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THE USE OF MILITARY NARRATIVES AND MOTIVATIONAL SPEECHES IN THE PROFESSION-ORIENTED ENGLISH LANGUAGE TRAINING OF FUTURE OFFICERS

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Abstract

Relevance: The contemporary operational environment of the security and defense sector of Ukraine, shaped by the full-scale war and the intensification of international military cooperation, underscores the urgent need to modernize the language training of future officers. Traditional approaches to English language teaching in higher military educational institutions, particularly under martial law, do not fully ensure readiness for effective professional communication and interaction. Consequently, the deployment of military narratives and motivational speeches as authentic texts of military discourse takes on particular significance. Integrating them into the English language learning process allows for the synthesis of language training with the development of the rhetorical, leadership, and moral-psychological competencies of future officers.

Aim: To theoretically substantiate and experimentally verify the methodology of implementing military narratives and motivational speeches into the English language training process of future officers, as well as to determine its impact on the development of cadets' foreign language communicative and rhetorical competencies within the professional military training system.

Methods: The study employs a comprehensive set of theoretical and practice-oriented methods. Analysis, systematization, and generalization of scientific literature were applied to establish the theoretical foundations of military discourse, professional language training, and the rhetoric of military leadership. Elements of critical discourse analysis, narrative analysis, and psycholinguistic analysis were utilized to examine the structure, functions, and linguistic features of military narratives and motivational speeches. Communication modeling and role-playing games were used to practice professional interaction in English. Rhetorical analysis of authentic English-language texts was conducted to develop professional communication and persuasive speaking skills. The creation of motivational addresses, combat mini-narratives, and official service communications in English by cadets was used to evaluate the level of their professional speech competence.

Results: It has been established that the use of military narratives and motivational speeches in English language teaching fosters the development of future officers' professional communicative competence, rhetorical skills, critical thinking, and leadership communication skills. Authentic texts of military discourse were found to ensure high levels of emotional engagement among cadets and to increase their motivation to learn English. It is substantiated that the most effective forms of implementing this approach include discourse-analysis tasks, situational modeling exercises, role-

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playing scenarios, comparative analysis of military discourse genres, and the creation of original, profession-oriented English texts. The integration of combat stories and motivational addresses into the educational process has been proven to enhance moral-psychological resilience (sustainability), argumentation skills, and the capacity for effective communication under the stressful conditions of service and combat activities.

Conclusions: The utilization of military narratives and motivational speeches in profession-oriented English language training for future officers represents an effective avenue for enhancing professional language preparation in higher military educational institutions. Employing authentic military discourse aligns the content of foreign language training with the real-world conditions of service and combat activities, bolstering its professional focus. The results of the pedagogical experiment confirmed the effectiveness of the proposed methodology. Cadets in the experimental group demonstrated a more pronounced increase in professional English speech proficiency, rhetorical competence, and communicative adaptability compared to the control group. This validates the feasibility of employing military narratives and motivational speeches as a vital didactic resource for the professional foreign language training of future officers.

Keywords: *professional communicative competence, military education, leadership communication, authentic texts.*

Introduction. The integration of military narratives and motivational speeches into the English language training of future officers represents a highly relevant direction for modernizing language preparation in higher military educational institutions (hereinafter referred to as HMEIs). Traditionally, foreign language instruction in HMEIs was restricted to mastering standard terminology, formalized linguistic structures, and academic texts; while undoubtedly necessary, this remains insufficient for developing an officer's professional communicative competence.

Contemporary experience of warfare, particularly that of Ukraine, demonstrates that language serves not merely as a vehicle for transmitting information but also as an instrument of influence, motivation, leadership, and psychological support for personnel. In this context, the utilization of authentic military discourse texts such as combat stories, frontline narratives, commanders' addresses, motivational speeches, and public appearances by prominent historical figures and opinion leaders takes on paramount importance. These texts perform not only informational but also value-orientational and mobilizing functions, fostering the moral-psychological resilience and professional identity of military personnel.

Integrating this approach into English language teaching significantly expands the scope of language training, aligning it with the real-world conditions of an officer's professional performance within an international security environment.

In the military sphere, English functions as a lingua franca of international interaction, specifically within the framework of cooperation with NATO member states, participation in joint exercises, peacekeeping operations, and the coordination of multinational units. Under such conditions, an officer must be capable not only of accurately formulating orders or reports but also of communicating effectively in high-stress situations, motivating subordinates, defending decisions, and exercising leadership influence. For this reason, embedding military stories and motivational speeches into the educational process creates the necessary conditions for building the so-called "living" language competence, which merges linguistic knowledge with emotional, psychological, and rhetorical skills.

Sources. In contemporary studies of military discourse and professional language training for military personnel, growing attention is paid to the problem of utilizing authentic texts as a means of developing professional communicative competence. Specifically, A. Gilmore substantiates the didactic value of authentic materials in foreign language training, emphasizing that they align the learning process with real-world communicative situations and foster the development of learners' pragmatic competence (Gilmore, 2007). A similar approach is evident in the works of G. Torregrosa Benavent and S. Sánchez-Reyes Peñamaría, who view authentic texts as an effective tool for profession-oriented language teaching (English for Specific Purposes – ESP) in specialized environments (Torregrosa Benavent & Sánchez-Reyes Peñamaría, 2011).

In the context of military language education, research by A. Siegel, M. Vance, and D. Nilsson dedicated to the development of the Military English field is of substantial importance. The authors emphasize the necessity of transitioning from formal-grammatical instruction models to situational-

communicative and task-based approaches grounded in replicating real-world conditions of military interaction (Siegel, Vance, & Nilsson, 2024). Similar trends can be traced in the works of I. Bloshchynskyi et al., where linguistic text analysis is treated as a strategy for developing the professional language competence of future military personnel (Bloshchynskyi et al., 2022).

A distinct avenue of scientific research is linked to the study of combat narratives, war stories, and motivational discourse. Thus, S. Zasiekin, L. Zasiekina, and other researchers analyze war narratives as a psycholinguistic phenomenon reflecting the collective experience of war and the mechanisms of its linguistic representation (Zasiekin et al., 2022; Zasiekin, Zasiekina et al., 2022, 2025). In the works of I. Havriliuk, combat micro-narratives are interpreted as a form of mediatization of individual war experience and an essential element of modern military discourse (Havriliuk, 2025). Concurrently, Stephen Flusberg, Teenie Matlock, and Paul Thibodeau explore the functioning of war metaphors in public discourse, highlighting their impact on public perception of war and crisis situations (Flusberg, Matlock, & Thibodeau, 2018).

