

LINGUODIDACTIC STRATEGIES FOR LANGUAGE TRAINING OF FUTURE SPECIALISTS UNDER CONDITIONS OF EDUCATIONAL RISKS

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Abstract. The article addresses the issue of transforming the language training of future specialists under conditions of global uncertainty and permanent educational risks. The author theoretically substantiates the compensatory-adaptive learning model and defines the specifics of implementing linguodidactic strategies as a tool for ensuring the resilience of the educational process. Based on the analysis of scientific discourse and the typology of educational risks, it is proven that under crisis conditions, linguodidactic strategies acquire a bifunctional status, as they serve not only as a means of forming the foreign language communicative competence of future specialists but also as an effective mechanism for the adaptation of higher education learners to environmental destabilizing factors. A correlational relationship has been established between groups of risks and priority strategies for their mitigation. It is demonstrated that organizational-technological challenges actualize metacognitive strategies, which shift the locus of control toward student self-regulation. Psycho-emotional risks are compensated by the intensification of socio-affective strategies aimed at reducing anxiety. Overcoming communicative barriers and the deficit of the language environment is ensured by compensatory strategies, while informational threats are neutralized by cognitive strategies of critical analysis. It is concluded that the implementation of the proposed approach allows transforming educational risks into drivers of professional development, turning the higher education learner into an autonomous subject of the educational process.

Keywords: language training, linguodidactic strategies, compensatory-adaptive model, foreign language communicative competence, higher education, educational risks.

1. INTRODUCTION

The transformation of the global educational paradigm, driven by the transition to a post-industrial information society, places new demands on the professional competence of future specialists. In the structure of modern professional training, foreign language communicative competence has ceased to be merely an additional skill and has evolved into a fundamental component of professional identity and a prerequisite for academic and labor mobility. However, the contemporary educational process is increasingly unfolding under conditions of high volatility, uncertainty, complexity, and ambiguity. The educational environment today is characterized by a spectrum of educational risks: from the global digitalization challenges and the forced transition to distance learning formats due to geopolitical

instability or pandemics, to the psychological pressure on participants in the educational process. These factors disrupt traditional linear models of language acquisition and necessitate a revision of established methodological approaches.

Classical linguodidactics, oriented towards stable learning conditions, often lacks flexibility in crisis situations. Consequently, a contradiction arises between the socially mandated high standard of language proficiency for university graduates and the objective limitations imposed by the destabilizing factors of the external environment. This necessitates the search for and scientific substantiation of adaptive linguodidactic strategies capable of ensuring the continuity and quality of language training despite the presence of destructive external influences.

The relevance of the study is conditioned by the convergence of several sociopedagogical and methodological factors:

1. Socio-economic necessity: The labor market requires specialists capable of effective cross-cultural communication and rapid information processing in a foreign language, regardless of the conditions in which their training took place. The capacity for professional communication becomes a marker of the university's educational quality assurance.

2. Methodological gap: While general pedagogical strategies for risk management and crisis pedagogy are being actively developed, the specific linguodidactic aspect remains insufficiently theorized. Existing research predominantly focuses on technical tools (LMS platforms, AI integration), leaving the methodological architecture of language training in risk conditions – specifically the cognitive and compensatory strategies of students – underexplored.

3. Psycholinguistic aspect: Educational risks significantly impair the cognitive functions required for language learning (attention, memory, motivation). Therefore, there is an urgent need to develop strategies that not only transmit linguistic knowledge but also support the student's cognitive resilience and autonomy in learning.

Thus, the development of linguodidactic strategies that integrate digital didactics, principles of compensatory competence, and psychological support becomes a priority task for modern higher education pedagogy.

2. ANALYSIS AND DISCUSSION

The issue of the functioning of educational systems under conditions of uncertainty has gained critical acuity in contemporary scientific discourse. An analysis of the scientific body of work indicates that the category of “educational risk” has transformed from a peripheral concept of crisis management into a fundamental definition of modern pedagogy. The fundamental principles of educational management under conditions of turbulence and crisis are reflected in the works of domestic scholars who view risk as an immanent characteristic of the modern educational environment.

T. Klochkova (2014) made a significant contribution to the development of the conceptual and terminological apparatus, having substantiated the essence of risk management in higher education and defined the key terms of this field. Further developing this line of research, K. Astakhova (2021) focused on identifying the key risks of contemporary education, emphasizing the need to seek adequate responses to systemic challenges.

A significant body of research is dedicated to the managerial dimensions of riskology. For instance, I. Kaleniuk, O. Kuklin, and V. Yamkovyi (2015) analyze the risks associated with the development of

higher education, while T. Babyna (2016) investigates the specific nature of threats in the educational services market. The issues of applied diagnostics are addressed by S. Soroko and L. Kozoriz (2018), who propose methodologies for risk identification and assessment in the operations of higher education institutions. In turn, N. Korzh and V. Sokolovska (2019) integrate risk management directly into the quality management systems of higher education institutions, viewing it as an instrument for ensuring sustainable development.

A distinct vector of scientific inquiry pertains to the socio-globalization context. O. Khmelevska (2016) examines educational risks in close interconnection with human development, emphasizing the anthropological dimension of the problem. The impact of global challenges, particularly pandemic restrictions and distance learning, became the subject of analysis by N. Bilotserkivska (2021), who investigates the transformation of educational risks within the global space.

The most up-to-date studies of the recent period focus on the challenges of wartime and innovation activity. Specifically, O. Liashenko and O. Nakonechna (2024) carried out an in-depth analysis of risks within educational management in Ukraine under the conditions of war and post-war recovery, outlining strategies for the adaptation of the educational system. Simultaneously, Yu. Novgorodska (2024) highlights the specific risks associated with the implementation of innovations and proposes mechanisms for their management under conditions of uncertainty.

In the scientific literature, the approach to classifying educational risks based on the vector of their origin is dominant. In particular, researchers (K. Astakhova, T. Babyna, N. Bilotserkivska, O. Denysiuk, I. Kaleniuk, L. Kozoriz, N. Korzh, O. Kuklin, O. Liashenko, V. Marchenko, Yu. Mokiienko, O. Nakonechna, I. Semko, V. Sokolovska, S. Soroko, N. Tytarenko, O. Khmelevska, V. Yamkovyi) emphasize both external destructive factors (geopolitical instability, pandemic restrictions, forced migration of educational process participants) and their impact on the institutional resilience of higher education institutions, as well as internal risks associated with the psycho-emotional state of learners, a decline in cognitive activity, and the disruption of traditional “teacher–student” communicative ties, etc.

In line with the outlined issues, namely in the context of the impact of destabilizing factors on the effectiveness of the educational process, we conducted an in-depth analysis of the interdependence between risks and the educational quality assurance system. In particular, a concept has been substantiated whereby educational risks are viewed not merely as obstacles, but as powerful determinants defining the vectors of transformation in higher education. The author has proven that modern global challenges necessitate a revision of educational quality criteria and the adaptation of management models to conditions of uncertainty (Iliichuk, 2025).

The development of effective mechanisms for risk mitigation became a logical continuation of the study. Thus, we identified strategic directions for compensating for educational losses resulting from the operation of the legal regime of martial law. The research focuses on the premise that ensuring educational quality under extreme conditions is achievable only through the implementation of flexible compensatory strategies, which encompass both methodological and psychological support for the participants of the educational process (Iliichuk & Khyzhniak, 2025).

In the context of the professional training of future specialists, the issue of the impact of educational risks on foreign language education assumes particular significance. The specific nature of linguodidactics lies in its sensitivity to the communicative context, which undergoes the most significant distortions under conditions of distancing and security threats. However, despite a significant body of

research in the fields of digital didactics and crisis psychology, the linguodidactic aspect of the problem *per se* remains fragmented. The majority of studies focus on technical means of content delivery, whereas the issue of the methodological adaptation of language learning strategies to conditions of permanent risk has been insufficiently addressed.

Scholars often overlook the substantiation of didactic mechanisms that would ensure not only the transmission of knowledge but also the formation of foreign language communicative competence under conditions of limited social contact, stress load, and fragmentation of study time. This necessitates a rethinking of traditional approaches and the scientific substantiation of adaptive linguodidactic strategies capable of minimizing the impact of educational risks on the quality of language training for future specialists.

The contemporary scientific paradigm of language education is characterized by a poly-vectoral nature of approaches to understanding the essence of learning strategies. The fundamental principles of the strategic-activity approach, which views language learning as a managed process of increasing the individual's communicative potential, are laid down in the works of leading domestic methodologists (T. Donchenko, S. Karaman, V. Melnychayko, M. Pentyliuk, K. Plysko, I. Khomiak). In their interpretation, a strategy serves as an instrument for transforming theoretical knowledge into practical communicative skills. The theoretical and methodological basis of this phenomenon and the essence of the definition of "learning strategy" are thoroughly revealed in the studies of N. Brazhnyk, T. Bulba, O. Vanivska, T. Denyshchych, Ye. Izhko, O. Liubashenko, and O. Malykhin. At the same time, the specific implementation of the strategic approach varies depending on the linguistic context. Thus, the peculiarities of applying strategies in teaching the Ukrainian language are highlighted in the works of O. Horoshkina, I. Yermakova, et al. In turn, the linguodidactic aspects of foreign language acquisition strategies constitute the subject of scientific inquiry by N. Bilonozhko, I. Zadorozhna, V. Luchkevych, S. Nikolaieva, I. Semenushyn, and O. Storonska, who focus on the formation of foreign language communicative competence.

In contemporary scientific discourse, the category of "strategy" is characterized by its polysemantic nature. The genesis of this concept dates back to the military domain, where it primarily served as a foundation for the planning and execution of combat operations, determining the logic of tactical actions. Subsequently, this term was integrated into management theory (strategic management), where it acquired a new meaning: as a long-term vector of an institution's development, outlining the scope of its activities, resource base, architectonics of internal connections, and the specifics of its positioning within the external environment (Denyshchych, 2014, p. 65).

In the light of the modern communicative-pragmatic paradigm, the phenomenon of strategy is interpreted as a complex cognitive construct ensuring the goal-oriented organization of discourse. From this perspective, a strategy serves not only as a tool for structuring verbal interaction but also as a mechanism for realizing the hierarchy of the speaker's communicative intentions: ranging from tactical-level micro-intentions (data inquiry, phatic contacts, expression of agreement) to global strategic goals (modifying the recipient's behavior, regulatory influence, persuasion).

The extrapolation of this concept into the domain of pedagogy actualizes the category of "didactic strategy". The latter is viewed by scholars as a systemic instrument of pedagogical management, envisaging the algorithmic management of learners' learning and cognitive activity. Unlike a purely communicative strategy, a didactic strategy is strictly determined by normative educational goals and is

aimed at designing an effective trajectory for achieving planned learning outcomes.

In modern linguodidactics, particularly in the fundamental works of O. Liubashenko, the concept of “linguodidactic strategy” is interpreted as a comprehensive project of the educational process. Its key feature is the distributed co-activity of learning subjects, carried out under conditions of managed and conscious language acquisition. Such an approach is oriented toward satisfying the professional-communicative needs of a mature personality, ensuring the use of language as a polyfunctional instrument: for professional communication, the verbalization of cognitive processes (expression and comprehension of thoughts), and the explication of speakers' emotional states. The scholar conceptualizes the strategy through the prism of its correlation with basic didactic categories — the subject matter, the process, pedagogical conditions, and the subjects of learning (Liubashenko, 2007, p. 196).

Summarizing the above, it is worth stating that the implementation of linguodidactic strategies is grounded in the principles of the technological approach. This is conditioned by the fact that it is educational technology that allows transforming learning into an algorithmized process of implementing previously modeled pedagogical systems. Such an approach guarantees the comprehensive formation of the student's linguistic personality. Herein, the architectonics of the educational process (content, organizational forms, toolkit) is constructed reversively: from the planned final result — the acquired competence — to the selection of adequate methods for its achievement.

In this context, to ensure the technological efficiency and manageability of the foreign language training process, it is deemed expedient to systematize linguodidactic strategies. Drawing on the consolidated position of prominent Ukrainian scholars (Zadorozhna, 2013; Liubashenko, 2007; Nikolaieva, 2008), we identify three fundamental clusters of strategies that ensure the effectiveness of foreign language acquisition (Fig. 1):

1. Learning strategies. This group integrates tools for managing the learners' cognitive activity and encompasses: metacognitive strategies (planning, self-monitoring of learning, reflection) and cognitive strategies (direct operations related to the processing, structuring, and assimilation of linguistic material).

2. Language production strategies (language use). These are aimed at the realization of communicative intent across various types of speech activity. This category involves the mobilization of verbal resources (retrieval of language clichés, set phrases) and non-verbal means (use of facial expressions, gestures, paralinguistics), which facilitate the successful formulation of oral utterances.

3. Communicative strategies, which ensure the support and regulation of the interaction process. Their spectrum includes: affective regulation strategies (managing one's own emotional state, overcoming language anxiety); social interaction strategies (cooperation with native speakers and partners, the “question-answer” dialogic unity); and compensatory mechanisms (contextual guessing, probabilistic forecasting of content).

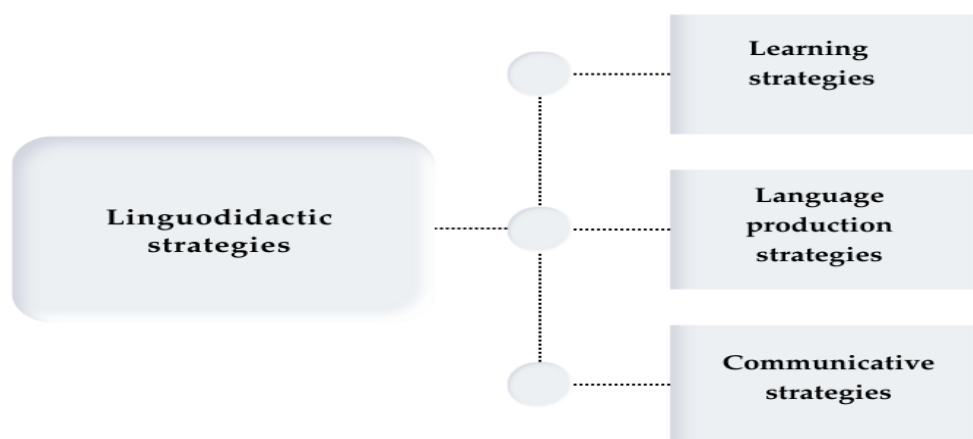


Fig. 1. Linguodidactic strategies of language training for specialists

The projection of the identified educational risks onto the field of language training actualizes the imperative to transform established linguodidactic strategies. Under conditions of uncertainty and turbulence, linguodidactic strategies extend beyond the toolkit for mastering learning material, acquiring the functions of an adaptive mechanism that ensures the homeostatic stability and continuity of the educational process.

We have established a correlational relationship between typological groups of risks and the priority strategies for their mitigation (Fig. 2):

1. Organizational-technological risks (remote mode, asynchrony, technical failures) determine the dominant role of metacognitive strategies. In the context of the severed direct contact within the “teacher – student” dyad and the weakening of external pedagogical control, there is a shift in the locus of control toward internal self-regulation. Consequently, metacognitive strategies serve as an instrument to compensate for the loss of external regulation, ensuring the student's ability to autonomously plan time resources, monitor progress, and promptly adjust the learning trajectory.

2. Psycho-emotional risks (stress, anxiety, cognitive fatigue), caused by traumatic experience and general instability, require the intensification of socio-affective strategies. Their application is aimed at lowering the “affective filter” and preserving the motivational potential of learners. Strategies of emotional regulation (self-encouragement, state reflection) combined with social interaction strategies (empathic listening, work in support groups) allow for minimizing the destructive impact of stressors on cognitive activity.

3. Communicative risks (deficit of an authentic language environment, fragmentation of live practice) necessitate the application of compensatory strategies. The artificiality of the digital learning environment and technical limitations create barriers, the overcoming of which requires future specialists to possess developed strategic competence. Mastering the toolkit of paraphrasing, synonymous replacement, non-verbal communication, and contextual guessing ensures communicative continuity even in the presence of language gaps or technical obstacles.

4. Informational risks (information overload, fake content, manipulative influences) necessitate the implementation of cognitive strategies of critical analysis. In the conditions of information warfare, language training transforms into a process of forming media literacy through the means of a foreign language. This involves the development of skills to verify foreign-language sources, differentiate between factual and evaluative judgments, as well as structure large arrays of data, which is critically important for the professional resilience of a specialist.

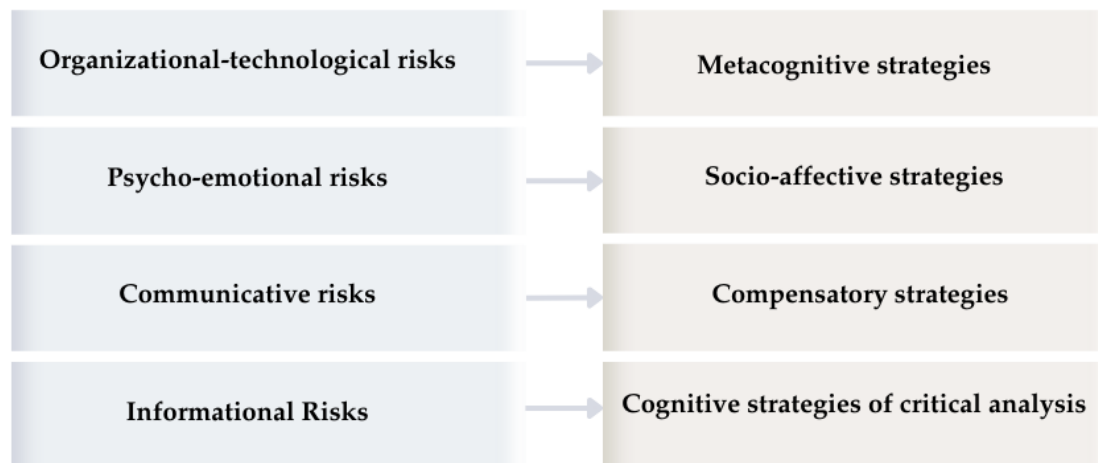


Fig. 2. Correlation model of educational risks and linguodidactic strategies

Thus, under the conditions of educational risks, the architectonics of language training should be based on a compensatory-adaptive model. Within its framework, linguodidactic strategies fulfill a bifunctional role: on the one hand, they ensure the achievement of program learning outcomes (competence formation); on the other hand, they serve as an effective means of minimizing the negative impact of destabilizing factors of the external and internal environment.

3. CONCLUSIONS

The conducted research allows asserting that under conditions of permanent uncertainty and the impact of destabilizing factors, the paradigm of language training for future specialists is undergoing profound transformations. The analysis of the issue has demonstrated that educational risks are ceasing to be viewed solely as obstacles, acting instead as powerful determinants necessitating the revision of established pedagogical approaches. A key outcome of the work is the substantiation of the expediency of transitioning to a compensatory-adaptive learning model, within the framework of which linguodidactic strategies acquire a new, bifunctional status. They serve not only as an instrument for achieving program learning outcomes, i.e., the formation of foreign language competence, but also as an effective mechanism for ensuring the homeostatic stability (resilience) of the entire educational process.

The revealed correlation between typological groups of risks and the specificity of didactic response confirms that the effectiveness of language training today depends on the flexibility of the educational process architectonics. It has been proven that the systemic response to organizational-technological and informational challenges lies in the realm of developing metacognitive and cognitive strategies, which shift the locus of control toward student autonomy and their capacity for critical analysis. Simultaneously, the mitigation of psycho-emotional and communicative threats requires the intensification of socio-affective and compensatory mechanisms designed to preserve the motivational resource and continuity of interaction under conditions of distancing.

Thus, the implementation of the proposed strategies allows transforming educational threats into drivers of professional development, forming a specialist capable not only of mastering a foreign language but also of effectively adapting to professional activity under conditions of global turbulence. Such an approach fundamentally changes the role model of pedagogical interaction, transforming the

student from an object of learning into a self-regulated subject of educational activity.

Prospects for further research in this domain lie in the development of a standardized diagnostic toolkit for assessing the level of linguistic competence formation in future specialists. Particular attention should be paid to exploring the potential of artificial intelligence technologies in creating adaptive learning environments capable of automatically generating personalized scenarios for compensating for educational losses depending on the type of risk.

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Любомира Ілійчук. Лінгводидактичні стратегії мовної підготовки майбутніх фахівців в умовах освітніх ризиків. *Журнал Прикарпатського університету імені Василя Стефаника. Філологія*, **12** (2025), 42–50.

У статті актуалізовано проблему трансформації мовної підготовки майбутніх фахівців в умовах глобальної невизначеності та перманентних освітніх ризиків. Автором теоретично обґрунтовано компенсаторно-адаптивну модель навчання та визначено специфіку реалізації лінгводидактичних стратегій як інструменту забезпечення стійкості освітнього процесу. На основі аналізу наукового дискурсу та типології освітніх ризиків доведено, що в кризових умовах лінгводидактичні стратегії набувають біфункціонального статусу, оскільки слугують не лише засобом формування іншомовної комунікативної компетентності майбутніх фахівців, але й дієвим механізмом адаптації здобувачів вищої освіти до дестабілізуючих чинників навколишнього середовища. Встановлено кореляційний взаємозв'язок між групами ризиків та пріоритетними стратегіями їх нівелювання. Доведено, що організаційно-технологічні виклики актуалізують метакогнітивні стратегії, які зміщують локус контролю на саморегуляцію студента. Психоемоційні ризики компенсуються інтенсифікацією соціально-афективних стратегій, спрямованих на зниження тривожності. Подолання комунікативних бар'єрів та дефіциту мовного середовища забезпечується компенсаторними стратегіями, а інформаційні загрози нейтралізуються когнітивними стратегіями критичного аналізу. Зроблено висновок, що імплементація запропонованого підходу дозволяє трансформувати освітні ризики у драйвери професійного розвитку, перетворюючи здобувача вищої освіти на автономного суб'єкта освітнього процесу. Відтак, іншомовна підготовка в умовах ризиків постає не лише як процес набуття знань, а як простір формування стійкої мовної особистості, здатної до ефективної міжкультурної взаємодії у мінливому світі.

Ключові слова: мовна підготовка, лінгводидактичні стратегії, компенсаторно-адаптивна модель, іншомовна комунікативна компетентність, вища освіта, освітні ризики.