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PEDAGOGICAL CONDITIONS FORMATION OF INTERCULTURAL COMPETENCE OF FUTURE COMBAT AND OPERATIONAL SPECIALISTS

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Abstract. *The article identifies and analyzes the pedagogical conditions affecting the formation of intercultural competence of future combat and operational support specialists. They include: professionalization, standardization and culturological orientation of foreign language training of future military specialists, organization of intercultural communication in the process of practical training of future combat and operational support specialists. Professionalization is considered as a special professional preparation of persons for future professional activity. Culturological direction of foreign language training implies the formation of future officers with appropriate knowledge, abilities and skills of communicative strategies, which will ensure their communication with representatives of other cultures in the process of future professional activity.*

Another key pedagogical condition of this process is the use of the case method and the role-playing game, which showed their effectiveness in the process of forming intercultural competence. Case method immerses future combat and operational support specialists into a problem situation and simulates conditions close to combat operations, helps to find a logical scheme for solving a certain problem. Cases help to develop such skills as practical, analytical, creative, social and communicative. The role-playing game is considered as an interactive method of training, providing simulation of professional situations and joint problem-solving activity of cadets. The role-playing game is based on the scenario consisting of communicative situations of professional direction and description of goals, tasks and roles. The above-mentioned pedagogical conditions are put in the basis of the methodology of forming intercultural competence of future specialists of combat and operational support.

Problem statement. At the present stage there is a wide cooperation of military specialists of the Armed Forces of Ukraine with servicemen of NATO member states. It is manifested during peacekeeping missions, as well as international exercises. That is why future combat and operational support specialists should have intercultural competence at a high level. Consequently, intercultural competence will allow military specialists to fully perform their professional duties. [4,p.156].

Task statement. The purpose is to identify and analyze the main pedagogical conditions for the formation of intercultural competence of future combat and operational support specialists.

Statement of the main material of the study. In order for future specialists to fully implement their professional duties and functions in the process of further professional activity involving communication with foreign partners, in particular during peacekeeping operations and international exercises, they must have intercultural competence at the professional level. The formation of intercultural competence in future officers is considered on the basis of the formation of English-language professional and communicative competence in them [3, p.155].

Professionalization in the context of vocational training is considered as a special professional preparation of participants in the educational process for future professional activities [2, p.55]. Professionalization of training helps to increase the motivation of its subjects by bringing them closer to the conditions of their professional activities [1, p.57].

Professionalization of foreign language training of future military specialists is achieved through the implementation of interdisciplinary links between disciplines of professional, military-special, humanitarian and practical training and takes place in the process of studying the future officers of the subject "Foreign language for professional direction" (English) on the basis of prior mastery of communicative competence at the B2 level in the study of the subject "Foreign language" (English) The content of the professional foreign language (English) training discipline is constructed taking into account the topics and training material of such training disciplines of combat and operational support baccalaureate training as:

- "Automotive Engineering",
- "Fundamentals of Military Management (NATO Staff Procedures)",
- "Warrior Survival Combat System",
- "Weapons and Firing",
- "Rifle weapons and fire training",
- "Reconnaissance training",
- "Fundamentals of artillery use",
- "Structured armored vehicles",
- "Operation of armored vehicles".

Therefore, future military specialists have the opportunity to master English professionally oriented vocabulary, including professional terms, grammatical structures, and speech clichés inherent in the oral and written English-language consultant. [4, pp. 159-160].

The aim of the process of forming intercultural competence of future combat and operational support specialists is the formation of an appropriate level of this competence. Determining the target level of intercultural competence of future officers, we consider the focus on international standardization agreements in force in NATO countries and partner countries [3, p.158].

After studying the professional foreign language (English) discipline in accordance with the requirements of the NATO standard (STANAG 6001), cadets must have a standardized speech profile at functional level 2. In the process of preparing for intercultural communication in the study of the discipline "Intercultural Communication in International Cooperation" cadets raise their standardized speech profile to professional level 3 and form a professional level of intercultural competence [5].

The culturological approach is considered to be one of the key approaches constituting the methodological basis for the formation of intercultural competence of

future combat and operational support specialists. The process of forming intercultural competence among future servicemen in the context of the culturological approach is focused on achieving the goal of training. Namely:

- forming a base of multicultural knowledge and knowledge of Anglo-Saxon culture;
- formation of norms of etiquette of communicative behavior;
- understanding of stereotypes of communicative behavior of representatives of another culture;
- understanding of the skills of tolerance of communicative behavior of representatives of another culture;
- understanding of skills of adequate communicative behavior with representatives of another culture.

The medium of instruction is English as a language of global communication, namely language knowledge, speech skills and abilities in speech activities (in particular, the ability to dialogue with representatives of other cultures, to analyze a communicative situation, to select and apply appropriate communication strategies, etc.). This approach involves the formation of cadets appropriate knowledge, skills, abilities, communicative strategies - components of intercultural competence, which in the process of future professional activity will ensure their ability to communicate constructively with representatives of other cultures [3, p.155].

On the basis of the analysis we can state that professionalization, standardization and culturological direction of foreign language training of future combat and operational support specialists is one of the pedagogical conditions for the formation of intercultural competence of future combat and operational support specialists.

The proposed methodology of forming intercultural competence of future officers implies the formation of intercultural competence in them not only during the theoretical training in the higher military educational institution in the process of studying academic disciplines such as: "Foreign language", "Foreign language in professional direction" and "Intercultural cooperation", but also development of the specified competence at passing educational and military and practical training. It is proposed to partially organize professionally oriented communication of future officers in English in the course of the above types of practices with the involvement of teachers of foreign languages departments as practice advisors. This approach will allow future combat and operational support specialists to develop skills and abilities, expand knowledge that constitute intercultural competence.

Another pedagogical condition for the formation of intercultural competence of future combat and operational support specialists, we believe the organization of intercultural communication in the practical training of future combat and operational support specialists [3, p.157].

The set of reasonably selected methods of training ensures the effectiveness of forming future specialists of combat and operational support of intercultural competence. In the process of forming their intercultural competence, especially in the process of training and military practice, such methods of training as the case-method and role-playing game proved to be effective. These teaching methods allow cadets to be immersed in the peculiarities of future professional activities, motivate them in the process of mastering the methods of work of military specialists of NATO member states, Ukraine's cooperation in peacekeeping missions and military exercises. The use of the case method and role-play as effective methods of forming intercultural competence is determined by another key pedagogical condition of this process [4, 160].

Conclusions. The pedagogical conditions underlying the methodology of forming intercultural competence of future combat and operational support specialists have been analyzed. The implementation of the identified and analyzed pedagogical conditions ensures the feasibility of constructing a model of forming intercultural competence of future military specialists and designing this model for the process of professional training of future officers.

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