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1.2. Educational Conditions and Structural Model for Forming Intercultural Competence in Military Specialists of Combat and Operational Support

In the contemporary context of military education, the ability of future combat and operational support specialists to operate effectively in multinational environments has become a critical requirement. The ongoing integration of Ukraine into Euro-Atlantic structures, active participation in international military exercises, and involvement in peacekeeping operations necessitate the development of intercultural competence as an essential component of professional readiness. Such competence ensures not only effective communication with foreign colleagues but also the successful execution of complex operational tasks within joint missions and allied frameworks.

Intercultural competence in military settings encompasses a combination of knowledge, skills, and attitudes that enable specialists to understand, respect, and appropriately interact with representatives of different cultures while maintaining operational effectiveness. For combat and operational support specialists, this competence is directly linked to their ability to perform professional roles in situations requiring cooperation, negotiation, and coordination with partners from NATO member states and other allied forces.

Given these requirements, the development of a theoretically substantiated and methodologically sound approach to forming intercultural competence is a pressing issue in the system of military education. This research focuses on creating a structural and functional model for developing intercultural competence among future combat and operational support specialists at the Hetman Petro Sahaidachnyi National Army Academy. The proposed model integrates the NATO Standardization Agreement (STANAG) framework, which serves as a benchmark for language proficiency and operational communication standards in multinational military contexts.

The study aims to identify pedagogical conditions, design methodological tools, and validate their effectiveness through a pedagogical experiment. The emphasis is placed on aligning language training with professional and operational requirements by incorporating subject-specific military content, interactive teaching methods such as the case method and role-playing, and the integration of intercultural communication into practical training scenarios.

Ultimately, this work seeks to contribute to the modernization of military education in Ukraine by providing a replicable and adaptable methodology for the professionalization, standardization, and cultural orientation of foreign language training for future specialists in combat and operational support.

For the theoretical justification of the methodology for forming intercultural competence of future specialists in combat and operational support, an appropriate model has been developed and constructed. The structural-functional model of forming intercultural competence of future specialists in combat and operational support is designed based on the process of professional training of future specialists at the Hetman Petro Sahaidachnyi National Ground Forces Academy. Referring to the NATO Standardization Agreement (STANAG), the levels of intercultural competence formation of future specialists in combat and operational support are proposed (“survival” level 1; “functional” level 2; “professional” level 3; “expert” level 4; “perfect” level 5).

The criteria and indicators for these levels are defined, and descriptors of knowledge, skills, and abilities for each level of intercultural competence formation are developed. A pedagogical experiment is planned to test the effectiveness of the methodology for forming intercultural competence of future specialists in combat and operational support and the pedagogical conditions for its implementation. The nature of the experiment, its purpose, tasks, hypotheses, and stages are determined. The organization, course, and results of the pedagogical experiment aimed at testing the effectiveness of the methodology and pedagogical conditions are described. Based on the results of the pedagogical experiment, the effectiveness of the justified pedagogical conditions for forming intercultural competence of future specialists in combat and operational support has been proven (professionalization, standardization, and culturological orientation of foreign language training for future specialists in combat and operational support;

organization of intercultural communication during practical training; use of case method and role-playing game as effective methods of forming intercultural competence), as well as the efficiency of the developed and proposed methodology.

Effective functioning of the model for forming intercultural competence of future specialists in combat and operational support is achieved through building the educational process based on the defined theoretical-methodological foundation and methodological prerequisites; successful combination of forms, methods, and means of teaching; competent design of the learning content considering the relevant pedagogical conditions [10]. The generalization of the analysis results carried out in the previous sections of the dissertation allows identifying and formulating the pedagogical conditions for forming intercultural competence of future specialists in combat and operational support. To fully realize their professional functions and roles in the course of further professional activity, which involves communication with foreign colleagues, especially during international exercises and peacekeeping operations, they must have professionally formed intercultural competence. As noted, this study considers the formation of intercultural competence of future specialists in combat and operational support based on the formation of English-language professional-communicative competence in these specialists. In scientific-pedagogical research, professionalization is viewed in the context of professional education as specialized professional training of the subjects of the educational process for future professional activity [6].

Professionalization of learning increases the motivation of its subjects by approximating the conditions of professional activity [5]. Professionalization of foreign language training of future specialists in combat and operational support is achieved through the implementation of interdisciplinary links between humanitarian, professional, practical, and military-specialized training disciplines and takes place during cadets' study of the subject "Foreign Language for Professional Purposes" (English), based on their prior mastery of English communicative competence at the B2 level during the study of "Foreign Language" (English).

