СЕКЦІЯ XX.
ПЕДАГОГІКА ТА ОСВІТА

DOI 10.62731/mcnd-02.05.2025.005

EFFECTIVE APPROACHES ENSURING PRODUCTIVE TEACHING OF MARITIME ENGLISH IN HIGHER EDUCATION INSTITUTIONS

Yuliia Tymoshchuk
ORCID ID: 0000-0003-3675-7411
Senior Lecturer at English Language Department
for Maritime Officers (Abridged Programme)
Kherson State Maritime Academy, Kherson, Ukraine

Summary. *Modern approaches to the formation of a foreign language educational space in higher education institutions have recently taken an increasingly important place in teaching foreign languages because they are aimed at achieving new educational ideals - the creation of an integral system of knowledge and skills of the individual, the development of his creative abilities and potential capabilities and competences.*
In the article there have been analyzed modern approaches that ensure the effective teaching of Maritime English in higher education institutions as the main factor in students acquiring foreign language.
Effective learning of maritime English in higher education is facilitated by the active use of case-studies, real-life communication, project works, implementation of interactive tools, such as computer programs, virtual laboratories and games, along with technology-based exercises etc. Effective approaches to the formation of Maritime English in higher education institutions have recently taken an increasingly important place in teaching foreign languages because they are aimed at achieving new educational ideals - the creation of an integral system of knowledge and skills of the individual, the development of his creative abilities and potential capabilities, competences.

The education of students stands as one of the foremost priorities of our time, especially given when highly qualified and competitive professionals are required. Mastery of the English language, along with fluency, is an essential milestone as a world-wide language. Consequently, there is an urgent need to implement the most effective teaching methods for maritime English, which is particularly focused on developing communication skills among learners.

Current strategic principles of Ukraine have heightened public focus on reforming the educational system as a key factor for its progress and integration in the global community, as well as for enhancing its standing in the international sphere. Under these circumstances, the primary goal of the educational sector is to cultivate proficiency in foreign languages among all students. To achieve this, it is essential to develop an efficient educational environment, namely a foreign language, as a complex pedagogical reality shaped by the specific characteristics of the present education system's evolution, as well as the necessity to meet the cognitive needs of every individual and establish supportive conditions for personalizing the educational process.

Growing the status of a foreign language in today's realities, the necessity to develop foreign language competence of an individual has affected the course of our state towards long-term cooperation with many countries of the world, its integration into the European educational and scientific field, international exchange of information in various fields of knowledge and spheres of public life, learning opportunities and works abroad.

Analyses of researches. This situation has directed the efforts of scientists, methodologists, and practical teachers to search for effective ways to master foreign languages. Various aspects of this process were studied by O. Bihych, H. Boretska, N. Borysko, M. Bratko, D. Lytvynenko, Yu. Nikolaieva, Yu. Panasiuk, L. Petko, S. Sorochynska, H. Turchynova, O. Iaremenko, and others scientists. [3]

Goal. Even though, the problem we have pointed has not yet been the subject of scientific research. That's why, our goal is to analyze modern approaches that ensure the effective teaching of Maritime English in higher education institutions as the main factor in students acquiring foreign language.

The communicative approach to teaching English emphasizes the cultivation of communicative competencies. Engaging in active conversations in English, without the fear of making mistakes, significantly enhances the development of communicative abilities. The language serves as a vital instrument for communication, as the focus is placed on practical applications of the language in real-world interactions. For example, students study the language within the context of authentic life scenarios, allowing them to analyze professional situations while discussing methods for ensuring the safety of the entire crew. Furthermore, cadets are encouraged to participate

actively in the learning process by working in pairs or groups, as interaction and collaboration among peers are crucial components of effective maritime English learning.

Real life communication is usually based on the need to exchange information of any kind. Cadets/ students are exchanging information for a specific reason (e.g. proposing reasons in faultiness of machinery's operation and the remedies in that cases). This exchange can be imitated by creating a context for cadets/ students to share information that they have been given by speaking to one or more people. This type of activity may involve pairs, groups or the whole class exchanging information simultaneously.

Student to student communication in English is an important part of communicative learning. The communicative approach promotes the use of tasks that require the students to use English in order to achieve a result. The key feature is that students need to use language in realistic ways (e.g. asking; discussing; negotiating) for realistic purposes (e.g. finding out information; exchanging opinions; problem solving). While actively using English for tasks, students can acquire language from each other and also practice communicating in a social context.

