

CURRENT SPECIFICS OF IMPLEMENTING INNOVATIVE  
FOREIGN PRACTICES IN THE FOREIGN LANGUAGE  
TRAINING SYSTEM IN HIGHER MILITARY EDUCATIONAL  
INSTITUTIONS OF UKRAINE

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**Abstract.** Thanks to the application of the advanced methodologies and technologies, the military personnel receives the opportunity to train more efficiently and to preserve the information in the long term, which is especially important for the military educational institutions where the speed of the material learning and its application are of a critical importance. Therefore, the article aims to identify the main specifics of implementing foreign innovative technologies practices in the foreign language training system in higher military educational institutions of Ukraine, as well as to identify main innovative foreign training methods and their priority assessment. The main research methods in the article are analysis and synthesis methods, deduction and induction methods, and an expert survey method. The main article findings: the analysis of the main foreign and domestic resources on the topic of the foreign language training innovations in military institutions; the exploration of the main specifics of implementing innovative foreign practices in the foreign language training system in higher military educational institutions of Ukraine; the identification of the innovative methods classification of the foreign language training in higher military educational institutions according to the foreign countries' practices, and also the priority coefficient assessment results of the foreign language training methods in higher military educational institutions of Ukraine using the expert survey method. Further research directions on the article topic are: the development of the integrated approaches to the foreign language training innovations in higher military educational institutions, specifically a comprehensive combination of different training methodologies and the assessment of their interaction; the research of the VR application opportunities for increasing the efficiency of the military personnel training; the analysis of the applications opportunities of the innovative foreign language training methods for ensuring the military personnel's cultural and intercultural competence in international cooperation.

*Keywords:* Higher military educational institutions, military sphere, foreign language training, methods classification, priority assessment, transformation, foreign language training organisation

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## Introduction

Statement of the problem. Over the past decades, the world has undergone significant changes in many spheres, including the education and technology sphere. In particular, foreign countries actively implement innovative methods and technologies in the foreign language training system in higher educational institutions [1–5]. This direction is especially relevant for higher military educational institutions (HMEIs) of Ukraine too, due to how they play the key role in the highly qualified personnel's training for the defence sphere [5], [6]. Before all, foreign practices implementation will allow to increase learning efficiency in the foreign language training system. Thanks to the application of the advanced methodologies and technologies, military personnel receive the opportunity to train more efficiently and retain information over the long term, which is especially significant for military educational institutions, where the speed of the material learning and its practical application have critical meaning. Foreign practices can foster the development of international partnerships and cooperation in the military education field. Implementing advanced learning methods, applied in the global practices, can become additional motivation for cooperation with foreign military educational institutions and knowledge sharing in this field, which will foster not only the rise of the learning quality, but strengthen international relations and understanding [3–9]. Finally, implementing foreign innovative technology practices in the foreign language training system in HMEIs of Ukraine will foster the training of military personnel, capable of the efficient interaction with partners from other countries in international operations and peacemaking missions, which will impact an increase in safety and defence of the country in whole. Therefore, implementing foreign innovative technological practices in the foreign language training system of higher military educational institutions (HMEIs) in Ukraine is not only relevant, but also a strategically important step for improving educational quality and enhancing state defence capabilities [8].

**Analysis** of (major) recent research and publications. As a result of the latest research and publications on the article's topic [1–20] (table 1) a wide range of approaches and strategies used in this field was identified. They cover the analysis of the best foreign language practices, comparative international practices research, performance assessment of the innovative methods implementation, and development of effective strategies for successful foreign language learning in military educational institutions. This research explores a significant interest in the search for optimal solutions for improving the foreign language training system and enhancing the quality of foreign language teaching in the context of military education. The results of the analysis regarding the literature on the article's topic, presented in Table 1, underline the importance of adapting foreign practices and innovative approaches to the specific needs and conditions of the Ukrainian military educational institutions. The research also confirms the necessity of the continuous improvement of the teaching strategies methodologies, taking into account current technologies and changes in the training requirements for military specialists.

