

Suslov Volodymyr*Head of the Department of Foreign Languages**Odesa Military Academy, Odesa, Ukraine*E-mail: vovasuslov@gmail.comORCID ID: <https://orcid.org/0000-0002-0345-5364>**Pedagogical conditions for the formation of future officers' international communication readiness**

The full-scale russian invasion of Ukraine has significantly intensified the strategic need for international interoperability in military operations and training. In this context, international communication readiness (IC readiness) has become a key competence for future officers of the Armed Forces of Ukraine (AFU). It refers to the ability to operate effectively in multilingual and multicultural environments as part of multinational military units, performing communicative tasks in real operational scenarios. This article aims to develop and justify a system of pedagogical conditions for the formation of IC readiness in professional military education (PME).

The study is based on a four-component model of readiness, encompassing cognitive-linguistic, operational-activity, motivational-value, and reflective-evaluative components. A mixed-method approach was applied, combining theoretical modelling with an empirical survey of 61 instructors from Ukrainian military higher education institutions.

Three core pedagogical conditions were identified: (1) creating a foreign-language learning context simulating professional realities; (2) integrating language and professional training through interdisciplinary design; (3) establishing a reflexive educational environment focused on conscious international communication. Each condition is conceptually grounded, practically illustrated, and linked to specific readiness components. The findings demonstrate that these conditions form a coherent system supporting the holistic development of IC readiness. The article also outlines institutional prerequisites for implementation, including curriculum reform, staff training, and interdepartmental cooperation. The study contributes to military pedagogy by proposing an empirically supported model aligned with NATO standards and Ukraine's defence education reform priorities, offering both theoretical and practical value.

Keywords: *international communication readiness; military education; pedagogical conditions; interdisciplinary integration; professional training; officer cadets; reflexive environment.*

Introduction. Problem Statement. The full-scale russian invasion of Ukraine has fundamentally altered the role of the Armed Forces of Ukraine (AFU) within the global security framework. The country's accelerated integration into NATO-compatible operational systems and its active involvement in multinational initiatives – such as INTERFLEX (United Kingdom), UNIFIER (Canada), the NATO Defence Education Enhancement Programme (DEEP), and the Coalition of the Willing for post-war peacekeeping support – have created a strategic demand for Ukrainian officers to operate effectively in multilingual and multicultural environments. In this context, international communication (IC), defined as purposeful, professional interaction among military personnel of diverse linguistic and cultural backgrounds, has become a critical dimension of officer readiness.

Although strategic documents such as the *Defence Language Training Roadmap* (Ministry of Defence of Ukraine, 2021) and the *Catalogue of Military Professional Competencies* (Ministry of Defence of Ukraine, 2024) set overarching goals for linguistic and intercultural development, the pedagogical implementation of international communication readiness across higher military education institutions (HMEIs) remains inconsistent. While foreign language training increasingly meets STANAG 6001 standards, it often lacks contextual relevance to operational tasks and interdisciplinary integration with professional subjects.

It is therefore essential to differentiate between basic language acquisition and functional communicative capacity – that is, the ability to perform communicative actions in real-world operational scenarios: issuing orders, preparing reports, delivering briefings, negotiating within multinational teams, and interacting in coalition staff environments (Hennessey, 2022; NATO STO, 2022). The absence of structured pedagogical mechanisms to support such capacities leads to fragmented readiness and undermines the effectiveness of Ukraine's contributions to multinational military operations.

Review of Recent Studies. Ukrainian military-pedagogical research has increasingly addressed linguistic, intercultural, and motivational dimensions of international deployment readiness. Benkovska (2023) defines communicative readiness as an integrated construct involving language proficiency, professional engagement, and intercultural awareness. Hrebeniuk (2020) proposes a model comprising motivational, interpersonal, and cultural adaptability components vital for peacekeeping operations. Ivanchenko and Suslov (2022) stress the integration of linguistic and intercultural competence as a prerequisite for effective participation in multinational operations.

Further studies by Kanova (2024), Krykun (2018), and Lyubas (2021) elaborate STANAG 6001-aligned training systems and lexical acquisition strategies. Krasota-Moroz (2022) highlights the value-based and behavioural aspects of cross-cultural military communication, while Skrypnikova (2023) presents a pedagogical framework for developing intercultural competence in future military leaders.

These national findings are complemented by internationally recognised conceptual frameworks. Byram's (1997) model of Intercultural Communicative Competence (ICC), Deardorff's (2006) process model, and Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS) clarify the integration of knowledge, skills, and attitudes. The U.S. Department of Defense's 3C Framework (Abbe et al., 2007) and the ACTFL Intercultural *Can-Do Statements* (2017) reinforce the need for task-specific communicative functionality, particularly in defence and security domains.