Thus, the content of the course "Foreign Language for Professional Purposes" (English) is constructed taking into account the topics and teaching material from the following training disciplines of bachelors in combat and operational support: "Fundamentals of Military Management (NATO Staff Procedures)," "Automotive Equipment," "Combat Survival System," "Small Arms and Fire Training," "Armament and Shooting," "Intelligence Training," "Fundamentals of Artillery Application," "Construction of Armored Vehicles," "Operation of Armored Vehicles." Thus, cadets have the opportunity to master English professional-oriented vocabulary, including professional field terminology, grammatical structures, and speech clichés typical for oral and written English professional communication of military personnel, and appropriate communicative strategies to achieve communicative goals.

The goal of the process of forming intercultural competence of future specialists in combat and operational support is the formation of the appropriate level of this competence. Defining the target level of intercultural competence of future specialists in combat and operational support, we consider orientation to the international standardization agreements active in NATO countries and partner countries [7] as justified. After completing the study of the subject "Foreign Language for Professional Purposes" (English), according to NATO standard requirements (STANAG 6001), cadets should have formed a standardized language profile at functional level 2 [7].

In the preparation process for intercultural communication during the study of the course "Intercultural Communication in International Cooperation," cadets raise their standardized language profile to professional level 3 and form professional level 3 intercultural competence [7]. The culturological approach is defined as one of the key approaches forming the methodological basis for the formation of intercultural competence of future specialists in combat and operational support. The process of forming intercultural competence in the context of the culturological approach is aimed at achieving the learning goal – formation of a base of multicultural knowledge and knowledge of Anglo-Saxon culture, norms of etiquette in communicative behavior, skills of tolerance to communicative behavior of representatives of other cultures, understanding stereotypes of communicative behavior of representatives of other cultures, abilities for adequate communicative behavior with representatives of other cultures. English as the language of global communication serves as a learning tool – linguistic knowledge, speech skills and abilities in various types of speech activity (ability to conduct dialogues with representatives of other cultures, analyze communicative situations, select and apply appropriate communicative strategies). Thus, this approach envisages forming in cadets the corresponding knowledge, skills, abilities, and communicative strategies – components of intercultural competence that in their future professional activity will ensure their ability for constructive communication with representatives of other cultures (both military personnel and civilians). The analysis allows asserting that professionalization, standardization, and culturological orientation of foreign language training for future specialists in combat and operational support are among the conditions for forming intercultural competence.

The proposed methodology for forming intercultural competence of future specialists in combat and operational support presupposes forming intercultural competence not only during theoretical training at a military higher education institution through the study of the subjects “Foreign Language”, “Foreign Language for Professional Purposes,” and “Intercultural Communication in Professional Cooperation,” but also the development of this competence during practical and military training. A partial organization of professionally oriented communication in English during these practical trainings involving foreign language department teachers as practice consultants is proposed. This approach allows future specialists in combat and operational support, at a time when curricula do not include these subjects, to expand their knowledge, develop skills and abilities – components of intercultural competence – not only during independent work but also under the guidance of both practice supervisors and foreign language consultants.

Thus, the organization of intercultural communication during practical training is another significant condition for forming intercultural competence of future specialists in combat and operational support. A set of carefully selected teaching methods ensures the effectiveness of forming intercultural competence. During the formation process, especially in practical and military training, methods such as the case method and role-playing games proved effective. These methods immerse cadets in the specifics of their future professional activity, motivate them in mastering the methods of military specialists from NATO member countries, cooperation of Ukraine in peacekeeping missions, and conducting military exercises. Therefore, the use of case method and role-playing game as effective methods of forming intercultural competence is another key pedagogical condition.

The justified pedagogical conditions are the basis for the methodology of forming intercultural competence of future specialists in combat and operational support. The implementation of these conditions ensures the expediency of constructing a model of intercultural competence formation projected onto the professional training process of military-profile specialists, and thus, the predicted effectiveness of the proposed methodology. In pedagogy, modeling is considered one of the methods of cognition and transformation of the world, which has led to creating new types of models revealing new functions of the method. Theoretical and practical study of a real (original) object is carried out through the construction and study of a conditional object that objectively corresponds to the cognized object and can replace it at certain stages of cognition.

Data and information about the modeled object are transferred according to appropriate rules to the original object, while the model serves as a conditional symbolic object and forms an idea about this object. Thus, the model is a way to represent processes occurring in a real object.

