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Dakal D., Holubenko T., Ivzhenko I. Military social work in Ukraine: basic principles, approaches and development prospects

The study of military social work in Ukraine is particularly relevant in the context of ongoing Russian aggression and significant social challenges faced by military personnel and their families. The necessity of an effective support system that considers the specificities of military operations and post-war recovery underscores the importance of this subject.

The research aims to identify the fundamental principles and approaches to military social work in Ukraine and outline the prospects for developing this field, taking into account the needs of military personnel and their families. It is based on an analysis of Ukraine’s legislative framework, employing methods of systemic analysis, deduction, and generalisation.

The study identified the primary issues within the field of military social work in Ukraine, including insufficient funding, a shortage of qualified specialists, bureaucratic barriers, and inadequate awareness among military personnel regarding available services. Analysing the legislative framework and existing support measures revealed nine key principles upon which practical military social work should be based. The study describes the approaches currently employed in Ukraine’s military social work, such as individual counselling, group interventions, family support, and social risk prevention, alongside assessing their effectiveness. Additionally, the study highlights approaches utilised in military social work in the EU, the United States, and Canada. The potential for developing military social work in the context of ongoing military operations, post-war reconstruction, and integration into the European framework is also evaluated.

The study’s practical significance lies in its potential to optimise the work of social services, improve the quality of service delivery, and enhance their accessibility.

The research’s scientific novelty is reflected in its systemic analysis of military social work in Ukraine, which encompasses various aspects such as the legislative framework, existing practices, principles and approaches, and prospects for further development.

Key words: *martial law, Russian aggression, social support, military personnel, social protection, services, social workers, potential.*

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THE IMPORTANCE OF TEACHING GRAMMAR IN ESP CLASSES

The article examines the critical role of grammar instruction in English for Specific Purposes (ESP) courses, particularly for students from non-linguistic fields. Modern educational standards demand that specialists master a foreign language for both everyday social interactions and professional communication. However, non-linguistic students often face significant challenges in acquiring complex grammatical skills due to traditional teaching methods that rely on lengthy explanations and abstract rules. The article is aimed to explore the importance of grammar in ESP courses, the common challenges faced, and effective approaches for teaching grammar that strengthen students’ specific linguistic skills. The relevance of the study is determined by the need to develop grammar teaching strategies that better address the specific needs of ESP learners. The article explores how grammar, as the foundation of language structure, is indispensable in forming accurate and coherent sentences. It emphasizes that, for ESP learners, grammar should be taught in a contextualized manner, integrating the rules into real-life situations

that mirror professional tasks. This approach not only facilitates the practical application of grammatical knowledge but also improves overall communicative competence. Furthermore, the article emphasizes the importance of balancing grammar teaching with opportunities for practical language use. Communicative exercises, authentic materials, and task-based activities are presented as effective strategies to help students understand grammatical forms and apply them accurately in professional contexts.

Key words: *English for specific purposes, grammar, teaching strategy, specialized field, professional competence, communicative approach, context, task-based approach.*

(статтю подано мовою оригіналу)

In today's era of globalization and rapid scientific and technological progress, the importance of the English language has grown considerably. Proficiency in English facilitates intercultural communication and forms the basis for professional competence across various fields of activity.

The need to train specialists with a high level of foreign language proficiency is driven by modern educational standards aimed at preparing highly qualified specialists who can use a foreign language both in social and everyday communication situations and in professional interactions. These standards, which higher education institutions are expected to meet, often pose challenges for students in non-linguistic specialties. Among the greatest difficulties in foreign language learning for this category of students is the study of grammar. Overly lengthy explanations of grammatical phenomena and long, complex presentations of grammatical rules in textbooks fail to engage non-linguistic students and do not promote positive motivation [3, p. 124]. Therefore, teachers face the question of how to ensure the acquisition of a substantial amount of knowledge necessary for practical foreign language proficiency with minimal time and effort.

In English for Specific Purposes (ESP) classes, teaching grammar plays an important role in developing learners' linguistic competence in their professional field. Unlike general English courses that cover a broad spectrum of grammar rules and structures, ESP focuses on language relevant to specific fields, such as business, engineering, medicine, or law. Consequently, the approach to grammar instruction must be adapted to meet the needs of learners, providing them with the specific linguistic tools necessary for effective communication in their fields. This article aims to explore the importance of grammar in ESP courses, the common challenges faced, and effective approaches for teaching grammar that strengthen students' specific linguistic skills.