Substantial theoretical interest lies in works dedicated to the rhetoric of military leadership and motivational speeches. In particular, in N. O'Gorman's review of K. Yellin's book *Battle Exhortation: The Rhetoric of Combat Leadership*, military motivational addresses are examined as a distinct genre of combat communication, the primary function of which is the moral mobilization of personnel and the formation of a collective identity (O'Gorman, 2010). Similar conclusions are drawn in a study by G. R. Murray, G. Sandlin, and R. Tatalovich, which analyzes the moral rhetoric of political and military leadership in times of crisis and military conflict (Murray, Sandlin, & Tatalovich, 2024). Within psychological and pedagogical research, O. Metzner et al. analyze motivational messages as a means of supporting learners' self-efficacy, professional identity, and intrinsic motivation (Metzner et al., 2025).

In the domestic scientific landscape, certain aspects of military communication, psychological support, and professional training of officers are examined in the works of O. Didenko and S. Moskalenko, who investigate foreign experiences of psychological support for military personnel and the role of communication in ensuring the moral-psychological resilience of troops (Didenko & Moskalenko, 2024). Concurrently, S. Shumovetska analyzes the potential of military memoirs and combat stories in training future officers, focusing on the development of leadership, managerial, and communication skills (Shumovetska, 2025). Special attention is also warranted by the research of O. Shevchuk on the use of motivational speeches in the process of teaching English to future border guard officers (Shevchuk, 2026).

Despite substantial academic interest in the issues of military discourse, military narratives, motivational rhetoric, and professional language training, the comprehensive integration of military narratives and motivational speeches into the English language training of future officers has not yet received adequate scientific and methodological coverage. Methods for implementing authentic military discourse into language training, its impact on the development of professional-communicative, rhetorical, and leadership competencies, as well as the potential of using military stories as a tool for fostering the moral-psychological resilience of future officers, remain under-researched. This determines the relevance and scientific novelty of the presented study.

The aim of the article is to theoretically substantiate and experimentally verify the methodology of implementing military narratives and motivational speeches into the English language training process of future officers, as well as to determine its impact on the development of cadets' foreign language communicative and rhetorical competencies within the professional military training system.

To achieve this aim, the following research objectives have been outlined: to define theoretical approaches to using military discourse in the professional language training of future officers; to substantiate the didactic potential of military narratives and speeches in teaching English to cadets; to select authentic English-language texts of military discourse for use in the educational process; to test authentic English-language military discourse texts by applying methods of discourse analysis, communication modeling, and role-playing tasks within the language training of future officers; and to determine the impact of the proposed methodology on the level of development of cadets' foreign language communicative and rhetorical competencies.

Methods. The study employs a complex of theoretical and practice-oriented methods. Analysis, systematization, and generalization of scientific literature were applied to determine the theoretical foundations of military discourse, professional language training, and the rhetoric of military

leadership. Elements of critical discourse analysis, narrative analysis, and psycholinguistic analysis were used to study the structure, functions, and linguistic features of military narratives and motivational speeches.

Rhetorical analysis of authentic English texts was conducted to develop professional communication and persuasive speaking skills. Communication modeling and role-playing games were deployed to practice professional interaction in English under conditions closely approximating real-world service and combat activities. The creation of motivational addresses, combat mini-narratives, and official service messages in English by cadets was utilized to evaluate the level of development of their foreign language communicative and rhetorical competencies.

The practical implementation of the methodology involved the analysis and study of English-language military narratives and motivational speeches, the modeling of professional communicative situations, role-playing scenarios, and the preparation of original English-language motivational speeches by cadets. Particular attention was paid to analyzing the rhetorical strategies of military speeches appealing to collective identity, responsibility, honor, and moral resilience. This facilitated the development of critical thinking, argumentation skills, and professional English speech.

The pedagogical experiment was conducted to verify the author's methodology for integrating military narratives and motivational speeches into the English language training of future officers. The study involved third-year cadets from the Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine, specializing in "State Border Security" and "Law Enforcement in the Border Sphere." The experimental group comprised 78 cadets, while the control group included 75. The author's methodology was applied to the cadets in the experimental group, whereas the control group followed the traditional curriculum.

Results and Discussion. The results of fulfilling the first objective (defining theoretical approaches to using military discourse in the professional language training of future officers) revealed that contemporary research views military discourse as a vital resource for developing the professional communicative competence of military personnel. Primary focus is directed toward combat narratives, motivational speeches, public speaking, and communication models of military leadership. These texts are used to develop professional communication, argumentation, leadership influence, and intercultural interaction skills.

One of the key frameworks is the psycholinguistic approach. Its proponents view combat stories as a means of making sense of combat experience, developing reflection, and cultivating an analytical mindset. Research by S. Zasiekin et al. proves that war narratives perform not only an informational but also a cognitive-therapeutic function (Zasiekin et al., 2022). Furthermore, the NoW (Narratives of War) corpus of written accounts, which reflects the emotional states, values, and collective memory models of war participants, holds significant importance (Zasiekin et al., 2025).

Another critical direction is the rhetorical approach, which is based on the analysis of military motivational speeches and leadership communication strategies. Scholars emphasize that military addresses serve the functions of mobilization, motivation, and value-based cohesion of personnel (O'Gorman, 2010). Studies on the crisis rhetoric of military and political leaders demonstrate that the effectiveness of such speeches is ensured by moral argumentation, appeals to a shared mission, and the construction of a collective identity (Murray et al., 2024).

A prominent place is occupied by the communicative-activity approach, which is widespread in the Military English system. Its core consists of modeling real-world situations of professional interaction: briefings, crisis communications, radio traffic, intercultural communication, and official negotiations. Researchers note a gradual transition from formal-grammatical learning models to authentic and situational forms of language training (Siegel et al., 2024).

A separate group comprises approaches related to text and discourse analysis. Working with authentic texts of military discourse fosters the development of analytical competence, as well as the ability to interpret rhetorical strategies and pragmatic features of professional communication (Bloshchynskyi et al., 2022). In this context, combat narratives and motivational addresses are viewed as an effective didactic resource for the professional language training of future officers.

