

користувача, виявлення фонетичних помилок і формування індивідуальних рекомендацій [2].

Візуальні платформи є важливим інструментом сучасної методики викладання іноземних мов, оскільки забезпечують поєднання текстової, графічної, аудіо- та відеоінформації, дозволяють створювати інтерактивне освітнє середовище, що сприяє активізації пізнавальної діяльності здобувачів і підвищенню їхньої мотивації до навчання.

Використання візуальних платформ забезпечує реалізацію принципу наочності, який є одним із провідних у процесі вивчення іноземних мов. Завдяки візуалізації інформації здобувачі освіти краще сприймають нову лексику, граматичні конструкції та мовленнєві моделі. Крім того, інтерактивні елементи платформ сприяють розвитку навичок читання, аудіювання, говоріння та письма, сприяють підвищенню якості навчання, розвитку мотивації студентів та формуванню необхідних комунікативних і цифрових навичок.

Список використаних джерел:

1. Шумило І. І. Особливості викладання англійської мови за професійним спрямуванням студентам юридичних спеціальностей. *Збірник наукових праць Національної академії Державної прикордонної служби України. Серія: педагогічні науки*. 2015. № 2. С. 238–248.

2. Loewen S., Isbell D. R., Sporn Z. The effectiveness of app-based language instruction for developing receptive linguistic knowledge and oral communicative ability. *Foreign Language Annals*. 2020. Vol. 53. P. 209–233. DOI: <https://doi.org/10.1111/flan.12454>

Галдецька Ірина Григорівна,
професор кафедри мовної підготовки
Національної академії внутрішніх справ
кандидат юридичних наук, доцент

ADAPTING FOREIGN LANGUAGE TEACHING TO WARTIME CONDITIONS

The full-scale war has created a fundamentally new educational reality for Ukrainian higher education institutions. Since February 2022, universities have been forced to operate under conditions characterized by

uncertainty, instability, and constant adaptation. Educational activities are regularly interrupted by air raid alerts, technical failures, and security threats. In addition, a significant number of students have been displaced within Ukraine or abroad, creating a geographically dispersed learning environment.

These challenges affect all academic disciplines; however, their impact is particularly significant in foreign language education. Language learning differs from many other subjects because it is based on continuous practice and communicative interaction. Language competencies cannot be developed solely through theoretical knowledge. Instead, they require systematic participation in speaking, listening, reading, and writing activities. Consequently, interruptions in communication and learning routines directly affect students' progress.

The transition to emergency remote learning during the first stages of the war demonstrated that simply transferring traditional teaching methods into an online environment is insufficient. Educational institutions needed approaches capable of functioning effectively even when stable communication, internet access, or physical attendance could not be guaranteed. Under such conditions, flexible learning models emerged not merely as a technological innovation but as a practical mechanism for maintaining educational continuity.

The purpose of this study is to analyze the effectiveness of flexible learning models in foreign language teaching under martial law conditions and to identify the approaches that best support educational continuity and student achievement.

One of the most significant consequences of martial law for higher education has been the disruption of learning continuity. The traditional educational model is based on a sequential presentation of material and regular interaction between teachers and students. However, wartime conditions often make such continuity impossible.

The first challenge is the interruption of educational activities caused by security threats. Air raid alerts frequently force students and instructors to suspend classes and move to shelters. As a result, learning activities become fragmented, making it difficult to maintain a logical progression of language instruction.

The second challenge involves technical instability. Although distance learning technologies provide opportunities for educational continuity, their effectiveness depends on stable internet access and electricity supply. Under wartime conditions, students often encounter

power outages and communication failures that prevent participation in synchronous online classes. As a consequence, reliance on real-time instruction becomes problematic.

Another important issue concerns the psychological condition of students. Research demonstrates that prolonged stress negatively affects concentration, memory, and cognitive performance. Foreign language learning requires active participation, frequent communication, and the processing of new information. Therefore, students experiencing anxiety and emotional exhaustion often demonstrate lower levels of engagement and motivation.

The empirical data collected during this study support these observations. Students identified interruptions in learning continuity, limited opportunities for speaking practice, and psychological stress as the main obstacles to effective language learning. These findings suggest that traditional educational models are insufficiently adaptable to contemporary realities and require substantial modification.

The analysis of contemporary educational practices demonstrates that flexible learning models provide an effective response to the challenges described above. Their primary advantage lies in their ability to adapt educational processes to changing circumstances without compromising learning outcomes.

Among the various approaches currently used in higher education, the blended adaptive model appears to be the most effective. This model combines synchronous instruction, asynchronous learning activities, and independent student work. Rather than relying exclusively on one mode of instruction, it allows teachers to adjust learning formats according to current conditions.

When technical conditions are favorable, synchronous sessions can be used for communicative activities such as discussions, role plays, and speaking exercises. These activities remain essential because oral communication represents one of the most difficult language skills to develop independently. However, when synchronous participation becomes impossible, learning continues through asynchronous activities. Students can access recorded lectures, complete assignments, participate in discussion forums, and submit audio or video responses at a convenient time.