Grammar deals with the structure of language and plays a key role in forming sentences. Applying grammatical knowledge to language skills like reading, speaking, listening, and writing is essential in ESP instruction. Thus, it is necessary to prioritize grammar learning in ESP education. The aim of learning grammar extends beyond English for general purposes (EGP) and is equally important for ESP learners. However, grammar learning strategies often receive limited attention from teachers and students.

Grammar usually takes into account the meanings and functions sentences have in ESP learning. However important the components of language may be in themselves, they are connected to each other through grammar [5, p. 14].

Broadly speaking, there are two main approaches to learning and teaching grammar. The first is deductive learning, which involves presenting learners with rules and specific details about the language, allowing them to apply these rules in practice. Language teaching methods that prioritize understanding grammatical rules, such as the Grammar Translation Method, rely on the deductive learning approach [6, p. 123]. The second approach is inductive learning, where learners are not directly taught grammatical rules; instead, they discover or infer rules through language use. Methods like the Direct Method, Communicative Approach, and Counseling Learning support inductive learning by focusing on using the language rather than explaining it explicitly [6, p. 123]. The deductive approach is an explicit method of grammar instruction, while the inductive approach is more implicit. Grammar-focused exercises should gradually evolve into meaningful activities, eventually leading to tasks where effective communication is the main goal.

The question of how much and what type of grammar to teach in ESP classes has been a subject of debate among educators and researchers.

Researchers A. P. Boichuk, O. L. Tytun, and H. M. Sivkovych have addressed the issue of developing foreign language grammatical competence in students of non-linguistic faculties at higher education institutions in their work. According to them, grammatical competence, as a component of foreign language communicative competence, is the ultimate goal of grammar instruction, and thus involves mastering the grammatical tools necessary for communication [4, p. 40].

Ukrainian methodologists H. A. Dyvnych and N. M. Haidai have examined the process of mastering practical grammar through the use of the communicative task method. This method gives utterances a communicative focus and includes a creative component as an essential element, thereby increasing students' motivation to learn and use the language in proposed situations [1, p. 64].

The communicative goal of grammar learning has been the subject of research of Yu. A. Lazutkina, who believes that it establishes a fundamental requirement for mastering grammatical material: it should be adequate for using the language as a communication tool and real for learning within the curriculum. Grammar skills are components of different types of speech activity, and therefore they differ depending on the type of speech communication.

Learning grammar helps organize and structure knowledge, but understanding grammatical rules is essential. The communicative approach forms a habit, which eventually becomes automatic [2, p. 125].

The communicative approach involves engaging students in the language process, creating a more natural environment for perceiving a foreign language than lessons dominated by formal grammar. However, there is a risk that such an approach to language learning may lead to the development of grammatically incorrect language forms. The formation of grammatical competence is an integral part of overall language competence. But in practice, the communicative approach is mainly applied to the development of speaking skills, while its grammatical aspect remains insufficiently developed.

The study of grammar within the framework of the communicative approach has led to the conclusion that grammatical phenomena are learned and acquired not as isolated forms and structures but as a set of means for expressing specific thoughts, relationships, and communicative intentions, where linguistic and communicative competence are interdependent in the language process. Since the primary goal of language learning is communication, the grammatical phenomena studied are limited by situational parameters that take into account social, semantic, and discursive factors.

The formation of communicative competence, which has an internal structure and implies hierarchical relationships between its components, includes the development of linguistic competence, which encompasses various aspects of linguistic knowledge, including grammatical competence.

Teaching foreign language grammar in a non-linguistic university can be more effective if a grammar teaching model within the communicative approach is used, focusing on the functions of language structures in situations relevant to professional activities.

The teaching and learning process requires time, structured practice, and consistent revision of challenging grammar and vocabulary topics. Students should be equipped with the necessary language skills to meet various communication needs. Teachers should rely on two fundamental elements: vocabulary and grammar, which form the foundation of the English language. Since grammar is an integral part of language, it should be taught within the context of real language use to help students make appropriate linguistic choices. Teachers play a leading role in raising students’ awareness of the significance and value of grammar.

Grammar in ESP is not simply about following the rules; it is about enabling learners to communicate with accuracy and appropriateness in professional contexts. For instance, in business, a slight grammatical misunderstanding in an email or report can lead to confusion or misinterpretation. Similarly, medical professionals need to communicate clearly to avoid potential misunderstandings with life-altering consequences. Grammar in ESP is essential because it supports learners in understanding and producing field-specific documents and texts, contributes to clear, accurate, and professional communication and helps learners manage complex structures typical in specialized fields, such as passive constructions in scientific writing or specific tenses in legal language.

