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Definition of Preparedness Diagnostic Tools of Officers for Language Training in the Military Units of the National Guard of Ukraine

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DEFINITION OF PREPAREDNESS DIAGNOSTIC TOOLS OF OFFICERS FOR LANGUAGE TRAINING IN THE MILITARY UNITS OF THE NATIONAL GUARD OF UKRAINE

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Abstract. To effectively determine the officers of teachers (instructors) readiness for language training in the military units of the National Guard of Ukraine, to substantiate the effective tools for forming the readiness of officers for language training, the analysis of readiness and high levels of readiness: high, medium, low, and the criteria indicators: for the motivational criterion - professional stability, professional interests, professional intentions; for cognitive - the ability to analyze military-pedagogical activities, the ability to self-analysis, the level of foreign language proficiency according to NATO standards STANAG 6001 2 + / 2 + / 2 + / 2 +; for effective - the ability to accumulate and understand the experience of participants in the real educational process, the ability to transfer the accumulated knowledge and practical experience in the process of language training. Grades for classes – “passed” or “not passed”, the ability to organize the educational process. The tools for diagnosing the readiness of officers for language training in the military units of the National Guard of Ukraine are defined: “Sense-life orientation” (S. Muddy translation and adaptation by D. Leontiev), “Methods of studying the motivational profile of personality” Martin), adapted E. Zeer’s questionnaire “Professional intentions”, “Raven’s progressive matrices”, “Motivation for success and fear of failure” (A. Raven), Initial testing according to NATO standards STANAG 6001, Results of monitoring academic achievements by the end of exercises: conducting open classes, binary classes. Exam after graduation from the advanced training program not less than 90 per 100 points system.

Key words: readiness of officers; language training; readiness levels; readiness criteria; readiness indicators; readiness diagnostics tools.

Introduction. Taking into account the needs of the National Guard of Ukraine (hereinafter referred to as the NGU) to move to the standards of advanced countries and achieve interoperability, increase the number of cooperation activities with units of NATO member states, there is a need to make adjustments to the existing system of professional training of NGU servicemen. The need to improve the current system of professional training of the NGU military personnel is explained by the further inclusion of a foreign language in the list of subjects included in the professional training of officers. The introduction of foreign language classes should allow all personnel to study without interruption from their main place of service and reach the

appropriate levels of foreign language proficiency, depending on their positions. The task of quickly mastering the required levels of foreign language of these categories and the process of maintaining skills at the proper level in the future can be accomplished by simultaneously conducting foreign language classes in territorial associations, units of direct subordination and educational institutions of the NGU. In turn, this cannot be done without trained foreign language teachers (instructors) who understand the specifics of the NGU's tasks and are trained in the experience of the NGU in performing assigned tasks and in international cooperation activities.

Engaging civilian teachers or sending personnel to foreign language courses in other educational institutions or private courses requires: additional budgetary expenditures, separation of personnel from their main place of work and, most importantly, increased time. It should also be borne in mind that the educational programs of other educational institutions aimed at studying foreign languages do not take into account the specifics of the NGU's tasks. That is why attention should be paid to the training of foreign language teachers (instructors) in the NGU.

At present, the staffing of such personnel is affected by the lack of introduced positions of foreign language teachers (instructors) in military units. Difficulties in implementing high-quality language training in military units are caused by both the lack of appropriate regulations on the organization of individual training of officers and insufficient methodological developments regarding the theoretical and methodological foundations for developing officers' readiness to conduct language training in military units of the NGU. One of the possible ways to solve this problem is to train foreign language teachers (instructors) according to a specially developed program of intensive foreign language courses and postgraduate courses for teachers (instructors). At the same time, with the introduction of the position of a foreign language teacher (instructor), there is a need to select effective tools for diagnosing the readiness of teachers (instructors) to provide language training.