A model of the educational-pedagogical process has a symbolic form and reflects in a simplified way the structure, properties of a certain pedagogical object, connections, and relations between its elements. The model is a theoretically and practically organized structure reproducing some part of reality in schematic and visual form [11, p. 8]. Visual illustration in the form of a generalized image of educational activity provides new information about the properties of the studied object. Models are built to define or improve the characteristics of constructed objects, rationalize methods of building and managing them [2]. Basic principles of general systems theory state that model efficiency depends on its integrity (degree of element interconnection) and compatibility with the environment.

A structural-functional model is a generalized justification of the most essential characteristics of the process and result combined by a single design and includes main blocks [4, p. 55]. Creating a structural-functional model considers several factors: goal as a system-forming component, principles, degree of learning, and educational discipline in which the model is implemented, object of study, subjects of learning, teaching aids, general distribution of hours according to the curriculum, teaching topics, as well as teacher’s adjustment of the ratio of exercises and tasks in the developed set [8, p. 132].

Thus, the structural-functional model of forming intercultural competence of future specialists in combat and operational support is a constructed system of this process, defined by pedagogical conditions, based on the goal, set of tasks, theoretical approaches and principles, relies on justified learning content, uses selected effective teaching methods, and aimed at achieving a specific result – formation of professional level 3 target competence in cadets. Besides justified pedagogical conditions, components of the structural-functional model include:

- goal and tasks (constituting its target component);
- theories, approaches, and principles (constituting its theoretical-methodological component);
- components of training, forms of organization of teaching, methods, teaching aids, stages of forming intercultural competence (constituting its organizational-process component);
- content of intercultural competence formation (defined knowledge, skills, abilities, communicative strategies that are components of intercultural competence, topics, problems, texts, exercises, tasks developed with intersubject coordination with professional, practical, and military-specialized disciplines – constituting its content component);

- assessment of intercultural competence formation, including levels, criteria, and indicators (constituting its resultative component);

- corrective procedures involving teacher intervention in three components – theoretical-methodological, content, and organizational-process – at any stage of formation to increase teaching effectiveness and achieve the planned professional level 3 of intercultural competence (constituting its corrective component)

As previously noted, the target component of the structural-functional model comprises the goal and objectives of the process of forming intercultural competence in future specialists of combat and operational support. The goal of the structural-functional model is the step-by-step development of intercultural competence in future specialists of combat and operational support, aimed at achieving a professional level 3 competence by cadets. Achieving this goal involves accomplishing a series of tasks:

1. Justifying the theoretical and methodological foundations for forming intercultural competence in future specialists of combat and operational support and defining the content of the theoretical-methodological component of the structural-functional model.

2. Justifying the selection and appropriate combination of theoretical and practical training, forms of instruction, teaching methods and tools aimed at enabling cadets to reach professional level 3 intercultural competence; defining the stages of intercultural competence formation; and determining the content of the organizational-process component of the structural-functional model.

3. Identifying the range of knowledge, set of skills and abilities, and groups of communicative strategies that constitute the components of intercultural competence for future specialists of combat and operational support; defining the main genres of oral and written professionally oriented communication; selecting topics, problems, texts; and developing corresponding exercises and tasks that form the content component of the structural-functional model.

4. Justifying the levels of intercultural competence formation, criteria, and indicators for these levels; defining the forms, methods, and procedures for assessing the levels of intercultural competence formation; and determining the content of the outcome component of the structural-functional model.

5. Justifying the interconnection and ensuring the interaction of all defined components of the structural-functional model, aimed at the gradual formation in future specialists of combat and operational support of knowledge, skills, abilities, and communicative strategies – the components of intercultural competence.

The theoretical and methodological foundations for forming intercultural competence in future specialists of combat and operational support include the communicative-activity, competency-based, culturological, and integrated approaches. Effective preparation of future specialists for intercultural communication is realized by adhering to principles derived from these approaches, namely: professional orientation, comprehensiveness, learning a foreign language with consideration of the cultural component, interdisciplinary connections, and maximum approximation of learning conditions to real intercultural interaction environments.

It is considered appropriate to form intercultural competence during theoretical training, particularly through the study of disciplines such as “Foreign Language” (English), “Foreign Language for Professional Purposes” (English), and “Intercultural Communication in Professional Cooperation,” as well as the development of this competence during practical training through cadets’ participation in educational and military practices.

Typical forms of instruction for these subjects in military higher education institutions are practical classes. The most effective teaching methods aimed at forming intercultural competence, suitable both during practical classes and cadets’ educational and military practices, are case studies and educational role-playing games.

