Nesterenko Dmytro
Teacher at the Department of Foreign Languages
Odesa Military Academy, Odesa, Ukraine
E-mail: dmsnesterenko@gmail.com
ORCID ID: https://orcid.org/0009-0008-4726-1933

Development of foreign language grammatical competence of Military Academy cadets using interactive technologies

The major concern of higher military educational institutions nowadays is to develop a profound foreign language communicative competence in cadets. Analyzing communicative competence components, the main attention was focused on the formation of grammatical competence, which provides knowledge of the orthographic, morphological, syntactic aspects of the language and acts as a key element for constructing coherent, logical and meaningful statements and a correct use of grammatical phenomena in cadets' professional speech in accordance with a specific communicative situation.

The present paper aims to substantiate and develop an algorithm of the methodological actions for developing foreign language grammatical competence of cadets of military schools by means of interactive technologies. To achieve this, the research employs the following methods: content analysis, generalization of the researchers' views and pedagogical experience, modeling the algorithm of the methodological actions for the development of English grammatical competence in relation to the training of military academy cadets using interactive technologies.

The existing definitions of the concept of foreign language grammatical competence were analyzed in the article. On their basis the author introduced his own definition; considered the content of the development of cadets' English-language grammatical competence; developed a corresponding algorithm of the methodological actions, which includes three stages of training: grammatical-and-accumulative, grammatical-and-operational, grammatical-and-communicative. At the first stage, the work was carried out to activate the familiar grammatical material and present a new grammatical phenomenon through their analysis and synthesis; at the second – to develop the cadets' skills to use grammatical constructions in various linguistic contexts and to form grammatical abilities with the aim of including them in various types of speech activity; at the third – to develop the skills of correct grammatical structures usage in spontaneous speech, taking into account the content of the communicative situation. At each stage, there was a systematic use of interactive technologies. Ultimately, the use of interactive technologies in the development of cadets' English-language grammatical competence is shown to enhance cadets' communicative competence with the aim of their integration into the international military community.

Keywords: *foreign language grammatical competence, algorithm of methodological actions, stages of training, cadets, military educational institutions.*

Introduction. The major concern of higher educational military schools nowadays is to develop a profound foreign language communicative competence in cadets majoring in different military specialties. One of the deadliest wars in the world history is currently taking place on the territory of Ukraine. Therefore, the support of foreign partners and the assistance from foreign military specialists are very important for our people. The state currently needs highly qualified military specialists who will have an opportunity to establish solid contacts for mutual international cooperation, to interact successfully with the representatives of NATO member countries, use NATO standards in the field of military-professional activity, build close professional relationships. Thus, the foreign-language communicative competence becomes an integral part of the professional competence of the military men which embraces theoretical knowledge of the profession, practical skills necessary for carrying out professional duties in the military field, occupational experience, self-development and obligatory foreign language communicative skills to realize the acquired knowledge in the professional activity within international surroundings. The necessity for future officers to master a foreign language is confirmed by the modern regulatory documents, namely, the Order on approval of the Instruction on foreign language courses in the Armed Forces of Ukraine No. 286 dated 05.23.2017, the Basic Principles of Language Training of

Personnel in the System of the Ministry of Defense of Ukraine dated 08.08.2019, as well as the Defense Language Training Roadmap (Ministry of Defense of Ukraine, 2021–2025).

Formulation of the problem. The problem of foreign-language competence of military cadets has recently become the focus of attention of many scholars. They have studied such issues as: developing military learners' communication skills (Hennessey, 2022), digital storytelling, translanguaging, simulation-based training (Abdullayeva, 2025), foreign language learning motivation of cadet officers (Miller & Crowther, 2020), arranging specific situations in which English is applied in both academic and job-related contexts, such as border guarding missions or interactions with foreign officers (Rahman et al., 2023) and others. Analyzing the components of the above-mentioned competence, we singled out the less studied component concerning language education related to the military sphere. It turned out to be grammatical competence, which provides knowledge of the orthographic, morphological, and syntactic aspects of language and acts as a key element for constructing coherent, logical, and meaningful statements and a correct use of grammatical phenomena in person's own professional speech in accordance with a specific communicative situation.

