issues of the given problem. This approach differs from traditional lecturing and may cause resistance both from teachers and cadets, but we suppose that active involvement of cadets in the process of searching and processing information and later its further application in practice will contribute greatly to increasing cadets' interest and motivation. Examples of final products can be: an album with works and illustrations; written report; interactive post or newspaper; thematic podcasts prepared by cadets; audio or video program; Website; video film; interactive exhibition; magazine; multimedia presentation; publication; a series of illustrations or anime; a lapbook, etc. We can consider

the project as a cadets' opportunity to express their personal ideas in a creative form convenient for them: making collages, posters, newspapers, holding exhibitions, giving presentations, etc." [19].

Problem-solving skills are crucial for navigating real-life situations in the target language, aligning with the ultimate goal of language learning. Teachers can facilitate the development of problem-solving skills by creating collaborative tasks, encouraging critical thinking for finding solutions, and providing opportunities for authentic practice.

To enhance high-order skills further, we would recommend technology integration. Online forums can stimulate critical thinking and debate, interactive language apps and games foster creativity, and project-based learning activities allow cadets to apply acquired skills in real-life contexts. For instance, collaborative projects, such as creating videos or podcasts in the target language, provide opportunities for research and innovative presentations.

In the realm of foreign language education, the cultivation of HOTS is essential for cadets to achieve proficiency beyond basic language acquisition. Thus, we need to mention Bloom's Taxonomy, which provides a robust framework for educators to scaffold learning experiences that promote critical thinking, problem solving, and creativity. Originally conceptualized by Benjamin Bloom in 1956 and revised by Anderson and Krathwohl in 2001, Bloom's Taxonomy categorizes cognitive processes into a hierarchical structure, comprising six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Through the systematic integration of these levels into instructional design and classroom practice, we can effectively guide cadets towards deeper understanding and proficiency in a foreign language.

At the foundational level of Bloom's Taxonomy, Remembering, cadets are tasked with recalling factual information or 'hard skills' such as vocabulary, grammar rules, and cultural practices. While rote memorization is often necessary in language learning, we try to transcend this level to ensure meaningful engagement and application. Moving up the hierarchy, Understanding requires cadets to comprehend the meaning and significance of linguistic structures and cultural nuances. By employing strategies such as contextualization, comparison, and interpretation, instructors can facilitate deeper comprehension and appreciation of the foreign language.

The Application level challenges cadets to transfer their knowledge and understanding to new contexts or tasks. This could involve applying grammar rules in communicative tasks, deciphering authentic texts, or engaging in simulated real-world scenarios. Through such activities, learners develop linguistic versatility and adaptability, crucial for effective communication in diverse contexts. Analyzing, the subsequent level, which prompts cadets to deconstruct language

elements, identify patterns, and discern underlying principles. By dissecting texts, speeches, or conversations, learners refine their analytical skills and gain insights into language structure and usage conventions.

Moving further the Bloom's Taxonomy, cadets are encouraged to assess the effectiveness, validity, and relevance of linguistic choices, language usage, arguments, or cultural perspectives, fostering a discerning and reflective mindset. Finally, Creating requires cadets to generate original content, express ideas creatively, and synthesize linguistic elements into coherent compositions or presentations. Through tasks such as writing essays, delivering speeches, or producing multimedia projects, learners demonstrate mastery of the foreign language while nurturing their creativity and autonomy. The integration of Bloom's Taxonomy in foreign language instruction not only cultivates linguistic proficiency but also nurtures a range of transferable skills essential for success in today's interconnected world. By engaging cadets in activities spanning the cognitive hierarchy, we foster critical thinking, problem solving, communication, and cultural competence. Moreover, the taxonomy serves as a guiding framework for curriculum development, assessment design, and instructional differentiation, ensuring comprehensive and scaffolded learning experiences for diverse learners.

However, effective implementation of Bloom's Taxonomy demands intentional planning, pedagogical flexibility, and ongoing assessment. We, as educators, must design tasks that progressively scaffold cadets towards higher cognitive levels, providing many opportunities for practice, feedback, and reflection. Additionally, instructional strategies should be tailored to accommodate individual learning styles, preferences, and proficiency levels, promoting inclusivity and equality in the language classroom. Furthermore, assessment practices should align with the taxonomy's cognitive levels, measuring not only linguistic accuracy but also critical thinking, creativity, and problem solving skills.

