Preparation of Cadets of Higher Military Educational Institutions in Ukraine for Teaching (Perception) of Professional Vocabulary (Terminology) in English Classes

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Abstract

The article reveals the problem of the functioning of verbal memory based on hermeneutical methods, that is, the problem of perception of English professional vocabulary (terminology) by cadets of higher military educational institutions in Ukraine. The training of cadets to learn professional vocabulary is based on a powerful methodological basis - a hybrid method with the application of memorization techniques. The aim is to demonstrate the main directions of teachers' work and professional disclosure of cadets in combination with motivation and hybrid learning of English professional language. External problems faced by cadets in memorizing military vocabulary are described. The paper considers didactic approaches that can facilitate or accelerate the process of learning English (communicative and action-oriented perspectives, distance work, and combined learning, consolidation, and repetition of vocabulary) in the perspective of memory theory. The results of the study showed that the method of blending text into two parts; and the search for associations between mental image and textual information improves the process of memorization, the reorganization of the material, which is necessary for mastering military terminology when using mnemonic and metacognitive strategies in English classes, contribute to the effective assimilation of the material. The conclusion is that the blending method is more effective than intensive teaching, does not cause rapid brain exhaustion and loss of motivation. The main aspects of solving the problem of perception of military terms are communication, cadet autonomy, memorization of everyday or professional vocabulary by finding the best strategies, and active approaches such as metacognitive strategy with an explicit-demonstrative approach. Using Atkinson's memory model: repetition-control-retrieval-analysis-search for associative relationships allows for control and improvement of teaching. Thus, the obvious connection between qualitative memorization and associative connections indicates that learning and teaching English to future servicemembers depends on the quantity and quality of the content outlined, as their psychosocial manifestations of professional mindset are specific.

Keywords: motivation, active learning, hybrid learning, verbal memory, repetition

1. Introduction

According to the requirements of the Ministry of Defense of Ukraine, the training of cadets in higher military educational institutions in Ukraine includes the study of English as a foreign language. The goal of attainment is the B1 or B2 level, which is mandatory for all military personnel in accordance with Ukrainian legislation. In this context, language learning is a complex process requiring some pedagogical organization on the part of the institution, as well as specific materials, equipment, and skills. In the context of war and the course for fruitful cooperation with the European Union (EU – international organization which comprises 27 European countries and governs mutual economic, social, and security policies) and North Atlantic Treaty Organization (NATO – a security alliance of 30 countries from North America and Europe with the fundamental goal - to protect the Allies' freedom and security by political and military means), cadets face the problem of the need for intensive study of the English language, in particular memorization of military terms. Indeed, a large number of them have difficulty retaining and then recalling new information. Therefore, teachers should use psychodidactic methods and approaches that help

accelerate the learning process by promoting intellectual engagement. Discussing and reviewing the daily news, for example, is an important part of this because it allows for increased associative reflection, which helps to find connections between the topic being presented and the situation, thereby improving the ability to remember relevant information.

The main purpose of this paper is to present methods of teaching English to cadets with a priority reliance on learning professional vocabulary. The paper aims to present verbal instruction, which includes verbal stimuli, and does not aim to isolate language, but localizes it in context. This type of learning is more effective than other approaches due to the presence of psychological mechanisms that help cadets memorize more easily because they are facilitators of memory functioning. The task of the paper is to describe in detail: the method of blending text into parts; to demonstrate how finding associations between mental images and textual information, improves the process of memorization, to present the reorganization of material that is necessary for mastering military terminology; to prove that the use of mnemonic and metacognitive strategies in English classes should be a priority for higher military educational institutions in Ukraine.

This study puts learning itself in the foreground, but it should not be forgotten that cadets and their learning process are also an integral part of the study, the basis of which is a philosophical approach to learning based on the principle of social constructivism. The idea is to appeal to the fact that all countries and peoples are connected, and one must know their traditions and culture in order to be able to learn their languages. The same principle requires the teacher to work hard with authentic documents, changing them according to the goals, levels and focus group that presents memorization problems. For such a description, the problem of how verbal memory functions based on hermeneutical methods must be uncovered.