The issue of developing foreign language grammatical competence was researched by such scholars as: Bodnar (2015), Kasatkina (2011), Osidak (2017), Sklyarenko (2011), Tatarinova (2015), Thombury (2005), Vovk (2008) who considered: the cognitive strategies for developing grammatical competence; the specific factors which stimulate the process of learning grammatical material; the stages of grammatical skills development; the ways of introducing students to new grammatical phenomena; the grammatical aspect of speech production; the use of grammatical games, poetic texts, presentations, computer technologies in the educational process. However, the introduction of interactive technologies into the process of developing foreign language grammatical competence of officer cadets was not the subject of a separate study. The specifics of introducing interactive technologies into the pedagogical sphere were not outlined and there was no clear algorithm of the methodological actions. All these factors determined the choice of the topic of our study.

The aim is to substantiate and develop an algorithm of the methodological actions for developing foreign language grammatical competence of cadets of military schools by means of interactive technologies.

The objectives of the article are: to analyze the essence of the concept of foreign language grammatical competence and define this concept in relation to the training of officer cadets; to determine the features of the use of interactive technologies in the formation of cadets' foreign language grammatical competence; to establish an algorithm of the methodological actions for junior cadets.

Material and methods. To achieve the aim, the following methods were used: analysis of scientific and research literature on the topic of the study; generalization of the researchers' views and pedagogical experience to derive own definition of the concept of foreign language grammatical competence in relation to the training of cadets of military schools; modeling the algorithm of the methodological actions in relation to the training of officer cadets using interactive technologies. The research involved selected interactive technologies (traditional and digital) and linked them to the specific grammar assignments.

Results of the study. To find the necessary ways to solve the problem under research, we focused our attention on the notion *competence*, which is interpreted ambiguously in the present-day pedagogical science and decided to take into account the definition given in the Law of Ukraine *On Education* which embraces many important components connected with the knowledge, skills, experience, professional qualities and life values. All of them a person can demonstrate in the professional activity or studying period (Law of Ukraine On Education, 2017). Speaking about the notion *grammatical competence*, we take the definition given in the documents of the Council of Europe which implies people's knowledge of grammar and the ability to operate with this knowledge during communication (Common European Framework of Reference for Languages, 2013).

The foreign scholars define grammatical competence as "students' mastering the basic language code. That implies free, independent operating with the grammatical rules, set-constructions, model-patterns, structures, grammatical arrangement of the parts of the sentences" (Tombery, 2005).

According to the Ukrainian scientists, grammatical competence is interpreted as "the ability to produce grammatically-correct statements which can be perceived by other interlocutors correctly" (Sklyarenko, 2011: 15). Osidak agrees with the previous interpretation of the term and introduces one more component, namely, "principles of grammatical phenomena functioning" (Osidak, 2017: 22). Methodologist Vovk notes that grammatical competence consists also of "the ability to connect parts of the sentences correctly to have the connected speech understandable for other people" (Vovk, 2008: 5). Scientist Bodnar emphasizes such elements of the competence under analysis as: "grammar knowledge, skills of using grammatical structures according to the content of the communicative situation; ability to keep to the linguistic norms of the definite language concerning grammar points" (Bodnar, 2015: 18). Having analyzed the existing definitions, we try to

provide our own interpretation of the concept *foreign language grammatical competence* concerning cadets of the military schools, by which we understand the ability of cadets to use the grammatical resources correctly, to understand grammatical phenomena adequately, to construct the grammatical forms correctly, and to apply the grammatical material to all types of foreign-language speech activity related to the military-professional sphere.

To achieve the aim of the work, namely, to develop an algorithm of the methodological actions for developing foreign language grammatical competence of cadets of military schools, we stress that in the research we used the following approaches to the educational process: competency-based, subject-and-activity, cognitive-and-communicative. These approaches fully reflect the specifics of grammar mastering process in this research.