The practice of working with students in non-linguistic universities has shown that students face difficulties in the situational use of grammatical phenomena, lack sufficiently developed skills in using grammatical forms, and most students have learned to use only very basic grammatical structures. They struggle with employing language elements that make foreign language expressions sound natural. This indicates that the foreign language learning process does not meet current requirements for developing students’ communicative competence, whereas the criterion for language acquisition should be the effectiveness in accomplishing the assigned communicative task.

Teaching grammar in ESP classes faces several challenges. The first one is varied grammar needs. Students come from diverse backgrounds, often with different levels of grammatical knowledge. Thus, teachers need to adapt grammar instruction to fit both their professional needs and linguistic starting points. Then, there should be balance between teaching grammar and covering the subject-specific content. Overemphasis on grammar may take away from valuable time spent on field-related vocabulary and tasks. Also, many ESP learners may view grammar as less relevant compared to other language skills, especially if they see their professional field as less language-dependent. Teachers must work to make grammar relevant and engaging. ESP courses often suffer from a lack of specialized grammar resources, which forces teachers to adapt or create materials that focus on the grammatical structures most relevant to their learners’ fields.

A strong command of specialized vocabulary, along with the ability to use it naturally in various contexts, is closely linked to a solid grasp of grammar. Grammar instruction remains essential and should not be overlooked. It is the responsibility of the ESP teacher to implement teaching strategies that are engaging, stimulating, and effective in maintaining students’ interest.

The ESP teachers’ main goal is to make their students efficient users of the English language. We, as teachers should avoid extreme language teaching methods and adopt combined methods in teaching grammar as part of the language itself. Grammar should be “a master skill” that facilitates competence in all skills: listening, speaking, reading and writing [7, p. 2].

Traditional grammar teaching methods may not align well with the needs of ESP students, who require a more contextualized approach. Thus, teachers must employ targeted strategies that facilitate learning and application of grammatical rules in professional environment.

Conducting a thorough needs analysis at the beginning of an ESP course helps identify the specific grammatical structures required for effective communication in the target field. For example, engineering students may benefit

from passive constructions and technical descriptions, while law students may need strong knowledge of conditionals and formal registers. This targeted approach ensures that grammar instruction is both relevant and efficient.

One of the most effective ways to teach grammar in ESP is through contextualization. Instead of abstract exercises, teachers can design activities that simulate real-life situations, such as writing business emails, drafting medical reports, or analyzing legal documents. For example, business English students can learn conditional sentences through business negotiations, while medical English learners can study passive voice in patient case reports. This contextualization not only makes grammar more relevant but also allows learners to practice language that directly translates to their professional tasks.

By linking grammar rules to real-life contexts, students recognize the immediate value of grammar in their professional communication, which boosts their motivation. They also gain the ability to apply their grammatical knowledge in authentic situations, leading to improved overall communicative competence.

This approach is supported by Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), both of which emphasize language use in realistic contexts. CLT focuses on enabling learners to communicate effectively, while TBLT integrates grammar instruction into tasks that simulate real-world challenges. These theories underline the importance of context in learning, suggesting that students are more likely to learn and apply grammatical rules when they see their direct relevance to everyday communication.

In task-based learning, grammar is integrated into activities that resemble real-world tasks, encouraging learners to apply grammar while focusing on completing specific tasks. For instance, in a business ESP class, learners could engage in role-playing activities where they practice negotiating contracts, drafting proposals, or conducting meetings. Grammar is reviewed and corrected in relation to the tasks, helping students learn grammar through practical application. This approach ensures that grammar is learned in a functional manner, directly applicable to real-world scenarios.

The main advantage of this approach to teaching a foreign language is that students immediately apply their acquired knowledge of foreign language grammatical forms in specific communicative situations. Students in non-linguistic higher education institutions do not need to immerse themselves in the linguistic nuances and historical peculiarities of various grammatical forms; their primary task is to gain language and communicative experience that enables them to construct sentences correctly during communication. In other words, the key factor for effective foreign language grammar instruction for students in non-linguistic higher education institutions is the acquisition of grammatical skills, particularly the speaker's ability to choose a model that is appropriate to the communicative task and to construct it according to the norms of the foreign language.

