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FEATURES OF PREPARING LESSON PLANS ACCORDING TO REQUIREMENTS OF THE NATO STANAG 6001 STANDARD

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The article highlights the issue of developing lesson plans in accordance with NATO standard STANAG 6001. They are necessary for instructors of higher educational military establishments who work with servicemen of the Armed Forces of Ukraine, who are then sent abroad for military service in peacekeeping units, peacekeeping personnel training and need knowledge of foreign languages to perform their duties in English-speaking environment (listening, speaking, reading and writing) according to the requirements of the respective STANAG 6001 levels.

The purpose of this article is substantiate the necessity of writing lesson plans according to STANAG 6001 standards as well as to demonstrate STANAG 6001 lesson plan to those instructors who teach servicemen at higher educational military establishments and help them to get ready for NATO language test.

It emphasizes that NATO language test STANAG 6001 is not based on the program of training courses or other educational programs, as its main purpose is not to test knowledge of certain aspects of language, but to determine the level of foreign language competence. In order to teach military and prepare them to STANAG 6001 it is compulsory for instructors to have appropriate lesson plans to get a good feedback at the end of the language courses.

After preparatory work and approbation in Ottawa (Canada), the author suggests an example of lesson plan according to NATO standards STANAG 6001. It includes the following items: lesson objectives, language material that has to be activated in the classroom speech activities, skills and abilities which will be formed or improved in the lesson, as well as methodological techniques, exercises, modes of work that are planned to be used to solve the tasks.

Keywords: *lesson plans, NATO STANAG 6001 standards, instructors, higher military educational institutions, foreign language competence, professional education.*

Formulation of the problem in general. In the conditions of dynamic informatization of all spheres of human activity, deterrence of armed invasion and combat actions of the Russian Federation in Eastern and Southern parts of Ukraine of as well as reforming the Armed Forces of Ukraine in accordance with NATO standards, active use of modern information and communication technologies (hereinafter – ICT) there is an urgent need not only to modernize armaments and military equipment, but also to modernize the system of professional training of officers. Foreign language training is a part of professional training of Ukrainian servicemen.

It is necessary to note that servicemen and employees of the Armed Forces of Ukraine took foreign language courses held in higher military educational institutions and military training units of higher education institutions for general and special language training. It is necessary for those who need knowledge of foreign languages to perform their duties, military service (work) or

study in the country as well as abroad. Besides, the NATO language test "STANAG 6001" is not based on the program of training courses or other educational programs, as its main purpose is not to test knowledge of certain aspects of language, but to determine the level of foreign language competence. In order to teach military and prepare them to "STANAG 6001" it is vital for instructors to have appropriate lesson plans to get a good feedback at the end of the language courses.

An English lesson, like any lesson, is always aimed at gaining new knowledge and consolidating skills acquired in previous lessons. When drawing up a lesson plan in English, the teacher takes into account many factors: the age of students, level of training, group size, learning purpose and others. Nevertheless, there is a number of recommendations that should be followed when conducting any English lesson [9].

A lesson plan is considered to be a fundamental tool that tutors develop to guide their sessions to

help military to pass STANAG 6001 language test. Lesson planning serves as a step-by-step guide to tutors, which helps them with learning objectives, quality questions, and learning activities.

It is essential for educators to prepare their lessons on a daily basis beforehand and implement the most ideal teaching methods. Attending classroom sessions without a lesson plan is detrimental to teachers and students. When an educator is not properly prepared, they will create the impression of being unprofessional and incompetent among their peers, administrative staff, and students.

Analysis of recent research and publications.

With the communicative approach in teaching military English, there should always be a variety of tasks to maintain learners' interest, with pair-work or group-work for military students to carry out such tasks as role-plays, information-gap activities and jigsaw activities, which focus on fluency rather than on grammar exercises [4]. Teachers and instructors of military English courses in Canada and the U.S. point to the fact that military students from different countries come to their courses highly competent in completing grammar exercises, but still unable to speak or function in English. The lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught. Examining theories of communication, Taylor [7] demonstrates the significance of developing communicative competence as a way to facilitate interdisciplinary learning.

