

Anthology the Study of Foreign Languages in Institutions Higher Education

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ABSTRACT

The article investigates that the historical and pedagogical aspect of the study of foreign languages in higher education institutions of the maritime profile in the 70s of the XX - early XXI century was not the subject of a separate analysis in pedagogical science. It was found that the insufficient level of elaboration of this issue necessitated the clarification of the conceptual and categorical apparatus. It is concluded that most of the terms related to the trends of learning foreign languages in maritime higher education institutions have been scientifically substantiated by both Ukrainian and foreign scholars, but the historical course of events has been accompanied by constant updating of definitions of basic concepts. Based on the analysis of scientific works, the training of future specialists in the maritime industry is interpreted as a specially organized process of forming the readiness of future specialists in the maritime industry to perform production tasks for fleet operation, vessel traffic management and navigation safety.

The study of a foreign language in higher education institutions of the maritime profile is a process of acquiring competencies during purposeful educational-cognitive and foreign-language communicative activity, which determines the effective conduct of professional activity. A systematic analysis of scientific literature, historical sources showed that the development of foreign language training of future specialists in the maritime sector was influenced by a number of factors: socio - economic (focus on labor market needs, integration into the international space, scientific and technological progress); educational (updating legal documents in the field of education, standardization of the content of training, development of methods of forming professionally oriented speech); branch (modernization of the equipment of sea vessels, expansion of production functions of experts of sea branch, internationalization of structure of crew of vessels). As a result of elaboration of historical and pedagogical investigations it was revealed that a number of studies substantiate the periods (stages) of formation, functioning and development of maritime education in Ukraine.

Keywords: Higher Education, Foreign Languages, Communicative Qualities, Organizational Skills, Experiment.

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INTRODUCTION

Education affects the economic development of modern society, which in turn depends on the level of education of the country's citizens. Against this background, the training of a competitive and highly qualified specialist becomes extremely important. Given the integration processes in the international community, the level of training in higher education institutions must meet the requirements of the world market. This trend is leading in the formation of the content of higher education in the maritime profile. Specialists in the maritime industry, working in this sector, are sure to immerse themselves in foreign language communication [12]. The relevance, prestige and importance of knowledge of foreign languages in today's globalized world expand opportunities for professional communication, increase competitiveness, responding to the demands of the modern labor market. In particular, the training of maritime professionals for foreign language communication is now important, as knowledge of a foreign language becomes a dominant condition for establishing international business contacts, establishing joint ventures, intensifying professional cooperation with foreign colleagues, as well as the Bologna Convention, for the mobility of students, teachers and researchers seeking

access to quality education, research, teaching and internships in the European region. Therefore, knowledge of foreign languages should be interpreted as a mandatory component of professional training of future marine professionals. In this context, critical analysis and rethinking of the historical experience of teaching foreign languages in higher education institutions of the maritime profile and the implementation of positive experience in the modern field of education become important. In different historical periods, socio-economic, educational and sectoral factors have served as a basis for reforms in the field of training of future professionals. Historical retrospective of the development of domestic education proves the existence of periods of formation, development, decline, intensification in various areas of education, in particular in the training of future specialists in maritime education industry [1-6].

The issue of educational development is characterized in the historical and pedagogical works of such scientists as L. Berezhivska, I. Zhorova, V. Kuzmenko, O. Sukhomlynska and others. S. Barsuk, N. Izoriya, N. Kostenko, O. Romensky, Yu. Sobodovnikova, V. Tenishcheva are devoted to the problems of formation of foreign language communicative competence of future specialists etc. In the studio of O.

Chorny the peculiarities of training specialists for the navy in Ukraine were clarified. It should be noted that the paper focuses on approaches to improving maritime education N. Primina, I. Ryabukha, A. Solodovnyk, V. Chernyavsky and others).

Despite numerous developments in various aspects of maritime education, the problem of learning foreign languages in maritime higher education institutions in historical retrospect has not arisen to this day. The aim of the article is to find effective mechanisms for the formation of foreign language competence, which encourages the analysis of the experience of learning foreign languages in higher education institutions for implementation in the educational process.

