Military Students' Attitudes towards Using Cooperative Learning through Technology for Developing Writing Skills

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https://doi.org/10.52340/idw.2025.86

Abstract. *Writing is an essential skill for military students for their future career development, as they have to take a high-stakes STANAG test to be promoted. Most military students struggle with grammar, organisation, and word choice. Thus, the purpose of the study was to investigate military students' attitudes towards using cooperative learning through technology for developing writing skills to examine their readiness for the implementation of the above-mentioned instructional strategy to help them improve their writing performance. The study used a quantitative method. The data was gathered from the students' questionnaire and was analysed descriptively. Participants of the study were 30 pre-intermediate, intermediate, and upper-intermediate military adult learners from the Language Training School of the Ministry of Defence of Georgia. SPSS 27 was used to analyse the data. The results of the study showed that the majority of Military students had positive attitudes towards using cooperative learning through technology.*

Key words: *Military writing, writing course, information and communication technology, military education, writing performance*

Introduction

Background of the Study

The rapid development of information technology has brought a significant impact and challenges to traditional military English teaching. Furthermore, the COVID-19 pandemic accelerated the use of technology and online instruction in professional educational programmes worldwide. Military Education was no exception (Retter, Eken, Palicka, & Davies, 2024). Military educational institutions prepare officers with command, leadership, and technical skills to meet national and international security demands. ICT impacts teaching and learning methodologies in professional military education, with a focus on innovation in classrooms and student-teacher interactions (Santos, Loureiro, Lima, Silveira, & Grilo, 2019). Therefore, integrating technology is crucial for enhancing student learning activities in Military academies and Schools.

Statement of the Problem

For military students, writing is a very difficult productive skill. The majority of them struggle with grammar, style, organisation, and word choice. In addition, they must understand the Army Standard of Writing, which has its own set of guidelines and limitations (Department of the Army, 2003). Military and civilian personnel from NATO member, partner, and candidate countries are eligible to take the STANAG 6001 test (Bureau for International Language Co-ordination, 2025). The test is based on NATO STANAG 6001 5th edition specifications in all four skills: listening, speaking, reading and writing. Its purpose is to assess the level of English language proficiency of military and civilian personnel who are appointed to various positions in

NATO headquarters, military missions, or are promoted in the system of the Ministry of Defence (ibid). According to NATO standards, Georgian military personnel are required to retake the STANAG 6001 test to validate their language proficiency once every three years (Ministry of Defence of Gerogia, 2018). Georgia's armed forces have to be modified to be adjusted to NATO standards after the country became an aspirant country in 2011 (NATO-Georgia Relations, 2025). Therefore, one of the top priorities of the Language Training school of the Ministry of Defence of Georgia is teaching the English language to military personnel, which includes four skills: listening, reading, speaking and writing.

As mentioned above, writing skill is one of the most difficult skills military students struggle with. However, it is one of the essential skills for them to continue their education and career. Starr-Glass (2011) asserts that military learners are a distinct group with particular strengths and weaknesses. Enhancing the efficacy of student learning in a military setting requires an understanding of the learning styles of military students Ryan (2016).

Three main points should be taken into consideration; first, by decision of the Ministry of Defence, the format of the STANAG exam will be changed from 2025 and military personnel will have to take a computer-based STANAG exam. Considering the fact that a certain part of military servicemen in Georgia have poorly developed computer skills or are computer illiterate, they may have problems in the writing skill test of STANAG exam. Accordingly, the use of cooperative learning strategies through technology will help them improve their writing skills and successfully pass the exam, which is crucial for their career advancement. Second, the conventional face-to-face learning environment is not always suitable for all students, especially for military students, because of the characteristics of military learners who do not always have the same learning preferences. Online learning environment and internet-based pedagogy can assist both teachers and students in overcoming a number of obstacles in the teaching and learning of writing, including a lack of motivation and time limits (Cahyono & Mutiaraningrum, 2016). Third, cooperative learning is the best instructional approach for military students because military students enjoy working in groups, and being given a specific task to complete encourages cooperation and sharing. By appealing to students' academic, career, and military interests, teachers can maximise the benefits of cooperative learning to improve military students' writing performance.