## **Aim and tasks**

Therefore, the main goal of the article is to identify the main specifics of implementing foreign innovative technologies practices in the foreign language training system in HMEIs of Ukraine.

## **Theoretical frameworks**

To the current main specifics of implementing foreign innovative technologies practices in the foreign language training system in in HMEIs of Ukraine belong:

- adaptation to current technologies, i.e. the application of the current technologies during the educational process, such as computer software, multimedia tools, video conferences and others, for the improvement of the foreign language learning process;
- interactivity and the engagement of those who study by using interactive educational methods such as video games, online platforms for applying the language practice, and also engaging students in active participation in language learning;
- learning individualisation, the development of personal educational approaches, which take into account students' individual characteristics, their needs, knowledge level, etc;
- orientation towards practical application, unfolding through the focus on the development of the communication skills which are an important military activity element, through the practical language use in combat situations and the conduct of hostilities;
- intercultural communication through the identification of the main intercultural communication aspects and understanding which allows students to obtain skills for communication with representatives of different cultures in the intercultural military environment;
- educational personnel support through providing educators with professional development opportunities and teaching contemporary foreign language educational methods and using latest technologies;
- assessment and monitoring which implies implementing the learning results assessment system with the use of contemporary knowledge and skills assessment methods of those who study.

Implementing these specifics will help to improve the foreign language training process in HMEIs of Ukraine and to train the personnel that efficiently uses foreign languages and can successfully interact in the international military community. The classification of the foreign language training innovative methods in HMEIs according to the foreign countries' practices is presented in Figure 1. This classification takes into account the most effective and innovative teaching methods which are used in HMEIs abroad and can be used for the improvement of the foreign language training system in Ukraine.

Table 1. Analysis of the main sources on the topic of innovations in the foreign language training system in military institutions.

№	Author	Year	Research title	Source	Research content
1	Harrison John	2018	Innovations in Education: Achievements and Prospects	Book	Research of the foreign practices implementation in the educational system, particularly in higher military educational institutions.
2	Smith Emily	2020	The Foreign Language in Military: Strategies and Practices	Article	Analysis of innovative teaching foreign languages methods in military institutions.
3	Ivanov Petro	2019	Foreign Practices Implementation in the Military Education System: Challenges and Prospects for Ukraine	Article	Problems and advantages analysis of the foreign practices implementation in the military education system in Ukraine..
4	Johnson Mark	2017	Increasing the Effectiveness of Learning Foreign Languages in Military Educational Institutions through Innovative Approaches	Book	Research of various methods and technologies to improve the foreign language learning effectiveness in military educational institutions.
5	Petrenko Olena	2021	The Influence of Foreign Practice on the Development of the Foreign Language Training System in Higher Military Educational Institutions of Ukraine.	Article	Analysis of the foreign practices impact on the development of the training system of higher military educational institutions in Ukraine.
6	Smith James	2019	International Practices in Foreign Language Teaching at Military Educational Institutions: An Analysis of Best Practices	Article	Research of the best foreign languages teaching practices in military educational institutions.

7	Kovaliova Mariia	2020	Effectiveness Assessment of Implementing Innovative Foreign Language Teaching Methods in Military Academies	Article	Analysis of the implementation results of the innovative foreign language training methods in military academies.
8	Brown Sarah	2018	Prospects for the Use of Innovative Technologies in Military Education	Book	Research of the innovative technology application possibilities in military education.
9	Pavlova Olha	2017	Implementing International Practices in Teaching Foreign Languages in Military Educational Institutions: Challenges and Prospects.	Article	Analysis of the foreign practices implementation challenges and prospects in the military education system.
10	Thompson David	2021	Innovations in Military Education: Best Practices in Management and Teaching Foreign Languages.	Article	Analysis of best practices for implementing innovations in military education in the management and teaching of foreign languages.
11	Leonova Iryna	2022	Integration of Foreign Practices Into the System of Foreign Language Training in Military Educational Institutions of Ukraine.	Article	Research of the foreign practices integration possibilities in the training system of military educational institutions in Ukraine.
12	Garcia Maria	2019	Innovative Approaches to Foreign Language Education in Military Institutions: A Comparative Study	Article	Comparative analysis of innovative foreign language training approaches in military institutions.
13	Klymenko Oleksandr	2018	Using Foreign Practices in the Formation of the Training Programme for Military Linguists	Article	Research of the foreign practice use in military linguists training.

14	White Andrew	2020	Effective Strategies for Implementing Foreign Language Training in Military Academies: Lessons Learned	Book	Analysis of effective foreign language learning implementation strategies in military academies.
15	Popova Iryna	2019	Innovative Methods of Teaching Foreign Languages in Military Educational Institutions: Practice and Prospects.	Article	Research of the innovative foreign language teaching methods in military educational institutions.

To explore the content of the main methods:

- individually-oriented learning methods - methods oriented towards learners; individual needs and interests. They imply creating special learning programmes for every one studying, taking into account their knowledge level, learning speed, and personal goal;
- project learning methods - methods when specific projects or tasks are being worked on, which require collaboration, observation, and practical application of the gained knowledge. These methods foster the creative thinking and communicative skills development;
- interactive learning methods - methods implying students' active participation in the learning process by using interactive exercises, group discussions, role-play games, and other forms of the active interaction;
- virtual learning methods - methods that imply the use of virtual platforms, online-courses, and interactive programmes for learning foreign languages. These methods allow those who study to receive access to educational resources anywhere and anytime;
- intercultural learning methods - imply focusing on the learning of foreign languages in the context of cultural heritage and international communication. These methods foster the development of intercultural competence and cultural diversity understanding;
- integrated learning methods - these methods combine learning of foreign languages with other disciplines or spheres, such as military equipment, strategic planning, international relations, etc. These methods allow students to enrich their knowledge and skills through the integration of different disciplines;
- learning innovative technology methods - use modern technologies, such as virtual reality, artificial intelligence, multimedia tools, etc., to improve the quality of learning and promote active student engagement in the educational process.

These innovative learning methods are aimed at creating an efficient, interesting, and results-oriented foreign language learning process in higher military educational institutions.