MATERIALS AND METHODS

In line with the article, it is advisable to outline the prerequisites for the development of maritime education. In O. Timofeeva's historical and pedagogical explorations, the formation of maritime education in Ukraine is connected with the creation of the first Cossack flotilla at the end of the 15th century, and the beginning of the construction of Cossack ships and boats. For the training of the Cossacks, which had a practical orientation, used primarily physical training, exercises to develop endurance and strength of spirit. The requirements for a soldier were clear and understandable: high military skill, endurance, readiness for change, to repel the enemy on land and on water. At that time it was not a question of organizing purposeful study of foreign languages, but at the necessary household level sailors had a certain (often minimal) vocabulary for communication with foreigners, in particular, the vocabulary of interpersonal and professional orientation. According to O. Timofeeva, the second stage of development of domestic maritime education dates back to the last quarter of the eighteenth century, which is characterized as the time of creation of educational institutions for the training of maritime professionals [7]. After the destruction of the Zaporozhian Sich and its flotilla, the Russian Empire began to build the Black Sea Fleet, the development of new sea routes, which opened its access to the markets of Europe and Asia. As noted by O. Chorny, the majority of the personnel of the new fleet - the Azov and Dnieper flotillas - were Black Sea and former Zaporozhian Cossacks [15]. An important event in the development of domestic maritime education was the opening in 1783 in Kherson of the first maritime school in southern Ukraine. Until 1786, it was called the Naval Cadet Corps, and was later renamed the Naval Artillery School. According to O. Chorny, in 1798 in Nikolaev two new schools - navigating and ship architecture were created. In addition, in 1797 the "Charter of the Navy" was concluded, which approved the principles of manning the command of the naval forces in the Black Sea (senior and junior). This document outlines the conditions for recruitment and training of students in schools; described how the work in schools should be organized to guide students to master the profession and education in the future loyal to the Russian autocracy officers and sailors [14-17]. Such data lead to the conclusion about the complex nature of the organization of training of future specialists, starting from the preconditions of vocational guidance at school age and continuing with the provision of real resources to the population to obtain a profession. At the same time, the number of such institutions was small, and the opportunities for mass involvement in education were

somewhat limited. Recognizing that the activities of the Black Sea naval educational institutions of the last quarter of the eighteenth - early twentieth century are little studied in domestic historical science, O. Chorny stressed that in the specified period in Ukraine there were more than 20 educational institutions focused on training sailors for the navy and commercial fleet. Black Sea. Some of them were created in the South of Ukraine in the first half of the XIX century, when the training of pilots was mainly military in nature. In 1834, given the favorable conditions of location, the first school of merchant shipping in the Ukrainian lands (now the Kherson State Maritime Academy) was established in Kherson. The rules for admission outline the range of requirements for applicants for study in the newly created institution. Future cadets of the school had to be able to read and write, know the four rules of arithmetic, as well as be strong, without physical defects and brought up "in the fear of God and good morality" [11]. Subsequently, in addition to the training of senior and junior command staff for the navy and pilots of commercial vessels in naval and merchant-naval educational institutions, the training of sailors began. A feature of this period, in contrast to the previous one, O. Timofeeva called the introduction of a clear system of manning ship crews of the navy and commercial fleet only graduates of maritime schools [6], which allowed to state a higher level of development of the industry as a whole, stimulated further development of domestic education. Analysis of the programs of the newly established Kherson School in the XIX century showed the inclusion in the content of training of all these categories of cadets, except for general and special subjects, a number of foreign languages, including Greek, Turkish, Italian, German, French [7]. This is justified primarily by the need for professional and domestic communication in the courts, where multinational teams could be assembled, as well as the communication of command staff and sailors in the ports of different countries, necessary for the proper performance of direct functions. The direction of development in the domestic system of training and certification of seafarers is regulated by the requirements and standards of the international maritime industry. The main regulator is the International Maritime Organization (IMO) - a specialized agency of the United Nations. The IMO was established on March 6, 1948 in Geneva after the adoption of the Convention on the Inter-Governmental Maritime Consultative Organization (IMCO). The activities of IMSO are aimed at eliminating discriminatory actions related to international merchant shipping, as well as the approval of norms (standards) governing safety at sea, prevention of environmental pollution, especially marine. The beginning of the 50's - the end of the 60's of the twentieth century. marked new trends and qualitative changes in the development of Soviet education. Higher education was within these changes and also began to transform and reform. During this period, the preparation of draft changes in the field of higher education began with the adoption of resolutions that raised topical issues of further development of domestic education. For the first time during the years of Soviet rule, the ideas of reform were proposed for public, all-Union discussion. The discussions were initiated by a party that clearly regulated all processes. Since 1954, in the network of maritime institutions of higher education, the processes of consolidation of specialties and expansion of profiles of specialists have been observed. In accordance with the Resolution of the Council of Ministers "On Improving the

Training, Distribution and Use of Specialists with Higher and Secondary Special Education" (1954), maritime higher education institutions were focused on training general staff, which led to the revision of educational documentation, curricula and programs. According to the new curricula for the training of future specialists in the marine profile, new disciplines have been introduced: "Two foreign languages", "History and a foreign language" [16]. On September 21, 1955, the Ministry of Higher Education issued an order "On Improving the Teaching of Foreign Languages in Higher Education Institutions." Given the existing shortcomings in the teaching of foreign languages in higher education institutions of the maritime profile and to improve the training of future specialists in the maritime field, it is ordered to approve the teaching of foreign languages from I to IV courses in all higher education institutions. The main purpose of such training was to read and translate texts by profession. Teachers of the departments aimed to increase the level of educational and methodical work, so that after the completion of the fourth year future professionals can freely use special literature written in a foreign language [21]. The position of the official bodies on the results of the restructuring in foreign language teaching was reflected in the article "On the implementation of the order of the Minister of Education of the USSR" of August 5, 1961 № 219 "On improving the study of foreign languages and measures to further improve this work." The paper notes that in many institutions of higher education of maritime profile foreign languages began to be taught in accordance with the new requirements, and the experience of advanced teachers made it possible to identify positive trends [17]. It is important to pay attention to the fact that, starting from the 60s of the XX century, in our country the means of studying foreign languages were film textbooks - methodically processed and re-edited fragments from foreign feature films prepared by the Central Film Laboratory in four languages. source of information. The textbook showed the cadets the situation of the country whose language they were studying; best illustrated the rule of invariant and variant in pronunciation; helped to perceive by ear and see true oral speech in all its manifestations [18]. The Resolution of the Council of Ministers of the USSR "On Improving the Study of Foreign Languages" of May 27, 1961 approved a course for the practical study of foreign languages, made serious changes to the entire system of language distribution in the country. The document regulated the creation of a new unified system for learning foreign languages, which would allow for continuous improvement of knowledge. On November 10, 1966, optional classes in foreign languages of the cadets' choice were introduced in maritime higher education institutions, which contributed to the development of individual abilities and interests. Thus, in Soviet times, higher education in Ukraine developed rapidly. By the early 1970s, the number of maritime higher education institutions had increased at least tenfold, and the number of cadets and faculty had increased hundreds of times. Priority development was provided by technical, medical, pedagogical educational institutions and institutions of higher education of the marine profile. Evening and distance forms of education became widespread, often combining the format of educational institutions with industrial and agricultural enterprises [13]. The reform of the education sector in the mid-1970s was marked by the adoption of the USSR Law "On Approval of the Fundamentals of the Legislation of the USSR and the Union

