PECULIARITIES OF THE USE OF MODERN TECHNOLOGIES IN TEACHING ENGLISH TO FUTURE MARINE SPECIALISTS

Abstract. The article is devoted to some modern educational technologies as effective means of organizing a productive pedagogical environment and teaching foreign languages, which contribute to increasing motivation, cognitive activity and the quality of training of future maritime specialists in higher educational institutions.

The article analyzes the peculiarities of the use of information technologies in the educational process. Information technologies affect the content of education and contribute to better perception and assimilation of educational material by students, more dynamic presentation of it, individualization of education, development of creative abilities and cognitive interests of students, the use of various audiovisual means for enrichment of the content, increasing interest and motivation of the learning process.

The specifics of multimedia technologies usage are revealed in this article. Multimedia is a system of complex interaction of visual and audio effects, which is carried out with the help of interactive software using modern technical and software tools that combine text information, photos, graphics, audio, video etc. in one digital playback.

It is stated in the article that modern information technologies refer to effective educational tools that facilitate the acquisition of new knowledge, make learning process more interactive, communicatively oriented, interesting, visual, and individual. Some basic directions of the application of information and communication technologies in the process of teaching a foreign language in higher educational institutions are also enumerated and described below.

The article also gives some functional capabilities and examples of computer technologies that can be used in the educational process of
Maritime English that are relevant in the process of English teaching, mainly: language games, step-by-step reading, text reconstruction (Conversation Techniques, SelfDiscovery, Pieces of Good Advice, Puzzle Stories), computer programs (Learn to Speak English, Tell me more, Business English), various computer dictionaries, electronic encyclopedias, automated test systems), etc.

**Keywords:** information technologies, computer technologies, multimedia technologies, personal-oriented approach.

Шевельова-Гаркуша Наталя Василівна кандидат філологічних наук, доцент кафедри Англійської мови з підготовки морських фахівців (за скороченою програмою), Херсонська державна морська академія, пр. Ушакова, 20, м. Херсон, тел.: (0552) 49-59-02, https://orcid.org/0000-0002-1440-5098.

**ОСОБЛИВОСТІ ВИКОРИСТАННЯ СУЧАСНИХ ТЕХНОЛОГІЙ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ МАЙБУТНІМ МОРСЬКИМ ФАХІВЦЯМ**

**Анотація.** У статті розглянуто деякі сучасні освітні технології як ефективні засоби організації продуктивного педагогічного середовища та навчання іноземних мов, що сприяють підвищенню мотивації, пізнавальної активності та якості підготовки майбутніх морських фахівців у вищих навчальних закладах.

У статті проаналізовано особливості використання інформаційних технологій в освітньому процесі. Інформаційні технології впливають на зміст освіти та сприяють кращому сприйняттю та засвоєнню студентами навчального матеріалу, більш динамічній його подачі, індивідуалізації навчання, розвитку творчих здібностей і пізнавальних інтересів учнів, використанню різноманітних аудіовізуальних засобів для збагачення змісту, посилення зацікавленості та мотивації навчання.

У статті розкрито специфіку застосування мультимедійних технологій. Мультимедіа є системою комплексної взаємодії візуальних і аудіоефектів, що здійснюється за допомогою інтерактивного програмного забезпечення з використанням сучасних технічних і програмних засобів, які об’єднують текстову інформацію, фото, графіку, аудіо, відео тощо в одномірному цифровому відтворенні.

У статті зазначено, що сучасні інформаційні технології відносяться до ефективних освітніх засобів, які сприяють засвоєнню
нових знань, роблять процес навчання більш інтерактивним, комунікативно спрямованим, цікавим, наочним, індивідуальним.

Нижче також перераховано та описано деякі основні напрями застосування інформаційно-комунікаційних технологій у процесі викладання іноземної мови у вищих навчальних закладах. У статті наведено деякі функціональні можливості та приклади комп’ютерних технологій, які можуть бути використані в навчальному процесі в процесі викладання морської англійської мови, а саме: мовні ігри, покрокове читання, реконструкція тексту (Conversation Techniques, SelfDiscovery, Pieces of Good Advice, Puzzle Stories), комп’ютерні програми (Learn to Speak English, Tell me more, Business English), різноманітні комп’ютерні словники, електронні енциклопедії, автоматизовані тестові системи) тощо.

Ключові слова: інформаційні технології, комп’ютерні технології, мультимедійні технології, особистісно-орієнтований підхід.

The formulation of the problem. The rapid development of information and computer technologies and the growing role of innovations in ensuring high standards creates new challenges in the educational training of future maritime specialists. Therefore, there is a need to train maritime specialists not only for perfect theoretical knowledge, but also for successful use of English to solve various practical tasks at work while at sea. This is especially important for future maritime professionals, as mastering the art of effective communication is essential not only to ensure a good job, but also to guarantee the safety of all crew members on the ship as a whole.