Grammatical errors that occur among learners during a foreign language dialogue should be corrected and explained immediately after the mistake is made. An undeniable advantage for students in such situations is a more relaxed format for studying the grammatical features of the foreign language, while for the teacher, the primary benefit of this teaching method is that it clearly reveals which aspects of grammar cause the greatest difficulties for students, allowing for focused practice on those problem areas.

Use of authentic materials, such as industry-specific documents, journal articles, and professional correspondence, helps learners understand grammar in real-life contexts. By analyzing these materials, students can observe grammar in action, improving their ability to recognize and reproduce correct structures. For example, legal English learners can analyze contracts to identify modal verbs used for obligations and permissions.

Different professional fields tend to use specific grammatical structures more frequently. Medical writing, for example, often employs the passive voice to maintain objectivity, while business communication might use conditional statements for negotiating. Teaching these field-specific structures allows learners to focus on the most relevant grammar.

When studying grammar, an important aspect is the correct application of grammatical forms in the process of communication. Communicative situations, role-playing games, discussions, presentations, and projects ensure the automation of grammatical skills. Incorporating group activities, peer feedback, and collaborative projects helps learners gain a deeper understanding of grammar. When students work together to produce reports or presentations, they can provide mutual support, helping each other to recognize and correct grammatical errors in context.

Communicative exercises (also known as speaking exercises) replicate the communication process in different types of speech. They fully correspond to the process of natural communication and are used in various types of speech activity: speaking, listening, reading, and writing. This type of exercise is the most creative and challenging for students, completing the entire system of exercises, and is aimed at developing speaking skills. The main content of these exercises is that they are performed during training through communicative situations.

Grammar in ESP should be reinforced through continuous feedback. Rather than focusing solely on accuracy in isolated exercises, teachers can provide corrective feedback during tasks. For example, in a presentation, grammar corrections can focus on structures that are particularly relevant to clear communication in the professional context, improving learners' overall language competence.

Thus, grammar plays an important role in ESP classes, as it empowers students to communicate effectively in specialized fields. Teaching grammar effectively in ESP classes requires a departure from traditional methods in favor of dynamic, student-centered strategies. By focusing on relevant structures, contextualized instruction, and task-based learning, teachers can ensure that grammar teaching in ESP classes is both practical and engaging. The

use of professionally oriented learning materials to improve grammar skills and develop language abilities enables effective results in teaching both grammar and vocabulary, positively impacting students’ motivation.

In ESP education, grammar not only aids learners in constructing more precise sentences but also equips them to employ a variety of structures to convey ideas in professional communication contexts. Consequently, grammar gives students the ability to organize words into coherent sentences and well-structured paragraphs. It is essential for teachers to strike a balance between grammar instruction and communication practice, as effective communication depends on the proper use of grammar.

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Дідо Н. Д., Канюк О. С. Важливість навчання граматики на заняттях з англійської мови за професійним спрямуванням

У статті здійснено спробу проаналізувати важливість навчання граматики на практичних заняттях з англійської мови за професійним спрямуванням для студентів нефілологічних спеціальностей. Сучасні освітні стандарти вимагають від фахівців володіння іноземною мовою як для повсякденного спілкування, так і для професійної комунікації. Однак студенти немовних спеціальностей часто стикаються зі значними труднощами у засвоєнні складних граматичних навичок через традиційні методи навчання, які ґрунтуються на тривалих поясненнях та абстрактних правилах. Метою статті є дослідження значення граматики на практичних заняттях з англійської мови за професійним спрямуванням, поширених проблем, з якими стикаються студенти, та ефективних підходів до викладання граматики, що сприяють розвитку специфічних мовних навичок. Актуальність дослідження зумовлена необхідністю розробки стратегій навчання граматики, які краще враховують потреби студентів, що вивчають англійську мову за професійним спрямуванням. Підкреслюється, що для студентів немовних спеціальностей граматику слід викладати в контекстуалізованій формі, інтегруючи правила у реальні ситуації, що відображають професійні завдання. Такий підхід не лише сприяє практичному застосуванню граматичних знань, але й підвищує загальну комунікативну компетентність. Крім того, у статті наголошується на важливості поєднання навчання граматики з можливостями практичного використання мови. Комунікативні вправи, автентичні матеріали та діяльність на основі завдань розглядаються як ефективні стратегії, що допомагають студентам зрозуміти граматичні форми та точно застосовувати їх у професійних контекстах.

Ключові слова: *англійська мова за професійним спрямуванням, граматика, стратегія навчання, спеціалізована галузь, професійна компетентність, комунікативний підхід, контекст, підхід на основі завдань.*