2. Literature Review

Education has undergone many changes in the last three decades, following stunning technological and scientific advances. Our lives and societies are evolving toward computerization, multidisciplinarity, and globalization. The roles we play in society as well as our behavior are also changing. The instructor is no longer the main source of knowledge for students, and face-to-face courses or practical classes are no longer a priority. In this context, it should be noted that it is the motivation that drives the stages of multidimensional learning. According to (Shah, Wu, Gong, Pal & Khan, 2021), the process of remembering specific foreign vocabulary is reinforced by non-linguistic means of communication: kinesics, proxemics, logic, music, rhythm, etc. The linguistic dimension of language, spatial perception, and interpersonal relationships enable better learning by stimulating the cognitive process. In fact, learning today is no longer limited to the acquisition of purely linguistic skills, which are far from the intrinsic motivation of foreign language learners, which is not a priority in the world like English. Therefore, educators (Wright & Derryberry, 2021), in search of methods (taking into account different aspects of language) and approaches (aimed at the specificity of the professional direction), focus on visual or auditory memory, offer images, photographs, discussions, debates, sound clips, games or fun activities (Hwang, Chien & Li, 2021). In the context of this study, it is worth noting (Huitt, 2011), who suggests three stages of vocabulary memorization: cognitive, associative, and autonomous. In the beginning, when new information is presented to the student, he or she consciously retains new knowledge of a static order, then gradually learns the rules for using the knowledge acquired to perform complex tasks. At this stage, it is recommended to use procedural and associative knowledge. This algorithm relies on Benjamin Bloom's theory (Rahman & Manaf, 2017), which appeals to the perception of learning as an intellectual capacity of individuals, placed at different levels and in precise order (Figure 1).

Bloom's taxonomy demonstrates that memorization and comprehension are first directed toward learning, then moves to a higher level, that of intermediate intelligence, when the student can already analyze and apply language facts, which then lead to synthesis and reproduction. Other researchers believe that our intellectual abilities, including information retention, are ten times higher than those of previous generations (Liu & Kinginger, 2021). Well-organized, structured visualization and repetition help to strengthen and even increase an individual's cognitive abilities, improving memory (Mukan, Havryliuk, Levko, Kobryn, & Zapotichna, 2021). We agree, because learning through repetition of verbal material in a foreign language concern both the student and the teacher since both subjects of the didactic process are involved in the accumulation of skills. Most methods of learning a foreign language, including English, are based on a standard skill profile: oral comprehension, written comprehension, oral reproduction, written reproduction (Rahman & Manaf, 2017). And here (Yao & Hung, 2020) identify seven psychological principles of successful learning: 1) belief in the importance of learning; 2) self-reliance; 3) an educational goal that solves the problem; 4) connection, dialogue, and common purpose of the subjects of the

didactic process; 5) the educator helps understand and structure information; 6) understanding that learning requires time and testing knowledge; 7) focus on skills and abilities. So, in the modern context of multilingualism and interdisciplinarity, mass dissemination of information in an increasingly globalized world, there is a wide range of methods to develop student autonomy, and stimulate their activity, thinking, and participation in the learning process.

Figure 1. Bloom's Taxonomy

https://sites.google.com/site/imagedescriptions/bloom-s-taxonomy-pyramid
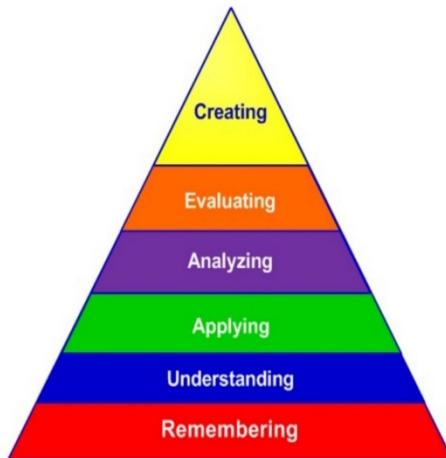
3. Methodology