Conceptual Framework and Purpose of the Study. This study defines international communication readiness as a dynamic, integrative quality expressed in the ability to: effectively use foreign language skills and intercultural knowledge; enact professional communicative behaviours; act based on intrinsic values and motivation; and reflect critically on one's communicative performance in multinational contexts. Such readiness emerges through education, professional engagement, and experience, and is shaped by the synergy of language proficiency, cultural awareness, behavioural adaptability, internal motivation, and reflection.

Accordingly, IC readiness is conceptualised as consisting of four interrelated components:

- Cognitive-linguistic – foreign language proficiency, military-specific terminology, and cultural knowledge;
- Operational-activity – performance of communicative tasks in foreign language, teamwork in multinational environments;
- Motivational-value – internal motivation, openness to diversity, and ethical engagement;
- Reflective-evaluative – capacity for critical self-assessment and integration of feedback.

The purpose of this article is to develop and substantiate a system of pedagogical conditions aimed at forming the IC readiness of future AFU officers within professional military education. These conditions are informed by contemporary military pedagogy, consistent with NATO-compatible standards, and supported by empirical data from Ukrainian HMEIs.

Objectives of the Article:

- To conceptualise pedagogical conditions as a key category in the formation of international communication readiness in future AFU officers and establish their theoretical foundations;
- To identify and substantiate the core pedagogical conditions relevant to each component of IC readiness, drawing on theoretical models, normative documents, and empirical insights from military educators.

Theoretical background. Definition of Pedagogical Conditions. The concept of pedagogical conditions occupies a central position in military-pedagogical theory as a critical factor enabling the development of complex professional competencies. In the context of IC readiness, pedagogical conditions are understood as a system of didactic, organisational, psychological, and environmental factors that collectively facilitate the purposeful formation of knowledge, skills, values, and reflective abilities necessary for effective multinational interaction in professional activities.

Review of Interpretations. An analysis of Ukrainian and international educational literature reveals a diversity of interpretations of pedagogical conditions. Various scholars propose environmental, procedural, normative, and integrative perspectives (Ivanchenko & Sviridiuk, 2019; Sisoieva, 2022; Zlobina, 2023). These interpretations are not mutually exclusive but offer complementary dimensions for understanding and designing educational environments.

This study distinguishes four dominant approaches to pedagogical conditions relevant to military education:

Contextual Approach. Pedagogical conditions are viewed as learning environments that simulate authentic professional scenarios. Plaksin and Kurbatov (2024) highlight the importance of situational realism in military education as a prerequisite for developing decision-making and communication skills under operational stress. Hennessey (2022) reinforces this perspective, demonstrating that context-driven, simulation-based training supports language acquisition, intercultural adaptability, and team coordination in multinational settings. In the context of IC readiness, the contextual approach particularly supports the motivational-value and reflective-evaluative components by fostering emotional engagement, internalisation, and post-action reflection.

Structural-Organisational Approach. Pedagogical conditions are conceptualised as a logically organised system ensuring coherence within the educational process. Kanova and Ridei (2020) emphasise the necessity of aligning instructional content, technologies, methods, and assessment practices to support successful foreign language competence development in military education. Zlobina (2023) stresses the need for integrated curriculum design and consistent terminology usage to achieve NATO interoperability. This approach primarily supports the cognitive-linguistic and operational-activity components of IC readiness.

Functional-Target Approach. Pedagogical conditions are framed as instructional constructs directly linked to specific educational outcomes. Ivanchenko and Sviridiuk (2019) demonstrate that educational environments must be configured around clearly defined performance targets and success criteria. This approach facilitates the development of structured descriptors, multi-level assessment frameworks, and outcome-oriented instructional strategies, thus operationalising all four components of IC readiness.

Normative-Administrative Approach. Pedagogical conditions are embedded within institutional frameworks governed by formal regulations and quality assurance mechanisms. Sisoieva (2022) conceptualises pedagogical systems as instruments aligned with strategic educational goals. Viktorova and Mamchur (2020) highlight the role of administrative support, personnel policies, and resource provision in ensuring competence-based training in military institutions. This approach underpins the sustainable implementation of international standards, including STANAG 6001, and the institutionalisation of intercultural and language training programmes.

Integrative Interpretation. While each approach provides valuable insights, none alone captures the complexity of forming IC readiness within military education. Therefore, this study adopts an integrative perspective that combines:

- the experiential authenticity and motivational strength of the contextual approach;
- the coherence and systemic alignment of the structural-organisational approach;
- the outcome-orientation and assessment logic of the functional-target approach;
- the sustainability and quality assurance emphasis of the normative-administrative approach.