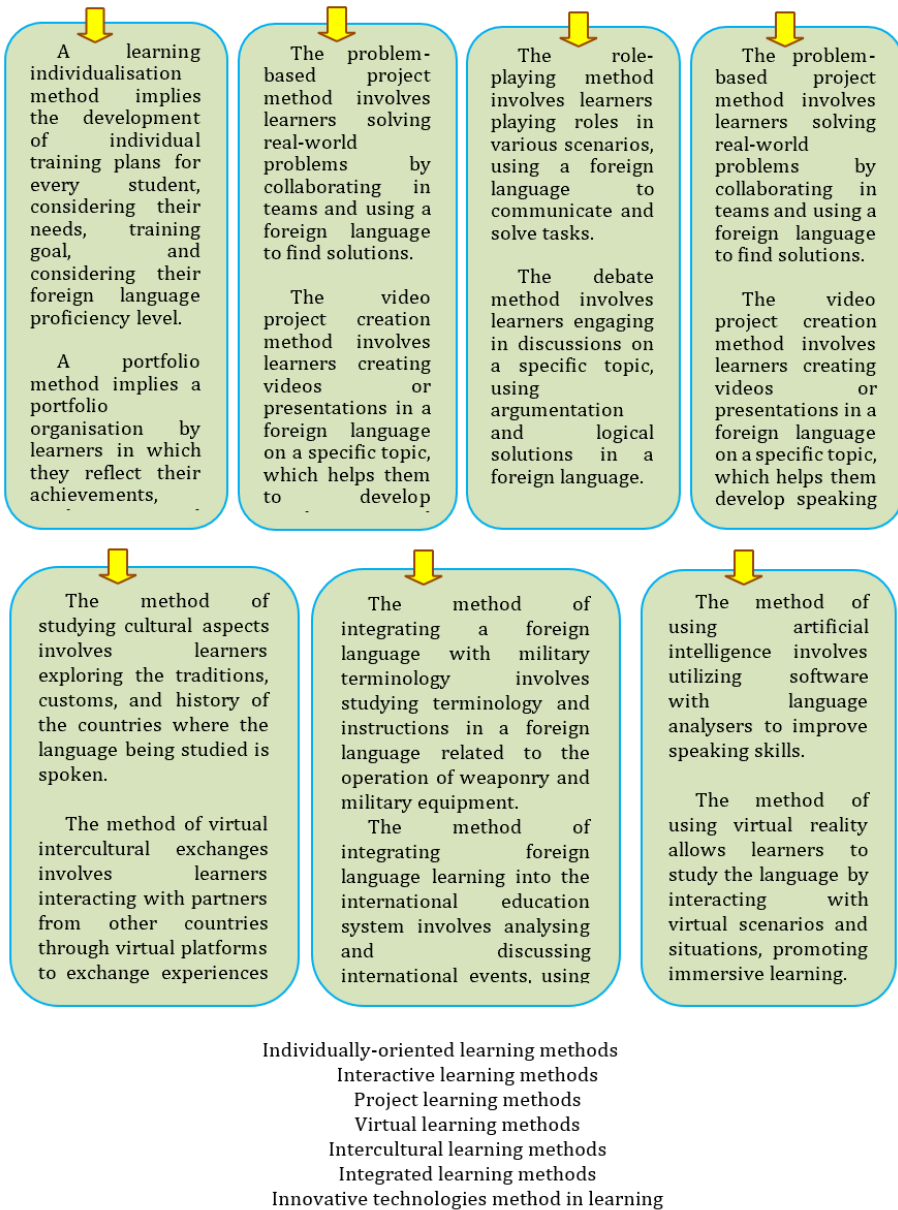


Fig. 1. The classification of the innovative foreign language learning methods in higher military educational institutions according to the foreign countries' practices

Priority assessment of the innovative foreign language learning methods in HMEIs will provide the opportunity to achieve a more efficient educational process and to increase the quality of the military personnel's learning through the integration of current methodologies in the educational programme, and will also foster the selection of better teaching strategies, adapted to the needs and capabilities of the current military environment, which will help to ensure adequate military personal learning to challenges and threats of nowadays, particularly in the global perspective.

Table 2. The results of the expert assessment of the foreign language learning methods in HMEIs

<b>Learning method</b>	<b>Efficiency</b>	<b>Practicality</b>	<b>Interaction</b>	<b>Interactivity</b>	<b>Compliance with the needs</b>
Learning individualisation method	4	3	3	3	4
Problem-based project method	5	4	4	4	5
Role-play games method	4	4	5	4	4
Virtual classes method	5	5	4	4	5
Method of learning cultural aspects	3	3	4	3	3
Method of the integration between foreign language and military equipment	4	5	3	3	4
AI application method	5	4	4	4	5

Priority assessment of the foreign language learning methods in HMEIs has been conducted by the expert survey method (table 2).

For the priority assessment of the military personnel learning methods in HMEIs, a scale from 1 to 5 has been used, where 1 is the lowest priority and 5 is the highest. Assessment marks will be based on such criteria as efficiency, practicality, interaction, interactivity, and compliance with the needs of military education.

Now, it is possible to see which learning methods have the highest priority for the use in HMEIs, where the sum of the grades is the biggest. In this case, the virtual class method has the highest priority. To determine the importance coefficients of each method in relation to the others, the sum of ratings for each method can be normalised by dividing each sum by the highest sum of ratings. These coefficients indicate the importance of each method relative to the others, with the virtual class method having the highest importance coefficient, as it received the highest rating.

