UDC 378.016:81'243]:355.23(045)
DOI https://doi.org/10.31392/UDU-nc.series5.2026.111.09

Yefimova O.
orcid.org/0000-0001-8658-9685
Zhytska S.
orcid.org/0000-0001-5293-4639
Betsko O.
orcid.org/0000-0003-4677-4776

THEORETICAL AND EMPIRICAL ANALYSIS OF CREATIVE FOREIGN LANGUAGE TEACHING METHODS EFFECTIVENESS IN THE PROFESSIONAL TRAINING OF FUTURE OFFICERS

The article considers issues of increasing the effectiveness of professional training of future officers in the context of the higher military education system modernization with a special emphasis on the use of creative methods of teaching English. The relevance of the study is due to the need to form stable foreign language communicative competence in cadets, as well as the development of professionally significant qualities necessary for the successful performance of official duties in the context of international interaction and modern security challenges.

The purpose of the article is to substantiate theoretically and study empirically the effectiveness of creative approaches to teaching a foreign language in the system of training future officers, as well as to determine their impact on the formation of professional, communicative and personal readiness of cadets. In the process of the study, methods of pedagogical observation and questionnaires of cadets were used, which allowed to obtain a comprehensive assessment of the effectiveness of the implemented educational technologies.

As part of the study, creative teaching methods were implemented, including role-playing and business games, modeling professional situations, discussions, debates, team projects and situational tasks in English. These methods were aimed at activating the cognitive activity of cadets, developing their independence, flexibility of thinking, ability to analyze information.

Based on the results of pedagogical observation, it was found that the use of interactive and creative forms of learning contributes to increasing the activity of cadets, their involvement in the educational process and the ability to apply the acquired knowledge in practical situations close to real service activities, as well as the formation of teamwork skills and leadership qualities.

Key words: *creative teaching methods, foreign language, future officers, higher military education, professional training, communicative competence, questionnaire survey of cadets, interactive technologies.*

(*статтю подано мовою оригіналу*)

Modern changes in the system of higher military education require the search for new approaches to the professional training of cadets, capable of ensuring a high level of their professional and communicative competence. In these conditions, acquiring foreign language as an important component of training future officers to perform official duties and interact in the international military environment is of particular importance.

However, existing traditional teaching methods do not always meet modern educational needs and professional requirements. The insufficient level of cadets' motivation, limited use of practice-oriented tasks and the need to update the methodological support of the educational process create the requirement to introduce more effective forms and technologies of learning. In this regard, the problem of using creative teaching methods aimed at developing independence, critical thinking, communication skills and the ability of cadets to make decisions in non-standard situations is becoming more relevant.

According to the findings of our earlier study, one of the most important high order skills that foreign language teachers should develop is critical thinking. Cadets who are able to think critically can analyze and evaluate the language they are learning, making them better language learners. Besides, they need to think critically in their professional training and activities. Teachers can encourage critical thinking by asking open-ended questions, challenging cadets to analyze complex texts, and encouraging discussion and debate. Another high order skill that is essential for foreign language learners is creativity. Cadets, who are creative, can use language in new and innovative ways, take risks with the language, experiment with new vocabulary and structures, and use authentic materials that reflect the target culture, which makes them better communicators [1].

The issue of improving the professional training of future specialists through the implementation of innovative educational technologies is the subject of active scientific research. A significant contribution to its development was made by Ukrainian scientists, in particular, Hladka O. [2], Khmilar O. [3], Nazarenko A. and Demchenko N. [4], Hladkoskok L., Buhinska T., Botvinko-Botiuk O., Tytun O. and Demianenko O. [5], Hembaruk A. and Bovhyria O. [6], Pometun O. [7], Polishchuk H. [8], Shcherbyna S. [9], Lavrysh Yu. [21], Chuhai O. [20], Stavytska O. [16]. At the same time, certain aspects of the application of innovative approaches to vocational education are highlighted in the works of foreign researchers, including Lee J. S., Blackwell S., Drake J. and Moran K. [10], Rod E. [11], Nunan D. [12], Willis D. and Willis J. [13], Shadiev R., Wang X., Liu T. Y. and Yang M. [14]. Researchers pay attention to the implementation of interactive teaching methods, the development of communicative competence, the

use of project technologies, trainings, modeling professional situations and other modern approaches to organizing the educational process.