Considering the above factors, integration of technology in the cooperative learning instructional approach in writing classes may change military students' attitudes towards writing, which can lead to enhancing military students' writing performance. Altun and Korkmaz (2012) assert that assessing students' attitudes towards online cooperative learning before instruction and addressing any issues raised will surely help students complete cooperative tasks successfully. For this reason, the purpose of the study is to explore military students' attitudes towards utilizing cooperative learning through technology to improve writing skill.

Literature review

Types and Characteristics of Military Writing

The military writing differs from other kinds of writing. It applies a main principle of message delivery, which is called "bottom line up front" (the BLUF principle). It places emphasis on starting all military writing with the main point for easy reading and speedy message delivery (Gieseman, 2015). The rule appears to be consistent across all military writing because there must be no misunderstanding for soldiers when and if they are asked to risk their lives to complete their mission (McNitt, 2021).

The fact that a military document differs from a general document in terms of its goals, content, and audience should be taken into consideration when writing it. Operational and administrative writings are the two categories of written communication that are crucial for military personnel. The types of military writing used in administrative and operational writing are identical. Nonetheless, there are some key distinctions between operational and administrative writing. Abbreviations are used as much as possible in operational writing, except for the required headings of written operational and administrative orders, which cannot be shortened.

Although the text may be in note form, the speaker's exact words must be quoted for emphasis if it is necessary. As for administrative writing, the standard rules of English usage must be applied, and abbreviations must be used sparingly (Command and Staff Academy, 2014). Common military writings include the following:

- Emails are crucial because poorly formatted emails can result in mission failure, while properly written ones can lead to mission accomplishment (Sehgal, 2016) .
- Orders are essential because they guarantee that the receiving staff understands them correctly and that the wording is clear and unambiguous, preventing miscommunication and confusion.
- Memoranda are the primary military format for writing service correspondence. Staff officers primarily use memoranda to convey important information to lower-level employees or to persuade the recipient to act, provide input, or respond to previously discussed documents or issues.
- PowerPoint presentations that are well-written should have truthful and accurate slides with brief bullet points that, when necessary, should be carefully balanced with paragraphs.
- Reports are the most beneficial form of writing that servicemen encounter. When writing military reports, it is important to capitalize all positions and ranks, present facts in a credible manner, and keep paragraphs brief. Military reports come in a variety of forms, including pre-mission, post-mission, daily, weekly, monthly, and annual reports, as well as multinational exercises and training reports. Reports are required for NATO STANAG 6001 exam (Bureau for International Language Co-ordination, 2025).
- Formal and Informal letters are composed for official business between certain Ministry of Defence institutions, members of the public, and outside organisations. According to STANAG 6001, formal and informal letters are also required for the English exam (Bureau for International Language Co-ordination, 2025).
- Briefings are intended to quickly, clearly, and succinctly convey a selection of information to commanders, staff, and other audiences. The information briefing, decision briefing, staff briefing, and mission briefing are the four fundamental categories of military briefings (Obilisteanu & Niculescu, 2017, pp. 344-345).

Students must also become acquainted with the guidelines and limitations derived from the Army Standard of writing. Effective military writing conveys a clear message in a single, quick reading and is typically succinct, well-structured, direct and free of grammatical, mechanical errors (The Command and General Staff College, 2023). The following are some qualities that any well-written military work should have:

- Clarity: Students must explain, provide examples, and convey their ideas in a way that is clear to the reader and easy to understand. Students should use short words, convert clauses to phrases, and manage sentence length to make sentences more readable.
- Accuracy, the proper application of grammar, punctuation, spelling, and vocabulary.
- Simplicity, applying straightforward language and just pertinent information.
- Conciseness, ensuring that only pertinent information is included. The fewest possible words are used to convey messages to maintain completeness and clarity.
- Coherence, the ability to arrange ideas in a logical order and combine words that support one another to give the entire message context and meaning.
- Emphasis, used to describe the deliberate and careful placement of words and arrangement of ideas according to their significance.
- Relevance, answering and assisting in the resolution of the pertinent question and
- Completeness denotes the inclusion of all important information. When it is necessary to consult additional sources, the data in those references should be condensed to ensure that all enquiries are appropriately addressed (Obilisteanu & Niculescu, 2017, p. 345).