Republics on Public Education" (1973) [11]. Within the framework of the republican legislative base, the USSR Law "On Public Education" (1974) was adopted [19]. The new vector of education development also affected vocational education, where curricula were first developed on the basis of qualification characteristics (according to the order of the Minister of Higher and Secondary Special Education of the USSR № 685) [8-14]. In addition, it was planned to improve the training of mid-level specialists. The planning of the educational process was also influenced, in particular: the resolution of 22.08.1974 "On measures to further improve the management of secondary special educational institutions and to improve the quality of training of specialists with secondary special education", the resolution of 26.04.1979 "On improving ideological and political and educational work ", the resolution of 12.07.1979" On improving planning, strengthening the impact of the economic mechanism to improve production efficiency and quality of work ", adopted during the Tenth Five-Year Plan. For example, under the influence of the last resolution in maritime educational institutions began to pay special attention to the economic and legal training of cadets, in particular in foreign language lessons [3]. Teachers of economics of the Kherson Naval Academy named after Lieutenant Schmidt, by order of the head of the school, were assigned to specialties and provided practical assistance to teachers of special disciplines on the full and quality reflection of economic issues in the educational process [1-5]. At the level of republican legislation it is necessary to name the Law of the Ukrainian Soviet Socialist Republic "On Public Education" of June 28, 1974, which not only outlined the purpose of public education, but also described the close connection of education with the development of economic sectors [20]. The development of maritime education was undoubtedly influenced by the state legislation of the time. Laws and other regulations in the USSR were adopted on the basis of the Constitution. Constitution of the USSR 1977 p. It became the basis of the constitutions of all socialist republics. The Communist Party of the Soviet Union was proclaimed the leading and guiding force of Soviet society. At meetings of the Politburo, Plenums, and party congresses, the most important political, ideological, economic, domestic, and foreign policy issues were developed, discussed, and resolved. Subsequently, decisions on the outlined issues were embodied in the laws of the Supreme Soviet of the USSR, resolutions and decisions of the Council of Ministers of the USSR, orders and instruction letters of line ministries (union-republican and republican). The political, socio-economic and cultural development of the USSR took place against the background of the so-called five-year plans (centralized state plans aimed at the five-year development of the economy, technology, science, education and culture in the USSR). For example, at a meeting of the pedagogical council of the Kherson Naval Academy named after Lieutenant Schmidt on February 23, 1980, a decision was approved: To develop a socialist competition aimed at further improving the efficiency and quality of work on the training of technicians for the navy, taking into account the prospects for the development of the industry "[17]. I. Pidpala notes that in 1965 a new charter of service on ships of the USSR was prepared, which was approved by order № 187. The document regulated the basics of the organization of service on ships of the merchant navy, as well as the duties and rights of ship's crew [4]. The basic principles included the emergence of new classes of ships,