For the effective practical organization of the process connected with developing foreign language grammatical competence of cadets of military schools, certain didactic, methodological and psychological principles were taken into account. The *didactic principles* were the following: the principles of consciousness, activity, accessibility and feasibility, systematicity and consistency, equal opportunities for each cadet, complete mastering of the material, creative activity. The *methodological principles* were the following: communicative orientation, authenticity, dominant role of interactive exercises. The *psychological principles* were the following: the principle of gradual formation of knowledge, skills, abilities and the principle of motivation.

The process of developing cadets' foreign language grammatical competence took place in accordance with the requirements of the curriculum of foreign languages department of the military academy, namely, the educational programme in English grammar, and was oriented at the set topics of this programme. In the presented work the initial stage of junior cadets' training was under consideration. This was the Basic English grammar course, during which the cadets revised, consolidated, and deepened their knowledge, as well as developed lexical and grammatical competences which had been formed during studying at secondary schools.

It should be noted that the most-frequently used educational technologies in the educational process were interactive ones as the stimulus for more active and effective mastering the grammatical material. Interactive learning, according to Volkova, is understood as a type of cognitive activity that involves the students' interaction in different ways: among themselves, with English teachers, with the educational environment. Such communicative acts are considered to be a source of experience that students acquire during active cooperation (Volkova, 2018). In our work such kind of interaction consisted of the following communicative acts: "teacher-cadet", "cadet-cadet" and "cadet-learning environment".

We emphasize that on the one hand, interactive technologies in the general sense imply learning that occurs under the condition of constant, active engagement of all the participants in the process of training communication, not necessarily with the use of ICT; and on the other hand, it can be learning with the help of digital tools. We used both variants of interactive technologies in our work.

Regarding the interactive technologies that were intended for use in the process of developing cadets' grammatical competence, we selected the following: work with mind maps, activity in limited groups, simulations, game aquarium, game travelling, role-playing games, work based on online technologies, for example, Kahoots, LearningApps services, jamboard, padlet and multimedia presentations, which are widely used in the educational process of different educational establishments and have already proven their effectiveness. The sequence of the work on developing cadets' foreign language grammatical competence is going to be studied.

At the first stage of training (grammatical-and-accumulative), the work was carried out to activate the familiar grammatical material and present a new grammatical phenomenon through the analysis and synthesis. The cadets got acquainted with a new material, analyzed a new grammatical phenomenon, found out the rules of its use and exceptions to the rules, synthesized individual elements into the whole unity for a better understanding of this phenomenon. After that, the cadets performed practical assignments to implement the theoretical knowledge, which they had received, into practice. Such work often took place in the educational, communicative situations, rather than individual phrases and sentences. Such educational decision was based on the fact that the cadets had already had grammatical experience acquired at school. The developed practical tasks involved the interactive technologies that motivated and helped the cadets to improve their existing grammatical knowledge.

At this stage the following interactive technologies were recommended for the implementation in the educational process. They were the following: visualization using pictures; phrase completion (the teacher formulates an open sentence with the grammatical phenomenon under study, which the student must continue); matching two parts of a sentence; sentence transformation (expansion or narrowing); grouping grammatical phenomena based on their properties; linguistic games (for example, students are divided into teams and must compose sentences in a certain grammatical tense with the words that the teacher writes on the blackboard); tasks developed on online technologies basis, for example, Kahoots ("Choose the correct form of the verb",

"Choose the correct preposition for a set-phrase", "Give the singular and plural forms of nouns"); computer presentations, for example, a diagram explaining the difference between the two present tenses (Present Simple and Present Continuous); independent work with interactive boards; grammar competitions with the Quizlet program; grammar dictations.

At the *second stage (grammatical-and-operational)* the work was carried out to develop the cadets' skills to use grammatical constructions / structures in various linguistic contexts and to form grammatical skills with the aim of including them in various types of speech activity.