To conclude, teachers must understand that their job responsibilities extend beyond simply correcting students' language errors in class and teaching the military students writing standards, conventions, guidelines, and techniques. A teacher has to establish the best possible learning environment. Particularly when it comes to writing, teachers should give assignments to students

that are both intellectually challenging and pertinent to their future careers (Obilisteanu & Niculescu, 2017). Military students become frustrated and demotivated when assignments are not sufficiently difficult, and they stop actively participating in activities which they do not find interesting and relevant.

Definition and basic elements of cooperative learning

One of the best strategies for students to optimise both their learning and their peers' academic achievements is cooperative learning. While supporting and helping others, highly structured cooperative learning enables students to gain their comprehension of an important subject (AL-Malki, Gulnaz, Javid, & Chaudhry, 2022). According to Slavin (1995), cooperative learning is a teaching strategy where students collaborate in small groups to support one another in understanding the course material. However, group work is only one aspect of cooperative learning, because putting students in groups and expecting them to cooperate will not always foster cooperation (Johnson & Johnson, 1989). Unlike standard group work techniques, cooperative learning entails a set of rules, and the duties must be extremely rigorous (Khan, Mustafa, & Awan, 2020). In order to foster a successful cooperative learning environment, Johnson and Johnson (1999) propose five key elements:

1. Positive Interdependence. Students must rely on one another to achieve shared learning goals. Success of an individual is associated with the success of the other group mates.
2. Face-to-Face Interaction. Group members must actively communicate, encourage, and support each other.
3. Individual Accountability. Every student is responsible for their learning and must contribute to the group's success.
4. Interpersonal and Social Skills. Group members should be taught essential skills like respectful communication, conflict resolution, and collaboration.
5. Group Processing. Regular reflection on group performance helps improve cooperation and learning outcomes (Johnson & Johnson, 1999, pp. 70-72).

Cooperative learning activities can now be actively implemented in online learning settings thanks to advancements in modern technology. Thus, a variety of technical tools are employed, including Google Drive, Padlet, Google Wave, e-mail groups, discussion forums, and specially created collaborative virtual learning platforms (Baran & Keleş, 2011, as cited in Yaka, 2022). These technological tools enable students to participate actively in online collaboration activities that foster the development of their knowledge, abilities, and attitudes (Yakar, 2022). Johnson and Johnson (2014) state that technology has the potential to transform cooperative learning by improving student collaboration, communication, and group work. Technology can improve cooperative learning through improved reading, writing, debates, and multimedia projects, even though face-to-face interactions are still beneficial.

Online cooperative learning has many drawbacks in addition to its benefits. For example, it is more difficult to exchange knowledge in virtual environments due to the absence of in-person interactions in online learning groups and the fact that some group members behave inappropriately (Yakar, 2022). For these reasons, Firestone (2018) highlights both the students and the teachers might need to practice several times in order to get accustomed to and adopt positive attitudes towards cooperative learning (as cited in Mohammad & Mohammad, 2018).

Related studies

Nowadays, the changing demands of the younger generations (Gen Z and Millennials), the incorporation of technology in the classroom, and a variety of learning styles present difficulties for military schools. Real-time communication, content visualisation, and collaborative learning are all made possible by technology. Although there are certain obstacles, such as individual circumstances and the policies and procedures of military educational institutions, most students and teachers have a positive attitude towards the use of information and communication

technology (ICT) in the classroom. (Santos, Loureiro, Lima, Silveira, & Grilo, 2019). According to Johnson and Johnson (2014), technology can help students learn to write, write better, and collaborate to create a single document that is written by the entire group. The document can be seen and edited in real time by a group of students, who can also comment on individual sections or the work as a whole.

A substantial amount of research has been done in the last few decades on the effects of cooperative learning on students' academic achievements and writing performance However, a very little research has been conducted on the students' attitudes towards using cooperative learning via technology to develop students' writing skill, especially in the military context.