entry into the oceans, changes in tactics and operational art, in the organizational and staffing structure of ships and much more. The preparation of such an official legal document required painstaking and lengthy work [17]. These changes are connected with the appearance of the Ship Statutes in 1978 and 2001. However, in 1975 the charter of the naval service was revised by the author's team headed by Admiral VV Mikhailin (at that time - the commander of the Baltic Fleet). The author's team included the most authoritative admirals and officers in their field of activity, who had extensive experience in maritime service. The 1959 charter with the 1967 amendments and additions was chosen as the basis of the project. The "Charter of the Internal Maritime Service" was created, which in 1976 was renamed the "Charter of Service on Ships of the USSR Navy 33" and approved by the order of the Ministry of the Navy of the USSR dated January 9, 1976 № 6 [6]. The "Naval Charter" came into force only in 1977. In addition, the order of the Commander-in-Chief of the Navy of the Soviet Union № 10 of January 10, 1978 approved the Ship's Charter, the requirements of which are strictly mandatory for crew personnel and all persons temporarily on the ship [15]. In the late 1980s, the need arose again for a fundamental revision of some provisions of the current "Maritime Charter". In 1986, only the 2nd edition of the "Ship's Charter - 78" was prepared. The rapidly changing circumstances led to the need to provide in the "Maritime Charter" numerous additions and changes. There was a question of a radical change in the current statute and the issuance of a new document. Work on its creation began in 1989, but due to the collapse of the USSR, the new charter came into force only on September 1, 2001, and the "Ship's Charter" - in 2001 [6]. The development of higher education, in particular maritime profile, takes place within the general trends of the dynamics of the country's education sector. O. Sukhomlynska calls the fundamental difference between the process of development of pedagogical thought and the development of education, studying this process since the times of Kievan Rus. In the context of historical and pedagogical research, it is worth clarifying the last two periods of the mentioned periodization: VI period - 1920–1991 - Ukrainian pedagogical thought and school in Soviet times; VII period - since 1991 - the development of pedagogy and school in the Ukrainian state. The sixth period is divided into four stages, of which we take into account the last three: II (1933–1958) - Ukrainian pedagogy as a component of "Russian-Soviet" culture; III (1958–1985) - Ukrainian pedagogical thought in the competition for pedagogical development; IV (1985–1991) - the formation of the current stage of development of Ukrainian pedagogical thought within the Soviet discourse [9]. S. Batyshev was one of the first scientists who focused on the periodization of the development of vocational education. The third period (1959–1980) is characterized by processes of restructuring and improvement of vocational education in accordance with the requirements of developed society and the scientific and technological revolution, increasing the role of vocational schools in training highly skilled workers and the introduction of general secondary education. This period covers two stages: 1959–1965 - restructuring of the system of labor reserves and creation of a single type of vocational school - urban and rural vocational schools, their transfer to the base of the eight-year school; 1966–1980 - the stage of implementation of the program of training skilled workers on the basis of

decisions of party congresses and resolutions of the Council of Ministers of the USSR on the development of vocational education. During these years, vocational schools were transformed into secondary vocational schools, which offered general secondary education. The author notes that during this period the contingent of educational institutions has significantly increased, there has been an expansion of training for various sectors of the economy, improved the quality of education and upbringing of future workers [17]. O. Timofeeva notes that the formation of maritime education in Ukraine began in the late fifteenth century, while the second period of maritime education in Ukraine is the time of creation of educational institutions for the training of maritime professionals. The third period of development of maritime education - the Soviet. At this time, the main contingent of pilots were trained in the buildings (schools), where a great educational emphasis was placed on a fairly broad universalization. The fourth period of development of maritime education covers the period from the early 90s of the twentieth century. and to our time. At this time, there is a noticeable attention to the humanities, to various aspects of the formation of social and communicative competence as a component of professional training [7]. The periodizations on the relevant issues substantiated by scientists optimize the delineation of stages and tendencies of development of foreign language communicative competence of future seafarers in higher education institutions. In particular, the scientific interest is the periodization of O. Timofeeva, which describes the development of maritime education in Ukraine (XVIII - XIX centuries.). The researcher notes that in 1834 the first school of merchant shipping in the Ukrainian lands (now the Kherson State Maritime Academy) was established in Kherson. The school program, in addition to general and special subjects, included foreign languages, including Greek, Turkish, Italian, German, French. At that time in the south of Ukraine the most famous maritime institutions were: Black Sea Navigation School, Odessa School of Merchant Shipping, Nikolaev two-class seafaring school, Oleshkiv two-class seafaring school, Holoprystan two-class seafaring school, Beryslav two-class seafaring school. In general, in the first half of the nineteenth century. in the south of Ukraine there were more than 20 educational institutions that trained specialists for the Black Sea Fleet. Researchers A. Weinberg, L. Ilyashevich, S. Ogorodnikov, A. Skalkovsky claim that at this time a system of training specialists for the fleet was formed, specialization of naval schools took place. The educational process in these institutions was generally characterized by uniformity, class and class principle of staffing. The dissertation of O. Chorny substantiates the peculiarities of training naval specialists in Ukraine (last quarter of the 18th - beginning of the 20th century) [7]. S. Sokolyuk proposed an author's classification, which covers the time limits outlined in our study:

- And the period (early 70's of the twentieth century.) - The end of the "Cold War" (1991), marked by certain actions of naval forces against naval terrorists and the naval presence of leading countries in the "problem" areas;
- II period (1991 - September 2001) - reduction of the number of navies of the leading countries in the World Ocean, creation and involvement in the fight against terrorism at sea of special operations forces;
- The third period (from October 2001 to 2008) was the transition to the use of naval forces in the form of naval

anti-terrorist operations by coalition (multinational) forces. [3].

In the work of V. Bezlyudna the author's periodization of tendencies of development of professional training of teachers of foreign languages in higher educational establishments is developed. -research (1971–1990); III period - constructive-reformation (1991–2004); IV period - European integration (2005–2016)) [8].

Periodization - "logical demarcation of the studied period in accordance with the qualitative characteristics of its relatively independent individual stages." The works emphasize that "such a characteristic should reflect both the general patterns of development of social life and specific, as well as essential components of the main methods and forms of genesis of the problem."