An analysis of the current balance between theoretical and practical training for combat and operational support specialists in military higher education institutions revealed that the time allocated for theoretical training significantly exceeds the time for practical training. This imbalance does not align with trends in the preparation of military leadership personnel in leading European and North American higher education institutions. The contradiction arises because theoretical training develops knowledge paradigms, while practical training focuses on developing professional and key competencies, including intercultural competence.

Therefore, it is advisable to substantially increase the time allocated for practical training of future specialists in combat and operational support.

The stages of intercultural competence formation for future specialists in combat and operational support include:

1. Introductory stage – formation of a set of knowledge, skills, and abilities that are components of English communicative competence during the study of “Foreign Language” (English) at the independent user level B2 according to the Common European Framework of Reference for Languages.

2. Preparatory stage – comprehensive formation of all components of English professional-communicative competence (relevant knowledge, skills, and abilities) and specific knowledge and skills that constitute parts of intercultural competence during the study of “Foreign Language for Professional Purposes” (English) at functional level 2 according to NATO Standardization Agreement (STANAG 6001).

3. Main stage – formation of knowledge, skills, abilities, and communicative strategies that are components of intercultural competence during the study of “Intercultural Communication in Professional Cooperation” at professional level 3 according to STANAG 6001.

4. Further development stage – the ongoing development of knowledge, skills, abilities, and communicative strategies that are components of intercultural competence during cadets’ educational and military practice.

Regulatory and legal frameworks governing the content of professional training for future specialists in combat and operational support at Ukrainian military higher education institutions include the Law of Ukraine on Education, the Law of Ukraine on Higher Education, the Armed Forces of Ukraine Concept, sectoral standards, educational qualification characteristics, professional training programs for military specialists, and curricula of military training disciplines.

The main components of intercultural competence that should be developed in future specialists include: linguistic knowledge (lexical, grammatical, phonetic, orthographic), knowledge of communicative strategies, multicultural knowledge, knowledge of the culture of the target language country, knowledge of verbal and non-verbal communicative behavior rules, etiquette norms, value orientations; speech skills and abilities in receptive and productive language activities, including the ability to conduct dialogues with representatives of other cultures; the ability to analyze communicative situations; the ability to select and use appropriate communicative strategies to achieve communication goals; tolerant communicative behavior and the capacity to control one’s actions during communication, including overcoming fear and ethnic and cultural stereotypes.

As mentioned, the formation and development of the above knowledge, skills, and abilities—components of intercultural competence – occur during the study of the normative subjects “Foreign Language,” “Foreign Language for Professional Purposes,” and the developed elective course “Intercultural Communication in Professional Cooperation.”

When designing the content of these subjects, interdisciplinary connections with other disciplines of humanitarian, socio-economic, natural-scientific, basic, general professional, military-professional, and military-specialized training of future specialists in combat and operational support are considered.

Upon completing these subjects, cadets should master foreign professional vocabulary, including terminological units from areas such as international humanitarian law; military automotive equipment; armored vehicles and their operation; weapons and shooting, especially small arms and firearms training; soldier survival systems; basics of artillery application; and reconnaissance training.

Since modern specialists in combat and operational support actively participate in international cooperation – particularly within national contingents, national personnel, multinational military command bodies, trainings, and exercises – we focus on the features of intercultural interaction and communication in the process of solving professional tasks. This involves the activation of acquired knowledge, skills, and competencies, as well as the application of a range of communicative strategies to achieve communication goals.

The dominant communicative situations in the professional communication of future specialists in combat and operational support include institutional forms such as declarative (speeches), commissive (oaths, promises, assurances, refusals, consents), interrogative (interrogations, inquiries, interviews), injunctive (orders, directives, permissions, demands, prohibitions, reprimands), requestive (requests), and advisative (advice, recommendations, proposals), as well as ritual forms such as expressive (thanks, apologies, condolences, praise, accusations), connotative (acknowledgments, denials, reminders), and affirmative (statements, notifications, announcements). International military negotiations are recognized as a significant institutional communicative situation and an important form of official-professional interaction for these specialists.

Based on the sectoral standard for training future specialists in combat and operational support, which emphasizes knowledge and understanding of the fundamentals of international cooperation in the context of NATO procedures and standards, the dominant genres of professional communication are identified as messages, commands, orders, official reports, dialogues, statements, protocols, instructions, and negotiations. These speech genres are realized in both oral and written communication.

Successful intercultural communication by specialists in combat and operational support requires the use of a range of communicative strategies: ultimative, competitive, compromise, partnership, imitative, obstructive, and mixed. Ultimative strategies include prohibition, reprimand, and accusation. Competitive strategies involve argumentation, persuasion, and demonstrating advantages and disadvantages. Compromise strategies consist of agreement and consent. Partnership strategies focus on joint constructive problem-solving. Imitative strategies aim to copy the behavior of a

partner or opponent, often oriented towards reaching a fictitious agreement. Obstructive strategies seek to create obstacles, break agreements, or prevent new agreements. Mixed strategies are applied when dealing with complex intercultural communication issues.

The structural components of intercultural competence for future specialists, including topics, problems, teaching materials within defined disciplines, communicative situations, and genres of oral and written professional communication, along with justified communicative strategies, constitute the content component of the structural-functional model.

Let us focus on the criteria and corresponding descriptors of the competence levels based on NATO's Agreement on Standardization (STANAG 6001). The levels of intercultural competence for future specialists in combat and operational support are defined as: survival (level 1), functional (level 2), professional (level 3), expert (level 4), and proficient (level 5).

At the survival level (1), future specialists should have:

- knowledge of approximately 300 active English vocabulary items within themes such as food, accommodation, transport, shopping, time, simple orders and orientation, including professional and international terms, cognates similar to native language words; understanding of word order, question formation, indefinite tenses, articles, nouns, pronunciation and spelling rules, and basic communicative clichés for greetings, farewells, and small talk; knowledge of key phrases supporting ultimative, compromise, and partnership communicative strategies;
- understanding of universal humanistic values, behavioral norms, rules, and categories shared across world cultures;
- knowledge of geographic locations, significant historical facts of English-speaking countries, and everyday realities of British and American life (housing, food, transport);
- awareness of verbal and nonverbal communication norms when interacting with representatives of Anglo-Saxon and other cultures;
- language skills: listening comprehension of general phrases and short simple sentences about daily activities, including polite expressions, with support such as slow speech, repetition, and paraphrasing; reading simple coherent texts with straightforward information related to everyday or work situations (announcements, descriptions, geographic data, government and currency info, directions, instructions, menus, brochures, simple narratives); understanding basic grammar texts with frequent vocabulary; extracting main ideas from more complex texts; speaking in simple conversations using learned vocabulary and short sentences linked by conjunctions, initiating, maintaining, and ending short dialogues, asking and answering simple questions, using elementary polite expressions, providing basic personal information, discussing everyday work tasks, making requests, seeking information, expressing satisfaction or dissatisfaction based on memorized material, with oral speech characterized by frequent paraphrasing, hesitation, and repeated use of a single tense; writing short notes, personal letters, messages, invitations, statements, filling out forms using mainly short simple sentences connected with basic conjunctions, with frequent errors in grammar, vocabulary, spelling, and punctuation;
- ability to navigate communicative situations, identify the type of conversation, and select key phrases to implement ultimative, compromise, and partnership strategies for requesting information, giving explanations, expressing approval or disapproval, asking for clarification, and more;
- ability to overcome anxiety about communicating with representatives of other cultures and establish positive intercultural interactions;
- Value orientation toward patriotism, conscientious and honest fulfillment of military duties, military honor, discipline, adherence to statutes, and respect for military and combat traditions.

At the "functional" (2) proficiency level, future specialists in combat and operational support should have developed:

1. Knowledge of approximately 600 active English vocabulary items within topics such as personal and family matters, social issues of personal or general interest, everyday and work-related situations, descriptions of people, places, and things, as well as narratives about current, past, and future events, interests, travel, daily news, military vehicles used in operations, armored vehicles and their maintenance, weaponry and shooting, including small arms and firearms training, combat survival systems, basics of artillery use, and reconnaissance training. They should also understand continuous and perfect tenses in present, past, and future forms, impersonal and passive constructions, adverbs, degrees of comparison of adjectives and adverbs, and basic speech patterns for requesting information, discussion, affirming, comparing, contrasting facts, giving instructions and commands, solving personal problems and issues, explaining, and key phrases to implement ultimatum, competitive, compromise, and partnership communication strategies.

2. Knowledge of humanitarian values, universal cultural norms of behavior, rules, and categories.

3. Awareness of features of American identity (patriotism, pride in country and armed forces, individualism, independence, utopianism, freedom, egalitarianism, democracy, respect for law, right to freedom, justice, human dignity, and opportunities) and British identity (individualism, freedom, self-help, a sense of exceptionalism, pride in Britain's former greatness, promotion of the peacekeeping role of British armed forces).

