

USING SITUATIONAL TASKS IN TEACHING MILITARY ENGLISH

ВИКОРИСТАННЯ СИТУАЦІЙНИХ ЗАВДАНЬ У НАВЧАННІ ВІЙСЬКОВОЇ АНГЛІЙСЬКОЇ МОВИ

This article examines the theoretical foundations and practical implementation of situational tasks as an effective method for improving cadets' communicative competence and professional language proficiency in Military English. Based on the principles of the communicative approach, interactive learning, and problem-based learning, situational tasks immerse cadets in realistic operational scenarios. They facilitate the development of spontaneous speaking, listening comprehension, decision-making, and problem-solving skills – essential for effective communication in international military environments. The study explores various types of situational tasks, including role-playing games, case study analyses, virtual simulations, and crisis scenario modeling. These methods foster active participation, critical thinking, and teamwork, enhancing both language abilities and professional competencies.

The findings confirm that situational tasks significantly improve cadets' ability to adapt to unpredictable circumstances, communicate effectively with foreign partners, and make operational decisions under stress. Realistic simulations provide practical experience in issuing commands, conducting briefings, negotiating with allies, and managing crises in English. The interactive nature of situational tasks increases cadets' motivation, promotes engagement, and creates a competitive yet collaborative learning environment. This approach meets modern standards for military personnel training and addresses the current challenges faced by Ukrainian officers involved in peacekeeping missions and NATO cooperation.

The article highlights the relevance of situational tasks in Ukraine's participation in multinational operations and joint training exercises. Their integration into military education ensures that cadets acquire the linguistic and communicative skills required for effective service in international contexts. Based on the analysis of Ukrainian and international research, as well as practical experience, the study substantiates the effectiveness of situational tasks as a key element of Military English training.

In conclusion, the research underlines the need for further refinement of situational task methodologies, improved assessment strategies, and wider use of digital technologies. These measures will enhance the quality of language training for future officers of the National Guard of Ukraine, ensuring their readiness for international service.

Key words: Military English, situational tasks, communicative competence, teaching methodology, future officers.

У статті розглядаються теоретичні засади та практичне впровадження ситуативних завдань як ефективного методу підвищення комунікативної компетентності курсантів і їхньої професійної мовної підготовки з військової англійської мови.

На основі принципів комунікативного підходу, інтерактивного та проблемно-орієнтованого навчання ситуативні завдання занурюють курсантів у реалістичні оперативні сценарії. Вони сприяють розвитку навичок спонтанного мовлення, аудіювання, ухвалення рішень і розв'язання проблем, що є необхідними для ефективної комунікації в умовах міжнародного військового співробітництва. У дослідженні проаналізовано різні види ситуативних завдань, зокрема рольові ігри, віртуальні симуляції та моделювання кризових ситуацій. Ці методи стимулюють активну участь, критичне мислення та командну взаємодію, сприяючи одночасному розвитку мовних і професійних компетентностей.

Результати дослідження підтверджують, що ситуативні завдання суттєво підвищують здатність курсантів адаптуватися до непередбачуваних обставин, ефективно спілкуватися з іноземними партнерами та приймати оперативні рішення в умовах стресу. Реалістичні симуляції надають практичний досвід у віддаванні наказів, проведенні брифінгів, переговорах з союзниками та управлінні кризовими ситуаціями англійською мовою. Інтерактивна природа ситуативних завдань підвищує мотивацію курсантів, сприяє залученню до навчального процесу й формує конкурентне, але водночас партнерське середовище. Такий підхід відповідає сучасним стандартам підготовки військових кадрів і враховує виклики, що постають перед українськими військовослужбовцями під час участі у миротворчих операціях і співпраці з НАТО.