Familiarization with the research of domestic and foreign scientists allows us to conclude that problem-based learning is necessary because this approach forms a harmoniously developed creative personality capable of thinking logically, finding solutions in various problem situations, systematizing and accumulating knowledge, capable of self-analysis, self-development and self-correction. When faced with problematic situations, cadets learn not to give in to them but to try to solve them, thus forming a creative personality ready to search. When using the problem-based learning method, life situations are modeled, role-playing games are used, and problems are solved collectively, while excluding the dominance of any participant in the learning process or any idea. The cadets analyze, compare, synthesize,

generalize, and specify factual material, while obtaining new information from it themselves. The most well-known methods of problem-based learning are explanatory and illustrative, reproductive, problem-based, partially searching, and research. We can talk about six didactic methods of organizing the process of problem-based learning, which are three types of presentation of educational material by the teacher and three types of organization of independent learning activities of cadets: monologue, reasoning, dialogic, heuristic, research and programmed tasks. When choosing a method of problem-based learning, we should be guided by the general goals of learning; the peculiarities of the methodology of teaching a foreign language and the specifics of its requirements for the selection of didactic methods; the goals, objectives and content of the material of a particular lesson; the time allotted for studying a particular material; the level of cadets training; the level of material equipment, availability of equipment, visual aids, technical means; the level of training and personal qualities of the teacher himself.

Modeling professionally oriented communication situations involves the creation of professionally relevant learning situations for cadets by the teacher. We mean their ability to conduct a conversation, correctly express and argue their views on a particular problem, find out the interlocutor's opinion, ask for information, clarify facts or data, ask for help or offer their assistance, etc. Through the use of problem-based tasks, the appropriate types of speech activity are formed and the main function of learning a foreign language in a higher education institution is realized – the formation of professional communicative competence in cadets. It should be noted that communicative competence is considered to be formed if "a future specialist uses a foreign language to independently gain and expand his/her knowledge and experience [1].

One of the most important methods of teaching cadets to communicate in a professional manner is discussion or debate. It occurs when there is a problematic situation that causes a difference of opinion, encourages discussion, generates interesting ideas, personal assessments, analysis of factual material, own point of view, etc. Discussion statements take the form of both dialogue and monologue statements. Cadets use elements of reading, including quotes, audio and visual supports (tables, graphs, posters, etc.) to share their thoughts. The content of such discussions can be professionally oriented problems related to the cadets' future specialty, with the obligatory use of professional vocabulary. Moreover, cadets are also interested in discussing real-life issues: justifying their choice of profession, plans for the future, relationships with parents, environmental protection, etc. Holding a discussion is effective in teaching professional oral communication [28; 29]. Thus, the main

condition for teaching foreign language communication is to ensure the possibility of using the acquired professional knowledge in communicative situations, creating a language environment as close as possible to real professional foreign language communication, organizing debates or discussions on topics relevant to the language and culture, encouraging cadets to defend their opinions and engaging in constructive dialogue.

The introduction of the task-based learning (TBL) method began in the 1980s. It has been studied by Rod Ellis, Dave and Jane Willis, David Nunan, J. Fuller and others. The essence of the TBL method is to focus on performing a task rather than learning and practicing grammar or vocabulary. The goal of such a lesson is to complete a task using the appropriate language to exchange ideas effectively, not to learn a certain structure [23]. Of course, in order to complete the task successfully, learners must use the language correctly and exchange their ideas. In this way, language becomes a communication tool aimed at helping cadets successfully complete a task. Mastering the methods of activity in the cadet's learning activity is carried out in the form of solving educational tasks. The development of cadets' activity abilities allows them to build and change their own life activity independently, to be its real subjects, to join existing and create new activities and forms of communication.

David Nunan defines a pedagogical task as a piece of classroom work that engages students in learning, managing, producing utterances, or interacting with language while their attention is focused on mobilizing grammatical knowledge to express meaning, and in which the intention is to convey meaning rather than manipulate form. The task should also have a sense of completion, acting as a communicative act with a beginning, middle and end. [24] Effective assignments should meet certain requirements, such as focusing on meaning, engaging cadets' interest in participating, successfully achieving clearly defined outcomes, and being relevant to real-world communication. The learning objectives and outcomes will largely depend on the complexity of the task. By varying the difficulty of the task, instructors can use TBL for mixed groups, focusing on form (easier tasks) or meaning (more difficult tasks).