Historical and pedagogical research is devoted to the development of pedagogical thought, vocational education, maritime industry, training of naval specialists, foreign language training in educational institutions operating in Ukraine at different times. Despite a wide range of scientific papers on the development and functioning of domestic maritime education, current research focused on retrospect and identifying trends in foreign languages in higher education in maritime education. A. Lyashkevych substantiated the periodization of the formation and development of naval education in Ukraine from the beginning of the seventeenth century to the 50-90s of the twentieth century.

The scientist interprets the development of maritime education in the South of Ukraine as a socio-historical process that took place under the influence of socio-cultural and political factors. The author singles out the following periods in the formation and development of maritime education in the south of Ukraine from the 30s of the XIX to the beginning of the XXI century:

- 1) natural-founding (1830s - the second half of the 1850s) - the point of origin of the centers of educational and professional environment of the marine world in the absence of a single program of its formation;
- 2) the first reformist (second half of the 1850s - early 1870s) - a change in the content of the activities of maritime institutions, caused by the loss of influence in the Black Sea basin (the consequences of the Crimean War);
- 3) the second reform (early 1870's - early 1900's) - building a system of maritime education on the basis of a new instructional and legal framework;
- 4) legislative (early 1900's - 1920's) - an attempt to form the legal framework of maritime education as a complex-structured part of professional (with a pause of 1917-1920);
- 5) search and unification (1920–1991) - search for a new organizational and pedagogical basis of maritime education (due to the abandonment of the experience of the past) with further standardization of the training system for the merchant fleet (three subperiods are distinguished: pre-war development (1920–1941), post-war restoration (1944–1959), branch-professional gigantism (1959–1991) (with a pause of 1941–1944));
- 6) imitative-renewal (1991–2013) - development of a national, qualitatively new system of maritime education based on the synthesis of productive experience of the past, modern innovations and national traditions (with a pause of 1991–1995).

A. Lyashkevych's research proves that by the mid-1970s the reform of naval education had acquired a hierarchy and became three-tiered: secondary military special, higher military special and higher military education. At

the end of the 1980s, naval education in the USSR was offered by 14 educational institutions of various levels. In 1991, a new, sixth period in the development of naval education began - the revival of the Ukrainian Navy and the creation of national educational institutions for the training of naval officers and specialists [11-14].

In the historical and pedagogical research of A. Solodovnyk qualitatively different periods of development of physical and mathematical training in maritime educational institutions of Ukraine (1944–2012) are singled out:

I period (1944–1961) - the formation of physical and mathematical training as an integral component of professional training of cadets of maritime schools;

II period (1961-1993) - the development of physical and mathematical training in maritime schools on the basis of the Soviet school. This period can be divided into the following stages:

I (1961–1966) - strengthening the connection between physical and mathematical training in maritime educational institutions and life in the conditions of transition to compulsory eight-year education; II (1966–1985) - modernization of physical and mathematical training in maritime educational institutions in the context of the search for its new forms, methods and means;

III (1985–1993) - organization of physical and mathematical training in the conditions of computerization of educational process in maritime educational institutions; III (1993–2012) - reforming the physical and mathematical training of cadets of maritime educational institutions in the context of training a competitive specialist for the international maritime industry. The researcher divides the third period into two stages: I (1993–2008) - physical and mathematical training of cadets of maritime educational institutions against the background of active reform processes of domestic education; II (2008–2012) - transformation of the structure of physical and mathematical training in maritime educational institutions as a consequence of its reorientation to the needs of foreign employers. Based on a retrospective analysis of archival funds, historical, pedagogical and special literature, I. Ryabukha reveals a certain stage in the development of maritime education in Ukraine, depending on the socio-economic and organizational-pedagogical conditions. The researcher chooses the following criteria for periodization: political regimes, features of economic development of the country, changing foreign policy priorities and ideological attitudes.

In the development of maritime education in Ukraine in the second half of XVIII - early XXI century, the scientist differentiates several periods:

- I the period - the imperial (second half of the XVIII century - 1917), the formation and development of maritime education in the Ukrainian lands during the imperial era, covers four subperiods (unsystematic-practical - 1760s - early 1780's; chaotic-developmental - 1780s - 1802; systemic - 1802 - 1860s; reformist - 1860s - 1917);

- II period - Soviet (1917-1991), the development of maritime education within the system of vocational education of the USSR, contains three subperiods (Ukrainian-national - 1917-1920; unification-paramilitary - 1920 - 1980's). reformist - 1980s - 1991);

- III period - national reconstruction (1991–2010), development of the system of maritime education in independent Ukraine with two subperiods (renewal-transition - 1991–1998; reformist - 1991–2010), transition to European standards [2].