The study conducted by Aghajani and Aldo (2018) examined the effect of online cooperative learning using the Telegram application on students' writing skills and attitudes. The study was conducted with 70 Iranian university ESP (electronics language) learners, comparing Telegram-based cooperative writing with traditional face-to-face methods. Students in both Telegram and face-to-face cooperative writing groups showed improvements in overall writing performance, including content, organization, vocabulary, language use. While Telegram users displayed slightly higher scores, the differences in post-test results between the two groups were not statistically significant. Students who engaged in Telegram-based cooperative learning expressed positive attitudes toward using the platform for educational purposes. Overall, the study suggests that Telegram can be an effective tool for improving writing skills and engaging students, but it does not significantly outperform traditional face-to-face cooperative learning in terms of writing proficiency (ibid).

In their study, Tuan and Nga (2022) examined the impact of collaborative writing via the Padlet platform on students' writing performance and their attitudes at Vien Dong College, Vietnam. Even though writing fluency declined in both groups, possibly due to time pressure during testing, most of the students who were engaged in collaborative writing via Padlet showed significant improvement in writing accuracy compared to those who did not. Students responded positively to collaborative writing via Padlet, noting benefits in brainstorming, critical thinking, motivation, teamwork, problem-solving, and confidence. However, some students noted challenges such as time-consuming explanations and the effort needed to engage group members. Overall, the study suggested that collaborative writing via Padlet could be an effective teaching tool to improve writing accuracy, encourage student engagement, and foster collaborative learning. However, the decline in writing fluency signals a need for further investigation and adjustments in instructional methods.

In the same vein, Liverano (2024) examined the educational potential of technology-mediated collaborative writing during the COVID-19 pandemic through a scoping review. According to the study findings, digital tools like Google Docs, Edmodo, and web-based platforms facilitate collaborative writing, fostering shared knowledge construction, encourage active participation, self-awareness, and critical thinking. Moreover, it enhances cognitive and non-cognitive skills, including teamwork, language fluency, motivation, and self-efficacy. However, internet connectivity issues, lack of digital literacy among students and teachers, and maintaining balanced participation were the factors that hindered the process of learning.

Based on the literature review, using cooperative learning via technology has its advantages and disadvantages. The fact is that there is limited research on students' attitudes towards integrating cooperative learning through technology for developing writing skills, and there is no existing research of the same topic in the military context. In consideration of these factors, this study addresses the following research questions:

1. What are the military students' attitudes towards writing skills?
2. What are the military students' attitudes towards using cooperative writing activities via technology for improving writing skills?

Method

According to Creswell (2014) quantitative research allows researchers to measure and understand reality through empirical observation. By employing standardized and structured

instruments, such as surveys and experiments, researchers seek to minimize subjective biases and ensure the reliability and validity of their findings. In this study descriptive quantitative research design was implemented. The quantitative data was collected, analyzed and the findings were interpreted based on the student online survey results.

Participants

The purposive sampling method was used to gather information about military students' attitudes towards using cooperative learning through technology for developing writing skills. Participants were 30 pre-intermediate, intermediate and upper-intermediate level military students (non-native speakers of English) from the Language Training School of the Ministry of Defence of Georgia. The age of the student participants ranged from 25 to 50, with 2 female and 28 male students.

Instruments

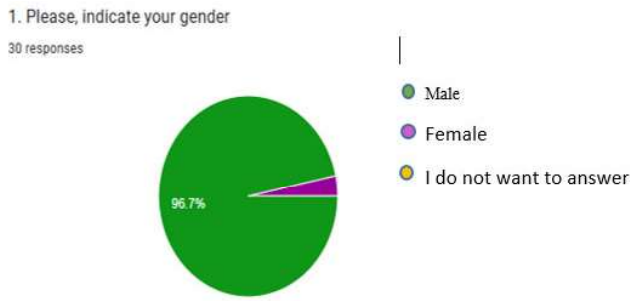
A comprehensive online questionnaire was designed to investigate military students' attitudes towards using cooperative learning through technology for developing writing skills. The questionnaire was adapted from previous studies (Wesley & Plummer, 2021; Aysu, 2020). The questionnaire was sent to two faculty members to check its validity. It consisted of 17 items, 6 multiple-choice questions, 1 open-ended question, and for the rest 10 items 5-point Likert Scale was used. The students' questionnaire included items on demographic profile, writing engagement, attitudes towards cooperative learning, technology integration, and benefits and concerns of using cooperative learning via technology. A Google form was used to design and administer the questionnaire, which was sent through formal email, in Messenger and WhatsApp groups. SPSS 27 was used to analyse the descriptive data obtained from the questionnaires.