3.1 Optimizing the Memorization of Professionally Targeted Military Vocabulary

The study on optimization of memorization and perception of professionally directed, military vocabulary applies activity-based mnemonic approaches based on the interaction between all subjects of the educational process in order to support cadets' motivation to learn and for effective perception and memorization of military vocabulary in English classes. The greatest focus is on memorization, which greatly enhances effectiveness and generalizes all methods. We also rely on repetition as the center of cadets' interests. Repetition should not be monotonous, linear, but rather a desire to explore, learn, and collaborate. This requires creativity on the part of the instructor and enthusiasm on the part of the cadets to interact through simulations of specific situations in English. The main vector of active English language learning methods in higher military education institutions is interaction and discussion that reflect contemporary life and are based on current events. These methods include didactic means such as games, collaborative work, research (individual or shared) solutions, joint or individual projects, experiences, creativity, etc. The purpose of interaction and discussion is to generate ideas and gather personal thoughts, as well as to monitor cadets' level of knowledge or lacunae that need to be filled. English language instructors in higher military schools also actively help cadets assess their level and state of training, their difficulties, and qualities, and express their personal opinions. Intensive teaching of the English language to the military aims at fixing their professionally directed theoretical and practical knowledge, practical use of their professional experience related to the studied subject in making necessary grammatical and lexical corrections, in widening the vision of the world in sociolinguistic terms.

3.2 The Effectiveness of Repetition and Verbal Memory in Learning Military English Vocabulary

In March 2022, a study was conducted to analyze the effectiveness of repetition and verbal memory in learning military English. 26 cadets from different higher military educational institutions of Ukraine were tested by the Atkinson method (Atkinson, Herrmann, & Wescourt, 1974): they had to memorize half a page of a professionally directed text. For three days they had to continuously repeat the second half of the page with the text and reread the entire page daily. It was found that the cadets were more likely to remember the text divided into two halves (7-8 minutes) than the full text (about 13 minutes). Moreover, the divided text was better and easier to recall by most cadets after twenty days. It was also observed that memorization was more effective if the time interval between English sessions was no more than 1-2 days and that cadets needed to reread the same text 10 times if there were

30-minute breaks between sessions versus 7, 5 repeated readings if the intervals were 2 hours. In addition, it was observed that the rest day increased the cadets' intellectual ability.

Consequently, teaching material by blending was more effective than intensive teaching or learning since memorization and repetition without breaks caused more brain exhaustion in the case of learning terminology.

3.3 Quality-Quantity Ratio in Teaching

Another factor contributing to memorization and involved in increasing attention is the quality-quantity relationship (Atkinson, Herrmann & Wescourt, 1974). Our study focused on such a relationship and was based on research conducted to find mechanisms for learning words or sounds through the association of ideas or facts. Because prior knowledge and comprehension affect learning, we observed the memorization of terms that had no prior cognitive associations and in the presence of an image.

All participants in the experiment had stopwatches to record the actual time required to remember the military term. The results of this experiment allowed us to draw attention for the first time to the fact that a term accompanied by images is easier to remember than a simple term without visual support. The cadets demonstrated that the vast majority (83%) took 14 seconds to memorize a one- or two-component term, 29 seconds for a multi-compound term, and 42 seconds for a word combination, while the remaining group (17%) took two to three times as long (scheme 1):
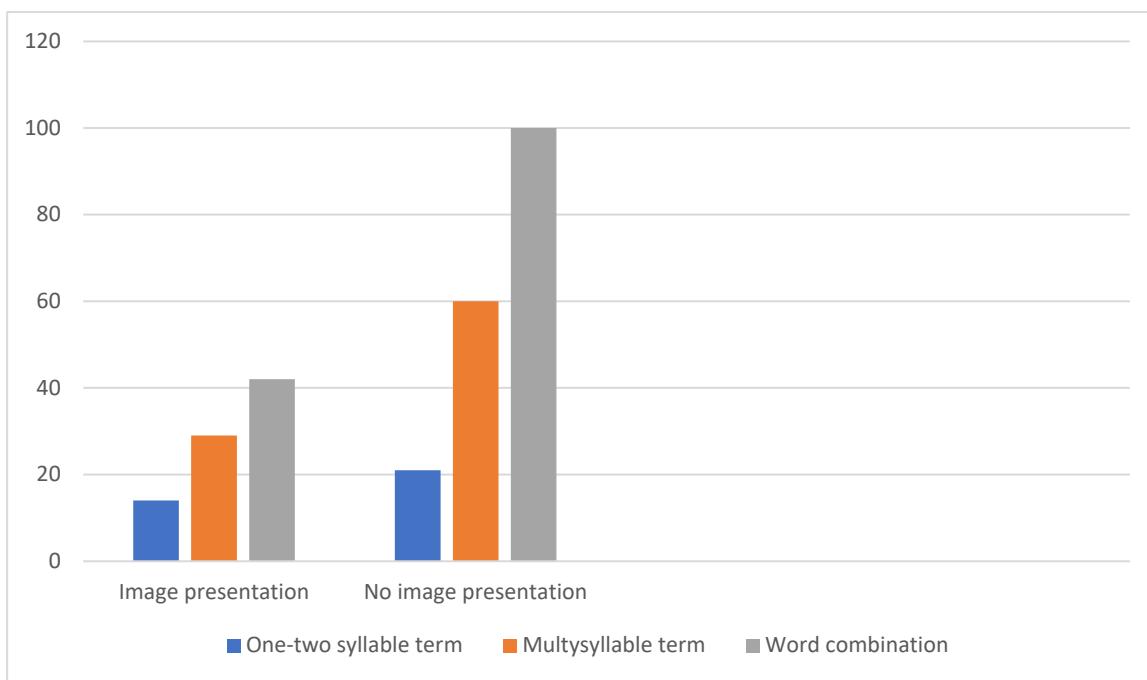
Scheme 1. Term Presentation with/without Image

