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ADHERENCE TO THE PROFESSIONAL COMMUNICATIVE STYLE OF INSTRUCTION IN TEACHING MILITARY-SPECIFIC DISCIPLINES IN ENGLISH

Maintaining a professional communicative style of instruction in teaching military-specific disciplines in English requires a systematic methodological approach that integrates pedagogical, linguodidactic, and professionally oriented aspects. A lecturer of military-specialized subjects must ensure a harmonious correlation between the content of the academic discipline and the specifics of military terminology, speech practices, and communication standards that are essential within the professional environment. In this context, it is crucial to guarantee clarity, structural coherence, and logical consistency in the presentation of educational material, which enables the creation of a transparent educational discourse adapted to the learners' level of preparedness and the demands of military professional activity [1].

The lecturer should strive to make their speech a model of academic and professional English, demonstrating grammatical accuracy, precise use of military terminology, and the absence of colloquial or conversational elements. At the same time, excessive formalization should not hinder communicative interaction: teaching must remain interactive, involving the constant engagement of cadets in dialogue, situational analysis, and practical application of acquired knowledge in the context of military service. It is recommended that the lecturer maintain a balance between an academically rigorous manner of speaking and the accessibility of content delivery, fostering a trusting atmosphere and promoting the internal motivation of learners.

Particular attention should be paid not only to the overall structure of the lesson but also to the practical implementation of each of its stages. The introductory part should serve as a conceptual guide for the students, providing a coherent framework for subsequent learning activities. It is important for the lecturer to use English as a tool for setting tasks, activating professional vocabulary, and engaging cadets in brief discussions that immediately immerse them in military discourse. The explanatory stage should be based on a clear and sequential presentation of new material, in which the lecturer demonstrates examples of the use of key terms, structures, and commands in English,

drawing upon authentic documents, samples of operational orders, or excerpts from international military manuals. It is particularly important to combine monologic delivery with questioning techniques that stimulate learners to analyse and relate new material to previously acquired knowledge.

The practical training stage should be based on active learning methods, engaging cadets in modelling real service situations. For instance, it is advisable to organize role-playing activities in the format of operational briefings, during which future officers deliver orders, make reports, or justify tactical decisions in English. The use of interactive simulations and scenario-based exercises contributes not only to the development of linguistic competence but also to the enhancement of teamwork, leadership, and analytical thinking skills. The key task of the instructor at this stage is to ensure the authenticity of communicative situations and to gradually increase the complexity of tasks, thereby fostering learners' readiness for the real-life use of English in professional military activities [2].

The final reflection stage should focus on summarizing the lesson outcomes, determining the degree of material comprehension, and developing the cadets' self-assessment skills. The instructor should create conditions for discussion, where learners formulate conclusions, analyse encountered difficulties, and suggest ways to overcome them - all in English. Such reflection promotes the ability to critically evaluate one's own performance and fosters a sustained awareness of the importance of terminological precision, structured expression, and adherence to a unified professional style.

An essential element in the practical implementation of the professional communicative style of instruction is the deliberate use of intonation as a pedagogical tool to emphasize the significance of content while ensuring its easy perception by cadets. The instructor should not only maintain an appropriate tempo and rhythm of speech but also adjust them in accordance with the didactic goals of the lesson. In practice, this may be achieved through deliberate slowing down of speech when introducing new terminology or explaining complex concepts, whereas a more dynamic rhythm is advisable during interactive activities to create a sense of engagement and stimulate quick responses [3].

A lively voice timbre and intonational variation serve not only to maintain attention but also to organize the cognitive activity of learners. For example, during the discussion of service situations, the instructor may intentionally increase intonational tension to highlight the importance of an operational decision, while in the reflection phase, a calm and balanced tone becomes more appropriate, fostering an atmosphere of analytical thinking.

A particularly important feature of this approach is stylistic flexibility, manifested in the instructor's ability to adapt their manner of speaking to specific learning objectives. When the task involves mastering complex theoretical concepts, an analytical style is most effective - one that ensures clear structuring of material, logical emphasis, and the use of pauses to reinforce key points. Conversely, when modelling tactical scenarios, an interactive and problem-oriented approach proves most beneficial, as variations in intonation and rhythm help create emotionally realistic situations, fostering cadets'

readiness for operational communication in real service conditions.

Thus, the professional communicative style of instruction in higher military education institutions serves not only as a means of delivering knowledge in English but also as a crucial factor in shaping the professional identity of future officers. Its implementation requires the instructor to possess a high level of linguistic and methodological competence, the ability to integrate English-language educational discourse with the context of military-specific disciplines, and the readiness to embody and transmit the cultural and professional values of military service throughout the learning process.

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