Together, these perspectives establish a robust conceptual framework for identifying and designing the pedagogical conditions necessary for forming the international communication readiness of future officers in Ukrainian military higher education institutions.

Materials and methods of the study. Research Design. This study employed a mixed-methods design, integrating theoretical modelling with empirical needs analysis. The empirical component was intended to identify the challenges, expectations, and pedagogical priorities perceived by academic staff engaged in officer training at HMEIs across Ukraine. The empirical findings were used to validate the theoretical framework and to inform the formulation of pedagogical conditions for the formation of IC readiness.

Participants. The study involved a total of 61 academic personnel from various Ukrainian HMEIs. Among the participants: 40 respondents were foreign language instructors; 21 respondents represented other professional disciplines, including military leadership, combined arms operations, and educational management.

This distribution ensured the representation of both language-specific and professional domains, reflecting the interdisciplinary nature of IC readiness development. Many participants had practical experience in joint training exercises, participation in international education missions, and administration of STANAG 6001 testing procedures, thereby enriching the quality and depth of the responses.

Data Collection Instruments. A structured questionnaire was developed to collect both quantitative and qualitative data. The questionnaire consisted of three types of items designed to elicit both quantitative and qualitative data. It included closed-ended Likert-scale statements (for example, asking the extent to which cadets have opportunities to practise international communication), ranking tasks that required respondents to prioritise institutional and methodological barriers, as well as open-ended questions which invited suggestions for effective pedagogical practices, curriculum improvements, and institutional support mechanisms.

Data Analysis. Quantitative data were processed using descriptive statistics (frequencies and mean values), while qualitative responses were subjected to thematic analysis. Recurring statements and ideas were organised into the following interpretative categories:

- systemic and organisational barriers;
- didactic-methodological gaps;
- motivational and cultural readiness challenges;
- proposals for institutional enhancement.

Purpose of the Empirical Phase. The primary aim of the empirical phase was not to achieve statistical generalisation, but to triangulate expert opinions and empirically ground the proposed system of pedagogical conditions in the actual realities of officer training in Ukraine. The analysis enabled adjustments to the theoretical model, ensuring its practical relevance and applicability in MHEI contexts.

Results of the study. This section presents the key findings regarding the pedagogical conditions necessary for forming IC readiness of future officers of the AFU in professional activities. Based on the theoretical framework outlined earlier and the results of the empirical survey among academic staff at Ukrainian HMEIs, three interrelated pedagogical conditions have been identified. Each condition is grounded in specific theoretical approaches and supports the development of multiple components of IC readiness.

Creating a Foreign-Language Learning Context Simulating Professional Realities. The first pedagogical condition is the creation of an immersive foreign-language educational environment that closely reflects the operational realities of international communication in professional military contexts. This condition draws on the contextual and functional-target approaches.

The contextual approach emphasises the simulation of authentic communicative situations, wherein cadets must solve tasks under realistic operational constraints (Plaksin & Kurbatov, 2024). Hennessey (2022) further confirms that simulation-based training significantly enhances communicative and intercultural competence among military learners.

In practical terms, this condition entails embedding language use within professional decision-making and team coordination tasks, including the preparation of mission briefings, the issuing of operational orders, participation in multinational meetings, completion of NATO-standard documentation, and direct interaction with foreign instructors.

Rather than treating English as an isolated academic subject, it is integrated as a functional element of operational activities. This aligns with NATO practices, where English serves as the working language in multinational operations and planning.

The empirical survey results confirm the importance of this condition: 43 % of respondents explicitly pointed to the need for learning environments that simulate real-life professional scenarios involving IC. Open-ended responses suggested enhancing academic mobility, integrating authentic military materials in coursework, and expanding the use of real NATO documents.

This pedagogical condition supports all four components of IC readiness:

- Cognitive-linguistic: through exposure to military terminology and NATO-aligned standards (STANAG 6001);
- Operational-activity: through task execution in realistic communicative situations;
- Motivational-value: through engagement in meaningful, goal-oriented professional activities;
- Reflective-evaluative: through analysis and adaptation based on task performance feedback.

However, the implementation of simulation-based language learning remains uneven across Ukrainian HMEIs. Full-scale integration requires coordinated efforts in course design across departments, methodological support for the development and implementation of integrated assignments, adaptation of curricula to include clearly defined bilingual learning outcomes, and systematic professional development of instructors to enable interdisciplinary instruction.

Interdisciplinary Integration of Language and Professional Training. The second pedagogical condition is the interdisciplinary integration of foreign language instruction with PME. This condition addresses the issue of fragmented learning content, where linguistic competence is often isolated from operational and leadership training.