Analysis of publications. The following scholars have dealt with the problem of readiness and professional readiness for teaching: O. Blahosmyslov, I. Sheludko; Y. Verbynenko; M. Koval, M. Koziar, A. Lytvyn; Y. Medvid; S. Morozov, H. Fedak; A. Uminska. Teacher training and improvement of language training: I. Biletska; N. Logutina; V. Ushmarova; A. Ushakov; M. Soter. Specifics of teaching foreign languages to military personnel and research on foreign language training: O. Artyukhova; A. Viktorova; N. Hahina, V. Borysenko; N. Kolisnichenko; K. Pavelkiv; O. Khomenko. Specificity of retraining: A. Balender; V. Gladka; V. Demianishyn, M. Medvid, V. Posmetnyi. Y. Chernichenko.

Despite the steady interest of scientists in the area under study, scientific research

does not take into account the specifics of the NGU's tasks and the structure of the NGU units, which in turn affects the introduction of new forms of education and standards of the North Atlantic Treaty Organization (NATO) in the military sphere, incomplete analysis of the pedagogical conditions for the formation of officers' readiness for language training in the military units of the NGU and their impact on the educational process in the NGU as a whole. The issue of officers' readiness to provide language training in military units has not been fully researched, and accordingly, no diagnostic tools have been developed that would take into account all of the listed needs of the NGU.

Based on the results of previous studies, V. Gonchar (2021) has proposed a definition of officers' readiness for language training in military units of the NGU – “it is a quality that is formed as a result of the implementation of a set of measures of professional readiness of pedagogical activity, and has the following main components: psychological (including the presence of motivation), knowledge (availability of necessary knowledge), practical (formed on the basis of experience)” (Gonchar, 2021). Guided by this definition of officers' readiness for language training in military units of the NGU, we propose to identify the following criteria: 1) motivational, which ensures the success and effectiveness of certain actions and activities. This is a state of readiness that helps to successfully perform their duties, use knowledge and experience; 2) knowledge – a system of necessary knowledge (competencies) to carry out professional activities in the field of activity; 3) effective is a form of training, during which students accumulate and realize the experience of participation in the real educational process.

Taking into account the structure of readiness proposed by us, this article offers tools for diagnosing the readiness of officers to conduct language training.

Purpose of the article is to determine the tools for diagnosing the readiness of officers to conduct language training in military units of the NGU.

Results. A prerequisite for determining the effectiveness of the process of forming the readiness of officers to conduct language training in military units of the NGU is to determine the levels, criteria and indicators of officers' readiness for both pedagogical activities and readiness for foreign language training, as well as to determine the tools for diagnosing this category.

Based on the analysis of the scientific literature, the clarified content of the concept of “officers' readiness for language training in military units of the NGU” and the identified components of the readiness structure, we proposed the following levels of future officers' readiness for language training: high, medium, low.

High. The future officer-teacher (instructor) has successfully completed the

curriculum of intensive foreign language courses and passed the STANAG 6001 language proficiency exam with a score of at least 2/2/2/2/2.

Has mastered the program of postgraduate courses “Methods of teaching foreign languages at NGU” (Educational and professional training program for students of postgraduate education courses “Methods of teaching foreign languages at NMU”, 2020), successfully completed control and practical work on the curriculum and passed the exam with at least 90 points out of 100 points. The teacher (instructor) understands all the difficulties of future teaching activities and is able to overcome them, assesses his/her ability to manage the emotional state during classes and actions based on the experience of practical exercises and practical classes. Has formed and developed the necessary competencies for pedagogical activity. Has a methodology for assessing the level of knowledge of a foreign language. Clearly, confidently, effectively allocates time for classes and personal training. Assesses his/her readiness to overcome difficulties related to the educational process as a challenge that can be overcome.

Intermediate. The future officer-teacher (instructor) has successfully mastered the curriculum of intensive foreign language courses, passed the initial language proficiency exam according to STANAG 6001 with intermediate levels of proficiency in two or more skills 2/1+/1+/2.

He/she has mastered the foreign language curriculum of the postgraduate courses “Methods of teaching foreign languages at the National University of Kyiv-Mohyla Academy” (2020), successfully completed the control and practical works under the curriculum and passed the exam with at least 75 points out of 100 points. The teacher (instructor) understands all the difficulties of future teaching and is able to overcome them, assesses his/her ability to manage the emotional state during classes and actions based on the experience of practical exercises and practical classes. Has not fully formed and developed the necessary competencies for pedagogical activity. Has an intermediate knowledge of foreign language assessment methods. Needs to improve skills in allocating time for classes to optimize the process of learning by students. Assesses his/her readiness to overcome difficulties related to the educational process as a challenge that can be overcome.

