

підтверджується низкою спостережень та особистим досвідом викладання, оскільки на цьому просунутому етапі навчання студенти вже мають певний рівень професійних знань, необхідних для здобуття цих навичок. Ці знання є не лише основою цих навичок, а й спрямовані на оптимізацію процесу засвоєння нової, безпосередньо пов'язаної з цими навичками інформації, професійно значущого, культурного та когнітивного характеру. Окрім професійних знань, формування навичок публічного виступу базується, як показує досвід, на певній кількості мовленнєвих навичок, необхідних для усного спілкування іноземною мовою, які студенти набувають на визначеному етапі.

Література

1. Програма навчальної дисципліни «Введення в юридичну англійську мову»: для студентів першого (бакалаврського) рівня вищої освіти галузі знань 29 «Міжнародні відносини» спеціальності 293 «Міжнародне право» спеціалізації «Міжнародне право» міжнародно-правового факультету. Харків: Нац. юрид. ун-т ім. Ярослава Мудрого, 2024. 32с.

O. Mamonova

Donetsk State University of Internal Affairs

INVOLVING FOREIGN EXPERTS IN ENGLISH FOR PROFESSIONAL PURPOSES CLASSES FOR CADETS

In the context of modern military and professional education, English for Specific Purposes (ESP) plays a vital role in preparing cadets to operate effectively in international and multilingual environments. ESP focuses on equipping learners with targeted language competencies that are directly linked to professional tasks, technical vocabulary, and communicative needs inherent in their fields of study or future employment [1][2]. For cadets, proficiency in English is not just a communicative skill but a strategic competence that enhances interoperability with allied forces, facilitates participation in international operations, and improves access to international training and professional development opportunities [1][3].

However, traditional ESP programs often face challenges related to authenticity of instruction and alignment with professional realities. One emerging approach to

address these challenges is the involvement of foreign expert instructors in ESP courses for cadets – native or near-native English-speaking professionals who bring both linguistic expertise and real-world professional experience into the classroom.

ESP is defined as a branch of English language teaching that is tailored to meet the specific communicative needs of learners in their academic or professional contexts. Unlike general English instruction, ESP is purpose-oriented, authentic, context-specific, and learner-centered [1]. The literature also highlights the increasing importance of collaboration with subject experts in ESP curriculum design to ensure relevance and alignment with disciplinary expectations [3].

Foreign expert instructors, particularly those with experience in international military cooperation, peacekeeping missions, or global operations, can provide unique insights that traditional teacher training and materials may lack. Their involvement can help bridge the gap between classroom learning and the real communicative practices that cadets will encounter in multinational environments.

Moreover, current trends in ESP research suggest that collaboration among language practitioners, subject-matter experts, and learners enhances the quality and effectiveness of teaching by ensuring accurate representation of professional discourse and communicative demands.

One of the core principles of ESP is that learners should be exposed to authentic language use related to their professional fields. Foreign experts, who often have direct experience with intercultural professional communication, can introduce cadets to real communicative situations, idiomatic usage, and cultural norms of English-speaking environments, which are seldom fully captured in textbooks alone.

For example, NATO missions, peacekeeping operations, and joint international exercises require cadets to interact with foreign counterparts, navigate complex military terminology, and perform operational tasks in English. Exposure to instructors who have operated in such contexts provides students with insights that enhance readiness and confidence [4].

Motivational factors play a significant role in foreign language learning outcomes. Research on motivation among military cadets indicates that professionally

relevant language tasks positively impact their engagement and aspiration to achieve proficiency. When foreign experts facilitate classes, students perceive instruction as more closely connected to real world applications, thereby increasing motivation, commitment, and persistence [5].

Communicative competence in ESP goes beyond grammatical accuracy; it encompasses functional proficiency in real tasks such as giving orders, reporting intelligence, negotiating logistics, and communicating under stress. Foreign experts with firsthand experience in such tasks can simulate authentic interactions, provide expert modeling, and create task-based scenarios that closely reflect professional communication demands [6].

Task-based learning approaches have been shown to be effective in developing professional communicative competence in cadets by contextualizing language use within meaningful activities. Foreign experts can design and lead such tasks based on their experience, thus improving the transferability of classroom learning to practice.