Results

Students' survey analysis

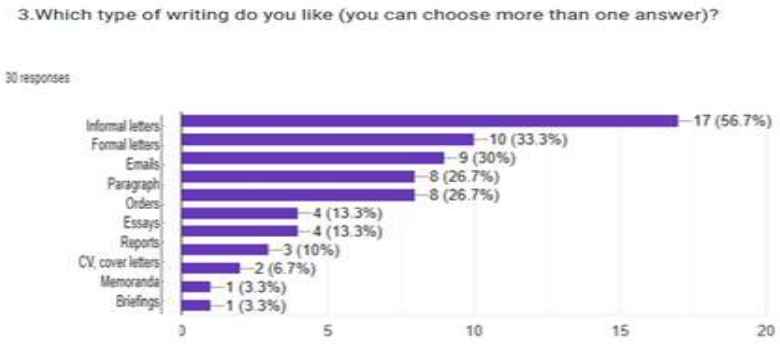
The respondents consisted of 97% (N28) male and 3% (N2) female military adult learners who took an English language course at the Language Training School of the Ministry of Defence of Georgia.

Figure 1. Respondents' demographic profile



When students were asked to select more than one answer about the type of writings they preferred, 56.7% (N17) chose informal letters, 33.3% (N10) formal letters 30%(N9) chose Emails, 26%.7(N8) chose paragraphs, the same number of respondents 26% (N8) chose orders, 13% (N4) and essays, 10% (N3) chose reports, and only 2% of the respondents chose CVs and cover letters, 3.3% (N1) chose memoranda and briefings. The results are displayed in the figure below.

Figure 2. Respondents' writing preference



Respondents were asked to choose more than one answer whether writing was practised via pair work, group work, or individually. 90% (N27) of respondents chose pair work, 30% (9) chose group work, and 16% (N5) declared that writing was practised individually. The figure below portrays the results.

Figure 3. Writing practice implementation methods

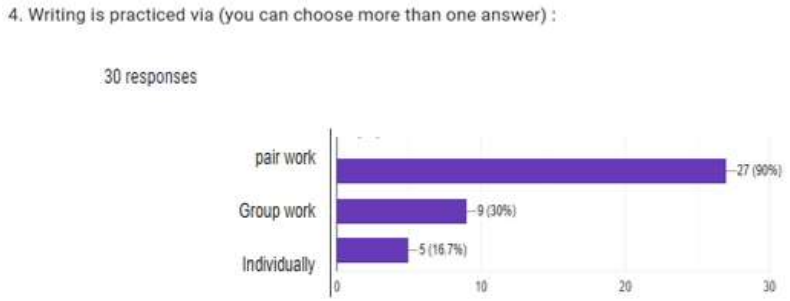


Table 1 below represents the frequency and descriptive analysis of military students' attitudes towards using cooperative learning through technology for developing writing skills. To calculate the mean, median, mode, standard deviation, skewness and kurtosis for each item of the questionnaire, the SPSS 27 statistics program was applied.