У статті підкреслюється актуальність використання ситуативних завдань у контексті участі України в міжнародних операціях і спільних навчаннях. Їх впровадження в освітній процес військових вишів забезпечує формування необхідних мовних і комунікативних навичок для ефективного виконання службових завдань у міжнародному середовищі. На основі аналізу вітчизняних і міжнародних досліджень, а також практичного досвіду, обґрунтовано ефективність ситуативних завдань як ключового елементу підготовки з військової англійської мови. У висновках підкреслюється необхідність подальшого вдосконалення методик застосування ситуативних завдань, поліпшення стратегій оцінювання результатів мовної підготовки та ширшого використання цифрових технологій. Це сприятиме підвищенню якості професійної мовної підготовки майбутніх офіцерів Національної гвардії України та забезпечить їх готовність до служби в міжнародному військовому середовищі.

Ключові слова: військова англійська мова, ситуаційні завдання, комунікативна компетенція, методика викладання, майбутні офіцери.

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Formulation of the problem. Modern military operations require a high level of English proficiency, as it is a key factor in successful communication within

the international military environment. Officers of the Armed Forces and the National Guard of Ukraine regularly interact with colleagues from other countries

during joint exercises, peacekeeping missions, strategic negotiations, and humanitarian operations. Therefore, one of the primary objectives of military education is to develop not only cadets' knowledge of the English language but also their professional communication skills in real operational scenarios.

Traditional teaching methods, which focus primarily on grammatical and lexical aspects of the language, are not always sufficient to prepare officers for the real linguistic challenges they may face in their professional activities. The use of situational tasks allows the learning process to be as close as possible to real conditions, facilitating active assimilation of language material and the development of communicative competence. Situational tasks, in particular, simulate various military scenarios, ranging from conducting briefings and negotiations to coordinating actions in crisis situations [1, pp. 31-44].

The relevance of this study is determined by the need to improve approaches to teaching Military English that align with modern standards for military personnel training. This article analyzes the effectiveness of using situational tasks aimed at developing cadets' ability to quickly adapt to changing circumstances, make decisions, and interact effectively with foreign partners.

The proposed approach is of great importance in the context of modern challenges, including the participation of Ukrainian military personnel in international peacekeeping operations, cooperation with NATO, and joint training exercises. In this regard, situational tasks can become an important tool for preparing cadets who, upon graduation, will perform complex communicative tasks in the military sphere [2, pp. 173-177].

Thus, the research problem lies in identifying the methodological principles and effectiveness of using situational tasks in the process of teaching Military English. The aim of this article is to justify the use of this approach as a means of enhancing the professional language training of future officers.

Analysis of the latest research. In recent years, a number of studies have been conducted in Ukraine aimed at improving methods of teaching English in military educational institutions, particularly through the implementation of situational tasks.

In the article "Modern Methods of Teaching English for Military Purposes" by I. Rebrii, various methods of teaching English for specific purposes are examined, with a focus on developing speaking, writing, listening, and reading skills. The author analyzes the STANAG language proficiency requirements and proposes the integration of modern language training methods, such as role-playing and case study analysis, to enhance learning effectiveness [4, pp. 180-184].

O. Serhienko, in her work "Modern Methods of Teaching English in Higher Military Educational Institutions," emphasizes a learner-centered approach to

teaching. She highlights the importance of interactive methods, such as discussions and role-playing, which contribute to the development of cadets' communicative skills. The author also notes that the implementation of situational tasks helps cadets adapt to real-life military service conditions [6, pp. 5-8].

In the study "On the Problems of Teaching English to Cadets of Higher Military Educational Institutions" by Yu. Pashchuk and co-authors, the main challenges of language training for future officers are analyzed. The authors emphasize the need to introduce innovative teaching methods, particularly situational tasks, to motivate cadets and improve their language competence. They also highlight the importance of adapting educational materials to real military situations [2, pp. 173-177].

L. Romanyshyna and co-authors, in their article "Modern Methods of Teaching English to Cadets of Higher Military Educational Institutions in Ukraine," describe interactive teaching methods such as the case method, project-based learning, and role-playing. They state that the use of these methods, particularly situational tasks, promotes the development of professional communication and prepares cadets for real operational scenarios [5, pp. 225-235].

Overall, contemporary Ukrainian studies confirm the effectiveness of using situational tasks in teaching Military English. The implementation of such methods allows cadets to develop communicative skills, adapt to real service conditions, and increase their motivation for language learning.

