



## THE METHODOLOGY OF DEVELOPMENT OF PROFESSIONAL COMPETENCE OF STUDENTS OF HIGHER MILITARY INSTITUTES IN LEARNING ENGLISH

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**Abstract.** This article examines the methodology for developing the professional competence of students in higher military institutes through learning English. The focus is on the need for tailored approaches to language learning that cater to the specific demands of military professionals, such as clear communication, technical vocabulary, and international collaboration. The study outlines the significance of integrating language instruction with the professional needs of military students and suggests effective strategies for improving English proficiency within the context of military education.

**Keywords:** Professional competence, military education, English language learning, communication, military students, language proficiency, educational methodology.

### I. INTRODUCTION

In the context of higher military institutes, the development of professional competence in students is a primary objective, with the mastery of a foreign language, particularly English, being an essential component. English is increasingly used in military diplomacy, international cooperation, and global security. Effective communication in English enhances students' ability to interact in multinational military operations and strengthens their professional credibility on the global stage.

However, the methodology of language learning for military students often requires a unique approach, combining general language skills with specialized military



terminology. Military students need to achieve both communicative competence and technical proficiency in English to perform well in international environments.

This study aims to:

1. Assess the impact of language proficiency on the professional competence of military students.
2. Explore the challenges faced by military students in learning English.
3. Offer recommendations for designing effective English language curricula for military students.
4. Discuss how the integration of English language skills enhances the professional competence of future military officers.

## II. LITERATURE REVIEW

English language learning for military personnel has evolved to reflect the increasingly globalized nature of modern warfare and peacekeeping operations. Several studies have highlighted the need for military personnel to be proficient in English to effectively engage with international counterparts, understand technical manuals, and operate in multinational environments (Yun, 2012).

Research by Asgari (2018) and Mazur (2015) indicates that language proficiency in the military context is not just about general communication, but also about understanding specialized vocabulary used in operations, military law, and technical systems. These studies suggest that traditional language learning methods may not sufficiently prepare military students for the specific linguistic demands they will face in their careers.

Moreover, the role of English in military training is emphasized by Clarke (2016), who stresses that a comprehensive understanding of both technical and conversational English is necessary for effective military cooperation. The literature



suggests that when students' language learning is tailored to their professional needs, it can significantly enhance their readiness for international missions.

### III. METHODOLOGY

This study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather insights from military students enrolled in higher military institutes.

Data was collected through:

- **Surveys:** Military students were asked to assess their confidence in using English for specific professional tasks, such as communication during joint military operations or reading technical manuals.
- **Interviews:** Semi-structured interviews with 30 students allowed for a deeper exploration of their learning experiences, challenges, and expectations regarding the role of English in their professional development.
- **Language Proficiency Tests:** Students participated in English language proficiency tests that focused on both general English skills and military-specific vocabulary.

### IV. RESULTS

The results indicate that students with higher levels of English proficiency were more confident in their ability to engage in international military dialogues and comprehend technical materials in English. However, the majority of students faced challenges in mastering military-specific terminology and understanding colloquial military expressions used in international settings.

Quantitative data from the proficiency tests revealed that while most students were capable of basic conversational English, they struggled with advanced reading comprehension, particularly in technical military documents.



Additionally, students reported that traditional language learning methods were insufficient for meeting the specific demands of their military training and careers. They expressed a need for a curriculum that integrates language skills with military context and tasks.

## V. DISCUSSION

The findings underscore the importance of integrating English language education with military-specific content. As many students struggle with specialized vocabulary, curriculum design must address both general language skills and specific military terminology. It is essential for military students to not only master basic communication but also gain proficiency in reading and interpreting technical manuals, understanding international military communication protocols, and being able to participate in cross-border military exercises.

Moreover, the study suggests that military students benefit from task-based language learning that simulates real-world scenarios, such as international conferences or military missions, where English is used for communication. This approach can boost both their language proficiency and their confidence in using English in professional settings.

Based on the study's findings, the following recommendations are proposed:

- Military institutes should design curricula that focus not only on general English but also on military-specific vocabulary, protocols, and communication strategies.
- Incorporate real-world, context-specific tasks (such as simulations of international military cooperation) into the language curriculum to give students practical language experience.
- Utilize language learning apps and online resources that provide exposure to authentic military contexts and offer interactive ways to practice English.



- Instructors should receive specialized training in teaching English to military students, with a focus on how to integrate language learning with military-specific content.

## VII. Conclusion

The development of professional competence in military students requires an integrated approach to English language learning that goes beyond general communication skills. Tailored English instruction, focusing on both technical and conversational aspects of the language, is essential for preparing military students for international collaboration and leadership roles. By aligning English education with military objectives, higher military institutes can ensure that students are adequately equipped with the linguistic skills necessary for their professional success in a globalized military environment.

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