4. Understanding of American communication style – open, friendly, informal – and American etiquette, which is simple and democratic; as well as British communication style – seemingly friendly but cold and distant, exceptionally polite, restrained in emotions and gestures, reserved, somewhat arrogant, with high regard for personal space.

5. Language skills including:

- **Listening:** Near-complete understanding of audio texts on everyday, social, and professional topics of moderate complexity at normal speech rate; perception of content transitions and structural means in more complex audio texts.

- **Reading:** Working with simple authentic texts on personal, family, social issues, everyday and work questions, descriptions of people, places, things, narratives about present, past, future events, interests, travel, daily news, military vehicles, armored vehicles and their maintenance, weaponry and shooting, combat survival systems, artillery basics, and reconnaissance training; identifying main ideas and details in texts of medium complexity with typical grammatical structures; searching for necessary information in more complex texts.

- **Speaking:** Engaging in free conversation at moderate speed in everyday and standard communicative situations, including professionally oriented communication; telling about present, past, and future events with simple, logically completed conversational blocks, using correct continuous and perfect verb forms and word order in simple and extended sentences; giving oral instructions and commands; affirming facts, comparing, contrasting, explaining, discussing, persuading using learned key phrases and speech clichés; applying ultimatum, competitive, compromise, partnership, imitation, obstruction, and mixed communication strategies; speech is characterized by correct use of learned vocabulary including terminology, correct use of basic grammar structures, with some phonetic, grammatical, and lexical errors that do not impede understanding; speaking skills enable oral communication and achievement of communicative goals according to the communicative situation.

- **Writing:** Providing written information about everyday and work matters; writing private letters on everyday topics, business letters, simple technical texts of small volume, official notes, written instructions, short reports; demonstrating ability to describe people, places, things, events with simple, complete text blocks; formulating reasoned statements, giving written instructions; combining simple and extended sentences into coherent written narratives; writing skills characterized by use of learned basic grammar structures and vocabulary; occasional grammatical, lexical, and spelling errors and punctuation mistakes allow understanding the content; some unclear connections between statements and thematic transitions may occur, but the meaning remains clear; writing skills enable creation of written expressions corresponding to communicative situations and the sender's communicative goals.

Ability to navigate communicative situations, determine the nature of conversation, select and use key phrases to implement ultimatum, competitive, compromise, partnership, imitation, obstruction, and mixed communication strategies aimed at requesting information, obtaining explanations, providing information or clarifications, expressing satisfaction, approval, dissatisfaction, asking for repetition to better understand, comparing, contrasting, explaining, discussing, persuading.

Ability to establish positive interaction with people of other cultures, overcome ethnocentric attitudes and prejudices.

Value orientations towards patriotism, conscientious and honest fulfillment of military duties, military honor, discipline, adherence to regulations, and respect for military and combat traditions.

At the "professional" (3) level, future specialists in combat and operational support are expected to have developed:

1. Knowledge of approximately 1000 active English vocabulary units covering topics such as economy, culture, science, technology, and professional fields, including international humanitarian law, military vehicles and their operation, armored vehicles, weaponry and shooting (especially small arms and firearms training), combat survival systems, artillery basics, and reconnaissance training.

2. Mastery of perfect continuous tenses in present, past, and future, gerunds, infinitive and participial constructions, compound and complex sentences, a wide range of linking words and speech clichés for expressing opinions, providing explanations, discussing familiar and unfamiliar professional topics, addressing problematic issues, making assumptions, clarifications, persuading, detailing, changing conversation topics, expressing emotions, responding to changes in interlocutor's language behavior, justifying and defending one's opinion, and conveying

subtle shades of meaning. These skills support the implementation of ultimatum, competitive, compromise, partnership, imitation, obstruction, and mixed communicative strategies.

3. Understanding of humanitarian values and universal cultural norms, rules, and categories.

4. Knowledge of characteristics of American identity (patriotism, pride in country and armed forces, individualism, independence, idealism, freedom, egalitarianism, democracy, respect for law, right to freedom, justice, human dignity and opportunities) and British identity (individualism, freedom, self-reliance, sense of exceptionalism, pride in Britain's former greatness, promotion of the peacekeeping role of the British armed forces).

5. Awareness of the American communication style — open, friendly, informal — and American etiquette — simple and democratic; as well as the British communication style — seemingly friendly but distant and cold, extremely polite, emotionally and gesturally restrained, reserved, somewhat arrogant, with a strong emphasis on personal space.