At this stage the following interactive technologies were recommended for the implementation in the educational process. They were the following: self-creation of grammatical schemes, tables, maps; explaining one to one a new grammatical material by means of the language simulator; combining grammatical structures into the educational dialogue with its further dramatization; heuristic conversations; grammatical on-line explanations; demonstration of the usage of definite grammatical phenomenon in authentic video fragments; performing grammatical assignments on the educational platforms; final computer testing for systematization of grammatical material based on several grammatical topics.

At *the third stage of training (grammatical-and-communicative)* the work was carried out to develop the cadets' skills to use grammatical structures independently in the spontaneous speech, taking into account the content of the communicative situation.

At this stage the following interactive technologies were recommended for the implementation in the educational process. They were the following: a group interviewing with the accent on the correct grammar constructions; grammatical role-playing games where the cadets receive roles and must create all the sentences with one tense only; personality identification game during which the cadets receive roles and ask each other about this character: place of residence, family, interests, hobbies using given grammatical constructions; task-based learning. The main task here is to create real communicative situations on the basis of which the cadets perform specific tasks that require the use of a foreign language. For example, when learning the material about past tenses, the teacher assigns the task to the cadets to describe their typical school day; when learning present tenses, the teacher assigns the task to describe their daily activities, or to describe their day off in detail.

At the next stages of training, grammatical skills will be developed and improved along with other language and speech skills in the military-professional sphere during the study of the discipline "Foreign Language for Specific Purposes". It should be noted that different interactive technologies can be introduced in this educational process. Some of them are realized synchronously; others work asynchronously, for example, computer grammar dictionaries, explanatory dictionaries with grammatical information, grammar dictionaries with the examples of the use, computerized training courses in English grammar; computer grammar games; test systems. The choice, which technology is best to use, depends on the topic of the lesson and the teacher's experience. It is important for a teacher of higher military educational institutions to be familiar with the latest methods and techniques of teaching a foreign language in order to select such an interactive technology that will contribute to the formation of cadets' grammatical competence in accordance with the level of their knowledge and skills.

***Conclusions*.** The material presented in the article allows us to draw the following conclusions. The author analyzes the concepts of competence and grammatical competence and provides his own definition of the concept *foreign language grammatical competence* concerning the cadets of military schools. The content of the development of foreign language grammatical competence of the cadets is considered; the approaches (competency-based, subject-and-activity, cognitive-and-communicative) and the principles of training are identified. The algorithm of the methodological actions for the development of foreign language grammatical competence of cadets of military schools is developed. It provides three stages of training: grammatical-and-accumulative, grammatical-and-operational, grammatical-and-communicative. Each of them involves the development, improvement, perfection of grammatical knowledge, skills and abilities by means of interactive technologies characteristic of the stage. Special attention is paid to the development of cadets' foreign language grammatical competence that contributes to the development of their foreign language communicative competence for the purpose of integration into the international military community.

Prospects for Future Research. The prospects of the further investigations are focused on introducing interactive technologies into the process of forming lexical competence of military academy cadets.

References
Bodnar, S.V. (2015). Intehrovane navchannya profesiynoyi ta inshomovnoyi movlennyevoyi diyal'nosti [Integrated training of professional and foreign language speech activity]. *International scientific professional periodical journal "The Unity of Science", 2,* 16–20 [in Ukrainian].

Vovk, O.I. (2008). Suchasna stratehiya formuvannya anhlomovnoyi hramatychnoyi kompetentsiyi [Modern strategy of English-language grammatical competence development]. *Psykholoho-pedahohichni problemy sil's'koyi shkoly. Psychological and pedagogical problems of rural school, 27*, 5–10 [in Ukrainian].

Volkova, N.P. (2018). Interaktyvni tekhnolohiyi navchannya u vyshchiy shkoli: navchal'no-metodychnyy posibnyk [Interactive learning technologies in higher education: teaching and methodological manual]. Dnipro: Universytet imeni Al'freda Nobelya. Retrieved from: https://www.pedagogic-master.com.ua/2022/Volkova_1.pdf [in Ukrainian].