Thus, in order to ensure the ability of seafaring students for non-standard and creative thinking, it is important to introduce innovative approaches into the educational process, using the latest methods and forms of education, namely interactive methods associated with the use of information and communication technologies (ICT).

The relevance of the study of the problem of teaching Maritime English as a foreign language by means of multimedia technologies is determined by the social needs for shipmasters with a high professional level of knowledge of the English language, which, in its turn, requires the study of the process of implementation of foreign language means and methods of teaching.

Analysis of recent researches and publications. During the study of the features and methods of innovative education in the higher maritime institutions, the works of many scientists were analyzed. In particular, the works of such scientists as: Artiushyna M.V. [1], Avramenko K.B. [2],
The following foreign researchers are devoted to the study of characteristics of innovative technologies in teaching English: Colomo-Palacios R., Connolly T.M., García-Penalvo F.J., Hainey T., Havran M.I. [13], Johnson D.W. [6], Meier C., Molins-Ruano P., Othman N. [12], Prieto S., Santini S., Sevilla C., Shainer H.I. [13], Stansfield M., Torre-Cantero J., and many others.

Taking into account the relevance of this topic, we can assume that it is reflected in many scientific and methodological works of both foreign and native scientists who have been and are still engaged in the study of this theme.

Having analyzed the methods and approaches of native and foreign authors, namely Babanskyi Yu.K., Bychkova N.I., Drab N.L., Ishkhanyan N.B., Litikova O.I., Smirnova M.I., the following characteristic features of foreign language teaching can be distinguished:

1) mastering a foreign language in a short time due to the mobilization of personal resources and the disclosure of the hidden individual reserves;
2) a foreign language is not learnt, but used through communication; classes begin with communication, not with learning grammar rules;
3) learning foreign language communication takes place in the form of a role-playing game;
4) a multimedia approach based on the use of several complementary information technologies is more effective [5, p. 42].

Modern approaches to a foreign language teaching are associated with the personal-oriented approach, which is characterized by the relationship of student-teacher or student-student ("one-to-one" learning); cooperative and collaborative methods, which are characterized by active interaction between all participants of the educational process, when students play an active role in communication, based on modern informational technologies. The development of these approaches is connected with conducting educational collective discussions, role-playing games, presentations etc. [2, p. 8].

The purpose of the article is to determine the ways of using methods and techniques at foreign language teaching to maritime students using multimedia.
**Main material presentation.** Modern information technologies refer to effective educational tools that facilitate the acquisition of new knowledge, make learning process more interactive, communicatively oriented, interesting, visual, and individual.

Along with the works of G.I. Shiner and M.I. Gavran we consider that the use of information and communication technologies in the process of teaching a foreign language in higher educational institutions may include the following directions of their application:

- the usage of the Internet as a source of additional materials;
- electronic correspondence with foreign partners;
- training exercises for remote language learning;
- creation and usage of interactive magazines and platforms;
- means of effective discussion of problems via television, video conferences, chat systems, etc.;
- publication of information in blogs;
- implementation and systematic use of modern audiovisual materials from the YouTube resource;
- creation of independent project works (www projects, email projects);
- the use of multimedia technologies (use of electronic lecturers, simulators, textbooks, encyclopedias, development of situational role-playing and intellectual games using artificial intelligence, modeling of processes and phenomena, construction of control systems and testing of students' knowledge and skills (use of control test programs), creation and support of web sites of educational institutions, presentations of educational material, implementation of project and research activities of students, etc.) [6, p. 34].

There are the following functional capabilities of computer technologies in the educational process of Maritime English that are relevant in the process of English teaching:

- providing a combination of visual and auditory perception of information;
- control of the individual pace of educational activity: a user has an opportunity to independently choose a moment of transition to the next position, portion of educational information, set speed of tasks submission, time of their solution. At the same time, a computer can serve as a certain regulator to inform a user that his/her work pace is either too slow or unreasonably fast;
- possibility of independent transition from a higher level of educational material complexity to a lower one and vice versa. A user
chooses and determines the degree of difficulty of the task. There is an ability to try your hand at different levels of difficulty and to take into account gaps in learning the material. A teacher should not focus on the average level, because it objectively does not exist;

- ensuring the possibility of dividing a content of an electronic textbook, a manual into separate blocks of information, which makes studying the course more flexible, more efficient, deeper, more diverse, more meaningful, and also significantly simplifies a search for necessary materials;

- ensuring flexibility of learning – a user chooses duration and sequence of learning materials by him/herself, fully adapting the entire learning process to his/her capabilities and needs. So a user can work in a convenient mode, without experiencing any discomfort, without focusing on anyone;

- possibility of restudying the content of the educational material, since an electronic textbook, a manual allows you to listen to the lecture course of Maritime English at a convenient time, if necessary, repeatedly returning to necessary places;

- ability to control and self-control constantly and objectively. At the same time, a user gets grades, assigned by a computer, immediately after completing tasks, reviews his/her answers and analyzes errors. Such self-control of knowledge contributes to the cultivation of a sense of responsibility, develops memory, attentiveness [10, p. 12-13].