The purposes of the article is to substantiate the effectiveness of using situational tasks in teaching Military English as a means of enhancing the professional language training of future officers. In particular, the study explores how situational tasks contribute to the development of communicative competence, adaptation to real military service conditions, and the improvement of interaction skills in an international environment

Presentation of the main research material. The theoretical foundations of situational tasks are based on the concepts of the communicative approach to language teaching, interactive learning, and problem-based learning. The main idea is that language acquisition is more effective in the context of real or near-real situations.

Communicative Approach. According to the communicative approach, language should be taught as a means of communication rather than as a set of rules and structures. The use of situational tasks promotes the development of spontaneous speaking skills, which is particularly important for military specialists who often find themselves in stressful situations requiring quick and accurate communication.

The communicative approach involves the active use of authentic materials, allowing cadets to adapt to real linguistic environments. Instructors can apply

methods such as group discussions, debates, negotiations, role-playing military scenarios, and analyzing real documents. These methods help develop effective communication strategies, argumentation skills, and critical thinking [6, pp. 4-8].

Another crucial element of the communicative approach is expanding cadets' vocabulary through thematic tasks related to military terminology, command orders, and reporting. Thus, the communicative approach integrates linguistic knowledge into practical activities, significantly enhancing the effectiveness of military English training.

Interactive Learning. Interactive learning involves active interaction between instructors and cadets, as well as among the cadets themselves. Situational tasks engage cadets in modeling real military service conditions, facilitating a deeper understanding of the material [9, pp. 228-230].

Interactive learning in foreign language instruction through situational tasks includes the use of realistic scenarios, enabling cadets to practice the language in conditions close to real-life situations. This approach not only improves language skills but also develops practical abilities necessary for effective interaction in various military contexts.

Situational tasks are implemented in training through the following methods:

1. Modeling real military situations: Creating scenarios that reflect actual conditions cadets may encounter in the future, such as communication in extreme conditions or receiving orders in a foreign language.

2. Role-playing games: Cadets assume roles in specific situations (commander, medic, radio operator, etc.), where they must communicate in a foreign language to complete specific tasks. This improves their language skills and prepares them for real working conditions.

3. Virtual simulations: Using special programs or online platforms to create situational tasks that replicate real military operations or emergency scenarios. Cadets interact with technology and other participants, adding an extra layer of interactivity.

4. Problem-based tasks: Tasks that require cadets not only to use language skills but also to analyze situations and find optimal solutions. These tasks may include document translation, report writing, or discussing tactical actions in a foreign language.

5. Debriefing and feedback: After completing situational tasks, cadets discuss their experiences, receive instructor feedback, and correct their linguistic errors [7, pp. 1-16].

This approach ensures deeper language acquisition, as cadets must use the language in real-life contexts, which significantly increases motivation and learning effectiveness.

Problem-Based Learning. Situational tasks often require cadets to independently analyze and make

decisions in simulated military scenarios. This helps develop analytical skills, strategic thinking, and the ability to act in unpredictable conditions.

The key stages of problem-based learning through situational tasks include:

1. Defining the problem or task: Problem-based learning begins with presenting cadets with a task or situation where they must use a foreign language. Examples include situations in military operations (e.g., casualty evacuation, logistics organization), negotiations with allies, or stress-induced command communication.

2. Modeling real situations: Tasks should closely resemble real conditions that cadets might face (e.g., translating military terms, instructions, or orders; participating in discussions or negotiations; making tactical decisions using specific military terminology).

3. Group work and collaborative problem-solving: Cadets work in groups or pairs, exchanging ideas and supporting each other during the task. Group work stimulates communication, reinforces language skills, and fosters collective thinking, essential for military service.

4. Analysis and decision-making: Cadets analyze the situation and propose solutions, using the foreign language to argue their decisions. This process not only reinforces grammar and vocabulary but also applies the language in practical contexts.

5. Reflection and discussion: After task completion, cadets review their results, discussing the decisions made, their reasoning, and evaluating language mistakes while seeking ways to improve. Instructor feedback helps refine linguistic accuracy and clarify problem-solving approaches.