Active foreign language teaching methods, such as PBL, TBL, and CBLT, have been widely used in recent decades due to their focus on communication and learner engagement. These methods provide learners with opportunities to use the language in meaningful contexts and help develop their higher order thinking skills. By engaging in communicative tasks, working collaboratively, and expressing their own ideas and opinions, language learners can develop critical thinking, problem solving, decision-making, and creative thinking skills that are essential for success in today's world [15].

Despite a significant number of studies, the problem of practical application of creative methods of teaching foreign language in the military education system remains insufficiently studied. This necessitates further research into the possibilities of their use in the process of future officers' professional training.

The Aim of the Article is to theoretically substantiate and practically study the effectiveness of creative methods of teaching foreign language in the system of training future officers, as well as to determine their impact on the formation of professional, communicative and personal readiness of cadets by analyzing the results of pedagogical observation and a questionnaire.

The modern process of higher education reform in Ukraine places considerable importance on the improvement of professional training for cadets at higher military educational institutions. This encourages academic and teaching staff to seek out and adopt more effective instructional strategies, formats and technologies.

At the same time, in the course of their professional activities, teachers often face a number of methodological, organisational and psychological challenges, which can lead to a crisis in their professional development. In such circumstances, the issue of providing teachers with effective support in overcoming professional difficulties related to improving the content, methods and technologies of teaching is particularly relevant. Innovative approaches to methodological support for the professional practice of foreign language teachers in the context of modern educational development are a key factor in overcoming the crisis in teachers' professional growth. They contribute to resolving a number of pressing methodological issues: they assist teachers in selecting foreign language textbooks, guide them in the application of modern educational technologies, and facilitate the selection of varied teaching and learning materials.

I. Stavytska argues that information and communication technologies create conditions for universities to form a comprehensive system of universal knowledge, skills, and competencies. They open the way for the individual to search for information and learning activities based on an individual educational trajectory. Therefore, the use of digital technologies in the process of individualization of learning is a purposeful process of changing the content, methods, and organizational forms of learning. However, this process changes not only the forms but also the personalities of both students and teachers, as the integration of digital technologies is not only a technological but also a didactic process, associated with conceptual changes in the preparation of initial methodological support, development of an assessment system, and updating of the content of learning. Studies by scientists confirm that the use of digital technologies significantly affects the improvement of pedagogical activities and academic performance [16].

In the course of accomplishing this interconnected set of tasks, the teacher primarily performs the role of a facilitator and coordinator of the cadets' educational and cognitive activities. Active participation of every cadet in foreign language classes promotes development of their communicative competence and cognitive engagement. Foreign language training for cadets should be purposeful, systematically organized, and methodologically grounded. It must ensure development of the professional communication skills in a foreign language required to carry out official duties, maintain and develop professional contacts, establish cooperation with partners, and promote international military cooperation. The low level of basic foreign language training among military personnel has a negative impact on the effectiveness of professional communication, which can lead to misunderstandings, inaccuracies in the transmission of information, and errors in the performance of official duties.

As we mentioned before, special attention is paid to discussing the results of studies that highlight the direct impact of the level of foreign language proficiency on the successful career development of specialists in the security and defense sector of the state. The analysis shows that proficiency in a foreign language significantly expands opportunities for career promotion, participation in international exercises and operations, as well as access to relevant foreign sources of information, which is critically important for making informed decisions [17].

Application of creative teaching methods in the training of cadets contributes not only to improving foreign language proficiency but also to the comprehensive development of the future officer's personality. Such methods foster leadership qualities, initiative and responsibility future officers' ability to make decisions and to work effectively within a team. Development of creative teamwork skills is particularly important, as modern military and professional activities require an officer to be able to coordinate the actions of subordinates, find unconventional solutions and operate under time constraints and increased psychological pressure.