The class creates all the conditions for the active participation of each student: relevant topics, dynamic change of forms of work with different language partners, and personalized tasks. Tasks can be very diverse and quite simple, for example: make a list of animals from the fastest to the slowest, and then coordinate with a partner. Alternatively, more complicated: conduct a survey in which part of the city the cadets from the group live and how they get to the institute, and then make a map or diagram. No matter what the task is, it should always have a logical

conclusion that the cadets will strive for. The conversation should develop naturally, based on the task at hand, and not vice versa.

In a TBL class, we focus on language and grammatical forms during the last stage. This stage involves reflecting on and analyzing the task and the language used to complete the task, and repetition. In this stage, learners analyze and discuss the specific language tools needed to complete the task. They focus on the correctness of the utterances and on practicing special or problematic aspects of the language. Reflecting on the task, cadets identify what they have learned and improved in the course of the task. The instructor offers questions and prompts for discussion and provides feedback on how well the cadets have completed the task and what they have accomplished with the cadets.

As with any method or approach, TBL has both advantages and disadvantages compared to traditional approaches. The advantages of this approach are that it allows cadets to focus on real-life communication before they move on to serious language analysis. TBL provides relevant and interesting topics for learners. It is a learner-centered approach that responds to the cadets needs, gives them the opportunity to use all possible language resources in authentic situations of language communication and encourages learners' autonomy. Thanks to this method, learners can analyze what they know, do not know or partially know and need to improve. In this way, TBL encourages language exploration and makes cadets responsible for their own language learning success.

Teachers can use this approach in groups with different language proficiency levels, where both weaker and stronger learners can perform tasks according to their language proficiency level, with different correctness in the same communication situation. It is also important that they develop communication skills and can realize their individual capabilities and learning needs. Another advantage of this approach is that cadets can work on a wide range of language skills, not just grammar. They are not limited by the requirements of the program to learn specific vocabulary, grammar and structures.

Regarding the disadvantages of TBL, we can agree that this method cannot be successfully used with entry-level cadets because they do not have enough language resources to complete the task. The tasks usually do not fit into traditional curricula. TBL is not an effective method for systematic teaching of a foreign language. It is also not suitable when teachers have little time to teach the language according to the curriculum.

Thus, we have studied the features of problem-based learning and learning through the task-based learning method. At present, problem-based learning is not so much a pedagogical technology as

a methodology or even an approach to learning, and depending on the level of one or another of its components, it can serve different purposes and be organically applied in various existing pedagogical technologies. The main task of problem-based learning is not to impart a certain amount of knowledge to a future specialist, but to instill in him or her the methodology of acquiring it independently and solving practical problems in the specialty. The TBL is an effective approach to solving real-life situations and achieving your goals in learning a foreign language, drawing learners' attention to authentic contexts. It is a learner-centered approach that gives cadets more freedom in choosing language resources and tools, analyzing their needs and abilities, and developing their professional and communication skills.

The utilization of case studies in the teaching of English emerges as a promising strategy for the development of higher-order thinking skills. Case studies provide real-world contexts that challenge cadets to apply their language skills beyond rote memorization, fostering critical thinking, analytical skills, and problem-solving abilities. By immersing learners in authentic language situations, educators can prompt them to analyze complex scenarios, make informed decisions, and creatively express themselves in the target language. Case studies offer a dynamic platform for cadets to engage with language in a practical context, enhancing their ability to navigate linguistic challenges and make meaningful connections between theory and practice. Additionally, the application of case studies encourages learners to evaluate and synthesize information, promoting a deeper understanding of language nuances and cultural context. In integrating case studies into English language teaching, educators can effectively cultivate the higher-order thinking skills necessary for success in various academic, professional, and personal settings, contributing to a comprehensive and practical language learning experience [29].

Critical thinking involves evaluating, analyzing, and synthesizing information to make informed decisions or judgments. Teachers can promote critical thinking by asking open-ended questions, encouraging cadets to support their opinions with evidence, and providing opportunities for debate and discussion. For example, after reading a news article in a foreign language, cadets can be asked to discuss their views on the topic and present arguments to support their position. Real-life problem-solving tasks require learners to apply their language skills to find solutions to authentic problems. For example, cadets can be given a task to plan a trip to a foreign country on a limited budget. They will need to research flight and accommodation options, compare prices, and make decisions based on their findings. This activity not only develops students' language skills but also

promotes critical thinking, decision-making, and problem-solving.