Effective learning of maritime English in higher education is facilitated by the active use of cases (case-studies) created on the basis of video fragments, video clips from films, which represent situations related to the future professional activity or interpersonal communication. They help to improve better understanding of studied before material; provide education applicants with conceptual connections between theory and real-life situations; accelerate the pace of consolidation of acquired professional knowledge. For better mastery of a foreign language in the educational space of a higher education institution, it is advisable to listen to audio, watch videos, round table discussions, compose dialogues with discussion and defending opposing points of view, create discussion on the topic, and use brainstorming, paired interviews, exchange of opinions, etc.

The formation of a foreign language educational space in a higher education institution ensures the thoughtful use of such principles of learning a foreign language as:

- the principle of activity-based learning,
- the principle of communicative learning,
- the principle of situational and thematic organization of educational material,

– the principle of sociocultural direction of the educational process,
– the principle of integrated learning of all types of speech. [2]

Another vital aspect of the educational process is project-based learning, which allows cadets/ students to apply theoretical knowledge in practical contexts. Through project work, students can delve into specific issues, devise solutions to problems, tackle challenges, and bring their ideas to implementation. This method not only nurtures creativity but also enhances analytical thinking and teamwork skills. Such an educational approach provides future professionals with the tools they need to realize their potential and acquire hands-on experience in their chosen fields.

The case study method in maritime English language teaching emerges as one of the most effective strategies for intensive language learning, widely used in contemporary teaching methodologies. This approach involves the utilization of real-life situations (cases) that may arise in various facets of life and professional activities for the purpose of learning English.

The primary principles underlying the case study method in English instruction include:

- contextualization: cases provide a relevant context and situation wherein the language is employed, thereby aiding students in comprehending how and when to use the learned structures and expressions effectively;

- authenticity: cases may be derived from real events and professional circumstances encountered aboard vessels, thus ensuring both the authenticity and realism of the learning materials;

- interaction and collaboration: during the process of solving cases, students engage in communication and collaboration with one another, utilizing English to discuss solutions and address problems;

- skill development: cases facilitate the growth of various language skills, including reading, writing, listening, and speaking, as future specialists are required to analyze information, articulate their thoughts, and substantiate their conclusions;

- motivation enhancement: authentic scenarios depicted in cases can significantly boost students' motivation to learn the language, as they witness its practical application in real-world situations. [2]

This method is highly effective in fostering a deeper understanding of the language and its practical usage and stimulating active participation of students in the educational process.

Moreover, interactive learning methodologies engage students in the education by incorporating a variety of interactive tools, such as computer

programs (e.g., Quizlet, Mentimeter), virtual laboratories and games (such as Kahoot!, Worldwall, LearningApps.org). This pedagogical approach has gained increasing popularity, as it transforms learning into a more captivating, efficient, and comprehensible experience. [4]

Interactive teaching methods create a vibrant educational environment where students can actively engage with the material, experiment, and solve tasks in real-time. This dynamic interaction fosters improved knowledge retention, the development of critical thinking skills, enhanced creativity, and effective information processing. The implementation of interactive learning can take many forms, ranging from the use of specialized educational platforms to the creation of gaming scenarios tailored for teaching specific subjects. It is essential that such methods are balanced and aligned with the needs of the target audience, as well as the objectives of the educational process.

Training programs should be designed with a focus on the practical application of language skills in maritime settings, developing assessment systems that account for the distinct challenges and facilitating effective monitoring of language proficiency progress. It is crucial to devise teaching methods that take into consideration the specific aspects of maritime work and communication, encompassing maritime terminology.

The formation of foreign language competence as a learning goal in higher educational institutions is facilitated by the use of modern educational technologies in the educational process, specifically blended learning methods, which combine traditional and distance learning and best meet the interests and preferences of students; project technologies, due to which education applicants develop their project thinking, a sense of responsibility and experience in targeted cooperation, the ability to work in a team and present their results; various training technologies that create favorable conditions for the development of foreign language competence. [5]

Summary. To sum up, effective approaches to the formation of Maritime English in higher education institutions have recently taken an increasingly important place in teaching foreign languages because they are aimed at achieving new educational ideals - the creation of an integral system of knowledge and skills of the individual, the development of his creative abilities and potential capabilities, competences, i.e. perfect knowledge and use of language in a social environment, professional activity and interpersonal communication. The teaching methodologies for Maritime English should be tailored to align with the unique demands of maritime activities and the communication needs of cadets/ students.

Therefore, it is imperative to develop specialized educational materials on digital platforms that are accessible in electronic formats for cadets/ students, allowing them to engage with the content at their convenience.

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