An analysis of the existing periodizations in the field of maritime higher education institutions (A. Lyashkevych, I. Ryabukha, A. Solodovnyk, O. Timofeeva, etc.) proves that by the mid-1970s the reform of naval education had acquired a hierarchy and became three-tier: secondary military special, higher military special and higher military education. As a result of studying scientific sources, it is concluded that the 80s of the XX century, scientists call the "Soviet" period. One of the largest educational reforms was announced in 1984 (according to the resolution of the Supreme Soviet of the USSR "On the main directions of reform of secondary and vocational schools" [20]), it caused innovations in education, in particular in terms of computerization of educational process future specialists in marine institutions. In the late 1980's, naval education in the USSR was offered by 14 educational institutions of various levels. The next stage in the development of maritime education covers the early 90's of the twentieth century, it is called transitional. Scholars support the fact that during the years of independence there has been a transition to the development of national doctrine, a qualitatively new system of training in higher education institutions of the maritime profile based on the synthesis of productive experience of the past, modern innovations and national traditions. In the context of training a competitive maritime specialist for the international industry, a gradual reform of the education system in maritime higher education institutions is noticeable. The development of education in maritime higher education institutions continues to this day. An integral part of historical and pedagogical research is the delineation and substantiation of the chronological boundaries of the study, which should be focused on the historical and pedagogical process, rather than on the events of socio-political life of society and the state. It is expedient to choose the lower and upper limits taking into account the integrity of the analyzed pedagogical process (for example, the establishment of the Soviet education system - its collapse; the beginning of the reform in school education - its completion, etc.). In particular, in the course of substantiation of the beginning of development of pedagogical process (or its collapse) it is necessary to avoid communication with dates of adoption of resolutions by governing bodies (party, state). Pedagogical processes (phenomena, phenomena, etc.) mature and fade gradually, according to their own internal laws [3]. The chronological boundaries of our study cover the years 1978-2017. The choice of the lower chronological limit (1978) is due to the adoption of the "International Convention on the Training and Certification of Seafarers and Watchkeeping", («The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers –STCW-78»), where it is emphasized the need to improve knowledge of a foreign (English) language, which is required to perform production tasks, professional communication and avoid accidents at sea. The upper chronological limit (2017) is due to the fact that in 2017 in Ukraine came into force the "Manila Amendments to the Annex to the International Convention" and "Code of Training and Certification of Seafarers and Watchkeeping", which led to significant changes in the content of maritime training. , also a new version of the Law of Ukraine "On Higher Education" (2017), where the organizational principles of training of applicants for higher education, the entry into force of the standard of higher education in the specialty "River and sea transport" (2018) are characterized. In the study, periodization is created on the basis of a combination of

chronological and comparative-historical approaches, in accordance with a number of criteria: socio-economic, organizational-educational, content-methodological, sectoral. Author's periodization of the study of foreign languages in institutions of higher education in maritime profile in the 1970s - early XXI century consists of three periods: I period (1978–1990) - unification (first subperiod - 1978–1983, second subperiod - 1984–1990); II period (1991–2002) - transformational (first subperiod - 1991–1996, second subperiod - 1997–2002); III period (2003–2017) - integration (first subperiod 2003–2010, second subperiod 2011–2017).

The presentation of periodization is also based on a study of the regulatory framework (state laws and regulations and requirements and standards of the International Maritime Organization) for the training of future specialists in the maritime industry:

- Resolution № 839 "On approval of the Regulations on the title of persons in command of seagoing vessels" of August 25, 198 [194];

- Order № 150 "On the list of specialties and specializations of secondary special educational institutions" of February 29, 1984 № 211], № 810 "On the list of specialties and specializations of secondary special educational institutions" of November 27, 1987 [21];

- Order № 432 "On approval of forms of control over the educational work of students of day and evening departments of secondary special educational institutions" of June 22, 1990 [19];

- Law of Ukraine № 464/96 "On Ukraine's Accession to the International Convention on the Training and Certification of Seafarers and Watchkeeping of 1978" of November 1, 1996 [21];

- Law of Ukraine "On Higher Education" of January 17, 2002 (as amended) [18];

- Law of Ukraine "On Education" of June 4, 1991 (as amended) [20];

- "The concept of language education in Ukraine" (2011)];

- "Manila Amendments to the Annex to the International Convention on the Training and Certification of Seafarers and Watchkeeping" of 1978 and "Code of Training and Certification of Seafarers and Watchkeeping" of June 25, 2010 (entered into force in Ukraine on January 1, 2012) [14];

- Law of Ukraine "On Education" of September 5, 2017 [206] and others. Systematic analysis of scientific literature, historical sources showed that the development of foreign language training of future specialists in the maritime sector is marked by a number of factors: socio-economic (focus on labor market needs, integration into the international space, scientific and technological progress); educational (updating legal documents in the field of education, standardization of the content of training, development of methods of formation of professionally oriented speech); branch (modernization of the equipment of sea vessels, expansion of production functions of experts of sea branch, internationalization of structure of crew of vessels).

I period (1978–1990) - unification. This period is marked by the fact that the teaching of foreign languages in higher education institutions was organized according to the unification system. It should be noted that the acquisition of foreign languages in maritime educational institutions of the specified period took place according to unified curricula using traditional forms and methods that had a relay character. Reading and listening became the leading types of speech activity. The formation of the content of training

of specialists in the maritime industry provided for the implementation of the ideological imperative, in particular in the process of foreign language training. During the study of a foreign language, terminological and conceptual differentiations were clarified, and, consequently, the influence on the content of professionally relevant disciplines, which contributed to the dynamics of professional intelligence, communication skills of future sailors.