The communicative lessons also presuppose a high usage of authentic texts, which can be of interest to military students (field manuals, instructions, orders, reports, etc.). In general, authentic materials are defined as English material written or created for English speakers, by English speakers, as opposed to texts that are prepared specifically for students [3].

The purpose of this article is substantiate the necessity of writing lesson plans according to STANAG 6001 standards as well as to demonstrate STANAG 6001 lesson plan to those instructors who teach servicemen at higher educational military establishments and help them to get ready for NATO language test.

Presenting the main material. Training in foreign language courses is provided to servicemen of the Armed Forces of Ukraine, who are

sent abroad for military service as part of peacekeeping units, peacekeeping personnel, for training, as well as servicemen who need knowledge of foreign languages to perform their duties.

The purpose of teaching foreign language is to train students to the extent that provides the opportunity without an interpreter to study in military schools of foreign countries and perform official duties in an English-speaking environment (listening, speaking, reading and writing) in accordance with the requirements of relevant levels [10, p. 3].

The task of teaching the discipline is to form a minimum sufficient level of foreign language competence to meet the needs of military professionals in foreign language communication in the professional sphere.

According to the requirements of the educational program at higher educational military establishments at language courses, servicemen must know: language material (lexical, grammatical, phonetic, spelling) in the amount provided by the program of studying; rules of reading, writing, listening and speaking to the extent that provides communicative competence; be able to function in the English-speaking environment at the appropriate level; pass the final exams for four types of speech activity with results that confirm the appropriate standardized language proficiency level (SLP); students with absence of starting level must achieve STANAG level 1; students with initial STANAG level 1 have to achieve STANAG level 1 + or STANAG level 2 [10, p. 4].

One of the main tasks of instructors at the courses of foreign languages is to form professional foreign language competence which includes professional, general military, military-oriented competencies. During language training servicemen have to acquire the following skills and habits: speaking, listening, reading as well as writing on appropriate STANAG 6001 level.

The effectiveness of the lesson depends primarily on its planning. Besides, effective lesson preparation influences the results of passing STANAG tests at the end of intensive language course. The instructor at higher educational military establishment must logically include this lesson in a set of lessons of a cycle, carefully select language, text, thematic material, and consider all stages of the lesson and ways to move from one stage to

another, provide methods, modes of operation and select supporting material. If the instructor is not working for the first year, he should review last year's plan of the same lesson to take into account what he did not have time to do then, what methods he failed to implement, and why. In addition, the teacher should not forget about the latest methodological achievements, the experience of their colleagues and their own experience. All this must be taken into account when planning a lesson according to NATO standards.

Having carried out such preparatory work, the instructor makes the plan-summary of a lesson, providing in it the following points:

1. Tasks of the lesson. The educational task is formulated – to form or improve some skills, abilities, as well as developmental and educational tasks – to present new information; to develop logical thinking; to develop skills of independent work; to develop communicative skills.

2. Language material that needs to be introduced or activated in the lesson.

3. Types of speech activity, skills and abilities which will be formed or improved in the lesson.

4. Methodical approaches, exercises, modes of work which are planned to be used to solve different tasks [9].

We suggest the following lesson plan as an example of communicative lesson plan according to NATO STANAG 6001 standards that can be used in military educational establishments of Ukraine.