Zahal'noyevropeys'ki Rekomendatsiyi z movnoyi osvity: vyvchennya, vykladannya, otsinyuvannya [Common European Framework of Reference for Languages: Learning, Teaching, Assessment] (2013). Kyiv: Lenvit [in Ukrainian].

Zakon Ukrayiny "Pro osvitu" [Law of Ukraine "On Education"] (vid 05.09.2017 № 2145-VIII). Retrieved from: http://zakon5.rada.gov.ua/laws/show/2145-19 [in Ukrainian].

Dorozhnia karta vdoskonalennia movnoi pidhotovky u Zbroinykh Sylakh Ukrainy (na 2021–2025 roky) [Roadmap for Improving Language Training in the Armed Forces of Ukraine (2021–2025)]. Retrieved from: https://www.mil.gov.ua/content/education/doroznya_karta_2021.pdf [in Ukrainian].

Kanova, L.P. (2011). Ocnovni formy ta metody navchannya kursantiv inozemnoyi movy u vyshchomu viys'ko vomu navchal'nomu zakladi [Basic forms and methods of teaching foreign language cadets in a higher military educational institution]. *Visnyk Zhytomyrs'koho derzhavnoho universytetu. Bulletin of the Zhytomyr State University. Pedagogical Sciences, 57*, 153–157 [in Ukrainian].

Kasatkina, O.V. (2011). Do pytannya rozvytku hramatychnoyi kompetentnosti studentiv na zanyattyakh inozemnoyi movy [On the issue of developing students' grammatical competence in foreign language classes]. *Visnyk Zhytomyrs'koho derzhavnoho universytetu. Bulletin of Zhytomyr State University. Pedagogical Sciences, 59,* 52–56 [in Ukrainian].

Maslak, L.P. (2006). Problema profesiinoi inshomovnoi pidhotovky maybutnikh ofitseriv [The problem of future officers' professional foreign language training]. *Visnyk Zhytomyrs'koho derzhavnoho universytetu imeni Ivana Frank. Bulletin of Ivan Franko Zhytomyr State University*, *29*, 148–151 [in Ukrainian].

Maslich, N.Ya. (2024). Motyvatsiya kursantiv viys'kovoyi akademiyi do vyvchennya inozemnoyi movy. Innovatsiyna pedahohika [Motivation of military academy cadets to study a foreign language]. *Innovatsiyna pedahohika. Innovative pedagogy, 72*, 80–84 [in Ukrainian].

Nakaz pro zatverdzhennya Instruktsiyi pro kursy inozemnykh mov u Zbroynykh Sylakh Ukrayiny vid 23.05.2017 № 286 [Order on approval of the Instruction on foreign language courses in the Armed Forces of Ukraine dated May 23, 2017 No. 286]. Retrieved from: https://zakon.rada.gov.ua/laws/show/z0746-17#Text [in Ukrainian].

Osidak, V.V. (2017). Kompleksnyy kontrol' rivnya sformovanosti anhlomovnoyi hramatychnoyi kompetentsiyi [Comprehensive control of the level of formation of English-language grammatical competence]. Kyiv: Ukrayina [in Ukrainian].

Osnovni zasady movnoi pidhotovky osobovoho skladu u systemi Ministerstyva oborony Ukrainy [Basic Principles of Language Training of Personnel in the System of the Ministry of Defense of Ukraine]. Retrieved from: https://nuou.org.ua/assets/documents/osnzas-mp.pdf [in Ukrainian].

Romanyuk, V.A., & Leshchenko, A.V. (2023). Interaktyvni metody navchannya u formuvanni profesiynoyi inshomovnoyi komunikatyvnoyi kompetentnosti maybutnikh ofitseriv natsional'noyi hvardiyi Ukrayiny v umovakh voyennoho stanu [Interactive teaching methods in the formation of professional foreign language communicative competence of future officers of the National Guard of Ukraine under martial law]. *Naukovyy visnyk Kyivs'koho instytutu Natsional'noyi hvardiyi Ukrayiny. Scientific Bulletin of the Kyiv Institute of the National Guard of Ukraine, 1*, 34–41 [in Ukrainian].