Low. The future officer-teacher (instructor) has not mastered the curriculum of intensive foreign language courses, has passed the STANAG 6001 language proficiency exam with a score below 1+/1+/1+/1+.

Has mastered the foreign language curriculum of postgraduate courses “Methods of teaching foreign languages at the National University of Ukraine” (2020), failed to complete all control and practical work under the curriculum and passed the exam below 60 points out of a 100-point system. The teacher (instructor) does not fully

understand all the difficulties of future military pedagogical activity and is not able to overcome them, cannot overcome his/her emotional state during classes. Has not fully formed and developed the necessary competencies for teaching. Does not know how to assess the level of foreign language proficiency. Needs to improve skills in allocating class time to optimize the process of learning by students. Evaluates his/her readiness to overcome difficulties related to the educational process as impossible to overcome.

The concept of assessment criteria refers to certain features on the basis of which readiness is assessed, certain objects are defined or classified, and the final results of the achieved level of knowledge of a person are determined. Let us consider the criteria we have proposed and the aspects they allow us to assess.

The motivational criterion allows us to assess the internal set of motives that give validity to actions, that is, the essence of the motivating factors for the development of interest in a new service activity, in this case, military-pedagogical.

The cognitive criterion makes it possible to assess the completeness of the individual's ideas about military-pedagogical activities, due to the level of adequacy of self-assessment of personal qualities and formed competencies.

The resultant criterion allows to assess the completeness of the individual's ideas about military-pedagogical activity, taking into account the application of the acquired knowledge in practice, the ability to self-development.

Thus, the components of officers' readiness for language training are: motivational, which is assessed by the motivational criterion; knowledge, which is assessed by the cognitive criterion; practical, which is assessed by the effective criterion.

Indicators are evidence that characterizes the signs of a certain aspect, a criterion that corresponds to the readiness component. For the motivational criterion, the indicators are: professional interests, professional intentions, motives for choosing a new direction of military service. For the cognitive criterion, the indicators are: ability to analyse, ability to self-analyse, and level of foreign language proficiency according to STANAG 2+/2+/2+/2+.

For the effective criterion, the indicators are: the ability to accumulate and realize the experience of participation in the real educational process, the ability to transfer the accumulated knowledge and practical experience in the process of language training, the ability to organize the educational process.

In accordance with the defined structure, criteria, indicators of the formation of officers' readiness for language training in military units of the NGU, the tools for diagnosing the levels of such readiness were determined (Table 1).

Table 1.

Diagnostic Methods for Assessing the Components of Officers' Readiness for Language Training in the NGU Military Units

Component	Criterion	Indicator	Diagnostic methods
motivational	motivational	Professional sustainability.	"Sense-life orientation" (S. Muddy)
		Professional interests:	"Methodology for studying the motivational profile of a person" (S. Ritchie and P. Martin)
		Professional intentions	Adapted questionnaire "Professional Intentions" by E. Zehr
cognitive	educative	Ability to analyse pedagogical activities.	"Progressive Raven's matrices"
		Ability to introspect.	"Sense-life orientation" (S. Muddy)
			Motivation for success and fear of failure (A.A. Raven) [3].
		Level of foreign language proficiency according to NATO standards STANAG 6001 2+/2+/2+/2+/2+	Baseline testing according to NATO STANAG 6001 standards
practical	productive	The ability of students to accumulate and realize the experience of participation in the real educational process.	Results of monitoring academic achievements at the end of the training period.
		Ability to transfer the accumulated knowledge and practical experience in the process of language training.	Conducting open classes.
		Ability to organize the educational process.	The exam is not lower than 90 on a 100-point system

To diagnose the motives and motivation in general, which lead to a conscious choice of educational activities during military service, due to the level of mastery of the profession, awareness of life and motives of professional activity, it is advisable to use the test of "Sensory-Life Orientation" (S. Muddy), which determines: resilience, control and involvement (Matsegora, Prykhodko, Vorobyova, Gorelyshev, & Kazyanina, 2013). Thus, for a ready-made candidate according to the "Sensory-Life