According to Olga Navickienė and Aidas Vasilis Vasiliauskas, military performance is a multifaceted outcome influenced by numerous factors, including training, experience, teamwork, leadership, and situational demands. Additionally, other variables such as aptitude, study behaviors, social support, and specifically environmental factors contribute to the overall outcomes observed in cadets [18].

Creative tasks can take various forms: problem-based scenarios, role-play and business games, educational discussions, debates, competitions, projects, contests, simulations of professional situations, and other activities that

incorporate elements of engagement and practical application. Such methods stimulate cadets' cognitive activity, boost their motivation to learn and create conditions for the development of critical thinking and communication skills. In the process of carrying out creative tasks, cadets learn to analyze information, express their own opinions in a reasoned manner, defend their position, collaborate with other participants in the educational process, and effectively apply the knowledge they have gained in practice.

According to our previous research, through analysis of existing publications, the researchers found that project-based learning not only enhances language proficiency but also significantly improves development of critical thinking, problem-solving, communication, collaboration skills, and teamwork abilities. These skills were developed through various project-based activities, such as group projects and role-playing exercises. Furthermore, the study found that project-based teaching is particularly effective in developing critical thinking skills and enhancing cadets' ability to analyze complex information. The authors believe that project-based learning can be an effective pedagogical approach and tool for learning a foreign language in military institutions, as it engages learners in meaningful and relevant tasks by providing a realistic and immersive learning environment that simulates real-world scenarios and prepares them for the job requirements of the 21st century [19].

This creates sufficient conditions for each cadet to achieve self-fulfillment and develop their intellectual and creative potential. Cadets learn to find ways to resolve problematic situations independently, search for necessary information, predict the outcomes of their own actions and adapt to new conditions in the professional environment.

The effectiveness of the educational process to a large extent depends on the coherence of all its components, the purposeful interaction between teachers and cadets, and systematic work on developing professional, communicative and personal readiness of future officers to perform their duties. The unity and effectiveness of the educational process in higher military educational institutions is achieved through the consistent, comprehensive and methodologically sound preparation of cadets for the successful fulfilment of professional tasks in their future military careers.

Results and Discussion. In order to determine the effectiveness of creative approaches to teaching English in the system of higher military education, a study was conducted among cadets of the third and fourth years of the Institute of Special Communications and Information Protection of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". The main task of the study was to determine the impact of interactive and creative teaching methods on the development of communicative competence, independence, and flexibility of thinking and readiness of future officers to make decisions in difficult professional situations.

During the study, modern creative teaching methods were introduced into the educational process: role-playing and business games, modeling of professional situations, discussions, debates, team projects, situational tasks and elements of socio-psychological training in English. Educational activities were organized in such a way that cadets could not only learn the language material, but also apply it in conditions close to the real professional activities of military personnel.

To assess the effectiveness of the suggested methods, a questionnaire was conducted among cadets after the completion of the cycle of practical classes. The results of the study showed that most participants positively assessed the use of creative approaches in the process of learning English. Thus, 79 % of cadets noted an increase in motivation for learning and interest in learning a foreign language due to the use of non-standard forms of work.

Research by O. Chugai demonstrates that learning foreign languages requires not only mastering grammar and learning vocabulary but also developing language skills. A naturally playful environment is a precondition for purposeful usage of the target language, developing communicative competences and achieving better learning outcomes. The results of the survey completed by technical university students demonstrated their positive attitude to using games in learning English, its impact on speaking, reading and writing skills. In this context students especially appreciate freedom of choice and freedom to fail. Respondents indicate agreement with the ability of games to relieve stress, fear and develop their cognitive skills [20].

About 80 % of cadets stated that interactive teaching methods improved their communication abilities and increased their confidence in using a foreign language for professional purposes. The cadets noted that participation in discussions, debates and role-playing games helped them learn to express their own opinions in a reasoned manner, respond quickly to changes in the situation and interact effectively in a team.

In addition, 74 % of cadets emphasized that modeling professional situations and performing team tasks contributed to the development of the ability to make decisions in conditions of limited time and psychological stress. A significant part of the cadets also noted development of leadership qualities, responsibility and teamwork skills.

The results of the survey confirmed the positive impact of creative teaching methods on the development of future officers. Thus, 90 % of applicants noted an increase in the level of independence, initiative and the ability to find non-standard solutions in the process of completing educational tasks.

Therefore, from the perspective of students, the support that teachers can provide in promoting independent use of teaching technologies should focus on exchanging information about resources, encouraging active use of technological resources, and helping to develop the ability to effectively use resources for participation in self-directed individualized learning [21].

Observation of cadets' activities during the study also showed an increase in their cognitive activity, improved interaction in study groups and a higher level of involvement in the educational process. Cadets began to use foreign language more actively in professionally oriented situations, demonstrating the ability to apply the acquired knowledge practically. For clarity, the survey results are presented in the table below (see Table 1).

Table 1

Results of the cadets' survey on the effectiveness of creative approaches in learning a foreign language

№	The question of the questionnaire:	True	False
1	Do creative teaching methods increase interest in learning a foreign language?	79 %	21 %
2	Do interactive tasks contribute to the development of communication skills?	80 %	20 %
3	Do role-playing and business games help to better understand professional situations?	74 %	26 %
4	Do creative tasks develop the ability to make decisions quickly?	78 %	22 %
5	Does teamwork contribute to the formation of leadership qualities and responsibility?	76 %	24 %
6	Do creative methods increase confidence in using a foreign language?	79 %	21 %
7	Do modern teaching methods contribute to the development of independence?	90 %	10 %
8	Do you consider creative methods more effective than traditional forms of learning?	83 %	17 %

Thus, the results of the study indicate that the use of creative methods of teaching foreign language is an effective means of forming future officers' professional, communicative and personal readiness. Introduction of interactive learning technologies contributes to the development of independence, flexibility of thinking, leadership qualities and readiness to make decisions in difficult professional conditions.

In the work Yu. Lavrysh the study of digital educational technologies are a field of research that studies the processes of analysis, design, development, implementation, and evaluation of learning environments and educational materials with the aim of improving teaching and learning. It is important to remember that the goal of educational technologies is to enhance education. In the higher education system, teachers must make informed decisions regarding the choice of digital educational technologies and resources for transforming the learning process. When making decisions, it is necessary to take into account the needs and abilities of all subjects of educational activity, as well as the didactic potential of the resource and its multifunctionality. This is a difficult task, but factors such as the digital curriculum and content of the resource, evaluation requirements, controllability parameters, security functions, and technology functionality are key to choosing the right educational technology [21].

Conclusions. Thus, the introduction of creative teaching methods into the process of teaching foreign language contributes to increasing the effectiveness of training cadets of higher military educational institutions. The usage of interactive forms of work, modeling professional situations, project activities and other modern methods ensures the activation of educational and cognitive activity of cadets, development of their communication skills, initiative and ability to team interaction.

The conducted questionnaire showed that the majority of cadets positively assess the use of creative approaches in the educational process, noting their influence on the development of independence, flexibility of thinking, the ability to quickly make decisions and effectively interact in a team. During pedagogical observation, it was found that application of creative teaching methods contributes to the formation of leadership qualities, responsibility and readiness to perform professional tasks under conditions close to real service activities.

Therefore, the results of the study indicate that creative approaches to teaching foreign language are an important means of forming professional, communicative and personal readiness of future officers. Their use ensures an increase in the quality of cadets' professional training and contributes to the development of competencies necessary for effective activity in modern conditions of military service.

Prospects for Further Research are related to the development of new interactive methods, improving the system of professionally oriented foreign language teaching and expanding the practical application of digital educational technologies in higher military educational institutions.

