

The Impact of European Educational Integration on the Process Study of Foreign Languages in Institutions of Higher Education of Ukraine

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ABSTRACT

The article reviews the integration into the world educational space, the outlined period is marked by the following trends: paradigmatic (introduction of values of national authenticity in the study of foreign languages 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 publishers). The integration period (2003 - 2017) is considered, which is marked by the introduction of European norms and standards in education, updating the content, forms and methods of teaching. In particular, in 2009 it was investigated that in the process of European integration into the world educational space the emphasis was shifted from theoretical to practical training, the competence approach was introduced; reformatted programs, curricula, etc., which are consistent with European integration areas and European standards; formation of higher education students' ability to learn throughout life. In the educational activity of learning a foreign language, the interaction between teacher and cadet changes, the importance of foreign languages is updated, information and communication technologies are actively used 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 means of teaching). The analysis of the source base was carried out, which allowed to state the tendencies of the integration period. Perspective directions of using productive ideas of historical and pedagogical experience for improvement of foreign language professional training of future specialists of the maritime branch are revealed.

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

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INTRODUCTION

The integration period (2003–2017) is marked by the introduction of European norms and standards in education, updating the content, forms and methods of teaching. Further formation and reform of the training of future specialists in the maritime industry took place in the areas regulated in a number of legal documents:

- Resolution of the Cabinet of Ministers of Ukraine of 15.01.2005 № 38 "On approval of the Regulations on the procedure for assigning ranks to persons in command of seagoing vessels" with further editions.

- Order of the Ministry of Transport and Communications of Ukraine dated December 7, 2005 № 861 "On Amendments and Supplements to Issue 67 "Water Transport" (section "Maritime Transport") Handbook of Qualification Characteristics of Workers' Professions", etc. Integration into the world educational space, as well as the reorientation of the domestic system of training and certification of seafarers to the standards and requirements

of the international maritime industry are regulated in resolutions of October 7, 2009. № 1307 "On approval of the Maritime Doctrine of Ukraine until 2035", from 23.11.2011 41 1341 "On approval of the National Qualifications Framework".

Important for the development of domestic maritime education was the signing of the "Manila Amendments to the Annex to the International Convention on the Training and Certification of Seafarers and Watchkeeping" of 1978 and the "Code of Training and Certification of Seafarers and Watchkeeping" of 25.06.2010, which entered into force in Ukraine from January 1, 2012. In view of this, maritime education institutions are faced with the need to modernize all components of the training of future seafarers. Education is a branch that the state takes care of, creating conditions for its development. The field of education, in particular higher education, has always been one of the most problematic among the various areas of reform. This has led to a transition to a permanent phase of "permanent

reform" without tangible results. At the beginning of the XXI century in Ukraine there was an intensification of transformation in the system of higher education, which has a regulatory framework in the form of "Sustainable Development Strategy" Ukraine - 2020 ", " Association Agreement of Ukraine "and laws" On scientific and technical activities ". "On Education", "On Higher Education", "National Strategy for the Development of Education in Ukraine until 2021", "State National Program" Education "(" Ukraine of the XXI Century "), etc.

The purpose of the article is to assess the European integration impact on the process of foreign language training in higher education institutions of Ukraine in the maritime direction.

MATERIALS AND METHODS

In 2009, the Scientific and Methodological Commissions of the Institute of Innovative Technologies and Content of Education developed projects of new industry standards for specialists in the specialty. In the process of European integration into the world educational space, the emphasis has shifted from theoretical to practical training, a competency approach has been introduced; reformatted programs, curricula, etc. in accordance with European integration processes and European standards; organized the formation of higher education students' ability to learn throughout life. In the process of learning to study a foreign language, the interaction between teacher and cadet changes, the reputation of foreign languages increases, information and communication technologies are actively introduced during the control of knowledge of foreign languages. At the same time, there is a noticeable unwillingness of institutions to implement reforms (lack of professional teachers, incorrect use of forms, methods and tools by teachers).

