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## **MODERNIZATION OF FOREIGN LANGUAGE TRAINING IN MILITARY EDUCATIONAL INSTITUTIONS OF UKRAINE IN ACCORDANCE WITH EUROPEAN STANDARDS**

Foreign language training is a core component of Ukraine's integration into the European and Euro-Atlantic educational space. As the Armed Forces undergo reform and cooperation with NATO intensifies, it becomes necessary to harmonize training programs with the Common European Framework of Reference for Languages (CEFR) and STANAG 6001 — key documents that define competency-based language learning and assessment (Council of Europe, 2020 [1]; NATO BILC, 2024 [2]).

The CEFR offers a common basis for defining language competence levels (A1–C2) and emphasizes communicative “can-do” descriptors. In military education, this approach helps to set practical goals — operational communication, briefing skills, and comprehension of orders.

In contrast, STANAG 6001 and ATrainP-5 specify military-oriented language profiles (Standardized Language Profiles, SLP) with criteria for listening, speaking, reading, and writing in operational contexts. Their adaptation enables Ukraine's Armed Forces to align language training with NATO requirements (NATO BILC, 2024 [3]).

The European Centre for Modern Languages (ECML) recommends integrating innovative approaches such as blended learning, digital platforms, and mission-based simulations to enhance communicative competence (ECML, 2023 [4]).

According to the Ministry of Defence of Ukraine, modernization of military education includes the introduction of language standards compatible with NATO criteria (MoD of Ukraine, 2024 [5]). Ukrainian higher military educational institutions is launching teacher training programs, computer-adaptive testing, and joint projects according to the methods NATO Partner Language Training Centres and the Marshall Center (Marshall Center, 2023 [6]). We also offer our own courses, such as the PDCELT NGO course, which is the leading professional development course for English teachers in institutions and departments of Ukraine's security and defense sector [7].

Integrating CEFR and STANAG 6001 standards into Ukraine's military language

training will enhance educational quality, ensure interoperability with NATO forces, and foster a new generation of officers with strong communicative competence in multinational environments.

The modernization process also focuses on improving the professional development of language instructors. Teachers in military academies are encouraged to take part in international workshops, seminars, and exchange programs with NATO partners. This cooperation allows Ukrainian educators to learn modern teaching methodologies, including task-based learning, project work, and the use of authentic military materials. Such approaches make lessons more dynamic and help cadets practice real-life communication situations that they may face during peacekeeping or joint missions.

Another important direction of modernization is the use of digital technologies. Many military institutions in Ukraine have begun implementing online learning platforms such as Moodle, Zoom. These tools make it possible to study languages independently, access authentic materials, and interact with instructors remotely. Computer testing systems now allow accurate evaluation of a cadet's proficiency level and provide individual feedback for improvement, they are made using the example of such tests: CEFR English Level Test [8]. Digital literacy has become an essential skill for both teachers and students, ensuring the flexibility and continuity of the educational process even during times of crisis or war.

Furthermore, multimedia classrooms are being introduced to create an interactive learning environment. Audio-visual materials and vocabulary databases are used to develop listening and speaking skills. The inclusion of military terminology and context-specific vocabulary helps learners understand and use the English language in professional environments such as international exercises, staff briefings, and multinational operations.

Another aspect of modernization is curriculum design. Modern syllabi are now based on the communicative and task-based approach, integrating linguistic skills with military training. For example, cadets may complete exercises on writing situation reports, giving operational briefings, or interpreting intelligence information in English. This practical focus prepares future officers to perform effectively in multinational operations, where clear and accurate communication is vital.

Ukraine's cooperation with European and NATO institutions also supports the creation of joint certification systems. Graduates of Ukrainian military academies may receive certificates confirming their level of language competence in accordance with CEFR and STANAG 6001[9]. Such recognition strengthens Ukraine's position in international missions and increases the competitiveness of Ukrainian officers abroad.

In addition, there is growing attention to intercultural communication skills. For example, the Academy of the Security Service of Ukraine has introduced a course on "Intercultural Communication". The ability to understand cultural differences and interact respectfully with representatives of other nations is a vital component of modern military service. Intercultural training helps prevent misunderstandings during international cooperation and promotes mutual trust among NATO allies.

The modernization of foreign language training also contributes to the broader process of Ukraine's integration into NATO. Language competence is not only a professional skill but also an instrument of diplomacy and partnership. It enables officers to participate in international negotiations, conferences, and training courses. In this way, language education becomes an important tool of strategic communication. The reform process faces some challenges as well. Among them are limited financial resources and the need for modern learning materials. However, continuous cooperation with NATO and European partners helps overcome these obstacles. Many donor programs and grants support teacher mobility, textbook development, and infrastructure upgrades in military universities [10].

Looking forward, it is important to continue developing the national system of quality assurance in language education. Monitoring, feedback, and evaluation should become a regular part of the training process. The Ministry of Defence of Ukraine plans to introduce regular language certification for officers, similar to NATO's periodic testing procedures. This system will ensure that language competence remains up to date and relevant to operational needs.

Conclusion: Integrating CEFR and STANAG 6001 standards into Ukraine's military language training will enhance educational quality, ensure interoperability with NATO forces, and foster a new generation of officers with strong communicative competence in multinational environments. Moreover, the modernization of language training represents a strategic investment in human capital. Officers who can communicate effectively in English or other foreign languages will be better prepared to participate in international missions, joint exercises, and peacekeeping operations. In this sense, foreign language education is an academic subject and also a crucial element of national and collective security.

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