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## **MAIN TASKS OF ENGLISH LANGUAGE TRAINING FOR RESCUERS DURING PROFESSIONAL PREPARATION UNDER THE LEGAL REGIME OF MARTIAL LAW**

The full-scale war and the introduction of the legal regime of martial law have fundamentally altered the nature and scale of the tasks faced by the State Emergency Service of Ukraine (SESU), demanding not only high technical and medical proficiency but also the urgent expansion of their personnel's communicative competencies. In this critical context, the English language has transformed from a desirable skill into a strategic imperative, directly impacting operational effectiveness and security.

The growing volume of international humanitarian and technical assistance necessitates direct communication for coordinating the receipt and deployment of complex specialized equipment, such as robotic demining complexes or modern fire suppression systems supplied by partner countries. Moreover, the crucial need for close cooperation with international rescue missions, particularly the International Search and Rescue Advisory Group (INSARAG) and the European Union Civil Protection Mechanism (UCPM), requires Ukrainian specialists to operate within a unified terminological framework and understand international protocols for responding to Mass Casualty Incidents (MCI). Interaction with military attachés, NATO representatives, journalists, and observers also demands impeccable language proficiency for the objective coverage of war consequences and the documentation of war crimes.

Alignment of training with international standards for civil protection and mine action, as well as the need for rapid adoption and implementation of advanced foreign experience in responding to chemical, biological, radiological, and nuclear threats imposes fundamentally new requirements on the educational process.

However, this path is fraught with significant systemic challenges, exacerbated by the conditions of martial law. The partial or complete suspension of full-time, in-person classes and the shift to a distance learning format amid frequent air raid alerts, unstable connectivity, and blackouts significantly compromise the quality of the learning process. Furthermore, the shortage of modern technical facilities, such as language labs or interactive simulators, at relocation or temporary deployment sites of training units creates complex hurdles for instructors of all subjects, especially foreign languages.

We are currently also facing methodological and staffing problems that hinder the quality of English language acquisition. These include an insufficient number of instructors who possess not just general language skills, but specialized rescue and military vocabulary and experience in international missions. This results in a significant gap: the teaching of general English often fails to meet the needs of performing specific tasks, such as translating operating instructions for foreign equipment or conducting radio communication during joint operations. A major impediment is also the lack of unified, standardized curricula and materials focused on wartime vocabulary (e.g., terminology for Unexploded Ordnance – UXO, Explosive Ordnance Disposal – EOD), international communication protocols, and assistance provision in active combat zones. In addition, amid the acute need for intensified technical and medical training, language learning, unfortunately, often takes a backseat, being perceived as less critical, although linguistic competence is the indispensable key to the rapid and effective integration of the SESU into the international security space.

To ensure the high professional linguistic competence of specialists in the military-rescue sector, the key is a shift away from general English language learning towards a maximally specialized approach, integrated with advanced educational technologies. Training must be based on English for specific purposes, meaning the creation of programs focused exclusively on military-rescue terminology. The content of these programs must cover critical areas, such as basic life support protocols, the specifics of CBRN (chemical, biological, radiological, and nuclear) protection, and the skills of communication and radio exchange during the coordination of international missions. An integral part of this process is the development and continuous updating of Ukrainian and English glossaries of key professional terms, which will serve as a reliable reference tool for language unification.

The effectiveness of these specialized programs is significantly enhanced through the active implementation of E-learning and modern technologies. It is crucial to create mobile learning applications and online platforms that provide flexible, 24/7 access to content. These platforms must contain high-quality audio and video materials (simulations, dialogues, briefing recordings), while the possibility of learning in conditions of limited internet access (offline mode) must be provided for field operations. Additionally, to practice communication under high stress and rapid decision-making, it is necessary to apply simulation games and Virtual (VR) and Augmented (AR) Reality technologies. This will allow rescuers to immerse themselves in realistic emergency scenarios and bring their skills in quick and clear English communication to an automatic level.

Martial law has not only complicated but also catalyzed the necessity for high-quality language training for rescuers. Effective command of the English language is not just an added advantage, but a critical condition for ensuring international coordination, personnel safety, and the successful execution of missions in wartime and post-war recovery. The main path forward lies in the specialization, digitalization, and integration of the Ukrainian training system with international standards.