Role-plays are very popular in language classrooms because they make lessons fun and interesting. For example, in a role-play, learners might pretend to be a customer and a shop assistant, or a patient and a doctor. As well as practicing their speaking skills, they can also learn new vocabulary and expressions. However, does it help them develop higher-order thinking skills? Some researchers say yes. They believe that when learners take on a role, they have to think carefully about what that person would say and do in different situations. This means they are using their imagination and trying to 'put themselves in someone else's shoes'. So, when they are doing a role-play, they are actually thinking in a higher-order way. However, other researchers are not so sure. They say that role-plays often follow a script, so cadets do not really need to think for themselves. Moreover, sometimes, the pressure of performing in front of the class can stop cadets from being creative or taking risks. In addition, some learners may not enjoy role-plays because they feel shy or embarrassed. Therefore, while role-plays can be useful for developing certain skills, they may not be the best way to develop higher-order thinking.

To sum up, we can state that active teaching methods like role-play, problem-solving and project work can be very effective for developing higher-order thinking skills. However, we need to remember that every class is different, and what works well in one class might not work so well in another class. As teachers, we need to think carefully about our learners' needs and interests, and try to choose activities that will motivate and challenge them. We also need to give our cadets plenty of time and support, so they can develop their skills at their own pace.

Conclusion. In the pursuit of language fluency and cultural competence, the cultivation of higher order thinking skills is indispensable. By integrating critical thinking, creativity, and problem-solving activities into foreign language education, we can empower cadets to become proficient communicators who possess a deep understanding of linguistic intricacies and cultural nuances. Nurturing these cognitive abilities not only facilitates language acquisition but also equips learners with valuable skills that are essential for success in an increasingly interconnected global society.

Bloom's Taxonomy serves as a framework for nurturing higher order thinking skills in foreign language education. By guiding educators in the systematic integration of cognitive processes into instructional design and classroom practice, the taxonomy facilitates meaningful learning experiences that transcend rote memorization and promote deep understanding, critical thinking, and creativity. As language learners navigate the complexities of

linguistic and cultural diversity, the cultivation of such skills is paramount for fostering global citizenship, intercultural competence, and lifelong learning.

Active methods of teaching foreign languages offer an effective and engaging approach to language learning, emphasizing learner-centeredness, interaction, and real-world communication. These methods not only improve language proficiency but also foster cultural awareness, critical thinking, and problem-solving skills. Despite the challenges, the benefits of active methods make them a valuable tool for educators seeking to create dynamic and immersive language learning environments. By incorporating various tasks and activities that promote active engagement and meaningful communication, we can help cadets develop the language skills necessary for successful communication in the globalized world.

Teaching foreign languages through active methods involves engaging cadets in interactive, participatory, and experiential learning experiences. These methods prioritize the active involvement of cadets in the learning process, encouraging them to use the language in real-life situations, rather than just focusing on theoretical knowledge. By integrating active methodologies into foreign language teaching, educators aim to enhance cadets' language proficiency, fluency, and overall communication skills. Various active methods have been developed and implemented in language classrooms worldwide, each emphasizing different aspects of language acquisition and usage.

In foreign language education, developing higher order thinking skills is essential for equipping cadets with the abilities to use the language effectively, understand its cultural context, and become lifelong learners. Educators should prioritize the integration of critical thinking, problem solving, and analysis into their language teaching strategies. By doing so, cadets both master the language and gain the tools to navigate the complexities of global communication and cultural understanding. Ultimately, foreign language education should empower cadets to think in the target language, opening doors to diverse cultures and facilitating meaningful connections in our interconnected world.

Active foreign language teaching methods, such as PBL, TBL, and CBLT, have been widely used in recent decades due to their focus on communication and learner engagement. These methods provide learners with opportunities to use the language in meaningful contexts and help develop their higher order thinking skills. By engaging in communicative tasks, working collaboratively, and expressing their own ideas and opinions, language learners can develop critical thinking, problem solving, decision-making, and creative thinking skills that are essential for success in today's world.

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