The 70s were characterized by constant changes in curricula, their improvement, oversaturation with theoretical material, excessive politicization of content, the predominance of reproductive teaching methods, authoritarian style of governing higher education, understanding the connection between high school and life only as an acquaintance with production [20]. This period is associated with the emergence of communicative linguistics, which introduced a communicative direction in the acquisition of a foreign language, in particular in maritime education institutions. O. Vetokhov argues that during this period there were fundamentally new methods of teaching foreign languages, which meant the beginning of a new stage in the teaching of practical language acquisition. These theories become the core of a fundamentally new scientific direction, a new scientific paradigm [18]. Reproductive methods of language acquisition are being replaced by more productive ones. According to T. Kitaygorodskaya's research, the sources of insufficient efficiency of the consciously practical method of teaching foreign languages, which was officially recognized in the previous decade, have been identified and explained. It was in the 70s of the twentieth century. New methodological approaches - communicative and personal-activity, which opened a wide way for scientific improvement of methods of teaching foreign languages [12] were substantiated. It should also be noted that specialized maritime education in the 70s of the twentieth century was organized in accordance with national requirements for the quality of training and international documents, in particular in accordance with the International Convention on the Training, Certification and Watchkeeping of 1978, as amended. quality standards and covered the application of the diplomacy system, all training courses and programs, examinations and assessments, as well as the qualifications and experience required of instructors and examiners, taking into account the policies, control systems and review of internal quality assurance systems for maritime education [9].

In the 1980s, the education system in Ukraine underwent various changes and reforms depending on the decisions of the communist party leadership. By the mid-1980s, negative processes in higher education were criticized by both government agencies and educators who were dissatisfied with the quality and structure of vocational training, and the lag of university science from the tasks of scientific and technological progress. At the same time, in the 1970s, along with progressive educational institutions, stagnant processes persisted: constant changes in curricula, their improvement, oversaturation with theoretical materials, excessive politicization of content, predominance of reproductive teaching methods, authoritarian style of higher education management, understanding of connection of high school with life as a pure acquaintance with production [21]. After the issuance of a number of resolutions of the Council of Ministers of the USSR in March 1987, a gradual reform of higher education began. The tendencies of this period are as follows: paradigmatic

(realization of the ideological imperative in the language and professional training of future specialists in the maritime field); structural-educational (preparation according to unified curricula and programs, reading and translation as a leading type of speech activity); semantic (integration of foreign language training and multicultural education); instrumental and methodical (use of traditional verbal methods, standardized textbooks, limited to information-reproductive exercises).

II period (1991 - 2002) - transformational, associated with the adoption of the "Act of Independence of Ukraine" (December 1, 1991), which outlined a new vector of development of the country, including education. The creation of institutions and mechanisms for the exercise of sovereignty has led to the transformation of educational paradigms of vocational training in maritime education institutions, such as the study of a foreign language. The legislative field of Ukrainian higher education was transformed simultaneously with the principles of the Bologna process and provided, in accordance with the Law of Ukraine "On Education" (1991), the following changes: transition to higher education (bachelor, specialist, master); introduction of a new institutional structure of higher education (technical schools, colleges, institutes, conservatories, academies, universities, etc.); approval of four levels of accreditation of these institutions. It should be noted that the introduction of the licensing and accreditation procedure provided control by the state leadership over the development of educational activities of educational institutions. During the analyzed period, approaches to the organization of the educational process also changed, higher education institutions were given autonomy, which provided for the development of curricula based on the educational and professional program and structural and logical scheme of training future sailors. Such changes enabled the adaptation, humanitarianization, re-profiling of national maritime education in accordance with international standards and requirements, which influenced the development of foreign language learning by future maritime professionals.

The beginning of the 90s of the twentieth century was marked by a radical update of the methodology of teaching a foreign language. In particular, the use of a foreign language in the analysis of a problematic professional situation was initiated, which, of course, served as an effective means of developing intercultural communication of cadets. Discussions, role, business and didactic games, which contributed to the development of foreign language speech, were widely used in the educational process. It was during this period that the foundations of psychosuggestive methods of teaching foreign languages were laid, based on self-knowledge and self-realization of the personality of a marine specialist. A high degree of trust of the individual, team, teacher, psycho-emotional comfort in the classroom, creative activity, intellectual search - these are incomplete characteristics of the atmosphere of classes in line with these strategies.

In the early 90's of the twentieth century, the paradigm of public consciousness changed, there was a rethinking of value orientations, awareness of the priority of universal and national values. Increased attention is focused on mastering foreign language communicative competence, which takes place not only when performing communicatively significant tasks, but also mastering professionally important knowledge, skills, abilities, as well as the development of professional abilities necessary for professional tasks [5]. O. Romensky emphasizes that the

communicative approach determines the selection of language and speech material and features of teaching methods, techniques and exercises. Work with technical texts is still available in the process of mastering a foreign language professional orientation in maritime higher education institutions, but the processing of lexical and grammatical content of the text acquires a communicative approach of modernized content through its practical use in communication [2]. The principles of the communicative method are outlined: personality-oriented approach taking into account the needs, sphere of activity and interests of cadets; speech orientation of learning, which is realized in the process of practical use of a foreign language; functionality that determines the selection of professionally oriented material; situationality, because in the course of learning simulate a certain system of relationships between interlocutors; novelty caused by the constant change of the topic of conversation, circumstances, tasks, etc. [9]. Given the integration into the world educational space, the following trends have been traced, namely: paradigmatic (introduction of values of national authenticity in the study of a foreign language by future specialists in the maritime field); structural-educational (development of curricula on the basis of educational-professional program and structural-logical scheme of training); semantic (deepening of the branch direction of the content of foreign language education); instrumental and methodical (introduction of a communicative approach, computerization of education, expansion of the list of educational literature with manuals of foreign publications).