Sklyarenko, N.K. (2011). Metodyka formuvannya inshomovnoyi hramatychnoyi kompetentsiyi v uchniv zahal'noosvitnikh navchal'nykh zakladiv. [Methodology for the formation of foreign language grammatical competence in students of comprehensive educational institutions]. *Inozemni movy. Foreign Languages, 1*, 15–25 [in Ukrainian].

Abdullayeva, S.X. (2025). A model for developingoral communication competence in a foreign language among military school cafets. *International Journal of Pedagogics, 5 (06),* 253–255.

Hennessey, M.J. (2022). Developing military learners' communication skills using the scholarship of teaching and learning. Air University Press. Retrieved from: https://www.researchgate.net/publication/367074754_Developing_Military_Learners'_Communication_Skills_Using_the_Scholarship_of_Teaching_and_Learning.

Miller, Z.F., & Crowther, D. (2020). Foreign language learning motivation in a US military academy: A comparative case study on the effects from the learning environment. *Applied Language Learning*, *30 (1–2),* 41–59.

Rahman, Ab., Yunus, M., Nasri, N. M., Rahman, E. (2023). Proficiency Preparedness in Defence Workforce: A Survey of Cadet Officers' English Language Needs. *International Journal of Learning, Teaching and Educational Research*, *22 (11),* 96–115.

Thombury, S. (2005). Uncovering Grammar New Edition (Anglais) Broché.

Формування іншомовної граматичної компетентності курсантів Військової академії засобами інтерактивних технологій

Нестеренко Дмитро Сергійович
викладач кафедри іноземних мов
Військової академії, Одеса, Україна

Одним з головних завдань вищих військових навчальних закладів є розвиток іншомовної комунікативної компетентності курсантів. Аналізуючи її складові частини, основну увагу зосередили *на формуванні граматичної компетентності, яка забезпечує знання орфографічного, морфологічного, синтаксичного аспектів мови і виступає ключовим елементом для побудови зв'язних, логічних та змістових висловлювань і коректного використання граматичних явищ у власному професійному мовленні відповідно до конкретної комунікативної ситуації. Метою статті є обґрунтування та розроблення алгоритму методичних дій з формування англомовної граматичної компетентності курсантів воєнної академії засобами інтерактивних технологій. Для досягнення цієї мети використано методи контент-аналізу, узагальнення точок зору та педагогічного досвіду науковців, моделювання алгоритму методичних дій з формування іншомовної граматичної компетентності щодо навчання курсантів воєнних закладів засобом інтерактивних технологій.*

У статті проаналізовано наявні визначення поняття іншомовної граматичної компетентності; запропоновано власне трактування; розглянуто зміст формування цієї компетентності щодо курсантів воєнних закладів; розроблено відповідний алгоритм методичних дій, який передбачає три стадії навчання: граматико-накопичувальну, граматико-операційну, граматико-комунікативну. На першій проводилася робота з активізації знайомого граматичного матеріалу та представлення нових граматичних явищ через їх аналіз і синтез; на другій – з автоматизації дій курсантів з новим граматичним матеріалом, поданим у різних лінгвістичних контекстах, та формування граматичних мовленнєвих навичок задля їх включення в різні види мовленнєвої діяльності; на третій – з розвитку вмінь самостійного використання граматичних структур у непідготовленому мовленні з урахуванням відповідності мовленнєвої ситуації. На кожній стадії відбувалося систематичне використання інтерактивних технологій.

Отже, використання інтерактивних технологій під час формування іншомовної граматичної компетентності курсантів показано як дієвий засіб підвищення комунікативної компетентності військових задля їх інтеграції в міжнародну військову спільноту.

Ключові слова: *іншомовна граматична компетентність, алгоритм методичних дій, стадії навчання, курсанти, військові навчальні заклади.*