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## **INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH TO FUTURE OFFICERS: EXPERIENCE OF ADAPTATION TO NATO STANDARDS**

The integration of the Armed Forces of Ukraine into NATO structures requires a significant improvement in the English language proficiency of military personnel. A modern officer must not only have a command of general English but also be capable of conducting professional communication in international operations, working with NATO documentation, participating in training exercises, and coordinating activities within multinational headquarters. Traditional methods of foreign language instruction require modernization to meet the demands of contemporary military education. The implementation of innovative technologies makes it possible to create a comprehensive learning environment that closely replicates the real conditions of an officer's professional activity.

The STANAG 6001 standard defines six levels of foreign language proficiency for military personnel of NATO member states. To participate effectively in international operations, officers are required to achieve at least Level 3 (SLP 3), which implies the ability to discuss professional matters fluently, comprehend complex briefings, and prepare reports in English [1]. In the educational process, we focus on the comprehensive development of the four language skills: listening, reading, speaking, and writing. Each component is assessed separately, which makes it possible to identify the individual needs of cadets and adjust the training program accordingly.

The implementation of the Moodle learning management system has made it possible to create a flexible educational environment with asynchronous access to materials. Cadets can work with interactive exercises, watch video lectures, complete test assignments, and receive instant feedback. The use of mobile applications for learning military terminology ensures the continuity of the educational process. Applications such as Quizlet, Anki, and specialized military glossaries enable cadets to systematically expand their vocabulary at any convenient time.

Virtual and augmented reality technologies open up new opportunities for creating an authentic language environment. Simulations of tactical situations, virtual briefings, and 3D models of military equipment with English-language interfaces enable cadets to practice professional communication in conditions that closely resemble real operational environments.

Radio communication simulation software in English helps trainees practice standard phrases and procedures adopted by NATO armed forces. This is particularly important for flight personnel, unmanned aerial vehicle (UAV) operators, and communications specialists [2]. The shift from the traditional grammar-translation method to the communicative approach has significantly increased learners' motivation and the effectiveness of instruction. The main emphasis is placed on the practical use of the language in professional contexts through role-plays, discussions, presentations, and group projects.

The “flipped classroom” approach involves independent study of theoretical material at home, followed by practical application during class sessions. This allows for the most efficient use of classroom time to develop language skills under the instructor's guidance. The content of the learning materials is fully adapted to the specifics of military affairs. Cadets work with authentic NATO documents, study military terminology relevant to their field of training, and analyze international operations and the Alliance's strategic concepts.

Collaboration with native speakers through exchange programs, online platforms, and the involvement of foreign instructors provides immersion in a natural language environment. Participation in international training exercises and conferences conducted in English has become an essential component of practical training [3]. Working in a multinational environment requires not only language skills but also an understanding of partners' cultural backgrounds. The training process includes modules on intercultural communication that explore the military cultures of various NATO countries, communication etiquette, and strategies for overcoming cultural barriers. Cadets study the specifics of teamwork in multicultural groups, analyze cases of successful and unsuccessful international cooperation, and develop mediation and constructive dialogue skills [4].

Innovative technologies are significantly transforming the process of English language instruction in higher military educational institutions. The combination of digital platforms, simulation technologies, interactive methods, and a professionally oriented approach creates an effective learning environment that meets modern requirements for training officers to serve within NATO structures. The experience of implementing new technologies demonstrates a significant increase in cadets' motivation, improved test performance according to the STANAG 6001 standard, and greater confidence in using English in professional contexts. Prospects for further research include the development of adaptive learning systems using artificial intelligence, the creation of specialized virtual simulators, and the expansion of international cooperation to provide speaking practice in a real multinational environment.

In the future, the creation of a single digital space for the exchange of experience between military educational institutions in Ukraine and NATO member states will be of particular importance. This will contribute to the unification of approaches to language training, the joint development of teaching and learning materials, and the integration of advanced teaching practices. An important direction is the introduction of distance

learning courses with authentic materials that reflect real-life communication situations in the military sphere.

Another promising approach is to combine innovative technologies with traditional forms of teaching, which will ensure a balance between technical capabilities and the pedagogical skills of the teacher. After all, despite the rapid development of digital tools, the leading role in shaping the language competence of future officers is still played by the personality of the teacher, their professionalism, and their ability to motivate cadets to continuously improve themselves. Thus, innovative approaches to teaching English in military institutions not only improve language training, but also contribute to the formation of a new type of officer — one who is open to intercultural cooperation, flexible, technologically savvy, and ready to perform tasks in the modern security environment. This is the key to Ukraine's effective integration into NATO's collective security system and the strengthening of its position on the international stage.

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