The effectiveness of this model is explained by its balance between flexibility and structure. Students retain regular contact with instructors while also receiving opportunities to organize their learning independently.

A second important approach is asynchronous learning supported by microlearning strategies. The significance of microlearning has increased considerably under wartime conditions. Traditional lessons often require sustained attention and prolonged concentration, which may be difficult for students experiencing stress or frequent interruptions.

Microlearning addresses this problem by dividing educational content into smaller units. Instead of completing lengthy assignments, students engage with short videos, vocabulary exercises, listening tasks, or grammar activities. Such tasks require less time and cognitive effort while ensuring continuous engagement with the target language.

The empirical findings indicate that students perceive microlearning positively. Most respondents reported that shorter tasks were easier to complete during periods of uncertainty and allowed them to maintain regular study habits despite external disruptions.

Another effective solution involves combining offline resources with digital support. This approach is particularly relevant for institutions where internet access cannot be guaranteed. Students may use printed materials alongside downloadable audio recordings, video content, and mobile applications. As a result, learning can continue even during periods of technical instability.

To evaluate the effectiveness of flexible learning models, an empirical study was conducted among approximately sixty university students studying under wartime conditions. The research included questionnaires, observation of learning activities, and comparative analysis of learning outcomes.

The results reveal a clear preference for flexible learning formats. Approximately 72% of respondents identified blended learning as the most effective educational model under current conditions. Students emphasized that this format provides both independence and regular communication with instructors.

Only 18% of respondents considered fully online learning to be the most effective option. Most of these students indicated that independent learning requires strong self-regulation skills and may become difficult during periods of increased stress.

Perhaps the most significant finding concerns the changing perception of traditional classroom instruction. Only 10% of respondents expressed a preference for exclusively face-to-face learning. This result suggests that students increasingly value flexibility and adaptability rather than fixed educational formats.

The study also demonstrated the positive impact of microlearning on student motivation. Respondents reported that short assignments reduced cognitive overload and helped them maintain learning continuity despite interruptions caused by air raid alerts, power outages, or other external factors.

At the same time, students consistently identified several challenges. The most common difficulties included limited speaking practice, interruptions in learning continuity, psychological stress, and technical problems affecting access to online resources. These findings confirm that flexible learning models cannot eliminate all wartime challenges but can significantly reduce their negative consequences.

The findings of this study suggest that the transformation of foreign language teaching during martial law extends beyond the simple adoption of online technologies. Instead, it involves a fundamental reconsideration of how educational processes are organized.

The key factor influencing learning effectiveness is not the specific technological platform used but the adaptability of the educational model itself. Educational approaches that rely exclusively on synchronous instruction become vulnerable when communication is interrupted. Similarly, completely autonomous learning may reduce opportunities for interaction and feedback. Consequently, the most effective solutions are those that combine different learning formats within a single adaptive framework.

Another important observation concerns the growing role of learner autonomy. Flexible learning environments require students to assume greater responsibility for their educational progress. Therefore, the development of self-regulation skills should be considered an important learning outcome alongside language competence itself.

The study also highlights the changing role of teachers. Under wartime conditions, instructors function not only as providers of knowledge but also as organizers, facilitators, and mentors who support students academically and psychologically. Their ability to adapt learning activities to changing circumstances significantly influences the effectiveness of flexible learning models.

The results of this study demonstrate that martial law has fundamentally transformed the conditions under which foreign language teaching takes place in Ukrainian higher education institutions. The main challenges include disruptions to educational continuity, technical

instability, reduced opportunities for communicative practice, and increased psychological pressure on students.

The findings indicate that flexible learning models represent the most effective response to these challenges. Among the approaches examined, the blended adaptive model demonstrated the highest level of effectiveness because it combines structured instruction with the flexibility necessary for functioning under conditions of uncertainty.

The study also confirms the value of asynchronous learning and microlearning strategies. These approaches support educational continuity, reduce cognitive overload, and allow students to maintain regular engagement with learning activities despite external disruptions.

Overall, flexible learning models should be regarded not as temporary emergency solutions but as an important direction for the future development of foreign language education. Their ability to combine adaptability, learner autonomy, and technological integration makes them particularly relevant for both crisis situations and the broader modernization of higher education.

References:

1. Morze, N. V., Varchenko-Trotsenko, L. A., & Smyrnova-Trybulska, E. (2019). Blended learning in higher education institutions of Ukraine: Challenges and implementation. *Information Technologies and Learning Tools*, 72(4), 1–20. <https://doi.org/10.33407/itlt.v72i4.2450>
2. National Academy of Educational Sciences of Ukraine. (2022). *Scientific reports on digitalization of education*. National Academy of Educational Sciences of Ukraine
3. State Service for Education Quality of Ukraine. (2022–2024). *Analytical reports on the state of education under martial law*. State Service for Education Quality of Ukraine
4. Spirin, O. M., & Shyshkina, M. P. (2020). ICT in education: Modern approaches and tools. *Information Technologies and Learning Tools*, 76(2), 1–14. <https://doi.org/10.33407/itlt.v76i2.3000>