Teacher's Name: Liudmyla

Date:

Theme: My name is John

Context: radio conversation

Name of Lesson: Military Alphabet

Standard: STANAG Level II

Total Time: 55 min

Lesson Objective: SWBAT (students will be able to) spell the words using military alphabet

Functions: Spelling the words

Teaching Points: Vocabulary, Grammar, Pronunciation

Training Aids Needed:

HO1: tables with military alphabet (http://en.wikipedia.org/wiki/NATO_phonetic_alphabet) [6]

HO2: tape with military alphabet

HO3: cartoons with letters (www.cartoonsstock.com) [1]

HO4: pile of cards with words

HO5: card

HO6: military radio conversation

HO6: Quizz

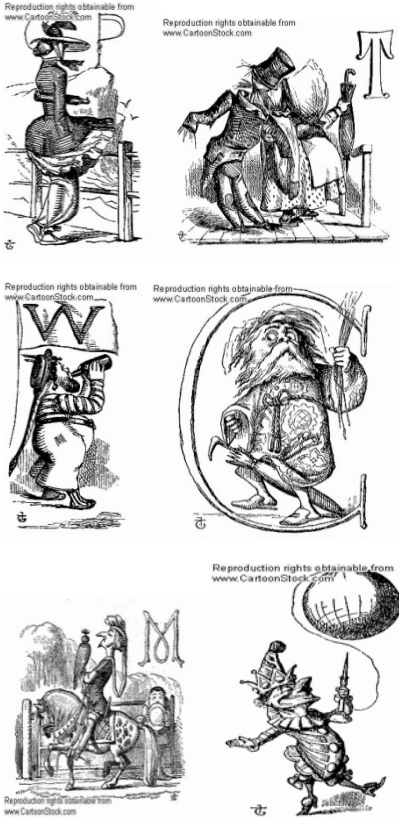
Lesson Procedure	TIME 90
Introduction a) T. hands out tables with military alphabet (HO1); b) T. asks the students where the alphabet is used;	5
1. Presentation Ss repeat military alphabet after the tape (HO2); T shows the letters from the alphabet and students spell them (HO3)	15
2. Practice a) Ss spell their names using military alphabet; b) One of the students takes a card from the pile spelling the word; All the others should name it (HO4) One of the students is writing a word on the board; c) T gives a card to one of the students (HO5); He should answer other students questions using military alphabet	25
3. Production T gives HO6 to the students; b) Ss read radio conversation in pairs and discover the meaning of radio prowords; c) Ss make up their radio-conversation; d) T monitors the students; e) volunteers present their conversations	30
Verification Quizz (HO7) T writes on the WB different times and asks Ss to say the military time.	10
Conclusion a) T thanks Ss for their hard work and tells them the topic of the next class; b) Homework/Assignments	5

The handouts to lesson plan are given below
Handouts for servicemen

Tank	Soldier	Infantry fighting vehicle (IFV)	Helicopter	Engineer	Pilot
Army	Navy	Truck	Jeep	Plane	APC

Handout 4

Handout 3 Handout 5



NAME: ALEX

SURNAME: ROBERTSON

NATIONALITY: HUNGARIAN

JOB: SOLDIER

COUNTRY: POLAND

Example of radio conversation

The calling station is indicated by the use of this is or from:

Juliet Hotel this is Romeo Foxtrot – message – over.

This is Juliet Hotel – send – over.

From Romeo Foxtrot – Convoy 5a has just passed Sierra 3. ETA Sierra 14:30 hours – over.

Juliet hotel – Roger – out.

Handout 6

Signal Strength	
LOUD	Your signal is strong
GOOD	Your signal is good
WEAK	I can hear you but with difficulty
VERY WEAK	I can hear you but with great difficulty
NOTHING HEARD	I cannot hear you at all

Examples

Three Zero One – this is Two Five Nine – Radio Check – over.

From Three Zero One – (you are) loud and clear – over.

This is Two Five Nine – (you are) good and readable – out.

Handout 7

Quizz

Name the military letters answering the questions:

1. Which letter has an animal?
2. These letters meet in Shakespeare's play.
3. It's a dance.
4. It's an alcoholic drink.
5. It's a province.
6. It's an autumn month.
7. Many people like this game.
8. It's a country.
9. Military people wear it.
10. It's an English name.
11. You can win it producing films.
12. You can hear it in the mountains if you shout.