The analysis of curricula shows a significant dynamics of quantitative indicators, changes in the educational process for learning a foreign language. In particular, in 2003 they mastered the disciplines that provided for the formation of foreign language communicative competence: "English", "Business English", "Special terminology in English". Since 2012, a single end-to-end course "English (for professional purposes)" has been introduced. The second subperiod (2011–2017) was marked by the signing of the Manila Amendments to the Annex to the International Convention on the Training and Certification of Seafarers and Watchkeeping of 1978 and the Code of Training and Certification of Seafarers and Watchkeeping, which provided for the modernization of all cadet training components. as a complex structured system. The foreign language communicative competence of future marine specialists is an integral component of professional training, which is a comprehensive personal resource that allows effective interaction in the process of using a foreign language as a means of professional tasks. The training of naval specialists is an important component of the professional education system, the conceptual provisions of which are presented both in state documents and in international conventions on the training of seafarers and the safety of navigation. These documents project the

achievement of functional literacy in foreign language proficiency, ie real working proficiency in it, which would really provide graduates with language interaction with foreign language speakers for personal purposes and for international cooperation. The foreign language not only acquaints with the culture of the countries of the studied language, but also through comparison reflects features of national culture, informs about universal values.

Integrating into a single educational space, Ukrainian higher education institutions focus on a qualitatively new level in their development - interaction and cooperation with institutions, establishments, organizations and foundations of other countries. Given the importance of training in accordance with international standards, which must be competitive, able to work productively in a changing labor market, the higher education system of Ukraine is undergoing substantive and organizational changes in the functioning of higher education institutions and the educational process. Given the peculiarities of the professional activities of seafarers, who were among the first to enter the world maritime industry, higher education institutions of the maritime profile had to adequately respond to the requirements of the modern labor market. An important condition for quality training of future specialists in the maritime industry, capable of productive work in crews with international composition, is the readiness for professional communication in English, which is officially recognized as a working language on ships.

Given the international nature of the seafaring profession, the formation of English-language professional communication competence of future specialists of the fleet is regulated by a number of legal documents of national and international levels. In this context, it is worth mentioning one of the most important documents on the coordination of English language teaching processes in higher education institutions in the world - "Model Model Course 3.17 Maritime English", developed by experts of the International Maritime Organization and recommended as organizational and methodological support of national training courses [1-3]. In 2015, this document was edited due to the urgent needs and important changes in the maritime industry for language training of industry workers. The updated format of the document provides for a thorough study and analysis, as timely updating of the content of English language teaching in higher education is an important condition for maintaining the competitiveness of future maritime professionals in the harsh conditions of the global labor market. In the realities of the educational institution, the distance learning platform should be used to supplement and expand the traditional process of learning and communication in the school environment, higher education institutions.

This means that teachers and lecturers of all subjects will be responsible for the preparation and management of educational content, and not only specialists in the field of informatics. Among the most important requirements for the implementation and use of distance learning in an educational institution are the following:

- availability of interface, assistance and documentation in the native language;
- taking into account the real capabilities of students, technical and financial conditions of the school, the needs and capabilities of the teacher;
- functional elasticity, availability of tools, the use of which allows to support communication between users;
- consideration of pedagogical needs, support of new learning styles, first of all cognitive, creative and constructive;
- simple replacement of roles (student - teacher - author of courses) [6].

The use of the MOODLE platform in the system of education in higher education institutions allows the teacher to present his course remotely, which facilitates cadets' access to methodological materials, organization of independent work taking into account the specifics of the future profession. At the present stage of development of domestic education, teaching foreign languages in higher education institutions is a purposeful linguistic communicative activity, and its organization is constantly transformed into a more meaningful and meaningful. This is determined primarily by the globalization processes taking place in the world, as well as the movement of Ukraine to the European integration space, the focus on European standards of quality training, the expansion of international cooperation and more. Currently, the main task of learning foreign languages in higher education institutions is the formation of future graduates of social and communicative competence.

This requires a rethinking of the principles and approaches to the organization of language communication activities, reconstruction of the content of foreign language education and rethinking the requirements for the professional level of a foreign language teacher. Problems of learning foreign languages in institutions of higher education of various profiles are attracting more and more attention of representatives of domestic scientific thought and teachers-practitioners. G. Baranova, S. Barsuk, G. Bartashova, K. Galatsyn, N. Gerasimenko, O. Khomenko, A. Tsyna and others studied the mechanisms of realization of renewed approaches to the development of social-communicative competence. The methodology of development of maritime education in Ukraine was substantiated by M. Babyshyna, Y. Petrovska, O. Frolova and others. At the same time, there is a lack of studies focused on the analysis of modern approaches to learning a foreign language by students of higher education institutions that have their own specifics. Therefore, this issue needs additional attention.