Table 1. Descriptive analysis of the respondents' attitudes towards employing cooperative learning via technology

Frequency and descriptive tables		Frequency					Descriptive Statistics					
Item	Statement	Strongly agree	Agree	Neither agree nor	Disagree	Strongly disagree	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
1	I think writing is an important skill for me as a military	43% 13	43% 13	10% 3	3% 1	0% 0	1.63	2	1/2	0.66	0.56	-0.58
2	I use writing in English outside the university/school as means of communication (e.g. friends or colleagues etc.)	23% 7	46% 14	26% 8	3% 1	0% 0	2.1	2	2	0.8	0.24	-0.42
3	I enjoy English writing activities	33% 10	53% 16	10% 3	3% 1	0% 0	1.83	2	2	0.74	0.81	1
4	Teacher chooses topics for writing	40% 12	50% 15	10% 3	0% 0	0% 0	1.7	2	2	0.65	0.38	-0.6
5	I enjoy writing activities more when I work with other students	26% 8	23% 7	23% 7	26% 8	0% 0	2.5	2.5	1/4	1.16	0	-1.46
6	When I work with other students my work is more organised than I work alone	26% 8	46% 14	13% 4	13% 4	0% 0	2.13	2	2	0.97	0.67	-0.31
7	I prefer that my teachers use more cooperative writing activities	16% 5	36% 11	36% 11	6% 2	3% 1	2.43	2	2/3	0.97	0.44	0.38
8	Cooperative learning can improve my attitude towards work	33% 10	46% 14	16% 5	3% 1	0% 0	1.9	2	2	0.8	0.61	0.06
9	I can understand language better when I use technology in the class	43% 13	53% 16	3% 1	0% 0	0% 0	1.6	2	2	0.56	0.19	-0.83
10	Using technology helps me improve my writing skill	46% 14	13% 4	3% 1	0% 0	37% 11	2.6	2	1	1.86	0.42	-1.8

The results of the students' questionnaire show that the mean, the mode and the median are close to each other for the majority of items (except items 4, 5, and 10), which indicates the trustworthiness of the results. For items 1, 5, and 7 data set is bimodal, which means that there is not a single data value that occurs with the highest frequency. Standard deviation values vary between 0.66 and 0.97. The obtained results indicate that the participants' viewpoints on all statements (except statement 10) do not differ too much, which means that the group is homogeneous in their attitudes on the issues. As for skewness and kurtosis, the majority of items fall between -1.8 and 0.81 (except statements 5 and 10), which indicates normal distribution. The kurtosis for item 5 is -1.46, and the kurtosis for item 10 is -1.8. The results suggest that the distribution is platykurtic, which means that the mean is quite low for these items.

The results of the questionnaire showed that 43% (N13) strongly agreed and another 43% (N13) agreed with the statement that writing is an important skill for them as a military. 10% of

the students (N3) neither agreed nor disagreed, and only 3% (N1) disagreed with the statement. Thus, the majority of students, 86% (N26), believe that writing is an important skill for them as military personnel.

When students were asked whether they use English outside the university or school as a means of communication, 23% of the respondents (N7) strongly agreed with the statement, and 46% (N14) agreed with the statement. 26% of students (N26) expressed a neutral attitude towards the statement. Only 3% of students (N1) disagreed with the statement. Thus, 66% (N21) claimed that they use English outside the university/school as a means of communication.

Next, students were asked if they enjoyed English writing activities. 33% of the respondents (10) strongly agreed and 53% (16) agreed with the statement, while 10% (N3) of students expressed neutral attitudes and 3%(N1) disagreed. The results for this item showed that the majority of students, 86% (N26), find writing activities interesting.

40% of the respondents (N12) strongly agreed and 50 % (N15) agreed with the statement that the teacher chooses the topics for the writing. Only 10% (N 3) expressed a neutral attitude towards this statement. Overall, according to the results, the majority of students, 90% (N27), claimed that a teacher chooses the topics for writing.

When students were asked whether they enjoy writing activities more when they work with other students, 26% (N8) strongly agreed and 23% (N7) agreed with the statement. 23% (N7) showed a neutral attitude towards the statement, while 26% of the respondents (N8) disagreed with the statement. Consequently, the results for this item revealed that the majority of students, 49% (N 15) enjoy writing activities more when they work with other students; however, another 49% (N 15) of respondents either felt neutral or disagreed with the statement.

26% of students (N8) strongly agreed and 46% (N14) agreed with the statement that when students work with other students, their work is more organized than when they work alone. 13% (N4) expressed neutral attitudes, and another 13% (N4) of students disagreed with the statement. Thus, the majority of students, 72% (N22) responded positively to this item.

16% (N5) of students strongly agreed with the statement that they prefer that their teachers use more cooperative writing activities. 36% (N11) of students agreed with the statement and another 36% (N11) showed neutral attitudes. 6% (N2) disagreed and 3% (N1) strongly disagreed with the statement. Although 36% (N11) of students stayed neutral more than half of them 52% (N16) preferred that their teachers use more cooperative writing activities.

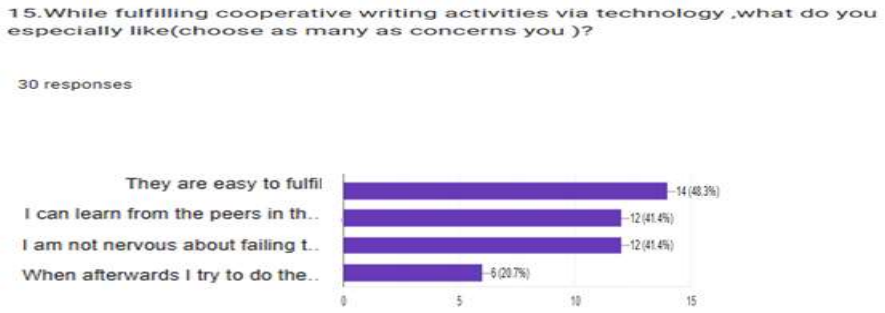
When students were asked whether cooperative learning can improve their attitudes towards writing 33% (N10) strongly agreed and 46 % (N14) agreed with the statement. 16% (N5) expressed neutral attitudes, and 3% (N1) disagreed. Thus, the majority of students, 79% (N24) believed that cooperative learning can improve their attitudes towards writing.

43% of the respondents (N13) strongly agreed that they can understand language better when they use technology in class, and 53% of students (N16) agreed with the statement. Only 3% (N1) of the respondents expressed a neutral attitude towards the statement. The results for this item showed that the majority of students, 96% (N29) consider that they understand language better when they use technology in class.

Responses to the question whether using technology helps improve their writing skills, 46% (N14) strongly agreed and 13% (N4) agreed with the statement, while 37% (N11) of students strongly disagreed, and only 3% (N1) of the respondents were neutral. The majority of respondents believe that using technology helps them improve their writing skills.

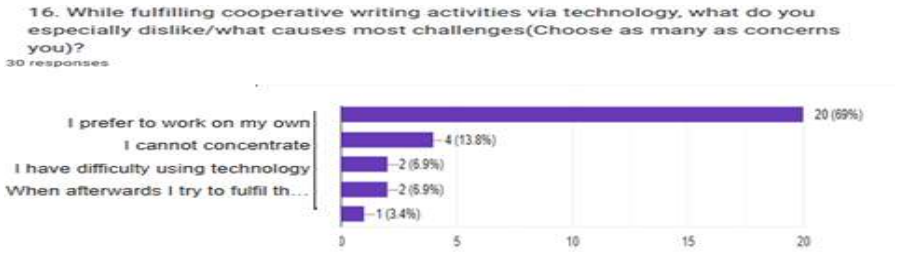
Additionally, students were asked what they liked the most while fulfilling cooperative activities via technology. The majority of respondents 43% (N14) considered that they were easy to fulfill, 41% (N12) believed that while fulfilling cooperative activities via technology they could learn from the peers in the group, another 41% (N12), and 20% (N6) thought that they were not nervous about failing the task.

Figure 4. Students' preferences for collaborative learning approaches



Students were also asked what they especially disliked while fulfilling cooperative writing activities via technology. 69% (N20) of the students stated that they preferred to work on their own, 13% (N4) of them thought that they could not concentrate on work. 6.9% (N2) stated that they had difficulty using technology, and another 6.9%(N2) pointed out that they failed when they tried to do the activity on their own.

Figure 5. Challenges of technology-supported cooperative learning



Finally, students were asked to write some final comments and suggestions about the implementation of cooperative learning via technology if they wished. Seven students out of thirty expressed positive attitudes towards the issue as they considered that integration of cooperative learning via technology would be very useful, as it could help them develop writing skills. However, the majority of respondents did not answer the question as it was optional.

Conclusions and recommendations

According to the study findings, 79% of students believe that using technology to implement cooperative learning strategies is crucial for enhancing writing performance, motivation, student engagement, and confidence. This suggests that military students have positive attitudes towards using technology to improve writing skills. This aligns with Johnson and Johnson (2014), who believe that integrating technology into cooperative learning improves students' group participation, communication, and collaboration.

The findings of the study indicate that military students view the cooperative learning approach as beneficial because they enjoy working in groups and pairs, with 72% of students stating that their work is more organized when they collaborate with classmates. They also enjoy paying close attention to instructions. Since military students prefer working in groups to complete certain tasks, cooperative learning is the most suitable teaching strategy for them. Although the majority of military students had positive opinions about utilising technology for cooperative learning, 69% of them still find it hard to focus on work when working on the task in a group, and 6.9 % have difficulty using technology. This is consistence with Liverano (2024), who considers that learning can occasionally be hampered by a lack of digital literacy and challenges in sustaining balanced involvement.

Although the study is limited to a specific group and geographical area, it provided valuable insights into the students' attitudes towards applying cooperative learning strategies using technology to foster writing skills in the military context. To determine whether the results of this study can be generalised to other NATO member, candidate, and aspirant nations, future research

could explore similar trends in military education institutions in those countries.

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სამხედრო სტუდენტების დამოკიდებულება ტექნოლოგიების მეშვეობით თანამშრომლობითი სწავლების გამოყენებისადმი წერითი უნარების განვითარების მიზნით

ხარჩილავა მაია
ჩქოტუა მაია
შავი ზღვის საერთაშორისო უნივერსიტეტი, თბილისი

აბსტრაქტი

წერითი კომპეტენცია წარმოადგენს ფუნდამენტურ აკადემიურ უნარს სამხედრო კონტინგენტისთვის მათი პროფესიული კარიერული ტრაექტორიის განვითარებისთვის, რადგან STANAG-ის სტანდარტიზებული ტესტის წარმატებით ჩაბარება განისაზღვრება,

როგორც აუცილებელი წინაპირობა სამხედრო იერარქიაში დაწინაურებისთვის. სამხედრო სტუდენტები ხშირად აწყდებიან სირთულეებს გრამატიკულ სიზუსტეში, ტექსტის ორგანიზაციაში და ლექსიკის შერჩევაში. შესაბამისად, ამ კვლევის მიზანი იყო შეესწავლა სამხედრო სტუდენტების დამოკიდებულება ტექნოლოგიებით გაძლიერებული თანამშრომლობითი სწავლების სტრატეგიების დანერგვისადმი წერითი უნარების განვითარებისთვის და შეფასებულიყო მათი მზაობა ასეთი მიდგომების დასანერგად წერითი უნარების გასაუმჯობესებლად. კვლევაში გამოყენებულია მონაცემების შეგროვების რაოდენობრივი მეთოდოლოგია, რომელიც განხორციელდა სტუდენტური კითხვარების მეშვეობით, ხოლო მიღებული მონაცემების აღწერითი ანალიზი ჩატარდა. კვლევის მონაწილეები იყვნენ 30 სამხედრო ენის შემსწავლელები დაწყებით-საშუალო, საშუალო და საშუალოზე მაღალი კომპეტენციის დონეზე საქართველოს თავდაცვის სამინისტროს ენების სასწავლო სკოლიდან. მონაცემთა ანალიზი განხორციელდა SPSS 27 პროგრამული უზრუნველყოფის გამოყენებით. მიღებული შედეგები მიუთითებს, რომ სამხედრო სტუდენტთა უმრავლესობა გამოავლენს დადებით დამოკიდებულებას ტექნოლოგიებით გაძლიერებული თანამშრომლობითი სწავლების მიდგომების დასანერგად.

საკვანძო სიტყვები: *სამხედრო წერა, წერითი კომპეტენციის განვითარება, საინფორმაციო და საკომუნიკაციო ტექნოლოგიები, სამხედრო განათლება, წერითი შესრულების პერფორმანსი*