Source: authors' own development

These results indicate a direct correlation between qualitative memorization and associative connections. Consequently, learning and teaching English to future language learners depends on the quantity and quality of the content outlined, as their memory is greatly influenced by these external factors.

4. Study Results

The process of memorizing professionally directed vocabulary is not just about memorizing by heart. To learn military English terminology, it is essential to find connections between words, phrases, and ideas, often relying on associations or symbols associated with real or near-real military activities. Learning English with constant learning of words or groups of words or even sentences require the constant making of connections between them. The similarity between sensory-motor and motor learning supports cadets' speech development because the auditory and kinesthetic cues that students receive during instruction are related to the sounds and words they utter. Therefore, we

emphasize the importance of the connection between the sound materialization of words and their meaning, especially among students, who, unlike students, often seek answers to questions related to real life and the objects around them. Speaking of teaching cadets, the question arises of the dependence of methods of learning and language teaching on the specifics of the military profession. It is about the responsibility, focus, and organization of the future military. For teaching the military, this is very important because, in this way, instructors can pick up different combinations or systems that rely heavily on the intellectual ability to retain and repeat. It is important for cadets to comprehensively understand their environment in order to learn English since this is one of the most important functions of selective mental functioning.

4.1 Atkinson's Memorization Model

Guided by Atkinson's model of memorization (Atkinson, Herrmann & Wescourt, 1974), it was found that in the first weeks of English training cadets typically memorized only 5% of what they heard in class, 10% of what they read, 20% of what they heard. or saw in the after-class time. This percentage increased to 50% with the introduction of new information and up to 75% practice in discussion groups. Using Atkinson's memory model (repetition-control-reproduction-analysis-search for associative connections) in higher military English classes allows instructors to account for repetition in the control process in the form of replay. This process is close to the processes of neurolinguistic programming, which involves first short-term and then long-term memory. However, the information connection between the two types of memory is not stable. What we store in long-term memory can easily go back to its first stage of remembering. On the other hand, repetition based on reflection, analysis, and finding associative connections can serve cadets in the process of long-term memorization (Prontenko et al., 2019). Our scientific observation demonstrated an improvement in cadets' intellectual abilities by remembering meaning through generalized and systematized associations. These associations reflect critical cognitive phenomena and relationships that are part of procedural memory, which is long-term memory. Seeking connections to associations, meaning, sound or visual representations, personal or shared experiences, connections, systems, or logical language groups are created. This is how repetition becomes more productive and effective in learning English military vocabulary. Diverse and systematic cognitive connections allow reinforcement of memorization, which makes it better, stronger, and faster (Krekoten & Baidak, 2020). The speed factor is very important in the intensive teaching of English to cadets. We noticed the fact that the moment between perception and reaction, between the question, heard and the answer proclaimed, and between explanation and understanding should not exceed 0.5 seconds, otherwise associative memorization becomes ineffective: cadets simply lose interest in the learning process.