Given the specifics of the work on the formation of future specialists in the maritime field of foreign language professional competence, we consider the most relevant implementation of communicative-cognitive and professionally oriented approaches to learning foreign languages. The communicative-cognitive approach, according to G. Baranova, is based on the principles of "the principle of consciousness in learning and the theory of socio-constructivism, according to which the student is the subject of the learning process" [5]. The implementation of this approach involves first of all the acquisition of communicative knowledge, so it is advisable to emphasize a

wide range of principles, the implementation of which will ensure the intensity of the educational process in maritime institutions of higher education. The implementation of a professionally oriented approach is associated with the selection of the content of foreign language education (professional vocabulary, creating situations, discussing topics from the practical activities of seafarers, etc.). In the context of modern development of maritime education, the implementation of an innovative approach is recognized as a priority, which provides for the ability of teachers to creatively search for and use innovations. An example of new and progressive in modern education, in particular the organization of communicative activities, are information and communication technologies. Internet space creates opportunities for extensive use of information sources, operational data, organization of distance learning, creation of training centers, etc. [9-14]. Such an educational space expands resources for communicative training of seafarers. Such tasks are solved through the implementation of an integrated approach. In this regard, Khomenko notes that the need to develop a comprehensive model of managing the process of professionalization requires a high degree of communicative culture, which is an integrated education that can provide not only the integration of the content of language education. Cooperation of domestic universities with foreign ones is one of the steps to implement an integrated approach, which is made possible by the means of implementing academic mobility programs (Socrates, Erasmus, Tacis, Tempus). An important condition for successful cooperation of universities in the world educational space is the knowledge of its participants in foreign languages, understanding of the cultural identity of the people, which determines the renewal of goals and objectives of foreign language training, changing its status, strengthening the role of higher education [20]. Thus, the integrated approach is to synthesize existing knowledge and content of information resources, extrapolate the updated experience to a single speech space, which leads to both the expansion of the linguistic picture of the student's world and the transformation of the modern world space.

The praxeological approach is realized through the systematic organization of practical work of students. Within the framework of such work, listening to audio materials recorded by native speakers, correcting pronunciation, working out a specific sound, etc. is provided. It is advisable to use a wide range of innovative methods (the method of "quiet" learning ("The Silent Way"), the method of "community" ("Community Language Learning"), neurolinguistic programming ("Neuro-Linguistic Programming"), variants of the suggestive method, etc. [15-17].

According to modern scientists, the benefits of using these methods are associated with the formation of intrinsic motivation, stimulating thinking, concentration, stimulating cognitive activity, independence of students, which allows you to productively use the backup capabilities of the individual through immersion in foreign language and speech space.

Accordingly, the requirements for the professional level of a foreign language teacher are growing. Understanding that language serves as a means of interaction between persons involved in communicative activities, the teacher must be familiar with various aspects of the theory of speech influence, which studies the mechanisms of variable interpretation during the functioning of the language system in a particular field [21]. In particular, for effective training of students of different profiles it is necessary to identify the specifics and priority factors of successful use of language for the implementation of personal and professional tasks of the communicator. In addition to studying the system of language forms, the teacher must emphasize the communicative aspects of speech activity.

There is a tendency to organize contextual, conscious, motivated language learning. The effectiveness of training increases with the implementation of modern approaches: communicative-cognitive, professionally oriented, humanistic, innovative, integrated, praxeological, etc. Comprehensive implementation of these approaches to the system of foreign language teaching in higher education institutions should ensure the formation of social and communicative competence of cadets. The content of this phenomenon is characterized by multivariate, multifaceted definitions, ambiguity of interpretation and prospects for our study. Learning a foreign language is an integral part of professional training in higher education institutions. The high level of teaching a foreign language in higher education requires the teacher to know the latest teaching methods, educational technologies, special techniques for the optimal organization of the educational process in accordance with the level of knowledge, needs, interests of students and more. The teaching process involves the use of a number of teaching techniques, various approaches and working techniques. "Learning techniques - a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) goal of a particular method" [18].

The analysis of research and practices makes it possible to identify the main approaches and methods of teaching foreign languages in higher education institutions:

- classical teaching methods (N. Bonk, V. Arakina), which is based on the understanding of language as a full-fledged means of communication and provides purposeful work with all language components;
- Linguistic approach (E. Vereshchagin, V. Kostomarov), which predicts the study of the language of culture on the basis of integration; within this approach, the lexical structure of the word serves as the main source of linguistic information, determines the concentration of attention on the study of equivalent and non-equivalent lexical concepts, terminological vocabulary, background vocabulary, phraseology;
- Linguo-cultural approach (V. Telia, V. Vorobyov, V. Furmanov, V. Maslov, Y. Stepanov, N. Arutyunov, V. Chervonykh) allows to interpret linguistic semantics as a result of cultural experience;
- communicative methodology, which chooses the practice of communication as a determinant in teaching, in particular oral perception of language and speech training;

- ethnographic approach (M. Byram, V. Esarte-Sames, M. Byram, G. Zarate, Ch. Kramsh), the leading idea of which is the ability to understand human behavior and interact with representatives of other cultures, which have other values [12].

The main teaching methods in the process of foreign language communicative training include the demonstration of new foreign language material and ways to operate it:

- management of educational activities; organization of independent search of students;
- explanation of the teacher; organization of management; implementation of control over student performance [15].

The system of education of future specialists of the marine profile provides organizational forms of training, adequate to the conditions of the credit-modular system of training and aimed at the acquisition of knowledge by students (lectures, seminars, study tours, consultations); mastering skills and abilities (practical classes, training conferences, pedagogical practice); control of knowledge, skills and abilities (course and final qualifying work, pedagogical practice) [11].

In lectures, students have the opportunity to acquire declarative knowledge about the established theoretical principles of methods of teaching foreign languages, new discussion ideas of domestic and foreign methodologists. In addition, students gain procedural knowledge about the technology of foreign language education of students in maritime institutions of higher education. The seminars discuss theoretical issues of teaching a foreign language in higher education institutions, as well as demonstrate the level of declarative knowledge acquired in lectures and during independent and individual work. During study tours, students of higher education institutions attend foreign language lessons, analyze them with a teacher of methodology and a foreign language teacher. Observing the study, students master the procedural knowledge, clarify, deepen, specify the newly acquired in the course of observation procedural knowledge, analyze both methodological and speech activities of the teacher [19]. In the context of foreign language teaching methods, it is important for students of higher education institutions to be aware of the productivity of teachers and methodologists of using interactive methods and teaching technologies that have significant development potential: the ability to form critical thinking, develop imagination and feelings, improve social behavior and general culture. [16].

The use of modern innovative educational technologies provides quality language training, as they allow the organization of project work on the basis of information and communication technologies, work with educational computer and multimedia programs, introduction of distance technologies in foreign languages, creating presentations in software environment "Microsoft PowerPoint", work with resources of the World Wide Web. Foreign language classes in higher education institutions using interactive technologies should be structured and include:

- 1) motivation (selection of a method for motivation - conversation, "unfinished sentence", "brainstorming", work

with the press, analysis of pedagogical situations, fragments of films on pedagogical topics, etc.);

- 2) notification of the topic and expected learning outcomes;
- 3) discussion of the main theoretical provisions on the topic of the lesson (work in small groups, in pairs, group activities, brainstorming, discussion, free microphone);
- 4) reflection (awareness of the results of the lesson) [7].

The most effective are the following forms of pair and group work:

inner (outer) circles ("inside / outside circles = Mary goes round");

brainstorming;

jigsaw reading;

exchange of thoughts ("think-pair-share");

pair-interviews and others [4, 5, 10].

Thus, among the common methods of teaching students in higher education institutions, teaching in lectures, seminars, discussion and communication in groups are singled out. Currently, interactive methods of learning a foreign language are also actively used.

The Ministry of Education and Science of Ukraine pays special attention to the implementation of the program of introduction of the latest innovative methods of teaching foreign languages on the most intensive basis. Mutually beneficial multilateral cooperation and exchange of scientific and pedagogical potential between various institutions and organizations of foreign countries generate a huge demand for language learning [3]. Against the background of these requirements for teaching foreign languages, the emphasis is on the implementation of a communicative approach. The basic idea is that students should not only acquire knowledge, but also develop skills and abilities to use language forms for real communicative purposes. In the process of learning English, it is important for the productivity of the process is educational and methodological support, in particular textbooks in which cadets directly learn English, their professional orientation, which allows the applied aspect of learning, types of tasks that promote language acquisition. In the educational process of the studied period use textbooks and manuals developed by teachers of maritime educational institutions. In particular, a number of practice-oriented manuals have been prepared in higher education institutions, which are described below.