Orientation” test:

1) high resilience – 90 points or more. It characterizes a person who is active and confident in his or her abilities, who rarely experiences stress and is able to cope with it, continuing to work effectively and not losing his or her mental balance;

2) high engagement – 42 points or more. People with high engagement tend to enjoy everything they do and find what they are interested in, even in routine work;

3) high control – 33 or more points. A person with a strongly developed control component in a stressful situation continues to fight, does not give up, and looks for new ways to solve problems. Usually, such people feel that they choose their own activities, their own path, they are the masters of life;

4) risk taking – 16 or more points. High risk taking; a person with high risk taking views life as a way of gaining experience and is ready to act in the absence of reliable guarantees of success, at his/her own risk.

Also, to diagnose the motivational component, the methodology for studying the motivational profile of a person (S. Ritchie and P. Martin) is included (Matsegora, Prykhodko, Vorobyova, Gorelyshev, & Kazyanina, 2013). The comprehensiveness of such an approach would be ensured by the number of identified needs that determine the satisfaction and loyalty of each individual applicant, as well as the degree of their satisfaction in a particular field of activity. One of such options for implementing such an approach was proposed by Sheila Ritchie and Peter Martin in their book “Managing Motivation”. They understand the essence of motivation as the satisfaction of human needs in the process of work. E. Zehr’s questionnaire “Professional Intentions” determines the levels of readiness of a higher education student for professional self-determination regarding military service (Matsegora, Prykhodko, Vorobyova, Gorelyshev, & Kazyanina, 2013).

To diagnose the knowledge component, the following are proposed: J. Raven’s progressive matrices, ”Sense-Life Orientation” (S. Muddy). Motivation for success and fear of failure (A. Raven) as ways to determine the ability to analyse pedagogical activity and the ability to self-analyse, understand the difficulties of future military pedagogical activity, the ability to overcome them, control their emotional state during classes. It is also used to partially measure the level of intellectual development (Matsegora, Prykhodko, Vorobyova, Gorelyshev, & Kazyanina, 2013).

The knowledge component of language competence is determined by the scale of standardized language levels (hereinafter – SLL), which correspond to the levels of language competence according to the NATO STANAG-6001 language standard.

The purpose of this standard is to provide a description of language proficiency levels in four main types of speech activities. The description provides a clear

explanation of the levels of language competence according to the commonly accepted types of speech activities: listening, speaking, reading, and writing. The document defines 6 levels of language competence from 0 to 5: Level 0 – No practical skills. Level 1 – Survival. Level 2 – Functional. Level 3 – Professional. Level 4 – Expert. Level 5 – Perfect / level of an experienced native speaker.

We also have descriptions of intermediate levels for each aspect of language competence in accordance with the standardized language level 0+, 1+, 2+, 3+, 4+, to improve the accuracy of determining the level of foreign language proficiency (STANAG 6001, 2014).

As for the practical component, it is formed through practical activities, practicing oral, written and training exercises and is a form of training. As for the test of readiness for language training in terms of experience, the diagnostic apparatus is the performance of control works and training in the conducted classes. And during the formation of an officer as a teacher, pedagogical skills are tested in open classes and evaluated as “passed” or “failed”. In this way, the experience of participating in the real educational process from the perspective of a teacher is accumulated and realized.

In turn, the program of postgraduate courses “Methods of Teaching Foreign Languages at NGU” is designed to acquire and improve the professional training of teachers (instructors), develop professionally significant competencies of a teacher (instructor) of foreign languages and competitiveness by deepening and expanding professional knowledge, skills and abilities related to professional activities. The focus is on the continuous development of each officer’s potential, intellectual and general cultural level, including the study of domestic and foreign experience in teaching foreign languages.