Bibliography:

1. Zhytska S., Yefimova O. Developing HOTS when Teaching Foreign Language at Military Institutions. *Матеріали II Міжнародної науково-практичної конференції «Кібербезпека державних інституцій та подолання кризових станів»* (Київ–Вроцлав, 25 травня 2023 р.): в 2 т. Київ: ІСЗЗІ КПІ ім. Ігоря Сікорського, 2023. Т. 1. С. 259–260.
2. Gladka O. Developing Higher Order Thinking Skills in the English Classroom. *Global Changes in Ukraine: Global Changes in English Teaching in Ukraine*: Book of Convention Papers / Comp. A. Radu. Eds. A. Radu, L. Kuznetzova: XXI TESOL – Ukraine Convention. March 24–25, 2016. – Львів, 2016. P. 47–48.
3. Хміляр О. Ф. Критичне та позитивне мислення офіцера. *Наукові записки Національного університету «Острозька академія». Серія «Психологія»*: збірник наукових праць. Острог: Вид-во НаУОА, листопад 2018. № 7. С. 72–76. DOI: 10.25264/2415-7384-2018-7-72-76
4. Назаренко А., Демченко Н. До питання розвитку критичного мислення у процесі навчання іноземної мови в Національному університеті оборони України. *Збірник наукових праць Національної академії Державної прикордонної служби України.* Серія: педагогічні науки 19(4), 2020. С. 267–79. DOI: https://doi.org/10.32453/pedzbirnyk.v19i4.272

5. Hladkoskok L., Buhinska T., Botvinko-Botiuk O., Tytun, O., & Demianenko O. Soft Skills formation in professional-oriented foreign language education at higher education institutions. *Revista Eduweb*, 16(2). 2022. Pp. 194–207. DOI: https://doi.org/10.46502/issn.1856-7576/2022.16.02.14
6. Гембарук А.С., Бовгиря О.О. Розвиток критичного мислення учнів на уроках іноземної мови. DOI: https://library.udpu.edu.ua/library_files/ukr-turkmen_visnuk/2018_2/4.pdf
7. Пометун О. І. Критичне мислення як педагогічний феномен. *Український педагогічний журнал*. 2018. № 2. С. 89–98. DOI: http://nbuv.gov.ua/UJRN/ukrpj_2018_2_14
8. Поліщук Г. П. Особливості дискусії та психолого-педагогічні умови її використання як засобу формування критичного мислення. *Педагогіка вищої та середньої школи*, 38, 2013. С. 401–405. DOI: https://doi.org/10.31812/educdim.v38i0.3258
9. Щербина С.В. Застосування проектного методу у викладанні іноземної мови у вищому навчальному закладі. *Наукові записки: збірник наукових праць. Серія: Філологічні науки; мовознавство*. 2014. Вип. 128. С. 519–522.
10. Lee J.S., Blackwell S., Drake J., & Moran K.A. Taking a Leap of Faith: Redefining Teaching and Learning in Higher Education through Project-Based Learning. *Interdisciplinary Journal of Problem-Based Learning*, 8(2). 2014. DOI: https://doi.org/10.7771/1541-5015.1426
11. Rod Ellis. Task-based Language Learning and Teaching. *Oxford, New York: Oxford Applied Linguistics*, 2003. – 387 p. DOI: https://archive.org/details/taskbasedlanguag0000elli/page/n5/mode/2up
12. Nunan D. Task-Based Language Teaching. *Cambridge: Cambridge Press*, 2004.–200 p. DOI: https://assets.cambridge.org/052184/0171/sample/052 1840171ws.pdf
13. Willis D. & Willis J. Doing Task-Based Teaching. *Oxford: Oxford University Press*, 2007. – 52 p.
14. Shadiev R., Wang X., Liu T.Y., Yang M. Improving students' creativity in familiar versus unfamiliar mobile-assisted language learning environments. *Interact. Learn. Environ*. DOI: 10.1080/10494820.2021.2023891
15. Zhytska S. A.,Yefimova O. M., Betsko O. S.,Braievska A.I., Zhuravel V. V. Applying Active Methods of Teaching Foreign Language to Develop HOTS of Military Students for Security and Defence Sector. *Науковий журнал «Інноваційна педагогіка»* № 69 (1). Одеса, 2024. P. 144–152. DOI: https://doi.org/10.32782/2663-6085/2024/69.1.28
16. Stavytska I. Fundamental Concepts and Methods for Integrating Digital Educational Technologies in the Learning Process. *Monographic series "European Science"*, 2023. Book 18. Part 2, pp. 6–31. Karlsruhe: ScientificWorld-NetAkhatAV Lußstr. DOI: https://10.30890/2709-2313.2023-18-02-022
17. Єфімова О. М., Жицька С. А., Браєвська А. І., Бецько О. С., Буга С. Ю. Теоретичне обґрунтування іншомовної підготовки як складової гуманітарної підготовки майбутніх фахівців сектору безпеки і оборони держави. *Журнал «Наука і техніка сьогодні», серія «Педагогіка»*. Київ. 2025. № 5(46). С. 630–642. DOI: https://doi.org/10.52058/2786-6025-2025-5(46)-630-642
18. Navickienė O. & Vasilis Vasiliauskas A. The effect of cadet resilience on self-efficacy and professional achievement: verification of the moderated mediating effect of vocational calling. DOI: https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1330969/full
19. Zhytska S. A.,Yefimova O. M., Betsko O. S., Zhuravel V. V. PBL as a Tool of Developing 'Hard' and 'Soft' Skills when Teaching Security and Defense Sector Specialists in Ukraine. *Науковий журнал «Інноваційна педагогіка»*. Одеса, 2023, 58 (1), p. 145–151. DOI: https://doi.org/10.32782/2663- 6085/2023/58.1.30
20. Chugai O. The Power of Games: What, Why and How to Employ it in Education. *Monographic series "European Science"*, 2023. Book 18. Part 2, pp. 52–82. Karlsruhe: Scientific World-NetAkhatAV Lußstr. DOI: 10.30890/2709-2313.2023-18-02-024
21. Lavrysh Yu. Digital Educational Technologies as a Means of Individualizing Foreign Language Learning for Students at Universities. *Monographic series "European Science"*, 2023. Book 18. Part 2, pp. 32–51. Karlsruhe: Scientific World-NetAkhatAV Lußstr. DOI: 10.30890/2709-2313.2023-18-02-023