Kudryavtseva VF, Bobrysheva NM, Golub VE, Litikova OI, Moroz OL, Petrovskaya YV, Chuprina KL «Seven Seas Ahead. Student's Book (2012) is a textbook that provides study material that promotes the study of English required for cadets of all specialties who practice on ships in ports and at sea. The purpose of the manual is to develop communication skills on professional topics with members of multinational crews [13]. Kudryavtseva VF, Moroz OL, Petrovska Yu. V., Smorochinskaya OO Welcome aboard (2009) is the first in a series of manuals for teaching English to drivers. Training material is offered, which promotes the study of English, necessary for cadets of the professional direction "Navigation", who are trained on ships in ports and at sea. The purpose of the textbook is to develop the

ability to communicate on professional topics with members of multinational crews [14].

One of the integral parts of the process of training future specialists in the maritime industry is the use of the latest technologies, such as automation and digitalization. Today requires adaptation to the changes taking place in the world. There is a question of finding new techniques and technologies that would improve the training of future sailors in the process of learning English, which is the working language of the crew and serves as a guarantee of mutual understanding and safety on board [6]. Using a computer during classes brings learning as close as possible to real life situations. Working on the Internet increases opportunities and helps to increase the productivity of learning foreign languages. Communication is the basis of the World Wide Web, which provides direct communication with native speakers through correspondence via e-mail; implementation of joint telecommunication projects; participation in various competitions and Olympiads, text and voice chats; posting research papers on websites and receiving feedback from around the world; reading professional hypertext information; use of online dictionaries, etc. The Internet also creates opportunities for communication with foreign peers in the virtual dimension [17,25]. Computer technology allows the teacher to update and update the teaching material according to the topic, to form the amount and complexity of information to be provided in accordance with the purpose and level of preparation of students, to acquaint students with information of a professional nature.

The rapid development and emergence of new digital technologies, openness and transparency of educational systems, the transition of the educational process to a virtualized space help higher education institutions to expand their capabilities to create information and educational environments of the modern generation. Higher education institutions cannot stay away from the changes that are taking place around the world, they must make every effort to adapt their technological strategies in order to increase the competitiveness of graduates [11,24]. In the report "Horizon" the main trends in education are the promotion of digital education, rethinking the practice of teaching and the work of educational institutions [12]. The analysis provided by Educase also confirms that the priority areas of educational development are digital and information literacy, online and blended learning, development and involvement of teachers in technology, accessibility and universal educational design [12].

The LMS Moodle platform contains the academy's information resources, a computer assessment system and an e-course.

Cadets have the opportunity to study on an individual schedule, depending on the fact of internship or flight. For the continuity of the educational process and the implementation of organizational issues, a system of integration of cloud services "Google" with the platform "LMS Moodle" has been developed. The site has a schedule of classes and exam sessions by faculty. Dean's managers have

access to schedule editing, online they can make changes that immediately become available to all users of the service. Cadets and teachers (97.8%) confirm the positive impact of the introduction of electronic scheduling. A system of recording for individual computer assessment, which takes place in the mode of examination sessions, provides a selection of master's theses and supervisors, presented on the site all forms of documents to be filled in by teachers and students of the department. In the system "LMS Moodle" conduct a survey of teachers and students, collect virtual tours-presentations of academic disciplines [20]. Due to the development of blended learning, the LMS Moodle website offers created e-course courses and test exam materials.

The assessment system in maritime higher education institutions includes formative, summative and competence assessment [19]. E-courses are designed for both cadets and graduates to improve their skills and teachers. All courses have an interactive focus, contain Web 2.0 services, gamified tasks and a tracking system for the formation of course competencies [4]. Since 2016, participating in the project "Communicative approach to learning English", maritime higher education institutions are setting up an e-learning system based on the platform "MOODLE". Cadets-users of the site now have the opportunity to: sign up for individual assembly (computer testing using an automated control system); view your faculty schedule that located in the network office package "Google docs"; to get acquainted with educational and methodical materials of courses for which the user is registered; perform various tasks of teachers, send them for verification, take electronic testing. Thus, in higher education institutions of maritime orientation is organized mixed training (combination of full-time training in institutions of higher education of maritime orientation with training in "LMS MOODLE") [6].