It is grounded in the structural-organisational and functional-target approaches (Kanova & Ridei, 2020; Zlobina, 2023). The former emphasises the coherent organisation of content, methods, and terminology, while the latter highlights the necessity of linking instruction to clear operational outcomes.

Practical examples of implementation include conducting NATO-style operational planning exercises in English, delivering fragmentary orders in both Ukrainian and English, analysing tactical scenarios using English-language mission data, and performing staff procedures in accordance with NATO standard operating procedures (SOPs) and rules of engagement (ROEs).

Survey respondents strongly supported this condition, noting that lack of coordination between language and professional departments significantly hampers IC readiness development. Proposals included the development of integrated bilingual modules, the co-teaching of tactical exercises by language and subject-matter instructors, and the creation of shared assessment rubrics to evaluate communicative competence.

This condition supports all four readiness components:

- Cognitive-linguistic: acquisition of military-specific terminology within operational contexts;
- Operational-activity: execution of real-world tasks in English;
- Motivational-value: recognition of language utility for mission accomplishment;
- Reflective-evaluative: cross-disciplinary feedback and performance analysis.

Despite emerging best practices, full institutionalisation requires the development of integrated curricula across departments, the formation of interdisciplinary teaching teams, systematic qualification upgrades for

instructors, and the incorporation of integration objectives into accreditation standards and quality assurance frameworks.

The condition aligns with the *Defence Education Development Strategy* (Ministry of Defence of Ukraine, 2024) and the *NATO Generic Officer PME Reference Curriculum* (2023).

Formation of a Reflexive Educational Environment Focused on Conscious International Communication. The third pedagogical condition is the establishment of a reflexive educational environment that fosters critical engagement with international communication tasks and self-regulation of communicative behaviour.

Grounded in the functional-target and normative-administrative approaches (Ivanchenko & Sviridiuk, 2019; Sisoieva, 2022), this condition structures reflection-oriented learning experiences around clear developmental outcomes, while embedding reflection procedures into institutional standards.

Implementation mechanisms include the use of After Action Reviews (AARs) and post-exercise debriefings, the maintenance of reflective journals documenting intercultural experiences, the application of self-assessment instruments designed to measure communicative competence, and the facilitation of peer feedback sessions by instructors.

Survey findings highlighted the urgent need for this condition. Instructors reported that cadets often struggle with realistic self-assessment and feedback acceptance. Respondents advocated for formal integration of structured reflection and feedback practices into course designs.

This condition particularly strengthens:

- Reflective-evaluative component: by developing critical self-assessment and feedback literacy;
- Motivational-value component: by fostering ethical responsibility and cultural sensitivity;
- Operational-activity and Cognitive-linguistic components: by consolidating knowledge through reflective analysis.

Currently, isolated elements of reflective practice exist in some training programmes. However, effective implementation requires the formal scheduling of reflection sessions, the development of tailored self-assessment tools, comprehensive instructor training in facilitative methods, and the revision of institutional regulations to formally recognise reflection as a legitimate learning outcome.

The condition aligns with the *Catalogue of Military Professional Competencies* (2024) and key principles of NATO PME, particularly the emphasis on metacognitive development.

Systemic Interaction of the Three Pedagogical Conditions. The three pedagogical conditions outlined above do not function in isolation. Rather, they form a synergistic system that collectively supports the holistic development of IC readiness.

Each condition reinforces different aspects of the four-component readiness model:

- Simulation-based contexts develop real-world linguistic and operational competencies;
- Interdisciplinary integration ensures coherence between communication and mission tasks;
- Reflexive environments cultivate critical awareness and behavioural adaptability.

Importantly, the effectiveness of one condition depends on the presence of the others. For instance, simulations gain professional relevance only through interdisciplinary integration, and reflective mechanisms maximise their impact when embedded in authentic operational contexts.

Together, the conditions form a structured, mission-oriented pedagogical system that transcends fragmented practices and ensures targeted, sustainable development of IC readiness among future officers of the AFU.

Successful and lasting implementation of this model will require:

- curriculum revision across departments;
- development of standardised interdisciplinary learning outcomes;
- institutionalisation of reflection and feedback practices;
- regulatory support for cross-functional coordination.

These prerequisites are further elaborated in the concluding section of the article.

Conclusions and prospects for future research. *Conclusions.* This study developed and substantiated a system of pedagogical conditions for forming the IC readiness of future officers of the AFU in their professional activities. Grounded in a four-component readiness model and empirically validated by academic staff across Ukrainian HMEIs, the proposed system addresses the urgent need to synchronise military education with the operational, communicative, and intercultural demands of multinational cooperation.