III period (2003 - 2017) - integration, marked by the introduction of European norms and standards in education, updating the content, forms and methods of teaching. In particular, in 2009 the scientific and methodological commissions of the Institute of Innovative Technologies and Content of Education developed drafts of new industry standards for the training of specialists in the specialty. In the process of European integration into the world educational space, the emphasis shifts from theoretical training to practical training, and a competency-based approach is introduced; reformat programs, curricula, etc. that are in line with European integration areas and European standards; develop in higher education students the ability to learn throughout life. In the process of learning a foreign language, the interaction between teacher and cadet changes, the reputation of foreign languages is updated and increased, information and communication technologies are actively introduced during the control of knowledge of foreign languages. At the same time, the unwillingness of institutions to implement reforms can be traced (lack of professional teachers, incorrect use of forms, methods and tools by teachers). 2017 marks the end of the transition period for the implementation of the Manila Amendments, as the document entered into force on 1 January 2017. The Manila Amendments clarified the title and defined the types of documents issued to marine professionals in accordance with the requirements of Convention -78 ("International Convention on Standards of Training, Certification and Watchkeeping for 1978"). Seafarers"), the necessary standards, primarily in the context of new technologies, introduced new requirements, methods and techniques of training and certification of seafarers [23].

This has, in a way, led to perfect changes in the revision of curricula in maritime higher education institutions. This trend is changing the vector in the study of foreign languages in higher education institutions of the maritime

profile. In addition, on September 28, 2017, the new law "On Education" came into force, this stage has led to changes in curricula and trends in foreign languages in higher education institutions of the maritime profile [24].

The analysis of the source base made it possible to single out the following tendencies of the integration period: paradigmatic (consistency with world standards of training future specialists in the maritime field during the study of a foreign language in maritime higher education institutions); structural and educational (return to the standardization of training in higher education institutions of the maritime profile with an increase in the academic freedom of the institution); content (updating the sectoral focus of the content of foreign language education in accordance with international standards); instrumental and methodical (introduction of personality-oriented technologies, expansion of educational opportunities).

CONCLUSION

Given the multifaceted content of key terms of the study, the conceptual and categorical apparatus of work is interpreted in line with the training of specialists in the maritime industry (O. Timofeeva, O. Frolova, O. Black), the learning process in higher education (T. Finninkov), the formation of readiness for foreign language professional communication (N. Primina), etc. Based on the analysis of scientific works, the training of future specialists in the maritime industry is interpreted as a specially organized process of forming the readiness of future specialists in the maritime industry to perform production tasks for fleet operation, vessel traffic management and navigation safety. The study of a foreign language in higher education institutions of the maritime profile is a process of acquiring competencies during purposeful educational-cognitive and foreign-language communicative activity, which determines the effective conduct of professional activity. The study of foreign languages in maritime higher education institutions is an open continuous process of foreign language training, which ensures the effective use of a foreign language during production tasks and a high level of social and communicative readiness for professional communication in a polyethnic environment.

Systematic analysis of scientific literature, historical sources showed that the development of foreign language training of future specialists in the maritime sector was influenced by a number of factors: socio - economic (focus on labor market needs, integration into the international space, scientific and technological progress); educational (updating legal documents in the field of education, standardization of the content of training, development of methods of forming professionally oriented speech); branch (modernization of the equipment of sea vessels, expansion of production functions of experts of sea branch, internationalization of structure of crew of vessels).

As a result of historical and pedagogical research, it was found that a number of studies substantiate the periods (stages) of formation, functioning and development of maritime education in Ukraine: theory and practice of maritime education in southern Ukraine (30s of the XIX - early XXI century) (A. Lyashkevych). ; features of the development of physical and mathematical training in maritime educational institutions of Ukraine (1944-2012) (A. Solodovnyk); trends in the development of maritime education in Ukraine (second half of the 18th - beginning of the 21st century) (I. Ryabukha) and others. Based on a combination of chronological and comparative-historical approaches, a periodization was prepared based on the

following criteria: socio-economic, organizational-educational, content-methodological, sectoral. Author's periodization of the study of foreign languages in institutions of higher education in the maritime profile in 1970 - early XXI century consists of three periods: I period (1978-1990) - unification (the first subperiod - 1978-1983, the second subperiod - 1984 - 1990); II period (1991-2002) - transformational (first subperiod - 1991-1996, second subperiod - 1997-2002); III period (2003-2017) - integration (first subperiod - 2003-2010, second subperiod - 2011-2017).

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