An additional theoretical dimension is provided by studies on the metaphorics of military discourse. Scholars demonstrate that military metaphors influence the interpretation of events, emotional perception, and behavioral attitudes of the audience (Flusberg et al., 2018). This allows military discourse to be viewed as an instrument for shaping the

professional mindset and communicative behavior of a future officer.

Thus, the analysis of scientific literature has enabled the identification of the main theoretical approaches to utilizing military discourse in the professional language training of future officers: psycholinguistic, rhetorical, communicative-activity, and discourse-analytical. Their combination establishes the theoretical framework for utilizing military narratives and motivational speeches in teaching English to cadets.

The results of fulfilling the second objective (substantiating the didactic potential of military narratives and motivational speeches in teaching English to cadets) revealed that the use of authentic texts of military discourse creates conditions for blending language training with the real-world communicative practices of an officer's professional activity. Unlike traditional educational materials, combat stories, motivational addresses, official service messages, and public speeches by military personnel reflect the typical situations of modern warfare, leadership interaction models, decision-making mechanisms, and speech strategies for influencing personnel. For this reason, they possess significant potential for developing the professional communicative competence of future officers.

An analysis of contemporary research in the field of Military English indicates a gradual shift in approaches to the professional language training of military personnel. A scoping review by A. Siegel, M. Vance, and D. Nilsson demonstrates a departure from purely grammatically-oriented instruction models toward situational and task-based approaches founded on the use of authentic materials and the modeling of real-world communicative situations (Siegel et al., 2024). Educational models that replicate briefings, instructional briefings, radio traffic, crisis messages, communication in an international environment, and other forms of professional interaction among officers have been recognized as the most effective. In this context, combat narratives and military motivational speeches are regarded as a type of authentic professional discourse that brings the process of English language learning closer to the actual conditions of service and combat operations.

A key advantage of military narratives is their high contextual richness (contextual density). Such texts contain not only professional vocabulary and typical linguistic structures but also reflect the logic of combat communication, modes of argumentation, emotional-evaluative components of speech, features of rhetorical impact, and models of interaction in stressful situations. Working with these materials facilitates the development of cadets' skills in interpreting professional discourse, cultivates critical thinking, and enhances the ability to make communicative decisions in challenging circumstances.

Military motivational speeches and commanders' addresses are of particular significance. Research by N. O'Gorman on the rhetoric of combat leadership proves that such speeches constitute a distinct genre of military communication, whose primary function is not only informing but also mobilizing, maintaining moral-psychological resilience, and consolidating personnel (O'Gorman, 2010). For a future officer, the capacity for this type of communication is a critical component of professional preparation. Consequently, the incorporation of motivational speeches in English language instruction enables cadets to master rhetorical models of leadership discourse, learn to construct persuasive statements, argue their positions, and exert a motivational impact through language.

The didactic potential of authentic texts is further confirmed by modern research in foreign language teaching methodology. M. Dja'far emphasizes that utilizing materials created for real-world communicative situations significantly enhances learners' motivation, cognitive activity, and emotional engagement in the educational process (Dja'far, 2023). Unlike artificially adapted textbooks, authentic materials display real linguistic models, stylistic features, and situation-dependent rhetorical strategies. For military education, this is of fundamental importance as it fosters the readiness of future officers for professional communication under conditions of uncertainty, time deficits, and high psychological stress.

The substantial didactic potential of military narratives and motivational speeches lies in their impact on cadets' intrinsic motivation. Viewed through Self-Determination Theory, such texts foster the development of professional self-identification, a sense of personal significance, and confidence in one's own professional capabilities (Metzner et al., 2025). Unlike traditional learning materials, combat stories and motivational addresses are directly tied to the realities of an officer's future professional activity. This heightens cadets' emotional involvement in the educational process, strengthens interest in learning English, and stimulates their readiness for professional self-development.

At the same time, research findings within critical discourse analysis bring to the fore the problem

of a pedagogically balanced utilization of military discourse in the educational process. Teun A. van Dijk demonstrates that discourse can act as a tool of social influence, attitude formation, and manipulative control over audience perception (van Dijk, 2006). In the context of military education, this implies a necessity for critical analysis of military narratives and motivational speeches, paying close attention to their rhetorical strategies, ideological meanings, and psychological impact. Hence, the deployment of such texts in English language teaching must combine language training with the development of analytical thinking and critical information literacy skills.

Thus, combat narratives and military motivational speeches possess significant didactic potential in the professional language training of future officers. Their utilization ensures the integration of language instruction with the real-world conditions of military activity, promotes the development of professional-communicative, rhetorical, and leadership competencies, and cultivates skills in argumentative speech, critical discourse analysis, and readiness for effective interaction under the stressful conditions of service and combat operations.

Regarding the fulfillment of the article's third objective (selecting authentic English-language texts of military discourse for use in the educational process), the research findings showed that the selection of authentic English-language military discourse texts must be grounded in the principles of professional relevance, authenticity, situationality, and communicative value. It is advisable to incorporate combat narratives, motivational speeches, briefings, official service communications, radio traffic, interviews with military personnel, and public appearances by military leaders. These texts reflect real models of an officer's professional communication and contribute to the development of cadets' professional-communicative, rhetorical, and leadership competencies.

The methodological foundation for this selection is provided by research on authentic materials in language education (Gilmore, 2007; Torregrosa Benavent & Sánchez-Reyes Peñamaría, 2011). Scholars emphasize that authentic texts enhance learning motivation, develop communicative skills, and ensure that the educational process approximates the actual conditions of professional activity. In military education, special importance is attached to the genre conformity of texts, their rhetorical structure, pragmatic characteristics, and value-based content.

During the text selection process, specific attention was paid to materials demonstrating effective models of military rhetoric and leadership communication. In this context, Queen Elizabeth I's speech to the troops at Tilbury during the threat of the Spanish Armada invasion is highly illustrative (Green, 1997; Norrie, 2019). The address was delivered under conditions of high psychological tension, when England faced a real threat of losing its political independence. The speech performed not only a motivational but also a state-building function, as it was aimed at consolidating the military and society.

