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PECULIARITIES IN THE IMPLEMENTATION OF MILITARY SPECIALIZED ENGLISH COURSEBOOKS IN THE EDUCATIONAL PROCESS

A As English becomes an integral part of the Ukrainian Higher Military Education system, the challenge is to implement an English-based teaching approach that develops the professional competence of military specialists while also achieving a high level of proficiency in foreign language communication. The modern graduate of a higher military educational institution should possess theoretical and practical knowledge of their specialty, as well as the ability to solve specific tasks.

In light of the above, the authors propose that the English for Specific Purposes (ESP) approach be adopted as the English teaching approach for application in a particular field of activity. This would enable cadets to develop and hone their skills in professionally oriented areas, as well as intercultural and socio-cultural competencies, which are essential for future specialists.

The authors examine the ESP teaching approach as a promising methodology for enhancing the communication competencies of prospective officers in a more effectively. They contend that it is a valuable addition to the pedagogical tools available to educators. The ESP teaching approach is centered on the development of professional vocabulary, with cadets presented with scenarios that require the use of specific communicative competencies.

The authors illustrate the practical application of the ESP teaching approach at each stage (presentation, practice, and production), providing illustrative examples from the coursebooks used at military academies for training cadets.

They also address the role of the teacher in resolving problem situations. A key aspect of the ESP teaching approach is the cognitive component, which concerns the relevance of knowledge, information, and sources of information in addressing a specific problem situations and achieving educational objectives.

Keywords: competence; key competences; special aim; English for Specific Purposes; professionally-oriented; integration

ОСОБЛИВОСТІ ВПРОВАДЖЕННЯ В ОСВІТНІЙ ПРОЦЕС НАВЧАЛЬНИХ ПОСІБНИКІВ ІЗ ВІЙСЬКОВО-СПЕЦІАЛІЗОВАНОЇ АНГЛІЙСЬКОЇ МОВИ

Визначено актуальність використання *English for Specific Purposes (ESP)* підходу, що має значні переваги у розвитку навичок усіх чотирьох видів мовленнєвої діяльності, а саме: читання, письма, аудіювання та говоріння; який вчить швидко та адекватно реагувати в комунікативних ситуаціях і доводить до автоматизму використання основних лексичних і граматичних явищ.

Обґрунтовано ефективне використання *ESP* підходу, як одного із новітніх підходів, за допомогою якого комунікативні навички вдосконалюються ефективніше, ніж за допомогою традиційних методів.

Авторами акцентовано увагу на *ESP* підході, за допомогою якого відпрацьовується словниковий мінімум, і комунікативні навички майбутніх фахівців удосконалюються ефективніше.

Автори пропонують практичне використання даного підходу викладання англійської мови професійного спрямування на кожному з етапів заняття (введення, практика, представлення) на основі дієвих навчально-методичних посібників для курсантів військових закладів освіти.

Ключові слова: компетенція; професійна компетенція; спеціальна мета; англійська мова для спеціальних цілей; інтеграція; етапи відпрацювання та представлення

Actuality of the problem. The modernization of the higher education system in our country is becoming more closely associated with the training of appropriately qualified specialists in accordance with European standards, which yields the narrow specialization specialists in all practical fields. The primary goal of teaching a foreign language in a non-linguistic higher education institution is to foster the development of the students' interlanguage competence (IQC). This will enable them to utilize the language effectively, both professionally and in their daily lives. This rule applies equally to higher military educational institutions. The capacity to comprehend and communicate efficaciously in a multilingual context represents a foundational prerequisite for membership within the North Atlantic Treaty Organization (NATO). This has resulted in the formulation of comprehensive guidelines for language training within the Ukrainian Armed Forces, namely the "Basic Principles of Language Training of Personnel in the System of the Ministry of Defence of Ukraine" and the "Roadmap for Improving Language Training in the Armed Forces of Ukraine" (2021–2025).

The ability to communicate effectively across linguistic boundaries is contingent upon the attainment of key competencies in the field of linguistic mutual understanding and interoperability. The term "key competences" was initially defined in the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. These key competences can be understood as a set of attitudes, values, knowledge, skills and abilities in the following areas: communication in the mother tongue; communication in foreign languages; mathematics and basic concepts in science and technology, including computer literacy; learning skills; social and civic spheres; innovation and entrepreneurship; and the cultural sphere.