6. Assessment of results: Evaluation in problem-based learning considers not only language accuracy but also the cadets' ability to think logically, work in teams, and find effective solutions. Thus, assessment should be comprehensive, taking into account both linguistic achievements and decision-making skills [3, pp. 325-326; 8, pp. 470-473].

Additionally, the methodology of situational tasks is based on the principles of experiential learning, which involves active cadet participation, reflection on their experience, and applying acquired knowledge to new situations.

Advantages of Situational Tasks in Military English Training. Situational tasks are an effective teaching method that combines language training with professional skills essential for military personnel. They create conditions close to real-life, promoting not only language acquisition but also the development of practical communication skills in a military environment.

The benefits of using situational tasks in foreign language training include:

1. Realism: Situational tasks model real conditions cadets may encounter in service, requiring them to use the language in an authentic context, thus improving retention. They gain experience adapting

to unconventional situations and applying language skills under stress. Training is conducted in formats close to real operations – communicating with international partners, conducting briefings, preparing reports, and commanding units.

2. Development of communicative skills: Situational tasks promote active verbal interaction between cadets and instructors, improving:

- Oral proficiency through frequent use of vocabulary, grammar, and military terminology;
- Listening comprehension, which is critical in international operations;
- Confidence in communication, particularly under stress or in team settings.

3. Preparation for real military situations: Since situational tasks closely mirror real scenarios, cadets can practice crucial aspects of military operations such as:

- Coordinating actions between units in international operations,
- Conducting negotiations, making decisions, and issuing orders in English,
- Preparing briefings, instructions, and reports.

4. Increased motivation: The interactive nature of situational tasks makes learning engaging and motivating. Cadets are more involved in the learning process, seeing the practical benefits of acquired knowledge. A competitive spirit emerges, encouraging cadets to improve their language skills for better teamwork. The dynamic nature of training is particularly beneficial for military personnel accustomed to active learning [7, pp. 7-12].

The use of situational tasks in language training allows cadets not only to improve their linguistic proficiency but also to prepare for real challenges of military service. The realism of scenarios, development of communicative skills, teamwork practice, and increased motivation make this method one of the most effective for military academies.

The practical aspects of implementing situational tasks in training include role-playing games, case study methods, and crisis scenario modeling.

Role-playing games: Simulating negotiations between military representatives of different countries. Role-playing is one of the most effective ways to practice language skills in real communication scenarios. Participants take on specific roles, imitating official or informal negotiations, strategic discussions, or joint military operations. Results: Improved business communication skills, argumentation techniques, diplomatic competencies, and confidence in conducting negotiations in English.

Case-study method: Analyzing real military operations and making decisions in simulated situations. The case method involves examining real or simulated military scenarios that require decision-making and applying language skills in a professional

context. Results: Enhanced analytical skills and critical thinking, practice of specialized military vocabulary, and experience in handling military documentation in English.

Crisis scenario modeling: Training in response to emergency situations. These scenarios range from natural disasters to combat conditions. Results: Mastery of teamwork and decision-making under stress, development of operational thinking and rapid response strategies, and real-time language application for effective communication [7, pp. 3-16].

Integrating situational tasks into training not only enhances language skills but also prepares cadets for real military challenges, making learning maximally practical and effective.

Conclusions. The use of situational tasks in military English training is an effective method that enhances cadets' communicative competence, develops their professional language proficiency, and facilitates their adaptation to real military service conditions. Situational modeling creates an environment that closely mirrors the practical activities of officers, ensuring the integration of language skills into a professional context.

The application of role-playing games, case-study methods, simulation training, and crisis scenario modeling actively engages cadets in the learning process, increases their motivation, and fosters critical thinking. The analysis of theoretical and practical aspects of situational task implementation proves that these tasks significantly improve military personnel's ability to interact effectively in an international environment, make operational decisions, and act under stress.

Prospects for Further Research. Future research in this field should focus on developing more differentiated approaches to implementing situational tasks, refining assessment methods for their effectiveness, and expanding the use of digital technologies for simulation training. Addressing these aspects will enhance the quality of training for future officers of the National Guard of Ukraine and improve their readiness to perform service tasks in an international context.

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