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USING INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH FOR SPECIAL PURPOSES

The rapid digital transformation of higher education has significantly influenced the teaching of English for Specific Purposes (ESP), particularly in institutions of higher education with specific study conditions and military academies where cadets are trained for international cooperation, NATO-compatible communication, and participation in multinational operations. Modern ESP instruction increasingly relies on innovative digital technologies that enhance interactivity, authenticity, and professional relevance of language learning. Artificial intelligence (AI), virtual reality (VR), augmented reality (AR), gamification, and online learning platforms play a crucial role in improving cadets' communicative competence and operational readiness in English-medium military environments [1].

One of the most influential innovations in ESP teaching for cadets is Artificial Intelligence (AI). AI-based tools such as ChatGPT, Grammarly, and adaptive learning systems provide personalized language support and simulate real-life professional communication. AI technologies enable cadets to practice military vocabulary, report writing, and operational briefings in a controlled and adaptive environment. Research shows that AI-supported language learning improves engagement, reduces communication anxiety, and enhances writing accuracy through instant feedback mechanisms [5]. AI also allows instructors to monitor cadets' progress and adjust tasks according to individual learning needs [1].

Generative AI has become especially important in ESP education after 2023. Tools such as ChatGPT generate mission briefings, tactical dialogues, and professional correspondence tasks, supporting the development of situational language awareness. Studies indicate improved writing fluency and motivation among learners using generative AI tools

[5]. However, ethical concerns such as plagiarism, algorithmic bias, and overreliance on AI require attention, making AI literacy a necessary component of modern ESP curricula [6].

Virtual reality (VR) and augmented reality (AR) technologies provide immersive learning environments that simulate military communication contexts such as NATO operations and international briefings. These technologies significantly improve speaking fluency, decision-making speed, and intercultural competence. Research confirms the effectiveness of VR-based learning in enhancing engagement and communicative performance [3].

Gamification is widely used in ESP instruction for cadets. Platforms such as Kahoot! and Quizlet integrate game-based elements including missions, badges, and leaderboards. Gamification increases motivation, improves vocabulary retention, and strengthens communicative interaction. It is particularly effective in structured military educational environments where discipline and competition are important learning factors [5].

Online platforms and mobile-assisted language learning (MALL) systems such as Moodle, Microsoft Teams, and Google Classroom support blended and distance education. These platforms enable synchronous and asynchronous communication, structured learning, and access to digital materials. Mobile learning increases flexibility and promotes continuous language exposure outside the classroom.

Digital resources including TED Talks, podcasts, military briefings, and YouTube channels provide authentic ESP input. These materials enhance listening comprehension, pronunciation, and professional vocabulary acquisition, improving cadets' communicative competence in real-world contexts [5].

Personalized learning is supported by adaptive AI systems that analyze cadets' performance and provide individualized learning trajectories. This ensures efficient skill development based on learners' needs and proficiency levels [4; 1].

Collaborative tools such as Google Docs, Padlet, and Jamboard support teamwork and professional communication practice in English. These technologies simulate real military collaboration environments and develop leadership and critical thinking skills.

Despite their advantages, innovative technologies present challenges including digital inequality, insufficient teacher digital competence, and overdependence on technology. Ethical issues related to AI use, including data privacy and academic integrity, also require careful consideration [6].

The role of the teacher is transforming from knowledge provider to facilitator, mentor, and coordinator of digital learning environments. Teachers guide cadets in using digital tools effectively and critically.

In conclusion, innovative technologies significantly enhance ESP instruction for cadets by supporting communicative, professional, and digital competence development. However, effective implementation requires balanced integration of technology, pedagogy, and ethics to prepare cadets for international military communication.

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TEACHING ESP: THE CHALLENGES OF WAR, DIGITALISATION AND INTERCULTURAL COMMUNICATION

Contemporary multilingual training in higher education institutions within the security sphere is undergoing significant changes due to the impact of martial law, digitalisation, and the growing demand for professional communication in law enforcement. Professionally oriented foreign language training is regarded as a key component in the training of security sector specialists capable of operating in an international and intercultural environment [1].

A key issue is the transition from general English to English for Specific Purposes (ESP), in particular Legal English and Law Enforcement English. According to modern ESP approaches, teaching should be as closely aligned with real-life professional situations as possible [2].

Professional foreign language training involves simulating work situations: interrogations, drafting procedural documents, and international communication. A lack of practical focus in teaching reduces graduates' readiness for real-world professional practice.

The active implementation of digital technologies and artificial intelligence tools characterises the current stage of educational development. Large language models, such as ChatGPT, adaptive platforms and automated feedback systems are significantly transforming approaches to foreign language learning.

These technologies enable personalised learning, the simulation of professional communication scenarios, and the provision of instant feedback. At the same time, they raise questions regarding academic