6. Language skills and abilities including:

- **Listening:** Understanding conversations in most formal and informal situations in everyday and professional contexts at a normal pace; ability to clearly perceive and comprehend information during meetings, briefings, discussions, prolonged situation analyses, phone conversations, and radio broadcasts; grasping not only the explicit context but also subtext; distinguishing main styles, sensing language nuances and emotional undertones; rare need to repeat, paraphrase, or ask for additional explanations; occasional difficulty understanding native speakers who speak rapidly, use dialects, slang, or local expressions.

- **Reading:** Processing various authentic texts on general and professional topics above intermediate complexity, including analytical articles in periodicals, informational messages, business documentation, reports, and materials on economic, cultural, scientific, technological, and specialized professional topics; correct interpretation of meaning, ability to correlate ideas and perceive indirect information, sensitivity to stylistic nuances and emotional undertones; effective use of reading as a learning tool.

- **Speaking:** Effective formal and informal communication on practical social and professional topics while performing predictable routine tasks; skillful use of speech clichés to express opinions, provide explanations, discuss familiar and unfamiliar professional topics, address problematic questions, make assumptions, clarify, persuade, elaborate, change topics, express emotions, respond to changes in the interlocutor's speech behavior, justify and defend one's opinion, convey nuances of meaning; use of ultimatum, competitive, compromise, partnership, imitation, obstruction, and mixed communicative strategies; effective use of English for professional intercultural communication in meetings, briefings, structured complex monologues and dialogues, and extended conversations; characterized by speaker's confidence, accuracy, clarity, fluency, ability to recover conversation flow in case of incomplete understanding of cultural specifics, idioms, and subtle connotations of fixed expressions.

- **Writing:** Ability to correctly formulate arguments, assumptions, complex explanations, narratives, descriptions, analyze data, convey content accurately and comprehensively in private and official correspondence, document drafting, and creation of extensive texts; use of speech clichés to implement ultimatum, competitive, compromise, partnership, imitation, obstruction, and mixed communication strategies; ability to make logical content transitions with appropriate linking words; mastery of vocabulary, grammar, spelling, and punctuation ensures precise content transmission.

Skills in analyzing communicative situations, selecting and appropriately using key phrases and speech clichés to implement ultimatum, competitive, compromise, partnership, imitation, obstruction, and mixed communicative strategies aimed at expressing opinions, providing explanations, discussing familiar and unfamiliar professional topics, problematic issues, making assumptions, clarifications, persuading, elaborating, changing topics, expressing emotions, responding to interlocutor's speech changes, justifying and defending opinions, conveying subtle meanings.

The ability to maintain positive interaction with representatives of other cultures, overcome ethnocentric attitudes and prejudices, and critically evaluate foreign cultures.

Value orientations emphasizing patriotism, conscientious and honest fulfillment of military duties, military honor, discipline, adherence to regulations, and respect for military and combat traditions.

As previously noted, NATO standards (STANAG 6001 Standardization Agreement) [7] define five levels of the standardized language proficiency profile for future military personnel, which in the context of our study are directly related to the levels of intercultural competence formation of future specialists in combat and operational support. The higher levels of intercultural competence formation for these specialists – expert level 4 – are developed during graduate studies. The proficient level 5 of intercultural competence is developed through professional activity in a foreign-language environment.

The structural-functional model we constructed for forming intercultural competence in future specialists of combat and operational support is aimed at the development and formation of this competence during their professional training at the bachelor's degree level. Therefore, we will limit ourselves to the levels of intercultural competence planned for formation and development during the bachelor's level training of these specialists, namely: survival level 1, functional

level 2, and professional level 3. The recommended level of intercultural competence formation for cadets upon completion of the course "Intercultural Communication in Professional Cooperation" is professional level 3. The process of forming intercultural competence in future specialists of combat and operational support is a logical continuation of their English professional-communicative competence formation. According to NATO standards (STANAG 6001), upon completing the course "Foreign Language for Professional Purposes," cadets receive a standardized language profile at functional level 2. During their preparation for intercultural communication in the course "Intercultural Communication in International Cooperation," cadets form professional level 3 of intercultural competence.

The justified pedagogical conditions for forming intercultural competence in future specialists of combat and operational support include: professionalization, standardization, and a cultural focus in foreign language training for these specialists; organization of intercultural communication during practical training; and the use of case studies and role-playing games as effective methods for developing intercultural competence. Professionalization of vocational training is considered as specialized preparation of learners for future professional activity.

The determination of the target level of intercultural competence is regulated by alignment with international standardization agreements valid in NATO and partner countries. The cultural focus of foreign language training involves forming appropriate knowledge, skills, abilities, and communicative strategies in cadets that will enable constructive communication with representatives of other cultures in their future professional activities.