The process of preparing cadets to perceive and memorize military terminology above all requires the discovery of such criteria as: the need for knowledge, autonomy in learning, school experience, physiological and mental ability to learn, orientation towards success, and motivation for future military activities. Therefore, English language teachers are obliged to comply with the directives of the Ministry of Defense of Ukraine, in particular, on the organization of entrance exams, the purpose of which is to check the level of knowledge of the English language by the personnel of the cadets of the armed forces. Taking into account the specifics of professional training of military personnel, teachers focus on specialized English (ES) up to the B1 level – corresponds to independent users of the language, i.e., those who have the necessary fluency to communicate without effort with native speakers (O'Sullivan & Council, 2012).

4.2 Hybrid Method – A Metacognitive Strategy with an Explicit-Demonstrative Approach

In hybrid training programs for Ukraine's military, professional (military) vocabulary is presented through specialized authentic topics and texts, such as a comparative analysis of Ukrainian and English customs, the importance of exemplary military behavior for both cultures, etc. All of these topics are based on the interactive side, resulting in the use of sound recordings, original animations, and games such as crossword puzzles. Teaching material is posted on online learning platforms (Moodle) available at all higher military educational institutions in Ukraine. The content of the platform can be changed or supplemented by the instructor throughout the learning process according to students' comments or reactions. Game tasks stimulate a more active interaction between different parts of the brain, in particular the hypothalamus responsible for our emotions, which supports our intrinsic motivation. Thus, learning professional vocabulary becomes more immediate and appealing. When teaching English in higher military schools in Ukraine, all dimensions of lexical competence are taken into account. Five components of lexical competence are usually distinguished: linguistic, discursive, referential, sociocultural, and strategic (Liu & Kinginger 2021). The linguistic component focuses on either the oral (pronunciation) or written side (spelling and writing) of speech. This promotes the learning of spelling so that the cadet remembers sound awareness: detachment (Det), fight, infantry (Inf); or letters that are not pronounced: weapon, missile, etc.

As for the discursive component, the teacher provides a representation of the logical-semantic relationships of the colocations used. It is often difficult for cadets to compose sentences, and to choose appropriate word combinations, and in most cases, they model the structures of their native language. Confusion of registers is a recurring error. Cadets sometimes have difficulty distinguishing between a steady, even administrative style and every day or colloquial language. So, they write "work" or "job" instead of "profession", for example when writing a resume.

The referential component consists of an analysis of areas of experience and objects in the world and their relationships. This component is significant for the educator to be able to anticipate at the discourse level lexical sequences that correspond to stereotypes and social behaviors familiar to the cadets.

The use of the hybrid method, or in other words, metacognitive strategy with an explicit-demonstrative approach, aims to improve the cadets' lexical knowledge. Thanks to the strategic component, students can answer quite difficult questions, as they often use specialized vocabulary in Ukrainian, in particular military terms whose meaning is not always known to the general public. This component is necessary for learning professional vocabulary because the ability to find synonyms, clarify and solve a communication problem not only helps to reduce lexical ignorance but also to reformulate ideas and avoid repetition.

The goal of using a metacognitive strategy with an explicit-demonstrative approach in teaching English to cadets is not only related to learning and mastering professional military terminology but is also related to developing the analytical cognitive skills necessary to read and analyze authentic texts. Sometimes, without understanding all the words, cadets can think of their meaning and find the correct answer, thereby strengthening their mental ability to retrieve information from long-term or short-term memory by repetition.

Here is an example of verbal learning supported by strategic and referential components aimed at long-term memorization (Table 1)

Table 1. Verbal Learning with Strategic and Referential Components

Military vocabulary. Select the correct answer	A Select the correct answer	B Select the correct answer	C Select the correct answer
Structure of the Armed Forces	includes the supreme leadership of a state	includes regular and irregular military formations of the state	includes junior medical military specialists
Military units intended for	for military action in a particular area: at sea, on land, in the airspace.	to protect state borders and checkpoints	to carry out preventive or educational tasks
The terms of military service are determined by	State laws	military tribunal	President of the country

Source: authors' own development

This type of exercise is offered in a game form containing multiple-choice questions. Students need to compose a sentence with the correct answer and extend an oral discussion of the topic. At the same time, cadets also expand their vocabulary by improving oral comprehension, which is a necessary basic skill.