Of exceptional rhetorical value is the combination in this address of appeals to collective identity, personified leadership, and emotionally rich argumentation. The famous passage from the speech "I have the body of a weak and feeble woman; but I have the heart and stomach of a king, and of a King of England too" demonstrates an example of leadership discourse built upon personal responsibility, readiness for shared risk, and moral influence over the audience. Such texts are essential for the professional language training of future officers, as they allow for the analysis of rhetorical strategies for motivation, persuasion, and maintaining the moral-psychological resilience of personnel.

In the course of selection, not only the linguistic features of the texts but also their didactic potential were considered. Preference was given to materials containing professionally relevant vocabulary, typical models of military communication, elements of crisis and leadership discourse, as well as examples of intercultural interaction within the NATO security environment. Essential criteria also included linguistic accessibility, ethical appropriateness, and the applicability of the text to the development of critical thinking, argumentation, and public speaking skills.

The completed selection of authentic English-language military discourse texts enabled the compilation of an instructional material corpus oriented toward the real needs of future officers. Its implementation ensures the alignment of language training with the development of professional communication, rhetorical skills, leadership qualities, and operational readiness within the complex conditions of the contemporary military environment.

The generalized selection criteria for authentic English-language military discourse texts and their educational potential are presented in Table 1.

Table 1

Selection Criteria for Authentic English-Language Military Discourse Texts and Characteristics of Their Educational Potential

Criterion / Component	Characteristics	Text Examples	Learning Outcome
Authenticity	Texts created for real-world military communication	Briefings, combat messages, commanders' addresses	Developing skills for working with real discourse
Professional Relevance	Alignment with an officer's service and combat activities	Radio traffic, orders, crisis addresses	Fostering professional communicative competence
Rhetorical Potential	Presence of means of persuasion, motivation, and leadership influence	Queen Elizabeth I's Tilbury speech, motivational addresses by military leaders	Developing rhetorical and leadership skills
Situationality	Reflecting real-world conditions of military activity	Combat narratives, frontline stories	Preparing for communication in high-stress situations
Communicative Value	Typical linguistic models of professional interaction	Instruction briefings, briefings, intercultural communication	Developing professional speech skills
Value-Based Content	Building moral-psychological resilience and professional identity	Leadership speeches, stories of combat experience	Cultivating motivation and professional reflection
Intercultural Aspect	Familiarization with the military culture of partner nations	Speeches by NATO military leaders	Preparing for interaction in a multinational environment
Didactic Expediency	Applicability for language and rhetorical tasks	Speech analysis, role-playing scenarios, discussions	Integrating language and professional training

Source: Summarized by the author based on: (Gilmore, 2007; Torregrosa Benavent & Sánchez-Reyes Peñamaría, 2011; Green, 1997; Norrie, 2019).

The fourth objective of the article involved the practical validation (piloting) of authentic English-language military discourse texts by applying methods of discourse analysis, communication modeling, and role-playing tasks within the language training of future officers. This objective was implemented during the instruction of the "English for Specific Purposes" (ESP) course. The work was grounded in a previously compiled corpus of authentic materials, which included motivational speeches, commanders' addresses, excerpts from operational messages, and text materials for the psychological support of personnel.

At the initial stage, cadets worked with English-language motivational speeches delivered by state and military leaders. This work involved structural-compositional, pragmatic, and rhetorical text analysis. Primary focus was directed toward identifying the author's communicative intent, speech strategies, and means of emotional impact on the audience. This approach allowed cadets to gain a deeper understanding of the genre characteristics of a motivational speech, as well as its informational, mobilizing, and psychologically supportive functions. Linguistic means of expressing persuasion, solidarity, responsibility, and leadership within military discourse were processed separately.

One of the key source materials for analysis was the speech by King George VI of Great Britain on September 3, 1939, delivered following the country's entry into World War II (George VI, 1939). This address serves as an illustrative example of crisis communication and the rhetoric of moral-psychological support for society. From the very beginning of the speech, an effort to create the effect of a personal appeal to every individual citizen is evident: "I send to every household of my peoples, both at home and overseas, this message..." This rhetorical model establishes an atmosphere of trust, unity, and shared responsibility under wartime conditions.

During the analysis, cadets identified the key elements of mobilizing rhetoric. In particular, attention was paid to appeals to freedom, justice, duty, and

moral resilience. A vital passage for analysis was: "I ask them to stand calm and firm and united in this time of trial," which combines a call for unity, psychological endurance, and discipline. Linguistic means through which the speaker avoids excessive pathos while simultaneously sustaining the audience's morale were examined separately.

The final part of the speech was used to analyze the spiritual and value-based components of military discourse. The phrase "ready for whatever service or sacrifice it may demand" provided an opportunity to discuss linguistic forms of expressing duty, readiness for self-sacrifice, and collective responsibility. Within practical classes, cadets modeled their own motivational addresses in English, adapting the rhetorical models of the speech to the contemporary military context.

The practical component of the work also included role-playing scenarios, the modeling of crisis communication situations, and the preparation of brief operational briefings and commanders' addresses. These tasks enabled the integration of language training with the cultivation of rhetorical, analytical, and leadership skills. Working with authentic texts facilitated the development of skills for the functional use of the English language in professionally significant and emotionally intense situations.

The results obtained confirmed the effectiveness of utilizing authentic English-language military discourse texts in the professional language training of future officers. This approach ensures not only the development of language competence but also the cultivation of professional communication skills, rhetorical influence, and moral-psychological resilience.

A distinct line of work was related to the analysis of military motivational addresses delivered during periods of defeat, heavy casualties, or critical developments on the frontline. Such speeches are formed under conditions of emotional exhaustion, uncertainty, and declining morale among personnel. In these circumstances, a commander's speech transcends its informational function to become a means of support, consolidation, and preservation of readiness for continued struggle. Within English language instruction, such texts hold exceptional value as they demonstrate authentic models of crisis communication, leadership discourse, and psychological impact within a professional military environment.

One of the most prominent examples of this rhetoric was Charles de Gaulle's speech "Appel du 18 Juin" ("Appeal of 18 June"), delivered on June 18, 1940, in London following the rapid defeat of France by Nazi Germany (de Gaulle, 1940). At the time of the address, French society was profoundly demoralized, and the official government had virtually agreed to capitulation. Under these conditions, de Gaulle appealed to the nation with a call to never cease the resistance. This very speech marked the symbolic beginning of the Free French movement and became one of the most famous examples of the rhetoric of defiance in the twentieth century.