The effectiveness of forming intercultural competence in future specialists of combat and operational support during educational and military practices is ensured by a set of carefully selected active and interactive teaching methods, including case studies and role-playing games.

The structural-functional model for forming intercultural competence in future specialists of combat and operational support includes:

- Target component (goals and objectives);
- Theoretical-methodological component (theories, approaches, and principles);
- Organizational-process component (training elements, forms of learning organization, methods, means, stages);
- Content component (components of intercultural competence, topics, problems, texts, exercises, tasks);
- Resultative component (assessment of intercultural competence formation);
- Corrective component (corrective procedures involving interventions in theoretical-methodological, content, and organizational-process components to achieve the model's goal).

The purpose of the structural-functional model is the phased development of intercultural competence in future specialists of combat and operational support aimed at achieving professional level 3 competence by cadets.

The model's tasks include: substantiation of theoretical-methodological foundations for forming intercultural competence; defining the content of the theoretical-methodological component; substantiating the selection and balanced combination of theoretical and practical training, forms of learning organization, teaching methods and tools; defining stages of intercultural competence formation; determining content for the organizational-process component; identifying knowledge, skill sets, and groups of communicative strategies (ultimatum, competitive, compromise, partnership, imitative, obstructionist, and mixed); determining key genres of oral and written professional communication (commands, orders, official submissions, dialogues, reports, protocols, instructions, negotiations); selecting topics, problems, texts; developing relevant exercises and tasks; substantiating levels of competence formation; ensuring coherence and interaction of all model components; and providing knowledge, skills, abilities, and communicative strategies as components of intercultural competence for future specialists of combat and operational support.

The approaches forming the theoretical-methodological component of the structural-functional model include: communicative-activity, competence-based, cultural, and integrated approaches. These approaches give rise to principles that ensure effective preparation of future specialists for intercultural communication, namely: professional orientation, comprehensiveness, integration of the cultural component in language learning, interdisciplinary connections, and maximum approximation of training conditions to real intercultural interaction environments.

Based on the NATO Standardization Agreement (STANAG 6001), the following levels of intercultural competence formation for future specialists of combat and operational support have been distinguished: survival level 1; functional level 2; professional level 3; expert level 4; and proficient level 5.

The process of developing intercultural competence in future specialists of combat and operational support is divided into several stages:

1. Familiarization stage – building components of English communicative competence at the independent user level (B2) through studying the "Foreign Language" course (English);
2. Preparatory stage – comprehensive enhancement of English professional-communicative competence components along with the initial development of certain intercultural competence elements during the "Foreign

Language for Professional Purposes" course (English), aligned with functional level 2 as per NATO Standardization Agreement (STANAG 6001);

3. Core stage – focused formation of intercultural competence components through the "Intercultural Communication in Professional Cooperation" course, corresponding to professional level 3 under NATO's STANAG 6001;

4. Advanced development stage – further cultivation of intercultural competence components as cadets participate in practical training and military field exercises.

The organizational and procedural component of the structural-functional model encompasses both theoretical and practical training formats; problem-based learning methods such as case studies and role-playing exercises; instructional resources including textbooks, manuals, methodological guidelines, handouts, and military regulations; specialized software; audiovisual materials; technical training equipment; visual aids; and the structured four-stage process for developing intercultural competence in future combat and operational support specialists.

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1.3. Стратегування освітньої діяльності в умовах війни: виклики, адаптація, перспективи

У дослідженні обґрунтовується необхідність стратегічних підходів до управління освітньою діяльністю в умовах суспільних трансформацій, зокрема в період воєнного стану. Наголошується, що стратегування освіти потребує комплексного підходу, який поєднує забезпечення безпеки, гнучку організацію навчання, психологічну підтримку та активне впровадження цифрових технологій. У післявоєнний час особливо важливо не лише зберегти, а й розвинути ці напрацювання, інтегрувавши їх у систему довгострокового розвитку освіти та створивши дієві механізми швидкого реагування на нові виклики. Ключові слова: місія освітньої діяльності, імперативи стратегування, комплексний підхід, гнучкість організації, конкурентоспроможність.

Війна в Україні стала безпрецедентним викликом для національної системи освіти та найважчим випробуванням за весь період незалежності держави, поставивши під загрозу не лише стабільність освітнього процесу, а й саме існування багатьох навчальних закладів. Вона змінила звичний ритм життя, поставила під загрозу безпеку учасників освітнього процесу, зруйнувала інфраструктуру та змусила шукати нові підходи до