The course is designed to improve the acquisition and professional training of officers of teachers (instructors), deepen and expand professional knowledge, skills and abilities related to professional activities, continuous development of the potential of each employee, his intellectual and general cultural level. The main principles of conducting practical classes of the postgraduate courses “Methods of teaching foreign languages at the National University of Kyiv-Mohyla Academy” are openness to new and extraordinary ideas, tolerance, friendly partnership atmosphere, mutual understanding and creative development. Students should be open to constructive criticism. During the course of study, the following competencies are formed and developed:

- integral competence (the ability to solve complex problems and practical problems of educational activities, in matters of management, educational, methodological, scientific, innovative, creative and educational work, which involves

the application of the theory and methods of pedagogy and psychology, taking into account specifics of staffing of military formations and law enforcement agencies);

- general competencies (ability to abstract thinking, analysis and synthesis; ability to plan and manage time; ability to act socially responsibly and consciously; ability to make informed decisions)

- professional competencies (ability to correctly select and apply methods, forms and means of teaching foreign languages; ability to ensure positive dynamics of students' academic achievements; ability to form and develop a positive image of an officer in the form of knowledge verification of the course curriculum is testing and final control, which is conducted in the form of an exam through practical training).

The current control of knowledge acquisition in the discipline is carried out by questioning students in practical classes.

Conclusions. Based on the results of the analysis, we have identified: the levels of officers' readiness to conduct language training in military units of the NGU (high, medium, low), the criteria for officers' readiness to conduct language training in military units of the NGU and their corresponding indicators (for the motivational criterion – professional stability, professional interests, professional intentions, motives for choosing pedagogical activity; for the cognitive criterion – the ability to analyse military pedagogical activity, the ability to self-analyse, the ability to organize educational activities). The instrumentarium for diagnosing the readiness of officers to conduct language training in military units of the NGU is determined: “Sense-Life Orientation” (S. Muddy), “Methodology for studying the motivational profile of a person” (S. Ritchie and P. Martin), adapted questionnaire of E. Zehr “Professional Intentions”, “Raven’s Progressive Matrices”, “Sense-Life Orientation” (S. Muddy), “Motivation for Success and Fear of Failure” (A. Raven) (Matsegora, Prykhodko, Vorobyova, Gorelyshev, & Kazyanina, 2013), baseline testing according to NATO STANAG 6001 standards (2014), results control of academic achievements at the end of the training period. The exam at the end of the course is not lower than 90 out of 100 points.

In the future, it is planned to substantiate the content-functional model of forming the readiness of officers to conduct language training in military units of the NGU.

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ВИЗНАЧЕННЯ ЗАСОБІВ ДІАГНОСТИКИ ГОТОВНОСТІ ОФІЦЕРІВ ДО МОВНОЇ ПІДГОТОВКИ У ВІЙСЬКОВИХ ЧАСТИНАХ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ

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Анотація. Для ефективного визначення готовності офіцерського складу викладачів (інструкторів) до мовної підготовки у військових частинах Національної гвардії України, обґрунтування ефективних засобів формування готовності офіцерського складу до мовної підготовки проведено аналіз готовності та визначено рівні готовності: високий, середній, низький, а також критеріальні показники: за мотиваційним критерієм – професійна стійкість, професійні інтереси, професійні наміри; за когнітивним – здатність до аналізу військово-педагогічної діяльності, здатність до самоаналізу, рівень володіння іноземною мовою за стандартами НАТО STANAG 6001 2+/2+/2+/2+; за ефективним – уміння накопичувати та осмислювати досвід учасників реального навчального процесу, уміння переносити накопичені знання та практичний досвід у процес мовної підготовки. Оцінки за заняття – «зараховано» або «не зараховано», вміння організувати навчальний процес. Визначено інструментарій діагностики готовності офіцерів до мовної підготовки у військових частинах Національної гвардії України: «Смислово-життєва спрямованість» (переклад С. Мадді та адаптація Д. Леонтєва), «Методика вивчення мотиваційного профілю» особистості» Мартін), адаптований опитувальник Е. Зесра «Професійні наміри», «Прогресивні матриці Равена», «Мотивація успіху та страх невдачі» (А. Равен), Початкове тестування за стандартами НАТО STANAG 6001, Результати моніторингу академ. досягнення за підсумками вправ: проведення відкритих занять, бінарних занять. Іспит після закінчення програми підвищення кваліфікації

не нижче 90 за 100-бальною системою.

Ключові слова: готовність офіцерів; мовна підготовка; рівні готовності; критерії готовності; показники готовності; засоби діагностики готовності.

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