Analysis of recent research and publications. The Law of Ukraine "On Higher Education" (2014) defines competence as a dynamic combination of knowledge, skills, and practical abilities, ways of thinking, professional, ideological, and civic qualities, moral and ethical values. This combination of attributes determines an individual's capacity to successfully undertake professional and further educational activities. This is accomplished through the completion of a specified level of higher education, which results in the acquisition of the requisite

competencies. The competence approach and its fundamental categories, namely "competence" and "competency", are actively employed in the educational process in the works of Ukrainian scientists N. Bidiuk and R. Hryshkova. The works of Ukrainian scientists N. Zavynychenko, I. Zymnia, T. Koval, N. Morze, O. Ovcharuk, I. Sekret, and O. Spirina, A. Vashkiv, N. Vovchasta, as well as those of foreign researchers D. Richen, M. Kenel, M. Swain, S. Adrian. Palmer, also make reference to this concept. In their work, A. Khutorskyi and others define Foreign Language Communicative Competence as a professional competence, comprising knowledge, skills and abilities that facilitate the comprehension of specific professional problems and the adequacy of conclusion formulation, the objectification of special terms, the selection of key data, the assessment of their significance from the perspective of professional activity, the overcoming of psychological barriers during communication in a foreign language and the activation of the communicative potential of the individual based on their own awareness of the necessity for this communication.

Furthermore, English is studied not only as a language of international communication with general competence, but also for specific purposes in the business field, with the aim of achieving precise and targeted goals. The term "special" or "specific" in ESP means "the exact objective" for learning English. The term ESP is used to describe an approach to teaching English for a specific purpose. The focus of the English language learning is on subject matter pertinent to the learner's field of study. This enables them to rapidly apply their knowledge to their professional abilities when engaged in study.

The term English for Specific Purposes (ESP) is a common teaching method used by educators to meet the specific precise demands and needs of students according to their major or profession (Hutchinson and Waters) [4]. Mackay R. and Mountford A. stated that "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose" utilitarian purpose" [6].

H. Basturkmen defined ESP as a language that is learned 'not for its own sake or for the sake of general education, but to pave the way for entry or greater linguistic efficiency in academic, professional or workplace environments'. This means that the function of ESP is to help beginners to build up the skills they need to use in a particular field, job or profession [1].

The objective of this type of English learning is to meet the specific requirements of a particular profile. This approach to language learning entails training and practice in the specific spoken and written forms of English that are required for the performance of specific official or academic tasks.

The key features of English for Specific Purposes are as follows: the use of specialized content (specialized terminology, typical communication situations and genre specificity of professional language), contextual language learning, an emphasis on the practical use of the language and the level of personal qualities of the students (high motivation and purposefulness in language learning).

At the present stage of teaching English for Specific Purposes in higher education in Ukraine, a new approach to content selection is needed. It should be based on the latest achievements in a particular field of activity and reflect current needs in professional fields that are relevant to the (professional) interests of learners and provide them with opportunities for professional development [9].

So, **the aim of the article** is to highlight the practical usage of this approach of ESP at each stage (presentation, practice, and production) of a lesson for the formation of the English language professional competence in four types of language activities, such as: reading, speaking, listening and writing in students of Ukrainian higher military education institutions.

Presentation of the main material. The main point of the professional language is that English is not taught as a subject separated from the cadets' real world (or desires), but is integrated into a subject area that is important to the cadets. This is exactly the kind of integration suggested by the authors of the coursebooks: MILITARY SPECIALIZED ENGLISH (Missile Troops and Artillery) [11], MILITARY SPECIALIZED ENGLISH (Mechanized and Tank Troops) [9] and MILITARY SPECIALIZED ENGLISH (Military Engineers) [5]. These coursebooks are designed to strengthen the educational and didactic basis of language training of future officers and to foster the intensification of their learning of English and, in particular, to deepen their Foreign Language Communicative Competence in the professional fields of functioning of the Armed Forces of Ukraine.

Cadets approach English language learning through the lens of knowledge previously acquired in military disciplines. Integration into the subject area that is important to the learners. The maximum immersion in the professional sphere is created, that is, learners perceive the material through the lens of already acquired knowledge and experience, rather than English in general, when they may be unfamiliar with certain information. For example, in one of the exercises on "Troop Movement", cadets are asked to *Think about some factors that influence military movement* and *Share their ideas with the class*. They are also suggested the structures such as: *be + prohibited + from + infinitive + -ing; be + (not) allowed / permitted + to + infinitive; be + (not) allowed / permitted + noun* and expressions that, in a meaningful context, will strengthen their confidence and increase motivation to learn a foreign language in general.

The next exercise (practice stage) is designed to develop the ability to conduct a Situation update briefing on the issuing

orders by commanding officer to the deputy commander and subordinates, and then, to involve the entire audience in the learning process (production stage). Before completing the main task, namely the procedure for communicating the information received, the cadet should work independently on the necessary vocabulary, following the instructions: *Follow the structure, before giving a briefing: organize your ideas and plan what you want to say; make notes to help you to speak; plan the linking words and phrases you will use to structure your briefing and give your briefing according to the specific order of such procedure*.