**Mobile learning (M-Learning)** is one of the directions and is identified by scientists as a modern direction, related to the development of distance education systems. Mobile devices are usually understood to include PDAs, smartphones, tablets and mobile phones, but this list can be expanded to include any self-contained compact device that accompanies people in their daily lives [11, p. 45].

Nowadays, smartphones or tablets based on the Android operating system are most often used as the most appropriate mobile devices. With the help of gadgets, it is possible to use resources of the "Internet" network and various free applications, downloaded from the PlayMarket service. The specified service is saturated with many applications as indispensable assistants in the process of mastering Maritime English [10, p. 12].

Nowadays, there are a large number of mobile applications targeting different types of devices. Developers provide free access to programs, which is a very important factor as they can be used in the conditions of distance and face-to-face learning.
The detailed analysis of the use of modern digital technologies in the formation of environmental competence of applicants for education makes it possible to determine the advantages and disadvantages of the process.

The main advantages of using mobile learning technology, in particular modern mobile applications, are: 1) technology innovation; 2) the use of portable devices for conducting the educational process; 3) the ability to use technology as an additional means of learning; 4) the ability to download necessary theoretical material for solving educational tasks at a time convenient for an applicant for education using mobile applications; 5) the assistance in adaptation to learning in the information space; 6) possibility of quick access to construction of graphs, tables, calculations, formula, counting; 7) simultaneous interaction of a group of students during the educational process [7, p. 69].

Among the opportunities to support learning are processing of e-books or online content from the Internet, listening to music and watching videos, etc. However, there are a number of problems that can arise when using mobile learning in the classroom. So, along with the visible advantages of mobile learning, we should highlight a number of problems and difficulties, namely:

– technical problems: a small screen size and key on mobile devices; problems with the Internet access; operation of mobile devices only from batteries; regulated amount of memory available on mobile devices; problems of information security; lack of uniform standards in connection with mobile platforms, etc. [3, p. 356];

– social and educational problems: not all students are financially able to purchase a suitable mobile device; assessment of learning outcomes, online content security; rapid development of mobile technologies; lack of development of pedagogical theory for mobile learning; presence of conceptual differences between electronic and mobile learning; security of personal information, etc. [10, p. 13-14].

Speaking about interactive projects, there are two major types of them: WWW-projects i E-mail-projects.

1. **WWW-projects** are designed to motivate students when they receive tasks to find definite information on the Internet and then present the results of their search in the class. The teacher must prepare the implementation of the project: to form groups, to determine the topic and time limits of the project, to find the necessary web addresses, etc. Thus, the problem-based approach is actively implemented, when students learn how to work with electronic sources in a foreign language, to analyze and to abstract the selected material [9, p. 147].
2. **E-mail projects** are useful in the process of studying business correspondence. The advantage of e-mail projects is that communication in a foreign language takes place with real partners. It is important for students that business e-mails are not created for a teacher to demonstrate their knowledge and get a grade, but for real partners to communicate and use the information or to discuss an actual problem. This contributes to the expansion of students' linguistic competence and increases the motivation to learn a foreign language [8, p. 109].

In addition, there are various programs which are aimed at computerized learning of a foreign language. Some of them have recently become popular: language games, step-by-step reading, text reconstruction (Conversation Techniques, SelfDiscovery, Pieces of Good Advice, Puzzle Stories), computer programs (Learn to Speak English, Tell me more, Business English) and various computer dictionaries, electronic encyclopedias, automated test systems [13, p.130-132].

**Conclusions.** The implementation of modern and innovative approaches to teaching Maritime English in universities should be based on a proven model, which involves the introduction of new multimedia materials into the educational process, the creation of educational programs, special educational classrooms, and the development of own multimedia resources, which will make it possible to move from passive to active way of implementation of educational activities.

Actualization of the pedagogical process in a higher educational institution through the latest modern technologies contributes to the positive attitude of students to the future profession and the formation of an active position regarding professional self-improvement and self-development throughout their lives.

The work in the lesson with the use of visibility means that are created on the computer, promotes significant interest of students in the process of reproduction knowledge, activation of cognitive activity, thorough development of the necessary practical abilities and skills. Implementation of the educational process in various forms, methods and means strengthens cognitive interest in the course lesson, prevents students from overtiring at classes and at the same time develops observation, quick response, cleverness, which are important personal qualities.

The use of modern information technologies promotes participation in project activities, involvement of participants into joint training, cognitive games or creative work that is organized on the basis of computer, multimedia and network technologies, and the major goal is not only to study a specific problem from a certain academic discipline in different
interesting ways, but to reach a high level of Maritime English mastering and ability to use a foreign language freely and fluently.

References:


Література: