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Application of online assessment tools in foreign language training of cadets

In the current conditions of martial law and active digitalization, the military education system is undergoing profound transformations aimed at ensuring the continuity of the educational process and increasing its effectiveness in conditions of limited access to traditional forms of education. The issue of assessing the level of foreign language training of cadets, which is an important component of their professional competence, is becoming particularly relevant. The article considers assessment not only as a means of controlling knowledge, skills, and abilities, but also as a tool for identifying gaps in training programs, analyzing results, and improving the educational process. The purpose of the study is to analyze and find effective ways to organize online assessment of foreign language training of cadets in higher military education institutions under martial law. To achieve this goal, a set of scientific methods was used: theoretical analysis of scientific sources to determine the current state of the problem, structural and systemic analysis to establish effective tools for knowledge control. The article summarizes the experience of using online assessment tools, in particular Google Forms, Google Docs, Moodle, Quizizz, Kahoot, and Socrative, which ensure objectivity, flexibility, and security of testing. The expediency of their integration into the process of forming foreign language competence of future officers is emphasized, as they contribute to increasing motivation, developing autonomy, and digital literacy of cadets. The possibilities of using electronic portfolios, group projects, video, and audio tasks as means of comprehensive assessment of speech skills are revealed. The results of the study prove that online tools, when used methodically and judiciously, contribute to improving the quality of education, and ensure the academic integrity of the educational process. The scientific novelty lies in determining the specifics and criteria for the effectiveness of online assessment of foreign language training for cadets during wartime. Prospects for further research lie in the comparative analysis of the effectiveness of various online platforms, the creation of adaptive tests, and the formation of an integrated assessment model that takes into account psychological and pedagogical aspects.

Keywords: distance learning, innovative technologies, assessment tools, online learning, online assessment.

Introduction. The current conditions caused by martial law and active digitalization have significantly transformed the educational process, bringing it to a new level. Although the main components of education have been preserved, they have undergone some changes. The issue of assessment, which is now seen not only as a means of controlling knowledge, skills and abilities, but also as a tool for identifying gaps in the curriculum, analyzing weaknesses and further improving the educational process, has not been left out.

In the current conditions of martial law, the system of military education is undergoing significant transformations due to the need to ensure the continuity of the educational process and increase its effectiveness in conditions of limited access to traditional forms of education. Particular attention is paid to the issue of assessing the level of foreign language training of cadets, which is an important component of their professional competence

In this regard, the use of online tools that allow for objective, flexible and secure assessment of knowledge in a remote or blended format is becoming increasingly important. Such tools not only help to increase cadets' motivation, but also allow for prompt adaptation of the content and form of testing in accordance with changes

in the educational process, technical capabilities, and wartime security challenges. This has necessitated a review of traditional approaches to knowledge control, which have proven to be ineffective or even technically unsuitable for use in the new environment. The study of the possibilities, advantages and challenges of using online tools for assessing foreign language knowledge in military educational institutions is timely and necessary to ensure the quality of professional training of future officers.

Formulation of the problem. Particular attention in this article is paid to the aspect of assessment under martial law, which has previously been neglected by scholars. Despite the existence of numerous studies on monitoring cadets' academic progress, this particular component has not yet received proper theoretical justification. That is why its analysis is relevant and determines the scientific novelty of the presented study.

The object of the study is the process of assessing cadets' foreign language knowledge in higher military education institutions under martial law.

The subject of the study is online tools and methods of their application for assessing the foreign language proficiency of cadets in higher military education institutions under martial law.

The purpose of the article is to analyze and find ways to solve problems related to the organization of online foreign language assessment in higher military education institutions under martial law. To achieve this research goal, a set of scientific methods was used, in particular: theoretical analysis of scientific sources – to study the current state of research on the problem in the scientific literature; structural and systemic analysis – to identify effective tools that contribute to solving the problems of adequate online

The research is based on a comprehensive approach that combines theoretical analysis, systematization of scientific sources, empirical generalization of pedagogical experience, and practical observation of the process of organizing online assessment of foreign language training of cadets in higher military education institutions.

Literature review. The material basis of the study consists of scientific works by Ukrainian and foreign scholars (D. Demchenko, Yu. Sydorenko, O. Chaiuk, S. Gamage, E. de Silva, N. Gunawardhana, N. Hockly, P. Sharma and others), regulatory and legal documents governing the educational process in military institutions, as well as digital educational platforms and online tools for knowledge assessment (Google Forms, Google Docs, Moodle, Quizizz, Kahoot, Socrative, Weebly, WordPress). The empirical basis consists of the results of observations of the educational process in military training units, the experience of foreign language teachers, and an analysis of the practice of using digital assessment tools in distance and blended learning (Honcharenko, 2023; Nitochko, 2024; Chaiuk, 2022).

The following methods were used to achieve the research objectives: theoretical analysis and synthesis – to study scientific sources and summarize current approaches to online assessment of foreign language skills in military education; comparative method – to compare traditional and digital forms of monitoring cadets' academic performance; structural and systemic analysis – to identify effective online tools that contribute to increasing the objectivity, flexibility, and reliability of assessment; observation and generalization of pedagogical experience – to identify problems and prospects for the implementation of online assessment in a state of martial law.

The application of these methods makes it possible to comprehensively analyze the current state of the problem, identify the advantages and disadvantages of using online knowledge assessment tools, and formulate recommendations for improving the effectiveness of assessing cadets' foreign language competence in a distance learning format.

The issue of assessing the foreign language competence of cadets in higher military education institutions has been the subject of research by both domestic and foreign scholars, in particular D. Demchenko, Yu. Sydorenko, O. Chaiuk, as well as S. Gamage, E. de Silva, N. Gunawardhana, N. Hockly and P. Sharma and others. In their works, the researchers emphasize that the introduction of online technologies for monitoring knowledge and self-assessment of using online tools for assessing foreign language proficiency is becoming increasingly relevant as educational institutions move to digital learning and assessment formats. A significant number of researchers consider the potential of online assessment as a tool for improving the effectiveness of language learning.

In particular, I. Ivaniuk and S. Kravets analyze the peculiarities of introducing digital technologies into the educational process, emphasizing the importance of interactivity, flexibility and feedback when using online assessment tools. I. Nitochko considers electronic testing as an effective tool for controlling knowledge in the process of learning foreign languages, noting its advantages, including efficiency, adaptability and the ability to automatically check results.

O. Chaiuk research is devoted to the role of cloud-based services (Google Forms, Moodle, Socrative) in the formation of future specialists' foreign language competence. The author emphasizes the need for methodically balanced use of these tools to achieve objective assessment results.

In the context of military education, it is worth mentioning the works of O. Chaiuk, D. Demchenko, who analyze the specifics of teaching a foreign language to cadets and prove the feasibility of using online assessment as a way to intensify the learning process in conditions of limited time and high professional requirements.

Foreign researchers consider online assessment as an integral part of blended learning and emphasize its importance for the development of language skills in real and simulated communication environments (S. Gamage, E. de Silva, N. Gunawardhana, 2023; N. Hockly, 2023; P. Sharma, 2023). Their work also focuses on the reliability, validity and didactic appropriateness of online tests.

Scientific research shows a growing interest of researchers in the problem of introducing online tools in the process of assessing foreign language knowledge and skills, in particular in the context of military education. However, there is a need for further study of the peculiarities of using such tools for cadets, taking into account the specifics of their training. One of the world's leading developers of digital solutions is Google, which offers a number of online tools for working with texts, tables, presentations, questionnaires and tests, as well as for organizing virtual learning environments and video meetings (T. Honcharenko, 2023; D. Demchenko, 2022). An important advantage of these tools is their full compatibility and ability to integrate with each other (Electronic resource). The use of Google tools greatly simplifies not only the process of planning and organizing effective learning, but also contributes to the teacher's self-organization and provides an opportunity to adequately assess students' foreign language knowledge in the online format (I. Ivaniuk and S. Kravets, 2022).

The main part. This study focuses on effective tools for online assessment of cadets' foreign language proficiency in higher military education institutions under martial law. The following tools, in our opinion, are among the most effective in this context.

Google Docs (part of Google Drive) is a suite of cloud-based collaboration tools that includes a word processor, image editor, spreadsheet program, and survey platform. The Google Docs interface is similar to Microsoft Word, but has a number of additional useful features (S. Gamage, E. de Silva, N. Gunawardhana, 2023). One of the most important features is the ability to collaborate on documents in real time. Users can comment on text and use the chat window located on the left side of the screen. Documents can be created directly in the browser or uploaded from a computer. All work is automatically saved in the cloud storage, which allows you to return to the document without fear of losing it (N. Hockly, 2023; electronic resource).

Google Forms is a tool for creating a variety of tests, such as true/false, multiple choice, open-ended, and short-answer questions. The teacher can customize the grading scale, identify the correct answers, upload photos, videos, audio or text, and ask questions to automatically check the answers (Electronic resource).

Group projects can take many forms, from presentations and posters to postcards and websites. They help assess skills such as collaboration and digital literacy along with language skills. Thanks to digital tools, it becomes easier to identify the individual contributions of each student. Tools such as Google Docs allow you to track the edits made by each participant, and collaboration apps such as Slack capture students' work together during a project (Electronic resource).

Electronic portfolios, like their paper counterparts, combine student work samples and reflective comments to promote autonomy, self-reflection, and critical thinking. Since they can include audio and video files, they can be easily shared with colleagues, which also contributes to the development of digital literacy. To create e-portfolios, students can use blog or website tools such as Weebly or WordPress. As a simpler option, cadets can work on paper and then scan and upload their work (I. Ivaniuk and S. Kravets, 2022).

To assess learners' speaking, you can ask them to make audio or video recordings, working individually, in pairs or groups. These recordings can take different formats, such as presentations or commentaries on images or graphics, and provide opportunities for self-assessment and assessment against CEFR descriptors or other criteria (Online). Learners can create and share their recordings through dedicated tools such as Screencast-o-matic or CloudApp, or upload recordings from their smartphones to file-sharing services such as Google Drive or Dropbox (Electronic resource).

Approbation of research results. Ideas and opinions can also be collected synchronously after class. For example, cadets can take a poll through a website or app like Poll Everywhere, take a quiz through a tool like Google Forms, or participate in a discussion in a forum created on learning platforms or in learning management systems like Moodle (Ukrainskyi tsentr otsiniuvannya yakosti osvity, 2023). Regardless of whether the assessment is online or offline, the goal remains the same: find a method that is accurate, fair, representative of real-world language use, useful for student learning, and easy to implement. The method chosen will depend on the specific situation, time and resources available, and may involve some trade-offs (Electronic resource).

The basis of the proposed effective tools for online assessment of cadets' foreign language knowledge is the technical capabilities of online platforms that can ensure completeness, academic accuracy, and convenience of organizing the educational process (P. Sharma, 2023). All these tools take into account the specifics of foreign language learning and meet the requirements of theoretical and practical classes. We see prospects

for further research in assessing the effectiveness and feasibility of using online platforms that are most often used in the theoretical and practical training of cadets in foreign language classes. In addition, it is advisable to characterize, analyze and select online platforms that best meet the criteria specified in this study in the context of distance learning for cadets at higher military educational institutions (Ukrainskyi tsentr otsiniuvannia yakosti osvity, 2023). The analysis and development of criteria for selecting online learning platforms may also be relevant in the context of training other specialists in higher military educational institutions of Ukraine.

Conclusions. Prospects for further research in the field of using online tools for assessing cadets' foreign language proficiency lie in several key areas. First, it is advisable to conduct a comparative analysis of the effectiveness of various online platforms and applications (e.g., Google Forms, Moodle, Quizizz, Kahoot, Socrative) in the context of military education. Secondly, it is promising to study the impact of online assessment on the level of cadets' motivation to learn a foreign language and the development of their autonomy in learning.

Further research could also focus on the development and testing of adaptive tests for assessing language skills in accordance with the level of training of cadets and the specifics of their future professional activities. Particular attention should be paid to the issue of security and objectivity of assessment in the online environment, which is critical in the context of training military professionals.

In addition, an interdisciplinary approach to the study is promising, which involves the integration of ICT, pedagogy and foreign language teaching methods to create a comprehensive assessment model that takes into account both cognitive and psychological and pedagogical aspects of the learning process.

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Використання онлайн-інструментів для оцінювання знань іноземної мови курсантів

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У сучасних умовах воєнного стану й активної цифровізації система військової освіти зазнає глибоких трансформацій, спрямованих на забезпечення безперервності навчального процесу та підвищення його ефективності в умовах обмеженого доступу до традиційних форм навчання. Особливої актуальності набуває питання оцінювання рівня іншомовної підготовки курсантів, що є важливим компонентом їхньої професійної компетентності. У статті розглянуто оцінювання не лише як засіб контролю знань, умінь і навичок, а і як інструмент виявлення прогалин у навчальних програмах, аналізу результатів і вдосконалення освітнього процесу. Метою дослідження є аналіз і пошук ефективних шляхів організації онлайн-оцінювання іншомовної підготовки курсантів у закладах вищої військової освіти в умовах воєнного стану. Для досягнення мети використано комплекс наукових методів: теоретичний аналіз наукових джерел для визначення сучасного стану проблеми, структурно-системний аналіз для встановлення ефективних інструментів контролю знань. У статті узагальнено досвід використання онлайн-засобів оцінювання, зокрема Google Forms, Google Docs, Moodle, Quizizz, Kahoot, Socrative, що забезпечують об'єктивність, гнучкість і безпеку тестування. Наголошено на доцільності їх інтеграції у процес формування іншомовної компетентності майбутніх офіцерів, оскільки вони сприяють підвищенню мотивації, розвитку автономності та цифрової грамотності курсантів. Розкрито можливості застосування електронних портфоліо, групових проєктів, відео- та аудіозавдань як засобів комплексного оцінювання мовленнєвих навичок. Результати дослідження доводять, що онлайн-інструменти за умови методично виваженого використання сприяють підвищенню якості навчання й забезпечують академічну доброчесність освітнього процесу. Наукова новизна полягає у визначенні специфіки та критеріїв ефективності онлайн-оцінювання іншомовної підготовки курсантів у воєнний період. Перспективи подальших досліджень вбачаються в порівняльному аналізі результативності різних онлайн-платформ, створенні адаптивних тестів і формуванні інтегрованої моделі оцінювання з урахуванням психолого-педагогічних аспектів.

Ключові слова: дистанційне навчання, інноваційні технології, інструменти оцінювання, онлайн-навчання, онлайн-оцінювання.



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