The key thesis of the address was the words: "France has lost a battle, but France has not lost the war." This statement reflects a fundamental reframing of the defeat itself. De Gaulle acknowledges the gravity of the situation, yet refuses to perceive it as final. This rhetorical approach alters the psychological perception of events, mitigates the atmosphere of hopelessness, and builds the conviction that further resistance is possible. For cadets, analyzing such excerpts was crucial from both a linguistic and a professional-communicative perspective, as it allowed them to observe how words can be used to forge the moral resilience of an audience under crisis conditions.

De Gaulle's speech possesses a distinctly strategic character. Its objective lies not only in emotional impact but also in shaping a vision for a long-term struggle. The address emphasizes that the allies' potential, economic resources, and international support could, in the long run, alter the course of the war. In this manner, the speech fulfills a mobilizing function and establishes a foundation for social consolidation. The analysis of such texts during English classes enabled cadets to master crisis communication vocabulary, linguistic models of persuasion, argumentation, and public speaking.

An important element of the address is also the personification of the state through the image of the leader himself. De Gaulle positions himself as a representative of France, which continues to exist despite military defeat and the loss of territorial control. This lends the speech not only political but also profound moral significance. Thus, it advances the idea that the existence of a state is primarily determined by the readiness of its society to continue the fight. Working with such texts enhanced cadets' skills in interpreting rhetorical strategies, conducting critical discourse analysis, and understanding the psychological mechanisms of military communication.

During practical classes, cadets analyzed the compositional structure of the speeches, types of argumentation, linguistic means of mobilizing impact, and rhetorical models for supporting personnel.

Special attention was paid to linguistic expressions of duty, responsibility, cohesion, and leadership. The subsequent stage involved modeling original motivational addresses in English, incorporating the rhetorical features of the analyzed texts. This approach increased cadets' motivation to learn English, as the instructional material was directly linked to an officer's future professional performance and real-world communicative situations within the military environment.

Following the analytical phase, cadets proceeded to creative and practical tasks aimed at modeling professional communication in English under conditions closely approximating real service and combat operations. They developed short motivational addresses delivered prior to mission execution, commanders' addresses in crisis situations, messages of support following casualties or distressing events, and brief operational briefings for personnel. Particular focus was placed on communication during state border security operations, sudden complications of the operational environment, or when the rapid regrouping of a unit was required.

All tasks were performed in English and targeted the use of real military discourse models. This allowed for the integration of language training with the development of professional communicative and leadership skills of future officers. During the exercises, cadets practiced skills in logically structuring messages, selecting rhetorical strategies, ensuring precision of formulation, and employing linguistic means for the psychological support of personnel. Special emphasis was placed on the ability to combine the directiveness of command discourse with elements of motivation, support, and emotional stabilization of the recipient.

A significant role in implementing the proposed approach was played by situational-modeling tasks. Based on the analyzed military narratives and motivational speeches, role-playing scenarios were developed, within which cadets replicated the communicative behavior of a commander in typical professional situations: mission assignment, conducting instruction briefings, explaining risks, crisis communication, or delivering a motivational address to a unit.

For instance, after analyzing a combat story related to the evacuation of the wounded, cadets modeled a brief operational briefing in English. In the presentation, it was necessary to define the objective of the operation, outline potential threats, formulate the course of action, and conclude the address with a mobilizing message. The evaluation criteria included the logical flow of the presentation, accuracy of professional vocabulary, adherence to the style of military communication, and the capacity to sustain the moral-psychological state of the personnel.

This approach contributed to increasing cadets' motivation to learn English, as the instructional material was directly linked to their future professional activity. Working with authentic texts and modeling real-world communicative situations enabled the development of not only language competence but also skills in rhetorical impact, crisis communication, and professional leadership.

The next stage of the work involved modeling a commander's communication with personnel following the successful execution of a mission or achieving victory over an adversary. Cadets had to demonstrate the ability to maintain the emotional stability of the unit, foster an atmosphere of cohesion, and employ linguistic means of support, gratitude, and moral recognition. Particular attention was paid to the ability to construct addresses in English without excessive emotionality or triumphalism, while maintaining the motivational and consolidating character of communication. These tasks facilitated the development of situational argumentation skills, empathetic leadership, and professional English speech.

One of the primary texts selected for analysis was the speech by George VI on the occasion of Victory in Europe Day on May 8, 1945 (George VI, 1945). This address is an illustrative example of consolidating military discourse aimed at maintaining national unity, providing moral recognition of society's contribution to victory, and preserving psychological resilience after prolonged military confrontation. Incorporating such texts into the English language learning process allowed cadets to work with authentic models of public speaking characteristic of professional military communication.

At the beginning of the speech, the King sets a solemn and emotionally restrained tone for the address: "Today we give thanks to Almighty God for a great deliverance" (George VI, 1945). Through the use of religious and moral vocabulary, victory is presented not merely as a military success but as a liberation from years of threat and violence. The analysis of such excerpts enabled cadets to master the vocabulary of moral-psychological support, linguistic tools for public speaking, and the characteristics of emotionally balanced leadership discourse in English.

A vital element of the speech is the blending of the joy of victory with an awareness of its high cost. The words are symbolic: "Today the guns are silent. A

great hush falls over Europe. We may allow ourselves a brief period of rejoicing" (George VI, 1945). Such linguistic structures were used to analyze rhetorical devices for generating emotional impact, as well as to practice skills in interpreting subtext and the pragmatic meaning of utterances in military discourse.

Special attention in the address is paid to the construction of a collective identity. The King emphasizes that victory was the result of the combined efforts of both military personnel and the civilian population: "Everyone, whether in the factory, the mine, the shipyard, the farm, or the home, has contributed to the victory." Working with such texts facilitated cadets' assimilation of linguistic models of collective communication, cohesion vocabulary, and the rhetoric of shared responsibility.

The analysis of the memorial component of the speech was also important for language training. Passages dedicated to honoring the fallen were utilized to develop skills in professionally correct and ethically balanced speech in English. This was of particular significance for cultivating the ability of future officers to communicate in sensitive and psychologically challenging situations.

In the course of practical work, cadets analyzed the rhetorical strategies of the speech, identified linguistic means for supporting personnel, and modeled original addresses in English. Such tasks enhanced motivation to learn English, as the instructional material was directly linked to the future professional activity of an officer, authentic models of military leadership, and contemporary needs for professional communication within an international security environment.

A comparative analysis of various genres of military discourse constituted an important stage of training. Cadets contrasted motivational addresses, instructional messages, and analytical texts, identifying their structural, rhetorical, and functional characteristics. This enabled the development of skills to adapt speech to specific duty situations and foster an understanding of the nuances of professional communication within a military environment.

During practical classes, cadets compared a commander's motivational address following the execution of a combat mission, an instructional message regarding the unit's subsequent actions, and an analytical report on the results of the operation. In motivational texts, means of emotional impact, calls for unity, and support for personnel were analyzed; in instructional ones the clarity and unambiguous formulation of commands; in analytical ones the logic of argumentation, causal relationships, and features of the official-professional style.

The next stage involved the modeling of official service communication. Cadets role-played as a commander, a staff officer, and a reporting analyst, demonstrating the ability to adapt English speech to a specific communicative situation and sustain effective professional interaction under conditions of heightened responsibility.

The final stage was the creation of original profession-oriented texts military mini-narratives, motivational addresses, and official service communications in English. Cadets modeled a commander's address before executing a complex mission, following casualties, or after the successful completion of an operation. Tasks regarding the preparation of short analytical updates on changes in enemy activity were performed separately, adhering to the norms of the official-business style.

The execution of these tasks contributed to the development of skills in logical speech organization, rhetorical structuring of text, precision and conciseness of expression, the ability to defend decisions, and the capacity to conduct professional communication in English under real-world and crisis conditions of military activity.

A synthesis of the content, stages, and practical forms of implementing the proposed approach to utilizing military narratives and motivational speeches in the English language training process of future officers is presented in Table 2.

Table 2

Methodology of Implementing Military Narratives and Motivational Speeches in the English Language Training Process of Future Officers

Implementation Stage	**Instructional Material / Type of Discourse**	**Primary Methods of Work**	**Communicative and Rhetorical Focus**	**Practical Forms of Work**	**Competencies Formed**
Initial Analytical Stage	Authentic motivational speeches by	Structural-compositional, pragmatic, and	Communicative intents, speech acts, emotional	Text analysis, identification of rhetorical	Professional-communicative, rhetorical, and

	monarchs and state leaders (Elizabeth I, George VI)	rhetorical analysis	markers, means of persuasion and impact	strategies, discussion of linguistic models	analytical competencies
Analysis of Crisis Military Rhetoric	Speech by George VI following Great Britain's entry into World War II (1939)	Discourse analysis, interpretation of rhetorical strategies	Emotional leadership, mobilizing rhetoric, moral support for society	Analysis of crisis addresses, modeling of motivational messages	Leadership communication, psychological resilience, critical thinking
Analysis of Post-Defeat Rhetoric	Charles de Gaulle's speech "Appel du 18 Juin"	Narrative, psycholinguistic, and rhetorical analysis	Transforming defeat into a motif of resistance, strategic thinking, consolidation	Interpretation of the rhetoric of defiance, creation of original addresses in English	Strategic communication, moral-psychological resilience, crisis speech skills
Analysis of Victory Rhetoric	Speech by George VI on the occasion of VE Day (1945)	Comparative rhetorical analysis	Social consolidation, historical memory, moral recognition, sustaining morale	Analysis of linguistic means of support and unity, modeling of addresses after mission completion	Rhetorical, sociocultural, and value-communicative competencies
Comparative Analysis of Military Discourse Genres	Motivational addresses, instructional messages, analytical reports	Comparative analysis, situational modeling	Distinctions between motivational, directive, and analytical discourse	Text comparison, role-playing as a commander, staff officer, and analyst	Stylistic flexibility, professional speech competence
Practical Modeling of Professional Communication	Combat narratives, briefings, official service communications	Role-playing games, situational modeling, discussions	Command discourse, crisis communication, personnel support	Briefings, instructional briefings, communication under conditions of risk and stress	Leadership, professional-communicative, and intercultural competencies
Creative-Communicative Stage	Original combat mini-narratives, motivational addresses, official service communications	Public speaking, reflexive analysis, modeling of professional situations	Argumentation, emotional support, persuasive speech	Creation of English-language addresses, analytical updates, and crisis messages	Professional communication skills, rhetorical mastery, confident use of English

Source: Developed by the author

The final objective of the study was to evaluate the effectiveness of the implemented methodology and determine its impact on the level of development of future officers' foreign language communicative and rhetorical competencies during English language training. The evaluation was carried out based on a comprehensive approach that combined quantitative and qualitative analytical methods. Primary focus was

directed toward identifying changes in the level of the cadets' professional English speech, the development of public speaking skills, crisis communication, rhetorical impact, and the capacity for professional interaction under conditions of emotional tension.

The pedagogical experiment involved third-year cadets of the Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine, who studied in the specialties "State Border Security" and "Law Enforcement in the Border Sphere." The total number of participants was 153 individuals. The experimental group (EG) comprised 78 cadets, while the control group (CG) included 75 cadets. The groups were formed considering academic performance, the results of preliminary English language assessment, and the baseline level of professional training. At the beginning of the study, no statistically significant differences were found between the EG and the CG. Cadets in both groups possessed approximately the same level of English language proficiency, similar academic performance indicators, and a comparable level of baseline professional-communicative skills development.

The EG cadets were trained using the developed methodology, which involved the use of military narratives, motivational speeches, role-playing scenarios, situational modeling, and discourse-oriented analysis of authentic English-language military discourse texts. In the CG, instruction followed the traditional curriculum without the systematic use of authentic military materials and rhetorical practices.

This experimental design, which spanned the 2024–2025 academic year, allowed for a comparison of the cadets' language training results and enabled the determination of the effectiveness of implementing military narratives and motivational speeches into the English language training process of future officers.

To record the results, a structured diagnostic checklist was used, built upon the key components of foreign language communicative and rhetorical competencies. The evaluation assessed proficiency in professional English vocabulary, the ability to logically structure a message, the application of rhetorical strategies, the skill to exert a motivational impact, sustain professional interaction, and adapt speech to crisis communication situations. The checklist was applied prior to the experimental training and after the completion of the author's methodology implementation.

Separately, the cadets' ability to use the English language in modeled professional situations, their level of communicative confidence, the precision of professional speech, and the ability to combine the directiveness of command communication with elements of psychological support for personnel were analyzed. This provided a comprehensive evaluation of the proposed methodology's impact on the advancement of future officers' professional foreign language training.

The generalized structure of the diagnostic checklist is presented in Table 3.

Table 3

Diagnostic Checklist for Evaluating the Level of Development of Future Officers' Foreign Language Communicative and Rhetorical Competencies

Evaluation Criterion	Indicators	What Was Evaluated	Evaluation Scale
Professional English Speech Proficiency	Accuracy of military terminology, logical flow and structure of the statement	Use of professional vocabulary in briefings, addresses, and official communications	0–4 points
Rhetorical Competence	Argumentation, persuasive impact, use of rhetorical strategies	Construction of motivational addresses, public speeches, and crisis messages	0–4 points
Communicative Adaptability	Ability to adapt speech to the situation and audience	Communication in modeled professional and crisis situations	0–4 points
Professional Interaction and Leadership Communication	Effectiveness of interaction, blending of directiveness and psychological support	Execution of role-playing scenarios and command tasks	0–4 points
Communicative Confidence and Psychological Resilience	Articulateness of speech, ability to operate under	Oral presentations, crisis communication, maintaining group morale	0–4 points

	conditions of emotional tension		

Maximum score – 20 points. Competence development levels: low (0–7 points), average (8–14 points), high (15–20 points).

Source: Developed by the author.

The total score for the development of foreign language communicative and rhetorical competencies (Total score, max 20) was determined by summing the scores across the five criteria of the diagnostic checklist. Each criterion was evaluated on a scale from 0 to 4 points, where 0 points corresponded to a low level of development of the respective component, and 4 points represented a high level of its manifestation in modeled professional-communicative situations. The maximum score was 20 points.

The evaluation was conducted prior to the experimental training and upon the completion of the author's methodology for implementing military narratives and motivational speeches into the English language training process of future officers.

The evaluation results for the control and experimental groups before and after the implementation of the proposed methodology are presented in Table 4.

Table 4

Evaluation Results of the Level of Development of Cadets' Foreign Language Communicative and Rhetorical Competencies Before and After the Implementation of the Author's Methodology

Criteria	**CG (n = 75)**		**EG (n = 78)**	
	Pre-test (M ± SD)	Post-test (M ± SD)	Pre-test (M ± SD)	Post-test (M ± SD)
1. Professional English Speech Proficiency	2,3 ± 0,7	2,5 ± 0,7	2,2 ± 0,8	2,9 ± 0,7
2. Rhetorical Competence	2,1 ± 0,8	2,3 ± 0,7	2,1 ± 0,7	2,9 ± 0,6
3. Communicative Adaptability	2,2 ± 0,7	2,4 ± 0,7	2,2 ± 0,8	2,8 ± 0,7
4. Professional Interaction and Leadership Communication	2,4 ± 0,6	2,6 ± 0,6	2,3 ± 0,7	3,0 ± 0,6
5. Communicative Confidence and Psychological Resilience	2,1 ± 0,8	2,3 ± 0,7	2,1 ± 0,8	2,8 ± 0,7
Total (max 20)	**11,1 ± 2,8**	**12,1 ± 2,6**	**10,9 ± 2,9**	**14,4 ± 2,5**

Source: Summarized by the author.

The results presented in Table 4 demonstrate positive dynamics in the indicators of both groups; however, the most substantial changes were recorded in the experimental group. At the beginning of the experiment, the level of development of foreign language communicative and rhetorical competencies among the cadets of the CG and EG was nearly identical, which confirms the statistical homogeneity of the groups.

Following the implementation of the author's methodology, a pronounced increase across all evaluation criteria is observable in the experimental group. The most significant changes were recorded in the indicators of rhetorical competence, professional interaction and leadership communication, as well as communicative confidence and psychological resilience. The EG cadets demonstrated a higher level of professional English speech proficiency, the ability to logically structure messages, deploy rhetorical strategies, and adapt speech to crisis professional situations.

In the control group, the changes were moderate and primarily concerned the general refinement of speech skills within traditional training frameworks. Concurrently, the cadets of the experimental group exhibited a more pronounced growth in scores across all evaluation criteria. The total score (Total) in the EG increased from 10.9 ± 2.9 to 14.4 ± 2.5 points, whereas in the CG it rose from 11.1 ± 2.8 to 12.1 ± 2.6 points. The results obtained confirm the effectiveness of the proposed methodology for implementing military narratives and motivational speeches into the English language training process of future officers.

In light of the study's findings, it is highly recommended that English language instructors systematically utilize authentic military discourse texts linked to real-world situations of service and combat activity. Preference should be given to motivational addresses, combat narratives, crisis communications, and public speeches by military leaders that contain professionally significant linguistic models and rhetorical strategies.

It is essential to combine text analysis with practical activities: role-playing games, situational modeling, and the preparation of briefings and command addresses in English. This enables the formation of skills in professional interaction, crisis communication, and persuasive speech under conditions closely approximating real-world military operations.

It is also advisable to pay close attention to the rhetorical and psycholinguistic analysis of military speeches. Analyzing the linguistic means of motivational impact, argumentation, morale maintenance, and the construction of a collective identity contributes to the development of critical thinking and communicative adaptability in future officers.

When selecting instructional materials, it is necessary to consider not only the cadets' language level but also the ethical and psychological appropriateness of the texts. Authentic military discourse must not only fulfill an informational function but also contribute to the cultivation of professional responsibility, resilience, and readiness for intercultural interaction in a multinational security environment.

Conclusions. As a result of the conducted study, the methodology for implementing military narratives and motivational speeches into the English language training process of future officers has been theoretically substantiated and experimentally verified. It has been established that the utilization of authentic military discourse significantly expands the professional orientation of foreign language training, bringing it closer to the real conditions of service and combat operations and the contemporary requirements of military education.

In the course of the study, the main theoretical approaches to using military discourse in the professional language training of future officers were identified. It was found that combat narratives and military motivational speeches fulfill not only informational but also rhetorical, mobilizing, psychological, and value-orientational functions. Their integration into the educational process fosters the development of professionally significant speech skills and the cultivation of skills in crisis communication, argumentation, motivational impact, and leadership discourse.

The didactic potential of authentic English-language military discourse texts in teaching English to cadets has been substantiated. It has been established that the most effective texts are those that reflect real-world communicative situations of military activity and contain distinctive models of professional interaction. For this purpose, a selection of authentic English-language materials such as motivational addresses, military narratives, crisis communications, briefings, and public speeches by military leaders was completed. The primary selection criteria were determined: professional relevance, communicative value, rhetorical potential, linguistic accessibility, and ethical appropriateness.

The practical component of the study confirmed the effectiveness of utilizing methods of discourse analysis, situational modeling, role-playing tasks, and rhetorical analysis within the language training of future officers. Working with authentic texts facilitated the development of professional English speech skills, the ability to adapt communication to crisis situations, maintain interaction within a unit, and exert a motivational impact through language. A special role in this process was played by tasks related to modeling command addresses, analyzing the rhetoric of military leaders, and creating original, profession-oriented English texts.

The results of the pedagogical experiment demonstrated a positive impact of the proposed methodology on the level of development of cadets' foreign language communicative and rhetorical competencies. Cadets in the experimental group exhibited a more pronounced increase in the indicators of professional English speech proficiency, rhetorical competence, communicative adaptability, and

leadership communication compared to the control group. This validates the feasibility of integrating military narratives and motivational speeches into the English language training process of future officers.

The practical significance of the study lies in the applicability of the proposed methodology within the professional military education system, particularly when teaching profession-oriented foreign language courses in higher military educational institutions. Perspectives for further research are linked to the development of digital learning resources based on authentic military discourse, expanding the corpus of English-language materials, and exploring the potential of utilizing simulation modeling technologies and artificial intelligence in the professional language training of future officers.

Conflict of Interest

The author certifies that no conflict of interest (financial, professional, or personal) exists that could have influenced the objectivity of the research results or conclusions. The integrity of the double-blind peer review process was ensured through a mandatory declaration of the absence of conflict of interest submitted via the journal's editorial system. This protocol guaranteed complete author anonymity and the independence of the expert evaluation throughout the entire editorial cycle.

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ВИКОРИСТАННЯ ВІЙСЬКОВИХ НАРАТИВІВ І МОТИВАЦІЙНИХ ПРОМОВ У ПРОФЕСІЙНО ОРІЄНТОВАНОМУ НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ МАЙБУТНІХ ОФІЦЕРІВ

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Реферат:

Актуальність: сучасні умови функціонування сектору безпеки і оборони України, зумовлені повномасштабною війною та активізацією міжнародної військової співпраці, актуалізують потребу модернізації мовної підготовки майбутніх офіцерів; традиційні підходи до навчання англійської мови у вищих військових навчальних закладах, особливо у умовах воєнного стану, не повною мірою забезпечують формування готовності до ефективної професійної комунікації та взаємодії; у зв'язку з цим особливого значення набуває використання військових наративів і мотиваційних промов як автентичних текстів воєнного дискурсу; їх інтеграція у процес навчання англійської мови дозволяє поєднати мовну підготовку з розвитком риторичних, лідерських і морально-психологічних компетентностей майбутніх офіцерів.

Мета: теоретично обґрунтувати та експериментально перевірити методику імплементації військових наративів і мотиваційних промов у процес навчання англійської мови майбутніх офіцерів, а також визначити її вплив на формування іншомовної комунікативної та риторичної компетентностей курсантів у системі професійної військової підготовки.

Методи. У дослідженні використано комплекс теоретичних і практико-орієнтованих методів. Аналіз, систематизацію та узагальнення наукових джерел застосовано для визначення теоретичних засад військового дискурсу, професійної мовної підготовки та риторики військового лідерства. Елементи критичного дискурс-аналізу, наративного та психолінгвістичного аналізу використано для дослідження структури, функцій і мовних особливостей військових наративів та мотиваційних промов. Моделювання комунікативних ситуацій і рольові ігри застосовано для відпрацювання професійної взаємодії англійською мовою. Риторичний аналіз автентичних англомовних текстів проведено для розвитку навичок професійної комунікації та переконувального мовлення. Створення курсантами мотиваційних звернень, бойових мінінаративів і службових повідомлень англійською мовою використано для оцінювання рівня сформованості їхньої професійної мовленнєвої компетентності.

Результати. Встановлено, що використання військових наративів і мотиваційних промов у навчанні англійської мови сприяє формуванню професійно-комунікативної компетентності майбутніх офіцерів, розвитку риторичних умінь, критичного мислення та навичок лідерської комунікації. З'ясовано, що автентичні тексти військового дискурсу забезпечують високий рівень емоційної залученості курсантів і підвищують мотивацію до вивчення англійської мови. Обґрунтовано, що найбільш ефективними формами реалізації такого підходу є дискурс-аналітичні завдання, ситуативно-моделювальні вправи, рольові сценарії, компаративний аналіз жанрів військового дискурсу та створення власних англомовних професійно орієнтованих текстів. Доведено, що інтеграція бойових історій і мотиваційних звернень в освітній процес сприяє розвитку морально-психологічної стійкості, навичок аргументації та здатності до ефективної комунікації в стресових умовах службово-бойової діяльності.

Висновки. Використання військових наративів і мотиваційних промов у професійно орієнтованому навчанні англійської мови майбутніх офіцерів є ефективним напрямом удосконалення професійної мовної підготовки у вищих військових навчальних закладах. Використання автентичного військового дискурсу дозволяє наблизити зміст іншомовної підготовки до реальних умов службово-бойової діяльності та посилити її професійну спрямованість. Результати педагогічного експерименту підтвердили ефективність запропонованої методики. У курсантів експериментальної групи зафіксовано більш виражене зростання показників професійного англомовного мовлення, риторичної компетентності та комунікативної адаптивності порівняно з контрольною групою. Це підтверджує доцільність використання військових наративів і мотиваційних промов як важливого дидактичного ресурсу професійної іншомовної підготовки майбутніх офіцерів.

Ключові слова: *професійно-комунікативна компетентність, військова освіта, лідерська комунікація, автентичні тексти*.

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