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INNOVATIVE TECHNOLOGIES FOR FOREIGN LANGUAGE TEACHING AT A MILITARY UNIVERSITY AS A MEANS OF DEVELOPING PROFESSIONAL COMPETENCIES OF FUTURE OFFICERS

Annotation. The article examines modern innovative technologies for foreign language teaching in higher military education as a means of developing the professional competencies of future officers. The relevance of the study is determined by the growing role of foreign language communication in military personnel's professional activities, the need to work with information in a foreign language, participate in international cooperation, joint activities, and professional exchange. The article substantiates the need to move from a predominantly reproductive model of language training toward practice-oriented, activity-based, and digital learning. It considers the potential of the communicative-activity approach, problem-based learning, situational modeling, role-playing and business games, project-based learning, gamification, digital educational resources, artificial intelligence, and elements of virtual environments. Particular attention is paid to adapting these technologies to the professional context of a military university. Practical examples of tasks aimed at developing cadets' communicative, professional speech, intercultural, teamwork, information, and digital competencies are presented. It is concluded that the effectiveness of innovative technologies is determined not by the number of digital tools used, but by their pedagogical appropriateness, professional orientation, systematic application, and the learner's involvement in solving educational and professional tasks.

Keywords: foreign language, military education, cadets, professional competencies, pedagogical mastery, innovative technologies, digitalization, artificial intelligence, communicative competence, situational learning, project-based learning.

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ӘСКЕРИ ЖОҒАРЫ ОҚУ ОРНЫНДА ШЕТ ТІЛІН ОҚЫТУДЫҢ ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРЫ БОЛАШАҚ ОФИЦЕРДІҢ КӘСІБИ ҚҰЗЫРЕТТІЛІКТЕРІН ДАМЫТУ ҚҰРАЛЫ РЕТІНДЕ

Андатпа. Осы мақалада жоғары әскери білім беру жүйесінде шет тілін оқытудың заманауи инновациялық технологиялары болашақ офицердің кәсіби құзыреттерін дамыту құралы ретінде

қарастырылады. Зерттеудің өзектілігі әскери қызметшілердің кәсіби қызметіндегі шет тіліндегі коммуникацияның рөлінің артуымен, шет тіліндегі ақпаратпен жұмыс істеу, халықаралық өзара іс-қимылға, бірлескен іс-шараларға және кәсіби тәжірибе алмасуға қатысу қажеттілігімен айқындалады. Тілді даярлаудың басым репродуктивті моделінен практикалық-бағдарланған, іс-әрекеттік және цифрлық оқытуға көшу қажеттілігі негізделеді. Коммуникативтік-іс-әрекеттік тәсілді, проблемалық оқытуды, жағдаяттық модельдеу әдісін, рөлдік және іскерлік ойындарды, жобалық оқыту технологиясын, геймификацияны, цифрлық білім беру ресурстарын, жасанды интеллектті және виртуалды ортаның элементтерін қолдану мүмкіндіктері қарастырылады. Аталған технологияларды әскери жоғары оқу орнының кәсіби контексіне бейімдеуге ерекше назар аударылады. Курсанттардың коммуникативтік, кәсіби-сөйлеу, мәдениетаралық, командалық, ақпараттық және цифрлық құзыреттерін қалыптастыруға бағытталған практикалық тапсырмалардың мысалдары ұсынылады. Инновациялық технологиялардың тиімділігі пайдаланылатын цифрлық құралдардың санымен емес, олардың педагогикалық мақсатқа сәйкестігімен, кәсіби бағыттылығымен, жүйелілігімен және білім алушының оқу-кәсіби міндеттерді шешу үдерісіне белсенді қатысуымен айқындалады деген қорытынды жасалады.

***Түйінді сөздер**:* шетел тілі әскери білім беру курсанттар кәсіби құзыреттер педагогикалық шеберлік инновациялық технологиялар цифрландыру жасанды интеллект коммуникативтік құзыреттілік жағдаяттық оқыту жобалық оқыту

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ВОЕННОМ ВУЗЕ КАК СРЕДСТВО РАЗВИТИЯ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ БУДУЩЕГО ОФИЦЕРА

Аннотация. В настоящей статье рассматриваются современные инновационные технологии обучения иностранному языку в системе высшего военного образования как инструмент развития профессиональных компетенций будущего офицера. Актуальность исследования обусловлена возрастающей ролью иноязычной коммуникации в профессиональной деятельности военнослужащих, необходимостью работы с информацией на иностранном языке, участия в международном взаимодействии, совместных мероприятиях и профессиональном обмене. Обосновывается необходимость перехода от преимущественно репродуктивной модели языковой подготовки к практико-ориентированному, деятельностному и цифровому обучению. Рассматриваются возможности применения коммуникативно-деятельностного подхода, проблемного обучения, метода ситуационного моделирования, ролевых и деловых игр, проектной технологии, геймификации, цифровых образовательных ресурсов, искусственного интеллекта и элементов виртуальной среды. Особое внимание уделяется адаптации данных технологий к профессиональному контексту военного вуза. Предлагаются практические примеры заданий, направленных на формирование коммуникативной, профессионально-речевой, межкультурной,

командной, информационной и цифровой компетентностей курсантов. Делается вывод о том, что эффективность инновационных технологий определяется не количеством используемых цифровых инструментов, а их педагогической целесообразностью, профессиональной направленностью, системностью и включением обучающегося в решение учебно-профессиональных задач.

***Ключевые слова**:* иностранный язык, военное образование, курсанты, профессиональные компетенции, педагогическое мастерство, инновационные технологии, цифровизация, искусственный интеллект, коммуникативная компетентность, ситуационное обучение, проектное обучение.

Modern higher education is developing in the context of digital transformation, expanding international cooperation, and changing requirements for professional training. These processes directly affect military education, in which the preparation of future officers involves not only mastering specialized disciplines but also developing universal competencies that enable them to act effectively in complex, dynamic, and information-rich professional situations.

Foreign language training occupies a special place in this system. At a military university, a foreign language should not be regarded merely as an academic discipline aimed at mastering lexical and grammatical material. Its functional role is much broader: a foreign language serves as a means of professional communication, obtaining and analyzing information, interacting with representatives of other linguistic and cultural communities, participating in international events and professional exchange, and solving communicative tasks.

Modern approaches to language education also focus on an activity-based model. In the Companion Volume to the Common European Framework of Reference for Languages (CEFR), the learner is viewed as a social agent, while key areas include the action-oriented approach, mediation, online interaction, intercultural education, and plurilingual education. [1]

For a military university, this concept is of particular importance. A future officer must not only understand and reproduce information in a foreign language but also use it to perform professionally significant tasks: deliver a report, conduct a briefing, request or transmit information, participate in negotiations, analyze a document, explain a situation, interact as part of a group, and make a communicative decision under time constraints.

Thus, there is a need to identify foreign language teaching technologies that ensure the integration of language and professional training.

The aim of the study is to provide a theoretical justification and practical application of innovative technologies in foreign language teaching for the development of cadets' professional competencies at a military university.

Research objectives:

1. To determine the role of foreign language training in the professional development of future officers; 2. to characterize the innovative technologies that are most promising for military language education; 3. to determine the relationship between the technologies used and cadets' professional competencies; 4. to present practical examples of tasks and learning situations; 5. to formulate pedagogical conditions for the effective application of innovative technologies.

Research methods: analysis of scientific and methodological literature, generalization of teaching experience, comparative analysis of modern foreign language teaching technologies, pedagogical modeling, and design of learning situations.

Professional activity of a modern officer requires the ability to function not only within one's own professional environment but also in conditions of information, communicative, and intercultural interaction. In this regard, a foreign language acquires the status of a professional tool.

The future officer's foreign-language professional competence can be viewed as a complex construct including: language knowledge and skills; the ability to engage in professional communication; the ability to perceive and analyze professional information; the ability to participate in intercultural interaction; skills in working with professional documents and digital resources; the ability to substantiate one's position; teamwork skills; and the ability to use a foreign language to solve professionally significant tasks.

Of particular relevance is the transition from teaching language as a "system" to teaching language as an "activity." Therefore, the activity-based communicative approach appears promising, as language units are mastered in the process of solving specific tasks.

The Council of Europe emphasizes the importance of the action-oriented approach, within which the learner acts as a social agent performing specific actions in cooperation with other participants in the educational process. Communicative activity includes not only reception and production of texts, but also interaction and mediation [2].

For military education, this makes it possible to construct learning situations that closely resemble professional activity. For example, instead of the traditional task "Learn the vocabulary on the topic 'Military Equipment'," it is appropriate to offer a professionally oriented situation: Your international partner asks you to describe the main characteristics of the equipment used by your unit. Prepare a short briefing and answer three questions from the partner.

In this case, vocabulary becomes a means of accomplishing a communicative task rather than an end in itself. This approach makes it possible to develop linguistic, professional-communicative, analytical, and social competencies simultaneously.

An innovative technology in the educational process should not be reduced merely to the use of a digital device or online service. Its innovative nature is determined primarily

by changes in the organization of learning activities, the roles of the teacher and learner, the nature of the learning task, and the ways in which educational outcomes are achieved.

The most promising technologies for cadets' language training are:

1. Communicative-activity technology
2. Problem-based and situational learning
3. Role-playing and business games
4. Project-based learning
5. Gamification
6. Digital educational technologies
7. Artificial intelligence technologies
8. Elements of virtual and augmented reality
9. Blended learning
10. Formative assessment and reflection

1. Communicative-activity technology.

The main advantage of the communicative-activity approach is the shift from formal knowledge of the language to the ability to use it in a specific situation.

Tasks for cadets are especially effective when they require them to request information, give instructions, report a situation, report results, clarify information, coordinate actions, justify a decision, conduct a short briefing, and participate in professional discussion.

Example: "Situation Report." Scenario: During a training exercise, the situation changes unexpectedly. Prepare a 1–2 minute report for your commander.

The cadet uses the structure: Situation → Problem → Action → Result → Recommendation. Thus, the teacher develops both language skills and the professional structure of a report.

2. Situational learning and professional modeling.

One of the most effective technologies for a military university is the modeling of professional situations. Its essence is to create a learning situation in which the cadet must use a foreign language to solve a specific professional task.

Example: "International Briefing." Cadets imagine that they are participating in an international professional event. One learner acts as the briefing officer, while others represent the partner side.

Tasks: present the situation; report the main facts; answer questions; clarify unclear information; make a brief conclusion.

After the task, reflection is conducted using the questions: What was difficult? Which expressions were useful? What would you change next time?

This model develops not only speech skills but also the ability to act in conditions of professional interaction.

3. Role-playing and business games as a means of developing professional communication.

Role-playing games have considerable potential in cadets' language training because they create a simulated professional situation in which the foreign language becomes a tool of interaction.

Example: "International Meeting." Roles: meeting leader; military representative; interpreter; technical specialist; communications officer; observer.

Each participant receives a specific communicative task. For example: Meeting leader: open the meeting and introduce the participants; Military representative: present the current situation; Technical specialist: explain a technical problem; Communications officer: suggest a solution.

This format corresponds to the activity-based logic of CEFR, in which interaction and mediation are important components of language activity [4].

4. Project-based technology.

Project-based learning combines foreign language study with independent research and professionally oriented activity.

Project 1. "My Future Profession." The cadet creates a presentation about their future specialty: responsibilities; professional skills; equipment; communication; international cooperation.

Project 2. "Military Communication Guide." A group creates an electronic guide to professional communicative phrases: giving instructions; reporting; requesting information; asking for clarification; agreeing/disagreeing; emergency communication.

Project 3. "International Briefing." A group prepares and conducts a professional briefing in English.

An important outcome is not only the language product but also the development of independence, responsibility, role distribution, and teamwork.

5. Gamification as an innovative teaching technology.

Gamification involves using game elements in a non-game educational process. At a military university, it can be particularly effective for terminology and operational communication.

"Mission: Communication" may include: Stage 1. Decode — cadets decode professional terms. Stage 2. Report — they prepare a short report. Stage 3. Decide — they receive a situation and choose a course of action. Stage 4. Communicate — they communicate the decision to a partner in English. Stage 5. Debrief — they explain why the decision was made.

Unlike ordinary testing, this model requires cadets to apply knowledge sequentially. Gamification can increase speaking practice, emotional engagement, and the need to use the foreign language to achieve a result. However, game elements should serve specific educational outcomes rather than become an end in themselves.

6. Digital technologies and artificial intelligence in language training.

One of the most visible areas of contemporary transformation in language education is the use of digital technologies and artificial intelligence.

Recent research shows growing use of AI tools in higher education English-language teaching. A 2026 systematic review of 101 empirical studies reports the use of AI tools as learning assistants, language-practice tools, and means of feedback and assessment. The researchers also note risks of excessive dependence on technology, variation in feedback quality, ethical issues, and the need to improve teacher readiness [8].

Another 2026 systematic review of 103 studies also identified widespread use of AI chatbots for developing integrated language skills, writing, and speaking [9]. Therefore, artificial intelligence should be regarded not as a replacement for the teacher but as an additional educational tool.

Possible AI scenario: You are preparing a short briefing for an international delegation. Write a 150-word briefing in English.

After preparing the text, the cadet can use AI to identify grammatical errors, suggest more natural formulations, analyze professional vocabulary, simulate interlocutor questions, and practice dialogue.

Recommended algorithm: Step 1: student writes the text independently. Step 2: AI identifies possible language problems. Step 3: student evaluates the AI suggestions. Step 4: student corrects the text. Step 5: student explains why the corrections were accepted or rejected.

This algorithm turns AI from a tool for obtaining a ready-made answer into a means of developing critical thinking and language reflection.

UNESCO emphasizes the need for human-centered, safe, ethical, and pedagogically justified use of generative AI, including data protection and preservation of human agency [6]. UNESCO’s 2024 AI Competency Framework for Teachers includes 15 competencies across five areas, including human-centered approach, AI ethics, AI foundations and applications, AI pedagogy, and professional development with AI [7]. Thus, digital transformation of language education requires not only cadets’ digital competence but also teachers’ digital pedagogical competence.