References:

1. Zhytska S., Yefimova O. (2023) Developing HOTS when Teaching Foreign Language at Military Institutions. Materialy II Mizhnarodnoi naukovo-praktychnoi konferentsii *"Kiberbezpeka derzhavnykh instytutsii ta podolannia kryzovykh staniv"* (Kyiv – Vrotslav, 25 travnia 2023 r.): v 2 t. Kyiv : ISZZI KPI im. Ihoria Sikorskoho. T. 1. S. 259–260.
2. Gladka O. (2016) Developing Higher Order Thinking Skills in the English Classroom. *Global Changes in Ukraine: Global Changes in English Teaching in Ukraine*: Book of Convention Papers / Comp. A. Radu. Eds. A. Radu, L. Kuznetzova: XXI TESOL – Ukraine Convention. March 24–25, Lviv. P. 47–48.
3. Khmiliar O. F. (2018) Krytychne ta pozytyvne myslennia ofitsera. [Critical and Positive Thinking of an Officer]. *Naukovi zapysky Natsionalnoho universytetu "Ostrozka akademiia". Seriia «Psykholohiia»: zbirnyk naukovykh prats. Ostroh*: Vyd-vo NaUOA, lystopad. № 7. S. 72–76. DOI: 10.25264/2415-7384-2018-7-72-76 [in Ukrainian].
4. Nazarenko A., Demchenko N. (2020) Do pytannia rozvytku krytychnoho myslennia u protsesi navchannia inozemnoi movy v Natsionalnomu universyteti oborony Ukrainy. [On the Issue of Developing Critical Thinking in the Process of Learning a Foreign Language at the National Defense University of Ukraine]. *Zbirnyk naukovykh prats Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy. Seriia: pedahohichni nauky* 19(4). C. 267-79. DOI: https://doi.org/10.32453/pedzbirnyk.v19i4.272 [in Ukrainian].
5. Hladkoskok L., Buhinska T., Botvinko-Botiuk O., Tytun, O., & Demianenko O. (2022) Soft Skills Formation in Professional-Oriented Foreign Language Education at Higher Education Institutions. *Revista Eduweb*, 16(2). P. 194–207. DOI: https://doi.org/10.46502/issn.1856-7576/2022.16.02.14
6. Hembaruk A. S., Bovhyria O. O. (2018) Rozvytok krytychnoho myslennia uchniv na urokakh inozemnoi movy. [Developing Students' Critical Thinking in Foreign Language Lessons]. https://library.udpu.edu.ua/library_files/ukr-turkmen_visnuk/2018_2/4.pdf [in Ukrainian].
7. Pometun O. I. (2018) Krytychne myslennia yak pedahohichnyi fenomen. [Critical Thinking as a Pedagogical Phenomenon]. *Ukrainskyi pedahohichnyi zhurnal*. № 2. C. 89–98. http://nbuv.gov.ua/UJRN/ukrpj_2018_2_14 [in Ukrainian].
8. Polishchuk H. P. (2013) Osoblyvosti dyskusii ta psykholoho-pedahohichni umovy yii vykorystannia yak zasobu formuvannia krytychnoho myslennia. [Peculiarities of Discussion and Psychological and Pedagogical Conditions for its use as a Means of Forming Critical Thinking]. *Pedahohika vyshchoi ta serednoi shkoly, 38*, 401–405. DOI: https://doi.org/10.31812/educdim.v38i0.3258 [in Ukrainian].