The study identified and justified three core pedagogical conditions:

1. The creation of a foreign-language learning context simulating professional realities.
2. The interdisciplinary integration of foreign language instruction and professional military training.
3. The formation of a reflexive educational environment oriented toward conscious international communication.

Each condition was linked to both theoretical frameworks and specific components of IC readiness (cognitive-linguistic, operational-activity, motivational-value, and reflective-evaluative). In combination, these conditions constitute a structural-processual model that ensures that IC readiness is not treated as an isolated competence but as a product of integrated, targeted, and mission-oriented pedagogical influence.

The empirical survey findings confirm the high relevance and feasibility of these conditions. Academic staff across disciplines consistently identified the lack of simulation-based environments, fragmentation of instructional content, and underutilisation of reflection practices as key barriers to readiness formation. Their recommendations directly support the theoretical logic of the model and provide practical starting points for institutional development.

Institutional implementation of the system requires:

- alignment of curricula with interdisciplinary IC learning objectives;
- institutionalisation of simulation- and reflection-based practices;
- cross-departmental coordination for joint course development and delivery;
- administrative support for staff training and programme-level integration.

These measures are consistent with the strategic educational documents of the Ministry of Defence of Ukraine, such as the *Defence Language Training Roadmap* (2021), the *Catalogue of Military Professional Competencies* (2024), and the *Concept for the Transformation of the Military Education System* (1997). Furthermore, the model aligns with the principles of the *NATO Generic Officer PME Reference Curriculum* (2023), advocating for task-based, multilingual, and reflexive approaches in professional military education.

Prospects for Future Research. Building on the outcomes of this study, several directions for future research are proposed:

- the development of diagnostic tools for measuring the effectiveness of each pedagogical condition in forming IC readiness;
- experimental validation of the model through longitudinal studies at Ukrainian HMEIs;
- elaboration of standardised descriptors and assessment rubrics for evaluating IC readiness at different stages of officer training.

Additionally, future studies should explore the role of intercultural leadership development, peer mentoring programmes, and multilingual staff coordination practices in strengthening IC readiness. Comparative analysis with NATO member state best practices may also yield valuable insights into the further optimisation and scaling of the proposed model.

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Педагогічні умови формування готовності майбутніх офіцерів Збройних Сил України до міжнародної комунікації

Суслов Володимир Володимирович

начальник кафедри іноземних мов
Військової академії, Одеса, Україна

Повномасштабне вторгнення російської федерації в Україну суттєво посилює стратегічну потребу в міжнародній взаємосумісності під час військових операцій і заходів підготовки. У цьому контексті готовність до міжнародної комунікації (МК) стала ключовою компетентністю майбутніх офіцерів Збройних Сил України (ЗСУ). Вона охоплює здатність ефективно діяти в багатомовному та полікультурному середовищі у складі багатонаціональних військових підрозділів, виконуючи комунікативні завдання в умовах реальних оперативних ситуацій. Метою статті є розроблення та обґрунтування системи педагогічних умов формування готовності до МК у процесі професійної військової освіти.

Дослідження ґрунтується на чотирикомпонентній моделі готовності, що включає когнітивно-лінгвістичний, операційно-діяльнісний, мотиваційно-ціннісний і рефлексивно-оцінювальний компоненти. Методологічною основою є поєднання теоретичного моделювання з емпіричним опитуванням 61 науково-педагогічного працівника з військових закладів вищої освіти України.

У результаті визначено три основні педагогічні умови: (1) створення іншомовного освітнього контексту, наближеного до реалій професійної діяльності; (2) інтеграція мовної і фахової підготовки через міждисциплінарний дизайн; (3) формування рефлексивного освітнього середовища, орієнтованого на усвідомлену міжнародну комунікацію. Кожна умова має концептуальне обґрунтування, проілюстрована практичними прикладами й пов'язана з конкретними компонентами готовності. Результати засвідчують, що ці умови утворюють цілісну систему, яка забезпечує всебічний розвиток готовності до МК. У статті також окреслено інституційні передумови впровадження цієї системи: оновлення змісту навчальних програм, підготовка кадрів, міжкафедральна координація.

Дослідження робить внесок у військову педагогіку, пропонуючи емпірично підтверджену модель, що відповідає стандартам НАТО та стратегічним пріоритетам реформування оборонної освіти України, поєднуючи теоретичну новизну з практичною цінністю.

Ключові слова: готовність до міжнародної комунікації; військова освіта; педагогічні умови; міждисциплінарна інтеграція; професійна підготовка; курсанти; рефлексивне освітнє середовище.

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