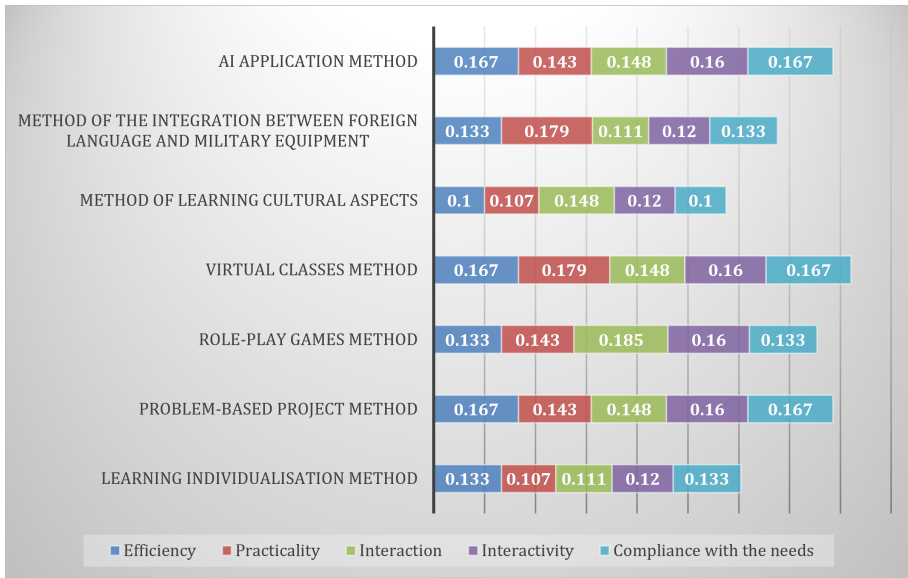
Table 3 and Figure 2 show the results of normalising the expert survey data, as well as the calculated contribution coefficients for the evaluation criteria in the overall prioritisation rating of the methods.

The final calculation result is the priority assessment of the methods in the foreign language training system in HMEIs. The most prioritised method is the first one — the virtual classes method, the second and third methods —

Table 3. The coefficient priority assessment results of the foreign language training methods in HMEIs

Learning method	Efficiency	Practicality	Interaction	Interactivity	Compliance with the needs	Methods priority assessment
Learning individualisation method	0,133	0,107	0,111	0,120	0,133	0,124
Problem-based project method	0,167	0,143	<b>0,148</b>	0,160	0,167	0,159
Role-play games method	0,133	0,143	0,185	0,160	0,133	0,147
Virtual classes method	0,167	0,179	0,148	0,160	0,167	0,165
Method of learning cultural aspects	0,100	0,107	0,148	0,120	0,100	0,111
Method of the integration between foreign language and military equipment	0,133	0,179	0,111	0,120	0,133	0,134
AI application method	0,167	0,143	0,148	0,160	0,167	0,159
The contribution coefficients to the overall assessment.	0,32	0,15	0,11	0,24	0,18	1,000

problem-based project method and the AI use method. The development of the virtual classroom method will enable the creation of an interactive environment for language learning, ensuring access to education regardless of time and location, which is critically important for military personnel, given their schedules and locations. The problem-based project method will help to solve practical tasks that correspond to real-life situations, thereby increasing motivation and practical skills. The use of artificial intelligence in the educational process will allow for personalised learning, taking into account every student's individual characteristics and using data analysis to optimise learning outcomes.



