

BLENDED ENGLISH LANGUAGE LEARNING IN MILITARY EDUCATION

Bakatova K.O.

***Military Institute of Armored Forces of National Technical University
«Kharkiv Polytechnic Institute», Kharkiv***

Nonetheless, it appears inevitable that as online learning methods are included in all levels of teaching and learning, they will be incorporated in military education too. According to the majority of the world scholars, first the pandemic and then war in Ukraine have resulted in a "new standard" that is very dissimilar from what military education is used to. Most likely, changes in traditional educational practices and a wider embrace of online learning in the post-COVID-19 era will result on larger adoption of online learning in military training .

Though our practice of teaching in Ukrainian military tertiary institutions has shown that the value of learning there is primarily linked with traditional education but the technology of blending both online and in-person learning prepares cadets better for the upcoming era of digital change. In this sense, online education stops being just a last-resort substitute for traditional instruction and starts to take on the role of a genuine strategy for easing learning process (especially ESP) into the digital age.

Our investigation revealed that students in military tertiary institutions are satisfied when in-person English language classes are combined with online learning, which is consistent with earlier studies that found out low satisfaction with only online learning during the pandemic. These results may indicate that in-person instruction, which was put on hold because of COVID-19 constraints, was more efficient than online instruction, which has been increasing in popularity in higher education. Moreover, fewer students may be satisfied with online learning because it may be challenging to incorporate fundamental pedagogical ideas into it while also adhering to best practices and educational research findings.

We think, that dissatisfaction of cadets in military institutions with online forms of education was found to be associated with the lack of realistic decision-making and live communication with ESP tutors in practical execution of major issues received in the university auditorium. The reason is that, in order to be effective, English language training require much live interaction between teachers and students, which is difficult to achieve only in virtual university classrooms.

So, through the results presented in this paper, it is possible to generalize that blended learning, in other words, a combination of online and in-person teaching may be conducted effectively to satisfy the needs of students in combining theoretical issues of English language backgrounds' clarification with practical implementation.

According to the research results, conducted in Ukrainian military institutions of higher learning, the 62% or the majority of cadets were open to making changes to the educational environment incorporating blended techniques into military university auditoriums, while only 1.5% or the minority were completely uninterested.

Making the conclusion, we think that the educational environment plays an important role in the spread of a practical-oriented system of ESP learning and perceive that improvement of learning and teaching quality in a blended university classroom could be a way to prevent educational failures conducted by different drastic situations such as war, pandemic and natural disasters.