

**ЛЮЛЬКА Антон Сергійович**,  
курсант 214 навчальної групи  
факультету забезпечення державної  
безпеки, Київський інститут  
Національної гвардії України  
(м. Київ, Україна)

**Науковий керівник:**  
**ЛЕЩЕНКО Анжеліка Вячеславівна**,  
викладач кафедри філології та  
військового перекладу, Київський  
інститут Національної гвардії України  
(м. Київ, Україна)

### **USING AI TO PREPARE FOR THE STANAG 6001 TEST**

The current stage of education is marked by the active use of digital technologies, with artificial intelligence (AI) in a leading role. Its importance is growing especially in foreign-language learning and in assessing language skills. For service members and trainees working to NATO standards, the key tool for confirming English proficiency is the STANAG 6001 test.

STANAG 6001 (Standardization Agreement 6001) is a NATO standard that sets levels of foreign-language proficiency, including English, for military personnel and employees of defense institutions in NATO member states [1, p. 164]. The document was created to standardize language assessment and to ensure mutual understanding during joint operations, training, and communication within NATO. STANAG 6001 covers four main skills – listening, speaking, reading, and writing. Each is rated on five levels (from 0 to 5) [1, p. 165]. In Ukraine, the STANAG 6001 test is widely used in military academies and training centers to determine language readiness in line with Alliance standards.

Using AI to prepare for this exam opens new possibilities: automated task creation, adaptive testing, instant feedback in writing and speaking, and scenario simulations for listening and communication practice. At the same time, there are challenges related to academic integrity, algorithm transparency, and the risk of technological dependence [2, pp. 69–70].

AI can be an effective tool for building a large, varied bank of test items. Research by Jill Burstein et al. shows that using AI tools to create practice materials increases test-takers' confidence and improves results [3, pp. 3–5]. However, overuse of such tools can have the opposite effect – lower scores due to so-called washback. This shows the need for balanced use of AI when preparing for STANAG 6001, especially for reading and writing tasks.

Adaptive testing is especially important. Ukrainian and Polish researchers describe a model of Computerized Adaptive Language Testing (CALT) that meets STANAG 6001 requirements [4, pp. 19–21]. It adjusts task difficulty and order based on a test-taker's

answers, which shortens the exam, improves objectivity, and ensures unique task sets. Combining CALT with AI creates conditions for individualized learning and higher-quality preparation of service members [4, pp. 30–32].

Automated scoring of productive skills is another key area. AI algorithms can analyze written texts and spoken responses and provide personalized feedback on grammar, vocabulary, and style [6, pp. 22–24]. In the STANAG 6001 context, this is highly relevant because the test includes an essay and an oral interview. However, there are challenges with algorithm transparency and the risk of bias in scoring.

Ethan and Lilach Mollick propose a useful framework of seven educational roles for AI: tutor, coach, mentor, partner, tool, simulator, and student. For STANAG 6001 preparation, these roles can support interview simulations (Speaking), text generation for analysis (Reading), synthetic audio for practice (Listening), and checking and commenting on written work (Writing) [5, pp. 3–6]. This approach helps develop all four exam skills in a balanced way.

Issues of academic integrity must also be considered. Palamar and Naumenko warn that AI can lead to automatically generated texts without proper citation, reduced critical thinking, and dependence on technology [2, pp. 70–72]. This is especially sensitive in military education, where trust in test results directly affects professional training.

Looking ahead, integrating AI into training systems of the National Guard of Ukraine and the Armed Forces of Ukraine fully aligns with the move toward NATO standards. These technologies can improve training quality, reduce teacher workload, and enable personalized preparation [4, pp. 30–32].

AI offers broad opportunities to improve preparation for STANAG 6001. The most promising areas are automated creation of practice tasks, adaptive testing, AI-based assessment of writing and speaking, and the “seven roles” approach to develop all four exam skills. At the same time, integration of AI requires addressing academic-integrity issues, ensuring algorithm transparency, and avoiding over-reliance on technology. The most effective approach is to use AI as a supporting tool that strengthens the teacher’s work and traditional methods, rather than replaces them.

### *Список використаних джерел*

1. Бугайчук О. В. Особливості міжкультурної комунікації у військово-професійному середовищі. *Computer-integrated technologies of automation of technological processes* : the 10-th International scientific and practical conference (November 05-08, 2024). Hamburg, Germany. С. 163–166.
2. Паламар С., Науменко М. Штучний інтелект в освіті: використання без порушення принципів академічної чесності. *Освітологічний дискурс*. 2024. № 2. С. 68–83. DOI: <https://doi.org/10.28925/2312-5829.2024.15>
3. Burstein J., Cardwell R., Chuang P.-L., Michalowski A., Nydick S. Exploring AI-Enabled Test Practice, Affect, and Test Outcomes in Language Assessment. *Artificial Intelligence in Measurement and Education Conference*. 2025. P. 1–8. DOI: <https://doi.org/10.48550/arXiv.2508.17108>

4. Gawliczek P., Krykun V., Tarasenko N., Tyshchenko M., Shapran O. Computer adaptive language testing according to NATO STANAG 6001 requirements. *Advanced Education*. 2021. № 17. P. 19–35. DOI: <https://doi.org/10.20535/2410-8286.225018>
5. Mollick E., Mollick L. Assigning AI: Seven Approaches for Students, with Prompts. *Computers and Society*. 2023. 46 p. DOI: <https://doi.org/10.48550/arXiv.2306.10052>
6. Stosić L., Malyuga E. Application of Artificial Intelligence in Language Skills Testing. *Anglisticum Journal*. 2024. № 13 (1). P. 22–30. DOI: <https://doi.org/10.58885/ijllis.v13i1.221s>