9. Shcherbyna S. V. (2014) Zastosuvannia proektnoho metodu u vykladanni inozemnoi movy u vyshchomu navchalnomu zakladi. [Application of the Project Method in Teaching a Foreign Language in a Higher Educational Institution]. *Naukovi zapysky: zbirnyk naukovykh prats. Seriia: Filolohichni nauky; movoznavstvo*. Vyp. 128. S. 519–522 [in Ukrainian]
10. Lee J. S., Blackwell S., Drake J., & Moran K. A. (2014) Taking a Leap of Faith: Redefining Teaching and Learning in Higher Education through Project-Based Learning. *Interdisciplinary Journal of Problem-Based Learning*, 8(2). DOI: https://doi.org/10.7771/1541-5015.1426
11. Rod Ellis. (2003) Task-based Language Learning and Teaching. *Oxford, New York: Oxford Applied Linguistics*. – 387 p.
12. Nunan D. (2004) Task-Based Language Teaching. *Cambridge: Cambridge Press*. – 200 p. https://assets.cambridge.org/052184/0171/sample/052 1840171ws.pdf
13. Willis D. & Willis J. (2007) Doing Task-Based Teaching / D. Willis, & J. Willis. Oxford : Oxford University Press. – 52 p.
14. Shadiev R., Wang X., Liu T. Y., Yang M. (2021) Improving Students’ Creativity in Familiar Versus Unfamiliar Mobile-Assisted Language Learning Environments. *Interact. Learn. Environ*. DOI: 10.1080/10494820.2021.2023891
15. Zhytska S. A.,Yefimova O. M., Betsko O. S.,Braievska A. I., Zhuravel V. V. (2024) Applying Active Methods of Teaching Foreign Language to Develop HOTS of Military Students for Security and Defence Sector. *Naukovyi zhurnal “Innovatsiina pedahohika”* № 69 (1). Odesa. P. 144-152. DOI: https://doi.org/10.32782/2663-6085/2024/69.1.28
16. Stavytska I. (2023) Fundamental Concepts and Methods for Integrating Digital Educational Technologies in the Learning Process. *Monographic series “European Science”*. Book 18. Part 2, pp. 6–31. Karlsruhe: ScientificWorld-NetAkhatAV Lußstr. DOI: https://10.30890/2709-2313.2023-18-02-022
17. Yefimova O. M., Zhytska S. A., Braievska A. I., Betsko O. S., Buha S. Yu. (2025) Teoretychne obgruntuvannia inshomovnoi pidhotovky yak skladovoi humanitarnoi pidhotovky maibutnikh fakhivtsiv sektoru bezpeky i oborony derzhavy. [Theoretical Substantiation of Foreign Language Training as a Component of Humanitarian Training of Future Specialists in the Security and Defence Sector of the State]. *Zhurnal “Nauka i tekhnika sohodni”, seriia “Pedahohika”*. Kyiv. № 5(46). C. 630–642. DOI: https://doi.org/10.52058/2786-6025-2025-5(46)-630-642 [in Ukrainian].
18. Navickienė O. & Vasilis Vasiliauskas A. (2024) The effect of cadet resilience on self-efficacy and professional achievement: verification of the moderated mediating effect of vocational calling. DOI: https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1330969/full
19. Zhytska S. A.,Yefimova O. M., Betsko O. S., Zhuravel V. V. (2023) PBL as a Tool of Developing ‘Hard’ and ‘Soft’ Skills when Teaching Security and Defense Sector Specialists in Ukraine. *Naukovyi zhurnal “Innovatsiina pedahohika”*. Odesa. 58 (1), p. 145–151. DOI: https://doi.org/10.32782/2663- 6085/2023/58.1.30
20. Chugai O. (2023) The Power of Games: What, Why and How to Employ it in Education. *Monographic series “European Science”*. Book 18. Part 2, pp. 52–82. Karlsruhe: ScientificWorld-NetAkhatAV Lußstr. DOI: 10.30890/2709-2313.2023-18-02-024
21. Lavrysh Yu. (2023) Digital Educational Technologies as a Means of Individualizing Foreign Language Learning for Students at Universities. *Monographic series “European Science”*. Book 18. Part 2, pp. 32–51. Karlsruhe: ScientificWorld-NetAkhatAV Lußstr. DOI: 10.30890/2709-2313.2023-18-02-023