5. Discussion

Due to the specifics of combined teaching in higher military educational institutions, educators need to diversify the methods of work for the needs of cadets. A similar, hybrid approach, which is now very relevant but not very common in Ukraine is described by (Das et al., 2020). The author appeals to the fact that most educators ignore the communicative approach and explicit-visual practice, preferring the paradigm of transmission or interaction, where the student is always a more or less passive receiver, guided by the teacher-expert, who conveys information by preparing tests. But the proof of success cannot be just the amount of information stored or the level of knowledge acquired (Moroz, 2020). In his view, blended learning focuses on the interaction between all participants in the learning process, the variety of ways to work and learn, and the accumulation of language and professional skills. We agree that a hybrid approach is an effective tool because it combines traditional methods of work, in particular face-to-face courses, with other forms of learning, such as distance work, implementing all the requirements and criteria of modern education. This perspective (Coccetta, 2018) describes an approximation to our exploration the problem of interaction between the andragogy and each student in particular. The interaction according to the author

is based on prior knowledge and the transfer of new knowledge with the help of the andragogy (educator), who intervenes in the learning process, as well as managed by autonomous practices. Contrary to expectations, questions, suggestions, and difficulties, initiatives coming from students who are at the center of strategic learning are themselves realized in the process of teaching a foreign language.

The European School of Methodists (Di Mitri, Schneider, Specht & Drachsler, 2018) favors strategic teaching. Such teaching is based on the teacher promoting declarative knowledge (what), procedural knowledge (how), and conditional knowledge (why and when). For vocabulary learning strategies, researchers suggest different classifications: determinative strategies, social strategies, memorization strategies, cognitive strategies, repetition strategies, association strategies, inference strategies, and metacognitive strategies (Cunningham, 2021).

In the perspective of overcoming foreign language problems for professional direction work (Korniichuk, Bambyzov, Kosenko, Spaska & Tsekhmister, 2021). Researchers are investigating the use of the case method in medical education and how it affects student learning outcomes and practical experience. They believe that the case method can be used to influence future physicians' acquisition of practical skills, competencies, and clinical experience. Continuing with the specifics of working with medical terminology, which also presents the problem of professionally directed vocabulary that is not easy to memorize should be noted by the work (Tsekhmister et al., 2021), scientists emphasize digital learning environments, which in their opinion are extremely effective in terms of medical student and staff satisfaction, achievement and technical learning skills development and overcoming perception problems.

A similar position to strategic learning is described by (Hoff, 2020). A combined methodology with a strategy of repetition and memorization of a lexical material, according to the author, is a very important element. We concur that for better learning of vocationally oriented vocabulary, combined instruction should be used - it is not just a mixture of professional goals related to learning English, but also an opportunity to acquire new skills related to these components: linguistic, discursive, referential, strategic and sociocultural (Liu & Kinginger, 2021). According to (Huitt, 2011), vocabulary weaving is an important element in the qualitative memorization of professionally oriented vocabulary. This type of activity involves the act of storing words in memory (with their rules of use and ramifications that link them to other words) (Kozyar et al., 2020). We support this position and add that vocabulary teaching that contains professional terminology should also include the study of personal and professional position, inseparable from the sociocultural component in language learning and teaching. The sociocultural component and the cultural competence derived from it are inseparable elements of the Professional Foreign Language module.

6. Conclusions

Teaching professional vocabulary (terminology) to cadets in higher military schools in Ukraine in English classes focuses on three main aspects: first, on communication, which depends on the learning needs and autonomy of the student; second, on memorizing every day or professional vocabulary by finding the best strategies (e.g., repeating cut-outs or accompanying pictures); and finally, on active approaches that emphasize reflection and motivation, especially intrinsic motivation.

The role of the instructor for the military category is to help cadets acquire the necessary linguistic, professional, and personal skills. Thus, they often resort to communicative or action-oriented perspectives, for which motivation and the active role of the cadet-recipient are important. There is also great emphasis here on the need to accumulate and layering military vocabulary, as this involves increasing interpersonal or professional communication in English.

In our opinion, vocabulary enrichment stimulates interest in identifying key vectors for improving memorization of intensive English teaching for future military personnel.

The choice of teaching method depends on the focus, motivation, and skills of the educator, who plays a crucial role in learning through "cadet-teacher" interaction, as modern didactics proceeds from the centers of interest to evoke motivation and desire to explore, learn, and collaborate in everyone. The educator's primary job for effective cadet comprehension of complex military terminology is to guide the learning process by focusing on building appropriate language skills, on interaction, on respect for students, on building positive thinking, and on developing the communication abilities necessary for work and life under globalization conditions.

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