Military and professional environments are increasingly international. English communication often involves intercultural exchange where non-verbal norms, register, and pragmatic expectations vary. Foreign expert instructors provide authentic exposure to cultural norms of communication, which is crucial for effective cooperation and leadership in international settings [6].

Studies on ESP at military academies emphasize the importance of sociocultural awareness in language training, as it influences cadets' interaction with varied audiences and contexts.

Integrating foreign experts into ESP instruction should be approached with clear pedagogical design rather than ad-hoc contributions. Key methodological aspects include:

- Effective ESP programs are grounded in needs analysis, which identifies the specific language tasks, genres, and communicative competencies required by learners in their future professional roles [2][3]. Needs analysis helps align content with the real linguistic demands that cadets will encounter, and foreign experts can contribute to refining these analyses with qualitative insights [3].

- Collaborative teaching – where foreign experts co-teach with local ESP instructors – ensures that professional expertise is balanced with pedagogical structure. Such teams can integrate content knowledge, language instruction techniques, and formative assessment practices that improve learner outcomes [3][5].

- Task-based approaches, which involve learners in goal-oriented language activities, are particularly effective for building professional competence. With foreign experts facilitating or advising on task design, cadets can engage in realistic simulations such as international briefings, operational reporting, and cross-cultural negotiation, which enhance both linguistic and strategic skills [5][6].

Experts of EUAM (European Union Advisory Mission) for the National Police of Ukraine take part in the classes in ESP for future police officers in Donetsk State University of Internal Affairs. They help our teachers of foreign languages to form the skills of professional using English in different specific situations. Jan Ryving (Trainer and Adviser on Community Policing, Denmark) conducted a lesson on the topic “Pre-negotiation intelligence gathering related to incidents”. Staffan Palmblad (Senior Adviser on Criminal Investigations, Sweden) discussed the problem of criminal investigation (Sweden example) with cadets of our university. Samuli Laulumaa (Senior Adviser on Prosecution, Finland) explained to cadets the peculiarities of prosecution and its role in criminal proceedings.

The involvement of foreign experts in ESP instruction for cadets is expected to yield multiple benefits:

- Improved communicative competence in professional English tasks.
- Greater intercultural awareness and readiness to operate in multinational contexts.
- Enhanced motivation and engagement among learners due to exposure to authentic professional discourse.
- Better alignment between language training and future employment demands.

Collectively, these outcomes contribute to a higher operational effectiveness and professional mobility of cadets, equipping them with the competencies needed in an interconnected global environment.

Involving foreign expert instructors in English for Professional Purposes classes offers a powerful strategy to enhance the relevance, authenticity, and effectiveness of ESP programs for cadets. Grounded in the core principles of ESP and supported by pedagogical research, this approach bridges the gap between classroom instruction and the communicative realities of professional practice. By leveraging expert insights, institutions can equip cadets not only with language skills but also with the intercultural and professional competencies necessary for success in international and multinational environments.

References

1. Pavlenko O. *Teaching English for Specific Purposes: Exploring Emerging Trends*. Kyiv, 2024. DOI: 10.30890/2709-2313.2024-28-00-031.
2. European School Education Platform. *English for Specific Purposes [Електронний ресурс]*. 2026. Режим доступу: <https://school-education.ec.europa.eu/en/learn/courses/english-specific-purposes> (дата звернення: 02.02.2026).
3. Moya N. G. *Exploring the Necessity and Impact of English for Specific Purposes Courses*. ASCE Magazine, 2025. DOI: 10.70577/ASCE/267.284/2025.
4. Sameliuk A. *The Research of Motivation for Learning a Foreign Language among Military Cadets*. Bulletin of Taras Shevchenko National University of Kyiv. Military Sciences Series. 2022. DOI: 10.17721/1728-2217.2022.50.17-23
5. Zhytska S. *Training Military Institution Cadets for Professional Communicative Activities Using Task-Based Learning*. Advanced Education. Kyiv Polytechnic Institute, 2025. DOI: 10.20535/2410-8286.29147
6. Shcherbyna O., Lahodynskyi O. and others. *ESP Teaching and Learning at Military Academies: Psychological and Sociocultural Aspects*. Forum for Linguistic Studies, 2026. DOI: 10.59400/FLS.v5i3.1956

М.К. Мацубока, С.А. Стройкова

Черкаський національний університет імені Богдана Хмельницького