Єфімова О. М., Жицька С. А., Бецько О. С. Теоретичний та емпіричний аналіз ефективності креативних методів викладання іноземної мови у професійній підготовці майбутніх офіцерів

У статті розглядаються питання підвищення ефективності професійної підготовки майбутніх офіцерів в умовах модернізації системи вищої військової освіти з особливим акцентом на використання креативних методів викладання англійської мови. Актуальність дослідження зумовлена необхідністю формування у курсантів сталої іншомовної комунікативної компетентності, а також розвитку професійно значущих якостей, необхідних для успішного виконання службових обов’язків в умовах міжнародної взаємодії та сучасних викликів безпеки.

Метою статті є теоретичне обґрунтування та емпіричне дослідження ефективності креативних підходів до навчання іноземної мови у системі підготовки майбутніх офіцерів, а також визначення їх впливу на формування професійної, комунікативної та особистісної готовності курсантів. У процесі дослідження було використано методи педагогічного спостереження та анкетування курсантів, що дозволило отримати комплексну оцінку результативності впроваджених освітніх технологій.

В рамках дослідження було застосовано креативні методи викладання, включаючи рольові та ділові ігри, моделювання професійних ситуацій, дискусії, дебати, командні проекти та ситуаційні завдання англійською мовою. Дані методи були спрямовані на активізацію пізнавальної діяльності курсантів, розвиток їх самостійності, гнучкості мислення, здатності до аналізу інформації.

На основі результатів педагогічного спостереження встановлено, що застосування інтерактивних та креативних форм навчання сприяє підвищенню активності курсантів, їх залученню до освітнього процесу та здатності застосовувати отримані знання в практичних ситуаціях, наближених до реальної службової діяльності, а також формуванню навичок командної роботи та лідерських якостей.

Ключові слова: *креативні методи навчання, іноземна мова, майбутні офіцери, вища військова освіта, професійна підготовка, комунікативна компетентність, анкетування курсантів, інтерактивні технології.*

Дата першого надходження статті до видання: 15.07.2026
Дата прийняття статті до друку після рецензування: 01.09.2026
Дата публікації (оприлюднення) статті: 25.09.2026

Стаття поширюється на умовах ліцензії відкритого доступу CC BY 4.0