7. Developing professional competencies through innovative technologies.

An important methodological principle is to establish a direct link between the teaching technology and the competency being developed.

Innovative technology	Being developed competency
Communicative tasks	foreign-language communicative competence
Situational modeling	professional-communicative competence.
Role-playing	teamwork and leadership
Project-based learning	independence, responsibility, and research skills.
Gamification	motivation, speed of response, and application of knowledge.
AI tools	digital and information literacy, critical thinking
Online interaction	intercultural communication
Virtual scenarios	decision-making and communication in changing conditions
Reflection	self-assessment and professional self-development

Thus, an innovative technology should be considered through its educational outcome rather than by itself.

8. Elements of a virtual and immersive environment.

The use of virtual and augmented reality is a promising area. These technologies can create situations that are difficult to reproduce in a traditional classroom: an international meeting, command post, airport, checkpoint, emergency situation, professional briefing, or joint task.

Example: a cadet enters a virtual “International Checkpoint” situation and must greet the participant, request documents, clarify the purpose of the visit, ask additional questions, and explain further actions.

A 2026 meta-analysis of new technologies in English-language teaching reports the use of mobile learning, AI, VR/AR, and other technologies. The experimental and quasi-experimental studies reviewed showed a small overall positive effect on learning outcomes, while the authors emphasize study heterogeneity and the need for pedagogically grounded technology integration [10].

9. Formative assessment as a component of innovative technology.

Changes in teaching technologies imply changes in assessment. In a traditional approach, the teacher mainly records whether an answer is correct. In a competency-based model, it is appropriate to assess the learner’s ability to apply knowledge.

Example rubric for “Military Briefing”:

Indicator	1 point	2 points	3 points
Vocabulary	limited	sufficient	professionally diverse
Grammar	many errors	some errors	mostly accurate
Fluency	hesitant	relatively	fluent
Professional communication	partially completes the task	completes it effectively	manages the communication
Interaction	experiences difficulties	interacts confidently	manages communication

Self-assessment is particularly important. After the task, the cadet can complete: I can…

- introduce myself professionally;
- give a short briefing;
- ask for clarification;
- explain a problem;
- suggest a solution;
- communicate in a team.

This corresponds to the contemporary CEFR logic, in which descriptors can be used for planning learning, setting goals, monitoring activity, and organizing collaborative work [2].

Pedagogical conditions for effective application.

First, professional orientation: task content should be connected with cadets’ future professional activities.

Second, communicative appropriateness: the foreign language should be used as a means of solving a task, not merely as an object of study.

Third, gradual complexity: tasks should progress from simple communicative actions to complex professional scenarios.

Fourth, an active cadet position: the learner should be a subject of activity rather than a passive recipient of information.

Fifth, pedagogically justified use of digital technologies: the presence of a digital tool does not itself improve educational quality; its specific pedagogical purpose must be

identified.

Sixth, development of digital and AI literacy: cadets should critically evaluate information received from digital systems and understand AI limitations.

UNESCO considers learner AI competence through four interrelated dimensions: human-centered approach, AI ethics, knowledge of AI technologies and their applications, and AI-system design.

Seventh, combination of technologies with teachers' pedagogical mastery. Innovative tools do not eliminate the professional role of the teacher. Digitalization increases demands on methodological competence: teachers must select tools, design tasks, organize interaction, provide feedback, and assess results.

Conclusion. Innovative foreign language teaching technologies have considerable potential for improving the professional training of cadets at a military university. Their value lies not so much in the use of modern digital tools as in the opportunity to change the nature of learning activity — from reproducing language material to its meaningful application in professionally significant situations.

The communicative-activity approach ensures practical use of the foreign language; situational modeling brings learning closer to professional activity; role-playing and business games develop interaction and teamwork; project-based learning develops independence and responsibility; gamification increases engagement; digital technologies expand the educational environment; artificial intelligence creates additional opportunities for language practice, feedback, and personalized learning; virtual scenarios make it possible to model professional situations.

Importantly, these technologies should not be regarded as a disparate set of teaching techniques, but as elements of an integrated system of professionally oriented foreign language training.

In this system, the teacher acts not only as a source of language information but also as a designer of the educational environment, moderator of professional communication, consultant, and organizer of reflective activity. Modern pedagogical mastery is therefore manifested in the teacher's ability to select a technology based on the specific educational task and the anticipated competency outcome.

A promising direction for further research is the development and testing of a model for integrating digital technologies and artificial intelligence into professionally oriented foreign language teaching for cadets at a military university, as well as the development of diagnostic tools for assessing changes in professional-communicative competencies.

Thus, innovative foreign language teaching at a military university should be regarded as an important component of preparing a modern officer capable of effective professional communication, working with foreign-language information, interacting in a team, making

informed decisions, and adapting to changing conditions of professional activity.

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