According to M. Mokriev, the system of e-learning on the basis of the platform "Moodle" provides opportunities to create an educational environment with a set of e-learning courses, requires integration of additional modules to "Moodle", which helps to expand resources in the direction of learning management [14,23].

Teachers of English language institutions of higher education in maritime education have developed a set of educational - methodical online materials with interactive tasks for disciplines (foreign language, marine English, English for professional purposes), provided free access to them anytime and anywhere. All sets of educational and methodical online materials, which are located in "LMS MOODLE" are fully consistent with the working programs of the discipline. Changes and additions to the work programs are due to the requirements of the "Model Courses" (International Maritime Organization) [7].

Cadets make a session in a separate category, which contains courses with trial and final testing. The obligatory English language test test covers approximately 150 questions, from which the computer randomly selects 30 questions of varying difficulty, according to the studied modules of the program with a test of lexical, spelling, grammar skills. The use of computer testing makes it impossible to influence the human factor on the assessment

of cadets' knowledge [9]. All grades for passed exams are reflected in the electronic grade journal. The teacher can check, edit or add cadets' grades for all elements of the activity, and cadets can view their own grades. All e-learning courses are unified, ie have a standard structure - consist of five modules per semester, contain a mandatory element of current control after each module - electronic testing ("Stop and check", "Progress test").

Another mandatory element of the course, which is also located at the end of the module, is a list of questions for the oral test of competence ("Check your competency questions") [4]. Other elements of the courses used by teachers include: glossary, tasks, surveys, test, lesson, forum, chat, gamified exercises of the module "HotPot" and "SCORM" -packages; resources: book, caption, page, file, folder and web vocation. To track your own movement on the course, use the competency repository, the fields of performance marks and the scale of performance. The competency repository contains a list of competencies that a cadet must master from the first module of learning English in accordance with "Model Course 3.17" [9]. Each added competency must be confirmed by a list of course objectives, including electronic testing. To improve the quality of learning in e-courses use a gamified approach (awards, games, leaderboards, levels, missions, points, maps, avatars, quests, etc.). Game techniques in a non-game environment are used by teachers to master cadets' communicative competence [13]. The case method is also widely used in courses to develop critical thinking in cadets.

Tasks within the method can be of three types: before, during and after reading an authentic text about the problem situation on the ship, mostly from online journals. The advantage of such tasks is the ability to receive feedback from the teacher - feedback on the task and error correction. The method of projects on courses is realized by means of activity of students. The teacher outlines the format of the future project (text or download of one or more documents of any type), chooses the form of organization of activities: individual, pair or group. Another group activity is filling in wiki pages, tables with examples that describe them [9]. The e-learning system in maritime higher education institutions also works with the help of a mobile application, implementing mobile learning technology. Mobile learning itself is an innovative learning approach that makes the learning process more attractive, democratic, comfortable and stimulates the cadet to self-education. Thus, all these elements of training of competent maritime specialists in the electronic information and educational environment contribute to the effective organization of cadet training [2,3].

The distance learning platform "MOODLE" creates conditions for improving the level of academic achievement of the cadet, the development of professionally significant personality traits, creative abilities, independence and activity for the formation and development of professional competence of the future employee of the maritime industry. Openness and rapid development of the mobile learning management system contribute to its application in various types of educational activities, providing flexibility and

meeting a wide range of educational needs [6,9]. Future professionals in the maritime field, striving to be successful in their professional activities, must have communicative competence, able to apply the knowledge of the working language on board (English) in specific communication. The latest technologies are accompanied by a number of new techniques that have advantages. One of such methods is gamification [9], under this term foreign researchers understand the use of game practices and mechanisms in a non-game context to involve end users in solving problems [18,21].

LearningApps.org is an online service that creates interactive exercises. It is a designer for developing various tasks from different subject areas for use during classes and in extracurricular activities. The LearningApps service is a Web 2.0 application for supporting educational processes in various types of educational institutions. With the help of this platform, teachers of foreign language departments create gamified exercises for effective study of foreign languages in higher educational institutions of maritime profile. On this online service of multimedia didactic exercises there are templates of exercises: quiz, crossword puzzle, puzzle, games. The distance learning system based on the MOODLE platform is an integral part of the educational process of the Maritime College of the Kherson State Maritime Academy. An important component of the training of future specialists in the maritime field is the study of English. For the formation of foreign language competence in cadets as a means of professional communication;

personal development;

dynamics of communicative competence;

ability

understanding and formulation of statements in the process of professional communication created an electronic course "Maritime English for professional purposes" (2010). Mastering the discipline is based on the principles of the theory of step-by-step contextual learning and interrelated types of language activities. The purpose of the course involves solving the following tasks:

- to form cadets' ideas about the specifics of industrial care on the ship, which will provide the necessary communication skills in the areas of professional communication in oral and written forms;

- to develop creative thinking in the course of performance of practical tasks in the educational situations which provide reproduction of the professional environment and demand professional competence of experts of the sea merchant fleet;

- to form basic communication skills in professionally oriented situations, to develop the ability to perceive and respond to oral language, to form skills of reading professionally oriented texts, to develop skills of practical original technical literature, to develop written language, to apply foreign language communication skills during interviews. companies and during the compilation of professional tests [11,17]. The discipline "English for Professional Purposes" belongs to the cycle of professional and practical training, at the present stage of training of

specialists of the merchant navy, it to some extent generalizes and systematizes the material. In accordance with the provisions of international conventions, the course focuses on the generalization of the information learned in the process of learning English in the previous stages of preparation, as well as on the activation of knowledge in special disciplines [5].

The curriculum of the discipline "English for Professional Purposes" is compiled in accordance with the "Code of Training and Certification of Seafarers and Watchkeeping" (Section II, Table A-II / I) [22-25], "Model Course 3.17" Maritime English "[6]. Acquisition of the discipline "English for Professional Purposes" is focused on the formation of competence "use of standard phrases for communication at sea and use of English in written and oral forms", which is regulated by the "Code of training and certification of seafarers and watchkeeping" (Section II, table A-II / I) [9,23]. "Maritime English for Professional Purposes" is studied by second-year cadets in the first semester, using the "Welcome Board" textbook, which was developed by English language teachers. The Maritime English course covers 5 modules focused on acquiring professional competencies. Marine content is downloaded by each teacher of the course (tests, joint activities: chat, forum, glossaries, etc.).

To meet the requirements for maritime language education set out in the International Convention on Seafarers' Certification and Watchkeeping Rules, the National Model Program (Program 2005), Maritime English Model Course 3.17, approved by the International Maritime Organization, and To meet the needs of the World Merchant Navy in the training of future drivers who can communicate fluently in English in mixed crews, the study of the discipline "Business English" was introduced. The course provides training in algorithms in situations that mimic occupational relations [7, 18, 22-27].

CONCLUSION

Thus, in modern conditions, opportunities for learning a foreign language in higher education institutions have improved; strengthened material and technical base; introduced non-traditional technologies in the learning process (simulators, multimedia learning tools); teachers are given opportunities to use online resources, documents, conventions, manuals, etc. In the temporary standards of educational and professional training of future specialists in the maritime field, program competencies are singled out, which include knowledge of the English language. In particular, only one program competence is mentioned - the ability to communicate in writing and orally in a professional environment in state and foreign languages. Given the work of international crews, knowledge of English is a necessary component of the following program competencies:

- ability to work in a team, to organize the work of the team, in particular in difficult and critical conditions;

- ability to supervise and control compliance with the requirements of national and international legislation in the field of navigation and measures to ensure the protection of human life at sea, protection and protection of the marine environment;

- ability to conduct training sessions and trainings on board the ship, etc. For the specialization "Navigation" program learning outcomes - knowledge of English, which allows to use English technical literature, discuss in English professional issues in the performance of professional duties (regulatory part, training cycle "English for Professional Purposes" - 17 credits , exam, end-to-end study in all courses).

For specializations "Operation of ship power plants", "Operation of ship electrical equipment and automation" program learning outcomes - knowledge of English, which helps to use English-language technical manuals and perform their duties ("English for Professional Purposes" 16.0, credit , PE 1.2.1 "English for Professional Purposes" 1.0, exam, end-to-end study in all courses).

The analysis of the source base served as a basis for highlighting the trends of the integration period:

- paradigmatic (consistency with world standards of training future specialists in the maritime industry during the study of a foreign language in higher education institutions of the maritime profile);

- structural - educational (return to the standardization of training in institutions of higher education in the maritime profile with increasing academic freedom of the institution);

- content (updating the sectoral direction of the content of foreign language education in accordance with international standards);

- instrumental and methodical (introduction personality-oriented technologies, expansion of educational opportunities).

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