Conclusions. The use of STANAG 6001 test as an achievement test among military at the courses of foreign languages is one of the main

causes that teaching and learning activities are tailored according to it. Therefore the instructors at the language courses have to get ready with appropriate lesson plans to help servicemen to pass STANAG 6001 language test at the end of language course which lasts four months.

The instructor has to mention the following points in his or her lesson plan: lesson objectives, teaching points (pronunciation, grammar, vocabulary), speech activities, skills and abilities which will be formed or improved in the lesson, as well as methods, exercises, modes of work that are planned to be used to solve tasks. Effective lesson plans help the instructor to form professional foreign language competence which is a part of professional education of the Armed Forces.

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ОСОБЛИВОСТІ РОЗРОБКИ ПЛАНІВ КОНСПЕКТІВ ЗА ВИМОГАМИ СТАНДАРТИВ НАТО СТАНАГ 6001

КАНОВА ЛЮДМИЛА ПЕТРІВНА

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У статті висвітлюється питання розробки планів конспектів за вимогами стандарту НАТО СТАНАГ 6001 так як у вищих військових навчальних закладах підготовку на курсах іноземних мов проходять військовослужбовці Збройних Сил України, які далі направляються за кордон для проходження військової служби у складі миротворчих підрозділів, миротворчого персоналу, на навчання, а також військовослужбовці, яким знання іноземних мов необхідні для виконання посадових обов'язків. Метою даної статті є обґрунтування необхідності написання планів – конспектів за стандартами STANAG 6001, а також продемонструвати план уроку STANAG 6001 тим інструкторам, які навчають військовослужбовців у військових частинах та вищих військових навчальних закладах та допомагають їм підготуватися до мовного іспиту. Звернено увагу, що метою викладання навчальної дисципліни «Іноземна мова» є здійснення підготовки слу-

хачів у обсязі, що надає можливість без перекладача навчатись у військових навчальних закладах іноземних держав та виконувати службові завдання в англійськом середовищі (сприймати мову на слух, розмовляти, читати та писати) згідно з вимогами відповідних рівнів. Завданням викладання навчальної дисципліни є формування мінімального достатнього рівня іноземної компетенції для обслуговування потреб військових фахівців в іноземному спілкуванні в професійній сфері.

План заняття вважається основним інструментом, який викладачі розробляють, щоб керувати своїми заняттями та допомогти військовослужбовцям скласти мовний тест STANAG 6001. Планування та розробка планів служить покроковим посібником для викладачів, який допомагає їм визначити цілі навчання, якісні запитання та навчальні дії.

Провівши підготовчу роботу та апробацію планів конспектів в Канаді, м. Оттава, автором запропоновано план-конспект занять за стандартами НАТО STANAG 6001. Він передбачає в ньому такі пункти: завдання уроку, мовний матеріал, який потрібно ввести або активізувати на занятті види мовленнєвої діяльності, навички та вміння яких будуть формуватися або вдосконалюватися на уроці, а також методичні прийоми, вправи, режими роботи, які планується використовувати для вирішення поставлених завдань.

Відомо, що найкращі результати у вивченні іноземної мови досягаються за рахунок постійної та активної участі. У зв'язку з цим кожен викладач, який працює в групі з різним рівнем, повинен бути дуже уважним щодо вибору і розробки стратегії, яка може допомогти стимулювати військовослужбовців навіть з низьким рівнем взяти активну й ефективну участь у заняттях. Саме тому ефективні розробки планів-конспектів занять за стандартами НАТО STANAG 6001 допомагають викладачеві сформувати професійну іноземну компетентність, яка є складовою професійної освіти Збройних Сил України.

Ключові слова: плани-конспекти, стандарти НАТО STANAG 6001, інструктори, вищі військові навчальні заклади, іноземна компетенція, професійна освіта.

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