There is no unambiguous procedure for the completion of these exercises. Improving *soft skills* such as: teamwork, decision-making, situation management, the ability to identify and analyze the links between different forms of complex professional activity, etc. The teacher can vary and suggest the cadets to choose one of the two types of briefing, namely *Situation update briefing* or *Decision briefing*, and the one chosen will determine the way in which the task is performed and the goal achieved.

The following exercise from the same unit, which provides some examples of the common events that cadets may face, is an example of improving soft skills. It is suggested to: *Discuss what you would do in the following situations while troops movement* (practice stage). And then: *Present your ideas to the class* (production stage). Such exercises contain all the information necessary for cadets to complete them successfully, and are in line with the PPP approach.

T. Hutchinson and A. Waters prove that the linguistic knowledge required to understand a specialized text is somewhat different from the linguistic knowledge required to understand a non-specialized text. General comprehension depends on knowledge of the subject matter, not on knowledge of the language. This position is also advocated by U. Gullen. The scientist believes that it is not the number of professional terms in a text that distinguishes a foreign language for specific purposes, but the actual knowledge required to understand these terms.

Taking into account the specifics of ESP, D. Carver identifies three features inherent in most ESP courses. In our opinion, practice-oriented tasks are the most important among them. Thus, in the following exercise, which is suggested for study in the coursebook, the cadet is asked to use his knowledge of military vehicles, their specifications and the ability to set up a column of vehicles for a march. The exercise provides a list of the graduated response techniques, which cadets discuss in groups and fill in the pyramid, ordering the techniques from 1 being the mildest to 12 being the strongest.

Within ESP, T. Hutchinson distinguishes between target needs and learning needs. Target needs include: target situation needs, which define exactly what the cadet needs to know and be able to do effectively in English in their future roles, and fill in any knowledge gaps. Thus, the next exercise is designed to improve writing skills. Cadets are given eight parts of speech and the words listed below them: *You are going to use these words to write the sentences and eventually a case study on "Convoy operation"*. The task is set and a step-by-step procedure is suggested to achieve the goals. *Firstly, work in pairs to write sentences using the*

words; Secondly, make groups of four. Read all your sentences and choose the best ones to make into a short article. And as the final stage, namely production, Next, a spokesperson from each group reads out the article and invites comments. It is worth noting that most of the exercises are tested through listening: Then listen to the original article and compare what you have come up with.

According to M. Byram, the use of the mother tongue in the process of learning a foreign language serves as a compensatory strategy to fill in the gaps in foreign language proficiency in general. And ESP is no exception, which is why each subsequent unit begins with a Wordlist with a translation into Ukrainian.

The authors of ESP coursebooks take into account the fact that video and audio materials help to increase the motivation of learners. In particular, ESP coursebooks contain sufficient video and audio material to expose learners to the visual (gestures, facial expressions, proxemics) and auditory (redundancy, speech overlap) features of the language, as well as providing the necessary ambient and physical cues to help them understand the usage and 'register' in a particular context, thus helping them to develop effective oral communication.

ESP coursebooks are no exception and contain a large number of colour pictures as accompanying material to the exercises. They are visually appealing, which helps the teacher to diversify the tasks without using the Internet resource, and also serve as a motivational element for the cadets, encouraging them to perform well when vocabulary is available, and meet the requirements of the PPP approach: *Take turns. Student A: choose one of the photos. Describe it using the words. Student B: guess the photo.*

Conclusions. English for Specific Purposes is, therefore, one of the most effective approaches to learning English for specific purposes. It is appealing because of its flexibility, its total adherence to the needs of the language learner and its consideration of the individual characteristics of the learner.

The approach to learning English for specific purposes is evolving and will continue to evolve to provide up-to-date information. The approach to learning English for specific purposes is flexible and meets the modern requirements of professional mastery. ESP coursebooks have a number of advantages, namely:

- awareness of the need to learn English for a specific purpose, rather than the need as such: understanding the needs and motivation (the student's professional interests are included) that they generate;

- conduction of a needs analysis by speciality (consultations with specialized departments) together with teachers of specialized disciplines to ensure the appropriate selection, structuring professionally oriented material and the feasibility of creating certain exercises;

- use of authentic, relevant and practical material.

In addition to their advantages, these coursebooks have one very important requirement. And that is basic/general English, i.e. the level with which the cadet approaches the study of his/her specialty in English.

In our further scientific research, we plan to focus our close attention on the detailed study of effectiveness of English for Specific Purposes (ESP) for the formation of English communicative competence in listening.

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