## METHODS PRIORITY ASSESSMENT

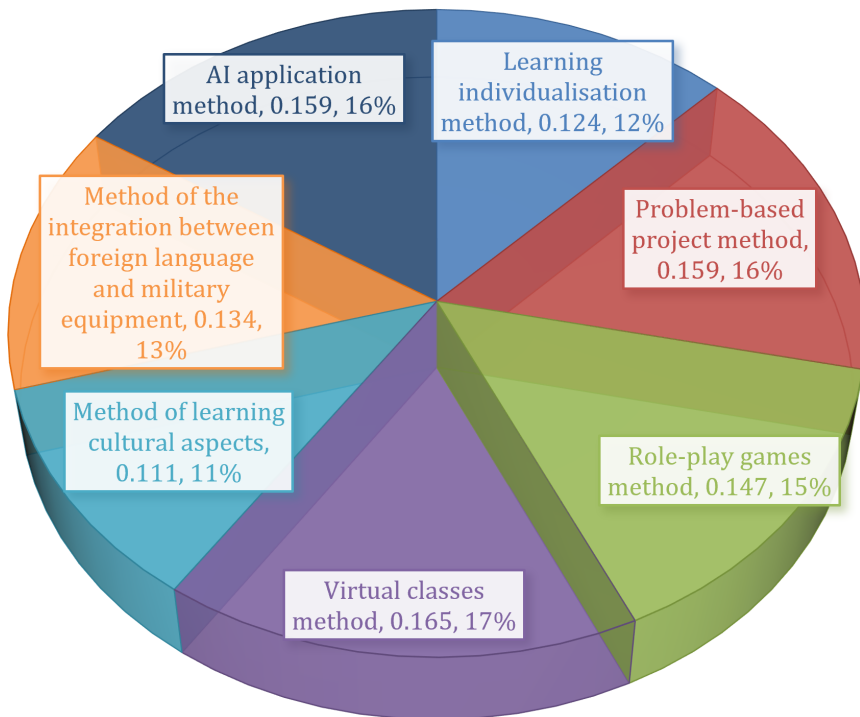


Fig2. The illustration of the coefficient priority assessment results of the foreign language learning methods in HMEIs

## Research methods

To achieve the goal of the research, a set of interconnected methods was used, particularly: analysis of scientific literature, synthesis, comparison, practical lessons learned regarding foreign language training; terminological analysis for clarifying the key concepts of the research; methods of analysis and synthesis, deduction and induction, as well as expert survey methods.

The main results of the article include:

- analysis of key foreign and domestic sources on the topic of innovations in foreign language training systems in military institutions;
- the exploration of main specifics of implementing foreign innovative foreign technology practices in the foreign language training system in the foreign language training system in higher military educational institutions in Ukraine;
- the definition of the innovative methods classification for foreign language training in higher military educational institutions based on foreign practices;
- as well as the presentation of results from the coefficients priority assessment of foreign language training methods in HMEIs in Ukraine using expert survey methods.

## Research results

Thus, analysing the research findings, it is possible to state that the main article findings are:

- analysis of the main foreign and domestic sources on the foreign language training topic in military institutions;
- exploration of the main specifics of implementing innovative foreign practices in the foreign language training system in higher military educational institutions of Ukraine;
- identification of the innovative methods classification of the foreign language training in higher military educational institutions according to the foreign countries' practices;
- priority coefficient assessment results of the foreign language training methods in higher military educational institutions of Ukraine using the expert survey method.

## Conclusions

The article explores the main specifics of implementing foreign practices in the innovative technologies in HMEIs of Ukraine, suggests the innovative methods classification of the foreign language training in HMEIs according to the foreign countries' practices, and also presents priority coefficient assessment results of the foreign language training methods in HMEIs using the expert survey method.

Implementing foreign innovative technologies practices in the foreign language training system in higher military educational institutions is an impor-

tant step in improving the education and training quality of military personnel. The main specifics of this process relate to the advanced technologies that meet current requirements and challenges. Among the innovative foreign learning methods in HMEIs, it is possible to highlight the use of virtual classes, problem-based project method, and the use of artificial intelligence. The use of virtual classes allows for the creation of an accessible and interactive studying environment, which ensures flexibility and comfort for those who study, especially for the military personnel with changing locations and schedules.

The problem-based project method fosters critical thinking and communicative skills development, and also increases students' motivation through solving real tasks. The use of artificial intelligence provides an opportunity to personalise learning and to optimise the results with the help of data analysis. The assessment of the innovative foreign language learning methods in HMEIs of Ukraine is critically important for ensuring their efficiency and adaptation to the needs of the current military environment. A consistent implementation of these methods with taking into account the military education specifics will allow for greater learning efficiency and military personnel's training quality to address current challenges and threats.

Prospects for further research in this direction. A further research direction on the appointed topic is the development of integrated approaches to the innovative foreign language training in military institutions, particularly a comprehensive combination of different learning methodologies and their interaction assessment; researching the opportunities of using virtual reality to enhance military personnel's training; analysing the opportunities of using innovative foreign language training methods for ensuring military personnel's cultural and intercultural competence in international cooperation.

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